

# 2015 Annual Report

Nga Ahuatanga

nmit

Nelson Marlborough  
Institute of Technology

Te Whare Wānanga o  
Te Tau Ihu o Te Waka a Maui

Intro/ Now for 2015

nmit

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

ESTABLISHED IN 1905

# nmit 2015 highlights

A positive customer experience every time

# 92%

of learners surveyed said the learning outcome met or exceeded expectations



We are supporting youth into work

# 65%

**NEETS Course Completion\***

Target 40%

NEETS - Not in Education, Employment, or Training.

Youth Guarantee



2013



2014



2015

We improved our financial viability and sustainability

Group Surplus

\$274k \$765k \$3,395k



2013

2014

2015

Cash and Short Term Deposits

\$11.0M \$14.5M \$19.4M



2013

2014

2015

We are growing export education

796



2013

1007



2014

1494



2015

International students

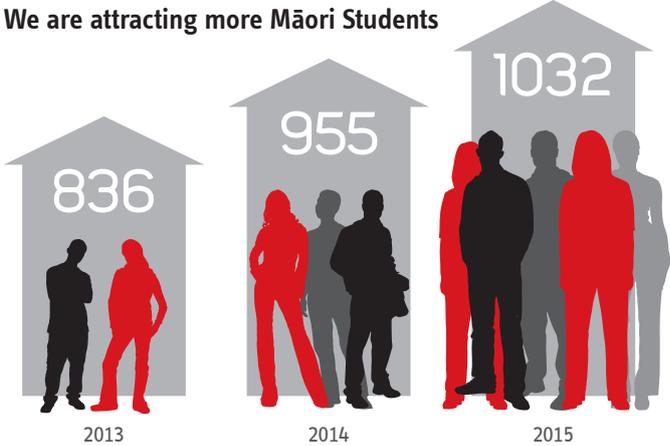


# NMIT donates \$1million to student scholarships

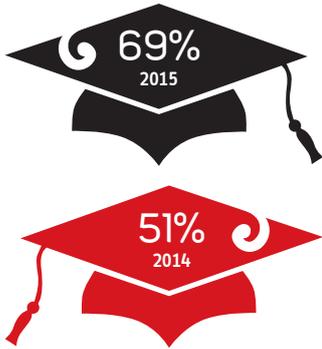


## We are improving Māori Pasifika achievement

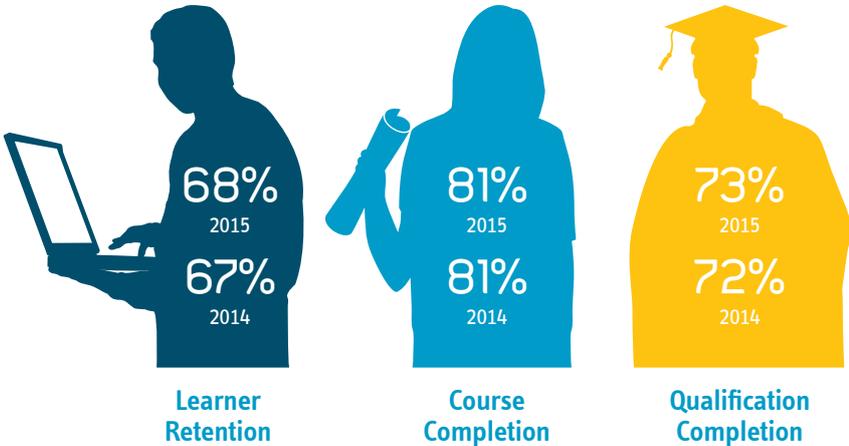
We are attracting more Māori Students



Pasifika Qualification Completion\*



## We are further consolidating our SAC education performance indicators\*



### We are delivering skills for industry



CHARTERED ACCOUNTANTS  
AUSTRALIA • NEW ZEALAND

One of the first New Zealand institutes to be fully accredited for the Bachelor of Commerce by Chartered Accountants of Australia and New Zealand.

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Institute of IT Professionals  
NEW ZEALAND

NMIT IT qualifications are now accredited by the Institute of IT Professionals New Zealand.

NMIT opens Global Campus for international students in Auckland



\*Provisional figures

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## Our Vision

A future focussed learning organisation preparing work and world ready graduates.

## Our Mission and Purpose

Supporting the development of Nelson, Tasman and Marlborough through the provision of applied vocational and professional education and training.

## Our Values

**Rangatiratanga** – We treat people with fairness and equity acknowledging our communities and heritage; we provide a safe and nurturing environment. We demonstrate honesty, transparency, fairness and clear boundaries in all our interactions.

**Passion** – We strive and stand up for what we believe in and go the extra distance; we want to make a difference to people's lives.

**Manaakitanga** – Care for others/behaviours that enhance the mana of others and therefore our own.

**Ownership** – We hold ourselves accountable for our actions, take ownership and deliver on our promises.

## Our Commitment

- **TEAM NMIT** – Caring, connected and passionate
- **Customer Experience** – A positive experience every time
- **Learning and Teaching** – Life changing learning
- **Programme Range** – Dynamic, world class programmes
- **Effective Partnerships** – Making a difference through partnerships

## Primary Strategic Objectives

- Building a high performing customer focussed team
- Deliver a personalised customer experience through the learner life cycle
- Enable learning that develops and inspires capable and connected graduates
- Optimise our programme mix to meet work and world ready outcomes
- Grow partnerships that provide opportunities and solutions

## 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 2015-2016
- 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 2015 Annual Report was approved by the NMIT Council on 16 March 2016.

## NMIT Council Members

**1 January – 31 December 2015**

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

## A message from our Council Chair and our Chief Executive

Nei rā ngā mihi o te Whare Wānanga o te Taihū o te Waka a Māui ki a koutou katoa ngā hunga kua hāpai, kua amo hoki i ōna kaupapa i roto i te tau kua taha ake.

Kua whaia e tātou te iti kahurangi, kua kakea te ara poutama hei reira te orangatonutanga mo tō tātou whare Wānanga me ngā whakatupuranga e heke mai nei.

*“Whaia e koe te iti kahurangi, ki te tuohu koe me he maunga teitei”*

We are pleased to be able to present a positive Annual Report which outlines the educational and business successes of the Nelson Marlborough Institute of Technology in 2015. This was another challenging year, but a successful one, for NMIT.

We professionally responded to the various challenges of our sector, and made substantial advances in meeting expectations of students, employers, communities and a diverse range of stakeholders across the Top of the South region, New Zealand and internationally.

We met, and in many areas exceeded, the targets and objectives set for the year.

- Successful course and qualification completion.
- Learner satisfaction levels (learner experience met or exceeded student expectations).
- Successful delivery of a wide range of training projects.
- Continuous improvement of course delivery, validated internally and externally.
- Provision of training to 7,388 learners, equivalent to 3,179 full time students, delivering applied vocational and professional programmes from foundation to degree and postgraduate levels.
- NZBT outcomes.

We take a very focused approach to NMIT's financial viability and sustainability. We are mindful of our

obligation to ensure that we can effectively invest in the required resources for delivery of our existing and future provision of training and support. Through prudent business management we are comfortable with the financial strength and capability of the organisation at the end of 2015.

- Surplus of \$3.4 million, a good improvement over 2014, and achieved through increased domestic and international student numbers, use of our own assets and resources where significant investment has been made in recent years, and careful control of expenses.
- Achievement of this surplus has enabled us to build our cash and investments, giving us the ability to confront an extended challenging environment and to be able to make strategic investments in targeted physical resources.
- The good financial result meant we could make another funding contribution, of \$1 million, to NMIT's Education Society – this trust awards scholarships to students and research grants to our tutors.
- NMIT successfully completed its long term Capital Asset Management Plan which was developed in 2007. The delivery of the plan has provided 'world class' campus and other resources, involving a cumulative capital spend of c\$49 million.

The 2015 year saw the purposeful delivery of NMIT's specialisms strategy with new degree programmes that were developed to respond to the demand from the region's industries and included first cohorts on the Bachelor degrees of Aquaculture, and Viticulture / Winemaking. We were also accredited with an extension to our existing Bachelor of Counselling with a focus on Māori counselling – Paetahi Tumu Kōrero. NMIT achieved accreditation of our Bachelor of Commerce by the newly formed Chartered Accountants of Australia and New Zealand, the first institute in either Australia and New Zealand to receive this recognition. Our ISO9001: 2008 accreditation was also retained following a review by quality auditors Telarc.

NMIT’s strategy of internationalisation was further extended with an increase in international learner numbers and the opening of our Global Campus – Auckland facility in a joint venture with NMIT’s longstanding partnership with Skills Update Training Institute. Significant delays in the opening of the facility (due to building works) resulted in the late start of the inaugural cohort contributing to a financial loss against budget in year one and added challenges for rolling out to sustainable levels. Work with our Chinese partner Universities continued to develop with over a thousand Chinese students studying NMIT programmes in China, many working towards progression to NMIT degree programmes in New Zealand.

Collaboration and partnerships with other training institutions, and with the six member institutes of the Tertiary Accord New Zealand (TANZ) continue to provide positive outcomes that directly reflect in a broader suite of programmes for our region; this collaboration reduces duplication of resource and significantly produces better all-round outcomes. NMIT continues to develop and invest in online learning and the Learning Design activity that accompanies it.

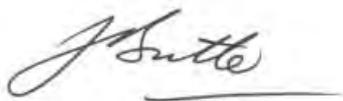
Working closely with other organisations including the Nelson City Council and Nelson Regional Economic Development Agency has seen the first successful year of operation for INNOVATE – designed to support, nurture and grow innovative businesses and talented people for the region.

NMIT remains focused as a people organisation and recognises the very significant contribution of all Team NMIT colleagues. We are grateful for their contributions.

This will be Council Chair Ross Butler's last Annual Report.

Ross completes 10 years on NMIT Council in May 2016, the last six as Chair. On behalf of all at NMIT I would like to take this opportunity to publicly thank Ross for his passion, commitment and unwavering support for NMIT, and especially his focus on our learners over his tenure.

Tony Gray  
Chief Executive



Ross Butler  
Council Chair,  
On behalf of NMIT Council




Tony Gray  
Chief Executive



## Statement of Responsibility

For the year ended 31 December 2015

In the financial year ended 31 December 2015, 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 16 March 2016.



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 statement of service performance for the year ended 31 December 2015.

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 statement of service performance of the Institute and group on her behalf.

### Opinion on the financial statements and the statement of service performance

We have audited:

- the financial statements of the Institute and group on pages iii to xxxvi, that comprise the statement of financial position as at 31 December 2015, the statement of comprehensive revenue and expense, statement of changes in equity and statement of cash flows for the year ended on that date and the notes to the financial statements that include accounting policies and other explanatory information; and
- the statement of service performance of the Institute and group on pages 12 to 35.

In our opinion:

- the financial statements of the Institute and group on pages iii to xxxvi:
  - present fairly, in all material respects the Institute and group's:
    - financial position as at 31 December 2015; and
    - financial performance and cash flows for the year then ended;
  - comply with generally accepted accounting practice in New Zealand and have been prepared in accordance with Public Benefit Entity Standards.
- the statement of service performance of the Institute and group on pages 12 to 35 presents fairly, in all material respects, the Institute and group's service performance achievements measured against the proposed outcomes described in the investment plan for the year ended 31 December 2015.

Our audit was completed on 6 April 2016. 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 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 the statement of service performance 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 the statement of service performance. If we had found material misstatements that were not corrected, we would have referred to them in our opinion.

An audit involves carrying out procedures to obtain audit evidence about the amounts and disclosures in the financial statements and the performance information. The procedures selected depend on our judgement, including our assessment of risks of material misstatement of the financial statements and the statement of service performance, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the preparation of the Institute and group's financial statements and statement of service performance 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 the disclosures in the financial statements and the statement of service performance; and
- the overall presentation of the financial statements and the statement of service performance.

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

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 present fairly the Institute and group's financial position, financial performance and cash flows.

The Council is also responsible for preparing a statement of service performance that presents fairly the Institute and group's service performance achievements measured against the proposed outcomes adopted in the investment plan.

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

The Council is also responsible for such internal control as it determines is necessary to enable the preparation of financial statements and statement of service performance 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 the statement of service performance, whether in printed or electronic form.

#### **Responsibilities of the Auditor**

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

#### **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.

In addition to the audit, we completed an engagement reviewing the processes and controls over payments made to a former course delivery contractor. This engagement is compatible with those independence requirements.

Other than the audit and this engagement, we have no relationship with or interests in the Institute or any of its subsidiaries.



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 2015

	2015 (\$000)	2014 (\$000)
<b>Revenue</b>		
Government grants	19,260	18,765
Tuition fees	14,834	9,792
Interest revenue	811	587
Other revenue	5,754	4,820
<b>Total revenue</b>	<b>40,659</b>	<b>33,964</b>
<b>Expenses</b>		
Personnel costs	20,082	17,265
Depreciation and amortisation expense	3,482	3,377
Impairment expense	(42)	41
Other expenses	13,741	12,516
<b>Total</b>	<b>37,264</b>	<b>33,199</b>
<b>Surplus / (deficit) (\$000)</b>	<b>3,395</b>	<b>765</b>

### Ratio analysis

Surplus as a % of Total Revenue	8.4%	2.3%
Return on Fixed Assets (:\$1)	0.04	0.01
Return on Equity (:\$1)	0.03	0.01
Operating Revenue / Fixed Assets (:\$1)	0.5	0.4
Liquidity Ratio (:\$1)	1.6	1.6
Debt Equity Ratio (:\$1)	0:1	0:1
Equity (\$000)	98,879	91,864
Fixed Assets (\$000)	87,555	83,540
Bank and Short Term Funds (\$000)	19,434	14,493
Net Assets per EFTS (\$)	31,108	32,591
Net Cash Flows from Operating Activities (\$000)	8,282	9,491
Total Cash Flows from Operations incl Investing & Financing Activities (\$000)	475	(2,108)
Purchase of Fixed Assets (\$000)	4,199	5,070
Purchase of Fixed Assets / Depreciation (:\$1)	1.2	1.5
Net Cost of Services (\$000)	37,264	33,199
Net Cost of Services per EFTS (\$)	11,723	11,778
Personnel Costs per EFTS (\$)	6,318	6,125
Capital Expenditure per EFTS (\$)	1,321	1,799
Fixed Assets per EFTS (\$)	27,545	29,638

<b>Key student and staff performance indicators</b>	<b>2015</b>	<b>2014</b>
TEC EFTS	2,059	2,015
International EFTS	544	196
International EFTS (Overseas Delivery)	300	287
ITO	24	22
Youth Guarantee	102	61
STAR	54	58
Other EFTS	96	179
<b>Total</b>	<b>3,179</b>	<b>2,819</b>
Total enrolments	7,388	6,678
TEC funding per TEC funded EFTS (\$)	9,354	9,313
Domestic student fees per TEC EFTS (\$)	3,027	2,977
International fees per international EFTS (\$)	15,806	19,333
Total revenue per total EFTS (\$)	12,791	12,050
Student satisfaction (overall)	92%	91%
Student completion	72%	73%
Total academic staff (FTE)	124	115
Total allied staff ( FTE)	119	106
Total staffing (FTE)	243	221
Academic staff FTE / Allied staff FTE (:1)	1.04:1	1.08:1

## STATEMENT OF COMPREHENSIVE REVENUE & EXPENSE

For the year ended 31st December 2015

	Notes	Institute			Group	
		Actual	Budget	Actual	Actual	Actual
		2015	2015	2014	2015	2014
		(\$000)	(\$000)	(\$000)	(\$000)	(\$000)
<b>Revenue</b>						
Government grants	3	19,260	18,700	18,765	19,260	18,765
Tuition fees	3	14,834	14,405	9,792	14,834	9,792
Interest revenue	3	796	450	567	811	587
Other revenue	3	5,714	3,872	4,776	5,754	4,820
<b>Total revenue</b>	<b>2</b>	<b>40,604</b>	<b>37,427</b>	<b>33,900</b>	<b>40,659</b>	<b>33,964</b>
<b>Operating expenses</b>						
Personnel costs	4	20,082	19,108	17,265	20,082	17,265
Depreciation and amortisation	15 & 16	3,482	3,649	3,377	3,482	3,377
Impairment expense	15	(42)	-	41	(42)	41
Other expenses	5	14,556	13,543	12,335	13,741	12,516
<b>Total operating expenses</b>	<b>2</b>	<b>38,078</b>	<b>36,301</b>	<b>33,018</b>	<b>37,264</b>	<b>33,199</b>
<b>Surplus / (deficit)</b>		<b>2,526</b>	<b>1,126</b>	<b>883</b>	<b>3,395</b>	<b>765</b>
<b>Other comprehensive revenue and expense</b>						
<i>Items that will not be reclassified to surplus / (deficit)</i>						
Gains on property revaluations	15	3,610	-	-	3,610	-
Impairment of PP&E	15	10	-	(10)	10	(10)
<b>Total other comprehensive revenue and expense</b>		<b>3,620</b>	<b>-</b>	<b>(10)</b>	<b>3,620</b>	<b>(10)</b>
<b>Total comprehensive revenue and expense</b>		<b>6,146</b>	<b>1,126</b>	<b>873</b>	<b>7,015</b>	<b>755</b>

Explanations of major variances against budget are provided in note 21.

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

## STATEMENT OF FINANCIAL POSITION

As at 31st December 2015

	Notes	Institute			Group	
		Actual 2015 (\$000)	Budget 2015 (\$000)	Actual 2014 (\$000)	Actual 2015 (\$000)	Actual 2014 (\$000)
<b>Assets</b>						
<b>Current assets</b>						
Cash and cash equivalents	6	3,354	11,284	2,618	3,354	2,618
Debtors and other receivables	7	2,171	1,323	949	2,171	949
Investments	8	16,080	-	11,875	16,080	11,875
Prepayments		572	1,026	686	572	686
<b>Total current assets</b>		<b>22,176</b>	<b>13,633</b>	<b>16,128</b>	<b>22,176</b>	<b>16,128</b>
<b>Non-current assets</b>						
Investments	8	-	18	-	-	-
Prepayments		232	-	210	232	210
Property, plant and equipment	15	87,555	82,951	83,540	87,555	83,540
Intangible assets	16	2,625	2,210	2,368	2,625	2,368
<b>Total non-current assets</b>		<b>90,412</b>	<b>85,179</b>	<b>86,118</b>	<b>90,412</b>	<b>86,118</b>
<b>Total assets</b>		<b>112,589</b>	<b>98,812</b>	<b>102,245</b>	<b>112,589</b>	<b>102,245</b>
<b>Liabilities</b>						
<b>Current liabilities</b>						
Creditors & other payables	9	4,368	2,962	3,460	4,368	3,463
Revenue received in advance	10	7,632	2,373	5,585	7,632	5,585
Provisions	11	1,365	1,148	1,051	1,365	1,051
Other financial liabilities	12	1,549	559	631	197	145
<b>Total current liabilities</b>		<b>14,914</b>	<b>7,042</b>	<b>10,728</b>	<b>13,563</b>	<b>10,245</b>
<b>Non-current liabilities</b>						
Provisions	11	147	135	136	147	136
<b>Total non-current liabilities</b>		<b>147</b>	<b>135</b>	<b>136</b>	<b>147</b>	<b>136</b>
<b>Total liabilities</b>		<b>15,061</b>	<b>7,176</b>	<b>10,864</b>	<b>13,709</b>	<b>10,382</b>
<b>Net assets</b>		<b>97,527</b>	<b>91,636</b>	<b>91,381</b>	<b>98,879</b>	<b>91,864</b>
<b>Equity</b>						
Capital introduced	13	29,039	29,039	29,039	29,039	29,039
Accumulated surplus / (deficit)	13	18,888	16,607	16,362	20,240	16,844
Property revaluation reserve	13	46,745	43,135	43,125	46,745	43,125
Capital reserves	13	2,855	2,855	2,855	2,855	2,855
<b>Total equity</b>		<b>97,527</b>	<b>91,636</b>	<b>91,381</b>	<b>98,879</b>	<b>91,864</b>

Explanations of major variances against budget are provided in note 21.

Investments are not budgeted separately from Cash and cash equivalents.

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

## STATEMENT OF CHANGES IN EQUITY

For the year ended 31st December 2015	Institute			Group		
	Notes	Actual 2015 (\$000)	Budget 2015 (\$000)	Actual 2014 (\$000)	Actual 2015 (\$000)	Actual 2014 (\$000)
<b>Public equity as at 1 January</b>		91,381	90,510	90,509	91,864	91,109
Total comprehensive revenue and expense for the year		6,146	1,126	873	7,015	755
<b>Public equity as at 31 December</b>	<b>13</b>	<b>97,527</b>	<b>91,636</b>	<b>91,381</b>	<b>98,879</b>	<b>91,864</b>

Explanations of major variances against budget are provided in note 21.

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

## STATEMENT OF CASH FLOWS

For the year ended 31st December 2015

	Institute			Group	
	Actual	Budget	Actual	Actual	Actual
	2015	2015	2014	2015	2014
	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)
<b>Cash flows from operating activities</b>					
Receipts from government grants	19,232	18,700	18,785	19,232	18,785
Receipts from tuition fees	16,570	14,405	13,151	16,570	13,151
Receipts from other revenue	5,929	3,862	5,155	5,929	5,155
Interest received	739	450	545	739	545
Payments to employees	(19,698)	(19,108)	(17,167)	(19,698)	(17,167)
Payments to suppliers	(14,227)	(13,547)	(11,425)	(14,227)	(11,425)
GST (net)	(263)	-	447	(263)	447
<b>Net cash flows from operating activities</b>	<b>8,282</b>	<b>4,762</b>	<b>9,491</b>	<b>8,282</b>	<b>9,491</b>
<b>Cash flows from investing activities</b>					
Receipts from sale of PP&E	36	-	22	36	22
Receipts from sale of investments	-	-	18	-	18
Purchase of PP&E	(3,126)	(2,922)	(5,473)	(3,126)	(5,473)
Purchase of intangible assets	(512)	(352)	(591)	(512)	(591)
Acquisition of investments	(4,205)	-	(5,575)	(4,205)	(5,575)
<b>Net cash flows from investing activities</b>	<b>(7,807)</b>	<b>(3,273)</b>	<b>(11,599)</b>	<b>(7,807)</b>	<b>(11,599)</b>
<b>Net (decrease) / increase in cash and equivalents</b>	<b>475</b>	<b>1,489</b>	<b>(2,108)</b>	<b>475</b>	<b>(2,108)</b>
Cash and cash equivalents at beginning of the year	2,618	9,795	4,726	2,618	4,726
<b>Cash and cash equivalents at end of the year</b>	<b>3,093</b>	<b>11,284</b>	<b>2,618</b>	<b>3,093</b>	<b>2,618</b>

Explanations of major variances against budget are provided in note 21.

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

## STATEMENT OF CASH FLOWS (CONTINUED)

For the year ended 31st December 2015

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

	Institute		Group	
	2015	2014	2015	2014
	(\$000)	(\$000)	(\$000)	(\$000)
<b>Net surplus / (deficit)</b>	2,526	883	3,395	765
<b>Add / (less) non -cash items :</b>				
Depreciation and amortisation expense	3,482	3,377	3,482	3,377
Impairment charges	(42)	41	(42)	41
<b>Add / (less) items classified as investing or financing activities:</b>				
Net (gain) / loss on sale of fixed assets	59	(12)	59	(12)
Net (gain) / loss on sale of investments	-	3	-	3
<b>Add / (less) movements in working capital items:</b>				
Increase / (decrease) in non-current provisions	10	2	10	2
Increase / (decrease) in capital creditors	(810)	1,007	(810)	1,007
(Increase) / decrease in non-current prepayments	(22)	58	(22)	58
(Increase) / decrease in accounts receivable	(1,222)	371	(1,222)	371
(Increase) / decrease in prepayments	114	72	114	72
Increase / (decrease) in trade creditors	908	498	905	498
Increase / (decrease) in revenue in advance	2,047	3,316	2,047	3,316
Increase / (decrease) in provisions	314	(97)	314	(97)
Increase / (decrease) in other current financial liabilities	918	(28)	52	89
<b>Net cash inflow / (outflow) from operating activities</b>	<b>8,282</b>	<b>9,491</b>	<b>8,282</b>	<b>9,491</b>

Explanations of major variances against budget are provided in note 21.

*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 Tertiary Education Institute (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 2015, the Institute and group consists of Nelson Marlborough Institute of Technology and its subsidiary Nelson Polytechnic Educational Society Incorporated (100% owned). Nelson Polytechnic Educational Society Incorporated is incorporated and domiciled in New Zealand.

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 financial reporting purposes.

The financial statements of the Institute and group are for the year ended 31st December 2015. The financial statements were authorised by the Council on 16 March 2016.

### BASIS OF PREPARATION

#### Going Concern

The financial statements have been prepared on a going concern basis.

#### 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 Tier 1 PBE accounting standards.

These financial statements comply with PBE accounting standards.

This is the first set of financial statements prepared in accordance with the new PBE standards.

The material adjustments arising on transition to the new PBE accounting standards are explained in note 25.

#### Measurement base

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

#### Functional and presentation currency

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

#### Changes in accounting policies

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

**Standards, amendments and interpretations issued that are not yet effective and have not been early adopted***Disclosure initiative*

PBE IPSAS 1 *Presentation of Financial Statements* has recently been updated to address perceived impediments to preparers exercising their judgements in preparing financial statements. These amendments apply to the Institute and group in preparing the 31 December 2016 financial statements. The Institute and group will be considering these amendments and reviewing how its financial statements are presented in preparing the 31 December 2016 financial statements.

*Other amendments*

While there are other amendments issued and not yet effective, the Institute and group does not consider these to be relevant and therefore no information has been disclosed about these amendments.

**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, revenue, 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.

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 classification*

The Institute and group classifies its revenue into exchange and non-exchange transactions.

An exchange transaction is one in which the Institute and group receives assets or services, or has liabilities extinguished, and directly gives approximately equal value (primarily in the form of cash, goods, services, or use of assets) to another entity in exchange.

A non-exchange transaction is one in which the Institute and group either receives value from another entity without directly giving approximately equal value in exchange, or gives value to another entity without directly receiving approximately equal value in exchange.

*Revenue measurement*

Revenue is measured at fair value.

*Revenue recognition*

The specific accounting policies for the recognition of significant revenue items are explained below:

#### *Government grants*

Government grants are recognised when eligibility to receive the funding has been established. If there are repayment conditions attached to the grants, funding received is initially recorded as revenue in advance, and only recognised as revenue when the conditions are satisfied.

#### *Student tuition fees (SAC funded)*

Revenue from SAC funded student tuition fees is recognised when the withdrawal period has passed and there is no obligation to refund the fees.

#### *Student tuition fees (non SAC funded)*

Revenue from non-SAC funded 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 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 revenue in the Nelson Polytechnic Educational Society Incorporated when received or invoiced, unless there is an obligation in substance to return the funds if conditions of the donation or sponsorship revenue are not met. If there is such an obligation, they are initially recorded as revenue in advance when received and recognised as revenue when the conditions are satisfied.

#### *Interest revenue*

Interest revenue 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.

Operating lease payments are recognised as an expense 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**

Short term receivables are recorded at their face value, less any provision for impairment.

### **Investments**

#### *Bank term deposits*

Investments in bank term deposits are initially measured at the amount invested. After initial recognition, investments in bank term 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.

Purchases and sales of financial assets are recognised on trade-date, the date on which the Institute and group commits to purchase or sell the asset. 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 revenue and expense;

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 revenue and expense*

Financial assets at fair value through other comprehensive revenue and expense are those that are designated as fair value through other comprehensive revenue and expense 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 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 strategic purposes.

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

On derecognition the cumulative gain or loss previously recognised in other comprehensive revenue and expense 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 revenue and expense*

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 revenue and expense 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 revenue and expense 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 and at least every three years.

The carrying values of revalued assets are assessed annually to ensure that they do not differ materially from fair value. If there is evidence supporting a material difference, then the off-cycle asset classes are revalued.

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 revenue and expense 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 revenue and expense 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 revenue and expense.

#### *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 through a non-exchange transaction, it is recognised at fair value as at the date of acquisition.

The costs of day-to-day servicing of property, plant and equipment are recognised in the surplus or deficit as they are incurred.

#### *Disposals*

An item of property, plant and equipment is derecognised upon disposal or when no future economic benefits or service potential 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	10-20% per annum
Computer hardware	10-25% 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.

#### *Course development costs*

Costs that are directly associated with the development of new educational programmes are recognised as an intangible asset to the extent that such costs are expected to be recovered. The development costs primarily consist of employee costs. After initial recognition, course development costs are carried at cost less accumulated amortisation and accumulated impairment losses.

#### *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%
· Course 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 surplus or deficit when the asset is derecognised.

### Impairment of property, plant and equipment and intangible assets

The Institute and group does not hold any cash-generating assets. Assets are considered cash-generating where their primary objective is to generate a commercial return.

#### *Non-cash-generating assets*

Property, plant and equipment and intangible assets held at cost 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. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

#### **Research costs**

Research costs are recognised as an expense in the year in which they are incurred.

#### **Creditors and other payables**

Short-term creditors and other payables are recorded at their face value.

#### **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.

A liability and an expense are recognised for bonuses where there is a contractual obligation or where there is a past practice that has created a constructive obligation and a reliable estimate of the obligation can be made.

### **Superannuation schemes**

#### *Defined contribution schemes*

Employer 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 surplus / (deficit)
- Property revaluation reserve
- Capital reserves

#### *Property revaluation reserve*

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 15 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:

#### *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.

## 2. Summary cost of services

	Institute		
	Actual 2015 Notes	Budget 2015 (\$000)	Actual 2014 (\$000)
<b>Revenue</b>			
Applied Business	6,564	3,515	3,362
Aviation, Wine & Horticulture	3,578	3,488	3,323
Digital Technology	2,933	2,651	2,362
Creative Industries	3,748	3,959	3,467
Global Campus	829	3,910	-
Health	3,893	4,143	3,680
Maritime	2,653	2,649	2,728
Social Sciences	4,395	3,970	3,850
Engineering, Construction, Conservation	4,419	3,935	3,665
Sub Contractors	3,975	3,303	5,008
Other activities	2,821	1,452	1,888
<b>Total revenue of services</b>	<b>39,808</b>	<b>36,977</b>	<b>33,333</b>
Interest revenue	796	450	567
<b>Total revenue</b>	<b>40,604</b>	<b>37,427</b>	<b>33,900</b>

**Expenditure**

Applied Business	3,196	1,705	1,974
Aviation, Viticulture & Horticulture	1,808	1,744	1,962
Digital Technology (formerly Business Services)	1,464	1,239	1,156
Creative Industries	2,015	2,020	1,992
Global Campus	1,633	3,788	116
Health	1,733	1,955	1,591
Maritime	1,845	1,547	1,518
Social Sciences	2,419	2,260	2,175
Trades	2,215	2,079	1,919
Sub Contractors	2,679	2,620	3,671
Other activities	17,071	15,343	14,945
<b>Total cost of services</b>	<b>38,078</b>	<b>36,301</b>	<b>33,018</b>
<b>Total expenditure</b>	<b>38,078</b>	<b>36,301</b>	<b>33,018</b>

**3. Revenue**

	Institute		Group	
	2015	2014	2015	2014
(i) Government grants	(\$000)	(\$000)	(\$000)	(\$000)
Student Achievement Component (SAC) funding	17,287	16,769	17,287	16,769
Youth Guarantee (YG) funding	1,442	838	1,442	838
Other TEC funding	532	1,157	532	1,157
<b>Total</b>	<b>19,260</b>	<b>18,765</b>	<b>19,260</b>	<b>18,765</b>

There are no unfulfilled conditions attached to government grants (2014: \$Nil).

	Institute		Group	
	2015	2014	2015	2014
(ii) Tuition fees	(\$000)	(\$000)	(\$000)	(\$000)
Fees from domestic students	6,233	5,999	6,233	5,999
Fees from international students	8,600	3,793	8,600	3,793
<b>Total</b>	<b>14,834</b>	<b>9,792</b>	<b>14,834</b>	<b>9,792</b>

	Institute		Group	
	2015	2014	2015	2014
(iii) Finance revenue	(\$000)	(\$000)	(\$000)	(\$000)
Interest revenue	796	567	811	587
<b>Total</b>	<b>796</b>	<b>567</b>	<b>811</b>	<b>587</b>

	Institute		Group	
	2015	2014	2015	2014
<b>(iv) Other revenue</b>	<b>(\$000)</b>	<b>(\$000)</b>	<b>(\$000)</b>	<b>(\$000)</b>
Resaleable items	1	9	1	9
Other funding	836	838	836	838
Rental revenue	324	381	324	381
Gain on sale of PP&E	(20)	12	(20)	12
Donations / sponsorship	1	5	1	5
Student services levy	371	271	371	271
Self funded courses	1,039	718	1,039	718
Other revenue	3,163	2,541	3,203	2,585
<b>Total</b>	<b>5,714</b>	<b>4,776</b>	<b>5,754</b>	<b>4,820</b>

The split of revenue between exchange and non-exchange transactions is shown below:

	Institute		Group	
	2015	2014	2015	2014
<b>Revenue from non-exchange transactions</b>	<b>(\$000)</b>	<b>(\$000)</b>	<b>(\$000)</b>	<b>(\$000)</b>
Government grants	19,260	18,765	19,260	18,765
ITO revenue	57	46	57	46
STAR revenue	27	47	27	47
Domestic tuition fees (SAC funded)	6,214	5,982	6,214	5,982
Donations / sponsorship	1	5	1	5
Other revenue	27	35	67	79
<b>Total</b>	<b>25,586</b>	<b>24,880</b>	<b>25,626</b>	<b>24,924</b>

	Institute		Group	
	2015	2014	2015	2014
<b>Revenue from exchange transactions</b>	<b>(\$000)</b>	<b>(\$000)</b>	<b>(\$000)</b>	<b>(\$000)</b>
Tuition fees (non-SAC funded)	8,605	3,798	8,605	3,798
ITO revenue	251	198	251	198
Trades academy revenue	516	559	516	559
Self-funded courses	1,039	718	1,039	718
Resaleable items	1	9	1	9
Rental revenue	324	381	324	381
Student services levy	371	271	371	271
Gain on sale of PP&E	(20)	12	(20)	12
Interest revenue	796	567	811	587
Other revenue	3,136	2,506	3,136	2,506
<b>Total</b>	<b>15,018</b>	<b>9,020</b>	<b>15,033</b>	<b>9,040</b>
<b>Total revenue</b>	<b>40,604</b>	<b>33,900</b>	<b>40,659</b>	<b>33,964</b>

4. Personnel costs	Institute		Group	
	2015	2014	2015	2014
	(\$000)	(\$000)	(\$000)	(\$000)
Academic salaries & wages	9,469	8,738	9,469	8,738
Allied salaries & wages	7,758	6,899	7,758	6,899
Defined contribution plan employer contribution	311	279	311	279
Contractors	2,514	1,093	2,514	1,093
Redundancies	31	256	31	256
<b>Total</b>	<b>20,082</b>	<b>17,265</b>	<b>20,082</b>	<b>17,265</b>

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

5. Other expenses	Institute		Group	
	2015	2014	2015	2014
	(\$000)	(\$000)	(\$000)	(\$000)
Audit fees paid to Audit NZ for audit of the annual report	87	86	90	90
Audit fees paid to Audit NZ for other services	33	-	33	-
Repairs & maintenance	605	478	605	478
Rent expense	960	243	960	243
Other occupancy costs	980	909	980	909
Subcontractor payments	2,447	3,697	2,447	3,697
Course purchases	1,697	1,636	1,697	1,636
Net loss on disposal of PP&E and investments	39	3	39	3
Bad debts	82	50	82	50
Other expenses	7,626	5,234	6,808	5,412
<b>Total</b>	<b>14,556</b>	<b>12,335</b>	<b>13,741</b>	<b>12,516</b>

The fees paid to Audit NZ for other services were for a review of student fees paid to HeliPro (in liquidation) upon exit from provision of aviation training by NMIT.

6. Cash and cash equivalents	Institute		Group	
	2015	2014	2015	2014
	(\$000)	(\$000)	(\$000)	(\$000)
Cash includes the following for the purpose of the statement of financial position:				
Cash at bank and on hand	3,154	1,618	3,154	1,618
Short-term deposits with maturities less than 3 months	200	1,000	200	1,000
<b>Total</b>	<b>3,354</b>	<b>2,618</b>	<b>3,354</b>	<b>2,618</b>

Short-term deposits are made for varying periods of between one day and three months depending on the immediate cash requirements of the group, and earn interest at the respective short-term deposit rates. The carrying value of short-term deposits with maturity dates of three months or less approximates their fair value.

	Institute		Group	
	2015	2014	2015	2014
	(\$000)	(\$000)	(\$000)	(\$000)
Cash includes the following for the purpose of the statement of cash flows:				
Cash at bank and on hand	3,154	1,618	3,154	1,618
Short-term deposits with maturities less than 3 months	200	1,000	200	1,000
<b>Total</b>	<b>3,354</b>	<b>2,618</b>	<b>3,354</b>	<b>2,618</b>

## 7. Debtors and other receivables

	Institute		Group	
	2015	2014	2015	2014
	(\$000)	(\$000)	(\$000)	(\$000)
Debtors	1,273	976	1,273	976
TEC funding receivable	7	-	7	-
SUTI's Share of Surplus/(Deficit) for GC Joint Venture	909	-	909	-
Provision for doubtful debts	(18)	(27)	(18)	(27)
<b>Total</b>	<b>2,171</b>	<b>949</b>	<b>2,171</b>	<b>949</b>

### Debtors comprises:

Receivables from exchange transactions	790	617	790	617
Receivables from non-exchange transactions	483	359	483	359
<b>Total</b>	<b>1,273</b>	<b>976</b>	<b>1,273</b>	<b>976</b>

### Fair value

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

The carrying value of accounts receivable approximate their fair value.

### Impairment

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

	Institute		Group	
	2015	2014	2015	2014
	(\$000)	(\$000)	(\$000)	(\$000)
<b>Aged debtors</b>				
Current	489	233	489	233
30+ days	92	118	92	118
60+ days	43	26	43	26
90+ days	92	106	92	106
Other debtors	558	493	558	493
<b>Total</b>	<b>1,273</b>	<b>976</b>	<b>1,273</b>	<b>976</b>

	Institute		Group	
	2015	2014	2015	2014
<b>Movements in the provision for impairment of receivables are as follows:</b>	<b>(\$000)</b>	<b>(\$000)</b>	<b>(\$000)</b>	<b>(\$000)</b>
Balance at 1 January	27	39	27	39
Additional provisions made during the year	(9)	(12)	(9)	(12)
Receivables written off during the year	-	-	-	-
<b>Total at 31 December</b>	<b>18</b>	<b>27</b>	<b>18</b>	<b>27</b>

## 8. Investments

	Institute		Group	
	2015	2014	2015	2014
<b>Current portion</b>	<b>(\$000)</b>	<b>(\$000)</b>	<b>(\$000)</b>	<b>(\$000)</b>
Short term deposits with maturities greater than 3 months and less than 12 months	16,080	11,875	16,080	11,875

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	
	2015	2014	2015	2014
<b>Current accounts &amp; cash in hand</b>	<b>(\$000)</b>	<b>(\$000)</b>	<b>(\$000)</b>	<b>(\$000)</b>
Cash in hand	5	5	5	5
BNZ current accounts	3,149	1,613	3,149	1,613
<b>Total</b>	<b>3,154</b>	<b>1,618</b>	<b>3,154</b>	<b>1,618</b>

	Institute		Group	
	2015	2014	2015	2014
<b>Short term deposits (with maturities of 3 months or less)</b>	<b>(\$000)</b>	<b>(\$000)</b>	<b>(\$000)</b>	<b>(\$000)</b>
ANZ	200	-	200	-
BNZ	-	1,000	-	1,000
<b>Total</b>	<b>200</b>	<b>1,000</b>	<b>200</b>	<b>1,000</b>

	Institute		Group	
	2015	2014	2015	2014
<b>Short term deposits (with maturities of 4-12 months)</b>	<b>(\$000)</b>	<b>(\$000)</b>	<b>(\$000)</b>	<b>(\$000)</b>
ANZ	10,245	975	10,245	975
BNZ	3,385	6,450	3,385	6,450
Westpac	2,450	4,450	2,450	4,450
<b>Total</b>	<b>16,080</b>	<b>11,875</b>	<b>16,080</b>	<b>11,875</b>

	Institute		Group	
	2015	2014	2015	2014
	(\$000)	(\$000)	(\$000)	(\$000)
<b>Counterparties with credit ratings</b>				
AA-	19,429	14,488	19,429	14,488
<b>Total</b>	<b>19,429</b>	<b>14,488</b>	<b>19,429</b>	<b>14,488</b>

## 9. Creditors and other payables

	Institute		Group	
	2015	2014	2015	2014
	(\$000)	(\$000)	(\$000)	(\$000)
<b>Payables under exchange transactions:</b>				
Trade payables	1,513	389	1,513	389
Accrued expenses	2,121	2,168	2,121	2,171
<b>Total payables under exchange transactions</b>	<b>3,634</b>	<b>2,557</b>	<b>3,634</b>	<b>2,560</b>
<b>Payables under non-exchange transactions:</b>				
PAYE & Withholding tax	381	300	381	300
GST (net)	352	604	352	604
<b>Total payables under non-exchange transactions</b>	<b>734</b>	<b>904</b>	<b>734</b>	<b>904</b>
<b>Total creditors and other payables</b>	<b>4,368</b>	<b>3,460</b>	<b>4,368</b>	<b>3,463</b>

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

## 10. Revenue received in advance

	Institute		Group	
	2015	2014	2015	2014
	(\$000)	(\$000)	(\$000)	(\$000)
Government funding	27	61	27	61
Tuition fees	7,350	4,661	7,350	4,661
Aviation fees	170	771	170	771
Other revenue received in advance	85	93	85	93
<b>Total</b>	<b>7,632</b>	<b>5,585</b>	<b>7,632</b>	<b>5,585</b>

## 11. Provisions

	Institute		Group	
	2015	2014	2015	2014
	(\$000)	(\$000)	(\$000)	(\$000)
<b>Provisions:</b>				
Provisions for redundancies	11	11	11	11
<b>Total</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>

**Employee entitlements:**

Accrued salaries & wages	559	246	559	246
Annual leave	683	703	683	703
Long service leave	101	98	101	98
Retirement gratuities	73	62	73	62
Sick leave	41	35	41	35
Holiday pay	10	8	10	8
ACC accrual	34	25	34	25
<b>Total</b>	<b>1,501</b>	<b>1,177</b>	<b>1,501</b>	<b>1,177</b>

**Comprising:**

Current	1,365	1,051	1,365	1,051
Non-current	147	136	147	136
<b>Total Provisions</b>	<b>1,512</b>	<b>1,188</b>	<b>1,512</b>	<b>1,188</b>

**Employee entitlements**

A provision is recognised for post employment benefits payable to employees. Employees are entitled to annual leave pay, long service leave pay and retirement gratuities. Annual leave and sick leave entitlements expected to be settled within 12 months of the balance sheet date are measured at the current rates of pay and classified as current liabilities. Entitlements related to long service leave and retirement gratuities have been calculated at present value of future cash flows determined on an actuarial basis.

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

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

**12. Other financial liabilities**

	Institute		Group	
	2015 (\$000)	2014 (\$000)	2015 (\$000)	2014 (\$000)
Funds held on behalf of others	7	-	7	-
Nelson Polytechnic Educational Society	1,352	485	-	-
Other	190	145	190	145
<b>Total</b>	<b>1,549</b>	<b>631</b>	<b>197</b>	<b>145</b>

**13. Equity**

	Institute		Group	
	2015 (\$000)	2014 (\$000)	2015 (\$000)	2014 (\$000)
<b>Capital introduced</b>				
As at 1 January	29,039	29,039	29,039	29,039
As at 31 December	29,039	29,039	29,039	29,039

**Accumulated surplus / (deficit)**

As at 1 January	16,362	15,480	16,844	16,079
Surplus / (deficit) for the year	2,526	883	3,395	765
<b>As at 31 December</b>	<b>18,888</b>	<b>16,362</b>	<b>20,240</b>	<b>16,844</b>

**Property revaluation reserves**

As at 1 January	43,125	43,135	43,125	43,135
Revaluation of land	(800)	-	(800)	-
Revaluation of buildings	4,410	-	4,410	-
Impairment of PP&E	10	(10)	10	(10)
<b>As at 31 December</b>	<b>46,745</b>	<b>43,125</b>	<b>46,745</b>	<b>43,125</b>

**Capital reserves**

As at 1 January	2,855	2,855	2,855	2,855
<b>As at 31 December</b>	<b>2,855</b>	<b>2,855</b>	<b>2,855</b>	<b>2,855</b>

<b>Total equity as at 31 December</b>	<b>97,527</b>	<b>91,381</b>	<b>98,879</b>	<b>91,864</b>
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**14. Capital commitments and operating leases**

	Institute		Group	
	2015	2014	2015	2014
	(\$000)	(\$000)	(\$000)	(\$000)
<b>Capital commitments</b>				
<b>Property, plant &amp; equipment</b>				
L Block Refurbishment	197	-	197	-
	197	-	197	-
<b>Total capital commitments</b>	<b>197</b>	<b>-</b>	<b>197</b>	<b>-</b>

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

**Operating leases as lessee**

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

	Institute		Group	
	2015	2014	2015	2014
	(\$000)	(\$000)	(\$000)	(\$000)
Non-cancellable operating leases as lessee				
Not later than one year	913	890	913	890
Later than one year and not later than five years	3,342	2,899	3,342	2,899
Later than five years	-	656	-	656
<b>Total non-cancellable operating leases</b>	<b>4,255</b>	<b>4,445</b>	<b>4,255</b>	<b>4,445</b>

### Operating leases as lessor

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

Non-cancellable operating leases as lessor	Institute		Group	
	2015 (\$000)	2014 (\$000)	2015 (\$000)	2014 (\$000)
Not later than one year	190	268	190	268
Later than one year and not later than five years	287	449	287	449
Later than five years	523	553	523	553
<b>Total non-cancellable operating leases</b>	<b>1,001</b>	<b>1,270</b>	<b>1,001</b>	<b>1,270</b>

## 15. Property, plant & equipment

All land and buildings, excluding work in progress were valued at fair value as at 31 December 2015 by an independent registered valuer, M W Lauchlan, FNZIV, FPNZ, 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.

2015	Land (\$000)	Buildings (\$000)	Information Technology (\$000)	Lease Computers (\$000)	Plant & Equipment (\$000)	Vehicles (\$000)	Library books (\$000)	Artwork (\$000)	Total (\$000)
<b>Gross carrying amount</b>									
Balance as at 1 January	26,050	56,385	5,304	131	8,768	1,163	4,642	86	102,530
Work in progress	-	86	5	-	-	-	-	-	91
<b>Total opening cost</b>	<b>26,050</b>	<b>56,471</b>	<b>5,309</b>	<b>131</b>	<b>8,768</b>	<b>1,163</b>	<b>4,642</b>	<b>86</b>	<b>102,621</b>
Additions	-	1,394	822	-	976	-	102	11	3,305
Disposals	-	(141)	(111)	-	(63)	-	-	-	(315)
Impairment	-	51	-	-	-	-	-	-	51
Reversal of prior Impairment	-	-	-	-	-	-	-	-	-
Revaluation	(800)	(728)	-	-	-	-	-	-	(1,528)
Work in progress movement	-	247	(5)	-	-	-	-	-	242
<b>Balance as at 31 December</b>	<b>25,250</b>	<b>57,294</b>	<b>6,015</b>	<b>131</b>	<b>9,681</b>	<b>1,163</b>	<b>4,745</b>	<b>97</b>	<b>104,377</b>
<b>Accumulated depreciation</b>									
Balance as at 1 January	-	3,401	3,738	131	6,647	1,029	4,066	69	19,082
Reversal on disposal	-	(41)	(107)	-	(60)	-	-	-	(208)
Reversal on impairment	-	-	-	-	-	-	-	-	-
Reversal on revaluation	-	(5,139)	-	-	-	-	-	-	(5,139)
Depreciation	-	1,800	610	-	478	72	123	4	3,087
<b>Balance as at 31 December</b>	<b>-</b>	<b>21</b>	<b>4,242</b>	<b>131</b>	<b>7,066</b>	<b>1,101</b>	<b>4,189</b>	<b>73</b>	<b>16,822</b>
<b>Total Institute and group property, plant and equipment</b>	<b>25,250</b>	<b>57,273</b>	<b>1,773</b>	<b>-</b>	<b>2,615</b>	<b>63</b>	<b>556</b>	<b>24</b>	<b>87,555</b>

## 15. Property, plant and equipment continued

2014	Land	Buildings	Information Technology	Lease Computers	Plant & Equipment	Vehicles	Library books	Artwork	Total
	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)
<b>Gross carrying amount</b>									
Balance as at 1 January	26,050	47,300	4,493	131	8,295	1,163	4,557	86	92,075
Work in progress	-	6,257	102	-	41	-	-	-	6,400
<b>Total opening cost</b>	<b>26,050</b>	<b>53,557</b>	<b>4,594</b>	<b>131</b>	<b>8,336</b>	<b>1,163</b>	<b>4,557</b>	<b>86</b>	<b>98,475</b>
Additions	-	9,210	1,001	-	587	-	85	-	10,882
Disposals	-	(74)	(189)	-	(114)	-	-	-	(376)
Impairment	-	(51)	-	-	-	-	-	-	(51)
Revaluation	-	-	-	-	-	-	-	-	-
Work in progress movement	-	(6,171)	(97)	-	(41)	-	-	-	(6,309)
<b>Balance as at 31 December</b>	<b>26,050</b>	<b>56,471</b>	<b>5,309</b>	<b>131</b>	<b>8,768</b>	<b>1,163</b>	<b>4,642</b>	<b>86</b>	<b>102,621</b>
<b>Accumulated depreciation</b>									
Balance as at 1 January	-	1,677	3,326	131	6,277	932	3,935	66	16,344
Reversal on disposal	-	(51)	(189)	-	(110)	-	-	-	(350)
Reversal on revaluation	-	-	-	-	-	-	-	-	-
Depreciation	-	1,775	601	-	481	97	130	3	3,087
<b>Balance as at 31 December</b>	<b>-</b>	<b>3,401</b>	<b>3,738</b>	<b>131</b>	<b>6,647</b>	<b>1,029</b>	<b>4,066</b>	<b>69</b>	<b>19,082</b>
<b>Total Institute and group property, plant and equipment</b>	<b>26,050</b>	<b>53,070</b>	<b>1,571</b>	<b>-</b>	<b>2,121</b>	<b>135</b>	<b>577</b>	<b>17</b>	<b>83,540</b>

## 16. Intangible assets

	Institute		Group	
	2015	2014	2015	2014
	(\$000)	(\$000)	(\$000)	(\$000)
<b>Computer Software</b>				
Opening cost	3,714	3,301	3,714	3,301
Opening work in progress	16	170	16	170
Additions	394	412	394	412
Disposals	(260)	-	(260)	-
Work in progress movement	105	(154)	105	(154)
<b>Closing cost</b>	<b>3,967</b>	<b>3,730</b>	<b>3,967</b>	<b>3,730</b>
Opening accumulated amortisation	1,591	1,310	1,591	1,310
Amortisation	335	281	335	281
Disposals	(260)	-	(260)	-
<b>Closing accumulated amortisation</b>	<b>1,666</b>	<b>1,591</b>	<b>1,666</b>	<b>1,591</b>
<b>Net carrying amount</b>	<b>2,301</b>	<b>2,138</b>	<b>2,301</b>	<b>2,138</b>

	Institute		Group	
	2015	2014	2015	2014
	(\$000)	(\$000)	(\$000)	(\$000)
<b>Programme Development Costs</b>				
Opening cost	237	-	237	-
Additions	154	237	154	237
<b>Closing cost</b>	<b>391</b>	<b>237</b>	<b>391</b>	<b>237</b>

Opening accumulated amortisation	8	-	8	-
Amortisation	59	8	59	8
<b>Closing accumulated amortisation</b>	<b>67</b>	<b>8</b>	<b>67</b>	<b>8</b>
<b>Net carrying amount</b>	<b>324</b>	<b>229</b>	<b>324</b>	<b>229</b>

	Institute		Group	
	2015	2014	2015	2014
<b>Total Intangible Assets</b>	<b>(\$000)</b>	<b>(\$000)</b>	<b>(\$000)</b>	<b>(\$000)</b>
Opening cost	3,951	3,301	3,951	3,301
Opening work in progress	16	170	16	170
Additions	547	650	547	650
Disposals	(260)	-	(260)	-
Work in progress movement	105	(154)	105	(154)
<b>Closing Cost</b>	<b>4,359</b>	<b>3,967</b>	<b>4,359</b>	<b>3,967</b>
Opening amortisation	1,599	1,310	1,599	1,310
Amortisation	394	289	394	289
Disposals	(260)	-	(260)	-
<b>Closing accumulated amortisation</b>	<b>1,733</b>	<b>1,599</b>	<b>1,733</b>	<b>1,599</b>
<b>Net carrying amount</b>	<b>2,625</b>	<b>2,368</b>	<b>2,625</b>	<b>2,368</b>

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

## 17. Contingencies

### Contingent liabilities

The Institute and group has no contingent liabilities (2014:\$Nil).

### Contingent assets

The Institute and group has no contingent assets (2014: \$Nil).

## 18. Staff and student grievances

At balance date there are no student or staff related claims against the Institute for which the outcomes are uncertain. (2014: Nil).

The maximum estimated exposure to staff and student grievances is \$Nil (2014: \$Nil).

## 19. Related party transactions

The Institute is the ultimate parent of the group and controls the Nelson Polytechnic Educational Society Incorporated. The Institute is a wholly owned entity of the Crown.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and conditions no more or less favourable than those that it is reasonable to expect the Institute and group would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

#### 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 Council agreed that NMIT could give \$500k to NPES to fund and manage the entire scholarship programme for the foreseeable future. In 2015, a further \$1m was given to NPES.

The accumulated balance of these funds \$1,352k (2014: \$482k) are included within the accumulated funds in the Consolidated Statement of Financial Position.

NMIT paid the audit fee for NPES for 2015 \$3k (2014: \$3k).

#### Transactions with key management personnel

Key management personnel compensation

	Actual 2015 (\$000)	Actual 2014 (\$000)
<i>Council Members</i>		
Remuneration	131	133
Full time equivalent members	8	8
<i>Senior Management Team, including the Chief Executive</i>		
Remuneration	1,343	1,237
Full time equivalent members	9	9
<b>Total key management personnel remuneration</b>	<b>1,474</b>	<b>1,370</b>
<b>Total full time equivalent personnel</b>	<b>17</b>	<b>17</b>

Key management personnel consists of the Institute's Council, Chief Executive and senior management team.

**20. Council remuneration**

	Institute		Group	
	2015	2014	2015	2014
	\$	\$	\$	\$
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	14,360	14,360	14,360
Rowe, Andrew #	17,951	17,951	17,951	17,951
Steere, Paul #	14,360	14,360	14,360	14,360
Stewart, Karen #	8,837	-	8,837	-
Tambisari, Scott #	14,360	14,360	14,360	14,360
Tapata-Stafford, Te Rehia #	14,360	14,360	14,360	14,360
Watson, Virginia	3,866	14,360	3,866	14,360
Wehner, Daryl #	14,360	14,360	14,360	14,360
	<u>131,175</u>	<u>132,832</u>	<u>131,175</u>	<u>132,832</u>

# current NMIT council at 31 December 2015

**21. Budget variance explanations**

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

**Statement of comprehensive revenue and expense***Government grants*

Government grants budget was compiled prior to confirmation of full year TEC funding. NMIT subsequently received additional funding for Youth Guarantee and SAC Levels 1 & 2 competitive funding.

*Tuition fees*

Tuition fees are favourable to budget due to higher international student numbers and EFTS mix changes.

*Interest revenue*

Interest revenue is favourable to budget due to higher than budgeted cash balances.

*Other revenue*

Other revenue is favourable to budget due to revenue from unbudgeted contracts such as Ministry of Social Development Training for Work programmes, and increased delivery of ITO courses, and In China programmes. Additional revenue was received from unbudgeted royalties received, and revenue from staff secondments to TANZ and Innovate.

*Personnel costs*

Personnel costs are over budget due to additional staffing for the TANZ e-Campus project, Innovate secondment, increased In China delivery and additional cohorts for programmes such as Postgraduate Diploma in Business Enterprise.

#### *Depreciation and amortisation expense*

Depreciation and amortisation expense are under budget due the change in estimated useful lives of NMIT's property, plant and equipment in 2014, and the timing of capital expenditure purchases.

#### *Other expenses*

Other expenses are unfavourable to budget due to the \$1m expense for scholarships to NPES. Commission payments to international agents are also significantly higher than budget due to increased international student numbers.

### **Statement of financial position**

#### *Cash and investments*

Cash and investments are higher than budget due higher fees in advance received from international students.

#### *Property, plant and equipment*

Property, plant and equipment is over budget due to the revaluation of land and buildings, and the change in estimated useful lives of NMIT's property, plant and equipment in 2014.

#### *Intangible assets*

Intangible assets are higher than budgeted due to costs associated with the TANZ eCampus project.

#### *Creditors and other payables*

Creditors and other payables are higher than budget due to timing of receipt of invoices.

#### *Revenue received in advance*

Revenue received in advance is higher than budget due to fees received from international students enrolled in programmes spanning financial years, such as the Postgraduate Diploma in Business Enterprise.

#### *Other financial liabilities*

Other financial liabilities are higher than budget due to the \$1m payable to NPES to fund future scholarships.

### **Statement of movements in equity**

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

### **Statement of cash flows**

Net cash flows from operating activities are higher than budgeted due to increased tuition fees received, additional TEC funding and other unbudgeted revenue as noted above.

Net cashflows from investing activities are higher than budgeted due to the availability of surplus funds for investment on term deposit.

## **22. Events after balance date**

There were no significant events to report after balance date.

## **23. Financial instruments**

### **23A Financial instrument categories**

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

	Institute		Group	
	2015	2014	2015	2014
	(\$000)	(\$000)	(\$000)	(\$000)
<b>FINANCIAL ASSETS</b>				
<b>Loans and receivables</b>				
Cash and cash equivalents	3,354	2,618	3,354	2,618
Debtors and other receivables (excl GST)	2,171	949	2,171	949
Investments				
- term deposits	16,080	11,875	16,080	11,875
<i>Total loans and receivables</i>	21,605	15,442	21,605	15,442
<b>FINANCIAL LIABILITIES</b>				
<b>Financial liabilities at amortised cost</b>				
Creditors and other payables (excl GST & PAYE)	3,634	2,557	3,634	2,560
Other financial liabilities	1,549	631	197	145
<i>Total financial liabilities at amortised cost</i>	5,183	3,187	3,831	2,705

### 23B Fair value hierarchy

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

### 23C 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.

This exposure is not considered significant and is not actively managed.

### 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.

#### *Contractual maturity analysis of financial liabilities*

The table below shows the maturity groupings of financial liabilities based on the remaining period at balance date to the contractual maturity date.

	Carrying amount (\$000)	Contract cash flows (\$000)	Less than 6 months (\$000)	6 months or greater (\$000)
<b>Institute 2015</b>				
Creditors and other payables	4,368	4,368	4,368	-
Accrued pay	559	559	559	-
<i>Total</i>	4,927	4,927	4,927	-
<b>Group 2015</b>				
Creditors and other payables	4,368	4,368	4,368	-
Accrued pay	559	559	559	-
<i>Total</i>	4,927	4,927	4,927	-
<b>Institute 2014</b>				
Creditors and other payables	3,460	3,460	3,460	-
Accrued pay	246	246	246	-
<i>Total</i>	3,706	3,706	3,706	-

**Group 2014**

Creditors and other payables	3,463	3,463	3,463	-
Accrued pay	246	246	246	-
<i>Total</i>	3,710	3,710	3,710	-

*Sensitivity Analysis*

The table below shows the estimated effect on the surplus or deficit and equity (excluding general funds) of movements in interest rates.

**Institute 2015****2015**

(\$000)

		- 0.25%		+ 0.25%
<b>Interest Rate Risk</b>	<b>Surplus</b>	<b>Other equity</b>	<b>Surplus</b>	<b>Other equity</b>
<i>Financial Assets</i>				
Cash and cash equivalents	(8)	-	8	-
<b>Total sensitivity</b>	(8)	-	8	-

**Institute 2014****2014**

(\$000)

		- 0.25%		+ 0.25%
<b>Interest Rate Risk</b>	<b>Surplus</b>	<b>Other equity</b>	<b>Surplus</b>	<b>Other equity</b>
<i>Financial Assets</i>				
Cash and cash equivalents	(7)	-	7	-
<b>Total sensitivity</b>	(7)	-	7	-

**Foreign Exchange Risk**

The Institute was not exposed to foreign exchange risk as it did not hold any financial instruments in foreign currency at 31 December 2015 (2014: \$Nil).

*Explanation of interest rate risk sensitivity*

The interest rate sensitivity is based on a possible movement in interest rates of 25 basis points, with all other variables held constant.

**24. Capital Management**

The Institute and group's capital is its equity, which comprises accumulated funds, revaluation reserves, and capital reserves. Equity is represented by net assets.

The Institute is subject to the financial management and accountability provisions of the Education Act 1989, which includes restrictions in relation to: disposing of assets or interests in assets, ability to mortgage or otherwise charge assets or interests in assets, granting leases of land or buildings or parts of buildings, and borrowing.

The Institute manages its revenues, expenses, assets and liabilities, investments and general financial dealings prudently and in a manner that promotes the current and future interests of the community. The Institute's equity is largely managed as a by-product of managing revenues, expenses, assets, liabilities, investments, and general financial dealings.

The objective of managing the Institute's equity is to ensure that it effectively and efficiently achieves the goals and objectives for which it has been established, while remaining a going concern.

## 25. Adjustments arising on transition to the new PBE accounting standards

### Reclassification adjustments

There have been no reclassifications on the face of the financial statements in adopting the new PBE accounting standards.

### Recognition and measurement adjustments

The table below explains the recognition and measurement adjustments to the 31 December 2014 comparative information resulting from the transition to the new PBE accounting standards.

	Note	NZ IFRS PBE 2014 \$000	Adjustmt \$000	PBE accounting standards 2014 \$000
<b>Institute</b>				
<b>Statement of financial position</b>				
<i>Current liabilities</i>				
Revenue received in advance	1	5,748	(163)	5,585
<i>Equity</i>				
Accumulated surplus / (deficit)	1	16,199	163	16,362
<b>Statement of comprehensive revenue and expense</b>				
<i>Revenue</i>				
Tuition fees	1	9,733	59	9,792
<b>Statement of changes in equity</b>				
Balance at 1 January	1	90,406	103	90,509
Total comprehensive revenue and expense	1	813	59	873
Balance at 31 December	1	91,219	163	91,381
<b>Group</b>				
<b>Statement of financial position</b>				
<i>Current liabilities</i>				
Revenue received in advance	1	5,748	(163)	5,585
<i>Equity</i>				
Accumulated surplus / (deficit)	1	16,682	163	16,844
<b>Statement of comprehensive revenue and expense</b>				
<i>Revenue</i>				
Tuition fees	1	9,733	59	9,792
<b>Statement of changes in equity</b>				
Balance at 1 January	1	91,005	103	91,109
Total comprehensive revenue and expense	1	696	59	755
Balance at 31 December	1	91,701	163	91,864

**Explanatory note 1**

On transition to the new PBE accounting standards, the Institute has classified its revenue streams as either exchange or non-exchange transactions. Revenue from non-exchange transactions is recognised when any repayment conditions are met. The Institute has classified SAC funded tuition fees as non-exchange transactions. Therefore, revenue is recognised when the withdrawal period has passed. Under NZ IFRS PBE accounting standards, this revenue was recognised over the period that the programme was delivered, with revenue in advance recorded for the undelivered portion at year end.



Chase Saunders-Loder, one of the youngest skippers in NZ fishing, completed his skipper's ticket through IMINZ, at NMIT



International students enjoy the new Global Campus in Auckland



Trades Academy Engineering and Mechanical Engineering pre-trade students compete in the Grass Karts competition in Tapawera



Students and staff enjoyed celebrating Diwali on campus in Nelson



Te Hapara, Diploma in Māori Studies, launched with a 21st century delivery model to strive for excellence in Te Reo

## Introduction to Investment Plan Performance Report

As the top of the south's largest education and training provider, NMIT is intent on further developing a distinctive role in the tertiary education system. NMIT has a strategic focus on developing specialisms, building a learner centred delivery model and working closely with key stakeholders to provide outstanding learning and employment opportunities. NMIT has made a strong contribution to the priorities in the Government Tertiary Education Strategy (TES) while meeting the needs of regional stakeholders and the demands of changing patterns of educational provision.

**This section outlines progress against strategic and performance goals as set out in the NMIT's 2015-2016 Investment Plan. Excerpts from the Investment Plan have been included under the headings below where there are specific planned outcomes. For each of the excerpts, the report details the actions and results that NMIT achieved as a response to the planned activities. This is laid out in a "we committed to, we achieved" format.**

### **1. NMIT's Strategic Focus:**

- Development of NMIT's specialisms
- Collaboration using e-learning
- Pathways to higher learning and employment

### **2. Tertiary Education Strategy (NMIT's Contribution to)**

- Priority 1: Delivering skills for industry
- Priority 2: Getting at risk young people into a job
- Priority 3: Boosting achievement of Māori and Pasifika
- Priority 4: Improving adult literacy and numeracy
- Priority 5: Strengthening research based institutions
- Priority 6: Growing international linkages

### **3. NMIT's Organisational Priorities**

- Embrace innovative learning
- Recognise and develop the skills of our people
- Invest every dollar wisely
- Be an organisation of choice

### **4. Capital Asset Management**

- Impact of changes in demand and supply of educational services

## 1. NMIT's Strategic Focus

### Specialisms and Collaboration

NMIT is developing two inter-related strategies for the next three to five years with the aim of providing pathways to higher-level qualifications and developing demand across our target groups. Each of our specialisms will be developed separately to reflect the different drivers with each industry area.

#### For Aquaculture and Viticulture, we committed to:

The development of aquaculture and viticulture reflecting the growing importance of these industries to regional and national economic development along with collaborative initiatives that will drive innovation, including from specialist industry, Iwi, international and research partners who are seeking to work with NMIT.

#### We achieved:

- Continued engagement with the industry maintaining strong relationships including student work placements throughout their learning experience. We continue to fully engage with Aquaculture New Zealand in our support of the industry. Our work with NZ King Salmon and Cawthron Institute has also provided major opportunities for students.
- The Bachelor of Viticulture and Winemaking Programme was developed in collaboration with wine industry partners including Indevin, Wither Hills, Wine Marlborough and Plant & Food Research.
- NMIT's Viticulture and Wine facilities provided hands-on practical learning experience with an onsite vineyard, winery, sensory room and laboratory.
- NMIT shares a campus with the Marlborough Research Centre, Plant & Food Research, Wine Marlborough and Sustainable Winegrowing New Zealand in the heart of Marlborough, New Zealand's largest wine producing area.

#### For Aviation and Aviation Engineering, we committed to:

Aviation and Aviation Engineering, with a depth of expertise based on a long standing history of involvement that adds considerable benefit to the overall New Zealand aviation industry; we are developing new strategic partnerships including significant international partners to ensure the significance of New Zealand's General Aviation (GA) industry is supported in its workforce needs met with domestic and international learners.

#### We achieved:

Professional partnership with Airwork NZ who are based in Ardmore Auckland. NMIT Aviation staff delivered training for all Airwork staff on Aircraft Visual Inspection. This is mandatory training for aircraft engineering organisations however previous to this there were no other organisations meeting this training need. NMIT provided a solution to industry contributing to safer/compliant engineering practices in New Zealand. Soon to be announced partnership was developed in 2015 for launch in 2016.

#### For our Specialisms Strategy, we committed to:

A strategy that includes a framework for prioritising initiatives and sequencing the development of specialisms so that as an institution we learn from our successes and can apply our expertise in areas such as marketing and business development across a portfolio of activities. The table below shows the aspects included in each specialism's strategy:

<b>Strategy includes:</b>	<b>We achieved:</b>
Financial targets for our contribution to the regional economy	Direct and indirect GDP contribution to the top of the south region grew through increased student numbers both domestically and internationally.
An approach to developing strategic partnerships with industry, research and international organisations, including articulating NMIT's value proposition based on its expertise and networks	The development of higher level programmes at degree and postgraduate level provided further improvement in NMIT's value to industry, particularly in the areas of aquaculture and viticulture/winemaking. Research activity benefitted. Important to their work was the contribution of internationally recognised organisations working with NMIT on the development of these programmes.
An approach to working with employers to identify the different ways in which the industry sector contributes to the economy and the skill requirements and innovation opportunities at different points in the value chain.	Work with employers created through work-based learning, internships and in work project-based learning provided mutually beneficial activity that promoted both business development and the success of individual learners.
Opportunities for collaboration with other tertiary providers, including through the provision of expertise and online content and resources in our specialisms to benefit the tertiary education sector as a whole.	Significant progress in the development with five other tertiary partners of an e-campus activity, providing both a wholly-online product offering as well as materials and resources to support blended learning.
Steps to build demand within our target groups including through marketing and providing progression opportunities for existing students and those already employed in less skilled roles within the industry sector	Extended Youth Guarantee and Level 1 and 2 provision and the progression routes with complementary Level 3 and 4 offerings. Successful implementation and employment outcomes through the Manpower Services Commission in work programmes.
Specific strategies to provide progression to higher level qualifications for Māori students, building on the involvement of Iwi in local industry sectors such as forestry and aquaculture post Treaty Settlements, and the desire of Iwi to use their resource base to develop employment opportunities for their people and invest in expanding industries	Significant contribution from Iwi to the development of the Bachelor of Aquaculture and Marine Conservation and Postgraduate Diploma in Sustainable Aquaculture. Scholarships on a dollar-for-dollar basis agreed with Māori organisations and Iwi to support increasing Māori participation and progression on the diploma and to the degree and postgraduate diploma.
Workforce and capability requirements within NMIT including recruitment of staff and professional development needs	The unbundling of roles that traditionally require expertise in all three of development, delivery and assessment along with new learning design activity that look to ensure all programmes benefit from a blended and flexible delivery scope.
Proposed investment in facilities and infrastructure	The Capital Asset Management Plan developed in 2007 was completed in 2015. Significant improvements to facilities and infrastructure have occurred over the eight-year life of the plan including the unplanned replacement of all seismically challenged buildings.

Strategy includes:	We achieved:
Financial strategies, including identifying sources of funding	Increased revenue through the development of NMIT's internationalisation strategy underlying delivery offshore and pathways to higher level programmes in New Zealand. Full cost recovery use of NMIT's facilities and staffing expertise.

**For our Strategy for Collaboration using e-Learning, we committed to:**

The development of specialisms using e-learning providing a mechanism for access to our specialisms for a wider group of students both in other parts of New Zealand and internationally, and to better integrate study with workplace learning.

Our strategy included:

- An approach to delivering our programmes and identifying components that are able to be offered to other providers (for example the development of digital content and resources within our specialisms)
- Strategic investment in digital content development in areas where we have a competitive advantage as a result of our expertise and relationships
- An approach to developing a range of partnerships with other institutions under which content and services developed by NMIT are provided to their students, in individually negotiated ways that reflect the institution's context and the needs of their students
- Steps to build demand both within our region and from other parts of New Zealand and beyond by using the opportunities provided through flexible learning to target a wider group of students, including those already in employment
- Steps to integrate the results of research on improving outcomes for Māori using e-learning into our programme design at all levels.

**We achieved:**

- A pilot that re-designed three components within the Bachelor of Arts and Media, in order to create three fully online 10 week courses (Training Schemes) which can be undertaken independently. These are now being offered on the eCampus platform which will allow other institutes to enrol students in them.
- Assigning a Course Developer to work alongside the Aquaculture teaching staff to develop online resources.
- Our online programmes are promoted on our website and clearly flagged as being able to be completed wholly online. With promotion of NMIT on national TV, this should start to reach a wider market than the Nelson/Marlborough learners.

## Pathways to Higher Learning and Employment

### We committed to:

A strategic focus for the development of pathways to higher level learning and employment, with a particular focus on Māori and at risk youth.

Over the last few years we have had a high level of success in enrolling at risk young people into our programmes. We are now focusing on building pathways to ensure that students already enrolled in NMIT are able to progress to further study in programmes that lead to good employment outcomes. This strategy underpins our programme development in all areas.

### We achieved:

Programme developments that have enhanced, and added, to the pathways for learners in a number of disciplines:

- NMIT is now approved and accredited to deliver additional Level 3, 4 and 5 programmes in Māori Language
- Trades Apprenticeship training at Level 4 has expanded to include national qualifications in Engineering and Mechanical Engineering
- A postgraduate qualification in International Business is now available
- A suite of new Maritime programmes, from Level 3 to 6 have been approved and accredited for delivery
- New degrees in Aquaculture and Viticulture provide pathways from previously approved and delivered Level 5 Diplomas.

The NZQA mandatory review of qualifications at Levels 1-6 has necessitated development of a significant number of new programmes of study. A project is being delivered to ensure any new developments holistically, and at discipline level, have appropriate pathways of study from Trades Academy through to postgraduate qualifications.

## **2. Tertiary Education Strategies – NMIT’s Contribution**

### **Priority 1: Delivering Skills for Industry**

We have prioritised partnerships and investment in the region’s skilled workforce requirements including Aviation Engineering, Applied Engineering and Health and Social Sciences. Centres of Vocational Expertise in Aquaculture, Maritime, Viticulture & Wine and Aviation Engineering, where we are committed to working more intensively with high growth industries to address future skill needs and develop new approaches to business development and innovation across the industry value chain.

#### **For Civil Engineering, we committed to:**

Responding to the Government’s emphasis on STEM subjects, through growing Information Technology enrolments and provision of a new Civil Engineering Diploma, with linkages to local industry.

#### **We achieved:**

A new NZDE Civil Engineering programme of study. We established a Nelson Industry advisory committee with membership from all the major engineering companies; students benefit from monthly site visits to live projects which are hosted by IPENZ. IPENZ members showcase the diverse works being undertaken and share information in a collaborative setting.

#### **For local industry links, we committed to:**

Setting up an Innovation Learning Hub that creates a formal interface between the staff and students with local industry and businesses. This is designed to both drive innovation and student exposure to industry within the local region.

#### **We achieved:**

INNOVATE which was launched in June 2015. A ‘sold out’ ‘Start-up’ Weekend event, bringing together start-ups, businesses, staff and students in a whirlwind 54-hour event to learn, develop and launch a new business was a major success, followed by the launch of Co.Starters, a nine-week cohort-based programme that equips aspiring entrepreneurs with the insights, relationships and tools needed to turn ideas into action and turn a passion into a sustainable and thriving business. In 2016 we aim to further strengthen the interface between NMIT and local industry, providing real-world learning experiences through either the development of learning companies, or pre-seed funding of student start-ups.

#### **For Aquaculture, we committed to:**

Developing a new Bachelor of Aquaculture and Marine Conservation. This included collaboration with the Cawthron Institute, Fish & Game NZ, Marine Farm Association, Aquaculture New Zealand, Spat NZ, New Zealand King Salmon and Plant & Food Research, Nelson.

**We achieved:**

The development of the Bachelor of Aquaculture and Marine Conservation, and a Postgraduate Diploma in Sustainable Aquaculture. Delivery of both of these programmes commenced in 2015. In response to industry consultation via the Seafood review of qualifications, we are re-developing the current Diploma in Aquaculture (Fish Farming and Fisheries Management) to enhance transition from the Diploma to the Bachelor programme.

**For Aviation, we committed to:**

A closer relationship with the RNZAF, including shared use of facilities at Woodbourne, and the intention to build upon the relationship over the next three years by seeking security of tenure and agreeing new joint venture opportunities with the New Zealand Defence Force. There will also be training agreements with many engineering organisations to provide work-based training for learners on the Certificate in Aeronautical Maintenance Engineering.

**We achieved:**

- A 3+3+3 contract to deliver the Diploma in Aeronautical Engineering Management Level 6 programme with the RNZAF.
- An NMIT and RNZAF Working Relationship/Strategic Partnership plan. Discussions are continuing on progressing this partnership with the New Zealand Defence Force.

**For Nursing and Counselling, we committed to:**

Extending nursing industry placements (required by the Nursing Council) for completion of their qualifications. The skills gained in these placements enable students to be able to hit the ground running when going into employment following graduation.

**We achieved:****Nursing**

A 97.8% pass rate – the national pass rate was 94.92% (Nursing Council New Zealand, 2016). Feedback from the Nelson Marlborough District Health Board (NMDHB) NETP and NESP Programmes, shows 82% of NMIT Registered Nurses have employment as of January 2016.

**Counselling**

Accreditation to deliver the new Wintec Paetahi Tumu Kōrero Bachelor of Counselling. Practice-based learning is a significant element in the programme and practicum placement is critical to the achievement of the graduate outcomes and students' professional development within the counselling field. The practice-based learning will provide the experience on which students can base classroom discussions and integration of theory. This provides an ongoing and current work-based context for all learning.

**For ACE Courses, we committed to:**

Providing pathways, at both our Nelson and Marlborough campuses, for people wanting to gain basic computing and other foundational skills through ACE funded programmes. These opportunities to re-engage with learning are important to second chance learners, and those who have missed out on technological changes, to start at a pace that enables them to gain confidence. These foundational skills are often needed to meet employment requirements, or to gain skills that are required for study at a higher level.

**We achieved:**

Upskilling and reskilling outcomes for 413 learners who benefitted from ACE funded learning. Courses covered: basic computing and specific packages, introduction to the arts (including introduction to Māori art), Life skills: Change Your Life with Healthy Foods, Successful Gardening, Basic Navigation and Seamanship, Welding Skills and English Language (Intensive Literacy and Numeracy ESOL).

**For Graduate Outcome Data, we committed to:**

Improving the quality of graduate outcomes data as a way of measuring the extent to which our programmes are delivering skills for industry.

Data about employment outcomes is generated from a variety of sources including surveys, social media sites, tracking student cohorts by email and phone and direct information from students who gain employment while studying. We are planning to consolidate these activities into a clear and consistent approach for gathering information on employment for all programmes based on the level and subject area. This includes setting up a formal Alumni project to keep in touch with past graduates, track employment and assist in further up-skilling opportunities.

Continuing our Graduate Destination Survey and developing a complementary Employer Survey to establish how employers perceive our graduates in terms of skills, work readiness and the relevance and standard of the programmes we are offering. The first employer survey will be administered following close off of the 2014 Graduate Destination Survey in early October 2014.

**We achieved:**

Information and intelligence on graduate outcomes through informal means (networks, social media) as well as the more formal graduate destination survey. NMIT is developing its processes to meet the requirements of the Government graduate destination outcomes in 2017.

Tertiary Education Strategy (2014-2019) Priority	Commitment	2015 Target	2015 Outcome	Commentary
Delivering skills for industry	% Graduates tracked 6 months after completion	40%	27% response rate from centralised institute Graduate Destination Survey	Generous incentives (Samsung tablets) did not increase the response rate in 2015. Discussions with other ITPs indicate ongoing contact with graduates (e.g. through Alumni, social media) and phone surveys provide improved response rates.
	% Graduates in employment 6 months after completion	Determine baseline figures for graduates in employment 6 months after completion	Some programme areas have developed their own strategies to track their graduates. Engineering, Conservation and Construction have tracked 100% of graduates who have progressed into employment as have Aviation Engineering and Nursing.	

Tertiary Education Strategy (2014-2019) Priority	Commitment	2015 Target	2015 Outcome	Commentary
Delivering skills for industry	% Learners, completing the Learner Experience Survey, who felt they had developed their overall core transferable skills	82%	79%	Learners were asked to what extent they had developed 15 individual core transferable skills. Good to Outstanding responses ranged from 65% to 89%, with an overall average of 79%
	Implement new employer survey focusing on graduate work-readiness	Utilising current good practice strategies, determine baseline figures on graduate work-readiness	A centralised Employer Survey is still in development	A number of programme areas do have strategies in place for employers to feedback on learners on work placements, and graduates. Utilising current good practice, a standard series of questions will be developed. The best method of surveying employers – telephone / web – will be explored.

## Priority 2: Getting at Risk Young People into a Job

### For engaging young people in training options, we committed to:

Continuing its strategy of engaging young people directly to discuss employment and training options and identify the most appropriate pathways available to them. Working through schools and community groups we will continue our successful career programmes where we invite young people to NMIT for career advice with qualified Career Consultants and other activities including targeted field trips, information evenings and course planning with NMIT staff.

### We achieved:

By incorporating Careers NZ career models into opportunities to engage with local secondary students we successfully increased the number of students engaging in career field trips by 14% between 2014 on 2015 and 'student for a day' increased by 53% between 2014 and 2015. NMIT staff saw over 60 students and parents for individual 1-1 career appointments.

### For Trades Academy, we committed to:

Partnering with local secondary schools via the Top of the South Trades Academy to provide seamless transitions for young people leaving secondary school. This initiative also aims to retain young people at secondary school and achieve NCEA Level 2. As the primary tertiary provider to the Trades Academy, we will provide specialist training by top tutors to deliver programmes that support the region and provide the basis for ongoing education post school and or/employment with local industry. The course content for the Trades Academy will be aligned with the Vocational Pathways via curriculum alignment with partnered secondary schools. Enrolments in TOTSTA have grown from 110 in 2012 to 250 in 2014; in 2014 TOTSTA was awarded a Prime Ministers Education Excellence Award for Learner-led pathways

**We achieved:**

Increased opportunities for Trades Academy students in the Marlborough region to participate in Aquaculture and Health programmes in 2015. Nelson options grew to include Music and Health programmes in 2015. All unit standards within the Trades Academy have now been aligned to the Vocational Pathways. Trades Academy enrolments for 2015 totalled 253.

**For engaging with youth and community, we committed to:**

Our dedicated Youth and Community Liaison Team undertaking a minimum of 50 visits per year to schools, community groups, and government agencies to discuss opportunities available to school leavers.

**We achieved:**

Outcomes that exceeded targets by making 45 school visits, 26 community group visits and 10 government agency visits; a total of 81 separate visits.

**For working with youth, we committed to:**

Directly engaging with young people with a promotion and communication plan including social media advertising, print, radio and Facebook campaigns which have a combined reach of over 55,000 people. Our approach involves working with community groups that have day-to-day contact with young people. For example, we engage with the Connexions Service and the Tasman Nelson Youth Service, to identify young people at risk of becoming NEET. We also work with WINZ and Refugee Services and to provide pathways to foundation education and higher qualifications including through the Straight to Work Scheme and Training for Work Scheme. Excellent outcomes for these Training to Work Schemes have seen 3 more courses approved to be offered in 2015, and an additional Trades course offered in 2014.

**We achieved:**

A successful Facebook campaign to encourage degree enrolments reached 49,000 young people in the Nelson/Tasman/Marlborough and West Coast regions resulting in 2,440 clicks through to the NMIT ½ A Degree for Free section on the website.

NMIT's 'Straight to Work' cellar hand initiative based at our Marlborough campus and serving the viticulture industry is consistently seen as one of the top performing programmes for the Ministry of Social Development in the country with an average of 95% going into employment.

As an example of our success, the Marlborough Express has recently reported, "A wine industry course in Blenheim is the most successful Straight to Work programme in the South Island".

**To measure our impact with youth, we committed to:**

Measure success in terms of our contribution to the Better Public Service Targets that by 2017 85% of 18 year olds will have an NCEA Level 2 or equivalent qualification. We will also monitor:

- The number of young people (aged under 25) enrolled on, or progressing towards an NMIT programme at Level 4 and above
- The number of Māori and Pasifika young people (aged under 25) enrolled at NMIT
- The percentage of the region's school leavers who enrol in NMIT
- The proportion of the region's young people who are NEET

**We achieved:**

Tertiary Education Strategy (2014-2019) Priority	Commitment	2015 Target	2015 Outcome	Commentary
Getting at-risk young people into a career	Qualification (Level 1 and 2) completion rates of NEETS enrolled at NMIT	40%	65%	Personalised levels of support have been given to students to support them to complete.
	Learner Progression Rates (L 1-2) (Under 25 year olds)	55%	31%	Where progression levels are below target these are linked directly to supported learning programmes within which learners have complex learning difficulties and disabilities.
	Learner Progression Rates (L 3-4) (Under 25 year olds)	35%	23%	Learners studying on these programmes include those in full-time employment and therefore studying part-time. Other learners progressed into employment as well as apprenticeships, not always within NMIT.
	Percentage of region's school leavers who enrol at NMIT	28%	23%	Initiatives such as Trades Academy have encouraged secondary students to remain at school. There is also a trend for secondary students to take a gap year between secondary and tertiary.
	Proportion of Trades Academy learners progressing to mainstream programmes	35%	41%	Trades Academy shows positive progression towards NMIT programmes, exceeding its target by 6% in 2015.

**Priority 3: Boosting Achievement of Māori and Pasifika****For our internal Māori strategy, we committed to:**

The implementation of Te Ara Wai. Through Te Ara Wai we will develop individual programme areas within NMIT to assist them to design and implement strategies and actions to improve the experience of Māori students. Te Toki Pakohe, the School of Māori Studies, will be involved in the initial stages of the roll out in assisting staff to raise awareness of the significant issues Māori face in tertiary education.

Te Ara Wai includes four top-level elements for the institution as a whole to focus on with regard to improving the experience for Māori: empowerment, holistic development, family and community, and productive partnerships. It includes a sub-set of elements for teams to focus on, learn about and explore that will ensure the plans and actions they put in place align with the achievement of the top-level elements. These elements are: Identity, language and culture, Māori potential mind-set, reflective models approach, Kāpuia and Kaiāwhina, Tātaihono - connections broker, and what's good for Māori is good for everyone.

Te Toki Pakohe will guide programme areas' learning and exploratory activities. Individual programme areas will be appointed a "Kaihāpai" or supporter to help them as they develop their plans. This approach is designed to enable individual programme areas to learn more about the nature and needs of Māori and will require them to take responsibility for addressing the issues they face. We have begun this work in Trades and Creative Industries, which have Māori cohorts of students and have commenced the staff training element of Te Ara Wai with a view to growing their internal capacity.

We plan to pilot the strategic development programme in 2014 with a view to having cycled through every area of NMIT, both academic and allied, by the end of 2015. Our goal over this period is for individual programme areas to have developed their own Māori development plans to be endorsed by the Director of Māori Education and their manager.

We are committed to ensuring that NMIT as a whole supports Mātauranga Māori through participation in NZQA's Mātauranga Māori Evaluation Quality Assurance Programme.

### **We achieved:**

The introduction of Te Ara Wai across all of NMIT's academic and business support areas. The cultural development aspects of the strategy were facilitated by the team at Te Toki Pakohe (School of Māori Studies) through the delivery of tutorial sessions that were aimed at guiding team members through each of the learning tabs in the Te Ara Wai cultural development tool kit. This enabled teams to get familiar with the content of each learning tab, to share the learnings with team members and develop collective team objectives.

This engagement with Te Ara Wai is evidenced on team Visual Management Boards and in self-assessment action plans. For example, Learner Services focused on simple greetings, email openings and closings and commenced learning their own team waiata. Acknowledgement and celebrations of Matariki and Te Wiki o Te Reo (Māori Language Week) for example, further exposed learners and staff at NMIT campuses to these cultural events, with learners and staff involved in performances and resource sharing.

Moving into 2016 and beyond the learnings associated with each learning tab will continue to be facilitated by Te Toki Pakohe via lunch time drop in sessions cycling through all the tabs once in each semester. Other aspects of the strategy to be implemented in 2016 include a planned approach to embedding Mātauranga Māori in curriculum and the development of culturally significant physical spaces on campus.

### **To measure our impact, we committed to:**

Measuring primarily through Māori participation and completion rates in NMIT programmes, progression to higher-level qualifications and employment. We will also monitor the number of Māori staff we employ, with the aim of ensuring that our workforce is representative of and is able to address the needs of our student population.

### **We achieved:**

Increased staff numbers identifying as Māori including in specific learning areas which support Māori participation and provide learning for students likely to be employed in sectors with a high need for bi-cultural facilitation. These include Nursing, Social Sciences and the Trades areas. There are also two dedicated Māori and Pasifika cultural advisors who work cross-institutionally.

Tertiary Education Strategy (2014-2019) Priority	Commitment	2015 Target	2015 Outcome	Commentary
Boosting achievement for Māori	Māori Learner Progression Rates (Level 1-4)	31%	28%	Significant number in employment within army and seafood processing industries and some now working at sea. In the Certificate in Te Rito o Te Reo 47% of learners progressed.
	Māori Learner Retention Rates	60%	67%	Retention rate has exceeded target. Improved advice and guidance along with high levels of support offered by both academic and support colleagues.
	Māori teaching staff / contractors	5%	0.8%	Notification of ethnicity is not compulsory for staff.
Boosting achievement for Pasifika	Pasifika Learner Progression Rates (Level 1-4)	30%	12%	Significant number in employment within army and seafood processing industries and some now working at sea.
	Pasifika Learner Retention Rates	62%	68%	Retention rate has exceeded target. Improved advice and guidance along with high levels of support offered by both academic and support colleagues.
	Pasifika teaching staff / contractors	1%	0%	Notification of ethnicity is not compulsory for staff.

## Priority 4: Improving Adult Literacy and Numeracy

### We committed to:

The use of the Literacy and Numeracy Assessment Tool in both formative and summative ways to ensure valid and consistent measurement of literacy and numeracy. We will use the results to:

- Monitor learners' progress from their individual starting point towards their agreed goals
- Inform our self-review processes
- Set programme and institution level targets to ensure that results continue to improve.

### We achieved:

Further development of assessing and responding to the literacy and numeracy needs of our Level 1-5 learners. NMIT gathered results of approx. 1,700 learners using the Literacy and Numeracy Assessment tool. The results were made available to students via their online Individual Learning Plans (ILPs) on Moodle. The results were made available to tutors via ALNAT educator access, ebs4 reports and ILPs.

Following initial assessment, about 300 learners were identified as scoring below the threshold for both literacy and numeracy. Throughout 2015 tutors have been encouraged and supported to access literacy and numeracy training to inform their teaching, via the Diploma of Teaching and Learning (DTLT 504), NCALNE (Voc) training, Ako Aotearoa “Supporting adult dyslexics in tertiary education and training workshop” and support from NMIT Learning Facilitators.

Our 2015 summative results met target for our Level 4-5 and Youth Guarantee learners. Results for Levels 1-3 are close but not close enough and we will be looking to focus on improving results for these learners in 2016 via self-review processes such as improved use of visual management boards and action plans across the organisation.

Tertiary Education Strategy (2014-2019) Priority	Commitment	2015 Target	2015 Outcome	Commentary
Improving adult literacy and numeracy	Proportion of EFTS (learners at Levels 1-3) who make literacy and numeracy progress on reassessment as measured by ALNAT in: <ol style="list-style-type: none"> <li data-bbox="475 972 612 1003">1. Literacy</li> <li data-bbox="475 1039 639 1070">2. Numeracy</li> </ol>	13%  15%	9.72%  14.98%	NMIT’s 2014-2019 literacy and numeracy Investment Plan targets are significant gain targets only, as measured by the ALNAT assessment tool. Our aim is to clearly identify how many of our Level 1-3 learners have made real, significant, measurable and transferable literacy and numeracy gains during their study with us.  2015 was therefore a “benchmarking” year, while we moved from one measurement model to another. We now have a clear picture of the impact our current practices have had on Level 1-3 literacy and numeracy, and are in a strong position to move forward with improving these results.

## Priority 5: Strengthening Research Based Institutions

### We committed to:

Reporting our research productivity on an institution, programme and individual level to meaningfully assess our performance, and where possible benchmark our performance against other ITPs. We will generate regular updates allowing us to better track, celebrate and reward research performance. We will also develop a research strategy with clear goals and milestones.

While the impact of applied research is difficult to measure, our approach is to increase quality by strengthening our quality assurance and peer-review processes. We have targeted entry into the PBRF round in 2018 and will resource and build our research capabilities over this time. Measurement is transparent and online, creating an easy repository for recording, measuring and disseminating research activity. Information on levels and comparison data is sent to each programme area on a regular basis and used as the basis for the development of research plans and reports, including each staff member's success in reaching their milestones.

### We achieved:

Significant improvement both in the quality and quantity of research. Normalised against degree teaching FTE to account for our growing degree programmes, quality assured outputs have increased from 0.2 to 1.94 outputs per FTE, an almost 9-fold increase.

To further improve the Institute's research capability, we have implemented a number of improvements to the research team structure and support available to our tutors:

- The addition of two Research Professors, Dr Eric Buenz and Dr Gareth Parry, to aid in the building of staff research capability. Dr Eric Buenz has previously managed a team of 12 PhDs with an annual research budget of \$6m, currently has \$1.4m of contestable funding under review, and integrated research programs with Wakatu Incorporation, Mayo Clinic and Plant & Food Research. Dr Gareth Parry, a world leading neurologist, has over 120 peer-reviewed publications, is on the editorial board for a number of international journals and has held numerous grants.
- Appointed a dedicated research administrator.
- NMIT is entering the PBRF in 2018 to encourage the further improvement in our research quality.
- A staff research incentive scheme, providing research grants based on QA outputs produced.
- Links exist with Cawthron Institute where NMIT has both joint facilities and research activity, particularly in our specialist areas of aquaculture and sustainable aquaculture.
- Activity in the area of research with our Chinese University partners provided inter-staff collaboration between Zhejiang Water Conservancy and Hydropower College, Beijing University of Agriculture and NMIT. This institute-to-institute work included Chinese academic colleagues undertaking their research at NMIT and with our other partners.
- Research was done on the identification of critical success factors for Sino-New Zealand programmes which included a case study of NMIT and Zhejiang College's eight-year partnership as well as a survey of the Sino-New Zealand programmes as approved by the Chinese Government.

Tertiary Education Strategy (2014-2019) Priority	Commitment	2015 Target	2015 Outcome	Commentary
Strengthening research-based institutions	Quality assured research outputs which underpin the economic and social development of the region	35	57	Increase in outputs a reflection of foundation work from previous years. New research Professor has helped to build staff research capability.
	Number of collaborations / internships / agreements with research institutes	2	2	We maintained our existing relationships with research institute partners, strengthened the resulting outputs and achieved outcomes that will enable further collaborative research activity.

## Priority 6: Growing International Linkages

### To measure our impact, we committed to:

Increasing revenue contribution from onshore international enrolments to NMIT and increased value of NMIT education products and services delivered offshore.

### We achieved:

Increased international business with revenue growing strongly from all of our international work, including the key in-country and off-shore partnerships as below, as well as our network of recruitment agents in key markets, especially India, Nepal, Sri Lanka, Philippines and Japan.

The number of international students enrolled at NMIT grew from 601 in 2014 to 1023 in 2015, an increase of 70%. The number of students enrolled in China increased by 3% in 2015.

In 2015 NMIT opened its new campus in Auckland as part of a joint venture with the Skills Update Training Institute.

We contributed to regional economic development as a key partner with the Nelson Regional Economic Development Agency in its 'sister city' activity and jointly led the mayoral delegations to China that included our partner Universities.

Tertiary Education Strategy (2014-2019) Priority	Commitment	2015 Target	2015 Outcome	Commentary
Growing international linkages	Number of key in-country relationships / partnerships	2	2	Achieved
	Number of key off-shore relationships / partnerships	8	8	Achieved
	% of income from international partnerships	10%	5.8%	Lower percentage than target, because the denominator, total income, was higher than budgeted.
	International First Impressions Survey - Learners' experience 'exceeded expectation'	85%	86%	Respondents selected 'met or exceeded' expectation when completing the survey.

### **3. NMIT's Organisational Priorities**

#### **Embrace Innovative Learning**

##### **For Information for Learners, we committed to:**

The Tertiary Education Commission's initiative to make better information available to prospective learners to support their enrolment decisions and "assess for themselves the value of tertiary education and how it will contribute to their achievement of the outcomes desired". We will publish for each of our programmes standardised information on: minimum entry requirements; costs of study (Government subsidy, student contribution and how to access loans and allowances); retention and completion rates; graduate employment rates; graduate earnings and graduates progressing to further study.

##### **We achieved:**

Marketing material that has been designed to assist prospective learners to make good decisions for themselves with respect to their study. Information includes career opportunities, summary information about the programme content, costs, entry criteria, levels of study and duration of study. Where there is a 'pathway' from lower qualifications to higher qualifications, these are explained. Graduate earnings and employment rates have not yet been incorporated.

Other website initiatives in 2015 included:

- Launch of the "Manage My Applications" feature which provides direct access for students to view the status of their applications and enrolments as well as manage their personal details.
- Launch of the "Browse Our Programmes" web page which allows a user to search and filter on programmes by programme area and campus providing information on fees, start dates and language requirements.
- Re-design of the online Short Course Application Form which took the application process from 12 steps to five.

##### **For Quality Assurance and Continuous Improvement, we committed to:**

Recognised External Quality 'marks' including AS/NZS ISO 9001:2008 and the Baldrige Education Criteria for Performance Excellence.

##### **We achieved:**

Participation in the 2015 PESA US Study Group. The group was hosted by five Malcolm Baldrige National Quality Award recipients, and attended the Baldrige Regional Conference. The insights gained from the visit will stand NMIT in good stead in its future application for a PESA.

A 2015 review by Telarc confirmed NMIT's ongoing compliance to AS/NZS9001:2008, with Telarc's auditor particularly noting the following:

*The commitment by top management to both the use of their Quality Management System and continuous improvement was quite visible. Examples included extending the use of the visual management boards to Directors, and the investment of sending one Director on a benchmarking exercise to the United States to visit winners of the Malcolm Baldrige National Quality Award.*

##### **For the Learner Centred Delivery Model, we committed to:**

Our Learning Design Framework, a major institution-wide project that is already in progress, is intended to transform NMIT into a 21st Century learning institution.

The Framework reflects changes in the nature of teaching and learning driven by technology, and our commitment to placing significantly greater value on the experience the learner brings with them and where and when they want to learn. It is designed to maximise the development of soft skills through project based learning, a shift to a student centred approach and increased industry experience.

### We achieved:

Increased learner-centric delivery within NMIT at an individual course level, and within any new programme developments (e.g. Bachelor of Aquaculture and Marine Conservation). In particular:

- The support structures within IT, Learner Services and the Flexible Learning Team have focused on developing processes and tools to aid teachers and learners.
- Two teachers presented a paper titled “Facilitating Group-work Online” at the National Tertiary Learning & Teaching Conference which summarised how to successfully build collaboration in a fully online environment. This was well received, and in discussions with peers/attendees highlighted that the work done in this area at NMIT is at the forefront in New Zealand tertiary institutions’ online facilitation.
- We have scoped the amount of work required within 2016 in order to have significant change in delivery for 2017. This is being driven in part by this strategy, but the timeline has been escalated by the need to change to the new New Zealand qualifications (post MRoQ).
- We are piloting e-Track software which enables learners to capture photos or videos of their work experience (in an apprenticeship environment away from the campus), which can be assessed by the tutor and approved as evidence of learning.

## Recognise and Develop the Skills of Our People

### We committed to:

A workforce strategy designed to support the Learning Design Framework, that reflects the fact that implementation of the framework largely depends on the successful incorporation of the necessary skills and behaviour within our staff. The workforce strategy emphasises:

**Culture.** Our goal is to have a workforce who embraces the changing face of educational delivery to achieve NMIT’s vision of Excellence in the Education Business. We will achieve the cultural change through developing the capability of existing staff and recruiting new staff with the necessary skills and behaviours.

**Change Leadership.** We are redefining staff roles and responsibilities, change processes and systems, and refining service to learners. The need for managers to make decisions and act quickly within the parameters of their jobs is increasing to reflect learner demands and the need for a flexible workplace.

**Capability.** Our capabilities assessment has identified developmental needs in the areas of digital information literacy, learning design, ed-Tech tools and blended facilitation. Our e-learning framework (ePD) aims to develop the competence of staff to select and use appropriate e-tools and techniques to support and enhance the delivery of the curriculum. ‘Unbundling’ of the traditional academic staff member to reflect more effective outcomes in delivery, development and assessment will be a key activity in developing staff capability for the future.

**Capacity.** Our workforce planning will include consideration of the way academic staff currently operate and how the learning design models may impact teaching and learning practice and delivery within the terms of the collective Employment Contract.

The scale of workforce change is significant and our approach to change will reflect a prudent strategy emphasising the need for a sustainable tertiary organisation, while modernising terms and conditions of employment to reflect the need for a flexible working environment.

### **We achieved:**

NMIT's new People and Organisation Development Strategy which emphasises the underlying value of its people as the Institute's most valuable resource. Key areas for strategic investment include culture, performance and capability. There has been significant investment in increased consulting capability in the People and Organisation Development (POD) team to support the Institute in achieving the long term objective of building a high performing, customer focused team. In addition, an effective employee communication strategy will support the implementation of a new approach to building performance at NMIT through more effective manager–team member communication. A new appraisal system will be launched in March 2016 and supported by one to one coaching with a new HR consultant appointed in February. A series of online induction videos was also launched in time for the start of Semester 1 2016.

Clear guidelines and criteria for approval of Professional Development activity have been designed to assist with alignment of investment to NMIT's strategic direction and to help build the capability required to deliver appropriate skills for a learner experience appropriate to work-ready world-ready graduates.

The need for efficient deployment of resources has driven design, development and implementation of NMIT's new Workload Planner. This initiative tracks all courses and staffing allocation relative to agreed programme regulations. It delivers transparency of resourcing and better capacity to balance workforce efficiency with effectiveness.

## **Be an Organisation of Choice**

### **We committed to:**

Building awareness of our services and our reputation for excellence through:

- Increasing our profile in Marlborough and Tasman, where knowledge, awareness and perceptions are lower against a range of measures than in Nelson, including exploring opportunities to make more programmes available across multiple campuses
- Improving perceptions of the quality and reputation of teaching staff, for example through case studies of excellent practice
- Growing awareness of the online and flexible study options available
- Continue to refine our communication and marketing channels, in response to feedback that website, phone and visits are the most important sources of information about programmes at NMIT.

### **We achieved:**

Increases in prospective students applying and enquiring online. In the second half of 2015 there were 2,174 online applications compared to 1,828 in the second half of 2014, an increase of 16%. As a result of changing communication preferences, NMIT initiated a significant series of enhancements to its website in the second half of 2015, which will be launched in April 2016.

Tutor profiles have been developed and promoted online, and NMIT has proactively engaged with media on our 'good news stories', such as accreditation by the Chartered Accountants of Australia and New Zealand, NMIT Open Days and other events.

## 4. NMIT Capital Asset Management

### Impact of Changes in the Demand and Supply of Educational Services

We have considered how changes in the demand and supply of educational services will affect our asset base, working in collaboration with other partners, over the next five years. The table below outlines our progress in 2015 against identified goals.

Learning changes	Asset related impact of changes	2015 Achievements
Improved use of IT through blended learning, involving campus, classes, home etc.	Wireless, bring your own device, flipped classroom, mobile infrastructure, cloud, interactive IT solutions	NMIT began its roll out of improved wireless infrastructure to improve wireless access and speeds starting in the new Global Campus building. Further services are migrating to the cloud with sign off for Office 365 for students and staff.
Improved collaboration / breakout spaces, flexible use of facilities	Classroom furniture to be flexible for changing layout of teaching spaces and methods	Following a classroom trial of new flexible furniture types, 'wall' white boards, stimulating colour pallets, interactive projectors and new breakout spaces, the successful innovations are being rolled out for all refurbishments such as the English Language building and new builds and have been incorporated in the new Global Campus in Auckland where appropriate.
Growth in one-to-one and multiparty interactive video conferencing	More flexible videoconferencing solutions, integrating both classroom and desktop, enabling participative local and remote personalised learning and collaboration	Both students and staff now have access to Skype for Business as well as more traditional HD VC in some classrooms. This is promoting greater flexibility in accessing teaching and learning anytime anywhere and supports NMIT strategy.
Simulation and use of games especially in trades, maritime and nursing	Access and interaction with simulation and game playing technologies	NMIT continues to ensure simulation is incorporated into curriculum where appropriate and looks to increase its use in Maritime and Nursing which have advanced simulation.

<p>Greater export education</p>	<p>Greater use of interactive, blended technologies, accessing potentially far wider customer base</p>	<p>NMIT has achieved a material increase in international student numbers both in and outside New Zealand and uses cloud services and upgraded student portal services to support the learner journey for students.</p>
<p>eCampus initiative</p>	<p>Students can access learning remotely, anywhere in the world anytime through an e-campus newly branded portal. On demand scalability and accessibility via alternative routes using internet and cloud technologies will be crucial, implying an OPEX subscription based off campus services</p>	<p>NMIT has piloted eCampus in 2015 utilising new technologies and analysis of student info-metrics to better understand student needs and deliver an improved online experience. A number of programmes were run successfully for students living throughout New Zealand.</p>
<p>Changing programme demands, e.g. in Hospitality, Trades, Maritime and Aquaculture</p>	<p>Retooling and upgrading of (teaching) plant and equipment on a more regular/frequent basis</p>	<p>As part of NMIT CAM planning, agreeing and maintaining service levels as part of programme area asset management plans, allows greater focus on critical assets. This leads to improved maintenance and a planned replacement life cycle to mitigate risk of failure.</p>

## NMIT Performance Commitment Reporting

The following Performance Commitments are drawn from NMIT's Investment Plan 2015-2016; these were developed to align with the Government's Tertiary Education Strategy priorities.

The Institute's 2015 performance (provisional) is reported against the planned performance, together with the Institute's performance from the previous three years.

<b>SAC Levels 1 and 2</b>							
If you have applied for funding under the SAC Levels 1 & 2 competitive process, then the commitments you provide in this template must be the same.							
The same commitments apply to both Plan and competitive-process allocated provision; parity is required for Māori and Pasifika.							
Performance Commitments SAC Levels 1 and 2			Previous Years' Actuals Latest data			Target	Provisional <sup>1</sup>
			2012	2013	2014	2015	2015
			%	%	%	%	%
<b>Participation</b>							
The proportion of SAC Eligible EFTS who are:	Māori	Levels 1 and 2	1.9	1.2	5.4	1.4	3.2
	Pasifika	Levels 1 and 2	0.3	0.1	0.4	0.2	0.2
<b>Educational Performance</b>							
<b>Course completion</b>							
The successful course completion rate (SAC Eligible EFTS) for:	All students	Levels 1 and 2	76.0	74.0	79.0	79.0	68.0
<b>Qualification completion</b>							
The qualification completion rate (SAC Eligible EFTS) for:	All students	Levels 1 and 2	69.0	72.0	78.0	74.0	61.0
<b>Student Retention</b>							
The student retention rate for all students (SAC Eligible student count)	All students	Levels 1 and 2	65.0	60.0	57.0	63.0	76.0
<b>Student Progression</b>							
The student progression rate (SAC Eligible student count) from Levels 1 and 2, to a higher level, for:	All students	Levels 1 and 2, to a higher level	42.0	52.0	51.0	32.0	35.0 <sup>2</sup>

1. The 2015 reported results are provisional results and NMIT expects to confirm these results with the TEC in June / July.
2. Where progression levels are below target these are linked directly to supported learning programmes within which learners have complex learning difficulties and disabilities. Sideways progression is a typical trend.

Performance Commitments SAC Levels 3 and above			Previous Years' Actuals Latest data			Target	Provisional
			2012	2013	2014	2015	2015
			%	%	%	%	%
<b>Participation</b>							
The proportion of SAC Eligible EFTS who are:	Under 25	Level 3 and Above	new	new	39.0	43.0	42.0
		Level 4 and Above	37.0	32.0	28.0	40.0	32.0
	Māori	Level 3 and Above	new	new	14.0	13.0	18.0
		Level 4 and Above	9.5	9.9	8.7	10.0	12.0
	Pasifika	Level 3 and Above	new	new	3.8	4.0	4.0
		Level 4 and Above	2.8	4.3	2.2	3.8	3.4
<b>Educational Performance</b>							
<b>Course completion</b>							
The successful course completion rate (SAC Eligible EFTS) for:	All students	Level 3 and Above	new	new	81.0	79.0	81.0
		Level 4 and Above	77.0	78.0	81.0	81.0	83.0
	Under 25	Level 3 and Above	new	new	77.0	80.0	82.0
		Level 4 and Above	78.0	78.0	81.0	82.0	84.0
	Māori	Level 3 and Above	new	new	75.0	76.0	70.0
		Level 4 and Above	73.0	64.0	73.0	78.0	73.0
	Pasifika	Level 3 and Above	new	new	72.0	76.0	72.0
		Level 4 and Above	69.0	63.1	70.0	78.0	73.0

Performance Commitments SAC Levels 3 and above			Previous Years' Actuals			Target	Provisional
			Latest data			2015	2015
			2012	2013	2014	%	%
<b>Qualification Completion</b>							
The qualification completion rate (SAC Eligible EFTS) for:	All students	Level 3 and Above	new	new	72.0	72.0	73.0
		Level 4 and Above	66.0	88.0	71.0	74.0	78.0
	Under 25	Level 3 and Above	new	new	72.0	68.0	72.0
		Level 4 and Above	59.0	84.0	69.0	70.0	74.0
	Māori	Level 3 and Above	new	new	67.0	70.0	58.0
		Level 4 and Above	56.0	74.0	62.0	70.0	59.0
	Pasifika	Level 3 and Above	new	new	50.0	70.0	70.0
		Level 4 and Above	64.0	52.0	46.0	70.0	71.0
<b>Student Retention</b>							
Retention Data is at "All Levels"							
The student retention rate for all students (SAC Eligible student count)	All students	Level 3 and Above	64.0	62.0	65.0	65.0	67.0
	Māori	Level 3 and Above	62.0	56.0	63.0	60.0	64.0
	Pasifika	Level 3 and Above	67.0	65.0	64.0	62.0	67.0
<b>Student Progression</b>							
The student progression rate for students (SAC Eligible student count) from Levels 1 to 3, to a higher level, for:	All students	from levels 1 to 3, to a higher level	29.0	31.0	25.0	31.0	21.0 <sup>1</sup>
	Māori		33.0	29.0	24.0	31.0	28.0
	Pasifika		20.0	14.0	36.0	30.0	24.0
<b>Other Commitments</b>							
The number of international student EFTS (NZ only)	All students	All levels	552	445	486	530	712

1. Learners studying on these programmes include those in full-time employment and therefore studying part-time. Specifically, they could be working in the maritime field and require sea time before progression would be an option. Other learners positively progressed into employment as well as apprenticeships, not always within NMIT.

## Statement of Resources

For the year ended 31 December 2015

	2015 Land Area Ha	2015 Buildings Area m <sup>2</sup>	2014 Land Area Ha	2014 Buildings Area m <sup>2</sup>
<b>Crown Properties and Buildings</b>				
Nelson Campus	2.90	13,298	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
<b>Total</b>	<b>8.38</b>	<b>15,606</b>	<b>8.38</b>	<b>15,733</b>
<b>Institute Owned Properties and Buildings</b>				
	2015 Land Area Ha	2015 Buildings Area m <sup>2</sup>	2014 Land Area Ha	2014 Buildings Area m <sup>2</sup>
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
<b>Total</b>	<b>5.22</b>	<b>13,850</b>	<b>5.22</b>	<b>13,850</b>
<b>Grand Total</b>	<b>13.6</b>	<b>29,456</b>	<b>13.6</b>	<b>29,583</b>

	2015 Buildings Area m <sup>2</sup>	2015 Annual Rental (\$000)	2014 Buildings Area m <sup>2</sup>	2014 Annual Rental (\$000)
<b>Leased Properties and Buildings</b>				
Woodbourne RNZAF	5,812	66	5,812	66
Brook Campus	0	3	0	3
Cawthron Aquaculture Facility	204	40	204	40
Global Campus Auckland	2,908	425	0	0
<b>Total</b>	<b>8,924</b>	<b>534</b>	<b>6,016</b>	<b>109</b>

<b>Library Resources</b>	<b>2015</b>	<b>2014</b>
<i>Available resources include:</i>		
Monographs	36,776	37,695
Serials	15,988	16,309
Non-book items e.g. DVDs	2,180	2,489

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

## 2015 EFTS

	TEC	Int'l	ITO	YG	STAR	Other	Total
2015 Target*	2,027	847	13	90	49	69	3,095
2015 Actual	2,059	844	24	102	54	96	3,179

By Programme Area Target 2015*	TEC	Int'l	ITO	YG	STAR	Other	Total
Applied Business	220	84	-	-	3	2	309
Aviation, Wine & Horticulture	212	52	-	-	6	17	287
Digital Technology	285	10	-	-	-	-	295
Creative Industries	255	6	5	26	17	5	314
Global Campus	-	302	-	-	-	-	302
Health	278	29	-	-	4	-	311
In China Deliveries	-	303	-	-	-	-	303
Maritime	166	32	-	-	3	26	227
Social Sciences	409	25	-	-	-	15	449
Trades	202	4	8	64	16	4	298
<b>Total</b>	<b>2,027</b>	<b>847</b>	<b>13</b>	<b>90</b>	<b>49</b>	<b>69</b>	<b>3,095</b>

By Programme Area Actual 2015*	TEC	Int'l	ITO	YG	STAR	Other	Total
Applied Business	247	274	-	-	3	1	525
Aviation, Wine & Horticulture	216	50	-	-	5	13	284
Digital Technology	262	36	-	-	-	-	298
Creative Industries	228	8	7	29	16	14	302
Global Campus	-	50	-	-	-	-	50
Health	300	18	-	-	8	-	326
In China Deliveries	-	300	-	-	-	-	300
Maritime	175	32	-	-	3	36	246
Social Sciences	414	62	-	-	-	22	498
Trades	218	13	17	73	19	9	349
<b>Total</b>	<b>3,060</b>	<b>843</b>	<b>24</b>	<b>102</b>	<b>54</b>	<b>95</b>	<b>3,178</b>

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

## Analysis of Enrolments

	2015	2014
Total unique students	7,388	6,678
Enrolments per EFTS	2.32	2.45

### Student Ethnicity

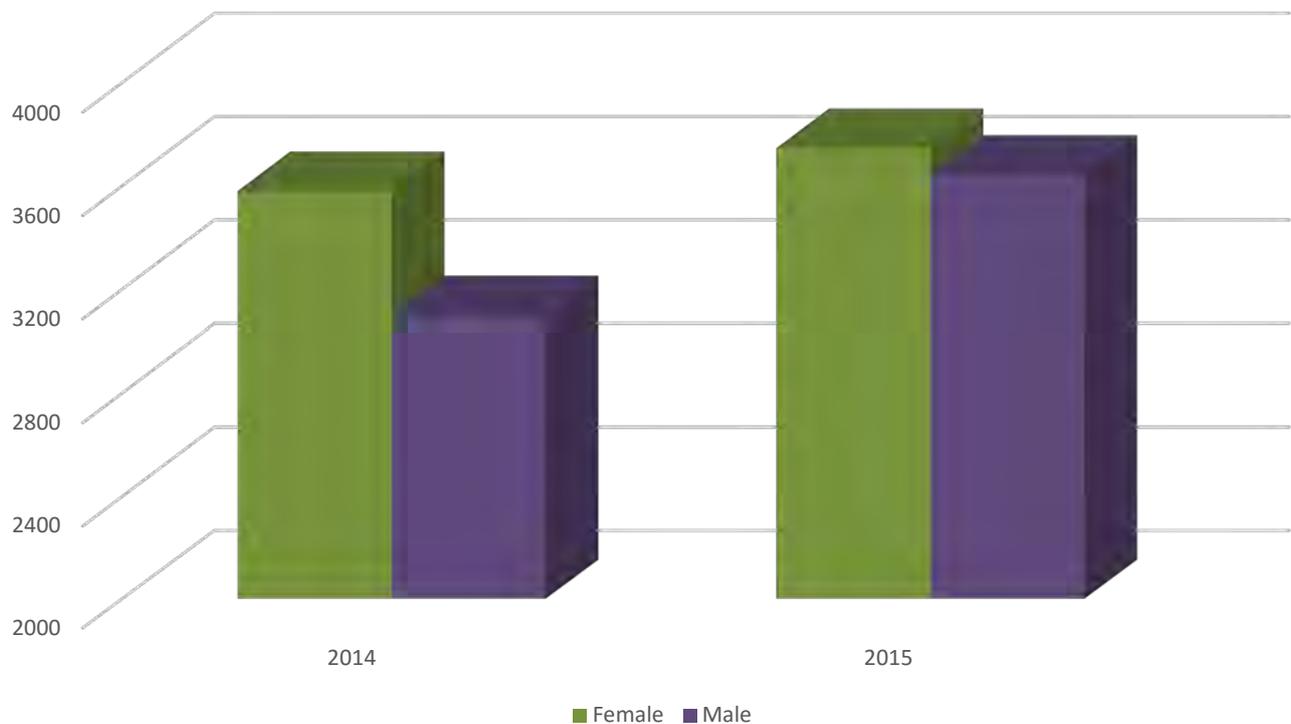
Percentage Māori students*	14.1%	14.3%
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\*Includes all categories of students, (i.e. SAC, ITO, Youth Guarantee and self-funded students)

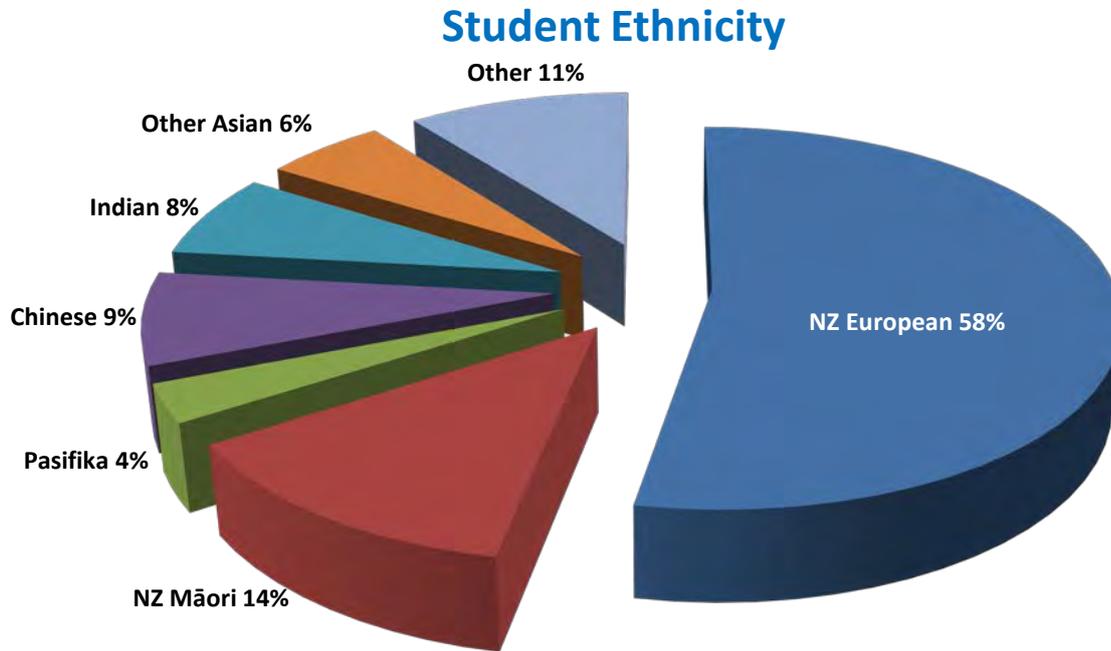
### Student Gender

Percentage female students	50.7%	53.6%
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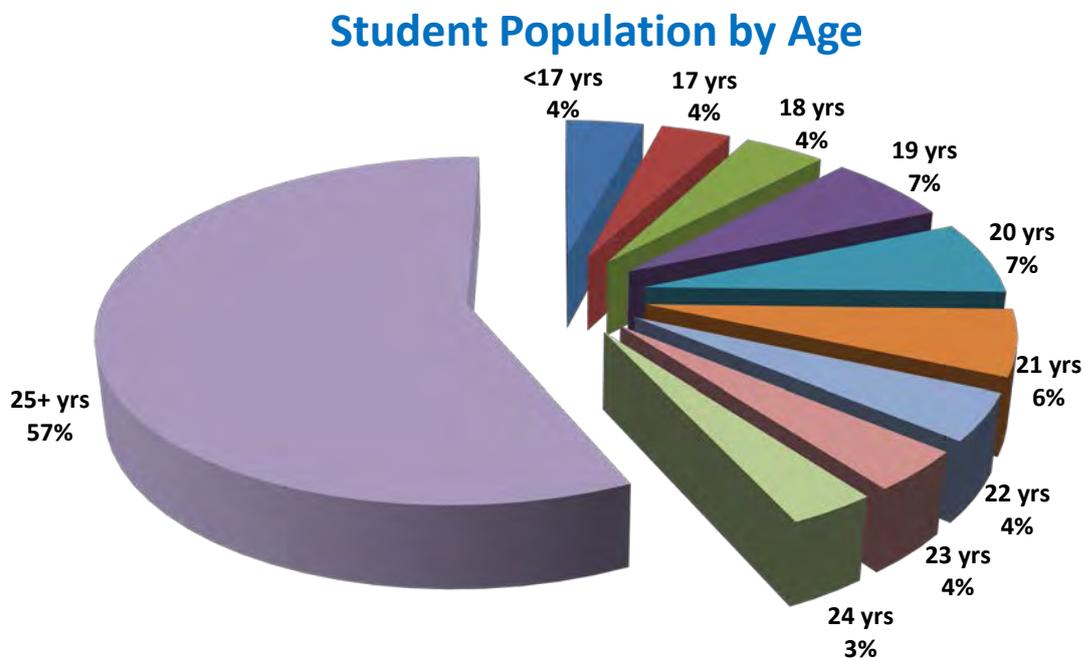
## Two year summary of Student Enrolments by Gender



## Student Profile



Percentages do not add up to 100% due to rounding and multiple ethnicity reporting.



# Research Activity Report

## RESEARCH OUTPUTS

### Books

Davison, J. (2015). *VAT Planning 2015-2016*. London, United Kingdom: CCH Wouters Kluwer.

Davison, J. (2015). *Retail: Tottels VAT Digest*. London, United Kingdom: Bloomsbury Tax Publishing.

### Chapters in Books

Cochrane, T., Davis, N., & Mackey, J. (2015). Design Based Research with AGILE Sprints to Produce MUVES in Vocational Education. In K. Terry & A. Cheney (Eds.), *Utilizing virtual and personal learning environments for optimal learning* (pp. 291-313). Hershey, PA: IGI Global.

Davison, J. (2015). Cross border transactions. In *The British value added tax reporter*. London, United Kingdom: CCH Wouters Kluwer.

Davison, J. (2015). Finance and insurance. In *VAT planning*. London, United Kingdom: CCH Wouters Kluwer.

Davison, J. (2015). VAT. In *Croners' small business guide*. London, United Kingdom: CCH Wouters Kluwer.

Davison, J. (2015). VAT. In *Croners' importers guide*. London, United Kingdom: CCH Wouters Kluwer.

Kjellstrom, T., Lemke, B., Otto, M., Hyatt, O. M., Briggs, D. J., Freyberg C. A. (2015). Heat Impacts on Work, Human Performance, and Daily Life. In B. Levy and J. Patz (Eds.), *Climate Change and Public Health* (pp 73-86). Oxford, United Kingdom: Oxford University Press.

Kjellstrom, T., Woodward, A., Gohar, L., Lowe, J., Lemke, B., Lines, ... L., Hyatt, O. (2015). The risk of heat stress to people. In D. King, D. Schrag, Z. Dadi, Q. Ye, & A. Ghosh (Eds), *Climate change: A risk assessment* (pp. 57-64). London, United Kingdom: Foreign and Commonwealth Office.

### Theses

Griffiths, A. (2015). *Education in virtual worlds* [masters thesis]. Conferred with Distinction, University of the West of England, Bristol, United Kingdom.

### Journal Articles

Abdelhamid N., Thabtah F., Ayesh A. (2015). Emerging trends in associative classification data mining. *International Journal of Electronics and Electrical Engineering*, 3(1), 50-53.

Abdel-Jaber H., Thabtah F., and Woodward M. (2015). Modelling discrete-time analytical models based on random early detection: Exponential and linear. *International Journal of Modeling, Simulation, and Scientific Computing*, 6(3), 1-24.

Alazaidah R., Thabtah F., Alradaideh Q. (2015). A multi-label classification approach based on correlations among labels. *International Journal of Advanced Computer Science and Applications*, 6(2), 52-59.

Allen, J. & Parry, G. (2015). Acquired Immunologic Neuropathies. *Seminars in Neurology*, 35(4), 398-406. DOI: 10.1055/s-0035-1558974

Baadel, S., Thabtah, F., Lu, J. (2015). MCOKE: Multi-cluster overlapping K-means. *Journal of Computer, Electrical, Automation, Control and Information Engineering*, 9(2), 427-430.

Buenz, E. (2015). Lead exposure through eating wild game. *The American Journal of Medicine*. In press. Retrieved from <http://dx.doi.org/10.1016/j.amjmed.2015.12.022>

Davison, J. (2015). Who has made the supply? *CCH VAT News*, 15(89).

Davison, J. (2015). Pension funds and VAT recovery. *CCH VAT News*, 15(94).

Davison, J. (2015). When it all goes wrong. *CCH VAT News*, 15(99).

Davison, J. (2015). How do you treat mixed or composite supplies? *CCH VAT News*, 15(104).

Davison, J. (2015). Two countries- one tax system? *De Voils Indirect Tax Intelligence*, 226.

Davison, J. (2015). Compound interest. *De Voils Indirect Tax Intelligence*, 229.

Davison, J. (2015). Default surcharge: Is it proportionate? *De Voils Indirect Tax Intelligence*, 229.

Kjellstrom, T., Briggs, D., Freyberg, C., Lemke, B., Otto, M., & Hyatt, O. (2015). Heat, human performance and occupational health: A review and assessment of global climate change impacts. *Annual Review of Public Health*, 37. In press.

Lu, X. (2015). A direct vocabulary teaching model based on three paradigms of connection: An action research. *US-China Education Review*, 5(8), 526-538.

Monahan, K. (2015). Strengthening public health nursing education. *Kai Tiaki Nursing New Zealand*, 21 (March).

Muhammad R., Thabtah F., McCluskey L. (2015). Tutorial and critical analysis of phishing websites methods. *Computer Science Review Journal*, 17, 1-24.

Mundy, D. (2015). Ecology and control of grapevine root diseases in New Zealand: a review. *New Zealand Plant Protection* 68, 396-404.

Montero, R., Mundy, D., Albright, A., Grose, C., Trought, M., Cohen, D., ... & Bota, J. (2015). Effects of Grapevine Leafroll associated Virus 3 (GLRaV-3) and duration of infection on fruit composition and wine chemical profile of *Vitis vinifera* L. cv. Sauvignon blanc. *Food Chemistry*, 197, (Part B), 1177-1183.

Omisakin, O., Nakhid, C., Littrel, R., Verbitsky, J. (2015). Exploring the migrant experience in small business activities in Auckland: A case study of African migrants. *Journal of Business Administration Research*, 4(2), 9-19.

Qabaja I., Thabtah F., Chiclana F. (2015). A dynamic rule-induction method for classification in data mining. *Journal of Management Analytics*, 2(3), 233-253.

Thabtah F., Hammoud S., Abdel-jaber H. (2015). Parallel and distributed single and multi-label associative classification data mining frameworks based mapreduce. *Journal of Parallel Processing Letters*. 25(2). DOI: 10.1142/S0129626415500024

Voskuhl, R., Parry, G., Jackson Wu, T., Sicotte, N., Nakamura, K., Kurth, F., ... & Elashoff, R. for the Estriol Trial Investigators Group. (2015). Placebo-controlled trial of estriol in combination with glatiramer for multiple sclerosis. *The Lancet Neurology*, 15(1), 35-46.

#### Published Poetry, Short Stories and Literary Reviews

Fell, C. (2015). L'Anima Verde [excerpt]. In V. O'Sullivan (Ed.), *Best New Zealand Poems 2014*. Retrieved from <http://nzetc.victoria.ac.nz/iiml/bestnzpoems/BNZP14/t1-g1-t6-body-d1.html>

Fell, C. (2015). In Carbondale. *Café Reader*, 5, 6-9.

Fell, C. (2015). In Carbondale. *Watercoloured*, 4, 1-3.

#### Exhibitions

Breukel, K., Hall, O., & de Maupeou, A. (2015). Laser visuals on the clock tower project. *Nelson Arts Festival*, Nelson, New Zealand.

Breukel, K. (2015). Neon [light show]. *Nelson Arts Festival*, Playhouse Theatre, Nelson, New Zealand.

Breukel, K. (2015). Various works [solo exhibition, mixed media]. In Woods, F. (curator), *Unknown Observer*, Woods & Co Gallery, Upper Moutere, New Zealand.

Breukel, K. (2015). Can O'Peas, & Subway [silkscreenprint & installation]. In Shaw, G., (curator), *Spectrum Streetart Festival 2015*, Christchurch, New Zealand.

Breukel, K. (2015). Various works [solo exhibition]. In King, G. (curator), *Razzle Dazzle*, Bridge St Collective, Nelson, New Zealand.

Breukel, K. (2015). Foosball Hooligan [screenprint and installation]. In Braunsteiner, A. & Pochin, J. (curators), Arcade group exhibition, Refinery, Nelson, New Zealand.

Breukel, K. (2015/2016). The Jettsons, & CSI Sydenham [two installation pieces]. In Shaw, G. (curator), *Spectrum Streetart Festival 2015/2016*, Christchurch, New Zealand.

Haig, N., [curator]. (2015). *But I cannot wash it off etc.* The People's Museum, Nelson, New Zealand.

Hall, O. (2015). Unidentified Maori Woman 1-6 (mixed media). In White, A., Hall, O., & Ferris, T. (Curators), *He Kitenga: A glimpse (of a vision)*. The Redwood Granary, Founders Heritage Park, Suter Art Gallery, Nelson, New Zealand.

Plank, C. (2015). To be... [textile]. In Martin, R. (curator), *Changing threads exhibition*, Refinery Art Space, Nelson, New Zealand.

Plank, C. (2015). Get a grip, & To be.. [textile]. In Midgelow-Marsden, A. (curator), *UK knitting and stitching show*, Dublin, Ireland, Alexandra Palace, London, United Kingdom, and Harrogate, United Kingdom.

Plank, C. (2015). The boulder dress. In *Hot planet fashion show*, Boathouse, Nelson, New Zealand.

Salmon, C. (2015). No sunflowers: melting (butter) and the complexities of equivalences [mixed media installation]. In Haig, N. (curator), *But I cannot wash it off etc.*, The Refinery Artspace, Nelson, New Zealand.

Salmon, C. (2015). 'Playing on the rim' in the great harbour basin [ceramic and glass]. The Tin Palace, Lyttleton, New Zealand.

Salmon, C., Goetz, B. & Fell, C. (2015). Poem on the street [street installation]. Nelson Public Library, Nelson, New Zealand.

Salmon, S. (2015). The word on the street [mixed media installation]. The Nelson Public Library, Nelson, New Zealand.

White, A., Hall, O., & Ferris, T., [curators]. (2015). He Kitenga: A glimpse (of a vision). The Redwood Granary, Founders Heritage Park, The Suter Art Gallery, Nelson, New Zealand.

#### Conference – Proceedings or Full Conference Paper

Benson, N. (2015). Implementing video on demand within higher education: A literature review. In *Proceedings of Sixth Annual Conference of Computing and Information Technology Research and Education New Zealand* (pp. 22-27). Queenstown, New Zealand: CITRENZ.

Cochrane, T., & Davis, N. (2015). Aye, aye Captain: Voice active bots in a maritime MUVE. In E. Erturk, A. Sarkar, R. Tomlinson & M. Verhaart (Ed.), *Proceedings of Computing and Information Technology Research and Education New Zealand: The Sixth Annual Conference* (pp. 33-37). Queenstown, New Zealand: CITRENZ.

Cochrane, T., Pan, H., & Hui, E. (2015). Three little pigs in a sandwich: Towards characteristics of a sandwiched storytelling based tangible system for chinese primary school english. In *Proceedings of the 15th New Zealand Conference on Human-Computer Interaction* (pp. 5–8). Hamilton, New Zealand: Association for Computing Machinery.

Cochrane, T., & Valverde, I. (2015). Senses and places mediated by water: Can we sense kinesthesia in dance through ripples in a pond? In *Proceedings of the 20th International Symposium on Electronic Art* (pp. 310-313). Dubai, United Arab Emirates: Zayed University Books.

Gregory, S., Gregory, B., Wood, D., O'Connell, J., Grant, S., Hillier, M., ... Irving, L. (2015). New applications, new global audiences: Educators repurposing and reusing 3D virtual and immersive learning resources. *Globally connected, digitally enabled: Proceedings of Australasian society for computers in learning and tertiary education* (pp. 121-133). Perth, Australia: Ascilite.

Griffiths, A. (2015). Occupational Medicine Simulation Project. In T. Reiners, B.R. von Kinsky, D. Gibson, V.

Chang, L. Irving, & K. Clarke (Eds.), *Globally connected, digitally enabled: Proceedings of Australasian society for computers in learning and tertiary education* (pp. 103-107). Perth, Australia: Ascilite.

Malthus, S. & Fowler, C. (2015). *Potential contradictions between the new admission requirements for Chartered Accountants in New Zealand and what employers want*. Paper presented at the 2015 Accounting and Finance Association of Australia and New Zealand conference, Hobart, Australia.

Qabajeh I, Thabtah F. Chiclana F. (2015) A classification rules mining method based on dynamic rules' frequency. In *Proceedings of the 2015 ACS/IEEE International Conference on Computer Systems and Applications AICCSA*. Marrakech, Morocco: AICCSA (in press).

Shamsuddoha, M., McIntyre, J. A., Islam, K. (2015). Characterization of mechanical properties of concrete with HE cement for concrete railway sleepers. In *Proceedings of the First International Conference on Advances in Civil Infrastructure and Construction Materials* (pp. 270-278). Dhaka, Bangladesh: Military Institute of Science and Technology.

Van der Burg, J. (2015). *Do firms' free cash flow movements fit arithmetic Brownian motion?: Evidence from the New Zealand capital market*. Paper presented at the Accounting and Finance Association of Australia and New Zealand 2015 Conference, Hobart, Australia.

#### Conference – Oral Presentation

Boyd, L. (2015). *Navigating mental health services*. Paper presented at Te Ao Maramatanga New Zealand College of Mental Health Nursing Conference, Wellington, New Zealand.

Boyd, L. (2015). *Least restrictive practice in inpatient mental health settings*. Paper presented at Te Ao Maramatanga New Zealand College of Mental Health Nursing Conference, Wellington, New Zealand.

Burdass, M. (2015). *Salmon in schools: Engaging youth in aquaculture*. Presented at Maritime Seafood Educators of Aotearoa Conference, Nelson, New Zealand.

Burdass, M. (2015). *Aquaculture industry engagement with schools*. Presented at Aquaculture New Zealand Conference, Nelson, New Zealand.

Childs, H., & Salmond, C. (2015). *Arts & nursing: The stimulation of compassionate awareness*. Presented at Australasian Nurse Educators Conference, Auckland, NZ.

Cochrane, T., Davis, N., & Mackie, J. (2015). *Standard maritime communication phrases: Is this language*

*learning in a multi-user virtual environment?* Paper and poster presented at Learning and Teaching Languages Symposium 2015, University of Canterbury, Christchurch, New Zealand.

Gaukrodger, B. (2015). *Conflict within: One interpreter's journey to achieving inner peace*. Paper presented at New Zealand Society of Translators and Interpreters Conference, Wellington, New Zealand.

Jamieson, I. & Tranter, S. (2015). *Co-teaching old dogs new tricks: reflections from the flipped classroom*. Paper presented at Australasian Nurse Educators Conference, Auckland, New Zealand.

Mitchell, D. & Chapman, P. (Oct. 2015). *The missing piece of the puzzle: Men's views on a Stopping Violence Programme and their ideas for improving service provision*. Paper presented at 2015 National Men's Health Gathering, Terrigal, Australia.

Mitchell, D. & Chapman, P. (Oct. 2015). *Where's Harry in all this?* Paper presented at 2015 National Men's Health Gathering, Terrigal, Australia.

Montero, R., Mundy, D., Albright, A., Grose, C., Trought, M., Cohen, D., ... & Bota, J. (2015). *Effets du virus de l'enroulement 3 (GLRaV-3) sur la composition du raisin chez Vitis vinifera L. Cv. Sauvignon Blanc = effect of grapevine leafroll associated virus 3 (GLRaV-3) on berry composition of Vitis vinifera L. Cv. Sauvignon Blanc*. Paper presented at 19th Meeting of the Group of international Experts of vitivinicultural Systems for CoOperation, Pech Rouge, Montpellier, France.

Mundy, D., Connolly, P., Neal, S., Sherman, E., Agnew, R., & Raw, V. (2015). *Physiology of Sauvignon blanc vines, with and without Grapevine leafroll-associated virus 3, over three seasons in Marlborough, New Zealand*. Paper presented at Australasian Plant Pathology Society Conference, Fremantle, Australia.

Omisakin, O. (2015). *Exploring the migrant experience in small business activities in Auckland: A case study of African migrants*. Paper presented at Auckland University of Technology Postgraduate Research Symposium, Auckland, New Zealand.

Swift, D. (2015). *Battling for survival: The struggles of teenage girls in rural New Zealand*. Paper presented at the Asia Pacific Conference on Gendered Violence and Violations, Sydney, Australia.

Swift, D. (2015). *She hit me first so I smashed her back: Outreach through ethnographic research among violent girls*. Paper presented at the International Conference on

Outreach Work: Youth Gangs, Violence and Female Delinquency, City University, Hong Kong.

Swift, D. (2015). *Growing up mean: The influence of family violence on girls' behaviour*. Paper presented at the Australasian Human Development Association Conference on Growing Healthy Children, Young People and Families, Wellington, New Zealand.

Swift, D. (2015). *Blooming early: the social implications for girls experiencing early onset of puberty*. Paper presented at the Australasian Human Development Association Conference on Growing Healthy children, Young people and Families, Wellington, New Zealand.

#### Conference – Poster

Burdass, M., Gallagher, C., Aquaculture Diploma Students. (2015). *Mussel larval rearing*. Poster session presented at Aquaculture New Zealand Conference, Nelson, New Zealand.

#### Seminars, Workshops and Oral Presentations

Fell, C. (2015). *Poetry and lyrics*. Honours Year English Literature Lecture, Victoria University, Wellington, New Zealand.

Lemke, B. (2015). *Measuring climate change [workshop]*. Lund University, Lund, Sweden.

Mitchell, D. & Chapman, P. (2015). *All the Pizza you can eat: Accessing adolescent males' views on sexual health education and support*. 2015 Australian Men's Health Gathering, Terrigal, Australia.

Mitchell, D. & Chapman, P. (2015). *Supporting the complex client*. Nelson Marlborough District Health Board, mental health services, Nelson, New Zealand.

Mundy, D. (2015). *Trunk and root disease management*. Longevity focus meeting with New Zealand Wine Growers, Mt. Albert, Auckland.

Mundy, D. (2015). *Grass grub damage and monitoring [invited presentation]*. New Zealand Winegrowers Grass Grub Think Tank, Marlborough Research Centre, Blenheim, New Zealand.

Mundy, D. (2015). *Vineyard Ecosystems Programme 1.3 [invited presentation]*. New Zealand Winegrowers' Grape Vine Trunk Disease Research Planning Workshop, Marlborough Research Centre, Blenheim, New Zealand.

Mundy, D. (2015). *Ecology and control of grapevine root diseases in New Zealand: a review [presentation]*.

Annual New Zealand Plant Protection Conference, Christchurch, New Zealand.

Parry, G. (2015) *Multifocal motor neuropathy* [invited lecture]. Barrow Neurological Institute Annual Neuromuscular Program, Phoenix, AZ.

Swift, D. (2015). *Early puberty and its social implications* [professional development seminar]. Salisbury School, Richmond, New Zealand.

Swift, D. (2015). *Blooming early: The social implications for girls experiencing early onset of puberty* [seminar]. Nelson Marlborough District Health Board, Nelson, New Zealand.

### Research and Technical Reports

Burdass, M. (2015). *Viability of mangrove crab farming in Sri Lanka*. Nelson, New Zealand: Ministry of Crab.

Kjellstrom, T., Lemke, B., Otto, M., Hyatt, O., Briggs, D., Freyberg, C. (2015). *Climate change and increasing heat impacts on labor productivity*. Mapua, New Zealand: Climate Vulnerable Forum (a United Nations Group). Retrieved from <http://www.thecvf.org/wp-content/uploads/2015/05/labour.pdf>

Mitchell, D. (2015). *Good practice guidelines for "mainstream" crisis support services responding to sexual violence perpetrated against adults - Round Two – Working with Men*. Nelson, New Zealand: Toah-Nnest.

Swift, D. (2015). *Evaluation of the music workshops "Equaliser: The Bullying Prevention Project- 2015."* Nelson, New Zealand: Stopping Violence Services: Living Safe, Nelson.

### Industry and Popular Press

Chooi, K., Blouin, A., Cohen, D., Bell, V., Mundy, D., Nobilo, D., & MacDiarmid, R. (2015). The effect of grapevine leafroll-associated virus 3 genetic variants on grapevines. *New Zealand WineGrower*, 91, 78.

Crump, B. & Fell, C. (2015). Nights Cultural Ambassador Talks on Anna Akhmatova, The Martian Poets, Jonathan Galassi, and Emily Dickinson [radio broadcast]. Wellington, New Zealand: Radio New Zealand.

Shields, E. (2015). Considering the difference in Carpentry Apprenticeships. *Inhouse: The Official Magazine of Certified Builders Association of New Zealand*, Feb/Mar, 29.

Sosnowski, M., & Mundy, D. (2015). Protecting grapevines against trunk diseases. *New Zealand WineGrower*, 91, 75-76.

Trought, M., Neal, S., Greven, M., Mundy, D., Raw, V., & McLachlan, A. (2015). Reduced berry size and Botrytis tolerance through trauma to the vine. *New Zealand WineGrower*, 90, 68-71.

## 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, and recognises the special relationship and obligations that this entails. NMIT acknowledges the Treaty of Waitangi as the founding document of New Zealand, and 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 strives to ensure that all communications are expressed in an inclusive way ensuring non-sexist and non-racist language.
- The Institute expects all employees to adhere to these principles when operating on behalf of NMIT.

### Our commitment to Equal Employment Opportunities is demonstrated by:

- EEO policy reviewed and updated October 2014.
- A senior colleague co-ordinates EEO issues.
- All new staff are encouraged to provide EEO information prior to commencement.
- Annual reporting of EEO issues to the CEO and NMIT Council.
- Treaty of Waitangi information is integrated into curriculum and there are opportunities for students to attend workshops as part of the implementation of NMIT's Te Ara Wai strategy. It also forms part of NMIT's online and face-to-face induction programme for 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.
- 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, 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 People and Organisation Development team which keeps 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

<b>Academic staff by category of appointment</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>
FTE Academic staff*	124.37	115.07	120.1
% of FTE Academic staff identifying as Māori to total FTE Academic staff**	0.8%	1.7%	0.0%
% of FTE female Academic staff to total FTE Academic staff	48%	50%	49%

<b>General staff by category of appointment</b>			
FTE General staff*	118.67	105.9	110.1
% of FTE General staff identifying as Māori to total General staff**	4.4%	6.6%	3.8%
% of FTE female General staff to total FTE General staff	65%	69%	66%

\* Casual staff are not allocated an FTE value

\*\* Notification of ethnic identity is not compulsory

## 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 2015 the following were implemented at NMIT:

- Duplicating the Learner Services developments implemented in Nelson towards the end of 2014, accessibility was likewise improved at the Marlborough Campus in 2015. Adopting the tiered customer service model and one location access point (Library Learning Centre, A block).
- Further barriers to wheelchair users at the Nelson campus were identified and either eliminated or minimised:
  - After-hours access is now available on the side of G block with ramp access.
  - A deep gutter between T block and carpark has been reconfigured.
  - Sharp dog leg has been removed from T block ramp to improve access to carpark.
  - Clearer marking of mobility car parks.
- Feedback from community representatives (Nelson police, Nelson DHB, Hospitality Association) identified harassment and sexual harassment issues involving our students at social venues. As a result, we:
  - Developed an educational video about acceptable behaviour in bars and clubs, created in collaboration with the Hospitality Association, targeted to all students but new international students in particular. Distributed as part of the orientation package and via social media.
  - Inclusion of our community stakeholders in International Orientations

#### 1.2 Academic

- During 2015 Learning Support sessions (1:1 and whole class sessions) were received by 1390 learners at NMIT Nelson and Marlborough campuses.
- The drive to continually improve supports for learners with dyslexia resulted in the following during 2015:
  - 22 staff members across six programme areas completed Ako Aotearoa workshop "Supporting adult dyslexics in tertiary

education and training" Supporting resources from this workshop were made available on the staff intranet for all staff to access

- LADDS+ diagnostic assessment tool continues to be a key diagnostic assessment tool at NMIT
- SmartPen assistive technology purchased and successfully trialled with students during 2015
- Other improvements / achievements in 2015 included:
  - Support with the creation of audio resources for a visually impaired learner studying Te Reo Māori.
  - Technical support successfully connecting Moodle software with JAWS text-to-speak software for visually impaired students
  - Seven academic staff successfully completed and graduated with DTLT
  - Foundation Studies and English language tutors began working towards NCALNE (Voc)
  - eBooks introduced across the organisation
  - Total students on Disability Register in 2015 was 181 (inclusive of approx. 22 students Certificate Vocational Studies and 5 at Marlborough campus)
  - Equity funding continues to be used for support and assistance to learners with specific needs:
    - Total one-to-one Support Worker (SW) sessions for 2015 was 333 (725.5 hours)
    - Total of 28 students received regular SW assistance with a 75% successful pass rate:
      - 17 students using SW assistance completed programme and passed
      - Two students using SW assistance decided to go self-directed and passed
      - Nine students using SW assistance did not pass or withdrew from programme
  - Literacy and numeracy:
    - 1700 learners were assessed using the Literacy and Numeracy Assessment Tool (ALNAT) in 2015, Levels 1 - 5.
    - Of these, 300 learners were identified as scoring below the standard threshold
    - Summative results were on target for Levels 4 & 5 and for Youth Guarantee

## Equal Education Opportunities (EEo) Report

➤ Literacy and Numeracy significant gains 2015 (as measured by ALNAT)

Investment Plan Target 2015	15%		13%	
Level - all programmes	Numeracy Gains Jan 15-Jan 16	No. Learners with both assessments	Reading Gains Jan 15-Jan 16	No. Learners with both assessments
Level 1	16.36%	55	8.93%	56
Level 2	15.00%	80	10.13%	79
Level 3	13.59%	103	10.10%	99
Average Level 1-3	14.98%	238 ALNAT (*227 ebs)	9.72%	234 ALNAT (*235 ebs)
Level 4	17.69%	130	9.68%	124
Level 5	25.73 %	57	14.61 %	62
Average Level 4-5	21.71%	187 ALNAT (*77 ebs)	12.14%	186 ALNAT (*71 ebs)
Youth Guarantee	12.77%	47	17.65%	51

Comments:

- \*ebs data indicating number of students whose highest score was below threshold
- Possible influences: course duration and content e.g. more need for reading skills than numeracy or vice versa. This data includes 11 Level 1 Vocational studies students.
- Youth Guarantee: Statistics taken from a total of 96 students who were awarded Youth Guarantee scholarships in 2015. Initial assessment rate for Youth Guarantee 2015 was 90.5%.
- Initial assessments completed 2015: 1691 Numeracy, 1714 Reading (although this will include some data from students who have been assessed previously at other institutions)

### 1.3 Institutional/Administrative

- In 2015 we became members of ACHIEVE, a national network established to ensure equal opportunity and access to post-secondary education and training for people with impairments. <http://www.achieve.org.nz/>
- Improved links with Workbridge (Nelson) employment agency for people with disabilities, including on-campus information session made available to students and staff, and collaborative planning for individuals.
- Procedural / administrative improvements to accessing support put in place in response to student and staff feedback, notably removal of historic but no longer necessary paper shuffling.
- Administrative changes which allow us to more efficiently identify and plan for students requiring help in an emergency.
- NMIT charges students a compulsory student services levy of \$240 (GST incl.) per EFT. 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 and employment information.

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	405
Annual Services Fee	316
Excess Student Services Levy	<u>89</u>

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:	346
Applied to:	
Advocacy & Legal Advice	149
Sports, Recreation & Cultural Activities	137
Employment Information	60
Total Costs	<u>346</u>

## Equal Education Opportunities (EEEdO) Report

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

#### 2.1 Physical

- 94 students (26% Māori, 64% NZ European, 10% Other Ethnicity) received a total of 328 hours free counselling through the NMIT Student Counselling Service.
- 34 students received 100 free counselling sessions from OCP independent counselling service
- Tier 1 customer service point improved access to all support services with positive feedback from learners
- In 2015 we introduced the 'talking wall' for instant feedback which will continue in 2016

#### 2.2 Academic

- Regular engagement with student feedback through the self-assessment process and our team focus on customer service
- "You said we did" communication with students and stakeholders following feedback

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

#### 3.1 Academic

- Link to Pathways Awarua programme on NMIT public website enables prospective students to "brush up" on literacy and numeracy skills prior to course start date.
- Increased number of programmes redesigned following LDF allowing for more flexible learning options
- Te Ara Wai strategy adopted with some initial workshops for staff

# 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 – resigned March 2015
Daryl Wehner	Council Appointment
Karen Stewart	Council Appointment – appointed June 2015

### Iwi Māori Kaunihera

Luke Katu (Chairperson)	Ngāti Toa Rangātira
Te Rehia Tapata-Stafford (Council Rep.)	Ngāti Rarua
Moetu Stevens	Ngāti Tama Manawhenua ki te Tau Ihu
Margret Bond	Ngāti Apa ki te Rā Tō
Kim Hippolite (part year)	Te Rūnanga o Ngāti Kuia
Melanie McGregor (part year)	Ngāti Koata no Rangitoto ki te Tonga
Susan Piket	Mātāwaka ki te Tai Aorere
Helen Joseph	Mātāwaka ki te Taihu

### Kaumatua & Kuia

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

### Directorate

Tony Gray	Chief Executive
Martin Vanner	Chief Operating Officer
Vicki Bryson	Director - Finance and Business Improvement
Jasmine Cannon	Director - People and Organisation Development – appointed April 2015
Carole Crawford	Director - Learner Services
Takuta Ferris	Director - Māori Education
Jackie Rees	Director - Academic and Quality
Virginia Watson	Director - Marketing and International Development – appointed April 2015
Chris Hubbard	Director – Service Industries & Learning Innovation – resigned July 2015
Martin Mongan	Director – Regional Economic Development – role dis-established December 2015

### Programme Managers

John Inglis	Applied Business
Raewyn Heta	Aviation, Wine & Horticulture
Katherine Walker	Maritime
Eddie Shields	Engineering, Construction, Conservation
Mary Proctor	Digital Technology
Azhar Mohamed	Creative Industries
Dale Bennett	Social Sciences
Chris Dunn	Health

## OTHER INFORMATION

### Auditor

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

### Bankers

BNZ, Nelson

### Solicitors

Pitt and Moore, Nelson

### Insurance Broker

Marsh Ltd, Christchurch

### NMIT CAMPUSES

#### Nelson Campus

322 Hardy Street  
Nelson 7010  
Phone 03 546 9175  
Fax 03 546 2440

Private Bag 19  
NELSON 7042

#### Marlborough Campus

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Blenheim 7201  
Phone 03 578 0215

PO Box 643  
BLENHEIM 7240

#### Richmond Campus

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Richmond 7020  
Phone 03 544 3733

Private Bag 19  
NELSON 7042

#### Woodbourne Campus

RNZAF Base Woodbourne  
Springlands 7214  
Phone 03 572 9624

P O Box 643  
BLENHEIM 7240

#### Global Campus

42 Upper Queen Street  
Eden Terrace  
Auckland 1010  
Phone 09 358 5566

P O Box 8890, Symonds St  
AUCKLAND 1150

## Glossary

<b>ALNAT</b>	Adult Literacy and Numeracy Assessment Tool	<b>NMDHB</b>	Nelson Marlborough District Health Board
<b>AUT</b>	Auckland University of Technology	<b>NCALNE</b>	National Certificate in Adult Literacy & Numeracy Education
<b>ACE</b>	Adult and Community Education	<b>NCNZ</b>	Nursing Council of New Zealand
<b>BAM</b>	Bachelor of Arts and Media	<b>NMIT</b>	Nelson Marlborough Institute of Technology
<b>BAppSocSci</b>	Bachelor of Applied Social Science	<b>NN</b>	Nelson
<b>BCom</b>	Bachelor of Commerce	<b>NPES</b>	Nelson Polytechnic Educational Society Incorporated
<b>BIT</b>	Bachelor of Information Technology	<b>NSOM</b>	Nelson School of Music
<b>CAA</b>	Civil Aviation Authority	<b>NZDB</b>	New Zealand Diploma in Business
<b>CCC</b>	Community Computing Centres	<b>NZDE</b>	New Zealand Diploma in Engineering
<b>CITRENZ</b>	Computing and Information Technology Research and Education New Zealand	<b>NZIM</b>	New Zealand Institute of Management
<b>CPIT</b>	Christchurch Polytechnic Institute of Technology	<b>NZOIA</b>	New Zealand Outdoor Instructors Association
<b>CTS</b>	Certificate in Tertiary Study	<b>NZPPC</b>	New Zealand Polytechnic Programmes Committee
<b>CVP</b>	Certificate in Vineyard Practice	<b>OCP</b>	Organisational Counselling Programmes
<b>DA&amp;M</b>	Diploma in Arts and Media	<b>OP</b>	Open Polytechnic of New Zealand
<b>DTLT</b>	Diploma in Tertiary Learning and Teaching	<b>PAL</b>	Programme Area Leader
<b>EAP</b>	Employee Assistance Programme	<b>PBRF</b>	Performance-Based Research Fund
<b>EASA</b>	European Aviation Safety Agency	<b>PD</b>	Professional Development
<b>EEdO</b>	Equal Education Opportunities	<b>PESA</b>	Performance Excellence Study Award
<b>EFTS</b>	Equivalent Full Time Student	<b>PI</b>	Pacific Islands
<b>EIT</b>	Eastern Institute of Technology	<b>PINZ</b>	Polytechnics International New Zealand Ltd
<b>ELTO</b>	English Language Training for Officials	<b>QMS</b>	Quality Management System
<b>ESOL</b>	English for Speakers of Other Languages	<b>RNZAF</b>	Royal New Zealand Air Force
<b>FTE</b>	Full Time Equivalent (Staff)	<b>RPL</b>	Recognition of Prior Learning
<b>GLH</b>	Guided Learning Hours	<b>SAC</b>	Student Achievement Component
<b>HITO</b>	Hairdressing Industry Training Organisation	<b>SANITI</b>	Students Association of Nelson Marlborough Institute of Technology Incorporated
<b>HR</b>	Human Resources	<b>SAR</b>	Self-Assessment Report
<b>HSI</b>	Hospitality Standards Institute	<b>SEED</b>	Student Counselling service provider
<b>IPENZ</b>	Institute of Professional Engineers New Zealand	<b>SIT</b>	Southern Institute of Technology
<b>ITO</b>	Industry Training Organisation	<b>STAR</b>	Secondary, Tertiary Alignment Resource
<b>ITABS</b>	Industry Training Advisory Bodies	<b>STEM</b>	Science, Technology, Engineering & Maths
<b>ITPs</b>	Institutes of Technology and Polytechnics	<b>STIC</b>	Secondary Tertiary Industry Collaboration
<b>KPI</b>	Key Performance Indicator	<b>SUTI</b>	Skills Update Training Institute
<b>LADDS+</b>	Lucid Adult Dyslexia Screening Plus	<b>TAMU</b>	Tertiary Advisory Monitoring Unit
<b>LDF</b>	Learning Design Framework	<b>TANZ</b>	Tertiary Accord of New Zealand
<b>MAF</b>	Ministry of Agriculture and Forestry	<b>TEC</b>	Tertiary Education Commission
<b>MEC3</b>	Marine Engineer Class 3 (qualification)	<b>TEI</b>	Tertiary Education Institution
<b>MITO</b>	Motor Industry Training Organisation	<b>TEO</b>	Tertiary Education Organisation
<b>ML</b>	Marlborough	<b>TES</b>	Tertiary Education Strategy
<b>MNZ</b>	Maritime New Zealand	<b>TOP</b>	Training Opportunities Programme
<b>MROQ</b>	Mandatory Review of Qualifications	<b>TOS</b>	Top of the South (Island)
<b>NCMN</b>	National Council of Māori Nurses	<b>TRoQ</b>	Targeted Review of Qualifications
<b>NEET</b>	Not in Employment, Education or Training	<b>TTP</b>	Te Toki Pakohe
<b>NESP</b>	Nurse Entry to Specialist Practice	<b>WINTEC</b>	Waikato Institute of Technology
<b>NETP</b>	Nurse Entry to Practice Programme	<b>YG</b>	Youth Guarantee

# NMIT is proud to work with our industry partners

## NMIT's industry partners



Constellation Brands



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## Official education provider to



# nmit

## Global Campus

## Nelson Marlborough Institute of Technology

### **NMIT Nelson**

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