NMIT Board Meeting - 17 August 2020 - Open

NMIT Nelson campus, Mahitahi Board Room

17 August 2020 01:30 PM - 05:30 PM

Agenda Topic		Page

BOARD OF DIRECTORS REGISTER OF INTERESTS	
Daryl Wehner	• Port Nelson Ltd: Chief Financial Officer • Tasman Bay Stevedoring Co. Ltd: Director
Tracy Johnston	• TRC Tourism: Consultant • Dayvinleigh Limited: Executive Director • Wine Marlborough Ltd: Director • Institute of Directors: Nelson/Marlborough Committee Member • Eastern Institute of Technology: NZIST Appointee • Marlborough Local Advisory Committee Fire and Emergency: Deputy Chair.
Judene Edgar	• Nelson City Council: Deputy Mayor • Nelson Regional Transport Committee: Deputy Chair • Nelson Tasman Regional Landfill Business Unit: Chair • Network Tasman Ltd: Shareholder • Network Tasman Trust: Trustee • Network Tasman Charitable Trust: Trustee • NTT Investments Ltd: Director/Shareholder • Encompass Strategic Services Ltd: Director/Shareholder • David Verhagen Consulting Ltd: Director/Shareholder • Nelson Airport Ltd: Shareholder • Nelson Port Ltd: Shareholder • Tasman Bays Heritage Trust: Shareholder • Nelmac Ltd: Shareholder • Nelson Regional Development Agency: Shareholder • Bishop Suter Trust: Shareholder • City of Nelson Civic Trust: Shareholder • Nelson Municipal Band Trust: Shareholder
Toni Grant	• Rata Foundation Ltd: Director • Canterbury Direct Investments Ltd: Director • Canterbury Trust House Ltd: Director • Tama Asset Holding Company Ltd: Director • Kotato Ltd: Director • Tui GP Ltd: Chair • Central Districts Cricket Assn Inc: Director • The Basketball Development Nelson Trust: Trustee • Waikato 1B Ltd: Executive Director • Waikato 1C Ltd: Executive Director • Waikato 1D Ltd: Executive Director • Puramakau 2L Ltd: Executive Director • Puramakau 2M Ltd: Executive Director • Puramakau 2N Ltd: Executive Director • Puramakau 2O Ltd: Executive Director • Te Kumara 3L Ltd: Executive Director • Chatham Is Quota Holding Co Ltd: Director

As at 3 August 2020

BOARD OF DIRECTORS REGISTER OF INTERESTS

	• Tasman District Council Port Tarakohe Governance Steering Group: Member • Wakatu Incorporation: Tamariki Shareholding – Trustee **Iwi Affiliation** • Ngāti Rarua and Ngāti Rarua Atiawa Iwi Trust: Tamariki beneficiaries
Kathy Grant	• Dunedin City Holdings Ltd: Deputy Chair • Dunedin City Treasury Ltd: Deputy Chair • Dunedin Stadium Property Ltd: Deputy Chair • Whitireia Community Polytechnic Ltd: Director • Wellington Institute of Technology Ltd: Director • NZIST: Council Member • Trustee of various private trusts (former clients) • Dunedin Railway Limited: Director.
Charles Newton	• Charles Newton Consulting Ltd: Director
Joanie Wilson	• Ngāti Koata Trust: Chair • Ministry of Education NMWC Region: Strategic Advisor, Maori • Te Tau Ihu Intergenerational Strategy: Iwi Steering Group Member **Possible Conflict of Interest:** • A family member on Staff at NMIT
Patrick Smith	• Patrick Smith Human Resources Ltd: Managing Director

EXECUTIVE TEAM REGISTER OF INTERESTS

Liam Sloan	• INNOVATE Charitable Trust: Trustee • LifeLinc: Director • TANZ eCampus: Director • NMIT Research Trust, Trustee
Grant Kerr	• G & K Kerr Limited: Director and shareholder
Sue Smart	• Sorrento Enterprises Ltd: Director
Carol Crawford	• Director, Singer Solutions Ltd
Marja Kneepkens	• None
Olivia Hall	• Te Rūnanga o Ngāti Rārua, Chair • Tasman Bays Heritage Trust (Nelson Provincial Museum), Chair • Board Member NMDHB • Board Member Nelson College • Board Member NM Institute of Directors Committee • Wakatu Inc, Shareholder
Susannah Roddick	• None
Tony Macfarlane	• None

As at 3 August 2020

OPEN

Nelson Marlborough Institute of Technology Limited
(the **Company**)

Minutes of a meeting of the Board of Directors
(Board)

29 June 2020 at 11.35am

Minutes

These are the minutes of a meeting of the Board of the Company held on 29 June 2020 at NMIT Nelson campus.

Present

Directors present: Daryl Wehner (Chair), Judene Edgar, Toni Grant, Patrick Smith, Charles Newton, Kathy Grant, Joanie Wilson, Tracy Johnston.

Other attendees present: Liam Sloan (Chief Executive), Elizabeth Bean (Board Secretary).

Welcome

D Wehner welcomed Directors and P Smith opened the meeting with a karakia.

Apologies

No apologies were received.

Declaration of Interests and Disclosures Register

No conflicts were declared in relation to the open agenda.

Add: T Johnston: Marlborough Local Advisory Committee Fire and Emergency: Deputy Chair.

Add: K Grant: Trustee of various private trusts (former clients).

Items not on the Agenda

There were no items arising other than those included on the agenda.

Items for Approval

The Audit & Risk Committee reported that it wished to provide further input into the Delegated Authority Policy (Delegations to the Chief Executive Officer) and that this item should be taken off the agenda for the June meeting. The Policy is being reviewed to ensure that aligns with NZIST parameters and it will be presented to the NMIT Board for e-approval.

Chief Executive's Report

L Sloan provided an update on items contained in the Chief Executive's report.

Under property, L Sloan noted that the first building to be prioritised for seismic assessment is A Block. An oral report has been received that the building does meet Code of Compliance; NMIT is awaiting the final report.

Directors asked if there been external engagement with TEAM Marlborough (as the equivalent of Project Kōkiri). L Sloan said that there haven't been discussions to date although NMIT is engaged with MDC and their Economic Development Team within the Smart and Connected Framework.

L Sloan advised that Semester 2 starts in just under a month and that a range of marketing strategies are in place, which it is hoped will lead to increased domestic enrolments.

Directors asked about developments at the Marlborough campus and noted that future Board approval will be required for this project. L Sloan explained that the proposal is to develop the Marlborough campus at Budge Street in association with Marlborough Research Centre and that recent consultation with the community has provided a clear idea of priorities. The capital expenditure spend for this project is estimated to be $500K in the current year.

L Sloan reported that ITP CEOs have weekly meetings with NZIST and these are a useful way to gather sector intelligence. While – as yet – there hasn't been much support from NZIST in terms of templates this is because the full NZIST team isn't in place yet. Directors discussed the benefits of collaboration and noted that from 1 April NMIT is part of a wider group and has wider responsibilities under the NZIST constitution – but also that for NMIT staff, it is a matter of balancing where the benefits in the short term.

Resolved:

That the Board receive the Chief Executive's Report to June 2020 for information.

Strategy Progress Update

Directors were provided with an update on progress against the six strategic priorities. The priorities are: Standing out educationally; Exceptional vocational opportunities' Motivated and clever teams; Active collaboration; Financial fitness; Gearing up for the future.

Resolved:

That the Board receive and note the Strategy Progress update report.

Financial Statements and EFTS Report to 31 May 2020

L Sloan reported on the NMIT EFTS and financial statements. A year-end deficit of $3.4m is forecast ($1.5m owing to decline in international enrolments).

L Sloan noted that the following have yet to be reflected in the financial reports: a reduction in some staff costs and additional income from the Targeted Training and Apprenticeship Fund not included in financial forecasts. Operational savings have been made in the year-to-date accounts and this will continue to be a focus.

Directors asked whether all forecast capital expenditure will be spent in 2020. L Sloan replied that there were some unknowns e.g. outcome of the assessment of A Block.

Directors requested that future monthly financial reports include a cash flow forecast.

Resolved:

That the Board receives the Financial and EFTS updates as at 31 May 2020.

Key Performance Indicators

The report to 31 May 2020 was received and discussed by Directors.

Resolved:

That the Board receives the KPI report to 31 May 2020 and notes the current performance levels.

Safety Health and Wellbeing

Directors discussed the safety health and wellbeing report.

L Sloan responded to questions and provided clarification on items. The fleet management and maintenance programmes are out-sourced to another provider. Directors asked a review of fleet inspection and maintenance procedures.

Resolved:

That the Board receives the Safety Health and Wellbeing report to 31 May 2020.

Common Seal usage

Directors noted the Common Seal report, as presented.

Resolved:

That the Board receive the Common Seal usage report to 31 May 2020.

For Information

The Board received the following papers:

- Tertiary Education Union (Correspondence, 5 June 2020).
- Financial capability and capacity building (NMIT Information Paper, 3 June 2020).

Resolved:

That the Board receives the information papers to 29 June 2020.

Board Meeting Dates

17 August 2020: This meeting is currently scheduled for Blenheim, but it might be easier to hold it in Nelson, due to the Audit & Risk Committee wishing to meet ahead of the August meeting and a potential evening function.

12 October 2020: L Sloan advised that NMIT Board approval for the 2021 budget is required by 2 October 2020 so that NZSIT submission dates can be met. Prior to Board approval, the Audit & Risk Committee wish to hold a workshop on the budgets, which means that the October meeting date may require change.

Information papers

The following information paper was taken as read: Board Calendar 2020-2021.

In Committee

<u>Resolved:</u>

That members of the public and press be excluded from the following parts of the proceedings of this meeting, namely:

- Financial Forecast Modelling
- Strategy Workshop
- Risk Register
- Update from Audit & Risk Committee
- Financial Capability and Capacity Building

The general subject of each matter to be considered while the public is excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under section 48(I) of the Government Official Information and Meetings Act 1987 for the passing of this resolution are as follows:

General subject matter to be considered	Reason for passing this resolution in relation to each other	Grounds under Section resolution (sec.48(1)) of the Local Government Official Information and Meetings Act 1987
Sector Issues	*Financial Matters*	*Commercial sensitivity*

T Johnston joined the meeting at 2.05pm

K Grant left the meeting at 3.15pm.

<u>Resolved:</u>

That the Board move out of In Committee.

Closure

There being no further business, the Chairperson declared the meeting closed at 4.00pm.

P Smith closed the meeting with a karakia.

Dated: [**insert date**]

Signed as a correct record

_____

Chairperson

Open

ACTION ITEMS FROM NMIT BOARD MEETING – 29 JUNE 2020

Chair: Daryl Wehner

ACTION ITEMS FROM 29 JUNE MEETING

TASK	RESPONSIBLE	DEADLINE	STATUS UPDATE
CEO Report Advise outcome of seismic assessment on A Block.	G Kerr	17 August 2020	Complete. In August NMIT Board papers - Closed.
CEO Report Make a connection with TEAM (The Economic Action Marlborough).	L Sloan	17 August 2020	This was already happening but under the guise of Marlborough's Smart and Connecting Framework. Carole Crawford Director Marlborough is NMITs representative.
Safety Health and Wellbeing Review fleet maintenance procedures.	G Kerr	17 August 2020	Complete. All maintenance logs are up-to-date.
Delegated Policy Authority The Delegated Authority Policy that is currently being reviewed to be presented to the NMIT Board for e-approval	L Sloan	17 August 2020	Complete. In August NMIT Board papers.

ACTION ITEMS FROM 18 MAY MEETING

TASK	RESPONSIBLE	DEADLINE	STATUS UPDATE
NMIT Policy Provide NMIT Board with an overview of Board owned policies every quarter.	L Soan	17 August 2020	Underway. See Director Induction folder within Diligent Resource Centre. Policy also considered by Audit & Risk Committee.

TANZ e-campus Provide Directors with a high-level background paper on TANZ e-Campus to include purpose; operating model; operating model; vision and 5-year strategy.	L Sloan	17 August 2020	Complete. In August NMIT Board papers.
Business Continuity Plan Assimilate any COVID learnings in the revision of the BCP that is presented to Board in June.	G Kerr	17 August 2020	Underway. Contractor has been appointed to support development of BCP.
Fraud Risk Assessment Management assessment: Provide most recent assessment to directors and discuss timeframe for reporting	B Johnston	October 2020	Underway. Template currently being reviewed by Finance team and will be available October 2020.
Code of Practice Code of Practice: review TofR Audit & Risk Committee; review TofR Remuneration& Appointments Committee; review	D Wehner K Grant P Smith	17 August 2020 17 August 2020 17 August 2020	All Underway.

PART II: IN COMMITTEE

To consider and if thought fit, to pass the following resolutions:

<u>Resolved:</u>

1. *That members of the public and press be excluded from the remainder of the meeting and that the NMIT Board move In-committee.*
2. *That the Chief Executive and Interim Chief Executive be permitted to remain at the meeting, after the public has been excluded, because of their knowledge in relation to specific agenda items. This knowledge, which will be of assistance in relation to the matters to be discussed, is relevant to those matters because they have assisted in the preparation of such matters.*

Resolutions will be made in reliance on section 48(1) of the Local Government Official Information and Meetings Act 1987 (**LGOIMA**) and the particular interests protected by section 9 of the Official Information Act 1982 which would be prejudiced by the holding of the relevant parts of the proceedings of the meeting in public.

The general subject of each matter to be considered while the public is excluded, the reason for passing the resolution in relation to each matter and the specific grounds under section 48(1) of LGOIMA for the passing of the resolution are as follows:

General subject of each matter considered	Reason for passing resolution in relation to each matter	Grounds under section 48(1) for the passing of the resolution
Minutes from public excluded part of previous meeting on 29 June 2020	Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty Section 9(2)(b)(ii) of the Official Information Act - protect information where the making available of the information would be likely unreasonably to prejudice the commercial position of the person who supplied or who is the subject of the information	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Board is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).
Risk Performance Reporting	Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities Section 9(2)(b)(ii) of the Official Information Act - protect information where the making available of the information would be likely unreasonably to prejudice	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Board is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).

General subject of each matter considered	Reason for passing resolution in relation to each matter	Grounds under section 48(1) for the passing of the resolution
	the commercial position of the person who supplied or who is the subject of the information	

Te Kaupapa: Safety Health and Wellbeing Report for April - June 2020

1. PURPOSE:

Function: For Information

Nā: Grant Kerr, Executive Director – Strategy, Enterprise and Sustainability

Te rā: 17 August 2020

Purpose: The purpose of this paper is:

To provide the Board the safety, health and wellbeing (SHW) performance for the current reporting period

Recommendation(s): It is recommended that the NMIT Board receives this report for their information.

2. EXECUTIVE SUMMARY

The Board receives the safety, health and wellbeing report at each meeting. The reports provide a dashboard and commentary analysis on lead and lag indicators. Key points to note are:

- There were no notifiable events and no serious near misses reported during this period.

- There were two injuries requiring medical treatment during this period. See Event Summary and Findings section for more details.

- Key Performance Indicators for second quarter (April to June 2020) continued to be impacted by COVID-19 and this is reflected in the results. See KPI commentary for more details.

- Violence has been removed from the risk profile. See Critical Risks section for more details.

- The following trends are comparing to the previous year:

  o 20 safety observations compared to 31 last year. YTD figures are this year are similar at 78 compared to 79 for the same period last year. Historically, Aviation School report the majority of safety observations. This trend continues with Aviation reporting 69 (88%) of the observations.

  o Area inspections have now dropped off since returning to campus. Plans are underway to promote area inspections via health and safety representatives.

3. ATTACHMENTS
- Safety, Health and Wellbeing report for June 2020

SAFETY, HEALTH AND WELLBEING REPORT
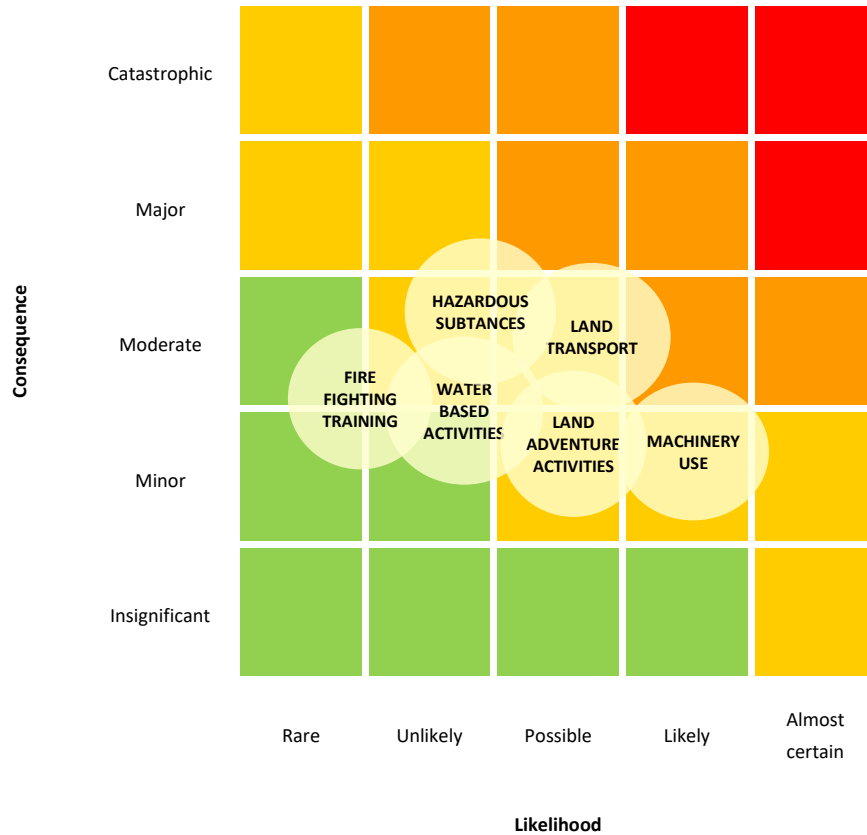
KEY PERFORMANCE INDICATORS

The following contains key health and safety performance measures for NMIT for the second quarter (**1 April to 30 June 2020**). Trends compare to the previous quarter.

H&S FRAMEWORK	KEY PERFORMANCE INDICATOR	CURRENT QUARTER			PERFORMANCE			COMMENTARY
		Activity / Target	Compliant/ Activity	Actual %	Target %	Key	Trend %	
1. Hazard & Risk management	New work risks have been eliminated or minimised by implementing control measures	13	9	**69**	100		↓ -2	
	Planned area inspections completed *(15 per quarter)*	15	217	**100**	100		→ 0	With the move to working remotely, staff were asked to complete home office inspections to assess hazards and risks within their new home office working environment. This resulted in the number of area inspections completed being well above target.
2. H&S Event management	Notifiable events are notified to WorkSafe as soon as possible after becoming aware of the event.	0	0	**0**	100		NA	
	H&S events are investigated within 2 weeks of being reported (near misses, accidents, pain & discomfort)	20	7	**35**	80		↓ -13	Initial focus on returning to campus was on student learning and managing the risks relating to COVID-19. Reminders have been sent to all managers with outstanding investigations to clear the backlog.
3. Training	New NMIT team members have completed a job/site specific H&S induction	18	6	**33**	100		↓ -37	Inductions were not able to be completed during lockdown resulting in a backlog of inductions. Now that performance panels have recommenced, we expect this figure to improve significantly in the next quarter.
4. Emergency Management	Fire drills at Nelson, Marlborough and Woodbourne were conducted within the last six months	3	0	**0**	100		↓ -33	As previously advised fire evacuation drills were delayed due to COVID-19 and to avoid exams at the end of semester 1. Nelson, Marlborough and Woodbourne campuses will conduct fire drills by 30 September. This KPI will then show as compliant in the third quarter.
5. Working with other organisations	Regular maintenance type contractors working on **Nelson Campus** are registered on SiteWise prequalification or other accredited system	22	15	**68**	80		↓ -1	
	Quarterly H&S meetings held with key stakeholders partners on campus	1	1	**100**	100		→ 0	

H&S FRAMEWORK	KEY PERFORMANCE INDICATOR	CURRENT QUARTER			PERFORMANCE			COMMENTARY
		Activity / Target	Compliant/ Activity	Actual %	Target %	Key	Trend %	
6. Wellbeing initiatives and support	Wellbeing activities/initiatives available to staff to access as per wellbeing calendar *(February to November, at least 1 per month)*	3	7	**100**	100		→ 0	Several onsite activities cancelled or postponed and resulted in a change in focus to webinars and promotions.
	Wellbeing activities/initiatives available to students as per annual SANITI calendar	10	12	**100**	100		↑ +13	One of the wellbeing events run by SANITI was delivered online, and the Matatiki event was deferred until second semester and to be run in conjunction with NMIT.
7. Worker and Student participation	Monthly H&S committee meetings held *(February to November)*	3	3	**100**	100		↑ +50	
	H&S Representative coverage across NMIT	11	11	**100**	100		↑ +9	
8. Monitoring, & Continuous Improvement	Planned internal Audits completed *(one per quarter)*	1	0	**0**	100		→ 0	No internal audits were completed by H&S Advisor due to additional workload relating to COVID-19.
9. Governance and Leadership	Institute of Directors' 'diagnostic questions' discussed at SHW Leadership meetings	2	2	**100**	100		→ 0	
	Planned safety, health and wellbeing walks completed *(4 per quarter)*	4	0	**0**	100		↓ -50	Safety, health and wellbeing walks recommenced in July.

Key: ▇ Meets standard   ▇ Working towards standard (50-99)   ▇ Below standard (1-49)   ▇ Not started/Developing/NA (0)

RISK PROFILE

CRITICAL RISKS

Only critical risks with new information to report are discussed below.

Risk	Description	Management Overview	Level of assurance	Issues/Comments
Land transport	Vehicle fleet, including buses, vans, cars, trailers. Risk of vehicle / vehicle and person / vehicle collision in car parks used by students and team members	Safe Driving and Fleet Management Policy, Driver Approval form (including licence details) required to drive an NMIT vehicle (passenger licence to drive bus), car park permit system on Nelson campus, speed limit and judder bars. Voluntary driver assessments available to staff.	🟡	Fleet vehicle got bogged in muddy parking area at Marlborough Campus.
Violence	Potential for active shooter on or in vicinity of campus or other violent behaviour towards students or staff.	Lockdown procedures developed and incorporated into Emergency Procedures flipchart.	🟢	This risk has been removed from critical risk profile, however it remains on our health and safety risk register.

Key: 🟢 High 🟡 Satisfactory 🔴 Low

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LEAD INDICATORS

There are no serious emerging risks identified during this period.

AUDITS AND INSPECTIONS

Type	Jun	YTD	YTD (last year)
Area Inspection	1	261	5
Audit - External	0	0	0
Audit - Internal	0	0	2
Emergency Drills	0	0	3
SHW Walks	0	2	4
Total	0	263	14

SAFETY OBSERVATIONS

Type	Jun	YTD	YTD (last year)
Safe Practice	0	2	1
Unsafe Practice	4	26	46
Unsafe Conditions	13	34	19
Suggestion	3	16	13
Total	20	78	79

CONTRACTOR SAFETY MANAGEMENT

Type	Jun	YTD	Contractor monitoring findings
Inductions*	12	105	Contractor inductions completed onsite at Richmond Campus with scaffolding contractors and roofing contractors involved with roof repairs work.
Worker sign ins*	116	775	
No. of workers*	43	155	
No. of organisations*	23	49	
Permit to work issued	1	6	
Task Analysis reviewed	1	16	

* Nelson Campus only (excluding cleaners)

LEADERSHIP AND ENGAGEMENT

Action	Findings/outcomes/ issues raised
Safety, Health and Wellbeing Walks	No SHW walks recorded for June.
SHW Leadership Group	No meetings held in June.

ACTIONS FROM PREVIOUS REPORTS

There are no outstanding actions from previous safety, health and wellbeing reports.

LAG INDICATORS

DASHBOARD

Events

#Reported

12 (17)

#Investigated

12 (39)

#Notifiable

0 (0)

Key: (same period previous year)

EVENT TYPE

- 4, 33% Near Miss
- 2, 17% Injured Person
- 5, 42% Minor Accident
- 1, 8% Property Damage

YTD INVESTIGATION STATUS

- 7, 17% Active
- 34, 83% Completed

Severity

- Insignificant: 7
- Minor: 3
- Moderate: 2

Location

- Nelson Campus: 6
- Woodbourne Base: 5
- Marlborough Campus: 1

Injury Consequence

- No treatment: 2
- First aid: 3
- Medical treatment: 2
- Lost time non-medical: 0
- Lost time medical: 0

Causal Factors (Completed Investigations)

- Behavioural: 5
- Behavioural,Physical: 1
- Biological: 1
- Ergonomic: 1
- Physical: 3
- Physical,Organisation: 1

HEALTH AND SAFETY EVENTS SUMMARY

Health and Safety Events by Type

EVENT LEARNING AND IMPROVEMENT

Summary	Findings/Action taken following investigation	Level of assurance
Team member stood on chair to reach platters on top shelf in kitchenette. Platters fell and person was hit by one of them resulting in cut, bruising and bump to head. Taken to clinic at hospital for treatment.	**Main contributing factors were:** • Lack of suitable storage • Not using suitable equipment • In a hurry • Inadequate area inspections **Recommendations:** • Cupboards cleared so items can be stored in low shelf • Small industrial ladder to be purchased	🟢
Student hit elbow on coat hook on door of disabled toilet and resulting in considerable pain. Student referred to doctor for diagnosis however did not provide evidence of diagnosis so cannot confirm injury. Student had recovered to return to study.	**Main contributing factors were:** • No signage • Location of coat hook • Missing rubber covering end of hook **Recommendations:** • Warning sign on door (temporary measure) • Remove coat hook	🟢

STUDENT HEALTH AND WELLBEING REPORT

In June 2020,

- The Wellbeing team and SANITI continued to support students through grieving processes; stress about financial hardship, academic progress, family's health; other personal issues; and multiple overlapping complex issues.

- The Wellbeing Team started several new initiatives to support domestic and international students, including same-day crisis counselling for students, bereavement support for programme areas and cohorts of students, promotion of a variety of individual and group support that students started booking immediately, and e-texting to communicate with students.

- Two accommodation providers are now managing accommodation for domestic and international students, i.e. Nikau Apartments for independent living in shared apartments and Host Families NZ for homestay accommodation.

- The demand for OCP counselling from students decreased in June to 9 students using 1 to 3 sessions.

- Learner Services established clear processes to refer to students as required to Māori and Pasifika support teams.

- Learner Services, SANITI and Te Toki Pakohē collaborated to celebrate Matariki with an awareness on student wellbeing.

Te Kaupapa: Business Continuity Plan

1. PURPOSE:

Function:	For Information
Nā:	Grant Kerr, Executive Director – Strategy, Enterprise and Sustainability
Te rā:	17 August 2020
Purpose:	The purpose of this paper is:
	To provide the Board with an overview of the draft Business Continuity Plan.
Recommendation(s):	It is recommended that the NMIT Board receives this draft report for their information.

2. EXECUTIVE SUMMARY

This Business Continuity Plan (BCP) sits within the Recovery quadrant of the Institute's risk and emergency framework and identifies the coordinated approach adopted by the Institute to bring about the immediate holistic regeneration of the Institute following an emergency event.

This Plan describes the framework that will allow decision-makers to access information and resources that can assist in the ongoing running of the Institute in the event of disruption and should be considered in conjunction with the Institute's Emergency and Risk Management frameworks.

The BCP objectives are to:

- Provide NMIT with the organisational resilience to withstand a significant disruptive incident.
- Provide effective business continuity and recovery Action Plans and rehearsals.

The BCP details types and levels of crisis, plan activation and response framework.

Each business unit and curriculum area has their own BCP Action Plans which may be accessed from KnowledgeBase or from the area's off-line location.

[*BCP Action Plans have also been placed in the Resource Centre of Diligent.*]

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BUSINESS CONTINUITY MANAGEMENT

Section	Institute Governance and Management		
Approval Date		Approved by	
Next Review		Responsibility	Executive Director Strategy, Enterprise and Sustainability
Last Reviewed		Key Evaluation Question	

PURPOSE

NMIT Ltd is committed, through the adoption of business continuity management best practices, to achieve its business continuity aim of responding to disruptions from internal and external events in a way that ensures essential services and functions are maintained or restored in a timely fashion, whilst minimising the impact to staff, students, other critical stakeholders, the Institute's reputation and the wider community.

NMIT Ltd recognises that some events may exceed the capacity of business as usual management processes and structures. This Policy and associated documents aim to provide a mechanism for the identification of essential services and development of contingency plans that will enable management to focus on maintaining and resuming the Institute's essential services and functions and eventual full restoration of the Institute's operations and services.

The Business Continuity Policy is aligned to AS/NZS 5050:2020 *Business continuity - Managing disruption-related risk*.

SCOPE

This Policy applies to all essential business services and functions of the Institute and to all members of the Institute's community involved in the delivery of these services including staff, students, visitors and contractors.

POLICY OBJECTIVES

The Business Continuity Policy seeks to:

- Ensure the identification and continuity of essential business services and functions
- Allocate business continuity management roles and responsibilities to staff in the event of a major disruptive event, emergency, or crisis situation
- Allocate management responsibility for the implementation, monitoring, and review of business continuity management documentation
- Provide a consistent approach to business continuity management aligned to the Standards Australia AS/NZ 5050:2010 – *Business continuity – managing disruption-related risk*
- Integrate business continuity management within the Institute's risk, crisis, emergency, and IT disaster recovery procedures.

MANDATE

NMIT Ltd will:

- Establish Business Continuity Plans (BCP) to ensure business continuity for the Institute's business unit and curriculum areas. These plans will address the general management aspects of the continuity process; identify essential resources, IT and other infrastructure, and key dependencies. These plans will include actions for the reactivation of all essential Institute services and will include provision for loss of supply of services by those external agents upon which the Institute is critically dependant.
- Periodically review the Institute's Business Impact Analysis (BIA) which identifies essential Institute services and operations.
- Ensure Business Continuity Plans are reviewed at least annually to ensure currency of information, and response strategies. The plans will be reviewed for possible updating within 30 days of any major operational or system changes that will have a material effect on the contingency strategy of any business unit or curriculum area.
- Undertake exercises for training and evaluation purposes of Business Continuity Plans annually or within three months of any major operational or system changes that will have a material effect on the contingency strategy of any business unit or curriculum area.

DEFINITIONS

A list of academic terminology and the glossary of Māori terms - Kupu - are located in Section 2 of the NMIT Academic Statute.

RESPONSIBILITY

Executive Team	• Approve the Institute's Business Continuity Policy. • Provide oversight of the preparedness of business continuity plans, disaster recovery plans, and emergency and crisis management processes, to ensure reliability and the mitigation of operational risk.
Directors	• Sponsors of all business continuity plans that sit within their business unit or curriculum area. Plan sponsors are responsible for ensuring overall business continuity readiness, providing support for the planning process, and embedding a business continuity management culture.
Managers	• Business continuity plan owners and will use all reasonable endeavours to ensure that the essential services and functions for which they have responsibility, are able to continue through, or resume soon after, a major disruptive event, and that arrangements are in place to achieve this. This requires the proactive devolution of business continuity planning within their areas of responsibility to function owners, to ensure the development, resourcing, maintenance, testing, and review of business continuity plans takes place on schedule. Managers are expected to encourage the active participation of staff in business continuity issues and must ensure that key personnel are able to perform competently during a major disruptive event.

Page 2 of 3   Policy - Business Continuity Managements Continuity Management
Controlled Document – Refer to NMIT website or intranet for latest version   Printed 7/08/2020 1:08 PM

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Staff	• Familiarise themselves with their relevant business continuity plan and support processes that will appropriately manage a significant disruption to the Institute's operations and services.

REFERENCES

INTERNAL

NMIT Business Continuity Plan

EXTERNAL

AS/NZS 5050:2010 Business continuity – managing disruption-related risk, Standards Australia/Standards New Zealand

APPENDICES

EG. TEMPLATES

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NMIT Business Continuity Plan (BCP)

Document Information

Document Owner	Executive Director - Strategy, Enterprise and Sustainability
File Name	NMIT Business Continuity Plan
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Document Revisions

Version	Issue Date	Description of Changes
1	27/07/20	DRAFT for Board Review
2		FINAL For Release

Document Sign-off

Role	Name	Signature	Date
Executive Director	Grant Kerr		
Chief Executive	Liam Sloan		

Contents

Introduction

Business continuity is a management process that provides a framework to ensure the resilience of an organisation to any eventuality, to help ensure continuity of service to key customers and the protection of its brand and reputation.

Disasters are unpredictable and random. A *Business Continuity Plan* can make the difference between quick and successful navigation of disruption or a lengthier and often costly recovery.

The New Zealand integrated approach to civil defence emergency management can be described by the four areas of activity, known as the '4 Rs'; reduction, readiness, response and recovery. NMIT incorporates these foundations into the Institute's risk and emergency management frameworks.

These are summarised as:

a) **Reduction** - identifying and analysing long-term risks to human life and property from hazards; taking steps to eliminate these risks if practicable, and , if not, reducing the magnitude of their impact and the likelihood of their occurring.

b) **Readiness and response** - developing operational systems and capabilities before an emergency happens, including self-help and response programmes for students, NMIT team members, and the general public. This includes actions taken immediately before, during or directly after an emergency to save lives and protect property, and to help the Institute recover.

c) **Recovery** - the coordinated efforts and processes to bring about the immediate holistic regeneration of the Institute following an emergency.

Purpose of the Plan

This *Business Continuity Plan (BCP)* sits within the **Recovery** quadrant of the framework and identifies the coordinated approach adopted by the Institute to bring about the immediate holistic regeneration of the Institute following an emergency event.

This Plan describes the framework that will allow decision-makers to access information and resources that can assist in the ongoing running of the Institute in the event of disruption and should be considered in conjunction with the Institute's Emergency and Risk Management frameworks.

The BCP objectives are to:

● Provide NMIT with the organisational resilience to withstand a significant disruptive incident through the development of a robust, sustainable, and centrally managed, organisation-wide business continuity management programme that is Standards compliant.

● Provide effective business continuity and recovery *Action Plans* and rehearsals that empower NMIT team members with the confidence to respond to significant disruptive incidents in a manner that avoids confusion, reduces exposure to error, and minimises potential losses, whilst reinforcing stakeholder and customer confidence.

Benefits of a Business Continuity Plan

The benefits of having business continuity arrangements, include:

● NMIT team members receive adequate support and communications in the event of a disruption
● The Institute's reputation is protected

- The financial impact of a disruption may be lessened
- It proactively identifies the potential impacts of an operational disruption, so plans can be put in place to minimise the impact on the Institute
- Critical functions and/or services are identified and protected
- Effective responses to an incident or disruption are carried out
- Stakeholder requirements are understood and able to be delivered
- The Institute's outsourced activities are secure; and
- The Institute remains compliant with its legal and regulatory obligations.

Types and Levels of Crisis

Crisis events may occur at any time and without warning and the following incidents may impact on NMIT's ability to meet the Institute's objectives:

Loss of critical NMIT team members	Loss of access to premises
Loss of critical utilities (power, water, gas connectivity)	Significant disruption to critical business processes
Infrastructural and environmental impacts	Health and safety issues
Loss of ICT capability	Any incident negatively affecting NMIT's reputation

The level of crisis events is based upon impact as well as how it is contained and managed and this is determined by the Crisis Management Team (CMT). Business continuity arrangements will be based upon the following:

Level 1:   An incident that may be contained and managed by CMT personnel on site.

Level 2:   An incident that requires Emergency Services and/or the *NMIT Lockdown Procedure* to be initiated by the CMT.

Plan Activation

NMIT's priorities in any emergency situation are to:

- Save life and avoid any further injury.
- Preserve the Institute's assets and operations.
- Minimise impact on the local community and environment.
- Support, where possible, local emergency response.
- Return to business as usual as soon as practicable.

The *Business Continuity Plan* and Business Unit/Curriculum *BCP Action Plans* are activated in alignment with the *NMIT Crisis Management Procedure* as directed by the CMT.

Emergency Authority

The emergency authority will be based on the level of crisis event:

Level 1: The Crisis Management Team will assume authority

Level 2: Emergency Services will assume authority (Police, Fire, Civil Defence)

Leadership Framework

Business continuity management will be led by the Crisis Management Team. Refer to *NMIT Crisis Management Procedure* as to CMT members and their responsibilities.

Response Framework

In the event of a crisis, whether a Level 1 or Level 2, refer to the *NMIT Crisis Management Procedure* as to the appropriate responses both during and after an incident.

If the crisis is related to a specific building on campus, refer to the end of this document for the Nelson Campus Buildings List as an initial reference point for related *Action Plans*.

Each business unit and curriculum area have their own *BCP Action Plans* which may be accessed from KnowledgeBase or from the area's off-line location.

The *BCP Action Plans* describe specific actions to be taken in the event of a) a partial campus shutdown, or b) a full campus shutdown. This includes items such as:

● remove working and social distancing	● access to the internet and technology
● required NMIT team member levels	● NMIT team member absences (illness, incapacity, safety, family obligations)
● pay and leave entitlements (i.e. sick leave, holiday pay)	● alternative duties or skills capabilities

Communications

All communications are undertaken by the CMT, in alignment with the *NMIT Crisis Management Procedure* and *NMIT Media (Including Crisis Communication) Policy*.

The CMT will develop key communication messages and initiate advice to students, NMIT team members, contractors, and the wider community in relation to the business continuity requirements of the Institute.

All communications are sent via email or SMS text to registered mobile numbers obtained via POD and/or via the NMIT Intranet. In the event of a full lockdown of the campus, refer to the *NMIT Lockdown Procedure* and the lockdown signal and messaging section.

Insurances

All insurance details relating to business continuity are retained by the NMIT Finance Business Unit. It is the responsibility of that business unit to prepare and lodge any claims so as to best support the business continuity of the Institute.

Recovery Planning

Maintenance Activities

NMIT undertakes maintenance of its business continuity planning and plans by suitable integration of maintenance practices within business-as-usual schedules and activities. This means it will grow and maintain a business continuity culture for organisational resilience.

This includes business continuity maintenance activities such as:

- Periodic updating and documenting factual and assessed information (i.e. Lessons Learnt)
- Periodic exercising and testing of plans against appropriate criteria, to maintain and evolve the adequacy of expectations, intentions, and competencies for response and recovery
- Individual (one-time) risk treatment projects, activities, and tasks to reduce unacceptable vulnerabilities to adverse risks and events.

Business continuity implications will also be considered when developing organisational policies, and new projects during the planning and approval phases.

The BCP must be periodically rigorously tested under conditions as realistic as possible.

Nelson Campus Buildings List

The following table outlines the campus building and the business units or curriculum areas that are housed there:

Nelson Campus Buildings List

Block	Business Support	Curriculum Areas	Teaching Spaces	External Partners	Student Spaces
A	Information and enrolments Executive office IT services Finance Business Intelligence Information Management Digital Workplaces People and organisation development Marketing International development Academic and quality *Server*	Health and Fitness *Note: many other curriculum areas use A block classrooms.*	Computer suites Nursing simulation suites Laboratories Clinical practice unit Classrooms Lecture theatre	Nelson Regional Development Agency Nelson Tasman Chamber of Commerce TANZ eCampus Nelson Artificial Intelligence Agency	
B		Health and Fitness Administration and tutor offices	Classrooms Exercise science lab Training gym Massage centre		
D	Administration offices	Te Toki Pakohe Tutor offices	Classrooms		
E		Engineering and Construction Maritime Administration and tutor offices	Workshops – civil engineering, automotive engineering, welding, fabrication, construction. Maritime simulators Marine engineering workshop Classrooms		

Block	Business Support	Curriculum Areas	Teaching Spaces	External Partners	Student Spaces
F		Tutor offices	Classroom		
G		Digital Technology, Arts and Media Administration and tutor offices	Art studios Gallery Classrooms Computer suites Music studios Presentation spaces		
H	Campus services *Bulk store* *Workshop* *Archives*	Primary Industries – Aquaculture, Maritime, Adventure tourism Administration and tutor offices	Aquaculture laboratories Adventure tourism gear shed Maritime net loft Classrooms		
K		Applied Business Administration and tutor offices	Classrooms		
L	Learning Innovation and Insights	English Language Administration and tutor offices	Classrooms		
M	Learning Support Library Services International Dean	Health and Fitness Administration and tutor offices	Classrooms		Library Computer Café Student print room Helpdesk
N				SANITI student association	Café Student centre Lounge
P		Primary Industries	Classrooms		

Block	Business Support	Curriculum Areas	Teaching Spaces	External Partners	Student Spaces
R		HSSP Tutor offices	Classrooms		
S		Social Sciences Administration and tutor offices	Classrooms		
T	Administration offices	Hospitality and Service Sector Pathways Tutor offices	Rata Room restaurant Training kitchen Beauty clinics Hairdressing salons Laundry Classrooms Lecture theatre	Fuji Xerox print room	

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References

NMIT Related Documents

- *NMIT Crisis Management Procedure*
- *NMIT Lockdown Procedure*
- NMIT BU BCP Action Plans - located on KnowledgeBase
- *NMIT Media (Including Crisis Communication) Policy*

External Documents

- *AS/NZS 5050:2010 Business Continuity - Managing disruption-related risk*

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CRISIS MANAGEMENT PROCEDURE

Section	Safety, Health and Wellbeing		
Approval Date	25.07.2012	**Approved by**	Executive Team
Next Review	01.07.2021	**Responsibility**	Executive Director – Strategy, Enterprise & Sustainability
Last Reviewed	01.07.2020	**Key Evaluation Question**	6

PURPOSE

To establish a Crisis Management Team (CMT) comprising appropriately trained and skilled people to manage a crisis in order to minimise its impact, and ensure all parties affected are adequately and appropriately supported.

To ensure membership of the CMT is known to the NMIT community so that in a crisis they can be contacted immediately to provide appropriate coordination, communication, and support.

SCOPE

Events causing major distress to the students and/or employees of NMIT may occur at any time and without warning. An incident or crisis is an event that can have a traumatic effect on an individual, a group of people, or the Institute as a whole and may include:

• fire	• bomb threat	• suicide
• flood	• explosion	• power loss
• earthquake	• chemical leak	• cyber attack

This list is not exhaustive and there are other events that may constitute an incident or crisis in which employees or students should contact a member of the CMT if they are unsure.

The level of crisis determined by the CMT, will be based upon the following:

Level 1:	An incident that may be contained and managed by CMT personnel on site
Level 2:	An incident that requires Emergency Services and/or the Lockdown Procedure to be initiated by the CMT

CRISIS MANAGEMENT TEAM MEMBERSHIP

The CMT is composed of the following representatives and is convened by the Chief Executive. Chief Executive
- Executive Directors
- Director - Māori
- Director - Marlborough
- Curriculum Directors
- Manager, People and Organisation Development
- Adviser, Safety, Health and Wellbeing
- SANITI Student representative

A quorum of CMT members is required to confirm the appropriate level of crisis, and determine the response plan for any crisis incident. The Chief Executive will nominate a replacement representative in the event of a CMT member's absence.

Depending on the nature of the crisis, the CMT may be expanded to include representatives from the following list:
- Tutor or Manager immediately involved
- International Marketing Managers
- Student Advisor - International
- Kaitakawaenga/Māori Liaison
- NMIT Board Chair
- Police, Fire Service, Civil Defence
- Student association staff

RESPONSIBILITIES

All employees are responsible for contacting a member of Crisis Management Team as soon as possible after they are made aware of a crisis.

During an incident, the CMT will be responsible for:

- Establishing the nature and extent of the crisis as either a Level 1 or Level 2.
- Developing and implementing a plan to manage the effects of the crisis.
- Developing key communication messaging and initiate advice to students, staff, contractors and the wider community.
- Dealing with all media requests in alignment with the NMIT Media (Including Crisis Communication) Policy
- Ensuring appropriate cultural requirements are met, and
- Providing counselling and support, as required through the event.

After an incident, the CMT will be responsible for:

- Reviewing the crisis, its cause, and how it was managed.
- Providing recommendations to the Executive Directors, as appropriate, and
- Providing counselling and support, as required post-event.

Planning and Mitigation Measures
To reduce the impact of risks associated with hazards, the following mitigation measures will be carried out:
Members of the CMT will meet twice a year, around:
> Beginning of Semester 1, and
> Beginning of Semester 2

to:

- Ensure the CMT member contact details are up to date both via People and Organisation Development (POD), and the intranet via Knowledge Base key documents;
- Identify the training needs of the CMT to maintain currency of knowledge and skills, to ensure preparedness in the event of an incident; and
- Review this Crisis Management Procedure.

PROCEDURE

During an Incident

- The first person on the scene will contact Emergency Services (Fire, Police, Ambulance, Civil Defence), if required.

- The first person on the scene will then contact the Chief Executive or nominated representative, who will call together a CMT quorum as soon as possible.

- The CMT will:

    1. Verify the information about the crisis is accurate.

    2. Assess the nature and extent of the crisis (Level 1 or Level 2). Initiate Lockdown Procedure, if required.

    3. Develop an Action Plan and implement to manage the effects of the crisis. Allocate specific duties to members of the CMT.

    4. Develop key communication messages and initiate advice to students, staff, contractors and the wider community.

    5. Establish a Crisis Centre (e.g. Student Centre) with telephone, tea-making facilities, and the ability to support staff/counsellors as appropriate.

    6. Coordinate the work of the CMT with Emergency Services requirements.

    7. Deal with any/all media requests in alignment with the NMIT Media Policy (Including Crisis Communication).

    8. Activate the Business Continuity Plan if required.

    9. Declare end of crisis and reinstate Business as Usual

After an Incident the CMT will

- Plan the next steps and how to best support students and/or staff affected by the crisis; at all times, considering the spiritual, cultural and emotional needs, e.g. counsellors, Kaitakawaenga/Māori Liaison, Victim Support, Chaplain.

- Arrange sessions with professionals trained in debriefing for all those involved (i.e. victims and helpers) and decide in consultation with the victim(s) whether additional support agencies need to be engaged.

- Plan home visits to victims' families to provide support, express condolences, and determine the level of NMIT's ongoing involvement. Provide ongoing support for those most closely affected.

- Review the crisis, its cause, and how it was managed.

- Provide recommendations to the Executive Directors, as appropriate.

REFERENCES

INTERNAL

NMIT Media Policy (Including Crisis Communication)

NMIT Business Continuity Plan

NMIT Lockdown Procedure [available under Emergency Information on Intranet]

EXTERNAL

Education (Pastoral Care of International Students) Code of Practice 2016

NMIT Campus Lockdown Procedure

Why do we need a lockdown procedure?

Our staff and students need to be prepared and know what to do in an emergency or during a traumatic incident. The way an incident is managed influences people's recovery and can further reduce risk.

The aim of a lockdown is to reduce the movement of people and reduce the likelihood of exposure to risk.

For our lockdown procedures to be effective, it is important that all staff ensure their mobile phone numbers and personal details are correct and current on POD Kiosk, and we recommend that mobile phones and employee cards are carried at all times while on campus.

What is a lockdown?

A lockdown is a rare crisis procedure initiated by the NMIT Crisis Response Team (CRT) or Police and is part of a crisis response strategy. Should the Police put NMIT into lockdown, then it is they who will lift it once the issue is resolved.

There may be some situations where it is safer to keep staff and students inside, for example, trespassers and violent intruders (on Police advice) or other threats, e.g. chemical spill, Police incident in the community.

A lockdown means that no-one is allowed to enter or leave the building and/or campus grounds.

A lockdown is not the same as an evacuation, although an evacuation may take place as led by Emergency Services or the NMIT CRT. An evacuation moves staff and students from an area of high risk to an area of lower risk, and under the instruction and guidance of the CRT or Emergency Services (Police).

The NMIT Crisis Response Team

NMIT has a Crisis Response Team (CRT) made up of suitably trained and skilled individuals, and it is their role to manage a crisis to minimise its impact, and to ensure that all parties affected are adequately and appropriately supported. In the event of an emergency, the Crisis Team will establish the nature and extent of a crisis, implement a plan to manage the effects of a crisis and undertake all communication requirements both internally and externally.

Visitors and after-hours

It is a general rule that short-term visitors to campus are always in the company of a member of NMIT staff, so that if any emergency does occur, that staff member can advise the visitor on what to do. If this is not the case, then emergency procedures are included in visitor and contractor inductions.

What type of event instigates a lockdown?

A lockdown can be used to manage the following situations (internal and external):

- Anyone in or near campus grounds that has a weapon and has a clear intent to harm others, e.g. firearm, knife.
- Anyone on the campus grounds with or near a hostage(s).

- Bomb threats.
- An off-site situation where the Police or emergency services have advised there is an imminent danger to all personnel on campus that requires the campus to be locked down.

Lockdown Procedure Sheet

LOCKDOWN

If you hear gunfire, or see an active armed offender:

NMIT Lockdown
☎ **0800 562 536**
(0800 LOCKDOWN)

From a **safe location**:
Call **Police** if you have witnessed an armed person or event. Provide description, location, direction of travel of armed offender. Call **NMIT Lockdown**

Police
☎ **111**

ACTIVE ARMED OFFENDER ON CAMPUS

Crisis Team will send a lockdown text message. If you suspect an armed attack, do not wait for notification - act immediately and warn others. The following actions are recommended:

RUN

If you have the chance, run to safety
Keep yourself from view
Leave belongings behind
Help others stay out of harm's way
Keep large objects between you and the threat
☎ **0800 562 536**
(0800 LOCKDOWN)
☎ **111** when safe

HIDE

If you can't run, find a place to hide
Make it difficult for the attacker to see, hear or find you
Lock and barricade doors
Turn off lights and close blinds
Silence phones and stay quiet

DEFEND

Defending yourself is a last resort
Throw items and improvise defensive tools
Work together as a team, there's strength in numbers
Defending yourself may also give you the opportunity to run or hide

If you are off-campus
DO NOT return until the all clear text message is received

IF THREAT IS OFF CAMPUS
You will receive a text message alert
If outside, immediately go inside
Close external doors, windows and blinds
Remain inside and keep away from windows
Await further instruction
No one to leave until all clear text message received or advised by Police

IF YOU ENCOUNTER POLICE
Keep hands visible and empty
Avoid any quick movements toward officers
Avoid pointing and yelling
Police priority is to eliminate the threat
Do not attempt to stop officers to ask for help
If directed by Police to leave a secure area, move quickly and quietly, assisting others

LOCKDOWN

NMIT Campus Lockdown Procedure
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Lockdown Signal and Messaging

A text message announcing 'LOCKDOWN' will be sent to all staff and student mobile phones from the CRT crisis number as soon as is practicable. It is recommended to enter the NMIT 0800 LOCKDOWN (562 536) into mobiles as a pre-saved contact.

For students/staff without mobile/text options, communications by word of mouth will be important.

If staff receive a 'LOCKDOWN' text message, they are to immediately notify other staff and students in the room (without panic) and follow the lockdown procedure.

If possible, the NMIT emergency information answer phone message will be updated to: *"The Nelson NMIT campus is in a full lockdown situation."*

Lockdown Procedure

1. In the classroom

- No-one should move about the campus.
- Do not open the door or leave the room until the 'all clear' text message is received.
- Remain in room until personally escorted out by CRT or on direction of Police.

2. Out of classroom (but on campus)

When receiving a lockdown notification, students and staff are to:

- Find a secure place to hide.
- Alert others if able to do so.
- Leave the campus if safe to do so.
- Follow the in-classroom lockdown procedure (above).

3. Off-site away from campus

- When a lockdown notification is received, stay a safe distance away from campus and surrounding area.
- **DO NOT COME BACK ONTO CAMPUS** until receiving 'all clear' notification.

End of Lockdown

The CRT will coordinate with Emergency Services (Police) and make the decision to give an all clear message. The all clear will be given by mobile text, email or in person by the Police or CRT.

If further action is required after the all clear is given, this will be communicated at the time. Staff, students, visitors, business partners and contractors are to comply with instructions given during and immediately following a lockdown.

If no further action is required after the all clear is given, staff, students, visitors, business partners and contractors can return to their normal activities. The nature of the incident will dictate whether staff and students will be directed to the evacuation assembly point or return to their classrooms/offices to account for everyone.

Post Incident Response

With every emergency and disaster generally comes some panic and disruption and there are always plans and procedures to handle these, however what is often neglected is the need to address the recovery of students and staff back into their regular routine.

The CRT members are experienced and trained individuals who will be available to students and staff following a critical incident event for post-traumatic support. Suitably qualified professionals will be available to individuals, as required.

Training and Drills

Due to the fast-moving nature of incidents that require lockdown, it is important that all staff are able to act quickly and effectively and are aware on how to respond to a lockdown. An annual all-staff training will be undertaken to ensure individuals know what is expected of them, their roles and responsibilities. This will include a drill where monitoring of lockdown practices will take place and review findings fed back to the CRT and Executive Team to ensure the lockdown procedure is improved with any new information.

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NMIT and the MEDIA (INCLUDING CRISIS COMMUNICATION)

Section	Institute Governance and Management		
Approval Date	22.02.2016	**Approved by**	Executive Team
Next Review	08.06.2023	**Responsibility**	Executive Director – Customer Experience and Excellence
Last Reviewed	08.06.2020	**Key Evaluation Question**	6

PURPOSE

All communications presented, or perceived to be presented, by NMIT should be consistent with NMIT's values and objectives as outlined in mission statements and goals and strategic plans. The purpose of this policy is to:

- Ensure NMIT delivers a timely, consistent and credible message to preserve, promote and enhance NMIT's reputation as a provider of high-quality tertiary education.
- Outline the process for identifying, gathering and delivering positive news to the media, including traditional media as well as social media.
- Identify the people/positions authorised to speak on behalf of NMIT.
- Outline the process for handling crisis communication situations or challenging issues in the public arena.

SCOPE

This policy relates to all written and verbal information and visual images provided to news media, or posted to social media, under the name of Nelson Marlborough Institute of Technology Ltd. (NMIT).

The policy covers all external news media including broadcast, electronic, print and web-based, including social media (also refer to NMIT's Social Media Guidelines and Staff Social Media Policy).

The policy applies to all employees and contracted staff as well as members of its governing Board.

GUIDING PRINCIPLES

For consistency of message and professional presentation, NMIT communications will adhere to the following principles:

1. The design of all printed matter and information published electronically should adhere to NMIT brand guidelines and have a uniform appearance in regard to logo, presentation format and style including typography.

2. All pictorial material intended for publication should, as far as possible, be of a uniformly high standard.
3. NMIT communication should be erudite, clear, concise and avoid jargon.
4. Media material issued by NMIT should:
   - Be consistent with NMIT's vision, mission, values and strategies.
   - Respect the privacy of individuals.
   - Be accurate and timely.
   - Meet legal requirements.
   - Be sensitive to NMIT's domestic and international cultural communities.
   - Present a positive image of NMIT activities, staff, students and stakeholder relationships.

RESPONSIBILITY

All NMIT staff are encouraged to identify newsworthy stories involving students, staff, activities, achievements and events that will help promote a positive image of NMIT.

The Marketing Team will work with staff / students to prepare stories for release to media and distribution via web sites and social media platforms.

Managers are asked to actively encourage their staff to submit ideas which can be passed on to the Marketing Department for further action or assistance.

The following people/positions or their appointed representatives are authorised to speak to media on behalf of NMIT:	
Chief Executive	Policies / planning, opinion, resources / budget, staff, politically sensitive issues, responses to local/central politicians, Official Information requests, external agencies including Ministry of Education. Academic issues, education programmes
Chairman of the NMIT Board	Governance-related matters, Board policy, CE contract related queries
Executive Director - Customer Experience and Excellence	Marketing/PR, International, education programmes, student body, general (not sensitive) issues not otherwise assigned.

PROCEDURE

To ensure NMIT meets objectives of consistent, timely, credible communications, NMIT requires staff to comply with NMIT procedures before information is released on behalf of the institute.

1. All media material must be approved by the Chief Executive or delegate, or Executive Director - Customer Experience and Excellence or their authorised staff before it is released on behalf of NMIT.
2. Media requests to use NMIT sites or facilities for interviews, photography, audio, video etc. should be referred to the Marketing team for approval and/or liaison assistance.
3. Media requests to interview NMIT staff should be referred to the Marketing team for approval and advice (unless approved prior as part of NMIT's media release material).
4. All material released to media must meet NMIT standards of format, style and presentation as determined by the CE or Executive Director - Customer Experience and Excellence or their authorised staff (see 'Guiding Principles' and the current NMIT Brand Guidelines).

INQUIRIES ON MATTERS OF GOVERNANCE OR POLICY MAKING

Media inquiries on matters of NMIT governance and policy making will be referred to the Chair of the Board for comment.

The Chair may refer any matter to relevant Board members or the CE.

PRIVACY ISSUES

1. Written approval on a standard release form must be obtained to use photographs, video or statements from individuals in prepared media material released by NMIT.
2. Media requests for official information held by NMIT must be referred to the Chief Executive.

SOCIAL MEDIA

Please refer to *Staff Social Media policy* and *NMIT Social Media Guidelines*.

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CRISIS COMMUNICATION

In crisis situations, internal and external communication often takes place under extreme pressure. Crises – on or off campus – involving staff and/or students on NMIT-related activity may include events such as fire, accident, threat, allegations against the Institute or its representatives. It is important, therefore, to be well prepared when a crisis occurs and to have roles, responsibilities and processes clearly defined.

Normal access to computers etc. may not be available in a crisis situation.

PROCEDURE

1. In the event of a crisis on or off-campus, the senior person with knowledge of the crisis should immediately notify the Chief Executive or deputy and refer all media inquiries to the CE/deputy.

2. CE/deputy or Executive Director - Customer Experience and Excellence/deputy should inform all members of the Crisis Team immediately.

3. Convene Crisis Team as soon as possible.

4. Crisis team to agree on a communication plan and appoint a lead manager and/or spokesperson as well as a deputy.

5. Inform all staff of the crisis as soon as possible and remind them not to speak to media, but refer all inquiries to the nominated spokesperson(s).

6. Nominate a venue to be used as a media centre as needed.

7. Establish, where necessary and practical, an 0800 response line.

8. Identify, contact and inform key stakeholders (eg. NMIT Board Chair, local authority, emergency services, partners/sponsors, and other groups that need to know).

9. Update website as necessary.

10. Record crisis actions taken, external responses, timeline.

DEALING WITH THE MEDIA

Controlling the interview process and delivering consistency of messages is key to managing the crisis. That is why all inquiries/interviews should be restricted to one spokesperson (and a deputy).

Media should be treated with courtesy and professionalism. If media arrive unannounced they should be directed to the media centre, or the crisis spokesperson.

Responses to media enquiries should be as fast as possible, respecting deadline needs where practicable. If you need to check information before responding, inform the reporter you will call back shortly, and do so.

The primary consideration during the crisis is for the safety and welfare of staff/students and any others involved and this should be a key message in communications for media and others.

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MEDIA COMMUNICATIONS GUIDELINES

1. The crisis communication team should determine, as soon as possible, the appropriate key messages to address the emergency and an appropriate statement to the media.

2. A 'holding statement' may be necessary along the lines of "we are aware of the situation, we are investigating and will give more details as soon as we can". Basic, factual information should be given as quickly as possible.

3. "No comment" is not an acceptable response to media.

4. If the crisis breaks (goes public) via social media, the first response by NMIT should be issued to that same source. For example, if the news breaks on Facebook, then the institute's first response should be via Facebook. As other media become involved, they should then be included in any responses.

5. The first news release should include as much information as appropriate (and having regard to privacy issues), and include the key messages agreed by the Crisis Communication Team.

   - Consider issuing a fact sheet if appropriate to summarise key facts.

   - The following 'boiler plate' can be used on the bottom of media releases:

   The Nelson Marlborough Institute of Technology (NMIT) has been educating successful graduates since 1905 in the Top of the South Region. Over 7,000 students study at NMIT every year. As well as supporting business needs in our regions, NMIT specialises in providing education in viticulture and winemaking, aquaculture, maritime, aviation engineering and conservation. NMIT is a NZQA Category 1 institute (the highest possible), and is ISO9001:2015 accredited. Students study among award-winning buildings, full time, online and part-time, guided by industry savvy tutors and the latest technologies. Graduates leave NMIT with internationally respected qualifications, work and world ready.

6. Minimum information should include the "who, what, when and where" of the situation. Provide only the facts that have been confirmed. Do not speculate, provide opinion or embellish.

7. All media inquiries should be directed to the appointed spokesperson.

8. Keep a record of contacts, to ensure any subsequent communications go out to all relevant parties.

9. Arrange any necessary resources to manage the crisis (e.g. press conference needs, background/fact sheet information, on-site signs, visuals, leaflets etc.).

10. Where multiple media are involved, arrange a news conference as soon as possible and advise media of time and place as soon as possible and ensure the spokesperson is well briefed on any key messages.

11. Provide a script for the NMIT frontline staff receiving incoming calls or others likely to be first point of media contact or concerned stakeholders.

12. Appoint staff to direct media arriving at the scene of the crisis to a specific media centre/meeting point.

13. Remind staff or students that they may not distribute visual or other information from the scene of any NMIT crisis by any means without approval of the designated crisis spokesperson.

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APPENDIX

APPENDIX ONE: Checklist for Crisis Communication

REFERENCES

INTERNAL

NMIT Social Media Guidelines
Privacy Policy
Staff Social Media policy

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CHECKLIST FOR CRISIS COMMUNICATION

Set up crisis team	
	Establish crisis team, per # 3 in Procedure (p.4, above) and agree responsibilities. Agree on media spokesperson and deputy. Assess the media situation and agree plan and messaging, per the guidelines above.
	Identify any immediate risks/threats or dangers, and plan mitigation actions. This may be related to buildings, facilities, equipment, IT systems, groups who are currently off-site. Safety of people is the first priority.
Campus closure decision	
	Decide on any partial or full campus closures. Decide for Nelson, Richmond, Marlborough, Woodbourne.
	Make signage/posters with appropriate messaging. For example 'closed today due to xxx, please check nmit.ac.nz for updates'.
Communications to staff	
	Prepare an all staff email. Ensure this is double-checked by a second person, preferably the person managing media to ensure consistency of message.
	Prepare POLLY update, and plan for the subsequent update/s
	Plan for the subsequent update/s via both email and POLLY
Communications to students	
	Prepare an all-student email. Ensure this is double-checked by a second person, preferably the person managing media to ensure consistency of message. This is distributed via the IT Services team.
	Plan for the subsequent all-student email update/s.
General Communications	
	Record telephone voice message/s for incoming calls. There is a separate staff line (for the 0800 number of the back of staff id cards), a separate student line (for the 0800 number of the back of student id cards), and a general line (with four outside lines able to be linked to this - Nelson, Woodbourne, Marlborough and the public 0800 line) Access to the instructions for this sits with the IEC Manager and IT Services.
	Upload key messages (e.g. "Nelson campus closed today due to weather") to the NMIT website, and Facebook page. These posts can be processed by anyone in the Marketing team
	Advise SANITI so they can put out the same message through their website and Facebook page.
	Assess who else needs to know what. For example neighbouring properties, local authority, iwi, affecting groups, police, suppliers.
	Are there any outside parties on campus, or with imminent bookings (venue hire customers)? Plan and manage their communications.
	Plan for the subsequent update/s to all the above channels.

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STAFF SOCIAL MEDIA POLICY

Section	People and Organisation Development		
Approval Date	26.06.2018	**Approved by**	Executive Team
Next Review	22.07.2022	**Responsibility**	Executive Director – Customer Experience and Excellence
Last Reviewed	22.07.2019	**Key Evaluation Question**	6

PURPOSE

NMIT recognises that social media offers a platform for **the institution** to market its programmes, stay connected with customers and build its profile online.

The institution also believes **its employees** should be involved in industry conversations on social networks to make useful connections, share ideas and shape discussions. The institution therefore encourages employees to use social media to support the institution's goals and objectives.

However, there are risks associated with this, including reputational damage arising from misuse, threats to the security of sensitive or confidential information and exposure to malware.

This policy aims to mitigate associated risks and provide employees clarity on expected behaviours and safe and effective use of the institute's social media accounts. It also provides clear guidelines for staff making any reference to NMIT on personal social media accounts.

SCOPE

This policy applies to all employees, contractors for service (CFSs) individuals and volunteers at NMIT who use social media whilst performing work or providing a service for the institute or for work-related personal reasons.

Employees are able to access social media services and social media websites at work, either through the institute's IT systems or via their own personal equipment.

This policy is applicable no matter whether the engagement on social media takes place on NMIT premises, while staff members are travelling for institution purposes or while working from home.

Employees and students should treat social media like a classroom, workshop or professional workspace. The same standards expected in NMIT professional settings are expected in social media environments. If a particular type of behaviour is inappropriate in the classroom, workshop or professional workspace, then that behaviour is also inappropriate in a social media environment. Social Media should never be used in a way that breaches any NMIT policies.

Social media sites and services include (but are not limited to): accounts, pages, profiles, listings and groups within Facebook, Google+, LinkedIn, Twitter, YouTube, Instagram and Snapchat.

DEFINITIONS

Account Administrator or Manager	The individual who holds the highest administration rights on a Social Media Account.
Account Editor or Contributor	The individual who holds the editing rights on a Social Media Account. This can be an employee or student.
Account Initiator	The individual staff member who initially sets up the Social Media Account. For public accounts this should be a member of the Marketing Services Department.
NMIT Social Media Account	A Social Media Account that: • Was created by an NMIT staff member, and has at least two current staff members administering and monitoring the account's activity • Is clearly identified as an NMIT account e.g. uses NMIT in the title • Has only staff members holding the highest administration rights • Has at least two NMIT staff members holding the highest administration rights.
Public NMIT Social Media Account	A NMIT Social Media Account that: • Is set to be viewable by any other account, and requires no 'acceptance' procedure by the account administrator before viewing published content.
Private NMIT Social Media Account	A NMIT Social Media Account that: • Is set to "Private", "Secret" or a similar setting that requires the account administrator to grant or remove permissions to view published content.
Social Media	Any online interactive communication tool which encourages participation and exchanges
Social Media Account	A social media profile through which an individual or group of individuals represents themselves in an online environment, OR a controlled online space, e.g. a Facebook page or group.

RESPONSIBILITIES

Everyone who operates an NMIT social media account, or who uses their personal social media accounts at work, has responsibility to adhere to this policy.

However, the following roles have key responsibilities:

Academic Staff member	If acting as an Administrator for a Social Media Account, see entry below. Otherwise, see sentence above: "Everyone who operates an NMIT social media account, or who uses their personal social media accounts at work, has responsibility to adhere to this policy".
Customer Success Manager	Ensuring the customer success team has the resources needed to uphold this policy.
Customer Success Team	Ensuring requests for assistance and support made via public NMIT social media channels are followed up.
Executive Director – Customer Experience and Excellence	Champions NMIT's brand and how NMIT is represented in the community, both online and offline. Makes the final judgement call on whether content should be removed from any NMIT Social Media Account. Has a record of all Public NMIT Social Media Accounts, as advised by the Account Administrators.
Marketing Services Manager	Working with the Marketing Services Team to roll out marketing ideas and campaigns through the institute's social media channels.
Social Media Administrators	Monitoring, managing and facilitating all aspects within a platform to transfer the maximise benefit to its members.

PRINCIPLES

According to the Harmful Digital Communications Act 2015, a digital communication should not:

- disclose sensitive personal facts about an individual
- be threatening, intimidating or menacing
- grossly offensive to a reasonable person in the position of the affected individual
- be indecent or obscene
- be used to harass an individual
- make a false allegation
- contain a matter that is published in breach of confidence
- incite or encourage anyone to send a message to an individual for the purpose of causing harm to the individual
- incite or encourage at individual to commit suicide
- denigrate an individual by reason of their colour, race, ethnic or national origins, religion, gender, sexual orientation, or disability.

GUIDELINES

Regardless of which social networks employees are using, or whether they're using institution or personal accounts, following these simple rules helps avoid the most common pitfalls:

- **Know the social network** - employees should spend time becoming familiar with the social network before contributing. It's important to read any FAQs and understand what is and is not acceptable on a network before posting messages or updates.

- **If unsure, don't post it** - employees should err on the side of caution when posting to social networks. If an employee feels an update or message might cause complaints or offence — or be otherwise unsuitable — they should not post it. Employees can always consult the Marketing Services Team for advice.

- **Be thoughtful and polite** - many social media users have got into trouble simply by failing to observe basic good manners online. Employees should adopt the same level of courtesy used when communicating via email.

- **Look out for security threats** - employees should be on guard for social engineering and phishing attempts as social networks are also used to distribute spam and malware.

- **Keep personal use to within reasonable limits -** although the institution believes that having employees who are active on social media can be valuable, both to those employees and to the institution, employees should exercise restraint in how much personal use of social media they make during working hours.

- **Don't make promises without first checking** - some social networks are very public, so employees should not make any commitments or promises on behalf of NMIT without first checking that the institution is comfortable to and can deliver on the promises. Direct any enquiries to the **Enquiries team**.

- **Handle complex queries via other channels** - social networks are not a good place to resolve complicated enquiries and customer issues. Once a customer has made contact, employees should handle further communications via the most appropriate channel — usually in person, by email or telephone.

- **Don't escalate things** - it's easy to post a quick response to a contentious status update and then regret it. Employees should always take the time to think before responding, and hold back if they are in any doubt at all and take advice from the Marketing Services Team**.**

USE OF NMIT SOCIAL MEDIA ACCOUNTS

This section covers all use of social media accounts owned and administered by the institution.

AUTHORISED USERS:

- only individuals who have been authorised to use NMIT's social networking accounts may do so;
- authorisation is provided by the Marketing Services Team;
- it is typically granted when social media-related tasks form a core part of an employee's job;
- allowing only authorised individuals to use the accounts ensures NMIT's social media presence is consistent and cohesive.

CREATING SOCIAL MEDIA ACCOUNTS

- New social media accounts in NMIT's name must be created by the Marketing Services Team.
- Private groups e.g. for a year or class whose primary use is to communicate with current students, can be setup by tutors as they see fit. Tutors who choose to set up such a group understand that they are taking on the responsibility of the Social Media Group Administrator role. For advice and support staff members can consult with a member of the FLiT team.
- NMIT operates its social media presence in line with a strategy that focuses on the most-appropriate social networks, given available resources.
- If there is a case to be made for opening a new account, employees should raise this with the Marketing Services Team.

PURPOSE OF INSTITUTION'S SOCIAL MEDIA ACCOUNTS

NMIT's social media accounts may be used for many different purposes. In general, employees should only post updates, messages or otherwise use these accounts when that use is clearly in line with NMIT's overall objectives. For instance, employees may use NMIT social media accounts to:

- respond to customer enquiries and requests for help;
- share blog posts, events, articles and other content created by NMIT;
- share insightful articles, videos, media and other content relevant to NMIT, but created by others;
- provide fans or followers with an insight into what goes on at NMIT;
- promote marketing campaigns and special offers;
- support new product launches and other initiatives
- communicate directly with learners through private groups from within their cohort.

Social media is a powerful tool that changes quickly. Employees are encouraged to think of new ways to use it, and to put those ideas to the Marketing Services Team.

INAPPROPRIATE CONTENT AND USES

NMIT social media accounts must not be used to share or spread inappropriate content, or to take part in any activity that could bring NMIT into disrepute.

When sharing an interesting blog post, article or piece of content, employees should always review the content thoroughly, and should not post a link based solely on a headline.

SAFE, RESPONSIBLE SOCIAL MEDIA USE

This applies to:
- any employee using institution social media accounts;
- employees using personal social media accounts during institution time.

USERS MUST NOT:

- create or transmit material that might be defamatory or incur liability for the institution;
- post messages, status updates or links to material or content that is inappropriate. Inappropriate content includes (but is not limited to): pornography, racial or religious slurs, gender-specific comments, information encouraging criminal skills or terrorism, or materials relating to cults, gambling and illegal drugs.
  It also covers any text, images or other media that could reasonably offend someone on the basis of race, age, sex, religious or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law.
- use social media for any illegal or criminal activities;
- send offensive or harassing material to others via social media;
- broadcast unsolicited views on social, political, religious or other non-institution related matters;
- send or post messages or material that could damage NMIT's image or reputation;
- Interact with NMIT's competitors in any ways which could be interpreted as being offensive, disrespectful or rude (communication with direct competitors should be kept to a minimum);
- discuss colleagues, competitors, customers or suppliers without their approval;
- post, upload, forward or link to spam, junk email or chain emails and messages.

COPYRIGHT

NMIT respects and operates within copyright laws.

Users may not use social media to:
- publish or share any copyrighted software, media or materials owned by third parties, unless permitted by that third party. If employees wish to share content published on another website, they are free to do so if that website has obvious sharing buttons or functions on it;
- share links to illegal copies of music, films, games or other software.

SECURITY AND DATA PROTECTION

Employees should be aware of the security and data protection issues that can arise from using social networks.

MAINTAIN CONFIDENTIALITY

Users must not:
- Share or link to any content or information owned by NMIT that could be considered confidential or commercially sensitive. This might include sales figures, details of key customers, or information about future strategy or marketing campaigns.
- Share or link to any content or information owned by another institution or person that could be considered confidential or commercially sensitive. For example, if a competitor's marketing strategy was leaked online, employees of NMIT should not mention it on social media.

PROTECT SOCIAL ACCOUNTS

- NMIT social media accounts should be protected by strong passwords that are changed regularly and shared only with authorised users.

- Wherever possible, employees should use two-factor authentication (often called mobile phone verification) to safeguard institution accounts.
- Employees must not use a new piece of software, app or service with any of NMIT's social media accounts without receiving approval from the Marketing Services Team.

AVOID SOCIAL SCAMS

- Employees should watch for phishing attempts, where scammers may attempt to use deception to obtain information relating to either the institution or its customers.
- Employees should never reveal sensitive details through social media channels.
- Customer identities must always be verified in the usual way before any account information is shared or discussed.
- Employees should avoid clicking links in posts, updates and direct messages that look suspicious. In particular, users should look out for URLs contained in generic or vague-sounding direct messages.

RESPONDING ON SOCIAL MEDIA

Positive comments are a great way to re-enforce our brand. A simple message of gratitude is enough, e.g.:

- Thank you...! It's great to hear you enjoyed...
- Great to hear you had a great time …
- Thank you for your kind review

NMIT appreciates that it takes time to respond to comments on social media, and although it is great to acknowledge positive comments, it is not essential, and therefore employees are requested to balance this with their other responsibilities.

QUESTIONS AND ENQUIRIES

- Follow the Q & A model for general enquiries and questions on social media.

- Answering these enquiries is an important part of both our branding and recruitment.

- Try to respond within 24 hours. If you are still awaiting a response from a programme area or department after 24 hours – escalate the question to their manager, be clear about the timely nature of the response and acknowledge the comment – see delayed response suggestions below.

Q & A MODEL

1. **Greet**- greet the person/account that has made the comment directly:
   - ✓ *Hello ...*
   - ✓ *Hi ...*
   - ✓ *Kia ora ...*

2. **Answer/resolution**- when possible provide information that answers the question. This is useful if someone else has the same question. Contact the programme area if necessary:
   - ✓ *You can find the information you are looking for through this link ...*
   - ✓ *The next course starts on Tuesday. A full list of intake dates can be found here ...*

   If there is a delay in getting an answer within 24 hours, acknowledge the comment and add it into the **Social Media Log.**
   - ✓ *I'm still finding out the answer to your questions, I'll let you know soon.*
   - ✓ *That's a great question, I'll find out and get back to you soon*

3. **Take it offline**- if the enquirer has further questions you want them to come back via our more formal channels:
   - ✓ *If you have further questions, please email info@nmit.ac.nz or phone 0800 422 733*

> ✓ *If you want more information about our Aquaculture programmes, visit our programme page here …., or you can email the department directly on aquaculture@nmit.ac.nz or phone 0800 422 733.*

COMPLAINTS OR UNCONSTRUCTIVE COMMENTS

It is important that we consider carefully any reply to a complaint or unconstructive comment. By responding in an appropriate way we can help mitigate the risk of a negative brand experience. If you are unsure whether you need to respond or not, check with a member of the Marketing Services Team.

When responding, use the conflict resolution model below.

It is important to respond within 24 hours. If you are still awaiting a response from a programme area or department after 24 hours – escalate the question to their manager, be clear about the timely nature of the response and acknowledge the comment – see delayed response suggestions:

CONFLICT RESOLUTION MODEL:

If a negative comment or review is received on social media, follow the guidelines below when responding. Always log these sorts of posts in the **social media log:**

Greet- greet the person/account that has made the comment directly:

- ✓ *Hello ...*
- ✓ *Hi ...*
- ✓ *Kia ora ...*

Acknowledge- everyone wants to feel heard and taken seriously:
- ✓ *We are sincerely sorry for the experience you had with …*
- ✓ *First, let me apologise for the inconvenience caused here.*
- ✓ *I'm sorry you feel that way.*
  If an apology isn't appropriate due to no fault lying with NMIT try using a statement such as:
- ✓ *Let me help you find the information you are looking for.*
- ✓ *Please let me explain . . .*

How to respond:
- Don't be defensive or argumentative, the customer is always right!
- Be constructive and concise. 1-2 sentences maximum.
- Don't mention NMIT (we don't want this post to come up in a Search Engine Optimization search).
- Consult the relevant Programme Coordinator or HoD for a suitable response, let them know the importance of a timely response and send them a screenshot of the comment in context (e.g. show full post, any ads around the post, any other comments on the post).

Suggested responses:

- ✓ *We have looked into the issue and are doing… to make sure it doesn't happen again.*
- ✓ *We have fixed the mistake and have put a new process in place so this doesn't happen again.*
- ✓ *Thank you for letting us know, we are working to fix the issue.*

If there is a delay in getting an answer within 24 hours, acknowledge the comment and escalate to the Marketing Services Team. The Marketing Services Team will escalate to the Marketing Manager and Executive Director if they require further advice:

- ✓ *I'm still finding out the answer to your questions, I'll let you know soon.*
- ✓ *That's a great question, I'll find out and get back to you soon.*
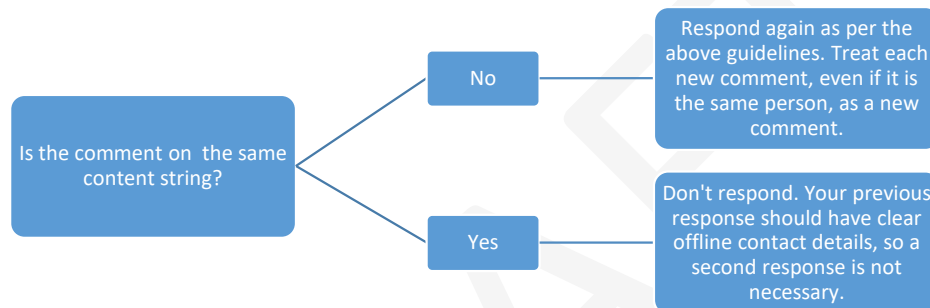
Take it offline:
- Don't enter into back-and-forth conversations.
- One response is all that should be necessary on each comment string.

- Give clear details on who to contact to further the conversations:
  - ✓ *We want to help. Please send your contact details to info@nmit.ac.nz or phone 0800 422 733 so we can help directly.*
  - ✓ *If you need more help please email info@nmit.ac.nz or phone 0800 422 733*
  - ✓ *For further information about our Aquaculture programmes you can email the department directly on aquaculture@nmit.ac.nz or phone 0800 422 733.*
  - ✓ *We want to understand how we can improve. Please complete our online complaints form a https://www.nmit.ac.nz/formal-complaint*

Respond once:

Respond once to each new comment. If the same person makes an additional comment, assess by following the diagram below:

If you have one particular person who has made similar comments more than 3 times, either in the same comment string or as separate comments, escalate this to the Marketing Services Manager and Executive Director if they require further advice.

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                                    ┌──────────────────────────┐
                          ┌── No ──│ Respond again as per the │
                          │        │ above guidelines. Treat each│
                          │        │ new comment, even if it is │
┌──────────────────┐      │        │ the same person, as a new │
│ Is the comment on │──────┤        │ comment.                  │
│ the same content  │      │        └──────────────────────────┘
│ string?           │      │        ┌──────────────────────────┐
└──────────────────┘      └── Yes ─│ Don't respond. Your previous│
                                    │ response should have clear │
                                    │ offline contact details, so a│
                                    │ second response is not     │
                                    │ necessary.                 │
                                    └──────────────────────────┘
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REFERENCES

INTERNAL

NMIT Academic Statute – Section 3 Academic Regulations
Formal Complaints Resolution Procedure
Harassment (Prevention and Management)
Privacy Policy
Staff Charter
Staff Misconduct Procedure

EXTERNAL

Harmful Digital Communications Act 2015
Privacy Act 1993
Harassment Act 1997

NMIT Social Media Guidelines

Expected Online Behaviour

As a student or staff member at NMIT you are expected to follow these guidelines when participating in online communities.

Behind every name there is a person

Communicate Courteously

Respect the rights of others to participate in ways which are free from harassment and intimidation. Comments intended to hurt or insult are abusive and entirely inappropriate.

Stay Cool

Be careful when discussing topics where emotions run high (e.g. politics and religion) and show respect for others' opinions.

There is no such thing as delete

Choose your channel

Is this a conversation that needs to happen on a public channel? Private messages via social media or by email are sometimes better choices.

Think before you post

Ensure you are making a positive contribution to the online community or discussion, and to both your personal online presence and that of NMIT.

Be Respectful

As a student or tutor, or any other member of NMIT staff

Be aware of how others in the online community will perceive you. Be clear about your role in the group, particularly when discussing NMIT-related subjects.

Follow the rules

Don't share what is not yours to share

Do not distribute or share material for which you do not have the right to do so. Cite your sources.

Abide by NMIT policies, codes of conduct and guidelines

Be familiar with our policies, including those for Social Media, Privacy and External Communications and the Media.

Keep ethical and professional standards

Don't disclose Institute-sensitive information like strategies, forecasts and legal issues. Don't give out personal information about staff or students. Don't post confidential or non-public information. If in doubt, just don't.

Fix your mistakes

If you do make a mistake, be the first one to correct it. And let the Account owner know if you think it might be a big one.

Report your concerns

Avoid responding to offensive posts

Report offensive or concerning posts to the Account owner. Administrators of NMIT official social media accounts retain the right to remove any message/material that contravenes these guidelines, or is deemed inappropriate.

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PRIVACY POLICY

Section	Institute Governance and Management		
Approval Date	08.06.2015	**Approved by**	Executive Team
Next Review	20.05.2022	**Responsibility**	Chief Executive
Last Reviewed	20.05.2019	**Key Evaluation Question**	6

PURPOSE

To ensure that Nelson Marlborough Institute of Technology (NMIT) satisfies the requirements of the Privacy Act 1993. Staff who have access to personal information about students and/or staff need to be aware of and follow the procedures set out in this policy to minimise the risk of inadvertent disclosure of personal information.

SCOPE

Disclosure of personal information collected and/or held by NMIT including information about any identifiable student or staff member is covered by the principles outlined in the Privacy Act listed in Appendix 1 of this document. This Policy applies to all personal information collected and/or held by NMIT about any person and in particular about people enrolled as students or employed as staff

DEFINITIONS

Agency	The Privacy Act uses the term 'agency'. An agency is any individual, organisation or business, whether in the public sector or the private sector. There are a few exceptions such as MPs, courts, and the news media. Generally, if a person or body holds personal information, they must comply with the privacy principles. See the Privacy Act, section 2, for the full definition of 'agency'.
Official Information Requests	Requests made under the Official Information Act
Personal Information	Any information about an individual (a living natural person) as long as that individual can be identified.

RESPONSIBILITIES

Privacy Officer	Acts as a liaison person for the agency with the Privacy Commissioner. This is particularly important if the Privacy Commissioner is investigating whether the agency has breached privacy. The Privacy Officer for NMIT is the Chief Executive.
Privacy Officer or delegate	Is familiar with the privacy principles in the Privacy Act Is familiar with any other legislation governing what NMIT can and cannot do with personal information. Trains other staff at NMIT to deal with privacy properly. Advises managers on how to ensure that NMIT's business practices comply with privacy requirements. Advises managers on the privacy impacts (if any) of changes to NMIT's business practices. Advises managers if improving privacy practices might improve the business.

Specific responsibilities are also identified for the following roles:

Executive Director - Customer Experience and Excellence	Deals with any complaints from NMIT's students about possible breaches of privacy.
People and Organisation Development Manager	Deals with requests for access to personal information, or correction of personal information for staff.

POLICY

The Privacy Act 1993 sets out the principles (Refer to Appendix 2 of this Policy) which form the basis on which all issues regarding privacy of personal information are determined and are to be managed. Everyone who has access to personal information collected or held by NMIT must understand and follow these principles.

Enrolment and employment forms will include statements regarding the collection and use of personal information and the purpose the information is being collected for under the provisions of the Privacy Act. Such information must be used only for the purpose it is intended.

The Public Records Act requires that certain information is held for specified time periods. For further details refer to the Records Management Policy.

Any information collected and/or held by NMIT about students or staff members, current or past, must be stored either physically or electronically in a secure manner.

Specific information on website privacy is available in Appendix 2.

In the case of Official Information Requests these are dealt with by the Office of the Chief Executive.

PROCEDURES

1.   GENERAL REQUESTS FOR INFORMATION

1.1   Students and staff have the right to request to see, and correct if necessary, information held by NMIT about them other than exclusions that are specified in the Privacy Act, for example confidential referees' reports and legally privileged information.

1.2   Enquiries about personal information held by NMIT should be referred to the Information and Enrolments Team in the first instance for students; or the People and Organisation Development Team for staff. When in doubt, staff must consult a Privacy Officer or delegate before disclosing any information.

1.3   Some form of valid identification such as a driver's licence or passport will be required for identification to enable access to an individual's personal information.

1.4   Some information may be disclosed. This includes the fact that a person is enrolled, or has been enrolled at NMIT; or is a current or former staff member. As these matters are not private, no special permission is required to make this simple disclosure to a third party, but all other personal information is protected.

1.5   The names of Council, senior management, Institute Leadership members and staff are public information and are available on the NMIT website. However, private information such as private addresses may not be disclosed.

2.   STUDENT RESULTS

2.1.   Student attendance records, grades, marks, assessments and results are personal information. Care must be taken to ensure these are communicated only to the person concerned, unless there is explicit written authority to disclose them to an authorised party or there is a clear statutory requirement to disclose the information, for example providing results to NZQA. All requests must be in writing and should be actioned by the Programme Area Administrator. If the request is from an agency other than those noted in section 2 of the Privacy Act, the request must be accompanied by authorisation from the student.

2.2.   Display of grades, marks, assessments results is acceptable as long as:

No student names or easily identifiable references are used, AND
the order of the results is altered so as not to be in alphabetical order

2.3.   Moderation Results
Where materials are chosen for moderation purposes, any information identifying particular students should be removed before copying and using the materials, unless identity of the student is required for the purpose undertaken.

3.   REQUESTS FOR ADDRESSES OR OTHER MEANS OF CONTACT

3.1.   From time to time, requests are received from parents, relatives, friends and others wanting to get in touch with staff or students. Addresses and other contact details should NOT be disclosed except in emergencies as indicated below. Only staff contact details that are available on the NMIT website

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can be provided. Student details are private and some students have good reasons for keeping their contact details private.

3.2. General enquiries for staff addresses or contact information can be dealt with by providing the relevant details available on the public NMIT website e.g. NMIT email address and NMIT phone number. Other general enquiries should be politely declined with a brief explanation that "the NMIT Privacy Policy prohibits the information requested from being disclosed."

3.3. Specific enquiries from parents, relatives, or friends can be handled by offering to deliver a message to the person concerned and asking the student or staff member to contact the person concerned. This can be done by obtaining the contact details of the enquirer and forwarding these to the person concerned.

4. EMERGENCY MESSAGES

4.1. Delivery of messages concerning a genuine emergency should be arranged as quickly and calmly as possible through a senior member of staff (for example the Privacy Officer, Director or Manager).

5. REQUESTS FROM PARENTS/CAREGIVERS/EMPLOYERS FOR STUDENTS' PROGRESS REPORTS

5.1. Parents and employers have no special right to a student or employee's personal information. This is irrespective of the fact that they may have paid fees or allowed time off employment to study. In these cases, every effort should be made to persuade parents and students; and employees and employers to deal directly with each other. If that is not possible, the student's authorisation can be sought either by the parent/employer or by NMIT. This should be discussed with the Privacy Officer or delegate.

6. POLICE REQUESTS

6.1. Requests for personal information from the Police should be referred to the Privacy Officer in the first instance. Information privacy principles apply to requests from the Police except in certain circumstances such as investigation, prevention, detection or prosecution of an offence against the law.

6.2. While every endeavor is made to cooperate with the Police when they ask to contact a student or staff member on campus, the following principles must be followed:

- The prior approval of the Privacy Officer or delegate or a Member of Directorate is required for a student or staff member to be interviewed on NMIT premises.
- Any person being interviewed has the right to be accompanied by another person including a lawyer or student support person such as a SANITI or NMIT representative if he/she wants that support.

- Should a Police Officer wish to interview or discuss a matter with a student or staff member, this should be done in a private room. If the nature of the questioning is in relation to a serious matter or allegation, this should preferably be done at the police station.

7. REQUESTS FROM SPECIFIC AGENCIES

7.1. NMIT collects and stores personal information about students from the enrolment process to comply with the requirements of NMIT as well as to meet the requirements of the Ministry of Education (funding and student statistical returns), and the Ministry of Social Development (confirmation of enrolment and academic outcomes).

7.2. When required by statute, NMIT releases information to Government agencies such as TEC, NZQA, Audit NZ, Skill New Zealand, Industry Training Organisations, Industry licensing and registration bodies, other tertiary institutions and providers of work experience for students in courses, the New Zealand Police, Ministry of Justice, Ministry of Social Development and the Accident Compensation Corporation (ACC).

In such cases, requests for personal information can be disclosed providing information is held and is clearly related to the purpose for which the information was collected.

8. REQUESTS FROM OTHER AGENCIES

8.1. Requests are received from other agencies (e.g. Immigration New Zealand, solicitors) from time to time and usually these come with a statement that the individual has authorised the request, or a clear statement indicating the enquirer has a statutory right to the information.

In these cases the enquiry should be accepted, but NOT answered immediately. The relevant details including name, organisation, role or position within that organisation and contact details should be obtained, as well as the details and reason for the request. The information can then be collated and further advice sought from the Privacy Officer.

RECORDS

- Student Records
- People and Organisation Development Records
- Requests for information correspondence
- Media Consent Forms
- *Consent to Release Information to a Third Party Form*

REFERENCES

INTERNAL

Records Management Policy

EXTERNAL

Bill of Rights Act 1990
The Education Act 1990
Official Information Act
Privacy Act 1993
Privacy Commissioner website – Data breaches
Public Records Act

APPENDICES

Appendix 1   The Privacy Principles
Appendix 2   Website Privacy Statement

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APPENDIX 1   THE PRIVACY PRINCIPLES

THE PRIVACY PRINCIPLES

PRINCIPLE 1: PURPOSE OF COLLECTION OF PERSONAL INFORMATION

Personal information must not be collected unless:

- the collection is for a lawful purpose connected with a function or activity of the agency collecting the information; and
- it is necessary to collect the information for that purpose.

PRINCIPLE 2: SOURCE OF PERSONAL INFORMATION

Personal information must be collected directly from the individual concerned.

The exceptions to this are when the agency collecting the information believes on reasonable grounds that:

- the information is publicly available; or
- the individual concerned authorises collection of the information from someone else; or
- the interests of the individual concerned are not prejudiced; or
- it is necessary for a public sector agency to collect the information to uphold or enforce the law, protect the tax base, or assist court or tribunal proceedings; or
- complying with this principle would prejudice the purposes of collection; or
- complying with this principle would not be reasonably practical in the particular case; or
- the information will not be used in a form that identifies the individual; or
- the Privacy Commissioner has authorised collection under section 54 of the Privacy Act

PRINCIPLE 3: COLLECTION OF INFORMATION

When an agency collects personal information directly from the individual concerned, it must take reasonable steps to ensure the individual is aware of:

- the fact that the information is being collected;
- the purpose;
- the intended recipients;
- the names and addresses of who is collecting the information and who will hold it;
- any specific law governing provision of the information and whether provision is voluntary or mandatory;
- the consequences if all or any part of the requested information is not provided; and
- the individual's rights of access to and correction of personal information.

These steps must be taken before the information is collected or, if this is not practical, as soon as possible after the information is collected.

An agency is not required to take these steps if they have already done so in relation to the same personal information, or information of the same kind, on a recent previous occasion.

It is also not necessary to comply with this principle if the agency collecting the information believes on reasonable grounds that:

- collection is already authorised by the individual concerned; or

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- it is not prejudicing the interests of the individual concerned; or
- it is necessary for a public sector agency to collect the information to uphold or enforce the law, protect the tax base, or assist court or tribunal proceedings; or
- complying with this principle will prejudice the purposes of collection; or
- complying with this principle is not reasonably practical in the particular case; or
- the information will not be used in a form in which the individual concerned is identified.

PRINCIPLE 4: MANNER OF COLLECTION OF PERSONAL INFORMATION

Personal information must not be collected by:

- unlawful means; or
- means that are unfair or intrude unreasonably on the personal affairs of the individual concerned.

PRINCIPLE 5: STORAGE AND SECURITY OF PERSONAL INFORMATION

An agency holding personal information must ensure that:

- there are reasonable safeguards against loss, misuse or disclosure; and
- if it is necessary to give information to another person, such as someone working on contract, everything reasonable is done to prevent unauthorised use or unauthorised disclosure of the information.

PRINCIPLE 6: ACCESS TO PERSONAL INFORMATION

Where personal information is held in a way that can readily be retrieved, the individual concerned is entitled to:

- obtain confirmation of whether the information is held; and
- have access to information about them.

An agency may refuse to disclose personal information for a range of reasons, including that it would:

- pose risks to New Zealand's security or defence;
- breach confidences with another government;
- prevent detection of criminal offences or the right to a fair trial;
- endanger the safety of an individual;
- disclose a trade secret or unreasonably prejudice someone's commercial position;
- involve an unwarranted breach of another individual's privacy;
- breach confidence where the information has been gained solely for reasons to do with the individual's employment, or to decide whether to insure the individual;
- be contrary to the interests of an individual under the age of 16;
- breach legal professional privilege;
- reveal the confidential source of information provided to a Radio New Zealand or Television New Zealand journalist; or
- constitute contempt of court or the House of Representatives.

Requests can also be refused, for example, if the agency does not hold the information or if the request is frivolous or vexatious.

PRINCIPLE 7: CORRECTION OF PERSONAL INFORMATION

Everyone is entitled to:

- request correction of their personal information;
- request that if it is not corrected, a statement is attached to the original information saying what correction was sought but not made.

If agencies have already passed on personal information that they then correct, they should inform the recipients about the correction.

PRINCIPLE 8: ACCURACY OF PERSONAL INFORMATION TO BE CHECKED BEFORE USE

An agency must not use or disclose personal information without taking reasonable steps to check it is accurate, complete, relevant, up-to-date, and not misleading.

PRINCIPLE 9: PERSONAL INFORMATION NOT TO BE KEPT FOR LONGER THAN NECESSARY

An agency holding personal information must not keep it for longer than needed for the purpose for which the agency collected it.

PRINCIPLE 10: LIMITS ON USE OF PERSONAL INFORMATION

Personal information obtained in connection with one purpose must not be used for another.

The exceptions include situations when the agency holding personal information believes on reasonable grounds that:

- the use is one of the purposes for which the information was collected; or
- the use is directly related to the purpose the information was obtained for; or
- the agency got the information from a publicly available publication; or
- the individual concerned has authorised the use; or
- the use is necessary for a public sector agency to collect the information to uphold or enforce the law, protect the tax base, or assist court or tribunal proceedings; or
- the use is necessary to prevent or lessen a serious and imminent threat to public health or safety, or the life or health of any individual; or
- the individual concerned is not identified; or
- the use is authorised by the Privacy Commissioner under section 54 of the Privacy Act

PRINCIPLE 11: LIMITS ON DISCLOSURE OF PERSONAL INFORMATION

Personal information must not be disclosed unless the agency reasonably believes that:

- the disclosure is in connection with, or directly related to, one of the purposes for which it was obtained; or
- the agency got the information from a publicly available publication; or
- disclosure is to the individual concerned; or
- disclosure is authorised by the individual concerned; or
- it is necessary for a public sector agency to disclose the information to uphold or enforce the law, protect the tax base, or assist court or tribunal proceedings; or

- disclosure is necessary to prevent or lessen a serious and imminent threat to public health or safety, or the life or health of any individual; or
- disclosure is necessary to facilitate the sale of a business as a going concern; or
- the information is to be used in a form in which the individual concerned is not identified; or
- disclosure has been authorised by the Privacy Commissioner under section 54 of the Privacy Act

PRINCIPLE 12: UNIQUE IDENTIFIERS

Unique identifiers – such as IRD numbers, bank customer numbers, driver's licence and passport numbers – must not be assigned to individuals unless this is necessary for the organisation concerned to carry out its functions efficiently. The identifiers must be truly unique to each individual (except in some tax related circumstances), and the identity of individuals must be clearly established. No one is required to disclose their unique identifier unless it is for, or related to, one of the purposes for which the identifier was assigned.

The Government is not allowed to give people one personal number to use in all their dealings with government agencies.

EXCEPTIONS TO THE PRINCIPLES

Many of the principles have built-in exceptions. It's important to read the principles together with their exceptions to see how they relate to particular circumstances. The exceptions to principle 6 are set out in sections 27-29 of the Act.

It's up to the person wanting to claim that an exception applies to prove that the exception applies.

Section 7 of the Privacy Act states, in effect, that if another statute is contrary to the privacy principles, that other statute will "trump" the Privacy Act.

The privacy principles do not cover an individual who collects or holds personal information solely or principally for personal, family or household reasons.

Website privacy statement

What information do we collect?

We collect information from you when you visit our website, submit an enquiry or apply for a programme on our website.

NMIT also gathers information on our website via Google Analytics, Facebook, LinkedIn and Snapchat tracking codes.

By using the NMIT website, you agree to allow these tracking codes.

This website privacy statement applies only to information collected through our website and not to information collected offline.

What do we use your information for?

Any of the information we collect from you may be used in one of the following ways:

- To personalise your experience (your information helps us to better respond to your individual needs)
- To improve our website (we continually strive to improve our website offerings based on the information and feedback we receive from you)
- To improve customer service (your information helps us to more effectively respond to your customer service requests and support needs)
- To process transactions
- To administer a contest, promotion, survey or other site feature
- To send periodic emails
- To use in Google, YouTube, Facebook, LinkedIn and Snapchat advertising

Your information, whether public or private, will not be sold, exchanged, transferred or given to any other company for any reason whatsoever, without your consent, other than for the express purpose of delivering the purchased product or service requested.

Note: If at any time you would like to unsubscribe from NMIT emails, click on the link in the email, or reply and ask to be removed from our mailing list.

How do we protect your information?

We implement a variety of security measures to maintain the safety of your personal information when you enter, submit, or access your personal information.

Do we use cookies?

We use session cookies to enable website functionality. If you have cookies turned off, some parts of our website will not function properly.

Do we disclose any information to outside parties?

We do not sell, trade, or otherwise transfer to outside parties your personally identifiable information. This does not include trusted third parties who assist us in operating our website, conducting our business, or servicing you, so long as those parties agree to keep this information confidential.

We may also release your information when we believe release is appropriate to comply with the law, enforce our site policies, or protect ours or others' rights, property, or safety. However, non-personally identifiable visitor information may be provided to other parties for marketing, advertising, or other uses.

Third-party links

Occasionally, at our discretion, we may include or offer third party products or services on our website. These third party sites have separate and independent privacy policies. We therefore have no responsibility or liability for the content and activities of these linked sites. Nonetheless, we seek to protect the integrity of our site and welcome any feedback about these sites.

Changes to our Privacy Statement

If we decide to change our privacy statement, we will post those changes on the website.

Te Kaupapa: Delegations to the Chief Executive

1. PURPOSE:

FUNCTION: For Information

NĀ: Liam Sloan | Chief Executive

TE RĀ: 17 August 2020

PURPOSE: The purpose of this paper is to highlight changes to the Policy (Delegations to the Chief Executive) as a result of NZIST Subsidiaries Governance Framework.

RECOMMENDATION(S):   It is recommended that the NMIT Board resolve to:

1. Approve changes to the Policy - 'Delegations to the Chief Executive.'

2. ATTACHMENTS

Delegations to the Chief Executive with Track Changes that reflect feedback in June from both the NMIT Board and Audit & Risk Committee.

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DELEGATIONS TO THE CHIEF EXECUTIVE

Section	Institute Governance and Management		
Approval Date	27.06.2019 17.08.2020	**Approved by**	Council Board
Next Review	10.06.2020 16.08.2021	**Responsibility**	Chief Executive
Last review	10.06.2019	**Key Evaluation Question**	6

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PURPOSE

To establish delegations from the Board Council to the Chief Executive (CE).

SCOPE

Delegations as described in Government Acts. (Refer: References), and where relevant, by the Operational and Financial Parameters (OFP) provided within the NZIST Subsidiaries Governance Framework

RESPONSIBILITIES

The Board Council shall review CE delegations annually.

CE to report to the Board Council Chair whenever a delegation has been exercised by the CE.

The Financial Controller Executive Director - Finance, Compliance and Business Intelligence will provide a list detailing any expenditure over $250,000 to the Audit Committee at each meeting.

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			DELEGATION	RELEVANT SECTION OF ACT/O	DATE APPROVED
A	**Course Related**	1	To approve new and existing programmes and courses which are in accordance with the Strategic Plan within approved budget limits and reflect the Institution's Investment Plan and agreed 'mix of provision'.	Education Amendment Act (EEA) 1990 Section 193(2)(a) OFP Section 2(h)	28.2.91
		2	To admit students to approved courses.	EAA 1990 Section 193(2)(a)	28.2.91
		3	To grant awards (ie Nelson Marlborough Institute of Technology Limited qualifications).	EAA 1990 Section 193(2)(a)	28.2.91
		4	To grant fellowships, scholarships, bursaries or prizes **within** budget.	EAA 1990 Section 193(2)(b)	28.2.91

B	Capital Expenditure	1	To commit Capital Expenditure for individual projects/contracts approved by the Board ~~Council~~ and within the Capital Expenditure budget approved by the Board ~~Council~~ and report to next Board ~~Council~~ meeting.	EAA 1990 Section 222(1)(3) OFP – Section 1	28.2.91
		2	Full Board ~~Council~~ approval must be sought for proposals on any individual items over $250,000.	EAA 1990 Section 222(1)	
		3	Any individual item in the Board ~~Council~~ approved annual capital expenditure budget with a budgeted value of less than $250,000 may be substituted for another item, provided that the substitution does not cause total capital expenditure to exceed the annual approved budget.		
C	Unbudgeted Capital Expenditure	1	A maximum of $~~60~~750,000 of unbudgeted capital expenditure may be incurred in any financial year in accordance with this policy. The following authority levels may be exercised for unbudgeted capital expenditure: • The Chief Executive may approve up to $~~10~~250,000 unbudgeted capital expenditure in aggregate, where there is urgent need; • The Chief Executive and Chair of the Board ~~Council~~, and in his/her absence, the Deputy Chair of the Board ~~Council~~ may approve a further $500,000 unbudgeted capital expenditure in aggregate, where there is urgent need. Where outside of $~~60~~750,000, NMIT Board ~~Council~~ must approve unbudgeted capital expenditure on the basis of an acceptable Business Case or proposal for capital expenditure.	EAA 1990 Section 222(1) OFP – Section 1	28.2.91

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D	Financial	1	Any Operating Expenditure over $250,000 per year for individual projects/contracts (including the aggregate of the project/contract) shall be reported to the Board Council at the next Board Council meeting.	EAA 1990 Section 222(1)	28.2.91
		2	To prescribe fees for courses and programmes within the policy set for fees (3N12).	EAA 1990 Section 193(2)(h)	28.2.91
		3	To invest cash surplus to current operational requirements in accordance with the Board's Council's approved Investment Policy (IU1).	Public Finance Act Section 23	23.10.91
		4	To establish, maintain and operate bank accounts in the name of Nelson Marlborough Institute of Technology Limited at any registered bank with signatories approved by the Board Council (IU2).	EAA 1990 Section 200(1)	28.2.91
		5	Subject to the Minister's determination under Sec 192(5)(a) to dispose of surplus assets at market value up to a maximum individual amount of $50,000.	EAA 1990 Section 192(4)(a) and (5)(a)	28.2.91
		6	To authorise loans or grants to students up to $1,000 per loan or grant; and loans or grants to any association of staff or students up to $2,000 per loan or grant; in each case within operational budget.	EAA 1990 Section 193(2)(c)	28.2.91
E	Brand and reputation protection	1	To authorise the use of the Institution's name and to protect the name marked symbol, logo and any writing that is associated with the Institution.	EAA 1990 Section 193(2)(f)	28.2.91
F	Other	1	To arrange for the provision of goods or services to staff or students using or attending the Institute, within operational budget.	EAA 1990 Section 193(2)(g)	28.2.91
		2	To sub-delegate to staff members such of the above functions and powers as he or she sees fit.	EAA 1990 Section 222	28.2.91

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3	Any commitment that involves legal liability for $250,000 and over shall be ~~reported to~~ approved by the Board ~~Council.~~		

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PERMANENT DELEGATIONS UNDER SECTION D2 (REFER ABOVE)

The Chief Executive has made the following delegations:

- The Chief Executive delegates to the nominated Executive Director the authorities and responsibilities described in this policy at such times when the Chief Executive is not available to authorise required decisions and expenditure.
- The Chief Executive delegates to the nominated Executive Director the authority to negotiate and agree contracts for services on behalf of the Institute.

REFERENCES

EXTERNAL

Education Amendment Act (EAA), 2009
Public Finance Act, 1977, 1989 and Amendment, 1993
NZIST Operational & Financial Parmeters

Te Kaupapa: Audit & Risk Committee Terms of Reference

1. PURPOSE:

Function:	For Approval
Nā:	Kathy Grant, Chair Audit & Risk Committee
Te rā:	17 August 2020
Purpose:	The purpose of this paper is
	To seek NMIT Board approval for the Audit & Risk Committee Terms of reference.
Recommendation(s):	It is recommended that the NMIT Board resolve to:
	Approve the Terms of Reference for the Audit & Risk CommIttee.

2. ATTACMENT

Audit & Risk CommIttee Terms of Reference

V3 for approval by NMIT Board 17 August 2020

NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY LIMITED
AUDIT & RISK COMMITTEE TERMS OF REFERENCE

Nelson Marlborough Institute of Technology Limited ("NMIT") resolved at its meeting on 3 April 2020 that the Audit Committee of the Council of Nelson Marlborough Institute of Technology continue as a committee of NMIT.

1. Interpretation

Unless the context otherwise requires, words have the same meaning as in the NMIT Governance Code of Practice.

2. Purpose

The purpose of the Committee is to contribute to the sound governance and so the performance and accountability of the Board of NMIT ("the Board") particularly but not exclusively through oversight of:

- Financial and non-financial reporting;
- Strategic and organizational risk management and internal policies, processes, systems and controls;
- The internal and external audit functions;
- Reporting of statutory information;
- Compliance with applicable laws, regulations, standards and best practice guidelines;
- Serving as a focal point for communication between the Board, external auditors, financial and risk advisors and management;

and in a manner that fosters a culture of openness and continuous improvement.

3. Responsibilities

In order to achieve the purposes described in clause 2, the Committee shall:

A. Financial planning and reporting

- Review and monitor the development of annual and longer-term budgets and forecasts and recommend their adoption to the Board;
- Monitor the financial performance and position of NMIT against budget and forecasts through the review of regular financial reports;
- Review and monitor asset management planning processes;
- Review and recommend to the Board business cases when required for capital expenditure outside of management delegated authority;
- Review and recommend to the Board the Annual Report;
- Review and recommend to the Board the appropriateness of governance finance policies and principles;
- Assess significant estimates, valuations and judgements in financial reports.

B. Strategic and Operational Risk Management

- Review the management of material risk within the organization and changes to the risk profile of NMIT;

- Discuss with management the scope and quality of systems of internal control including the Strategic and Operational Risk Management Framework;

- Monitor relevant internal policies, processes, systems and controls;

- Review the findings of internal investigations into any suspected fraud, irregularity or failure of internal controls and report to the Board;.

- Review non-compliance with any laws, regulations, standards or best practice guidelines;

- Review and monitor the propriety of all related-party transactions.

C. Internal and External Audit

- Review and monitor the operation of strategies and policies to mitigate against fraud;

- Approve and recommend to the Board the internal audit plan and process;

- Approve and recommend to the Board the external audit plan and process;

- Receive the reports of the external auditors and review their findings;

- Meet with the external auditor at least annually with management excluded;

- Monitor progress made by management in implementing recommendations from internal and external audits;

- Review all representation letters signed by management and ensure the information is complete and accurate.

4. Membership

The Committee will comprise at least three directors appointed by the Board with experience that will assist the Committee.

The NMIT Board chair is a member of the Committee, ex officio, if not an appointed member.

The Committee chair will be appointed by the Board and shall be a director other than the Board chair.

5. Meetings

- The Committee shall meet on such occasions as the chair considers necessary, in accordance with the Committee's annual work plan;

- A special meeting may be convened by any Committee member at any time. A quorum shall comprise at least two Committee members;

- All NMIT Board directors may attend meetings of the Committee but with no voting rights;

- The Committee may request the attendance of such members of management and such other persons, including external advisers as it considers necessary to provide appropriate information and advice;

- Reasonable notice of meetings and the business to be transacted shall be given to members of the Committee, to other directors, to the chief executive, to the chief financial officer and to such other persons as the Committee determines;

- The NMIT Chief Executive shall appoint a secretary to the Committee.

6. Authorities

- The Committee has the ability to seek any information it requires from the NMIT chief executive or through the Committee chair and the Board chair, directly from NMIT employees;

- The Committee will have unrestricted access to and direct communication with the internal and external auditors as required;

- The Committee is authorised to obtain, at NMIT's expense, legal or other professional advice and to arrange for outside parties (including financial and risk advisers) to attend Committee meetings.

7. Reporting

Minutes of all Committee meetings will be prepared, retained and circulated to Committee members, management and the Board.

8. Accountability

The Committee will, and on an annual basis:

- Assess its performance against these terms of reference;

- Review these terms of reference and if appropriate, update the terms of reference for consideration and approval by the Board.

Approved by NMIT Board by resolution on 17 August 2020.

………………………………………………………………..

Chairperson

Te Kaupapa: Audit & Risk Committee Terms of Reference

1. PURPOSE:

Function:	For Approval
Nā:	Kathy Grant, Chair Audit & Risk Committee
Te rā:	17 August 2020
Purpose:	The purpose of this paper is To seek NMIT Board approval for the Equal Education Opportunity Policy.
Recommendation(s):	It is recommended that the NMIT Board resolve to: Approve the Terms of Reference for the Equal Education Opportunity Policy.

2. ATTACHMENT

Equal Education Opportunity Policy.

EQUAL EDUCATION OPPORTUNITIES (EEdO)

Section	Learning and Teaching		
Approval Date	16.11.2017	**Approved by**	~~Council~~NMIT Board
Next Review	~~12.06.2020~~21.07.2023	**Responsibility**	Chief Executive
This review	~~16.11.2017~~21.07.2020	**Key Evaluation Question**	1-5

RATIONALE

The Policy recognises that the Institute environment is enhanced by increasing awareness and sensitivity to the diversity of the student community.

This reflects Nelson Marlborough Institute of Technology (NMIT)'s general charter, key strategic objectives and value statements. It aims to address inequity, increase participation and improve the learning experience of disadvantaged and under-represented groups in programmes and courses across the Institute.

Equal Educational Opportunities will be achieved when factors irrelevant to course requirements no longer act as barriers to learning opportunities at Nelson Marlborough Institute of Technology.

Such factors can include:

- cultural identity
- gender
- marital status
- religious belief
- age
- family responsibility
- political affiliation
- disability
- sexual orientation
- financial circumstances
- rural isolation
- health status

POLICY STATEMENT

NMIT is committed to Equal Education Opportunities in all its programmes. This commitment requires that the Institute will continually work towards ensuring that:

1. Barriers to equal access to the institution, its courses and facilities are removed. (This does not apply to course requirements).

2. Disadvantaged groups are actively encouraged to enrol in Institute courses and to participate in the life of the Institute.

3. Students' needs are supported by providing an equitable learning environment which recognises students' individual differences and addresses their particular needs.

4. There is an annual Equal Education Opportunities Plan, an Annual Report and review in place for implementing this policy.

REFERENCES

EXTERNAL

Education Act 1989

INTERNAL

Student Charter

2 of 2   Equal Education Opportunities (for NMIT Board)
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Te Kaupapa: TANZ eCAmpus Director Appointment and Removal

1. PURPOSE:

Function:	For Approval
Nā:	Daryl Wehner, Chair
Te rā:	17 August 2020
Purpose:	The purpose of this paper is:
	To seek Board approval to complete governance requirements pursuant to clause 14.2 (a) of the Company's constitution.
Recommendation(s):	It is recommended that the NMIT Board resolve to:

1. Remove Liam Sloan as Director of TANZ eCampus Limited and Tertiary Accord of New Zealand Limited.

2. Appoint Wayne Jackson as Director of TANZ eCampus Limited and Tertiary Accord of New Zealand Limited

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NOTICE OF REMOVAL AND APPOINTMENT OF DIRECTOR

PURSUANT TO CLAUSE 14.2(a) OF THE COMPANY'S CONSTITUTION

Nelson Marlborough Institute of Technology, hereby, with effect from 1 September 2020:

(a) Remove **Liam Sloan** as Director of TANZ eCampus Limited, and Tertiary Accord of New Zealand Limited.

(b) Appoint **Wayne Jackson** as Director of TANZ eCampus Limited, and Tertiary Accord of New Zealand Limited.

DATED: 2020

SIGNED:

_____

For and on behalf of:
Nelson Marlborough Institute of Technology

Te Kaupapa: K Block refurbishment

1. PURPOSE:

Function:	For Approval
Nā:	Grant Kerr, Executive Director – Strategy, Enterprise and Sustainability
Te rā:	17 August 2020
Purpose:	The purpose of this paper is:
	To seeks endorsement to invest up to $1.18M of the previously approved funds from the 2020 Capital Asset Management CAPEX Budget, for this Project.
Recommendation(s):	It is recommended that the NMIT Board approve this project to refurbishment K Block

2. EXECUTIVE SUMMARY

The need for refurbishment of K Block has been evident for several years. Built in the 1980s, the needs are not only aesthetic or cosmetic, but structural also. Further, the space is dark with a lack of natural light, and has a restrictive workflow created from small irregular spaces.

The intention of the refurbishment is to create more multifunctional spaces that readily accommodate flexible learning, breakout spaces and increased student spaces, all with a key focus around meeting the needs of learners.

The investment objectives of this Project are:

- To provide an improved learner experience with better workflows, learning areas, and a more light and bright learning environment.

- To provide improved staff facilities which are functional and conducive to communication and interaction during break times.

- To provide upgraded toilet and shower facilities in alignment with catering to accessible and gender-diverse users.

Single Stage Light Business Case
K-Block Refurbishment

Document Information

Document Owner	Grant Kerr, Executive Director - Strategy, Enterprise and Sustainability
File Name	Single Stage Light Business Case - K Block
File Location	
Linked Document(s)	NA

Document Revisions

Version	Issue Date	Description of Changes
1	27/07/2020	For Executive Team Review
2	31/07/2020	For Board Endorsement

Document Sign-off

Role	Name	Signature	Date
Executive Director	Grant Kerr		
Chief Executive	Liam Sloan		

Contents

Purpose

This Single Stage Light Business Case (SSLBC) has been prepared as a requirement of the NMIT *Annual Capital Expenditure Plan* for investments over the $250k threshold and is also aligned with Treasury's Better Business Case model.

This investment proposal seeks endorsement to now invest up to $1.18M of the previously approved funds from the 2020 Capital Asset Management CAPEX Budget, for this Project.

As there is no significant optioneering required as part of the Economic Case, this is a 'light' business case and simply provides validation and verification as to how the proposed funds will be invested as best value for money for not only the K Block, but the NMIT campus overall.

The *Implementation Business Case* will further define Detailed Design, confirm Council Consents, FF&E, and HVAC components, along with a finalised Change Management Plan to demonstrate minimal disruption to both students and staff during the duration of this Project.

Background

The need for refurbishment of K Block has been evident for several years. Built in the 1980s, the needs are not only aesthetic or cosmetic, but structural also. Further, the space is dark with a lack of natural light, and has a restrictive workflow created from small irregular spaces. There is no asbestos or earthquake related issues to resolve.

The building currently houses Applied Business (Business Administration, Business Management, Postgraduate Programmes); Administration and Tutor offices; and Rooms K104 and K218.

The Concept Design has been approved by the Executive Team.

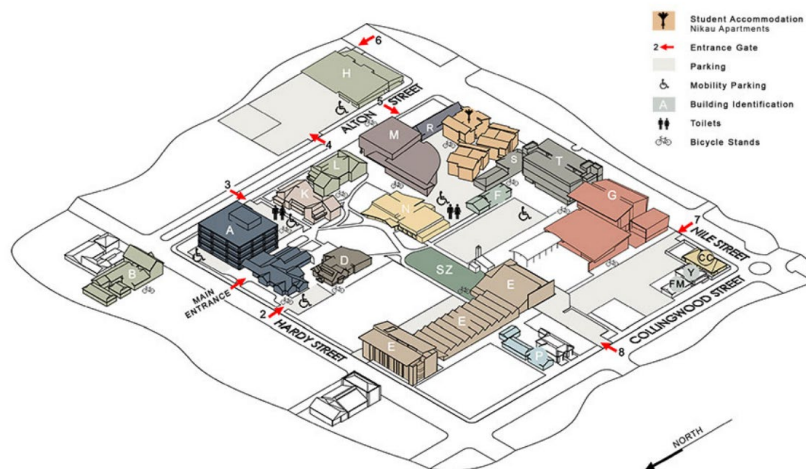The following image depicts the location of K Block within the Nelson NMIT campus.

Figure 1: Nelson Campus Map

Seismic Evaluation of K Block

A Seismic Evaluation IEP Structural Report was prepared by Aurecon in October 2012.

The assessment was based on a desktop study of the available building information and a brief, visual (non-invasive) inspection of the building. The report solely investigated the seismic capacity of the building and did not assess any other aspects of the structure or its integrity.

The first step in a seismic evaluation of a building is usually the Initial Evaluation Procedure (IEP). This is an evaluation procedure devised by the New Zealand Society for Earthquake Engineering (NZSEE) in 2006.

The IEP assessment provided the building with a seismic grade, which is based on the percentage of the new building standard (%NBS) achieved by the structure. Buildings that attain a percentage of 33% or less, are deemed as 'potentially earthquake prone'. This means they fall into a high risk category with regard to their likely seismic performance.

The K Block was reported as having a 75% NBS in August 2012.

Asbestos Identification Analysis

In October 2016, an asbestos identification analysis was undertaken on K Block by Precise Consulting & Laboratory based in Christchurch (Job No. J116793(1). Their report was based on three received samples and sample analysis was performed using polarised light microscopy with dispersion staining in accordance with the guidelines of *AS4964-2004 Method for the qualitative identification of asbestos in bulk samples*.

The analysis of all three samples taken from Rooms 104, 120 and 132 all reported no asbestos detected.

There was, however, a comment in the wider report that it was suggested that there 'could' be asbestos within the building soffits and a recommendation to inspect prior to renovation or removal.

It is not envisaged that there will be any additional costs incurred that relate to removal of asbestos.

Strategic Case

The NMIT 2036 Campus

The development of the *Future Campus Design Principles* as part of the NMIT *Capital Asset Management Plan* (CAMPLAN) in 2017, provided a vision for NMIT's 2036 Campus, informed by a collaborative process of contextual analysis, research and future casting.

The design principles envisaged future spaces would include:

- Less corridors
- Less dedicated spaces
- No lecture theatres
- More social space
- More flexible and multifunctional areas, and
- More commercial overall.

The K Block has been identified as a strategic building within the CAMPLAN, and the proposed investment design and layout is aligned with the *Future Campus Design Principles*.

Further, the Campus Principles include enabling the activation of 'learning as working and working as learning' to create a blended community of learners comprising students / interns, start-ups / entrepreneurs, NMIT team members / specialists, and established businesses.

Progress on the refurbishment has been stifled owing to COVID-19, however the Project Team need to urgently finalise plans to deliver this Project in readiness for the commencement of the February 2021 student intake.

The intention of the refurbishment is to create more multifunctional spaces that readily accommodate flexible learning, breakout spaces and increased student spaces, all with a key focus around meeting the needs of learners. This is in alignment with other NMIT refurbishment facility upgrade projects.

Investment Objectives

The investment objectives of this Project are:

- To provide an improved learner experience with better workflows, learning areas, and a more light and bright learning environment.
- To provide improved staff facilities which are functional and conducive to communication and interaction during break times.
- To provide upgraded toilet and shower facilities in alignment with catering to accessible and gender-diverse users.

Current Spaces vs. Proposed

The following table demonstrates the current spaces within K Block and enhancements presented in this investment proposal:

Table 1: Current Spaces vs Proposed

Area	Current Space	Proposed
Reception	This is a large mostly unutilised space (K101).	In alignment with the overall NMIT strategy relating to reception areas, it is proposed there is no specifically allocated reception but rather informal greeting options for staff and students (K101/K142)
Teaching Spaces	There are two large (40 capacity) spaces with VC plus one flexi (16 capacity) boardroom style space.	Three large (40 capacity) spaces with VC plus flexi medium (25-30 capacity) space.
Environment Learner Spaces	These areas are currently dark and lack a sufficient workflow. This challenges meeting the needs of both learners and tutors. The area is not inviting and there are no meeting or informal spaces.	The addition of glass walls within these areas (both meeting and classes) will allow natural light to flow through the building and create a more inviting space. New information meeting spaces will be created within the previous reception space (K101) as well as provision of a new resource printing space there also. Further, this will open up new areas, such as a new class on Level 2.

Area	Current Space	Proposed
Tutor Work Areas	There are currently many small work areas and allocated offices. This includes: K136, K134, K126, K141, K140, K221, K220, K219, K206, K205, K207, K204.	It is envisaged this area will be a collection of open flexi-work areas and role-required office spaces along with multi-function rooms and work areas. There will be some breakout space for small class groups or mentoring (K204). The new open spaces will be K131, K204 with small offices K221, K141, and K136.
Breakout Area for staff/Tutors	Currently as two small kitchenettes (K212 and K137).	A small breakout tearoom is proposed (K219) with one kitchenette with seating.
Toilets	Within this area there are both male and female accessible toilets and a urinal. There is no accessible toilet or shower area to meet diversity needs.	A full toilet area upgrade is required including a new accessible toilet and shower.

Over and above the fundamentals of the layout of these spaces, there is also being considered - subject to budget - enhanced soft furnishings and interior design, colours, and cultural elements as well as acoustic proofing opportunities.

Key Risks

The key risks are identified as:

- Endorsement by the Board to continue to invest in K Block in 2020.
- A second wave of COVID-19 meaning further lockdown, thereby inhibiting the ability to deliver the Project by the 5th February 2021.
- Preferred Contractors being too busy to engage with the Project.

Note: Preferred contractors have already been advised via Early Contractor Involvement (ECI) to mitigate any risk of availability.

Economic Case

Stakeholder Engagement

There have been several meetings and workshops to disseminate the needs of both learners and staff, given this opportunity to invest in this space - K Block.

Key stakeholders have included:

- Executive Team
- Curriculum Director (Applied Business)
- Curriculum Manager (Applied Business)
- Campus Services Manager, Campus Services, and
- Various staff members that work within K Block.

Proposed Concept Design and Specification Brief

The following high-level Brief was provided to the Architect and design team:

- To create more flexible, multi-functional spaces, large, middle sized, and small spaces, to offer teaching and learning, mentoring spaces, and breakout areas for students.
- To create small office spaces for particular roles.
- To create meet and greet spaces for staff and learners.

Refer to Annex A (*Proposed Concept Design and Specifications Brief*).

Commercial Case

NMIT Campus Services

Campus Services will be responsible for the allocation and coordination of Contractors to this Project and ensuring they have adequate and current insurance in place.

Preferred Contractors for Works

The following contractors are preferred suppliers of NMIT and are available to deliver the required Works and within the required timeframe of this Project. Early Contractor Involvement (ECI) has been undertaken with the Main Contractor to enable visibility and to assist in framing the required Scope of Works.

Main Contractor & Quantity Surveyor	Rod Edmonds, RE Projects Ltd.
Builders	AD Bridge & Sons
Electrical	Aotea
Plumbing	Allen Plumbing
Data and technology	Teltrac
Flooring	Hubbers
Painting	Mackenzie Paint
Kitchen units	Brightwater Joinery
Blinds and curtains	Colourplus
Reception upgrade	Cooper & Webley
Project Architect	Ken Robinson, KR Architects

Risk Allocation

The Main Contractor will have appropriate insurance and be responsible for the risk associated with subcontractors RE Projects directly engage. Likewise, all other contractors will carry their own insurance and risk allocated to them relating to delivery of Works. This will be demonstrated in their Contracts.

Financial Case

Scope of Works Budget

The allocated funds for this Project (upgrade of K Block) have been included as part of the Capital Asset Management CAPEX Budget for 2020.

Quantity Surveying of the Concept Design at this stage, has been undertaken by the proposed Main Contract, RE Projects Ltd.

An allowance of a 10% contingency has been provided for on this Project to mitigate against any unforeseen COVID-19 related price increases of products and supplies, and/or the potential of a second way of COVID-19 which may inhibit the ability to finalise the Works within the allocated time frame.

This investment proposal is for up to $1.18M, refer to Annex B (*Project Schedule of Works and Costs*)

Management Case

Project Governance

This Project is governed by the Executive Team and executed by NMIT Campus Services. It is envisaged that Campus Services will report to the Executive Team on a regular basis to update them as to the progress of the Project and/or any new risks that may compromise the ability for the Project to be delivered on budget, and on time.

Timeline and Key Milestones

The following table represents the proposed timeline for delivery of this Project:

Table 2: Timeline and Key Milestones

Completion of Business Case and Board Endorsement to Commence Project.	17 August 2020
Decant and/or relocation of work areas.	September 2020
Detailed Design plans, NCC Consents, QS completed; Lighting, Power and Data Plan established.	September 2020
Scope of Works undertaken, subject to Council approval.	October / November / December / January
Completion of Scope of Works.	5 February 2021
Semester One commences.	22 February 2021

Proposed Relocation Plan

A strategy for relocation has been developed and will be detailed in the Project's *Implementation Business Case*. It is proposed that all staff and student movements will be mindful of change management and appropriate level of communication required.

Benefits Realisation

The key benefits identified for this Project are:

- Provision of an improved learner experience by providing better workflows, learning areas, and a more light and bright learning environment.
- Provision of improved staff facilities which are functional and conducive to communication and interaction during break times.
- Provision of upgraded toilet and shower facilities in alignment with catering to accessible and gender-diverse users.

It is intended that with the upgrade of K Block, that these benefits will be realised.

Next Steps

The NMIT Executive Team recommends refurbishment of K Block as presented in this business case and requests the Board to now endorse the delivery of Scope of Works with a Budget of $1.18M.

References

- NMIT *Annual Capital Expenditure Plan*
- NMIT *Campus Asset Plan* (CAP)
- NMIT *2020 Capital Asset Management CAPEX Budget*

Annexures

Annex A: Proposed Concept Design and Specifications

Annex B: Project Schedule of Works and Costs

ANNEX A: Proposed Concept Design and Specifications

It is proposed the Main Contractor (RE Projects) will coordinate the subcontractor pricing submissions and provide an overall quantity surveyor costing for the Project.

This proposal is at Concept Design stage and therefore, the following items represent the proposed current specification.

General Subcontractor Provisions

- Each contractor to submit SSSP to Rob
- Toilets to be similar scheme as L Block and A block level 3
- Showers to be flush entry
- NMIT will provide colour scheme but it will be neutral
- Red ceiling trim to be painted out where it is not removed
- New ceiling areas to have baffle blocks between rooms and offices

Electrical

- Lighting design to be done
- First row of lights to be able to be switched off
- Rooms on sensors for lighting
- Skirting trunking surface mounted

Plumbing

- Keep best Zip for kitchenette upstairs
- Replace low pressure HW cylinders for gas Cal fonts
- All wall radiators stay as they are

Teltrac

- Access control on 2 main entry doors

Proposed Ground Floor Refurbishment

1 **Ground Floor Proposed**
Scale 1:125
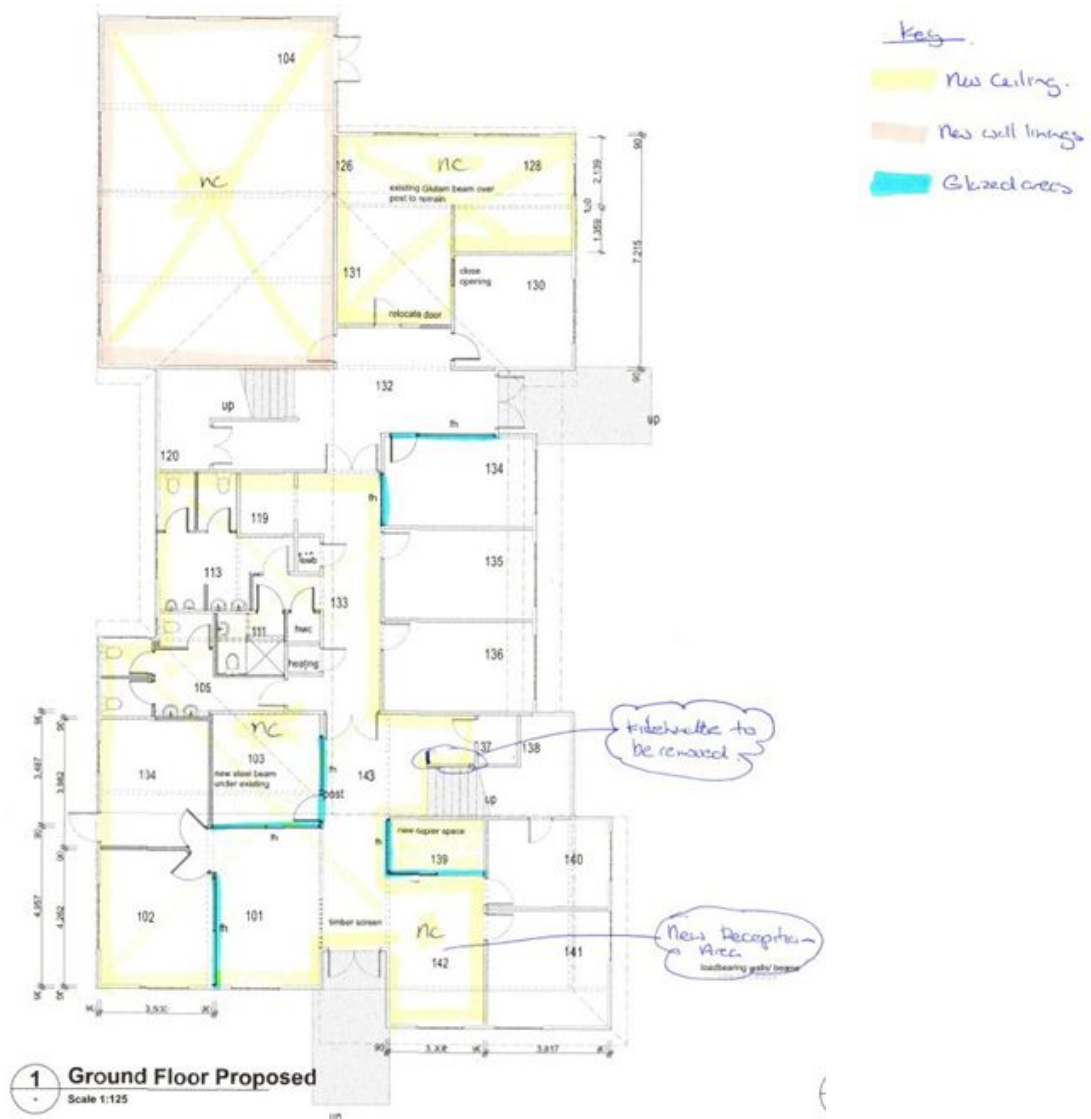
Proposed Level 1 Refurbishment

Upper Floor Proposed
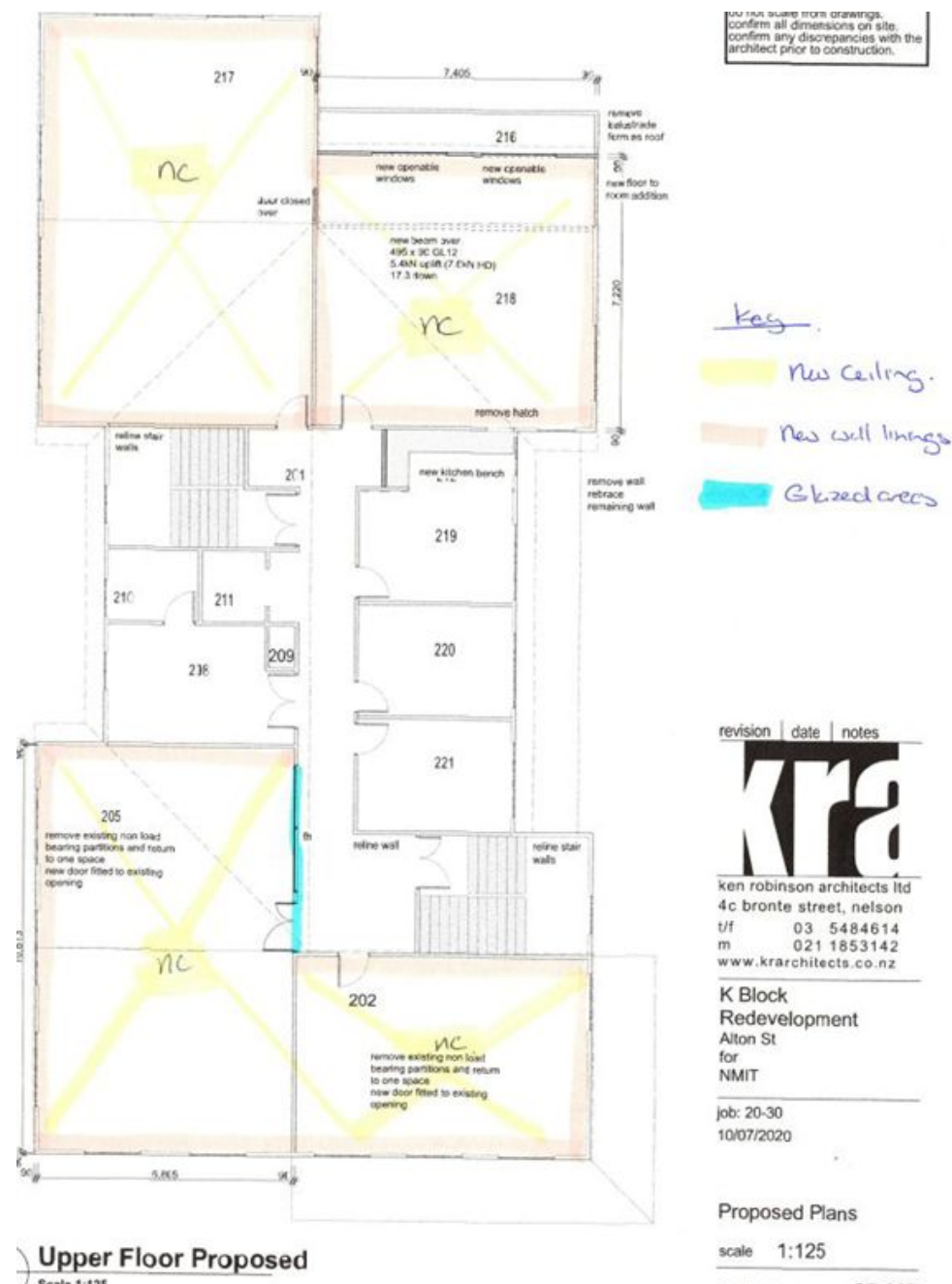
NMIT K Block Renovation High Level Estimate   31/07/2020

The following high level is based on highlighted drawing & quotes received from suppliers or current market rates.

1.0	Renovation Scope of Works	Basis		Cost
1.01	Carpentry builders works	Estimate	$	195,000.00
1.02	Steel work	Estimate	$	3,000.00
1.03	Suspended ceilings	On sqm rate	$	42,700.00
1.04	Glass screens & doors to office areas	On sqm rate	$	44,500.00
1.05	Fire lining to underside of level 1	On sqm rate	$	28,500.00
1.06	Replacement of wall linings highlighted areas incl stopping	Estimate	$	46,500.00
1.07	Toilets fitout	Estimate	$	120,000.00
1.08	Kitchenette to Level 1	Estimate	$	8,000.00
1.09	Plumbing & fixtures	Estimate	$	60,000.00
1.10	Electrical & fitting	Estimate	$	144,000.00
1.11	Security & access cards	Estimate	$	19,000.00
1.12	Fire Alarm & smoke stop doors	Estimate	$	11,500.00
1.13	Data (based on 150 IT ports)	Estimate	$	42,000.00
1.14	Painting	Quote	$	84,004.00
1.15	Autex / Acoustic wall coverings	Estimate	$	28,000.00
1.16	Flooring Including eco glow for stirs	On sqm rate	$	64,000.00
	Subtotal Section 1		$	940,704.00
2.0	**Additional Scope Items**	**Optional**		
2.02	Room 218 extension of the classroom over the existing deck area - **Optional**	**Estimate**	**$**	**45,000.00**
	Subtotal Section 2		$	45,000.00
3.0	**Professional Fees**			
3.02	Architect KRA Architects Ltd	Quote	$	16,000.00
3.03	QS for High level estimate	Quote	$	1,850.00
3.04	Structural Engineer	Estimate	$	5,000.00
3.05	NCC consent based on current charges	Estimate	$	7,000.00
	Subtotal Section 3		$	29,850.00
	Total combined Cost of sections 1,2 &3		**$**	**1,015,554.00**
	Contingency 10%		$	101,555.40
	Total including Contingency		**$**	**1,117,109.40**

Te Kaupapa: Richmond Campus carpentry project

1. PURPOSE:

Function:	For Approval
Nā:	Grant Kerr, Executive Director – Strategy, Enterprise and Sustainability
Te rā:	17 August 2020
Purpose:	The purpose of this paper is:
	To seek endorsement to invest up to $583,635 of the previously approved funds from the 2020 Capital Asset Management CAPEX Budget, for this Project.
Recommendation(s):	It is recommended that the NMIT Board approves this project to move all carpentry provisions to the Richmond campus which includes L3 and L4, Trades Academy and Foundation Studies.

2. EXECUTIVE SUMMARY

There is a unique opportunity for NMIT to capitalise on the construction industries growth within the Richmond catchment area of both commercial and residential new construction. The NMIT carpentry team have very strong links with our stakeholders and industry. Relocating the carpentry section onto the existing Richmond Campus will enhance the industry relationships and provide the opportunity for growth and accommodate the learning needs of the ITO learners when we merge as one under the NZIST banner.

The proposal is to establish facilities at the Richmond campus that will enable delivery of Level 3 and Level 4 carpentry and foundations studies.

Single Stage Business Case
Richmond Campus Carpentry Project
August 2020

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

Document Control

Document Information

Document Owner	Reid Carnegie
Issue Date	12/7/2020
File Name	SSBC-Richmond Campus Carpentry Project

Document History

Version	Issue Date	Changes
1	12/07/2020	For Executive Team Review
	31/07/2020	For Board Endorsement

Document Review

Role	Name	Review Status
Project Manager	Reid Carnegie	
Executive Director	Grant Kerr	

Document Sign-off

Role	Name	Sign-off Date
Executive Director	Grant Kerr	
Chief Executive/Sponsor	Liam Sloan	

Contents

Purpose

This Single Stage Light Business Case (SSLBC) has been prepared as a requirement of the NMIT *Annual Capital Expenditure Plan for investments over the $250k threshold* and is also aligned with Treasury's Better Business Case model.

This investment proposal seeks endorsement to now invest up to $583,635 of the previously approved funds from the 2020 Capital Asset Management CAPEX Budget, for this project.

This SSLBC provides validation and verification as to how the proposed funds will be invested as best value for money for not only for the carpentry section, but for the Nelson and Richmond Campuses.

Executive Summary

There is a unique opportunity for NMIT to capitalise on the construction industries growth within the Richmond catchment area of both commercial and residential new construction. The NMIT carpentry team have very strong links with our stakeholders and industry. Relocating the carpentry section onto the existing Richmond Campus will enhance the industry relationships and provide the opportunity for growth and accommodate the learning needs of the ITO learners when we merge as one under the NZIST banner.

The proposal is to establish facilities at the Richmond campus that will enable delivery of Level 3 and Level 4 carpentry and foundations studies.

This will provide the opportunity to increase our house build from one per annum to two per annum.

Based on the findings of this business case, it is recommended:

Preferred Option

The Preferred Option is Option 4:   **Move all provision to Richmond including L3 and L4 carpentry, Trades Academy and Foundation Studies.**

Thereby creating an all-inclusive one stop shop for construction trades while releasing the barn on Nelson campus to be re-utilised for alternative use. The added benefit would be to enable NMIT to accommodate apprentice block courses and carry out critical learning through activities utilising the house builds. Provide greater scope to incorporate ITO and ITP growing numbers and facilitate off job learning, which is critical to ensuring the apprentices meet the Graduate Profile Outcomes and more specifically the Learning Outcomes incorporated into the overarching qualification.

1   Strategic Case

1.1   Strategic Context

The key aims of the organisation are to provide a learning environment that inspires and supports successful education outcomes for our students and NMIT is working to create a series of synergies reflective of the interconnected future of both tertiary learning and student careers.

An important component of these symbiotic relationships is achieving an enhanced connectivity between NMIT and stakeholders, maximising the unique and powerful opportunity presented by an urban campus setting to enhance the vibrancy, and increase the appeal of "real life learning" for students, industry, and the wider community with a focus on "work ready" graduates.

There is a unique opportunity for NMIT to capitalise on the construction industries growth within the Richmond catchment area of both commercial and residential new construction. The NMIT carpentry team have very strong links with our stakeholders and industry. We are experiencing a continued growth in NMIT managed apprenticeships year-on-year. This growth is supported by our stakeholders, an example of some are: ITM, Mitre 10 Mega, Gibbons Construction, Scott Construction, Coman Construction and a multitude of small independent construction companies. The strategic placement of carpentry within such a vibrant environment exposes potential new learners and stakeholders to real life learning for the construction trades, and enables our stakeholders to observe our excellent learning and teaching activities within the boundaries of their own business ventures. The site is highly visible and offers easier access for logistics and house removals, along with easier commuting for our learners who travel to study.   Currently the Nelson campus building barn restricts in the style and size of projects that we undertake due to accessibility.

The NMIT L3 NZ Certificate in Construction Trades Skills Carpentry strand student enrolments for the 2021 academic year are very strong as of 27/07/2020. In past years, we would normally only have between 4-5 enrolments at this time. To date, we have 21 applications either sitting at fully enrolled or awaiting clearance from application submitted. We will meet our maximum intake of 32 as there is strong daily interest.

It is envisioned that the relocation of the Carpentry suite of programmes to the Richmond campus will contribute positively to these goals, and indeed provide the opportunity to increase growth and accommodate the learning needs of the ITO learners when we merge as one under the NZIST banner.

1.2   Investment Objectives

The desired outcomes of this proposed investment are:

Investment Objective 1:	To create a new carpentry facility that enhances NMIT's reputation in producing "work ready" graduates.
Investment Objective 2:	To enable realistic learning opportunities without the constraints of space and multiple occupancy dynamics.
Investment Objective 3:	To create an innovative teaching and learning space that can facilitate the increased "house build" capability.

1.3   Existing Arrangements

The Richmond campus can accommodate the requirements of the New Zealand Certificate in Construction Trade Skills programme L3, such as the industry needs of real-life projects.

At present, the carpentry barn located in the E block cluster of trades at NMIT Nelson campus serves well to enable the practical construction of a house project for the L3 programme. During the construction phase [April – November], the barn cannot safely accommodate the raft of other programmes that also vie for the practical space. These include TOTSTA, our L4 NMIT managed apprenticeship block courses and Foundation Studies. In 2020, we have seen a significant rise in Trades Academy learners utilising the space along with a record number of apprentices who require off the job training in aspects which they are not exposed to in their place of work. With the potential increase in apprentice numbers [NZIST absorbing ITO apprentices] needing training, the current set-up and demands on space utilisation will not be able to accommodate the anticipated numbers.

1.4   Business Needs

Construction facilities are limited and restrictive for both student and staff requirements. There is a need to create a more diverse learning facility that can accommodate multiple project-based learning at the same time. A priority for 2021 curriculum delivery is to establish a new outdoor undercover practical area on Richmond campus, and to increase the utilisation of the existing classrooms and exterior garages.

From an internal operational perspective, the new carpentry area is primarily [needed] to be used by the following student groups:

a)   NZ Certificate in Construction Trade Skills L3 Carpentry

b)   National Certificate in Carpentry L4

c)   NZ Certificate in Carpentry L4

d)   Top of the South Trades Academy

e)   Foundation Studies L2

Key drivers for considering this investment are outlined in the NMIT Capital Asset Management Plan (CAMP) which captures the changing educational environment and sets forward a future vision of collaboration and connectivity.

1.5   Benefits

The expected benefits identified are:

1.   To create a central facility that enhances NMIT's reputation as a destination of choice and improves the student experience with real life learning opportunities.

2.   To enhance the provision of practical requirements for our pre-trade and apprentices that replicate industry environments.

3.   To create an innovative teaching and learning space which showcases student work to industry, employers, and future students.

12/07/2020 | 6

1.6   Risks, Constraints and Dependencies

Potential risks relating to this project are:

- The ability to engage suitable subcontractor and technical trades within the required timeframe.

- The upcoming Christmas/New Year trade closure period.

- A second wave of COVID-19 meaning further lockdown, thereby inhibiting the ability to deliver the project for a February 2021 start.

2   Economic Case – Exploring the Preferred Way Forward

This economic case focuses on assessing the relative value for money of the option to relocate to the Richmond Campus. The value for money proposition is based on how well the option meets the Investment Objectives.

During the course of consideration of the Richmond Campus carpentry move, some initial tentative conversations have taken place with key NMIT stakeholders.

A key consideration relating to the option being considered is that some preparatory ground works need to take place to ensure a level, all-weather surface suitable to allow the construction of house builds and also the access and egress needed for material suppliers and relocation experts. The ground surface needs to accommodate a range of uses and users without significantly increasing ongoing NMIT maintenance and management, and providing an all-weather workspace.

With this option, it is proposed to site scrape the paddocks behind the classrooms and compact a surface using AP40 or similar. This will enable the construction of several "Smart Shelter" container and canopies which will provide a dry working environment at low cost and low maintenance. A smart shelter is basically a shipping container sub-frame which provides instant workshops and general storage areas. They are designed to be relocated with minimal disruption and have the benefits of:

- Being constructed with extra heavy grade galvanised steel framing
- Wind rated to your site-specific conditions – up to 300 k/h
- Ripstop polyethene covers designed specifically for southern UV extremities – extended lifespan
- Unique cover insulating properties – cooler in summer, warmer in winter
- Custom design available
- Robust build quality – made in NZ
- Comprehensive engineer certification – AS/NZS 1170.2:2011
- Ease of installation – fast to relocate
- Wide range of spans and height – from six metres wide up to 50 metres.

Temporary Smart Shelters Container Shelters are ideal for short-time contracts, but also achieve fast, efficient and flexible shelters for permanent projects. The smart shelters will provide secure, lockable solutions for construction equipment, materials and house build components.

In exploring the way forward, the carpentry proposal intends to utilise the existing services and classrooms available on site to complement the needs of our learners.

There is no envisaged extra academic or technical staffing costs to be incurred by the relocation to Richmond. There is also no envisaged extra business support and managerial staffing costs to be incurred by the relocation to Richmond. There will be a need for staff to navigate between Nelson and Richmond campuses, and the possible need for hot-desking space while out at Richmond.

2.1   Identifying the Short-list of Options

The following Options have been considered based on scale, service solution, service delivery, implementation, and funding and consider the ability to achieve the expected benefits.

There are four Options which have been identified, and these are:

Option 1:   Do nothing

Option 2:   Only move L3 carpentry to Richmond

Option 3:   Move L3 and L4 carpentry delivery to Richmond

Option 4:   Move all provision to Richmond including Trades Academy and Foundation Studies.

2.2   Evaluating the Short-list

All Options have been assessed against the Investment Objectives and are summarised as follows:

Option	Summary
Option 1: Do nothing.	Status quo and continue to deliver in Nelson with an increased demand on facilities and room allocations.
Option 2: Only move L3 carpentry to Richmond	Would benefit the outcomes of the learners as two new houses could be built.

Option 3: Move L3 and L4 carpentry delivery to Richmond	Same as Option 2 plus allow for apprentices to engage in the house building projects. There would still be a requirement to duplicate tools and equipment for both sites as the barn would still be needed to carry out teaching activities for Trades Academy and Foundation Studies courses.
Option 4: Move all provision to Richmond including Trades academy and foundation studies.	Create an all-inclusive one stop shop for construction trades while releasing the barn on Nelson campus to be re-utilised for alternative use. The added benefit would be to enable NMIT to accommodate apprentice block courses and carry out critical learning through activities utilising the house builds. Provide greater scope to incorporate ITO and ITP growing numbers and facilitate off job learning which is critical to ensuring the apprentices meet the Graduate Profile Outcomes and more specifically the Learning Outcomes incorporated into the overarching qualification.

2.3   Critical Success Factors

The following table demonstrates the key critical success factors considered within this business case and alignment to the NMIT 2019 – 2024 Strategic objectives.

Key Critical Success Factors	Broad Description
Strategic fit and business needs	How well the option: • Meets the agreed investment objectives, related business needs and requirements, and • Fits with other strategies, programmes, and projects.
Potential value for money	How well the option: • Optimises value for money (i.e. the optimal mix of potential benefits, costs, and risks).
Supplier capacity and capability	How well the option: • Matches the ability of potential suppliers to deliver the required services, and • Is likely to result in a sustainable arrangement that optimises value for money over the term of the contract.
Potential affordability	How well the option: • Can be met from likely available funding, and • Matches other funding constraints.

Key Critical Success Factors	Broad Description
Potential achievability	How well the option: • Is likely to be delivered given the organisation's ability to respond to the changes required, and • Matches the level of available skills required for successful delivery.

NMIT 2019 – 2024 Strategy

Standing out educationally:

NMIT will continually improve education outcomes for learners

Improve every aspect of the learner experience

Exceptional vocational opportunities:

NMIT will ensure curricula meets the needs of learners and industry

Think outside the box when designing curricula and its delivery methods

Identify opportunities for all learners to engage in "real work"

Motivated and Clever teams:

NMIT will invest in "Team NMIT" from the day people start to work

Activate Team NMIT

Enhance our modern and inclusive workplace

Gearing up for the future:

NMIT will invest in new technology and innovation

Further develop and roll out the CAM Plan

Ensure Team NMIT understands its role in the delivery of its six key objectives

Active Collaboration:

Implement Te Ara Wai strategy, and develop strategic partnerships with the eight Te Tau Ihu iwi and other Maori entities

Improve external stakeholder engagement and experience

Financial Fitness:

Use effective and timely data to inform decisions

Meet or beat approved budget.

This proposal aligns strongly to the six key principles as outlined above. A strategic move to Richmond would enhance our modern and inclusive workplace, continually improve the educational outcomes for our learners and improve every aspect of the learner experience. This would ensure that NMIT meets the needs of learners and industry through delivery methods that engage learners in real work. It will be an enabler for strategic partnerships with iwi and indeed improve external stakeholder engagement through active collaborations. Lastly, it would complement the CAM Plan by enabling the Nelson building barn to be repurposed to meet the needs of other institutional requirements.

2.4   Key Consultants and Stakeholders

Consultants and stakeholders engaged with relating to this business case are as follows:

Role	Name	Any Pertinent Comments
Project Sponsor	Grant Kerr	
Project Manager	Reid Carnegie	
Campus Services Manager	Sharon Robinson	To be involved
Curriculum Director	Marja Kneepkens	
Curriculum Manager	Reid Carnegie	
Academic Team Member	Eddie Shields	Construction curriculum needs
Academic Team Member	Andy Waugh	Construction curriculum needs
Technical Team Member	Colin Roach	Construction curriculum needs
Maintenance Team Member	Warwick Paice	To be involved
Health & Safety Advisor	Pam Graham	To be involved
Systems & Network Manager	Stephen Tanner	To be involved
Ngati Koata	Justin Carter	
SANITI	SANITI President	To be involved
Students		To be involved
ITM	Robbie Flowers	
Mitre 10 Mega NN	Murray Leaning	

2.5   The Preferred Option

The Preferred Option is <u>Option 4</u>

The Preferred Option represents the best relative value for money, and so, the Preferred Option is **Option 4: Move all provision to Richmond including Trades Academy and Foundation Studies.**

Option 4:

- Best meets the objectives of the CAM Plan and supports student educational outcomes, particularly within the area of Construction Trades.

- Best meets the objectives of the CAM Plan by utilising existing facilities and freeing up central spaces to allow NMIT to strategically repurpose the barn.

- Best meets the overall objectives of NMIT of improving student experiences while on site and enhancing NMIT's reputation.

3   Commercial Case

3.1   The Procurement Strategy

Procurement of goods and services for the Nelson Marlborough Institute of Technology Limited (NMIT) will be in alignment with the Procurement Policy, to ensure a standard professional procurement practice that is professional, fair, transparent, efficient, and effective.

Both the Procurement Policy and Procurement Procedure are designed to ensure that NMIT secures the required materials, supplies, equipment, and services, at the appropriate quality, in the most economically favourable terms, and in a timely manner.

The Institute-wide Policy applies to all NMIT employees, contractors, and consultants, who purchase goods and/or services on behalf of NMIT.

NMIT's procurement practices are guided by the Controller and Auditor General's *Good Practice Guide – Procurement Guidance for Public Entities*[1].

3.2   Specify Requirements

As a public entity, the NMIT has a fundamental public law obligation to always act fairly and reasonably. Therefore, the Institute must be seen to be impartial in its decision making. The procurement process provides open and effective competition between potential suppliers, where no preferred supplier exists.

NMIT procures objectively by obtaining the best value for money over whole of life, and this does not necessarily mean selecting the cheapest option. 'Whole of life' encompasses all the costs (private and social) that accrue to the initiation, provision, operation, maintenance, servicing, and decommissioning, over the useful life of the product produced[2].

In alignment with the NMIT Procurement Procedure, the proposed capital works and capital equipment procurement are deemed a Major Procurement, and therefore, require three quotes and approval by either the Chief Executive or delegated authority.

3.3   Risk Allocation

Roles and responsibilities for management of each key risk are defined below:

Risk	Responsibility
Executive support to deliver project	Directorate
Inaccurate estimates or scope creep	Project Manager / Principal Contractor
Cost management	Project Manager / NMIT Finance
Stakeholder engagement	Directorate / Project Manager
Communications	Project Manager

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[1] http://www.oag.govt.nz/2008/procurement-guide/docs/procurement-guide.pdf

[2] NMIT QMS Procurement Procedure.

Risk	Responsibility
Technical design and specifications	TBC
Laying of foundations and asphalt	Principal Contractor
End product quality	Principal Contractor
Scheduled delivery	Project Manager

4 Financial Case

4.1 Funding Requirements

THE FINANCIAL COSTING MODEL

Based on the recommendation of **Option 4** within this business case, to move forward with this project, approval is sought for CAPEX from the approved 2020 CAPEX budget, to allow for finalisation in readiness for the February 2021 intake.

The proposed cost of the project is $583,635 to deliver Option 4.

Details of Item	CAPEX $	OPEX $
Smart Shelter	150,000	
Ground works/ Roading	150,000	
Security Fencing	45,000	
Resource Consents	7,000	
Underground services	50,000	
IT infrastructure	15,000	
Sub Total	**417,000**	
Project Management 5%	20,850	
Sub Total	**437,850**	
Contingency 10%	43,785	
Sub Total	**481,635**	
Additional tools and equipment		
Scaffolding	40,000	
Generator	7,500	
Work benches	10,000	
Electrical leads waterproof and RCD	3,000	
Battery tools various	10,000	
Site tapes	1,000	
Concrete mixer	2,000	
Computer Monitor Mobile	3,500	
Scissor lift	25,000	
Sub Total	**102,000**	
Relocate existing equipment from Nelson to Richmond		20,000
Grand Total	**583,635**	**20,000**

TIMELINE

Phasing	Sept 2020	Oct 2020	Nov 2020	Dec 2020	Jan 2021	Feb 2021
Resource Consents	███					
Ground works		███	███			
Underground services		███	███			
Roading			███	███		
Smart Shelter			███	███		
Security Fencing				███		
Relocation				███	███	███
Additional Tools & Equipment				███		

5   Management Case

5.1   Change Management Planning

Project Governance

This project is governed by the Executive Team and executed by the Carpentry Trades team led by Reid Carnegie (CM). It is envisaged that Trades (CM) will report to the Executive Team on a regular basis to update them as to the progress of the project and/or any new risks that may comprise the ability for the project to be delivered on budget, and on time.

An assessment of the change impact on NMIT and its stakeholders will need to be undertaken so as to gauge expectations of the project. Particular change management considerations are required due to the possible impact of this project in other curriculum deliveries at the Nelson Campus.

5.2   Risk Management Planning

Risk management will be outlined within the project and managed accordingly.

6   Next Steps

This business case seeks formal approval from the Board to approach the market for services and progress the implementation of the Preferred Option 4 with a budget of $583,635.

Te Kaupapa: Chief Executive's Report to 31 July 2020

1. PURPOSE:

FUNCTION:	For Information
NĀ:	Liam Sloan | Chief Executive
TE RĀ:	17 August 2020
PURPOSE:	The purpose of this paper is to provide the Board with an update concerning NMIT Chief Executive business for the period 16th June – 24th July 2020.
RECOMMENDATION(S):	It is recommended that the BMIT Board resolve to:
	Receive the Chief Executive's report for their information.

2. ATTACHMENTS

Chief Executive's Report July 2020

NMIT

Information Paper

Nā:	Liam Sloan, Chief Executive
Ki a:	NMIT Board
Te Kaupapa:	Chief Executive's Report (Open)
Te Kaituhi:	Liam Sloan
Te rā:	17 August 2020

1. PURPOSE:

1.1 To provide the NMIT Board with a high-level update on NMIT Chief Executive business for the period 16 June – 24 July 2020.

2. POINTS OF INFORMATION:

2.1 Strategy

2.1.1 Following on from the Board Strategy workshop in June, the Executive and Management Teams have been working together to develop Key Performance Indicators (KPIs) aligned to the priorities endorsed by the Board. We have developed a number of measurable KPIs that progress will be reported against at future meetings (see separate paper prepared by Executive Director – Strategy, Enterprise and Sustainability).

2.2 Team NMIT Engagement Activities

2.2.1 A forum with Team NMIT was held with the CE on 24 June providing colleagues the opportunity to raise concerns, queries or seek clarification about anything that's on their mind. The CE provided an update on NZIST tier 2 recruitment; Project Rebound; NMIT strategy; semester 2 enrolments and fielded various other questions.

2.2.2 The Semester 2 Mihi Whakatau's took place in Nelson and Marlborough on 20 July and 23 July respectively, to welcome new learners to NMIT.

2.2.3 Team members had an opportunity to meet the incoming Interim CE, Wayne Jackson, Wayne introduced the priorities he had been given by the Board he also fielded questions in relation to transitioning into NZIST.

2.2.4 An Engaging with Team NMIT afternoon tea took place on 24 July providing colleagues to opportunity to mix and mingle. This was the first face-to-face event to take place post COVID-19 and it was well received by the team.

2.3 **External Stakeholder Engagements**

2.3.1   The Chief Executive attended Te Tauihu Intergenerational Strategy Steering Group Meeting on 22 June where the meeting focussed on reviewing the Stage 2 work programme and the groups focus moving forward due to COVID-19 and funding.

2.3.2   NMIT's Research Trust's AGM took place on 23 June where the 2019 accounts were signed off.

2.3.3   The Chief Executive attended the TANZ eCampus Board meeting and AGM on 24 June where it was reported that enrolments are encouraging.

2.3.4   The Chief Executive attended Stephen Town's pōwhiri in Hamilton on 6 July. This was followed by a meeting with Subsidiary CEs.

2.3.5   The Chief Executive met with Nelson Bays Primary Health's new Chief Executive on 7 July to discuss education and training opportunities and explored how NMIT might be able to support moving forward.

2.3.6   The Chief Executive and Executive Director Strategy, Enterprise and Sustainability have been meeting with the Nelson AI Institute's (NAI) CE to discuss possible co-location opportunities. From August 2020 NAI will be located in A174 at Nelson campus.

2.3.7   The Chief Executive and Strategic Project Manager met with the Chief Executive of Nelson City Council on 17 July to explore training requirements for the region in the wake of COVID-19. A consequence of the meeting will see us entering discussions that hopefully lead to NMIT collaborating with Nelmac and Sealord on two separate projects. A meeting is also being arranged with the Tasman District Council.

2.4 **Education Performance 2019**

2.4.1   The Tertiary Education Commission released the 2019 education performance indicators for the tertiary sector. A separate report has been produced by Executive Director – Customer Experience and Excellence however points to note are:

2.4.1.1   For course completions, of all learners, NMIT was ranked 3rd (2nd in 2018)

2.4.1.2   We have dropped 4 places to 5th for Māori course completions 6.5% down on last year's outcome of 81%

2.4.1.3   Our Māori achievement gap in 2019 course completions is 7% an increase of 2%

2.4.1.4   Under 25, our largest cohort, course completion outcomes are strong at 84.4% and we are ranked first.

2.6   **NZIST**

2.6.1   The Minister received an Official Information Act request for information relating to the decision to locate NZIST in Hamilton. NMIT were therefore provided access to what was being released.

At the conclusion of Phase one selection NMIT were ranked 4th out of eleven.

At the conclusion of Phase two selection NMIT were ranked 4th out of six.

Summarised feedback in relation to NMIT was:

Nelson	Eight iwi have education groups, there is a Oranga Te Tauihu Wellbeing framework commitment by the business community. The Chamber is located on the NMIT campus which proved to be important and valuable. There was also a clear use in the community of stakeholder face to face and online discussions and strategic thinking. There is also an on campus co-lab with lots of industry there. It was good to see the Innovation neighbourhood which is to improve prosperity, wellbeing and capacity. Connectivity wise there are a lot of flights via Wellington, Auckland and Christchurch.

2.8 Pulse survey

2.8.1 We know have two months of data responses from team engagement pulse surveys. Responses in June/July were substantially lower than the previous reporting period. We have made the decision to remove the neither agree nor disagree response option. Overall engagement is static but was anticipated given the recent and pending changes at NMIT. On the ground team members report they are engaged and optimistic about the future direction of NMIT and are pleased to be back on campus and commencing semester 2.
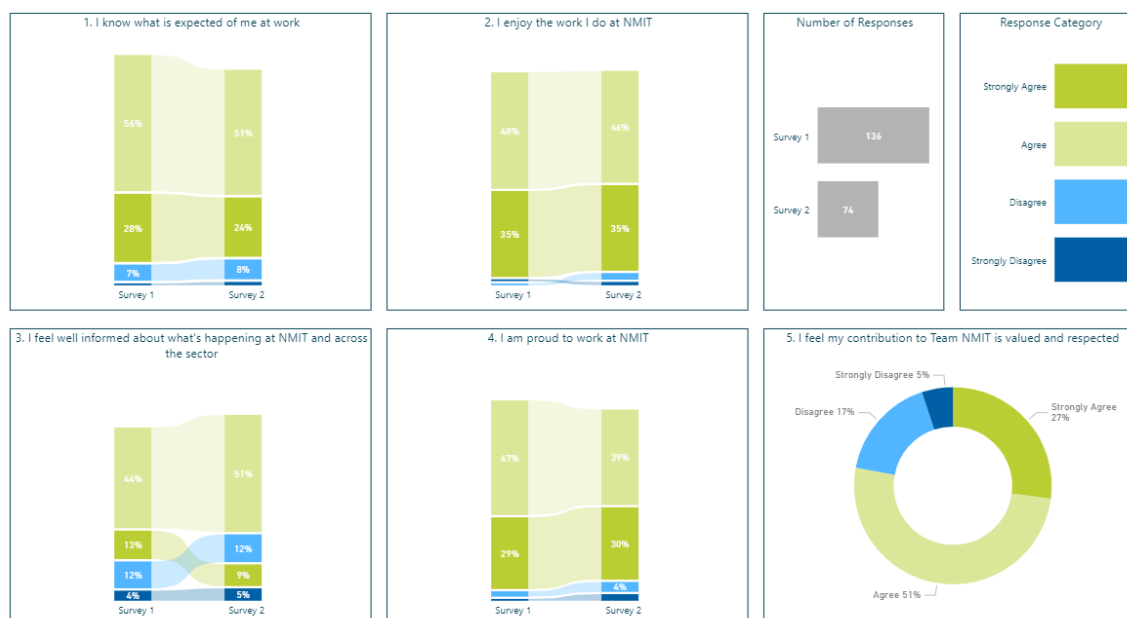
2.9 Marlborough

2.9.1 Shift of Aquaculture into the portfolio of Viticulture, Wine and Horticulture Curriculum Manager (CM) from 20 July, enabling name change to Primary Industries CM based in Marlborough. Offers opportunity to broaden and deepen aquaculture for Picton and Havelock based industry.

2.9.2 In response to industry requests, post COVID, we are now offering Level 3 and Level 4 Cellar Operations as part-time, half day per week plus residential blocks.

2.9.3 Met RNZAF Commander Mike Cannon, Defence Force Training and Support, we all agreed to get the partnership contract, with programme appendices, signed off by end of August. NZDF are keen to establish a long-term (10 year) relationship with NMIT through this contract.

2.9.4 We are supporting the delivery of Forestry through Toi Ohomai. From 27 July to December Toi Ohomai will be using our facilities to deliver Forestry.

2.9.5   MRC / NMIT next phase campus developments are being shared collectively with staff on 29 July. MRC awaiting PBRF funding announcement - due Friday 24 July.

3.   RECOMMENDATION

That the Board receives the Chief Executive's report for their information.

Liam Sloan

24 July 2020

Te Kaupapa: Financial Statements and EFTS Report as at 30 June 2020

1. PURPOSE:

Function:	For Information
Nā:	Brian Johnston, Finance Manager
Te rā:	17 August 2020
Purpose:	The purpose of this paper is:
	To provide the Board with a Financial and EFTS update as at 30 June 2020.
Recommendation(s):	It is recommended that the NMIT Board resolve to:
	Receive the Financial and EFTS updates as at 30 June 2020.

2. EXECUTIVE SUMMARY

On 1 April 2020, NMIT became a subsidiary company of the NZ Institute of Skills and Technology (NZIST). NMIT has applied the management accounting policies of NZIST in the preparation of its financial statements for the six months to 30 June 2020. These accounts are for management reporting purposes only and have not been audited.

NMIT is reporting a year-to-date surplus to 30 June 2020 of $2.5m compared to a budgeted deficit of $(3.4)m. Revenue is $2.7m favourable to budget, and operating expenditure and staffing costs are also favourable to budget by $1.5m and $1.6m respectively.

1

Nelson Marlborough Institute of Technology Limited

EFTS Reporting 30 June 2020

EFTS Reporting

2020 Actual EFTS vs Budget by Source of Funding

Programme Area	Learner Count*	Actual SAC	Actual Int	Actual ITO	Actual YG	Actual STAR	Actual Other	Actual MPTT	Actual ACE	Actual Total	Budget SAC	Budget Int	Budget ITO	Budget YG	Budget STAR	Budget Other	Budget MPTT	Budget ACE	Budget Total	Budget Variance
Applied Business & English Language	800	136.76	292.98				30.98			460.73	204.40	319.50				51.00			574.90	-114.17
Aviation	293	122.16	1.16				6.68		0.29	130.28	139.50	2.00				10.00			151.50	-21.22
Dean International Curriculum	304		145.85						0.56	146.41		176.00						0.80	176.80	-30.39
Digital Technologies, Arts & Media	694	168.35	51.44						19.81	239.60	279.37	59.92						24.80	364.09	-124.49
Engineering & Construction	397	154.53	8.75	4.22	29.50				0.72	197.72	199.00	12.00	18.10	20.00		1.00		2.50	252.60	-54.88
Health & Fitness	256	172.58	16.00				0.37			188.95	158.00	38.14				0.50			196.64	-7.69
Hospitality, Service Sectors & Pathways	541	72.93	4.16	5.66	23.00	42.60			0.60	148.95	119.60	2.00	6.00	29.40	51.28	1.89		3.09	213.26	-64.32
Learner Services																0.50			0.50	-0.50
Maritime, Aquaculture & Conservation	752	233.52	52.46				6.81	0.11	0.06	292.97	330.33	36.53				23.00	0.11	0.88	390.85	-97.88
Research & Innovation	14	4.67								4.67	3.50								3.50	1.17
Social Sciences	487	251.26	0.58							251.84	259.62	1.00							260.62	-8.78
Te Toki Pakohe	395	186.52								186.52	207.10							2.00	209.10	-22.58
Viticulture, Wine & Horticulture	200	79.00	12.17						0.17	91.33	64.50	21.00							85.50	5.83
Total	5037	1,582.27	585.54	9.89	52.50	42.60	44.84	0.28	22.04	2,339.96	1,964.92	668.09	24.10	49.40	51.28	87.89	0.11	34.07	2,879.86	-539.91

2020 Actual EFTS vs Forecast by Source of Funding

| Programme Area	Learner Count*	Actual SAC	Actual Int	Actual ITO	Actual YG	Actual STAR	Actual Other	Actual MPTT	Actual ACE	Actual Total	Forecast SAC	Forecast Int	Forecast ITO	Forecast YG	Forecast STAR	Forecast Other	Forecast MPTT	Forecast ACE	Forecast Total	Forecast Variance
Applied Business & English Language	800	136.76	292.98				30.98			460.73	189.95	349.76				44.91			584.62	-123.89
Aviation	293	122.16	1.16				6.68		0.29	130.28	140.29	1.50				6.68			148.47	-18.19
Dean International Curriculum	304		145.85						0.56	146.41		176.00						0.80	176.80	-30.39
Digital Technologies, Arts & Media	694	168.35	51.44						19.81	239.60	242.36	57.04						26.83	326.23	-86.64
Engineering & Construction	397	154.53	8.75	4.22	29.50				0.72	197.72	172.08	9.25	18.10	29.50		1.00		2.50	232.43	-34.71
Health & Fitness	256	172.58	16.00				0.37			188.95	175.05	25.76				0.50			201.31	-12.35
Hospitality, Service Sectors & Pathways	541	72.93	4.16	5.66	23.00	42.60			0.60	148.95	89.08	4.07	6.00	32.13	53.72	1.89		3.09	189.98	-41.03
Learner Services																0.50			0.50	-0.50
Maritime, Aquaculture & Conservation	752	233.52	52.46				6.81	0.11	0.06	292.97	338.18	60.93				23.00	0.11	0.88	423.10	-130.13
Research & Innovation	14	4.67								4.67	5.00								5.00	-0.33
Social Sciences	487	251.26	0.58							251.84	249.33	0.58							249.91	1.93
Te Toki Pakohe	395	186.52								186.52	191.29							2.00	193.29	-6.77
Viticulture, Wine & Horticulture	200	79.00	12.17						0.17	91.33	81.36	13.17						0.17	94.70	-3.36
Total	5037	1,582.27	585.54	9.89	52.50	42.60	44.84	0.28	22.04	2,339.96	1,873.96	698.06	24.10	61.63	53.72	78.48	0.28	36.11	2,826.32	-486.36

2

EFTS Reporting : variance explanation

Full year EFTS are forecast to be below budget across all funding streams with the exception of Youth Guarantee.

x   SAC L1&2 EFTS forecast to be below budget (192 FC vs 210 Budget), with the variance largely due to low EFTS in NZ Certificate in Foundation Skills. There is increased delivery in Youth Guarantee.

x   SAC L3+ EFTS forecast to be below budget by 176 EFTS. eCampus comprises approx. 30% of the EFTS variance. Programmes with forecast EFTS favourable to budget include Career Guidance & Career Development (+12), Skipper Restricted Limits (+11), NZ Cert in General Horticulture (+20), Art & Design L4-6 (+13), Bachelor of Nursing (+17), Bachelor of Counselling (+6). Programmes with forecast EFTS unfavourable to budget include Training Schemes Creative Industries (-10), BAM (-24), BCGI (-11), NZ Cert in Cookery L4 (-13), NZ Cert in Tourism L4 (-12), NZ Cert Sustainable Aquaculture (-12), NZ Cert Construction Trades Skills (-9), NZ Cert in Mechanical Engineering (-17), NZ Dip Engineering (Civil) (-13), NZ Cert in Business (Admin & Tech) (-29), NZ Cert in Computing (-12), NZ Dip in Business (Accounting) (-14), NZ Dip Tourism & Hospitality (-10), BCom (-10), and MAM (-9). 25 EFTS were budgeted to be filled by additional subcontracted delivery, but are now forecast not to be filled via this method of delivery.

x   ACE EFTS forecast is slightly below budget (31 FC vs 34 Budget) with some courses cancelled due to Covid-19. Additional ACE courses focusing on providing basic skills (e.g. Microsoft Excel, maths skills) are being offered for delivery in the second semester.

✓   Youth Guarantee EFTS are forecast to be higher than budget (59 FC vs 49 Budget), with higher EFTS forecast in NZ Cert Auto Engineering (+2), and NZ Cert Construction Trade Skills (+8), and NZ Cert Foundation Skills (+6). Forecast EFTS are lower than budgeted in NZ Cert in Food & Beverage (-2) and NZ Cert in Hairdressing (Salon Support) (-4).

x   ITO EFTS are forecast to be 50% of budget, with the main reduction in Competenz engineering apprentices.

x   Star & Trades Academy EFTS are forecast to be slightly below budget (48 FC vs 51 Budget), with STAR courses budgeted in programmes but not developed, and reduction in STAR EFTS in Hospitality & Service sectors.

x   International EFTS are forecast to be below budget by 50 EFTS, with lower forecast EFTS in ATMC JV programmes (-17), MAM (-10), PGDip L&SCM (-14), BV&W (-8), Health Short Courses (-19), ELP NZCEL (-16). Favourable variances are forecast in NZ Dip Nautical Science (+11) & BCom (+18).

3

EFTS Reporting – Mix of Provision

MoP EFTS
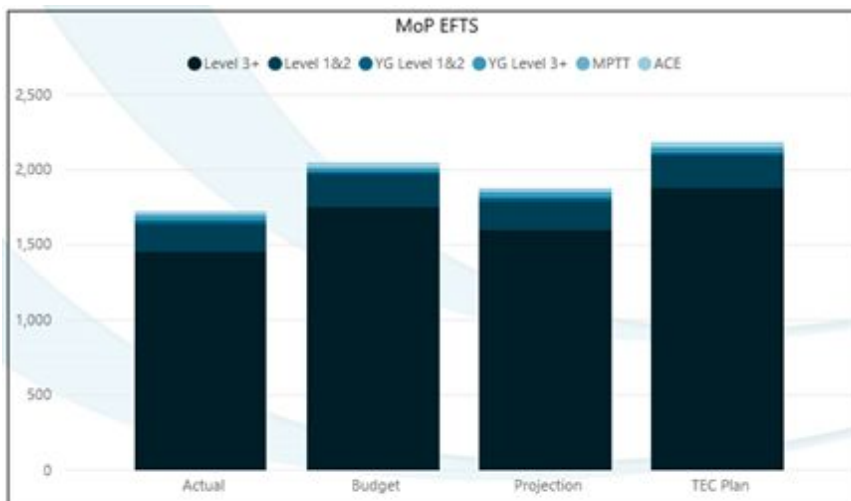
EFTS	Level 3+	Level 1&2	YG Level 1&2	YG Level 3+	MPTT	ACE	Total
Actual	1,451.96	182.44	23.40	37.00	0.28	25.41	1,720.48
Budget	1,754.82	210.10	18.00	31.40	0.11	34.07	2,048.50
Projection	1,597.85	191.62	23.63	35.00	0.28	31.04	1,879.41
TEC Plan	1,881.58	210.10	18.00	39.40	0.11	36.11	2,185.29

	Level 3+	Level 1&2	YG Level 1&2	YG Level 3+	MPTT	ACE	Total
Act vs. Bud	-302.87	-27.66	5.40	5.60	0.17	-8.66	-328.02
Act vs. Bud %	82.7%	86.8%	130.0%	117.8%	256.4%	74.6%	84.0%
Act vs. Proj	-145.89	-9.18	-0.23	2.00	0.01	-5.64	-158.93
Act vs. Proj %	90.9%	95.2%	99.0%	105.7%	101.9%	81.8%	91.5%
Act vs. Pln	-429.62	-27.66	5.40	-2.40	0.17	-10.70	-464.81
Act vs. Pln %	77.2%	86.8%	130.0%	93.9%	256.4%	70.4%	78.7%
Proj vs. Pln	-283.73	-18.48	5.63	-4.40	0.17	-5.06	-305.88

MoP $
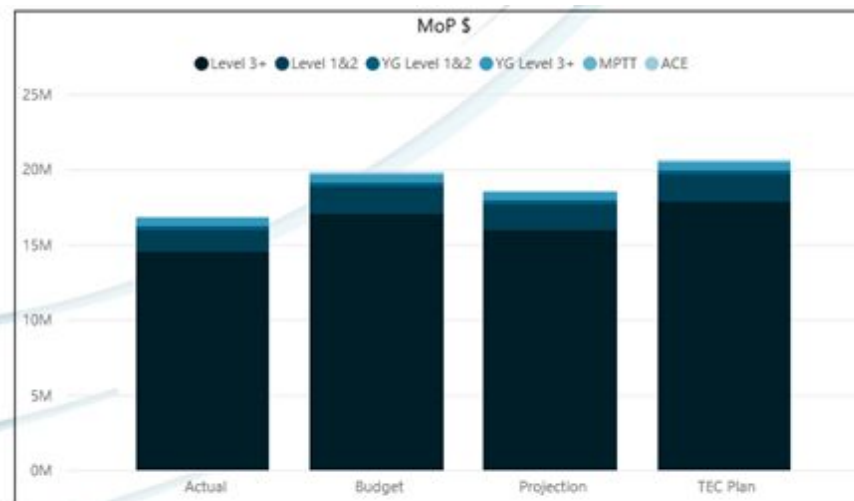
$	Level 3+	Level 1&2	YG Level 1&2	YG Level 3+	MPTT	ACE	Total
Actual	14,578,007	1,419,679	257,260	538,584	1,128	114,941	16,909,599
Budget	17,036,676	1,853,524	237,470	548,508	440	151,408	19,828,026
Projection	15,981,787	1,680,871	311,680	509,495	1,107	137,954	18,622,894
TEC Plan	17,848,913	1,853,524	237,470	573,539	440	160,456	20,674,341

	Level 3+	Level 1&2	YG Level 1&2	YG Level 3+	MPTT	ACE	Total
Act vs. Bud $	-2,458,669	-433,845	19,789	-9,924	688	-36,467	-2,918,427
Act vs. Bud $ %	85.6%	76.6%	108.3%	98.2%	256.4%	75.9%	85.3%
Act vs. Proj $	-1,403,780	-261,192	-54,420	29,089	21	-23,013	-1,713,295
Act vs. Proj $ %	91.2%	84.5%	82.5%	105.7%	101.9%	83.3%	90.8%
Act vs. Pln $	-3,270,905	-433,845	19,789	-34,954	688	-45,515	-3,764,743
Act vs. Pln $ %	81.7%	76.6%	108.3%	93.9%	256.4%	71.6%	81.8%
Proj vs. Pln $	-1,867,126	-172,653	74,210	-64,044	667	-22,502	-2,051,448
Proj vs. Pln $ %	89.5%	90.7%	131.3%	88.8%	251.5%	86.0%	90.1%

4

Nelson Marlborough Institute of Technology Limited

Financial Reporting & Analysis
For Period Ending 30 June 2020

Brian Johnston: Finance Manager

NMIT Executive Summary

NMIT Financial Operating Statement
For the period ending 30 June 2020

Category Description	Year to Date				Full Year		
($000's)	Actual	Budget	$ Variance	%+(-)Variance	Budget	2019	2018
Income							
TEC Funding	20,891	15,994	4,897	31%	19,703	18,843	18,073
Youth Guarantee	812	626	186	30%	786	818	1,530
ITO	53	128	(75)	(59)%	239	179	225
Star & Trades Academy	370	514	(145)	(28)%	545	569	460
Student Fees - Domestic	6,223	6,287	(64)	(1)%	7,594	7,027	7,161
Student Fees - International	7,419	6,140	1,279	21%	8,278	7,667	8,187
Interest & Dividends	274	243	32	13%	485	628	743
Other Income	2,510	2,069	441	21%	4,371	4,711	5,350
Total Income	**38,550**	**32,001**	**6,549**	**20%**	**42,001**	**40,441**	**41,729**
Less Income Recognised in Advance	**(16,715)**	**(12,887)**	**(3,828)**	**30%**	**-**	**-**	**-**
NZIST Income	**21,836**	**19,114**	**2,722**	**14%**	**42,001**	**40,441**	**41,729**
Expenditure							
Class Resources	622	1,265	643	51%	2,274	1,991	2,341
International Commissions	1,846	1,586	(260)	(16)%	2,252	1,969	1,854
Curriculum Support	(7)	9	16	184%	15	106	54
Information Technology	745	785	40	5%	1,564	1,394	1,192
HR & Training	265	334	69	21%	664	570	762
Marketing & Promotions	208	249	40	16%	501	490	841
Admin & Support	895	716	(179)	(25)%	1,486	1,525	2,861
Facilities	1,045	1,314	269	20%	2,641	2,511	3,203
Interest Expense	-	-	-	0%	-	-	4
Depreciation, Amortisation & Impairment	2,271	2,400	129	5%	4,800	4,805	4,170
JV/TANZ Costs	1,057	1,862	805	43%	2,537	2,032	1,798
Total Opex Expenses	**8,947**	**10,517**	**1,570**	**15%**	**18,729**	**17,394**	**19,081**
Less Expenditure Recognised in Advance	**(523)**	**(548)**	**(25)**	**5%**	**-**	**-**	**-**
NZIST Opex Expenses	**8,424**	**9,969**	**1,545**	**15%**	**18,729**	**17,394**	**19,081**
Academic Pay	5,587	6,638	1,051	16%	13,674	12,574	13,224
Support Staff Pay	5,366	5,912	546	9%	12,077	11,092	11,274
Total Staffing Costs	**10,952**	**12,550**	**1,598**	**13%**	**25,752**	**23,665**	**24,498**
Total Expenditure	**19,376**	**22,519**	**3,143**	**14%**	**44,480**	**41,059**	**43,579**
Contribution	**2,459**	**(3,405)**	**5,864**	**(172)%**	**(2,479)**	**(618)**	**(1,850)**
Contribution %	**11%**	**(18)%**			**(6)%**	**(2)%**	**(4)%**

NMIT's YTD surplus of $2.5m is $5.9m ahead of the YTD budget deficit of $(3.4)m. Revenue is $2.7m ahead of budget, with the main favourable variances in TEC & YG funding (due to full year funding recognition on removal of repayment obligation for under-delivery), international student fees (EFTS excl In China delivery are 69 higher than budget), and other income (SSL $0.1m, TAFL $0.1m, HAFL $0.1m - all contra expense; In China $0.2m & Café Ake Ake $(0.1)m – both timing). Operating costs are under budget overall, with lower JV/TANZ costs (lower eCampus, STS & ATMC JV EFTS), lower class resources costs including travel & accommodation (cancellation of tutor travel for In China delivery & ELTO course cancellations), clinical experience (delayed placements for Bachelor of Nursing & cancelled CAP intakes), cost of sales (Café Ake Ake combination of budget timing & temporary closure), and lower facilities costs (delays in R&M, energy savings). These are partly offset by higher international commissions (contra higher revenue) and higher Admin & Support costs including SANITI SLA $0.1m (contra revenue), 20% share of Seymour St sale proceeds paid to the Crown $0.1m (currently applying for refund), audit fees $0.1m (unbudgeted March 2020 audit).

7

Income : variance explanation

Category Description	Year to Date				Full Year		
($000's)	Actual	Budget	$ Variance	%+(-)Variance	Budget	2019	2018
Income							
TEC Funding	20,891	15,994	4,897	31%	19,703	18,843	18,073
Youth Guarantee	812	626	186	30%	786	818	1,530
ITO	53	128	(75)	(59)%	239	179	225
Star & Trades Academy	370	514	(145)	(28)%	545	569	460
Student Fees - Domestic	6,223	6,287	(64)	(1)%	7,594	7,027	7,161
Student Fees - International	7,419	6,140	1,279	21%	8,278	7,667	8,187
Interest & Dividends	274	243	32	13%	485	628	743
Other Income	2,510	2,069	441	21%	4,371	4,711	5,350
Total Income	**38,550**	**32,001**	**6,549**	**20%**	**42,001**	**40,441**	**41,729**
Less Income Recognised in Advance	**(16,715)**	**(12,887)**	**(3,828)**	**30%**	**-**	**-**	**-**
NZIST Income	**21,836**	**19,114**	**2,722**	**14%**	**42,001**	**40,441**	**41,729**

Income (excluding NZIST adjustments) is $6.5m (20%) favourable to budget.

✓ TEC funding is favourable to budget despite TEC funded EFTS overall being below budget. This is due to the recognition of 100% of TEC funding, as the 2020 funding condition requiring repayment of funding for under-delivery of EFTS has been removed.

✓ Youth Guarantee funding is favourable to budget due to the recognition of 100% of YG funding following the removal of the 2020 funding conditions requiring repayment of funding for under-delivery of EFTS.

x ITO revenues are below budget, particularly from Competenz and BCITO, due to lower EFTS/course cancellations.

x Star & Trades Academy revenues are below budget due to budget phasing of revenues. This variance will reduce over the course of the year.

✓ Domestic student fees are on budget due to recognition of full year fees free funding after removal of the 2020 funding condition requiring repayment. EFTS in both TEC funded and self-funded courses are lower than budgeted.

✓ International student fees are favourable to budget with 69 more enrolled EFTS (excluding In China delivery) compared to budget. The major favourable variances are in BCom $0.4m, MAM $1.0m, PGDip SCM $0.1m and NZDip Nautical Science $0.1m. Unfavourable variances in NZCEL $(0.2)m, CAP $(0.1)m, and JV PGDIB $(0.2)m. NMIT has received approval for offshore online delivery, which may help mitigate the impact of border closures.

8

Income : variance explanation

Category Description	Year to Date				Full Year		
($000's)	Actual	Budget	$ Variance	%+(-)Variance	Budget	2019	2018
Income							
TEC Funding	20,891	15,994	4,897	31%	19,703	18,843	18,073
Youth Guarantee	812	626	186	30%	786	818	1,530
ITO	53	128	(75)	(59)%	239	179	225
Star & Trades Academy	370	514	(145)	(28)%	545	569	460
Student Fees - Domestic	6,223	6,287	(64)	(1)%	7,594	7,027	7,161
Student Fees - International	7,419	6,140	1,279	21%	8,278	7,667	8,187
Interest & Dividends	274	243	32	13%	485	628	743
Other Income	2,510	2,069	441	21%	4,371	4,711	5,350
Total Income	**38,550**	**32,001**	**6,549**	**20%**	**42,001**	**40,441**	**41,729**
Less Income Recognised in Advance	**(16,715)**	**(12,887)**	**(3,828)**	**30%**	**-**	**-**	**-**
NZIST Income	**21,836**	**19,114**	**2,722**	**14%**	**42,001**	**40,441**	**41,729**

✓ Interest & dividend income is slightly ahead of budget due to higher than budgeted cash & investments balances.

✓ Other income is favourable to budget overall, with higher revenues than budgeted from student services levy $0.1m (contra expense), In China delivery $0.2m (budget phasing), and unbudgeted revenues from the Technology Access Fund for Learners (TAFL) $0.1m and Hardship Fund for Learners (HAFL) $0.1m. Lower revenues from Café Ake Ake $(0.1)m are due to a combination of timing (budget phasing) and closure during the Covid-19 lockdown.

Income including NZIST adjustments is $2.7m (14%) favourable to budget.

x Income recognised in advance is unfavourable to budget, due to recognition of full year 2020 TEC & YG funding, and higher international EFTS. This adjustment is required for NZIST reporting purposes to adjust these revenue streams to a delivery basis of revenue recognition (rather than an enrolment basis).

9

Operating Expenditure - variance explanation

Category Description	Year to Date				Full Year		
($000's)	Actual	Budget	$ Variance	%+(-)Variance	Budget	2019	2018
Expenditure							
Class Resources	622	1,265	643	51%	2,274	1,991	2,341
International Commissions	1,846	1,586	(260)	(16)%	2,252	1,969	1,854
Curriculum Support	(7)	9	16	184%	15	106	54
Information Technology	745	785	40	5%	1,564	1,394	1,192
HR & Training	265	334	69	21%	664	570	762
Marketing & Promotions	208	249	40	16%	501	490	841
Admin & Support	895	716	(179)	(25)%	1,486	1,525	2,861
Facilities	1,045	1,314	269	20%	2,641	2,511	3,203
Interest Expense	-	-	-	0%	-	-	4
Depreciation, Amortisation & Impairment	2,271	2,400	129	5%	4,800	4,805	4,170
JV/TANZ Costs	1,057	1,862	805	43%	2,537	2,032	1,798
Total Opex Expenses	**8,947**	**10,517**	**1,570**	**15%**	**18,729**	**17,394**	**19,081**
Less Expenditure Recognised in Advance	**(523)**	**(548)**	**(25)**	**5%**	**-**	**-**	**-**
NZIST Opex Expenses	**8,424**	**9,969**	**1,545**	**15%**	**18,729**	**17,394**	**19,081**

YTD Opex is $1.6m (15%) favourable to budget.

Significant variances include**:**

✓ Class Resources - $0.6m favourable overall due to lower course purchases, comprising a $0.1m across most programme areas (delay in practical content delivery due to Covid-19), lower cost of sales in Cafe Ake Ake due to café closure during lockdown (contra revenue) $0.1m, lower than budgeted course travel & accommodation costs $0.3m across a range of programmes including In China delivery (cancellation of tutor travel) and Bachelor of Nursing, and lower than budgeted clinical experience costs $0.1m in Bachelor of Nursing (placements delayed due to Covid-19 and short course cancellations).

x International Commissions – unfavourable variance due to higher international revenues.

✓ Curriculum Support – small favourable variance in research costs (timing & 2019 over-accrued expenditure).

✓ Information Technology – favourable variance in licence fees for BCGI.

✓ HR & Training – favourable variances in professional memberships (TANZ Accord), professional development (events cancelled due to Covid-19), and registration fees (curtailment of international marketing activities due to Covid-19).

✓ Marketing & Promotions – favourable variance overall due to lower advertising and promotional printing/copying costs (timing of marketing activities), which is only partly offset by higher export education levies arising from higher international revenues.

10

Operating Expenditure - variance explanation cont'd

Category Description	Year to Date				Full Year		
($000's)	Actual	Budget	$ Variance	%+(-)Variance	Budget	2019	2018
Expenditure							
Class Resources	622	1,265	643	51%	2,274	1,991	2,341
International Commissions	1,846	1,586	(260)	(16)%	2,252	1,969	1,854
Curriculum Support	(7)	9	16	184%	15	106	54
Information Technology	745	785	40	5%	1,564	1,394	1,192
HR & Training	265	334	69	21%	664	570	762
Marketing & Promotions	208	249	40	16%	501	490	841
Admin & Support	895	716	(179)	(25)%	1,486	1,525	2,861
Facilities	1,045	1,314	269	20%	2,641	2,511	3,203
Interest Expense	-	-	-	0%	-	-	4
Depreciation, Amortisation & Impairment	2,271	2,400	129	5%	4,800	4,805	4,170
JV/TANZ Costs	1,057	1,862	805	43%	2,537	2,032	1,798
Total Opex Expenses	**8,947**	**10,517**	**1,570**	**15%**	**18,729**	**17,394**	**19,081**
Less Expenditure Recognised in Advance	**(523)**	**(548)**	**(25)**	**5%**	**-**	**-**	**-**
NZIST Opex Expenses	**8,424**	**9,969**	**1,545**	**15%**	**18,729**	**17,394**	**19,081**

x   Admin & Support – unfavourable overall variance of $0.2million, with unfavourable variances in SANITI SLA costs $0.1m (contra revenue), miscellaneous ($0.1m payment to the Crown on sale of Seymour St property, waiver/refund currently being sought), and audit fees $0.1m (March 2020 audit unbudgeted). These are partly offset by a favourable variance in admin travel & accommodation $0.1m (cancellation of International Marketing trips & domestic air travel due to Covid-19).

✓   Facilities Costs – favourable variance in repairs & maintenance costs $0.1m (delayed due to lockdown) and energy costs (saving). NMIT campuses were closed from 25 March to 17 May.

✓   Depreciation expense – favourable variance due to delays in capital expenditure purchases and reduction in depreciation from adoption of NZIST accounting policy for programme development costs to be expensed from 1 April (with capitalised balance of programme development costs at 31st March (totalling $0.58 million) written off as amalgamation adjustment through retained earnings).

✓   JV/TANZ costs – favourable variance due to lower eCampus, Seafood Training Services & ATMC EFTS (contra revenue).

x   Expenditure Recognised in Advance – this adjustment relates to JV costs which for NZIST reporting purposes are recognised on a delivery basis. The unfavourable variance from budget is due to lower JV costs.

11

Pays - variance explanation

Category Description	Year to Date				Full Year		
($000's)	Actual	Budget	$ Variance	%+(-)Variance	Budget	2019	2018
Academic Pay	5,587	6,638	1,051	16%	13,674	12,574	13,224
Support Staff Pay	5,366	5,912	546	9%	12,077	11,092	11,274
Total Staffing Costs	**10,952**	**12,550**	**1,598**	**13%**	**25,752**	**23,665**	**24,498**

Academic pays

✓ Favourable to budget by $1.1m in total, with favourable variances across most programme areas. Main favourable variances are in In China $0.1m (lower spend on contractors – redeployment of ELP staff to teach courses online) & China NZ $0.1m (lower spend on mentors due to lower numbers of China project students), ABEL $0.2m (lower spend on contractors in MAM, PGDip LSCM), MAC $0.1m (Conservation, Maritime Engineering), Aviation $0.1m (NZ Cert Aero Eng (DARS)), Health & Fitness $0.1m (lower spend on contractors for health short courses and part-time staff for BN Year 2). Unfavourable variance of $(0.1)m Programme Development (previously capitalised).

✓ $0.2m reduction in annual leave liability to 31st March across all programme areas. Leave liabilities will increase again by year end.

✓ Salary increases due under TEU collective agreement were processed in March. The COL increase was passed on to staff on IEAs in June.

Support Staff pays

✓ Favourable to budget by $0.5m, with savings from vacant positions across a range of business support areas. In particular CEO Admin (vacant ED LID and ED FC&BI positions) $0.2m, Health & Fitness (vacant CM position) $0.1m, Learner Services (replacement of Cultural Advisor & International Accommodation roles with outsourced services) $0.1m, IT Services (vacant Systems Admin & Systems Network Manager positions) $0.1m, Finance & Business Intelligence (vacant Analyst & Project Accountant positions) $0.1m.

✓ Salary increases due under TIASA collective agreement were processed in May.

12

NMIT Financial Operating Statement

For the period ending June 2020
China

$000	Year to Date			Budget	2019 Actual	2018 Actual
	Actual	Budget	$ Variance			
Income						
TEC Funding	3	4	(1)	4	4	5
Fees	48	237	(189)	407	226	259
Other Revenue	1,017	818	199	1,637	1,870	2,644
Total Income	**1,068**	**1,059**	**9**	**2,047**	**2,100**	**2,908**
Expenditure						
Class Resources	1	121	120	219	139	192
International Commissions	204	228	24	408	372	539
Information Technology	0	-	(0)	-	0	0
HR & Training	1	0	(1)	0	-	-
Marketing & Promotions	0	-	(0)	-	-	12
Admin & Support	5	1	(4)	2	25	48
Facilities	-	-	-	-	-	-
Total Opex Expenses	**211**	**351**	**139**	**630**	**536**	**790**
Academic Pay	142	387	245	783	511	586
Support Staff Pay	73	67	(7)	136	135	41
Total Staffing Costs	**215**	**453**	**238**	**919**	**646**	**627**
Total Expenditure	**427**	**804**	**378**	**1,548**	**1,182**	**1,417**
Contribution	**641**	**255**	**387**	**499**	**917**	**1,491**
Contribution %	**60%**	**24%**		**24%**	**44%**	**51%**

The operating statement reflects all revenues and costs associated with China programmes, including the costs of NZ based support staff.

Fees revenue is under budget due to a reduction in student numbers requiring mentoring in NZ. Other Revenue represents the combined fees for in-China deliveries across all five institutions, with the current surplus against budget due to budget phasing (HBPU being the only institution with revenue currently under budget). Savings in Class Resources are due to the cancellation of international tutor travel due to Covid, with savings in Academic Pays also Covid related, through a reduction in required teaching hours.

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Capital Expenditure as at 30 June 2020

	2020 YTD Actual	2020 Original Budget	2019 Carry Forward	Balance To Spend	%
Land	-	-	-	-	0%
Buildings	85	3,597	-	3,511	2%
Art	-	-	-	-	0%
Computers	277	1,474	85	1,282	18%
Programme Development	9	383	-	374	2%
Plant & Equipment	167	736	-	569	23%
Vehicles	200	182	-	(18)	110%
Books	17	105	-	87	17%
Work in progress movement	8	-	-	(8)	0%
Total	**763**	**6,476**	**85**	**5,798**	**12%**

- $85k approved budget from 2019 has been carried forward to 2020. This is for the replacement of obsolete PCs, purchase of a mobile phone for new CM, and firewall implementation.

- 12% of the full year capex budget (including carry forward) has been spent YTD. Spend has been delayed due to the Covid-19 lockdown.

- NMIT has adopted the NZIST policy of expensing programme development costs from 1 April 2020. Under this policy, staff salary costs on development of Aviation programmes (DARS, GEOT, AME), and Diploma in Tourism & Hospitality management must be expensed.

14

Cash flow Graph

Total Funds (cash, bank, investments excl NPES & NMIT Research Trust)
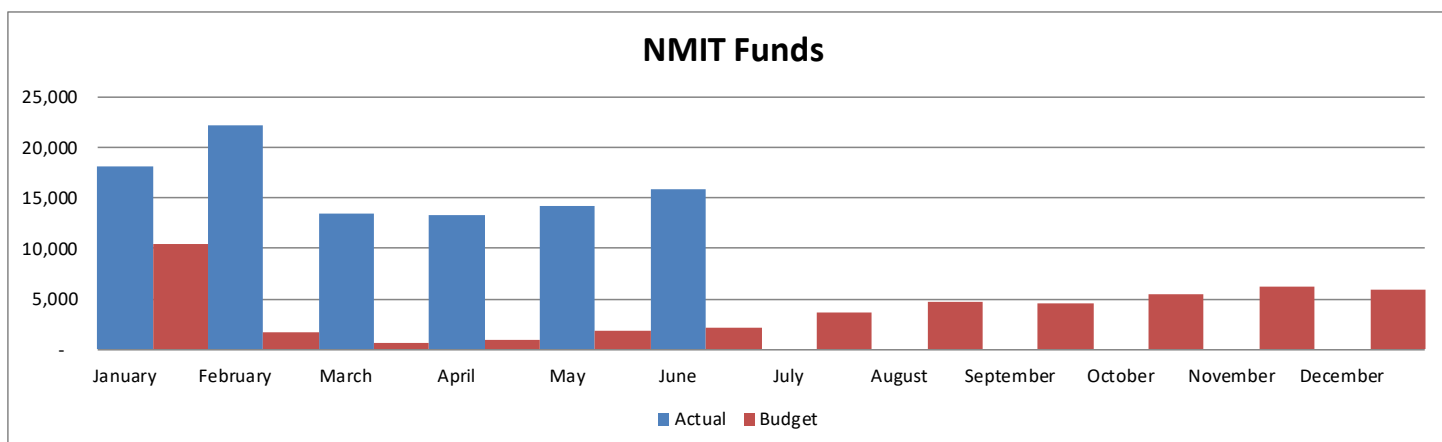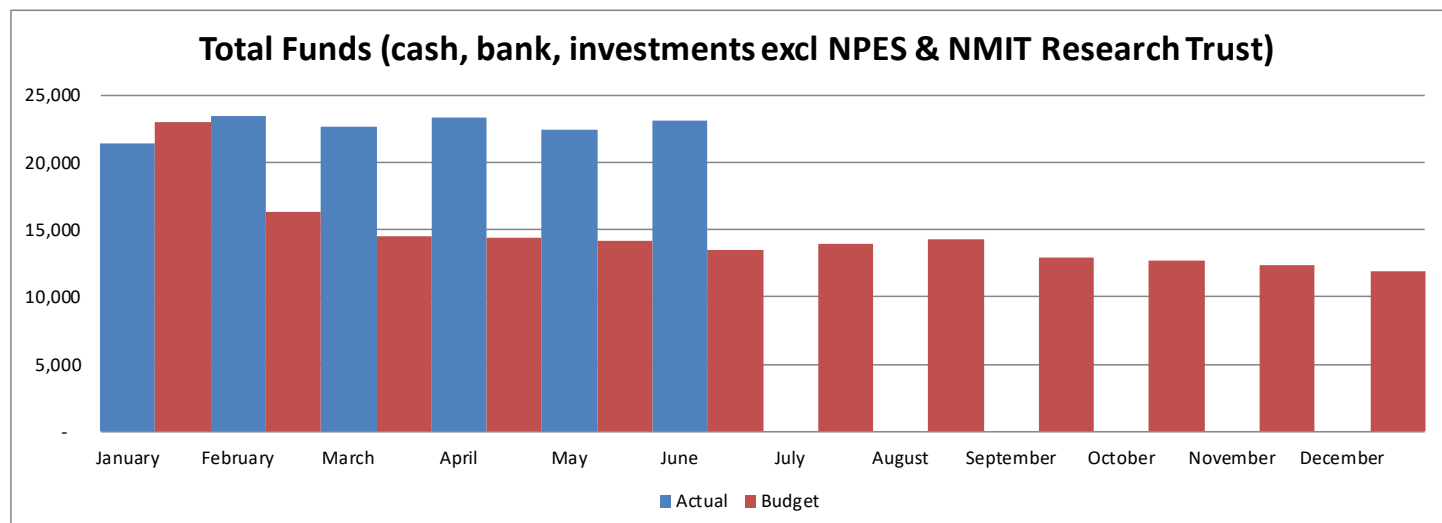
NMIT Funds

NMIT funds at 30 June 2020 are $15.9m, $13.7m ahead of budget. This is due to a combination of factors including higher opening cash & investments than budgeted ($2.7m), lower YTD capital expenditure ($5.8m – mostly timing), and lower than budgeted student fees in advance ($4.2m - timing). This variance will reduce throughout the year.

15

NMIT Statement of Financial Position
As at 30 June 2020

	Institute Actual 30th June 2020 ($000)	Budget 30th June 2020 ($000)	Actual 30th June 2019 ($000)
Assets			
Current assets			
Cash and cash equivalents	4,113	2,290	1,193
Debtors and other receivables	12,458	9,205	7,716
Investments	20,050	12,325	19,450
Prepayments	640	675	649
NZIST adjustments	(10,937)	(6,667)	-
Total current assets	26,324	17,829	29,008
Non-current assets			
Investments	1,048	1,160	1,160
Property, plant and equipment	87,338	92,803	90,741
Intangible assets	1,193	2,750	2,293
Total non-current assets	89,579	96,713	94,195
Total assets	115,903	114,542	123,202
Liabilities			
Current liabilities			
Creditors & other payables	2,996	2,772	2,710
Revenue received in advance	2,168	6,250	5,050
Provisions	1,451	1,564	1,620
Other financial liabilities	1,511	1,300	1,727
NZIST adjustments	5,255	5,672	-
Total current liabilities	13,382	17,560	11,107
Non-current liabilities			
Provisions	231	225	222
Total non-current liabilities	231	225	222
Total liabilities	13,613	17,784	11,329
Net assets	**102,290**	**96,758**	**111,873**
Equity			
Capital introduced	29,039	29,039	29,039
Accumulated funds	33,137	23,753	26,529
NZIST adjustment - accumulated funds	(16,192)	(12,339)	
Revaluation reserves	53,450	53,450	53,450
Capital reserves	2,855	2,855	2,855
Total equity	**102,290**	**96,758**	**111,873**

✓ NMIT's net assets / total equity are $5.5m favourable to YTD budget.

✓ Cash & investments are up $9.5m against budget due to the budgeted timing of capital expenditure, and higher than budgeted opening balances.

x Non-current assets are $7.1m unfavourable to budget due to a combination of lower opening balances than budgeted and the timing of current year capital expenditure. Capitalised programme development costs of $0.6m were written off against retained earnings as an NZIST amalgamation adjustment this month due to an accounting policy change.

✓ Current liabilities are $4.2m favourable to budget due to lower student fees in advance.

• Adjustments have been made to current assets & current liabilities to reflect the NZIST reporting requirements of recognising revenue & associated JV costs on a delivery (rather than enrolment) basis. These adjustments will reduce throughout the financial year.

16

NMIT Financial Statement of Cashflows
For the period ending 30 June 2020

	Institute Actual 30th June 2020 ($000)	Budget 30th June 2020 ($000)	Actual 30th June 2019 ($000)
Cash flows from operating activities			
Receipts from government grants	10,643	9,116	10,673
Receipts from tuition fees	6,965	11,626	9,467
Receipts from other income	3,384	3,053	2,761
Interest & Dividend income received	305	243	301
Payments to employees	(11,391)	(12,845)	(11,239)
Payments to suppliers	(5,519)	(7,444)	(6,663)
GST (net)	91	48	287
Net cash flows from operating activities	4,478	3,798	5,586
Cash flows from investing activities			
Receipts from sale of property, plant and equipment	446	-	-
Realisation of investments	-	2,900	-
Purchase of property, plant and equipment	(678)	(5,934)	(1,078)
Purchase of intangible assets	(84)	(527)	(77)
Acquisition of investments	(4,250)	-	(5,350)
Net cash flows from investing activities	(4,566)	(3,561)	(6,505)
Net increase/(decrease) in cash and cash equivalents	(88)	237	(920)
Cash and cash equivalents at beginning of year	4,201	2,053	2,113
Closing cash and cash equivalents	**4,113**	**2,290**	**1,193**

✓ Net cash flows from operating activities are $0.7m favourable to budget. Higher than budgeted receipts from government funding and lower than budgeted payments to suppliers and employees are partly offset by lower than budgeted receipts from tuition fees.

x Net cash flows from investing activities are unfavourable to budget, with lower than budgeted capital expenditure offset by higher than budgeted placement of funds on short term deposit.

✓ Overall, cash and cash equivalents are $1.8m favourable to budget due to the combination of a higher than budgeted opening balance and cash inflows from operating activities, partly offset by higher investing cash outflows.

• Note that cash and cash equivalents exclude short term investments, which total $20m.

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Financial Forecast as at 24 July 2020

(000's)	Full Year		
	Budget	Forecast	Variance
Income			
Government Funding	20,489	21,703	1,214
Domestic Tuition Fees	8,560	7,868	-692
International Tuition Fees	8,278	7,569	-709
Other Income	4,675	4,077	-598
Total Revenue	**42,001**	**41,217**	**-784**
Expenditure			
Teaching Personnel	13,674	12,778	-896
Non-teaching Personnel	12,077	11,499	-578
Other Operating Expenditure	13,929	11,518	-2,411
Depreciation	4,800	4,800	0
Total Expenditure	**44,480**	**40,595**	**-3,885**
Surplus/(Deficit)	**-2,479**	**622**	**3,101**
%	-5.9%	1.5%	

NMIT is forecasting a full year surplus of $0.6m, a $3.1m favourable variance on the budgeted deficit of $(2.5)m.

Main assumptions:
- NMIT has recognised full year TEC funding
- Reductions provided for in both Domestic and International Tuition Fees
- Reduction in Other Income due to lower trades academy and short course revenues
- China programmes (offshore) continue and will be delivered within year.
- Salary savings in both academic and support staff (reduction in contractors, recruitment freeze and non-replacement of staff)
- Operational savings through reduced travel expenditure, facilities costs and JV charges.

NZIST Forecast (Updated) to 31 December 2020

18
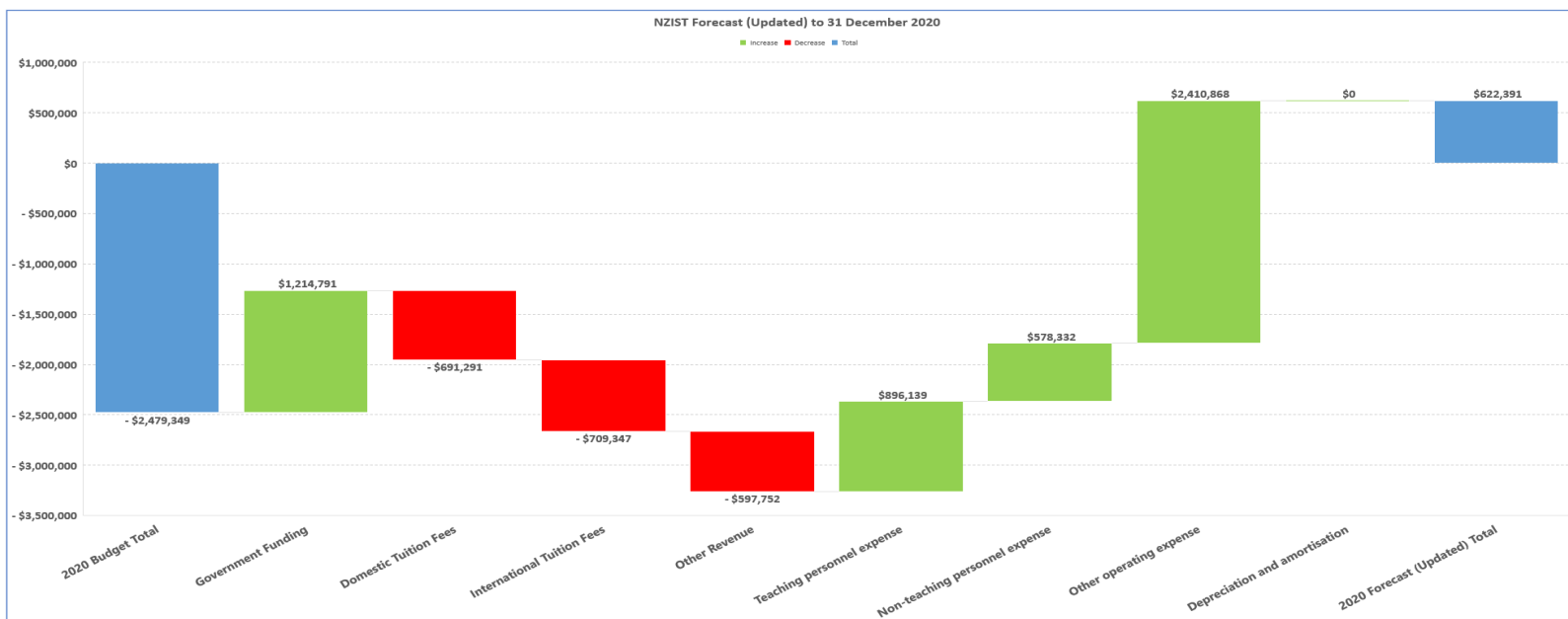
Financial Forecast as at 24 July 2020

Cashflow ($000's)					2020 budget	2020 forecast
Operating cash flows						
	Operating receipts				41,809	41,217
	Operating payments				(39,633)	(35,795)
Investing cash flows						
	Building projects – major project spend				-	-
	Building projects – routine capex spend				(3,597)	(3,597)
	Other asset purchases				(2,879)	(2,496)
	Asset sales				-	-
	Other Effects				-	-
Financing cash flows						
	Financing receipts				4,400	700
	Financing payments				-	-
Net cash flow					100	29

Balance Sheet ($000's)

					2020 budget	2020 forecast
Current assets						
	Cash and Cash equivalents					
	Of which is cash on hand				1,553	1,288
	Of which is Term Deposits				10,825	15,800
	Of which is ST Financial Investments				-	-
	Accounts Receivables				1,474	1,419
	Other Current Assets				1,275	1,275
Non-current assets						
	Total Non-Current Assets				94,328	92,139
Current liabilities						
	Creditors				2,404	2,891
	Accruals				1,608	1,608
	Student fees in advance				7,000	6,250
	Short Term Loans and Borrowings				-	-
	Other Current Liabilities				535	535
Non-current liabilities						
	Long Term Loans				-	-
	Other non-current liabilities				225	225
Equity						
	Equity (Net Assets)				97,683	100,412

Nelson & Marlborough Institute of Technology

Investments

Investments as at 30 June 2020

a) Summary		30 June 2020			31 May 2020		Change	
Bank	Rating	Amount	Average Rate	Average Term	Amount	Average Rate	Value	Average Rate
BNZ	AA-	6,300,000	1.936%	172.29	3,850,000	2.063%	2,450,000	(0.13)%
SBS	BBB	13,750,000	2.733%	179.89	15,300,000	2.767%	(1,550,000)	(0.03)%
Westpac	AA-	-	0.000%	-	1,400,000	2.720%	(1,400,000)	(2.72)%
Total		**$20,050,000**	**2.483%**	**174.97**	**$20,550,000**	**2.632%**	**($500,000)**	**(0.15)%**

b) Other Cash not
   on deposit $ 4,112,773 $ 2,933,949   1,178,824

c) New Deposits
   during Month $ 2,950,000 $ 2,950,000   -

d) Deposits broken
   in month $ - $ -   -

e) Due Repayment
   coming month $ 3,250,000 $ 3,450,000   (200,000)

Te Kaupapa: Safety Health and Wellbeing Report for April - June 2020

1. PURPOSE:

Function:	For Information
Nā:	Grant Kerr, Executive Director – Strategy, Enterprise and Sustainability
Te rā:	17 August 2020
Purpose:	The purpose of this paper is:
	To provide the Board the safety, health and wellbeing (SHW)
	performance for the current reporting period
Recommendation(s):	It is recommended that the NMIT Board receives this report for their information.

2. EXECUTIVE SUMMARY

The Board receives the safety, health and wellbeing report at each meeting. The reports provide a dashboard and commentary analysis on lead and lag indicators. Key points to note are:

- There were no notifiable events and no serious near misses reported during this period.

- There were two injuries requiring medical treatment during this period. See Event Summary and Findings section for more details.

- Key Performance Indicators for second quarter (April to June 2020) continued to be impacted by COVID-19 and this is reflected in the results. See KPI commentary for more details.

- Violence has been removed from the risk profile. See Critical Risks section for more details.

- The following trends are comparing to the previous year:

    o 20 safety observations compared to 31 last year. YTD figures are this year are similar at 78 compared to 79 for the same period last year. Historically, Aviation School report the majority of safety observations. This trend continues with Aviation reporting 69 (88%) of the observations.

    o Area inspections have now dropped off since returning to campus. Plans are underway to promote area inspections via health and safety representatives.

3. ATTACHMENTS
- Safety, Health and Wellbeing report for June 2020

SAFETY, HEALTH AND WELLBEING REPORT

KEY PERFORMANCE INDICATORS

The following contains key health and safety performance measures for NMIT for the second quarter (**1 April to 30 June 2020**). Trends compare to the previous quarter.

H&S FRAMEWORK	KEY PERFORMANCE INDICATOR	CURRENT QUARTER			PERFORMANCE			COMMENTARY
		Activity / Target	Compliant/ Activity	Actual %	Target %	Key	Trend %	
1. **Hazard & Risk management**	New work risks have been eliminated or minimised by implementing control measures	13	9	**69**	100		↓ -2	
	Planned area inspections completed *(15 per quarter)*	15	217	**100**	100		→ 0	With the move to working remotely, staff were asked to complete home office inspections to assess hazards and risks within their new home office working environment. This resulted in the number of area inspections completed being well above target.
2. **H&S Event management**	Notifiable events are notified to WorkSafe as soon as possible after becoming aware of the event.	0	0	**0**	100		NA	
	H&S events are investigated within 2 weeks of being reported (near misses, accidents, pain & discomfort)	20	7	**35**	80		↓ -13	Initial focus on returning to campus was on student learning and managing the risks relating to COVID-19. Reminders have been sent to all managers with outstanding investigations to clear the backlog.
3. **Training**	New NMIT team members have completed a job/site specific H&S induction	18	6	**33**	100		↓ -37	Inductions were not able to be completed during lockdown resulting in a backlog of inductions. Now that performance panels have recommenced, we expect this figure to improve significantly in the next quarter.
4. **Emergency Management**	Fire drills at Nelson, Marlborough and Woodbourne were conducted within the last six months	3	0	**0**	100		↓ -33	As previously advised fire evacuation drills were delayed due to COVID-19 and to avoid exams at the end of semester 1. Nelson, Marlborough and Woodbourne campuses will conduct fire drills by 30 September. This KPI will then show as compliant in the third quarter.
5. **Working with other organisations**	Regular maintenance type contractors working on **Nelson Campus** are registered on SiteWise prequalification or other accredited system	22	15	**68**	80		↓ -1	
	Quarterly H&S meetings held with key stakeholders partners on campus	1	1	**100**	100		→ 0	

H&S FRAMEWORK	KEY PERFORMANCE INDICATOR	CURRENT QUARTER			PERFORMANCE			COMMENTARY
		Activity / Target	Compliant/ Activity	Actual %	Target %	Key	Trend %	
6. Wellbeing initiatives and support	Wellbeing activities/initiatives available to staff to access as per wellbeing calendar *(February to November, at least 1 per month)*	3	7	**100**	100	🟩	→ 0	Several onsite activities cancelled or postponed and resulted in a change in focus to webinars and promotions.
	Wellbeing activities/initiatives available to students as per annual SANITI calendar	10	12	**100**	100	🟩	↑ +13	One of the wellbeing events run by SANITI was delivered online, and the Matatiki event was deferred until second semester and to be run in conjunction with NMIT.
7. Worker and Student participation	Monthly H&S committee meetings held *(February to November)*	3	3	**100**	100	🟩	↑ +50	
	H&S Representative coverage across NMIT	11	11	**100**	100	🟩	↑ +9	
8. Monitoring, & Continuous Improvement	Planned internal Audits completed *(one per quarter)*	1	0	**0**	100	🟥	→ 0	No internal audits were completed by H&S Advisor due to additional workload relating to COVID-19.
9. Governance and Leadership	Institute of Directors' 'diagnostic questions' discussed at SHW Leadership meetings	2	2	**100**	100	🟩	→ 0	
	Planned safety, health and wellbeing walks completed *(4 per quarter)*	4	0	**0**	100	🟥	↓ -50	Safety, health and wellbeing walks recommenced in July.

Key: 🟩 Meets standard 🟨 Working towards standard (50-99) 🟥 Below standard (1-49) 🟦 Not started/Developing/NA (0)

RISK PROFILE

CRITICAL RISKS

Only critical risks with new information to report are discussed below.

Risk	Description	Management Overview	Level of assurance	Issues/Comments
Land transport	Vehicle fleet, including buses, vans, cars, trailers. Risk of vehicle / vehicle and person / vehicle collision in car parks used by students and team members	Safe Driving and Fleet Management Policy, Driver Approval form (including licence details) required to drive an NMIT vehicle (passenger licence to drive bus), car park permit system on Nelson campus, speed limit and judder bars. Voluntary driver assessments available to staff.	🟡	Fleet vehicle got bogged in muddy parking area at Marlborough Campus.
Violence	Potential for active shooter on or in vicinity of campus or other violent behaviour towards students or staff.	Lockdown procedures developed and incorporated into Emergency Procedures flipchart.	🟢	This risk has been removed from critical risk profile, however it remains on our health and safety risk register.

Key: 🟢 High 🟡 Satisfactory 🔴 Low

LEAD INDICATORS

There are no serious emerging risks identified during this period.

AUDITS AND INSPECTIONS

Type	Jun	YTD	YTD (last year)
Area Inspection	1	261	5
Audit - External	0	0	0
Audit - Internal	0	0	2
Emergency Drills	0	0	3
SHW Walks	0	2	4
Total	0	263	14

SAFETY OBSERVATIONS

Type	Jun	YTD	YTD (last year)
Safe Practice	0	2	1
Unsafe Practice	4	26	46
Unsafe Conditions	13	34	19
Suggestion	3	16	13
Total	20	78	79

CONTRACTOR SAFETY MANAGEMENT

Type	Jun	YTD	Contractor monitoring findings
Inductions*	12	105	Contractor inductions completed onsite at Richmond Campus with scaffolding contractors and roofing contractors involved with roof repairs work.
Worker sign ins*	116	775	
No. of workers*	43	155	
No. of organisations*	23	49	
Permit to work issued	1	6	
Task Analysis reviewed	1	16	

* Nelson Campus only (excluding cleaners)

LEADERSHIP AND ENGAGEMENT

Action	Findings/outcomes/ issues raised
Safety, Health and Wellbeing Walks	No SHW walks recorded for June.
SHW Leadership Group	No meetings held in June.

ACTIONS FROM PREVIOUS REPORTS

There are no outstanding actions from previous safety, health and wellbeing reports.

LAG INDICATORS

DASHBOARD

Events

#Reported

12 (17)

#Investigated

12 (39)

#Notifiable

0 (0)

Key: (same period previous year)

EVENT TYPE

- Near Miss — 4, 33%
- Injured Person — 2, 17%
- Minor Accident — 5, 42%
- Property Damage — 1, 8%

YTD INVESTIGATION STATUS

- Active — 7, 17%
- Completed — 34, 83%

Severity

Insignificant	7
Minor	3
Moderate	2

Location

Nelson Campus	6
Woodbourne Base	5
Marlborough Campus	1

Injury Consequence

No treatment	2
First aid	3
Medical treatment	2
Lost time non-medical	0
Lost time medical	0

Causal Factors (Completed Investigations)

Behavioural	5
Behavioural,Physical	1
Biological	1
Ergonomic	1
Physical	3
Physical,Organisation	1

HEALTH AND SAFETY EVENTS SUMMARY

Health and Safety Events by Type

EVENT LEARNING AND IMPROVEMENT

Summary	Findings/Action taken following investigation	Level of assurance
Team member stood on chair to reach platters on top shelf in kitchenette. Platters fell and person was hit by one of them resulting in cut, bruising and bump to head. Taken to clinic at hospital for treatment.	**Main contributing factors were:** • Lack of suitable storage • Not using suitable equipment • In a hurry • Inadequate area inspections **Recommendations:** • Cupboards cleared so items can be stored in low shelf • Small industrial ladder to be purchased	🟢
Student hit elbow on coat hook on door of disabled toilet and resulting in considerable pain. Student referred to doctor for diagnosis however did not provide evidence of diagnosis so cannot confirm injury. Student had recovered to return to study.	**Main contributing factors were:** • No signage • Location of coat hook • Missing rubber covering end of hook **Recommendations:** • Warning sign on door (temporary measure) • Remove coat hook	🟢

STUDENT HEALTH AND WELLBEING REPORT

In June 2020,

- The Wellbeing team and SANITI continued to support students through grieving processes; stress about financial hardship, academic progress, family's health; other personal issues; and multiple overlapping complex issues.

- The Wellbeing Team started several new initiatives to support domestic and international students, including same-day crisis counselling for students, bereavement support for programme areas and cohorts of students, promotion of a variety of individual and group support that students started booking immediately, and e-texting to communicate with students.

- Two accommodation providers are now managing accommodation for domestic and international students, i.e. Nikau Apartments for independent living in shared apartments and Host Families NZ for homestay accommodation.

- The demand for OCP counselling from students decreased in June to 9 students using 1 to 3 sessions.

- Learner Services established clear processes to refer to students as required to Māori and Pasifika support teams.

- Learner Services, SANITI and Te Toki Pakohē collaborated to celebrate Matariki with an awareness on student wellbeing.

Te Kaupapa: Key Performance Indicators

1. PURPOSE:

FUNCTION:	For Information
NĀ:	Liam Sloan | Chief Executive
TE RĀ:	17 August 2020
PURPOSE:	The purpose of this paper is to provide the Board with an update on the progress against Key Performance Indicators (KPIs) as at 27 July 2020.
RECOMMENDATION(S):	It is recommended that the NMIT Board resolve to:

1. Board members note the current performance levels and provides feedback on appropriateness and suitability of topics covered in relation to suitability for future reporting.

2. EXECUTIVE SUMMARY

- All curriculum and business support areas have completed one condensed Performance Panels. Full performance panels have now resumed.

- At risk learners have increased but are being well managed and supported across NMIT.

- Overall domestic enrolments are down circa 2% when compared to 2019.

- Bachelor programmes are where we see the largest decline in enrolments.

- Programme withdrawals for 2020 have decreased 15.3% compared to 2019.

TOPIC	STATUS REPORT	COMMENTARY
Course retention and completion	**Current report – 27 July 2020** 	Extensions to assessment dates have been approved which have extended the end date of some courses. Course completion rates will not be affected by this. Two students have been granted extension to the end date of the qualification they are studying. Qualification completion rates at 61% are as expected given that a large number are still in progress although the withdrawal from Te Reo level 1, could influence the end of year qualification completion rate. Action plans and ongoing learner support is in place to ensure that Māori & Pasifika achievement gaps are being addressed - the reason for lower course completions is high withdrawal rates. The Business Intelligence team intend to take snapshots at the end of each month moving forward to ensure we have month by month comparison from 2021.

2017-2019 trends

No change since last reporting period and will not change for remainder of 2020.

TOPIC	STATUS REPORT	COMMENTARY
'At Risk' Learners	 At risk learners will again be monitored by delivery teams and at Performance Panels. **'At Risk' learners** are those identified as: requiring additional learning support, not meeting requirements of the course/programme including failure to progress, consecutive non-attendance, individual health situations, personal issues and behavioural concerns. All at risk learners are supported, monitored and managed appropriately.	Students identified as 'at risk' have increased by 14 since the last reporting period. Poor attendance and poor academic performance are the major areas of concern however it should be noted that learner health and wellbeing is an area being actively managed through counselling and as appropriate, hardship funding. All areas are actively managing and supporting at risk learners.

TOPIC	STATUS REPORT	COMMENTARY
Applications & Enrolments	Enrolments as of Week 31: 	Domestic	Applications Received	Volume Percentage	Enrolment Accepted/Ready	Conversion Rate	EFTS	Growth Trend
---	---	---	---	---	---	---
2019	7,080		4,695	66%	1,977.84	
2020	6,973	-2%	4,253	61%	1,892.67	-4% | | International	Applications Received	Volume Percentage	Enrolment Accepted/Ready	Conversion Rate	EFTS	Growth Trend
---	---	---	---	---	---	---
2019	5,367		779	15%	394.40	
2020	3,877	-28%	579	15%	492.92	25%		Domestic enrolments show that as of week 31 we are 2% down compared to 2019. The May and July intakes have seen this figure increase by 3% since the previous KPI report. The September intake may see this figure increase. NZQA has approved NMIT to deliver 21 programmes offshore online. On 27 July we commenced delivery of NZCEL Level 4 Academic to 21 students, all based in China. NZCEL Level 3 will follow in late August, once a viable cohort number has been reached. On 21 September we will commence delivery of postgraduate programmes.

Application & Enrolment Trends

TOPIC	STATUS REPORT	COMMENTARY
Withdrawals	Application & Enrolment Trends	Programme withdrawals: July 2020: 168 July 2020: 173 July 2020: 146 15.3% decrease on 2019 Programme area breakdown: 54 from Te Toki Pakohe 29 from Hospitality and Service Sectors Pathways 19 from Digital Technologies, Arts and Media

TOPIC	STATUS REPORT		COMMENTARY
Complaints & Misconduct	**Complaints**		• *1 External Appeal – being managed via iStudents (relating to the 1 complaint yet to be resolved, excluding those received this period)
	Complaints received this period (11 June-28 July 2020)	5	• 1 complaint from an international student regarding dissatisfaction of move to online delivery during covid lockdown (*resolved*)
	Complaints yet to be resolved (excluding those received this period)	1*	• 1 complaint from local residence regarding noise from car park (*resolved*)
	Complaints resolved/closed during report period	4	• 1 complaint regarding statement of programme fees on NMIT website (*resolved informally*)
	Student Misconduct (Non-academic)		• 1 complaint regarding lack of clarity in assignments and support from tutor (*resolved informally*)
	Student Misconduct matters reported in this period 11 June-28 July 2020)	0	• 1 complaint regarding allegation of tutor conduct (*in-progress*)
	Ongoing student misconduct investigations	0	
	Student misconduct investigations resolved/closed during report period	0	

Te Kaupapa: Education Performance Indicators (EPI) Report 2019

1. **PURPOSE:**

FUNCTION: For Information

NĀ: Liam Sloan | Chief Executive

TE RĀ: 17 August 2020

PURPOSE: The purpose of this paper is to provide the Board with an update on the progress against Key Performance Indicators (KPIs) as at 27 July 2020.

RECOMMENDATION(S):   It is recommended that the NMIT Board receives this report for information.

2. **EXECUTIVE SUMMARY**

- NMITs overall course completion rate dropped by 2.3% in 2019 from 2018.

- NMIT dropped from 1st place on the ITP League Table in 2018 to 3rd place in 2019.

- The decrease for non-Maori and non-Pasifika learners was 1.5% (86.9% -> 85.4%).

- The decrease for Māori learners was 6.3% and for Pasifika learners the decrease was 10.3%.

- NMIT's qualification completion rate improvement between 2018 and 2019 was 2.8%.

- Despite the relatively small increase in NMITs performance in this area the trend remains positive over the past 3 years and continues to improve in 2020.

2019 EPI PERFORMANCE

LEAGUE TABLES

The tables below show NMIT % EPI performance and League Table position across the 16 ITPs for the 2018 and 2019 reporting years by priority groups.

Heat map formatting has been applied across each individual row of the EPI % tables and across the whole of the NMIT League Position tables to highlight areas of success and concern.

2019 NMIT EPI	All	Maori	Pasifika	Non-MP	Under 25	International
Qual Completion	60.8%	52.5%	62.4%	62.5%	63.4%	67.5%
Course Completion	83.7%	74.5%	76.3%	85.4%	84.4%	90.1%
Progression	22.1%	20.8%	8.0%	24.9%	29.1%	53.3%
Retention	70.2%	63.3%	66.7%	71.0%	77.7%	92.1%

NMIT Position	All	Maori	Pasifika	Non-MP	Under 25	International
Qual Completion	7	9	2	8	6	13
Course Completion	3	6	4	7	1	12
Progression	14	15	14	14	13	13
Retention	6	6	2	9	2	3

2018 All	All	Maori	Pasifika	Non-MP	Under 25	International
Qual Completion	55.3%	53.8%	45.5%	56.1%	58.4%	64.7%
Course Completion	86.0%	80.8%	86.6%	86.9%	85.0%	88.1%
Progression	20.5%	31.9%	9.9%	16.6%	22.7%	39.1%
Retention	70.3%	51.7%	50.0%	72.5%	78.1%	80.3%

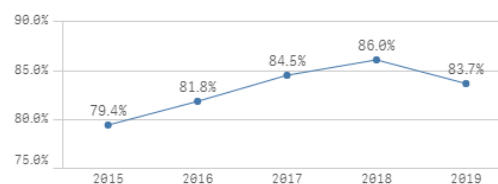|	All	Maori	Pasifika	Non-MP	Under 25	International
Qual Completion	9	9	13	12	10	8
Course Completion	1	1	1	5	2	14
Progression	15	12	16	15	15	13
Retention	4	10	10	4	1	5

EPI TRENDS

The series of line graphs below show % trends for each of the EPI measures across the last 5 years for each priority group.
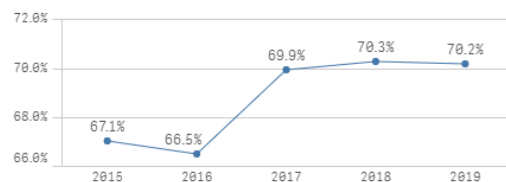
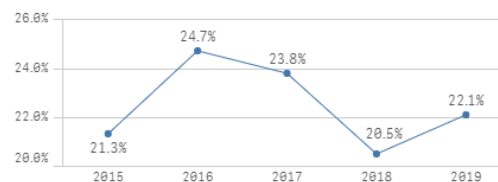All learners

Qualification completion rate
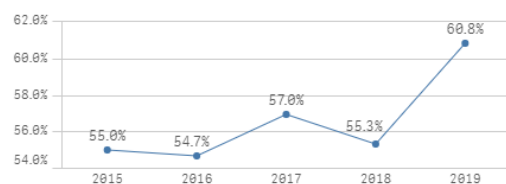
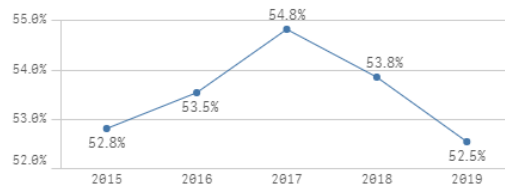**Course completion rate**

First year retention rate

Progression rate from level 1-4

Maori

Qualification completion rate

Course completion rate
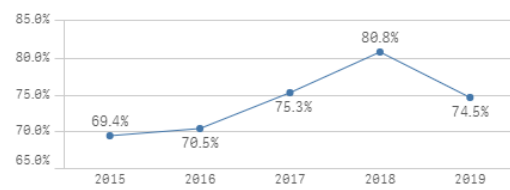
First year retention rate

Progression rate from level 1-4

Pasifika

Qualification completion rate
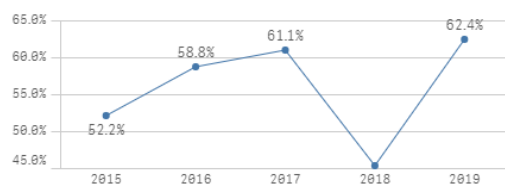
Course completion rate

First year retention rate
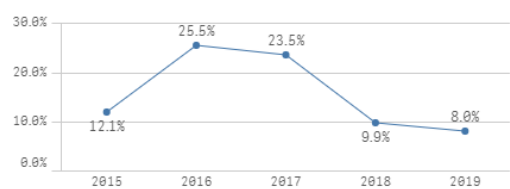
Progression rate from level 1-4

Non-Maori and non-Pasifika

Qualification completion rate

Course completion rate
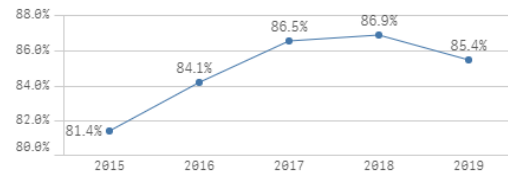
First year retention rate

Progression rate from level 1-4

Under 25

Qualification completion rate

Course completion rate

First year retention rate

Progression rate from level 1-4

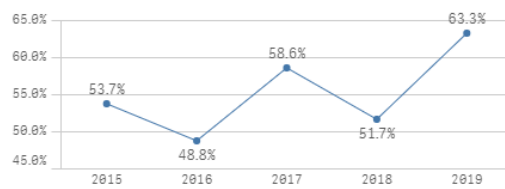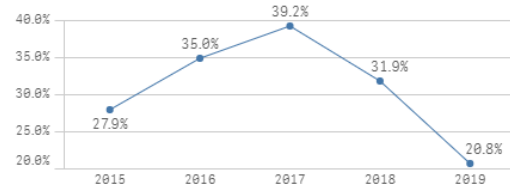## International

Qualification completion rate

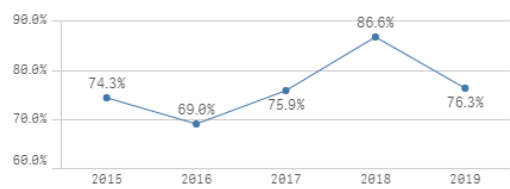### Course completion rate
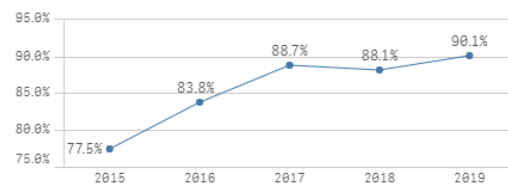
First year retention rate

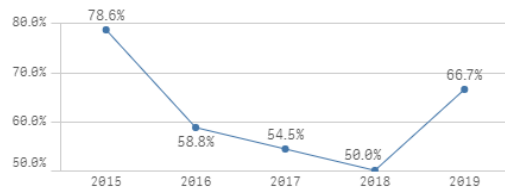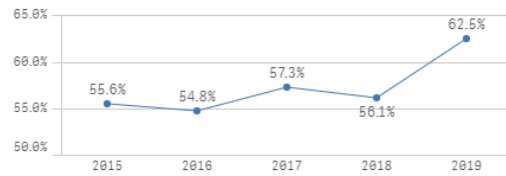
Progression rate from level 1-4

COURSE COMPLETIONS
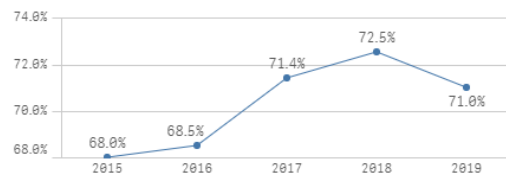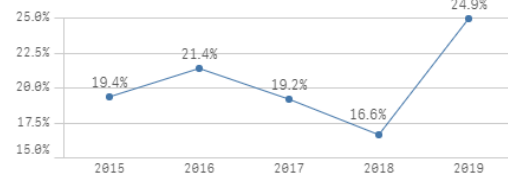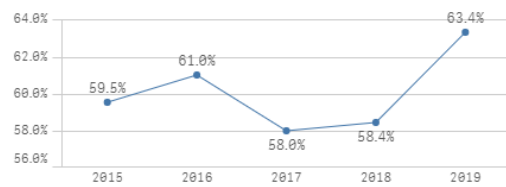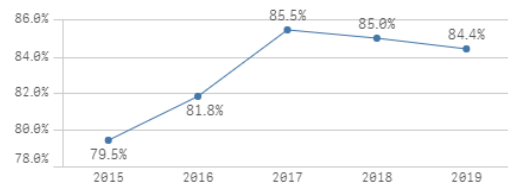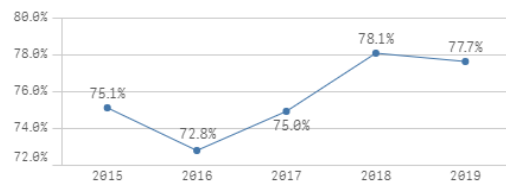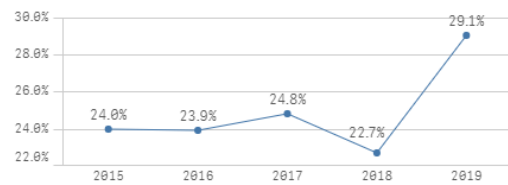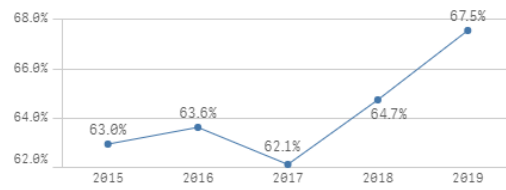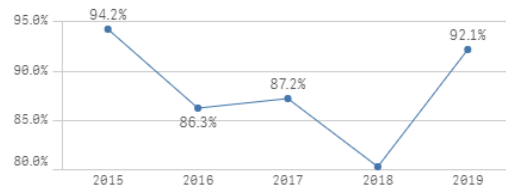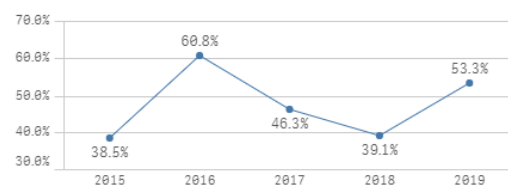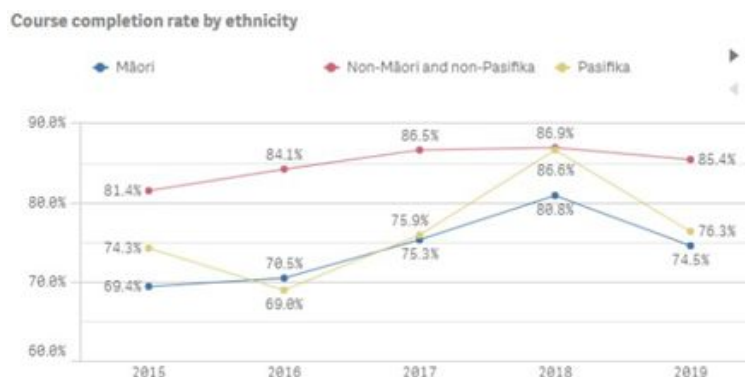
NMITs overall course completion rate dropped by **2.3%** from 86% in 2018 to 83.7% in 2019 resulting in a drop from 1st place on the ITP League Table to 3rd place.

The decrease for non-Maori and non-Pasifika learners was **1.5%** (86.9% -> 85.4%) while for Māori learners the decrease was **6.3%** and for Pasifika learners the decrease was **10.3%.**

Course completion rate by ethnicity

The tables below compares 2018 and 2019 EFTS and Course Completion rates highlighting the variances in both.

<u>All Learners</u>

Delivered EFTS >30	2018		2019		Diff	
Qualification	EFTS	Rate	EFTS	Rate	EFTS	Rate
NE4699 Diploma in Commerce	159.4	80.4%	146.8	89.3%	-12.6	8.9%
CH3730 Bachelor of Nursing	150.3	94.1%	122.0	94.5%	-28.3	0.4%
NE4672 Certificate in Community Support Services (Care for the Older Person)*	139.9	90.2%			139.9	
NE4706 Diploma in Information Technology	127.4	84.9%	129.0	87.7%	1.7	2.8%
NC1621 Seafood Processing	124.1	97.6%	114.8	97.0%	-9.4	-0.6%
NE4402 Bachelor of Commerce	115.0	83.9%	82.6	81.8%	-32.4	-2.1%
NE4507 Bachelor of Information Technology	76.5	84.6%	73.9	90.5%	-2.6	5.8%
WK2667 Bachelor of Social Work	72.6	89.2%	73.5	79.6%	0.9	-9.6%
NE4557 Certificate in Te Rito o Te Reo**	70.8	80.6%			-70.8	
NC5224 Carpentry (Level 4)	66.4	99.9%	45.7	100.0%	-20.7	0.1%
NZ3043 Te Pokaitahi Reo (Rumaki, Reo Rua) (Te Kaupae 1)**			65.4	59.1%	65.4	
NE4554 Graduate Diploma in Management	61.6	93.3%	18.7	81.8%	-42.9	-11.5%
3784 Master of Applied Management	11.1	87.6%	63.8	92.4%	52.6	4.7%
3785 Postgraduate Diploma in Applied Management	8.9	90.1%	56.0	96.2%	47.1	6.1%
NZ2452 New Zealand Certificate in Business (Administration and Technology) (Level 3)	55.7	64.8%	36.7	77.6%	-19.0	12.7%
NZ3097 New Zealand Certificate in Automotive Engineering (Level 3)	52.2	58.1%	54.0	64.5%	1.9	6.3%
NZ2470 New Zealand Certificate in Health and Wellbeing (Level 3)*	11.1	83.8%	50.4	65.0%	39.3	-18.8%
NZ3120 New Zealand Diploma in Career Development (Level 6)	49.2	67.0%	42.1	79.1%	-7.1	12.0%
NE4711 Bachelor of Arts and Media	48.7	95.4%	47.0	91.9%	-1.7	-3.5%
NE4864 Bachelor of Viticulture and Winemaking	48.2	91.4%	50.9	87.5%	2.7	-3.9%
NZ2459 New Zealand Diploma in Business (Level 5)	47.9	71.3%	55.3	69.4%	7.5	-1.9%
NZ2834 New Zealand Certificate in Construction Trade Skills (Level 3)	46.8	82.9%	32.8	75.6%	-14.0	-7.3%
NZ2505 New Zealand Certificate in Domestic Maritime Operations (Restricted Limits) (Level 4)	46.3	89.7%	56.8	68.7%	10.4	-21.0%
NE4587 Graduate Diploma in Information Technology	46.1	94.6%	18.6	91.9%	-27.5	-2.6%
3691 Postgraduate Diploma in Logistics and Supply Chain Management	21.3	98.8%	44.3	95.2%	23.0	-3.6%
3015 Postgraduate Diploma in International Business	43.1	95.1%	7.6	96.7%	-35.5	1.6%
NZ3044 Te Pokaitahi Reo (Rumaki, Reo Rua) (Te Kaupae 2)			39.0	68.9%	39.0	
WK3176 Paetahi Tumu Korero Bachelor of Counselling	37.5	78.7%			-37.5	
NE4376 Certificate in Aeronautical Engineering Fundamentals	35.6	98.3%	11.0	95.5%	-24.6	-2.8%
3895 Paetahi Tumu Korero Bachelor of Counselling			34.4	81.5%	34.4	
NE4648 Diploma in Career Guidance	33.6	81.6%	13.6	75.6%	-20.0	-6.0%
NZ2860 New Zealand Certificate in Study and Career Preparation (Level 4)	29.4	83.8%	31.8	89.8%	2.4	5.9%
NZ2514 New Zealand Diploma in Marine Engineering (Level 6)	31.2	100.0%	23.0	95.1%	-8.2	-4.9%
HB3871 Diploma in Beauty and Body Therapy	31.0	81.5%	6.0	100.0%	-25.0	18.5%
NE4568 Certificate in Te Tuara Me Te Tinana o Te Reo	30.2	75.7%			-30.2	

* NE4672 Certificate in Community Support Services (Care for the Older Person) replaced with NZ2470 New Zealand Certificate in Health and Wellbeing (Level 3) in 2019

** NE4557 Certificate in Te Rito o Te Reo replaced with NZ3043 Te Pokaitahi Reo (Rumaki, Reo Rua) (Te Kaupae 1) in 2019

Māori Learners

Delivered EFTS > 5	2018		2019		Diff	
Qualification	EFTS	Rate	EFTS	Rate	EFTS	Rate
NC1621 Seafood Processing	30.3	95.3%	30.3	96.0%	0.0	0.7%
NE4557 Certificate in Te Rito o Te Reo**	33.5	79.9%			-33.5	
NZ2505 New Zealand Certificate in Domestic Maritime Operations (Restricted Limits) (Level 4)	12.0	86.3%	20.4	64.0%	8.4	-22.3%
CH3730 Bachelor of Nursing	22.1	95.5%	9.6	97.4%	-12.5	1.9%
WK2667 Bachelor of Social Work	13.6	97.2%	14.8	73.7%	1.1	-23.5%
NZ2452 New Zealand Certificate in Business (Administration and Technology) (Level 3)	16.2	34.8%	9.0	53.7%	-7.1	18.9%
NZ2834 New Zealand Certificate in Construction Trade Skills (Level 3)	16.8	80.6%	8.3	47.0%	-8.5	-33.6%
CH3980 Te Ata Hou (Certificate in Māori Studies)	24.0	99.5%			-24.0	
NC5224 Carpentry (Level 4)	14.1	100.0%	7.5	100.0%	-6.5	0.0%
NZ2459 New Zealand Diploma in Business (Level 5)	11.9	51.6%	8.6	51.0%	-3.3	-0.6%
NE4507 Bachelor of Information Technology	9.8	87.2%	7.5	90.0%	-2.3	2.8%
NZ3044 Te Pokaitahi Reo (Rumaki, Reo Rua) (Te Kaupae 2)			16.0	65.6%	16.0	
NZ2963 New Zealand Certificate in Conservation (Operations) (Level 4)	5.4	100.0%	9.9	89.9%	4.5	-10.1%
NE4402 Bachelor of Commerce	7.6	73.8%	6.9	67.3%	-0.8	-6.5%
HB3871 Diploma in Beauty and Body Therapy	9.0	88.9%	4.0	100.0%	-5.0	11.1%
NE4568 Certificate in Te Tuara Me Te Tinana o Te Reo	12.1	81.0%			-12.1	
NZ3120 New Zealand Diploma in Career Development (Level 6)	7.1	31.7%	4.1	63.6%	-3.0	32.0%
NZ3043 Te Pokaitahi Reo (Rumaki, Reo Rua) (Te Kaupae 1)**			10.5	59.5%	10.5	
NZ2411 New Zealand Certificate in Hairdressing (Salon Support) (Level 3)	7.5	88.3%	3.0	83.3%	-4.5	-5.0%
NZ3097 New Zealand Certificate in Automotive Engineering (Level 3)	6.2	54.4%	4.0	12.6%	-2.2	-41.7%
NZ3039 Te Pokaitahi Tikanga (Waka, Rongoa, Te Ara Nunumi, Matauranga Maori, Maori Development, Rangahau) (Kaupae 3)			10.0	75.0%	10.0	
CH3960 Te Haeata (Certificate in Maori Foundation Studies)	9.8	89.6%			-9.8	
NZ2677 New Zealand Certificate in Horticulture (General) (Level 3)	8.0	91.7%	1.5	100.0%	-6.5	8.3%
NE4711 Bachelor of Arts and Media	5.9	98.6%	3.3	89.9%	-2.6	-8.7%
NZ3048 Te Pokairua Reo (Rumaki) (Te Kaupae 5)			9.0	55.6%	9.0	
NZ2860 New Zealand Certificate in Study and Career Preparation (Level 4)	5.6	53.3%	3.3	92.3%	-2.4	39.0%
NE4672 Certificate in Community Support Services (Care for the Older Person)*	8.8	72.9%			-8.8	
NZ3038 Te Pokaitahi Tikanga (Waka, Rongoa, Te Ara Nunumi, Matauranga Maori, Maori Development, Rangahau) (Kaupae 2)			8.0	64.1%	8.0	
NZ2861 New Zealand Certificate in Foundation Skills (Level 1)			7.0	82.1%	7.0	
NE4376 Certificate in Aeronautical Engineering Fundamentals	5.5	100.0%	1.5	66.7%	-4.0	-33.3%
NE4620 Diploma in Applied Fitness	5.3	64.3%			-5.3	
NZ2893 New Zealand Diploma in Fishing Vessel Operations (Level 6)			6.6	99.4%	6.6	
3895 Paetahi Tumu Korero Bachelor of Counselling			6.4	64.7%	6.4	
NZ2435 Manaaki Marae - Te Kauta, Te Wharekai (Kaupae 2)			6.0	72.2%	6.0	
NZ2470 New Zealand Certificate in Health and Wellbeing (Level 3)*			5.0	69.3%	5.0	
NZ2506 New Zealand Certificate in Maritime Crewing (Level 3)			5.0	100.0%	5.0	
NZ3046 Te Pokaitahi Reo (Rumaki, Reo Rua) (Te Kaupae 4)			5.0	30.0%	5.0	
CH4037 Ākona Te Reo (Certificate in Māori Language)	5.0	90.0%			-5.0	

* NE4672 Certificate in Community Support Services (Care for the Older Person) replaced with NZ2470 New Zealand Certificate in Health and Wellbeing (Level 3) in 2019
** NE4557 Certificate in Te Rito o Te Reo replaced with NZ3043 Te Pokaitahi Reo (Rumaki, Reo Rua) (Te Kaupae 1) in 2019

Pasifika Learners

Delivered EFTS > 1	2018		2019		Diff	
Qualification	EFTS	Rate	EFTS	Rate	EFTS	Rate
NE4672 Certificate in Community Support Services (Care for the Older Person)*	67.3	90.0%			-67.3	
NC1621 Seafood Processing	36.6	96.9%	17.4	94.7%	-19.1	-2.1%
NZ2470 New Zealand Certificate in Health and Wellbeing (Level 3)*	4.0	86.4%	18.2	52.6%	14.1	-33.8%
CH3730 Bachelor of Nursing	2.1	94.0%	4.6	94.6%	2.5	0.6%
NZ2459 New Zealand Diploma in Business (Level 5)	4.3	64.7%	1.4	81.8%	-2.9	17.1%
NC5224 Carpentry (Level 4)	2.8	100.0%	2.0	100.0%	-0.8	0.0%
NZ2834 New Zealand Certificate in Construction Trade Skills (Level 3)	2.8	54.5%	2.0	100.0%	-0.8	45.5%
NZ2452 New Zealand Certificate in Business (Administration and Technology) (Level 3)	2.4	68.4%	1.9	100.0%	-0.5	31.6%
NZ2860 New Zealand Certificate in Study and Career Preparation (Level 4)	2.0	100.0%	2.0	100.0%	0.0	0.0%
WK2667 Bachelor of Social Work	2.0	100.0%	2.0	50.0%	0.0	-50.0%
NZ2963 New Zealand Certificate in Conservation (Operations) (Level 4)	1.8	100.0%	2.0	100.0%	0.2	0.0%
NC5121 New Zealand Diploma in Business	2.3	42.9%	0.7	25.0%	-1.7	-17.9%
NE4822 Certificate in Aeronautical Maintenance Engineering	3.0	100.0%			-3.0	
NE4648 Diploma in Career Guidance	1.9	36.7%	1.0	43.8%	-0.9	7.1%
NZ2772 New Zealand Certificate in Christian Ministry (Level 4)	2.8	63.6%			-2.8	
NZ3097 New Zealand Certificate in Automotive Engineering (Level 3)	2.0	31.3%	0.7	29.4%	-1.3	-1.8%
NZ2900 New Zealand Certificate in Aeronautical Engineering (Specialist Support) (Level 4)			2.5	73.3%	2.5	
NZ3120 New Zealand Diploma in Career Development (Level 6)	1.3	60.0%	1.3	40.0%	0.0	-20.0%
NE4864 Bachelor of Viticulture and Winemaking	1.8	79.1%	0.4	0.0%	-1.4	-79.1%
NZ2592 New Zealand Certificate in Computing (Intermediate User) (Level 3)	2.0	37.5%	0.1	0.0%	-1.9	-37.5%
3895 Paetahi Tumu Korero Bachelor of Counselling			2.0	100.0%	2.0	
NZ3627 New Zealand Diploma in Sport, Recreation and Exercise (Multi-sector) (Level 5)			2.0	100.0%	2.0	
NZ2411 New Zealand Certificate in Hairdressing (Salon Support) (Level 3)	1.5	100.0%	0.5	0.0%	-1.0	-100.0%
NE4862 Bachelor of Aquaculture and Marine Conservation			1.9	53.3%	1.9	
3784 Master of Applied Management			1.8	100.0%	1.8	
NZ3043 Te Pokaitahi Reo (Rumaki, Reo Rua) (Te Kaupae 1)**			1.5	100.0%	1.5	
NE4507 Bachelor of Information Technology			1.5	83.3%	1.5	
NZ3044 Te Pokaitahi Reo (Rumaki, Reo Rua) (Te Kaupae 2)			1.5	66.7%	1.5	
NZ2893 New Zealand Diploma in Fishing Vessel Operations (Level 6)	1.5	100.0%			-1.5	
NE4376 Certificate in Aeronautical Engineering Fundamentals	1.5	100.0%			-1.5	
NZ2676 New Zealand Certificate in Horticulture Production (Level 4)			1.1	100.0%	1.1	
NE4776 Diploma in Aquaculture (Fish Farming and Fishery Management)	1.1	100.0%			-1.1	

* NE4672 Certificate in Community Support Services (Care for the Older Person) replaced with NZ2470 New Zealand Certificate in Health and Wellbeing (Level 3) in 2019
** NE4557 Certificate in Te Rito o Te Reo replaced with NZ3043 Te Pokaitahi Reo (Rumaki, Reo Rua) (Te Kaupae 1) in 2019
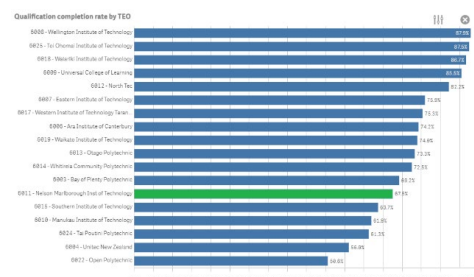
INTERNATIONAL QUALIFICATION COMPLETIONS

The TEC Cohort Qualification Completion methodology defines cohorts of learners based on their start year and NZQF level and measures the performance of each of these cohorts over a fixed period of time which is determined by the NZQF level.

Based on the above methodology the 2019 NMIT qualification completion rate for international learners take into account the following cohorts:

- Level 1 to 3 cohorts (2018 start year) – **103 learners**
- Level 4 to 7 (non-degree) cohorts (2016 start year) – **336 learners**
- Level 7 degree and above cohorts (2014 start year) – **146 learners**

2019 International Qualification Completions   2018 International Qualification Completions
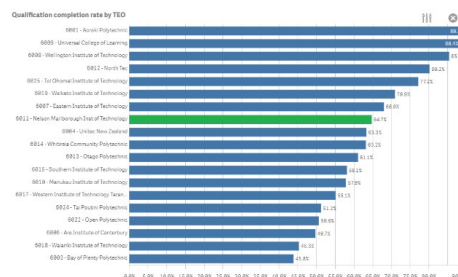
The average qualification completion rate improvement between 2018 and 2019 across all TEOs for international learners was **8.4%** rising from 63% to 71.4% while NMITs improvement was less significant **2.8%** rising from 64.7% to 67.5%.

Despite the relatively small increase in NMITs performance in this area the trend remains positive over the past 3 years and continues to improve with the 2020 rate already sitting at **68.4%**. This figure is likely to increase between now and the end of reporting period but is unlikely to challenge the upper quartile of the 2020 league tables.

International learner's qualification completion % EPI and number of learners.

TEO	EPI 2018	2019	diff	Learners 2018	2019	diff
6001 - Aoraki Polytechnic	89.7%			29		
6009 - Universal College of Learning	88.4%	85.5%	-2.9%	198	255	29%
6008 - Wellington Institute of Technology	85.4%	87.9%	2.5%	514	603	17%
6012 - North Tec	80.2%	82.2%	2.0%	484	646	33%
6025 - Toi Ohomai Institute of Technology	77.2%	87.5%	10.3%	232	735	217%
6019 - Waikato Institute of Technology	70.9%	74.0%	3.1%	750	822	10%
6007 - Eastern Institute of Technology	68.0%	75.9%	7.9%	278	320	15%
6011 - Nelson Marlborough Inst of Technology	64.7%	67.5%	2.8%	516	585	13%
6004 - Unitec New Zealand	63.3%	56.0%	-7.3%	1452	1790	23%
6014 - Whitireia Community Polytechnic	63.2%	72.5%	9.3%	861	862	0%
6013 - Otago Polytechnic	61.1%	73.3%	12.2%	470	730	55%
6015 - Southern Institute of Technology	58.1%	63.7%	5.6%	826	697	-16%
6010 - Manukau Institute of Technology	57.9%	61.9%	4.0%	828	822	-1%
6017 - Western Institute of Technology Taranaki	55.1%	75.3%	20.2%	118	73	-38%
6024 - Tai Poutini Polytechnic	51.2%	61.3%	10.1%	84	80	-5%
6022 - Open Polytechnic	50.6%	50.6%	0.0%	81	89	10%
6006 - Ara Institute of Canterbury	49.7%	74.2%	24.5%	813	699	-14%
6018 - Waiariki Institute of Technology	45.3%	86.7%	41.4%	764	368	-52%
6003 - Bay of Plenty Polytechnic	43.8%	69.2%	25.4%	73	26	-64%

The table shows all 16 ITPs in league table order for 2018 International Qualification Completion rates. We can see that with the exception of UCOL, Open Poly and Unitec all ITPs improved on their 2018 rate within a range of 2% to 41% increase. Note the larger increases also appear to be accompanied by a significant drop in learners in most cases.

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Te Kaupapa: Common Seal Usage

1. PURPOSE:

Function: For Information

Nā: Brian Johnston, Finance Manager

Te rā: 17 August 2020

Purpose: The purpose of this paper is:

To provide the Board with a report on the use of the NMIT Common Seal for the period 1 June 2020 to 30 June 2020.

Recommendation(s):   It is recommended that the NMIT Board resolve to:

Receive this report for their information.

2. EXECUTIVE SUMMARY

Below details the use of the Common Seal for the abovementioned reporting period.

Date	Document	Summary of Document	Document Signatory
09/06/20	Hubei Polytechnic University evaluation report	Evaluation report on the co-operation programme between NMIT & Hubei Polytechnic University.	Liam Sloan
25/06/20	Co-operation agreement with Hubei Polytechnic University (5 copies)	Agreement with Hubei Polytechnic University to establish a co-operation project in the Bachelor of Arts providing opportunities for students of HBPU to undertake studies at HBPU leading to study in NZ.	Liam Sloan
25/06/20	Supplementary agreement with Hubei Polytechnic University (5 copies)	Supplementary agreement containing additional detail in respect of the above Co-operation agreement.	Liam Sloan
30/06/20	Tuition fee invoice for Hunan University of Technology	Invoice for outstanding tuition fees following short-payment of original invoice.	Liam Sloan

Te Kaupapa: Legislative Compliance

1. PURPOSE:

Function:	For Information
Nā:	Liam Sloan – Chief Executive
Te rā:	17 August 2020
Purpose:	The purpose of this paper is:
	To update the Board on NMIT's legislative compliance status.
Recommendation(s):	It is recommended that the NMIT Board receive the report for their information.

2. EXECUTIVE SUMMARY

This report details NMIT's activities in relation to new and existing legislation to show progress and status of compliance.

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Nelson Marlborough Institute of Technology

LEGISLATIVE COMPLIANCE DECLARATION

Name: Liam Sloan

Position: Chief Executive

I, the undersigned, declare that, to the best of my knowledge, the Nelson Marlborough Institute of Technology is compliant with the following compliance requirements:

Compliance requirement:	Person Responsible for Compliance at NMIT	Compliant? (Please initial)			Relevant NMIT Policy Document	Notes:
		Yes	No	N/A		
Fair Trading Act 1986	Liam Sloan, Grant Kerr, Sue Smart, Olivia Hall, Tony Macfarlane, Brian Johnston, Susannah Roddick, Marja Kneepkens, Carole Crawford	✓				
Health and Safety at Work Act 2015	Liam Sloan, Grant Kerr, Sue Smart, Olivia Hall, Tony Macfarlane, Brian Johnston, Susannah Roddick, Marja Kneepkens, Carole Crawford	✓			Asbestos Management Policy; Crisis Procedure; Health and Safety Committee Terms of Reference; Health and Safety Manual; Safe Driving and Fleet Management; Safety, Health and Wellbeing Leadership Group Terms of Reference; Safety, Health and Wellbeing Policy	Compliance with Act continues as business as usual now that the new requirements have been embedded at NMIT.
Broadcasting Act 1989	Sue Smart	✓				
Copyright Act 1994	Sue Smart	✓			Copyright Policy; Staff Charter; Intellectual Property Policy	Intellectual Property Policy updated April 2015. Copyright Policy updated March 2016.
Education (Pastoral Care of International Students) Code of Practice 2016	Sue Smart	✓				
Harmful Digital Communications Act 2015	Sue Smart	✓			Staff Social Media Policy; NMIT Social Media Guidelines	
Te Ture Mō Te Reo Māori 2016 Māori Language Act 2016	Olivia Hall	✓			Treaty of Waitangi Policy, Academic Statute, Assessment Policy, Examination Guidelines, Te Ara Wai Implementation Plan	Relationship of Iwi and Te Reo acknowledged and protected. Ability for students to submit assessments in Te Reo Māori supported.
Accident Compensation Act 2001	Liam Sloan	✓				
Child Support Act 1991	Tony Macfarlane	✓				Relates to the deduction of Liable Parent payments from wages.
Employment Relations Act 2000 Employment Relations Amendment Act 2018	Tony Macfarlane	✓			Staff Charter; Safety, Health and Wellbeing Policy; Staff Misconduct Procedure; Staff Appointments	POD has made necessary updates to documentation, processes and systems to comply with amendment act changes from 1 May 2019.
Equal Pay Act 1972	Tony Macfarlane	✓				

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Compliance requirement:	Person Responsible for Compliance at NMIT	Compliant? (Please initial)			Relevant NMIT Policy Document	Notes:
		Yes	No	N/A		
Holidays Act 2003	Tony Macfarlane	✓				
Kiwi Saver Act 2006	Tony Macfarlane	✓				
Minimum Wage Act 1983	Tony Macfarlane	✓				Increased to $18.90/hr from 1 April 2020
Parental Leave and Employment Protection Act 1987	Tony Macfarlane	✓				
Smoke-free Environment Act 1990	Grant Kerr	✓			Staff Charter; Student Rules; Smokefree Policy	NMIT Campus is smoke free.
Volunteers Employment Protection Act 1973	Tony Macfarlane	✓				
Vulnerable Children Act 2014	Tony Macfarlane	✓			Child Protection at NMIT Policy	All core workers identified and police vetted. Non-core staff under Ministry of Justice checks.
Wages Protection Act 1983	Tony Macfarlane	✓				
Animal Welfare Act 1999	Carole Crawford	✓			Code of Ethical Conduct - Animal Welfare	Animal Ethics Committee meets twice yearly and reviews policies and activities under the act on an ongoing basis.
Maritime Transport Act 1994	Marja Kneepkens	✓				
Health Practitioners Competence Assurance Act 2003	Susannah Roddick	✓				
Conservation Act 1987	Marja Kneepkens	✓				In relation to concessions for teaching activities in conservation areas, e.g. Adventure Tourism and Trainee Ranger programmes.
Food Hygiene Regulations 1974	Marja Kneepkens, Carole Crawford	✓				Seafood Training Services advise these regulations do not apply to their training which is all factory-based. Cert in Superyacht Crewing complies.
Hazardous Substances and New Organisms Act 1996	Marja Kneepkens, Carole Crawford	✓				A review of our policies and controls of Hazardous Substances forms part of our annual review for insurance purposes. Woodbourne and ECC now compliant. ECC quantities below threshold specified in the Act.
Building Act 2004	Grant Kerr	✓				Re Council permissions; Licensed Building Contractors; Warranties
Construction Contracts Act 2002	Grant Kerr	✓				No major works undertaken in period.
Contract and Commercial Law Act 2017	Grant Kerr / Sue Smart / Brian Johnston	✓				Replaces range of acts incl. Electronic Transactions Act 2002 and Contracts (Privity) Act 1982
Crown Entities Act 2004	Grant Kerr	✓				Evidence of compliance: unqualified audit opinion from Audit New Zealand.
Dog Control Act 1996	Grant Kerr	✓			Animals on Campus	
Electricity (Safety) Regulations 2010	Grant Kerr	✓				A qualified electrician carries out an annual safety check at NMIT
Electricity Act 1992	Grant Kerr	✓				
Fire Safety and Evacuation of Buildings Regulations 2006	Grant Kerr	✓				

17 AUGUST 2020

Compliance requirement:	Person Responsible for Compliance at NMIT	Compliant? (Please initial)			Relevant NMIT Policy Document	Notes:
		Yes	No	N/A		
Fire Service Act 1975	Grant Kerr	U				
Gas Act 1992	Grant Kerr	U				
Historic Places Act 1993	Grant Kerr	U				
Land Transport Act 1998	Grant Kerr	U			Safe Driving and Fleet Management Policy	
Occupiers Liability Act 1962	Grant Kerr	U				
Public Bodies Contracts Act 1959	Grant Kerr	U				
Public Records Act 2005	Grant Kerr	U			Records Management Policy	Plans in place to support compliance requirements with ongoing programme of work.
Radiation Protection Act 1965	Grant Kerr	U				
Resource Management Act 1991	Grant Kerr	U				
Road User Charges Act 2012	Grant Kerr	U				
Statistics Act 1975	Grant Kerr	U				
Food Act 2014 Food Safety Law Reform Act 2018	Grant Kerr	U				Rata Room, NMIT Café
Financial Reporting Act 2013	Brian Johnston	U				
Goods and Services Tax Act 1985	Brian Johnston	U				
Public Audit Act 2001	Brian Johnston	U				Unqualified audit opinions from Audit New Zealand form part of our evidence of compliance.
Student Loan Scheme Act 2011	Brian Johnston	U				
Income Tax Act 2007	Brian Johnston / Tony Macfarlane	U			Taxation Treatment for Staff and Contractors; Taxation	Payroll software (AMS) provides regular updates to ensure our system complies with legislation. Written requests from IRD to make deductions from employees are carried out and employees notified of request and our action to comply. Automatic pay day filing from 1 April 2019.
Tax Administration Act 1994	Brian Johnston / Tony Macfarlane	U			Taxation Treatment for Staff and Contractors; Taxation	See above
Immigration Act 2009	Liam Sloan / Sue Smart / Tony MacFarlane	U				
Electronic Identity Verification Act 2012	Liam Sloan	U				
Unsolicited Electronic Messages Act 2007	Sue Smart	U				
Commerce Act 1986	Sue Smart	U				
Companies Act 1993	Liam Sloan	U				
Consumer Guarantees Act 1993	Liam Sloan	U				
Human Rights Act 1993	Liam Sloan	U			Harassment Prevention and Management	

17 AUGUST 2020

Compliance requirement:	Person Responsible for Compliance at NMIT	Compliant? (Please initial)			Relevant NMIT Policy Document	Notes:
		Yes	No	N/A		
Incorporated Societies Act 1908	Liam Sloan	✓				Relevant to the Nelson Polytechnic Educational Society Inc. (225211)
Local Authorities (Members Interests) Act 1968	Liam Sloan	✓				Act applies to governing bodies of technical institutes
Local Government Official Information and Meeting Act 1987	Liam Sloan	✓				
New Zealand Bill of Rights Act 1990	Liam Sloan	✓				
Official Information Act 1982	Liam Sloan	✓			Protected Disclosures; Fraud	
Privacy Act 1993	Liam Sloan	✓			Fraud	Cognisant that other Acts override Privacy Act.
Protected Disclosures Act 2000	Liam Sloan	✓			Protected Disclosures; Fraud	
Sale and Supply of Alcohol Act 2012	Liam Sloan	✓			Alcohol at functions on NMIT Campus	SANITI, Rata Room, external functions
State Sector Act 1988	Liam Sloan	✓				
Education Act 1989	Liam Sloan	✓			NMIT Code of Ethical Conduct for Research; Council and Governance	Education (Vocational Education and Training Reform) Amendment Bill now introduced to Parliament.
Education Legislation Act 2016	Liam Sloan	✓				

Further, I declare that, to the best of my knowledge, that NMIT is compliant with the requirements made by the following professional and regulatory bodies:

☑ Audit New Zealand
☑ Civil Aviation Authority
☑ Maritime New Zealand
☑ Marlborough District Council
☑ Ministry of Business, Innovation and Employment

☑ Ministry of Education
☑ Ministry of Primary Industries
☑ Ministry of Social Development (StudyLink)
☑ Nelson City Council
☑ New Zealand Qualifications Authority
☑ State Services Commission

☑ Tasman District Council
☑ Tertiary Education Commission
☑ The Nursing Council of New Zealand
☑ The Social Workers Registration Board
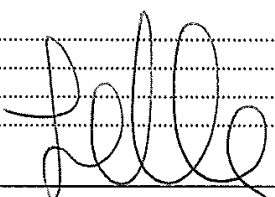
NON-COMPLIANCE
The following section outlines issues of identified non-compliance and details the actions being taken by NMIT to address the non-compliance along with this declaration:

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....
....

SIGNATURE: _____   DATE: 7|8|20

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28 July 2020

Fact sheet: NZIST Ring-Fencing Policy

Background

In early 2019, during consultation on the Reform of Vocational Education, feedback was received about the ability to retain access to cash reserves held by several Institutes of Technology and Polytechnics (ITPs). The feedback highlighted that for several of the 16 ITPs, cash reserves had been built up over time and had involved the cooperation of the wider community in the accumulation. Feedback suggested such funds should be protected or 'ring-fenced' to ensure these funds would not be centralised and that the funds would remain for the benefit of the region in which they had originally been built up.

In late July 2019, Cabinet approved the establishment of the NZIST, announced publicly by Education Minister Chris Hipkins in early August 2019. The Cabinet paper outlined the Government's intention to ensure existing cash reserves, accumulated by several of the 16 ITPs, are in the future invested in the regions in which they have been built up. Cabinet's decision document provided a high-level illustration of the likely methodology for determining what would be ring-fenced.

During the establishment phase of NZIST, a preliminary 'ring-fencing' policy was developed to implement the Government's intention.

On 1 April 2020, NZIST was created, and the 16 ITPs became subsidiaries of NZIST. As part of the transition process, NZIST's Council adopted the Ring-Fencing Policy previously developed during the establishment phase and NZIST staff, accounting specialists and relevant subsidiary (formerly ITP) financial staff worked together to calculate the amount of funds to be 'ring-fenced' in accordance with the Policy.

It became obvious that once applied, the accounting methodology in the Ring-Fencing Policy did not give effect to the Government's intention of ensuring funds built up by several ITPs be retained for use in the regions in which they were accumulated. In some cases, the initial calculations resulted in negative balances. NZIST, alongside accounting specialists, realised the methodology needed adjustment in order to reflect the Government's intention.

In July 2020, NZIST's Council amended the Ring-Fencing Policy settings. NZIST has collaborated with relevant subsidiary financial staff to recalculate ring-fenced amounts. NZIST recognises and acknowledges the significant value those subsidiaries with cash assets place on their ability to retain ring-fenced funds and to have a say on how the funds are to be invested in their regions. NZIST is confident the new accounting methodology better meets the Government's original intent.

1. What is the NZIST Ring-Fencing Policy?

The Ring-Fencing Policy applies to existing qualifying cash reserves held by several of the 16 NZIST subsidiaries (formerly ITPs). The cash reserves must meet the specified criteria in the Ring-Fencing Policy in order to be ring-fenced.

The Policy ensures ring-fenced amounts will only be spent in the "relevant region" where the subsidiary was located and operated when they were brought into the NZIST group on 1 April 2020.

Ring-fenced amounts can be used for projects and capital expenditure, approved by NZIST, in the relevant region.

The Policy ensures that ring-fenced amounts remain designated for use, once approved by NZIST, within the region they were accumulated. Ring-fenced amounts cannot be moved around the NZIST network.

2. Who does the Ring-Fencing Policy apply to?

The Ring-Fencing Policy applies to NZIST and each of the 16 NZIST Subsidiaries, noting that not all the subsidiaries have ring-fenced amounts.

3. How can ring-fenced amounts be used?

Ring-fenced amounts can be spent on a range of capital and operational expenditure. Any use of ring-fenced amounts must first be approved by NZIST.

4. How are ring-fenced amounts calculated?

Broadly, the ring-fenced amount:

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- **Includes:** cash, cash equivalents, derivatives and other financial instruments and liquid investments, measured on a net basis and net of any debt; and
- **Excludes:** restricted funds (e.g., bequests), an allowance for working capital liquidity, refunds due to students and not yet paid, Crown clawback amounts not yet paid, any other wash-ups on SAC and other Crown funding, capital expenditure commitments and other ad hoc commitments not included in this list.

5. How does the Ring-Fencing Policy work in practice?

These are the key steps:

(a) **Calculation of initial ring-fenced amount:** Each NZIST subsidiary calculates its initial ring-fenced amount (if any) using the accounting methodology set out in the Ring-Fencing Policy. Once calculated and confirmed, NZIST will notify each relevant NZIST subsidiary of the agreed ring-fenced amount

(b) **Management of ring-fenced amount:** NZIST will work with relevant subsidiaries to determine where ring-fenced amounts will be held – either in a separate bank account, or as separately identifiable deposits or liquid investments. Generally, subsidiaries can retain the ring-fenced amount in their own bank accounts

(c) **Reporting of use of ring-fenced amount:** NZIST subsidiaries must be able to identify and report on a day-to-day basis on their ring-fenced amount

6. Can the ring-fenced amount change over time?

The ring-fenced amount is established as a one-off reserve. Any interest earned will not be added to the ring-fenced amount, but it will be available to the relevant subsidiary as part of their unrestricted/non ring-fenced funds.

Once ring-fenced amounts are drawn from the ring-fence, they cannot be repaid. The ring-fencing mechanism will continue until the ring-fenced amount is reduced to zero.

7. What can the ring-fenced amounts be used for?

Some examples include:

- Routine capital expenditure e.g. ICT hardware and software, buildings, equipment (teaching and other), programme and materials development
- Any local component of a wider NZIST investment project (for instance, a major systems replacement that provides a capability needed by the regional operation)
- Major capital projects
- Investment in building or maintaining capability
- Operating losses and/or change and restructuring costs

8. What are "relevant regions"?

Ring-fenced amounts can only be spent in the "relevant region". This will be the home or core regions in which the subsidiary (legacy ITP) operated in prior to 1 April 2020. For example:

Legacy ITP with ring-fenced funds	Relevant Region
Southern Institute of Technology	Southland
Ara Institute of Canterbury	Christchurch, Timaru and the whole of Canterbury
Toi Ohomai Institute of Technology	Bay of Plenty, Rotorua and Taupō
Eastern Institute of Technology	Hawkes Bay and Eastland
The Open Polytechnic of New Zealand	All New Zealand
Nelson Marlborough Institute of Technology	Nelson and Marlborough
Northland Polytechnic	Northland

9. Further questions?

If you have any further questions, please contact NZIST's Communication Manager, Denise Mackay, at denise.mackay@vocationaleducation.ac.nz

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NZIST
Indicative Final Ring-fenced Cash Amounts

	Ara	EIT	NMIT	OPNZ	SIT	Northtec	Toi
Data received from Subsidiaries							
Cash, cash equivalents, derivatives (net) and other financial instruments and investments	$ 88,629,085	$ 31,810,000	$ 23,720,000	$ 30,371,946	$ 43,453,037	$ 14,200,180	$ 32,301,000
Debt	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Restricted funds	$ 29,186,378	$ 112,000	$ -	$ -	$ 121,971	$ 79,748	$ 51,203
Net Cash	$ 59,442,707	$ 31,698,000	$ 23,720,000	$ 30,371,946	$ 43,331,066	$ 14,120,432	$ 32,249,797
Student fees in advance	$ 32,527,942	$ 17,968,000	$ 9,528,000	$ 3,168,708	$ 6,828,920	$ 7,300,013	$ 22,565,000
Refunds due to students and not yet paid	$ -	$ -	$ -	$ 400,537	$ -	$ 106,879	$ -
Crown claw-back amounts not yet paid	$ 2,884,395	$ 2,988,000	$ -	$ -	$ -	$ 782,777	$ 1,969,401	$ -
Any other wash-ups on SAC and other Crown funding	$ -	$ -	$ -	-$ 232,599	$ 2,060,048	$ -	$ -
Allowance for working capital	$ 16,915,262	$ 10,999,167	$ 6,331,000	$ 9,477,083	$ 9,602,876	$ 6,229,646	$ 14,092,000
Capital expenditure commitments	$ 9,970,930	$ 3,038,000	$ 5,687,000	$ 17,559,000	$ 15,710,578	$ 1,123,319	$ 17,718,000
Ad hoc commitments not included above (and to be decided on a case by case basis)	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Preliminary Ring-fenced Cash Amounts	-$ 2,855,822	-$ 3,295,167	$ 2,174,000	-$ 783	$ 8,345,867	-$ 2,608,826	-$ 22,125,203

Calculations	**Comments**						
Preliminary Ring-fenced Amounts		(2,855,822)	(3,295,167)	2,174,000	(783)	8,345,867	(2,608,826)	(22,125,203)
Updated Calculation of Ring-fenced Amounts	This calculation deducts 2 months' opex, but not SFIA. This assumes that the ITP's allowance for working capital will be adequate to meet their actual 2 month WC requirements. CAPEX is excluded from the ring-fenced amount.	29,672,120	14,672,833	11,702,000	3,167,925	15,174,787	4,691,187	439,797

Hon Chris Hipkins

MP for Remutaka

Minister of Education

Minister of Health

Minister of State Services

Leader of the House

Minister Responsible for Ministerial Services

Murray Strong
Chair
New Zealand Institute of Skills and Technology

Via email: Murray.Strong@vocationaleducation.ac.nz

Dear Murray

New Zealand Institute of Skills and Technology – Letter of Expectations

I am writing to convey my expectations of the New Zealand Institute of Skills and Technology (NZIST) for the year from the date of its establishment, 1 April 2020, and for the medium term.

The functions of NZIST are set out in the Education (Vocational Education and Training Reform) Act 2020 (section 222B) and the Charter of NZIST is Schedule 3 of that Act. The functions and the Charter are attached as appendices to this letter.

The Charter embodies enduring principles for the way that Parliament expects NZIST to operate. Those principles underpin this letter and should help guide you in implementing the vison of the reforms.

I expect NZIST to work closely with TEC on identifying consequences from the current COVID-19 pandemic, and to note my expectations around accelerating aspects of the Reform of Vocational Education (RoVE) programme to support our immediate response to, and recovery from, COVID-19. Specifically, I expect NZIST to prioritise the following areas of work over the next 3-6 months:

- putting learners at the centre of everything you do, especially as it relates to developing an organisation-wide learner success approach;
- coordinating its subsidiaries to deliver the relevant parts of the Trades and Apprenticeships Training Package and ensuring the subsidiaries are able to meet the training needs of learners, including those most recently dislocated as a result of COVID-19;
- building capability and support for workplace-based learning;
- restructuring vocational programmes (where required); and
- developing innovative ways to deliver learning.

The Vision – a new blueprint for vocational education

A cornerstone of the reform is the design and implementation of NZIST's longer-term operating model to create a sustainable, national network of regionally accessible vocational education and training, which is responsive to the needs of all regions of New Zealand, their learners, industries, employers, and communities.

Every conversation, every decision you make needs to pause and ask the question "what will this actually mean for students, trainees, apprentices and employers and their communities?" *We need to move from a tertiary system that has operated on the belief that "build and they will come" to one that first understands students and apprentices, then we build it and they will not only come but they will succeed.*

Transformative thinking and change is required to deliver a national network of provision which will enable students and employers to transition seamlessly between delivery sites and educational modes, so that NZIST can be a true long-term skills training partner to firms and industries, operating both nationally and regionally.

Ultimately, I expect to see a nationwide network of provision that can respond to a fast changing future of skills, learning and work that will:

- deliver for the unique needs of all learners, including those who have been traditionally under-served, such as Māori, Pasifika, and disabled learners, particularly as Māori and Pasifika will form a growing part of the working-age population in the future;
- be relevant and responsive to the changing needs of employers;
- be collaborative, innovative and sustainable for all regions of New Zealand; and
- uphold and enhance Māori Crown partnerships.

I expect NZIST to provide the governance, leadership, systems and initiatives to turn the vision into reality, building on the work of the Establishment Board and the former ITPs and ITOs. The aim is to create an integrated network of provision by the end of the transition period, December 2022.

Priority Expectations - NZIST priorities must reflect the Tertiary Education Strategy

I expect NZIST to support the Government's goals for building a productive, sustainable and inclusive economy and improving the wellbeing of all New Zealanders, and our long-term vision for the education system, which is based around the following objectives:

- Learners at the centre;
- Barrier-free access;
- Quality and leadership;
- Focus on the future of learning and work; and
- World class inclusive education.

NZIST's national reach and the integration of work-based training mean it is particularly well placed to contribute to these objectives. I expect these objectives, and the new Tertiary Education Strategy, which I will confirm very soon, to be at the forefront of designing NZIST's operating model.

I have also outlined my expectations around opportunities to accelerate aspects of the RoVE programme to help the tertiary sector transition to a post-COVID world and the areas I expect NZIST to focus on over the next 3-6 months.

Expectation 1: Te Tiriti o Waitangi: Delivering partnership, protection, participation and equity

Commitment to Te Tiriti

I expect NZIST to demonstrate genuine commitment to Te Tiriti o Waitangi and the principles that underpin the relationship between Government and Māori. Under Te Tiriti, the Government, education sector agencies and Crown entity providers have joint responsibility with Māori to ensure the education system delivers with and for Māori.

The Charter requires NZIST governance, management, and operations to give effect to Te Tiriti, to recognise that Māori are integral to regional social, environmental, and economic development; and commit to improving outcomes for Māori learners, whanau, hapū and iwi, and employers.

Crown Tertiary Education Institutions have a responsibility to genuinely partner with Māori to ensure the education system delivers with, and for, Māori. For NZIST this means:

1. embedding a commitment to Te Tiriti o Waitangi | the Treaty of Waitangi in NZIST organisational policy and practices;
2. embedding equity for Māori learners in the culture, delivery and outcomes across the whole of NZIST;
3. interrogating governance and leadership decisions for their ability to transform the status quo and deliver equitable outcomes for Māori;
4. ensuring Māori rangatiratanga is supported by enabling Māori as individuals, whānau, hapū, iwi, mana whenua, or a combination of these, to be actively engaged and able to participate in decision making;
5. valuing, validating and protecting local knowledge, interests and values; and
6. partner effectively with Māori and contribute to Tiriti honouring relationships across the organisation.[1]

I expect NZIST to work actively to lift the leadership practice and cultural capability of NZIST staff to effectively partner with Māori. This should be achieved through tailored cultural capability frameworks and tools that are consistent with the Te Arawhiti Māori Crown Relations Capability Framework.[2]

Māori Advisory Committee

The NZIST Council (the Council) has a Māori Advisory Committee, established to advise the Council at an operational level on how NZIST works with Māori to improve outcomes for Māori learners. I expect NZIST to:

- ensure the Committee is resourced to operate effectively;
- hear and respond to the Committee's advice;
- ensure governance and leadership decisions are able to transform the status quo and deliver equity for Māori;
- ensure akonga, whanau, iwi and hapū are actively engaged and able to participate in decision-making;
- value, validate and protect local and regional knowledge, interests and values;
- prioritise Māori cultural knowledge and capability within NZIST and its subsidiaries; and
- maintain and further develop strategic partnerships with iwi and Māori.

Expectation 2: Learners at the centre

Our maturity as a system as to what learners at the centre means is growing and I expect to see NZIST leading this transformation for the sector.

I expect to see NZIST partner with TEC to adopt the Learner Success Framework to build on work underway within the sector and your subsidiaries on student pathway mapping, learner-centred design, rigorous data analytics and how all of these can support implementing an NZIST wide system and set of interventions that improve learner success especially for Māori learners, Pasifika learners and learners with disabilities which will deliver an overall return on investment to drive future decisions I also expect the Council to empower learners and staff, and create opportunities for their influence on academic, non-academic, and wellbeing matters relating to NZIST policies, practices and services. I expect NZIST to promote equitable access to learning opportunities for learners across all regions, and have culturally responsive delivery approaches, whether on campus, in the workplace, online, or otherwise.

In the first instance, NZIST will need to demonstrate that it is effectively engaging with its advisory committees, providing real opportunities for active participation in Council decision-making and ensure that these committees have the support to operate effectively, and information on how their

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[1] https://www.tearawhiti.govt.nz/te-kahui-hikina-maori-crown-relations/engagement/
[2] http://tearawhiti.govt.nz/assets/Tools-and-Resources/Maori-Crown-Relations-Capability-Framework-Organisational-Capability-Component.pdf

insights are influencing decisions.

The recent response required by providers to the COVID-19 pandemic has highlighted the current inequity in the system for some learners. I expect NZIST to coordinate its subsidiaries to deliver the relevant parts of the Trades and Apprenticeships Training Package and ensure collaboration between subsidiaries to leverage off areas of excellence to best meet the training needs of learners.COVID-19 is expected to result in a significant increase in demand for vocational education, and I expect NZIST to ensure a coordinated response that supports the training of people and helps them back into employment. I expect the prioritisation of work to ensure NZIST builds the capability and capacity to understand and build organisation-wide systems and programmes that meet the needs of learners across New Zealand to help ensure those most vulnerable to the impacts of COVID-19 are a key focus of the NZIST and receive the support and guidance they need to succeed.

Developing innovative ways to deliver learning

I expect NZIST to accelerate the development of a new suite of programmes that are more suited to the post-COVID environment by looking at innovative ways of delivering learning (for example, by using micro-credentials). NZIST will need to develop strong relationships with workforce development councils (WDCs), transitional industry training organisations (TITOs) and other industry organisations, and regional skills leadership groups (RSLGs) to ensure these programmes meet the needs of employers and learners. It will be important for NZIST to engage closely with NZQA's work to simplify the vocational qualifications system.

Additionally, NZIST's work with education agencies to progress the recommendations of the Productivity Commission could help streamline and open up opportunities to issue existing products more effectively, so I expect this to be prioritised.

Expectation 3: Working collaboratively, collectively and inclusively through partnerships

Partnership

I expect NZIST to undertake regular and genuine communication and engagement with stakeholders, including students and staff. I expect there will be an open and transparent approach to working in partnership with its stakeholders and subsidiary providers, providing guidance and support in bringing about transformation, encouraging opportunities for cross-sector collaboration and identifying the benefits in acting collectively.

In line with its Charter, I expect NZIST's stakeholder partnerships to extend to industry, including Māori and Pasifika employers, and communities at a local level, including hapū and iwi, and Pasifika communities.

All stakeholders need to be valued, trusted and included in decision making.

Working inclusively requires active listening; not only providing opportunities for voices to be heard and providing the systems underpinning representation, but making room in the decision-making agenda for those views to be properly taken into account.

I expect NZIST to be inclusive and customer-focused in its communication and engagement with its stakeholders and to build its capability to understand their needs.

I expect NZIST to establish systems and procedures to provide the opportunity for stakeholders, students, staff, iwi, industry and employers, to have their voices heard and taken account of in decision-making. I expect the NZIST work programmes to embed student, staff and whanau voice, building on the requirement for the Council's statutory committees.

Collaborative working

The Establishment Board working groups have laid the foundation for collaborative working. I

expect NZIST to capitalise on the momentum and goodwill this has generated across the sector and to work collaboratively with schools, wānanga, the newly formed RSLGs and other tertiary sector organisations, including WDCs.

I expect NZIST to work closely with WDCs and RSLGs as they are established, to identify areas for collaboration and ways to leverage the valuable information and insights of WDCs and RSLGs. NZIST will need to collaborate with WDCs so that its programmes meet industry-set standards and it can continue to innovate ways to improve programme delivery and enhance learner outcomes.

Sharing information and insights is a key component of collaborative working and enables every learner to benefit from collective knowledge. I expect to see opportunities created for the new subsidiary board Chairs and directors and other cross-sector groups to meet to regularly share information and insights. Encouraging and supporting collaborative and collective work practices will also support the transition from subsidiary companies to integration within NZIST.

Expectation 4: Creating Quality International Education

It is important that NZIST contributes to the goals of the International Education Strategy 2018-2030 to help reposition vocational education for international students from being focused on student volume and revenue generation to high quality education provision, long term sector sustainability, and student experience and wellbeing.

As part of the collective response to COVID-19, I expect NZIST to work closely with education agencies, and in particular Education New Zealand (ENZ), as the strategy to reposition New Zealand's international education offering to ensure it is sustainable and of the highest quality is developed and implemented.

Over the next few years, I expect this will include NZIST:
- developing and implementing a strategic approach for the international education aspects of the reform as a major vocational education provider. This will include focus on regional development; market diversification to reduce reliance on China and other key markets; workforce capability and needs; and a coordinated plan for the investment of any international education revenue;
- prioritising student wellbeing and experience by providing and ensuring care, continuity and reassurance for current and potential international students as the vocational education reforms bed in;
- supporting and enabling the development of high quality education that contributes to onshore and offshore priorities of the International Education Strategy, particularly where they can contribute to identifying and addressing regional development opportunities and gaps;
- working with other education agencies and sector stakeholders to create and support better student pathways that respond to regional opportunities and skills gaps, improve student experience, and that create more global citizenship pathways for students, educators and industry (including work experience and placements); and
- working with ENZ and other education agencies to build a brand identity that supports long term sector sustainability and regional growth and specialisation, and that can be tailored to international markets and different sector stakeholders.

Expectation 5: Striking the right balance – delivering transformative change and core business

An immediate challenge for NZIST will be to manage its network of subsidiaries to deliver its core business-as-usual functions against standards of excellence (across all levels of provision and including existing research), mobilise the opportunities inherent in the transformation, and take advantage of rationalisation where possible. NZIST has inherited a network of subsidiaries that play a crucial role in delivering for their regions but face financial pressure to a greater or lesser extent.

I expect NZIST to address at an early date the financial fragility of parts of the ITP network and, in the longer term, build into the network greater flexibility, responsiveness and resilience that will mitigate the risks of further deteriorating financial performance.

Decision making needs to be aligned to the vision for RoVE. In transforming the vision of the reforms into reality, I expect NZIST to build on the Establishment Board's "Mobilising the Future" work and develop a new operating model that creates a unified and sustainable national network for all vocational education. NZIST is New Zealand's largest tertiary education institution. It has a unique opportunity to work at scale to develop much higher quality products (whether those are programmes, engagement with employers, or learner management and support systems), and to use its network to deploy those initiatives across the country.

I expect that NZIST will develop its initial operational model to clearly reflect the need to build an organisation which will be ready to transition support for workplace learning into it and have the capability to effectively build and manage employer, WDC and RSLG relationships. During the transition phase, NZIST will be required to work closely with TEC and the TITOs and their respective employers on the transfer of support for learners into NZIST.

As part of the implementation of the Trades and Apprenticeships Training package, I expect NZIST to prioritise work to more quickly take on some of the responsibilities for supporting workplace-based learning from TITOs. This approach should provide a range of benefits to assist the recovery from COVID-19, including by helping apprentices and trainees to connect with work opportunities in different regions.

Some apprentices and trainees may be unable to undertake the workplace-based component of their study during the COVID-19 response and recovery. I expect NZIST to work with TITOs and education agencies to develop mechanisms to support learners and avoid unnecessary disruption to their studies.

Early signals of change will support transformation

NZIST has the opportunity to signal elements of transformative change early. This includes completing the work on name and brand, and the decisions which will shape the operating model. An example would be how the new Academic Board is structured and its areas of focus which could include:

- immediately operating as one entity and not taking an independent view across each subsidiary;
- integration of employer and work-based learning needs as early as possible; and
- constructing pathways between secondary and tertiary education and between different tertiary providers.

I expect the new operating model to align with the Charter and:

- deliver vocational education that is more relevant to work and provides the skills that learners, employers and communities need to thrive;
- have learners and employers at its centre in all decisions;
- ensure greater consistency in vocational education across the network;

- respond to regional needs and enable regions to share resources, support each other and share accountability;
- increase the use of technology in curriculum delivery and continuously review and develop the best options and products for delivering learning and support through workplace, on-campus and online learning;
- look at the optimisation of digital assets to support a sector solution for the current COVID-19 situation;
- encourage employers' participation with flexible work-integrated learning becoming an increasingly important part of the vocational education system; and
- provide learners with more support while they are training, enable them to move seamlessly between regions and between work-based and provider-based training, and to continue training move easily if their employment situation changes.

To support making a transformative shift in the system I expect NZIST's immediate focus to be on:

- developing capability at its head office and throughout the network;
- addressing the financial fragility of parts of the ITP network and building into the network greater resilience to mitigate risks of deteriorating financial performance;
- creating the infrastructure, including pedagogical and administrative systems, to bring cohesion to the network of providers;
- working towards new systems which need to be flexible, cost effective and adaptable;
- developing innovative education products and services as employers and learners build confidence in the new system; and
- planning and managing the transfer and integration of responsibility for work-based training within NZIST.

The design of the new operating model needs to be well-planned and resourced with realistic implementation timelines. I expect to see the development of plans for capital asset management, human resource capability, communications, and the information systems that provide the data to enable NZIST to effectively manage organisational performance on a national basis.

I expect NZIST to collaborate in key design work with the central agencies, including the Ministry of Education, TEC, NZQA and MBIE, and particularly the wider RoVE team.

Expectation 6: Accountable to all stakeholders

NZIST's accountability is to all its stakeholders. The legislation ensures that NZIST and subsidiaries that provide education comply with the same requirements for public reporting as all TEIs. NZQA maintains its role in assessing academic standards.

NZIST is accountable for managing its own performance at every level of the organisation. I expect that the SOI, SPE, and Investment Plan documents for NZIST will provide transparency to the decisions and programmes required to achieve the agreed outcomes and facilitate effective monitoring of progress and management of the risks.

I expect the NZIST Council to assess and build board performance, to have a view on Council succession needs, gaps in Council composition or future risks, and to share these insights with the TEC. Within NZIST, it is important that the Council works effectively together, and has a cohesive and collaborative approach.

Relationship with TEC

NZIST will, as with any TEI, receive funding from the TEC under an Investment Plan. The TEC has an important role in monitoring the progress towards the goals of this plan and the overall performance of NZIST and is refining its monitoring frameworks to take account of the new arrangements.

In recognition of the TEC's statutory oversight and monitoring role, I expect NZIST to operate closely and cooperatively with the TEC and to proactively share information. An example would be

the regular submission of Council and committee papers to the TEC along with regular financial reports (monthly management accounts) as well as a willingness to informally share information and seek guidance.

The initial period of transition presents heightened risks as NZIST balances maintaining business-as-usual with new initiatives. I expect NZIST to ensure it can meet targets and milestones detailed in the funding agreements with the Crown and that it works constructively with officials around business case development, capital asset plans, investment planning and other matters.

…and the ROVE Programme Board

NZIST also has responsibilities for its role in the overall RoVE programme. I expect NZIST to keep the RoVE Programme Board informed of progress, ensure alignment in the design synchronisation of major deliverables. I expect the Director RoVE to work with you on an integrated transformation roadmap for the reform, looking out several years. Success will require working collaboratively with the wider RoVE programme, involvement of key team members, integrated design where appropriate and comprehensive testing.

…and "no surprises"

NZIST needs to continue to have constructive relationships with Ministers and TEC, and a "no surprises" approach to keeping me and TEC informed of matters of significance. Through the regular reports I receive from NZIST and TEC, I look forward to seeing progress against this LoE and receiving assurance that performance and risk are being well managed. I would expect this reporting to initially be monthly, moving to quarterly over time.

Yours sincerely

Chris Hipkins
Minister of Education

Attachment 1 – Functions of NZIST
Education Act 1989, Section 222B
NZIST has the following functions:

a) to provide or arrange, and support, a variety of education and training, including vocational, foundation, and degree-level or higher education and training:

b) to conduct research, with a focus on applied and technological research:

c) to be responsive to and to meet the needs of the regions of New Zealand and their learners, industries, employers, and communities by utilising NZIST's national network of tertiary education programmes and activities:

d) to improve the consistency of vocational education and training by using skill standards and working in collaboration with workforce development councils:

e) to improve outcomes in the tertiary education system as a whole, including (without limitation) by making connections with schools and other organisations involved in tertiary education and by promoting and supporting life-long learning:

f) to improve outcomes for Māori learners and Māori communities in collaboration with Māori and iwi partners, hapū, and other stakeholders:

g) to carry out any other functions consistent with its role as a tertiary education institution.

Attachment 2 – NZIST Charter

NZIST's charter

1. The New Zealand Institute of Skills and Technology (**NZIST**) exists to perform the functions set out in section 222B.

2. NZIST will be responsive to the needs of all regions of New Zealand, their learners, industries, employers, and communities.

3. To meet the needs of regions throughout New Zealand, NZIST must—
   a. offer in each region a mix of education and training, including on-the-job, face-to-face, and distance delivery that is accessible to the learners of that region and meets the needs of its learners, industries, and communities; and
   b. operate in a manner that ensures its regional representatives are empowered to make decisions about delivery and operations that are informed by local relationships and to make decisions that meet the needs of their communities; and
   c. ensure that international learners are attracted to train and study in regions throughout New Zealand; and
   d. ensure that there is collaboration across its national network; and
   e. maintain a high-quality coherent network of infrastructure that meets regional skills needs.

4. NZIST must operate in a way that allows it to—
   a. empower students and staff on academic, non-academic, and well-being matters and matters relating to the organisation's practices and services; and
   b. develop meaningful partnerships with—
      i. industry across the country, including Māori and Pacific employers, smaller employers, and those operating in niche sectors; and
      ii. communities at a local level, including hapū and iwi, and Pacific communities; and
   c. use the insights gained through partnerships to—
      i. develop and provide vocational education and training that meets short-term and long-term skills needs; and
      ii. expand industry training into smaller employers and niche sectors; and
      iii. align education and training delivery to support the unique social and economic goals of local communities; and
      iv. work towards equity for learners and staff of different genders, ethnicities, cultures, and abilities; and
   d. reflect Māori-Crown partnerships in order to—
      i. ensure that its governance, management, and operations give effect to Te Tiriti o Waitangi; and
      ii. recognise that Māori are key actors in regional social, environmental, and economic development; and
      iii. respond to the needs of and improve outcomes for Māori learners, whānau, hapū and iwi, and employers; and
   e. hold inclusivity and equity as core principles, recognising and valuing the diversity of all of its learners, and providing the unique types of support different learners need to succeed; and

f. meet the needs of all of its learners, in particular those who are under-served by the education system, including, but not limited to, Māori, Pacific, and disabled learners; and

g. promote equitable access to learning opportunities for learners across all regions; and

h. have culturally responsive delivery approaches, whether on campus, in the workplace, online, or otherwise; and

i. work collaboratively with schools, wananga, and other tertiary education organisations (including workforce development councils) to improve the outcomes of the education system as a whole, including the transition of learners into employment.

5. In giving effect to clause 4, NZIST must ensure that—

a. students and employers can transition seamlessly between delivery sites and educational modes, including between workplaces and other forms and places of learning; and

b. programmes of study and qualifications are portable and consistent, yet flexible enough to meet local needs; and

c. the academic integrity of the education and training programmes it delivers is protected; and

d. New Zealand's reputation as a quality study destination for international learners is sustained; and

e. the range of education and training options available to learners and employers is appropriately broad and current; and

f. future skill needs are anticipated and quickly responded to; and

g. teaching and learning is supported by research, evidence, and best practice; and

h. learning pathways provide learners with a range of opportunities to progress to higher levels of education and training, and also into employment; and

i. the needs of adult and second-chance learners are afforded high priority.

Te Kaupapa: NMIT and TANZ e-Campus

1. PURPOSE

Function:	For Information
Nā:	Liam Sloan, Chief Executive
Te rā:	17 August 2020
Purpose:	The purpose of this paper is:
	To provide the Board with background on NMIT and TANZ e-Campus.
Recommendation(s):	It is recommended that the NMIT Board resolve to:
	Receive the backgound paper about NMIT and TANZ e-Campus.

2. EXECUTIVE SUMMARY

The backgound paper includes discussion of:

- History of TANZ e-campus.
- Business model.
- Financial summary.
- 2019 Year in review.
- 2020 year to date.
- Support networks, industry and employers.

1

NMIT AND TANZ e-CAMPUS BACKGROUND PAPER

July 2020

Overview

NMIT has strong links with the Tertiary Accord of New Zealand (TANZ) and an established collaborative relationship with TANZ eCampus.

TANZ eCampus supports NMIT's provision of online learning that is innovative, responsive and puts learners' needs first.

Together, we play a crucial role the sector's ability to meet diverse learner needs, upskill adults in work and contribute to regional economic development.

Our Shared History

2000: The Tertiary Accord of New Zealand (TANZ) was established as an accord between several of New Zealand's leading tertiary education institutes, with all members sharing a commitment to excellence in vocational and applied education. TANZ eCampus is a key initiative of TANZ.

2013: The TANZ eCampus business case was ratified by six TANZ member institutions. This case identified an opportunity for the members to:

- Expand their online provision capabilities
- Capitalise on shared development opportunities
- Through collaboration, gain access to high quality resources, technology, services and intellectual property that members could leverage to build capability and capacity for blended/face-to-face delivery.

2013 – 2017: TANZ eCampus developed a scalable online delivery model which supports our stakeholders through the provision of:

- A leading-edge online learning platform for tertiary education
- Greater access to high-quality education opportunities for people in the workforce
- Innovative learning opportunities developed in collaboration with industry
- A comprehensive set of student services
- A robust learner analytics service to inform and support decision-making
- Design and development of teaching and learning resources that represent leading-edge learning design
- A quality assurance service for online learning
- An extensive learning resource repository which enables sharing of teaching and learning resources.

2017: Intellectual property and intangible assets were transferred from the member institutes to TANZ eCampus Ltd.

Our Network

Our delivery approach is based upon a partnership model with eight institutions.

Toi Ohomai and WITT are not joint venture partners, but they do contract TANZ eCampus services

These institutions collectively represent 50% of the ITP network in Aotearoa, New Zealand.

Each institution is represented on the Board of TANZ eCampus, which is chaired by independent professional director, Ross Butler. Qualifications are delivered by TANZ eCampus and awarded by one of our partner institutions.

Our jointly established, shared delivery platform supports the online provision of NMIT courses and qualifications, giving learners across geographical boundaries access to leading-edge online education opportunities.

Together, we:

- Operate as a unified system and value collaboration over competition
- Plan provision based on the regional needs of learners, partners and industry
- Achieve system efficiency through a collaborative approach to programme development and resource sharing
- Leverage existing economies of scale

Business Model

TANZ eCampus has developed a pricing and cost model that is equitable to all enrolling institutes and flexes with market demand. Our partners leverage their investment by a factor of 6:1.

2017: 90:10 share of revenue, with the aim to provide funds to support and enable investment in business growth and further functionality

2019: 85:15 share of revenue + dividends paid to shareholders*

2020: A strategic review, including further review of this business model, is currently underway

*Achieved +3 years before date projected in 2013 business case.

Financial History of TANZ eCampus

	2017 Actual	2018 Actual	2019 Actual	2020 YTD	2020 FY Budget	2021 FC	2022 FC
Revenue	2,540	5,795	6,422	4,029	8,935	11,134	13,381
Surplus before Depn & Amortisation	713	2,104	1,548	1,214	2,423	3,688	4,975
Surplus/ (Defict)	(22)	510	(267)	379	551	1,328	2,104
Intangible Assets Including WIP	5,323	5,352	5,305	5,302	6,237	6,346	5,976
Equity	4,536	7,292	6,905	7,284	7,553	8,881	10,985
Dividend Paid	-	-	120	-	120	TBC	TBC

- ITPs share these results equally (equity accounting share of 1/6th)
- Forecasts are the approved 2020 budget and are subject to change in underlying assumptions, including revenue share
- The dividend planned for 2020 has been suspended due to COVID-19 risks. A rebate scheme is now planned if EFTS revenue exceeds the 2020 target of $8.7m

Supporting our Network

At TANZ eCampus, we are committed to sharing innovations, experience, and expertise in online learning with the wider educational community. Recent contributions to the system include:

Digital Learning Repository

TANZ eCampus services a network of LMS-users with access to a digital learning resource repository of over 6000 quality resources. The repository allows users to search, find and embed resources into their teaching programmes.

Hoko

Hoko is a resource-exchange service designed to help tertiary organisations and individual educators across Aotearoa connect and collaborate as they move towards online delivery.
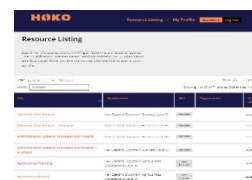
Tere: A Guide to Moving Online Swiftly

TANZ e-Campus developed Tere: A Guide to Moving Online Swiftly to help educators and organisations across New Zealand transition to online delivery during the COVID-19 lockdown.
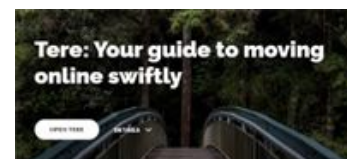
Supporting Industry

TANZ eCampus offers a range of innovative learning opportunities developed in collaboration with industry.

TANZ eCampus is working with the Pacific Islands Forum Fisheries Agency (FFA) to adapt the New Zealand Certificate in Business (First Line Management) (Level 4) to help enrolled FFA fisheries officers develop industry-specific skills. Through this programme, the FFA are giving their officers an opportunity to gain an industry recognised, NZQA accredited and internationally accepted qualification, leading to a skilled workforce, job fulfilment and career progression. Learners will enrol with NMIT, and the programme will be delivered on the eCampus platform.

Other recent industry partnerships include our 2019 micro credentials programme with EIT, which involved working with New Zealand Apples and Pears to help them meet export training requirements. In a first for the horticulture sector, we worked together to design, develop and deliver export Phytosanitary training and accreditation. The training is offered as a micro credential, with a mixture of online and face-to-face delivery, supported by industry and employers. The micro credential acknowledges the learner's competence and verifies successful completion of the training.

Supporting Employers

TANZ eCampus is committed to helping employers affirm their commitment to professional development. In 2019, seeking to support five of their warehouse team leaders achieve next level management experience, WineWorks enrolled them in the New Zealand Certificate in Business (First Line Management) (Level 4) through NMIT and TANZ eCampus.

> We knew they could do it but studying with TANZ eCampus has given them the confidence to back themselves... Before studying with TANZ eCampus, they would talk through how they should handle something, but now they are doing it without assistance. It is amazing to sit back and watch.
>
> **Warrick De Waal**
> Warehouse Manager

TANZ eCampus was considered the best fit due to our course provision and support. To help WineWorks track staff performance, TANZ eCampus developed an employer dashboard, underpinned by robust data governance and privacy principles.
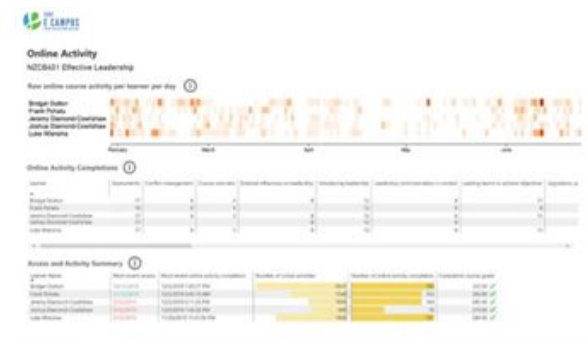
2019 in Review
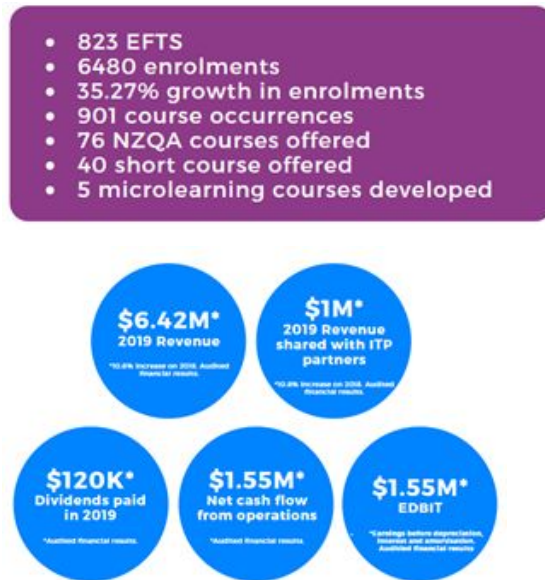
Regional distribution of learners 2019

2020 Year to Date

Learner Demographics

TANZ eCampus serves a diverse range of learners from across New Zealand.
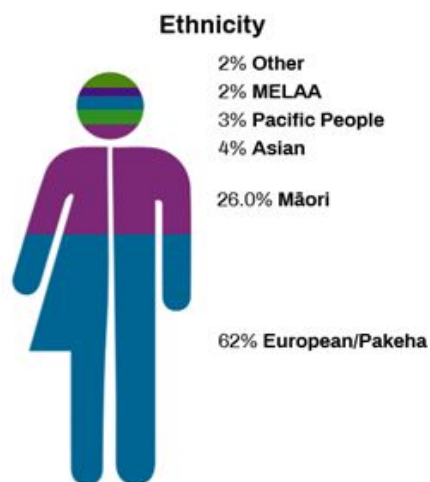
Learner Success

TANZ eCampus has developed a comprehensive set of performance measures related to learner success. These include:

- Overall success rate
- Success by NZQA level
- Success by ethnicity, with a focus on addressing parity gaps between Māori, Pacific and non-Māori/non-Pacific learner cohorts
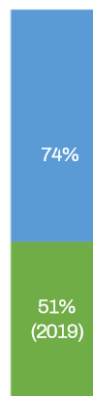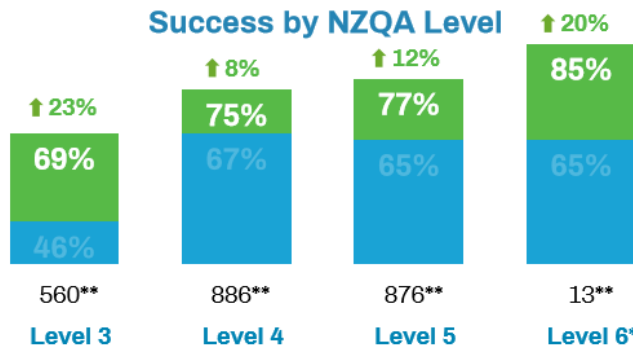
TANZ eCampus learner success rates have improved over the last 3 years. They are now trending better than other comparable online provision in New Zealand.
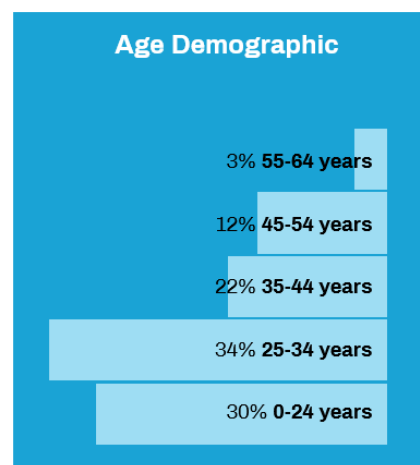
Boosting Achievement of Māori

Our aspiration is to achieve parity of achievement and outcomes relative to non-Māori, and our current goal is to reduce the parity gap to below 15%. We are taking active steps to achieve this, based on extensive research into effective support for online learners and the findings of our Kia Ora pilot initiative, which commenced in January 2019. At TANZ eCampus, we use an adaption of Professor Sir Mason Durie's Te Whare Tapa Whā to provide wraparound support. Te Whare Tapa Whā is a holistic Māori health and wellbeing model.

In addition, the development of sophisticated data analytics and predictive analysis is allowing TANZ to shape our support offerings and identify potential high-risk learners so that a proactive approach can be taken for learners who might struggle in an online environment.

Learner Feedback

Collecting and responding to learner feedback is of the highest priority. Learners are asked to provide feedback early on in their course, and again towards the end. All learner feedback is collated, analysed and, where improvements are identified, actions are developed, implemented, and tracked for positive impact.

95%
Said the information they learned was practical, relevant and based on real-world tasks or situations

Meet Crystel

DRIVE AND PASSION FOR TEACHING

TANZ E CAMPUS
STUDY ONLINE NEW ZEALAND

Crystel Burt started her teaching journey a few years ago at Ara Institute of Canterbury. While there she was encouraged by her mentor to enhance her teaching skills through completing a certificate in adult and tertiary teaching. After commencing the certificate, her study was soon put on hold when her family relocated to Nelson.

Following the Nelson move, Crystel started teaching certificate and diploma courses at Nelson Marlborough Institute of Technology in Beauty and Body Therapy as well as a trade course in Blenheim. It was this experience that propelled Crystel to re-enrol with NMIT and TANZ eCampus to complete the New Zealand Certificate in Adult and Tertiary Teaching (Level 5).

Crystel says that without a doubt, completion of the certificate has improved her teaching and added to her toolbox.

"You have to build up your ship and your knowledge in order to give it the best that you possibly can. As a teacher starting off new, you love teaching and are a specialist in your area, but you really cannot deliver to your full potential unless you have the tools to do it. This certificate enables you to do that."

Te Kaupapa: The Marlborough Strategy.

1. PURPOSE:

Function: For Information

Nā: Carole Crawford

Te rā: 17 August 2020

Purpose: The purpose of this paper is

                         To provide the Board with an update on the development of the
                         Marlborough Strategy.

Recommendation(s):   It is recommended that the NMIT Board resolve to:

                         1. Receive this information.

1. EXECUTIVE SUMMARY

Future Marlborough Strategy

The NMIT Marlborough specialisms of Aviation Engineering and Viticulture and Wine
continue to be the anchoring priorities for NMIT in Marlborough. During June and July we
have consulted with a range of stakeholders, through a virtual Think Tank process, to affirm
the strategic thinking for Marlborough.

Attached is a process and outcome summary document for your information. It shows the
agreed next top five priorities as an outcome. Implementation plans are now being
formulated aligned to these first ups and regular updates will be provided.

Developing a Marlborough Strategy

The process:

As Director – Marlborough it was important to re-engage with the region and develop a future strategy in collaboration with Marlborough stakeholders. The 'Think Tank 2' process was conducted virtually from 2 June through to 14 July 2020. There were four stages in the process as outlined in the following table:

Date	Method	Content
2 June	**Virtual Think Tank 2 Info Share**	• Recap from Think Tank 1 • Outlined proposed Future Strategy for NMIT Marlborough • Explained process of virtual consultation.

8 – 16 June	**Collaborative MIRO whiteboard feedback in 4 separate groups.**
	
	(One example is shown in Appendix A)
		• A list of current and proposed Marlborough programmes was provided for reference and prompt questions
		• **The What**: future programmes?
		    o Sought views on the range of proposed future programmes
		    o Asked what other learning opportunities might need to be considered
		    o What should be top priorities for Marlborough
		• **The How & Where**: future delivery?
		    o What needs to change in terms of current learning delivery?
		    o What opportunities for collaborative delivery approaches and skills development in the region?
		    o Key opportunities / quick wins to deliver learning more effectively?
		    o Learnings post-Covid that should inform our thinking?
		• **What else?**
		    o Other thoughts, ideas, feedback for NMIT's Future Marlborough Strategy.

18 June	**Virtual Workshops (4 separate ones)**	• Discussions and expansion around the MIRO feedback given
14 July	**Virtual Think Tank 2 wrap up**	• Refinement of prosed Marlborough Strategy • Future Strategy top 5 priorities and First ups

Summary Board paper Marlborough Strategy July 2020

Who engaged:

The consultation involved an invite list of 60 stakeholders, including all eight Iwi. Over 50% of the invitees engaged in the whole process, with an additional few participating in selected stages only.

Sector	Organisation	Name	Role
Community	Marlborough District Council	Lyne Reeves	Community Development Manager
Community	Marlborough District Council	Neil Henry	Manager Strategic Planning & Economic Development
Community	Marlborough Multicultural Centre	Nicolette Prendergast	Migrant Services Manager
Community	Marlborough Pacific Trust	Amaroa	Manager
Community	Marlborough Youth Trust	Jo Lane	MYT Manager
Community	PSUSI	Darlene Purdie	Co-ordinator Youth & Transition
Education	Marlborough Boys College	James Ryan	Deputy Principle
Education	Marlborough Boys College	Jeremy Marshall	Principal + 1 student
Education	Marlborough Girls College	Mary-Jeanne Lynch	Principal + 1 student
Education	Primary Schools Assn	Simon Heath	Renwick School
Education	Queen Charlotte College	Betty Whyte	Principal + 1 student
Government	MSD	Craig Churchill	
Government	MSD	Michelle Martin	
Industry	Blenheim Business Association	Lynette Rayner	Chair
Industry	BRI	Tanya Rutan	BRI Wine Research Centre Manager
Industry	Business Trust Marlborough	Brian Dawson	Manager
Industry	Cuddon Engineering	Andy Rowe	GM
Industry	Hortus	Lucy Maclean	
Industry	Jerram Tocker Barron Architects Ltd	Simon Hall	Architect
Industry	Marlborough Chamber of Commerce	Hans Neilson	General Manager
Industry	Marlborough Chamber of Commerce	Nita Van Grinsven	Chair

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Industry	Marlborough Research Centre	Gerald Hope	Chief Executive
Industry	Marlborough Research Centre	John Patterson	
Industry	NZ Winegrowers / BRI	MJ Loza	CEO
Industry	Plant & Food Research	Rob Agnew	Chair Vit & Wine Advisory Committee
Industry	Port Marlborough	Rhys Welbourn	Chief Executive
Industry	Wine Marlborough	Marcus Pickens	General Manager
Industry	Wine Marlborough	Vance Kerslake	Advocacy Manager
Industry	iGenerate	Ryan Pigou	
ITO	BCITO	Stuart Caulfield	Marlborough rep
ITO	Competenz	Mathew Vandy	National Manager, Sector Engagement
ITO	Competenz	Jahn Vannisselroy	
ITO	Primary ITO	Helen van der Werff	Learning & Development Consultant
ITO	Primary ITO	James Crockett	fruit & vit
ITP	Toi Ohomai	Shelly Rose	
Iwi	Ngāti Apa ki te Rā Tō	Rowena Smith	GM/CE
Iwi	Ngāti Koata Trust	Justin Carter	GM/CE
Iwi	Ngāti Tama ki Te Waipounamu	Jaqui Ngawaka	GM/CE
Iwi	Ngāti Toa ki Wairau	Johnny Joseph	Kaiwhakahaere (CE)
Iwi	Te Ātiawa o Te Waka-a-Māui Trust	Richardt Prosch	GM/CE
Iwi	Te Rūnanga a Rangitāne o Wairau	Nick Chin	GM/CE
Iwi	Te Rūnanga o Ngāti Kuia	David Johnston	GM/CE
Iwi	Te Rūnanga o Ngāti Rārua	Shane Graham	CEO
NZDF	RNZAF Base Woodbourne	Peter De Rungs	WGCDR Base Commander
Staff	NMIT	Carole Crawford	Director - Marlborough
Staff	NMIT	Grant Kerr	ED SES
Staff	NMIT	Liam Sloan	Chief Executive
Staff	NMIT	Pam Wood	CM - Vit. Wine & Hort + 1 Student
Staff	NMIT	Rachel McConway	PA
Staff	NMIT	Sue Smart	ED CEE
Staff	NMIT	Wayne Cooper	CM - Aviation
Student	NMIT	Jenny North	Programme Coordinator for Horticulture
Student	SANITI, NMIT Council	Cornelius Prinsloo	President
	Infometrics	Alistair Schorn	Senior Economist
		Sharlene Maniapoto	
	Chow Hill	Jane Hill	Facilitator
	Marlborough District Council	Alan Simpson	
	NMIT, Board	Elizabeth Bean	Board Secretary
	Marlborough Chamber of Commerce	Chris Shaw	
	NMIT, Board	Judene Edgar	Board Member
	NMIT, Board	Tracey Johnston	Board Member

Summary Board paper Marlborough Strategy July 2020

The outcomes:

The stakeholders identified several future focus areas for Marlborough, with many aligning to the proposed draft strategy.

1. More Short Courses Accessible learning in small chunks allowing for agility. Opportunity to use new fast-track course development pathway to convert program content into up-skilling packages i.e. Cellar Hand, Frontline Management. Adapting quickly using curriculum NMIT already deliver.

2. Earlier engagement with schools Embedding pathways whilst students still at school Year 9 & 10 taster programmes, as well as existing Trades Academy. Activities of engagement both in schools and at our campuses to create clarity of possible pathways and careers. Marlborough Wine School – collaboration with our tutors delivering, students still in school doing Cellar hand curriculum and NMIT enabling 'in commercial winery', industry connections and lab access. Potential for MPI funding here as part of NMIT's Rebound Strategy.

3. Supporting Diversity Targeting positive alignment around transferable skills across those not in employment or training (NEETs), youth (19-24 year olds), 55+, post-Covid re-skilling of displaced skilled workforce and seasonal workers through quick pivot training.

4. Enhancing the specialist focus – aligns with NMITs Marlborough growth strategy of continuing with our campus anchors of Aviation at Woodbourne and Viticulture & Wine at Budge Street both being New Zealand and world renowned for excellence.

5. Maximising NZIST Opportunities through legitimate and overt collaboration, with tertiary sector including co-location with ITOs, sharing sector deliveries and resources, etc. Plus examples of NMITs Rebound Strategy such as the pick and mix of Business topics - 10 delivery hours over 2 weeks using a combination of Zoom, online activity and hands on application workshops.

6. Investing in the campus experience through investment and divestment at Budge Street campus, changing the 60's image to an inviting environment, with state-of-the-art facilities. Capex budget 2020 and 2021 aligning development strategy alongside MRC, BRI, Wine Marlborough and Plant and Food

The stakeholders also said that the Future Focus in Marlborough should include:

- **Cross Industries Apprenticeships** - a way to keep our people in region but also to broaden experiences and skills across a variety of industries such as land-based economy, environment, investment, trades, construction, etc.
- **Holistic Iwi perspectives** – tailored courses specifically for Māori working with Māori, with a focus on environmental topics supported by appropriate pastoral models.
- **Aviation** – new shorter courses that embrace current and future materials, technologies and associated skill shortages across the wider aviation sector.
- **Automation Engineering** – enabling development of the skills needed to support future operations – what humans do today, machines/robots will do tomorrow so we'll need the know how to programme, compute, maintain such automation. These emerging needs combining engineering and science technologies.
- **Live data** – should be embraced for course planning and decision making. Paints a real picture and can incentivise on the opportunities for ML and across Te Tauihu.
- **Transition Year Programs –** discussion for based in Marlborough transitions as a stepping stone to Nelson.

Summary Board paper Marlborough Strategy July 2020

Next steps:

The Director – Marlborough confirmed with the stakeholders that the growth of the specialisms in Viticulture and Wine and Aviation would continue as the overarching priority for NMIT Marlborough, with the goal of each being gold standard and world class.

Based on all the feedback and conversations during the Think Tank process NMIT confirmed the next top 5 priorities along with first up actions for NMIT Marlborough are:
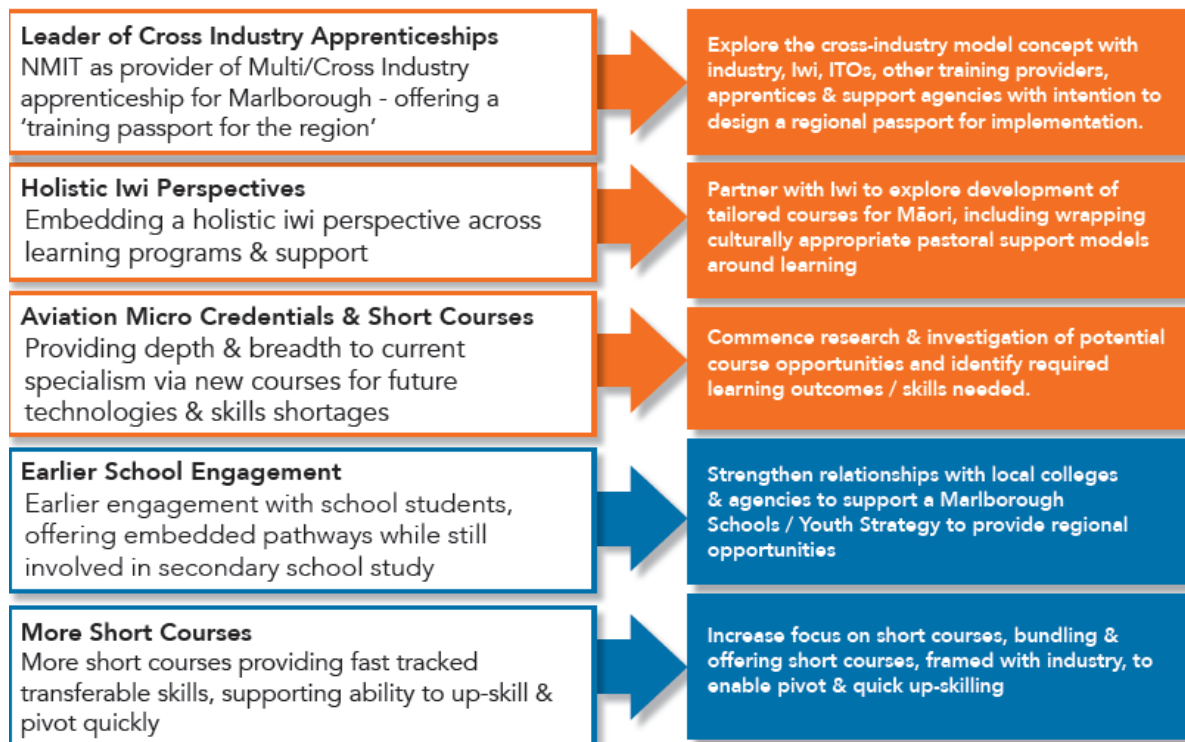
- **Cross-industry Apprenticeships** Regional passport concept – an exciting initiative! Opportunity to bundle in work learning with mentoring. People don't know what they don't know, so this is a way of sampling whilst continually building skills. Real collaboration! Possibly Iwi investment? First up NMIT will work with interested parties to design a regional passport. Exploring what it could look like and how it would work.
- **Holistic Iwi Perspectives –** First up NMIT will engage and partner with Iwi, explore the opportunities and development of tailored courses and agree the support models required.
- **Aviation – breadth and depth –** Avionics in the broad sense; new materials; non-destructive testing; Industry Advisory Committee recently supporting this priority and first step.
- **Earlier School Engagement –** first up NMIT will strengthen the relationships with schools and agencies that support youth to plan and implement regional opportunities.
- **More short courses** – an increased focus, embracing a Marlborough Learning Hub model with blended learning, a bundling of short courses for specific industries eg team leadership, first line management, Business courses, aquaculture, counselling, a pick and mix approach but with

Summary Board paper Marlborough Strategy July 2020

learning hub socialisation and support (study group) connectivity with industry experts etc. Similar to the Mahi Tahi concept.

The first ups are the next steps with more to follow from the stakeholder's suggestions as the strategy implementation roles out. Stakeholders will be kept informed through regular updates.

Summary Board paper Marlborough Strategy July 2020

Appendix A: Sample of a groups MIRO board (one of four):

Summary Board paper Marlborough Strategy July 2020
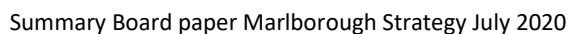
Attachment: A Strategy for Marlborough

Summary

This strategy focusses on Marlborough as a regional tertiary provider. Nelson Marlborough Institute of Technology (NMIT) has four campuses across Te Tau Ihu (Top of the South). This strategy proposes a vision for the next 3-5 years for Marlborough in relation to both our Budge Street and Base Woodbourne campuses.

The Why

The 2020-2024 NMIT strategy states our intention to continue collectively preparing work and world ready graduates. The plan identifies six priorities: motivated and clever teams, exceptional vocational opportunities, financial fitness, active collaboration, standing out educationally and gearing up for the future. This suggested strategy for Marlborough will focus on these from a regional perspective, building on our existing specialisms of Viticulture and Winemaking and Aviation Engineering.

NMIT Marlborough also successfully delivers Horticulture, Business management, marketing and accounting and has potential to provide for the regional Aquaculture industry too.

Following consultation with stakeholders in 2019 and prior, the following is proposed:

Vision

Alongside regional stakeholders NMIT Marlborough will be the nationally and internationally renowned innovation and learning Incubator of excellence, seamlessly supporting and integrating leading research, education and training, and innovation through maximising connectivity with regional specialisms and opportunities.

Providing accessible learning and knowledge hubs that support the Marlborough community via specific skills training, innovative and nimble learning delivery utilising flexible, multi-use modern facilities.
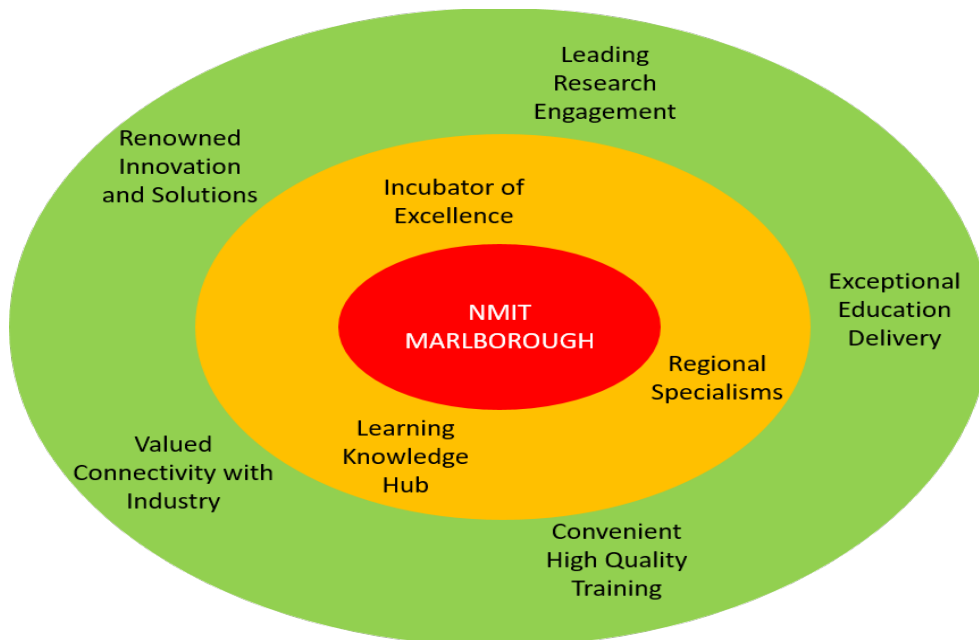
The What

NMIT Marlborough currently offers qualifications and training from Graduate Diplomas through to short courses and training schemes covering tertiary levels 1 – 8 to over 450 learners. Our delivery methods range from fully online to blended, face to face, apprenticeships training, on and off campus courses delivered in schools, business premises and community hubs.

This includes a range of curriculum and skills as shown in the next table.

Proposed programs and training will focus on primary industries but include a strengthening and broader spectrum of needs in training for the future including consideration of the impact of artificial intelligence, robotics and automation on these industry sectors.

Our Marlborough Aviation deliveries are mostly for NZ Defence Force, with some civilian engineering provision. A stakeholder view on what other opportunities, especially post-Covid19, would be desirable for Marlborough. What do career change shifts look like and where are the opportunity gaps?

For our Youth creating seamless pathways is required**.** Planning and delivering together to maximise opportunities for youth, and localised training encouraging new business start-ups for Marlborough.

Consideration of the influence from what employees and business owners need in the future along with what data and research is telling us. For instance, a stronger emphasis on science and greater clarity on the career roles that sit within any specific industry.

The following table identifies training and qualification possibilities from recent discussions with stakeholders, including small bit-sized chunks, specific Micro-credentials and other qualifications and training.

The How

A mantra of 'We're in this together' holds here, taking a collaborative and partnered approach. Working together, as part of NZIST, alongside other training providers (ITPs, ITOs, PTEs, Universities), local Iwi and stakeholders NMIT Marlborough will:

- Provide targeted sector specific education and training

- Deliver specific and wider skills in a partnered approach with learner-led activity and practical based delivery.

- Re-purpose facilities – continue to modernise, invest in technology and training that embraces agile delivery approaches and reflect industry needs.

- Engage in collaborative consultation of specialists, researchers, scientists, industry, iwi, schools, local council, community and government.

- Enable seamless synergy with campus based organisations and the networks they serve. Likewise with Marlborough based stakeholders.

- Focus on regionally relevant and inspirationally delivered curriculum/training offerings

- In collaboration, create future relevant campus facilities for Marlborough

- Create sustainable campuses that are transparent, with investments in technology, flexible facilities and environments – places Marlborough can be proud of!

- Clarify expectations of regional stakeholders, and how they / their organisation can contribute to the implementation of a mutually beneficial Marlborough Strategy

- Develop and execute a proactive Marlborough specific public relations and Marketing Plan.

- Strengthening collective approaches in and for Marlborough - including Marlborough Research Centre, Bragato Research Institute, Wine Marlborough, Plant and Food, Smart and Connected, apprenticeship training, science, research, and colleges.

Scope

Nelson Marlborough Institute of Technology (NMIT) has a 2019 – 2024 strategy as a whole organisation:

The Strategy for Marlborough reflects this overarching NMIT intent, with a deliberate emphasis on Marlborough as a region and NMIT's role as an education and training provider within that.

This draft Strategy for Marlborough has been influenced by a collation of facts, data and regional stakeholder insights.

This strategy focuses on the Marlborough based NMIT campuses and its vision for the next 3 -5 years.

Introduction

"The top of the south is a special place to live, work and belong to but it is facing unprecedented challenges – climate change, water quality, low productivity and a high dependence on low-value jobs and industries". (Stephens, 2019)

In addition to these regional challenges, NMIT has the key underlying issue in Marlborough on how best to focus its Marlborough Campuses to meet industry, community and regional needs whilst remaining financially sustainable and vibrant places to study as the aging workforce comes into

noticeable effect. This report looks at key population and economy statistics; NMIT, regional and national strategic goals and suggests curriculum pathways to explore to help address these challenges.

Population and Economy Overview

Publicly available Info-metrics statistics shows

- Marlborough's population growth is relatively stable within the region. The population grew 0.9 % in 2018 and now sits at 46.600. The region added 400 people with 75% from net migration and 25 % from natural increase.

- The majority of the population is European, with the Māori population second largest. Population estimates show that the age of the Maori population profile is younger than the rest of the Marlborough population and training and education will be key to this sector and filling future job prospects.

- According to latest census data, a large proportion of the Marlborough population have no formal qualifications (approximately 8200). For those with tertiary education, the most common qualification is Level 1-4 and Level 7 qualification.

WHAT IS THE AGE STRUCTURE OF THE MĀORI POPULATION? *i*

Population estimates show that the age profile of the Māori profile is younger than the rest of the population.
The chart below shows the proportion of the Māori population in 5 -year age groups in Marlborough Region compared against the region's non-Māori population.

- A small but significant number have Postgraduate, Honours, Masters and Doctorate degrees.

- There was a noticeable decrease in people studying part time from 1353 in 2006 Census to 1119 in the 2013 and we would expect this trend to continue to be reflected in the latest Census data due to a strong economy and low unemployment.

- Latest available Education Counts statistics shows Marlborough's total proportion of 18 year old leavers with NCEA level 2 or above is 79.9%% and its proportion of school leavers with NCEA Level 3 or above is 48.9%.

- Marlborough is above the national average in terms of percentage of school leavers with a vocational pathway award (2016) at 38.9 % compared to across NZ at 32.9 %. However, this does not translate into students going onto study at tertiary level, with the Marlborough region well below the national average of 60.3 % in terms of its percentage of school leavers enrolled in tertiary within one year of leaving (2016) measuring at only 45.6 %.

- Marlborough's unemployment rate is 3.8% compared to 4.3% for the rest of NZ and Marlborough's Gross domestic product sits at 2.6% compared to 2.7%.
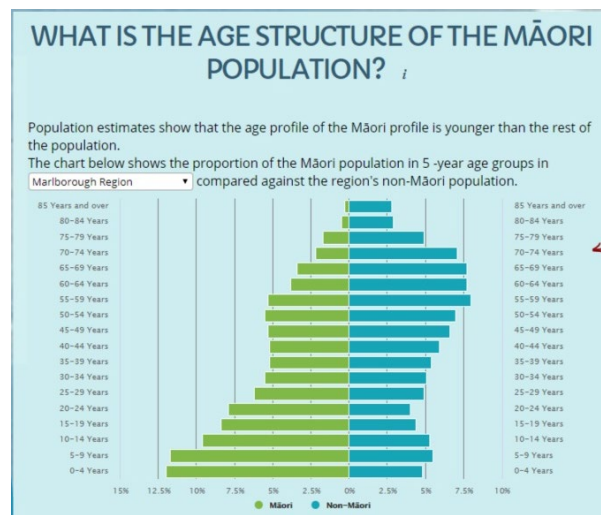
The number of students leaving school, their demographic characteristics, and their level of educational attainment all impact on the regional need for tertiary education. Where school achievement rates are poor, it is expected that the region might have a greater need for foundation level learning, including of literacy and numeracy skills.

As the aging workforce comes into noticeable effect - keeping the workers you have will become increasingly important as the population ages and with it, a natural loss of the labour force which will not be able to be filled by migration alone.

<u>The Marlborough Region's Key Industries:</u>

The Agricultural, forestry and fishing Industry was the region's largest employer; employing 19% of our economy compared to the national average of 6%. This is followed by the Manufacturing sector employing 14 % compared to 10% across New Zealand and Tourism 12% compared to 9% across NZ. Retail trade employs 9% of Marlborough's economy which compares to NZ at 9% and Healthcare and Social Assistance 9% compared to 10% across NZ.

Re-training and re- thinking workforce composition to create flexibility and possibilities will be key to keeping the current workforce. This in itself will only enable companies to stand still but not grow so meeting the re -training requirements to support industry needs is becoming Marlborough's key underlying challenge and New Zealand's if we are to maintain our place in the global economy.

Keeping the workers you have becomes important
Forecast composition of job openings in Marlborough
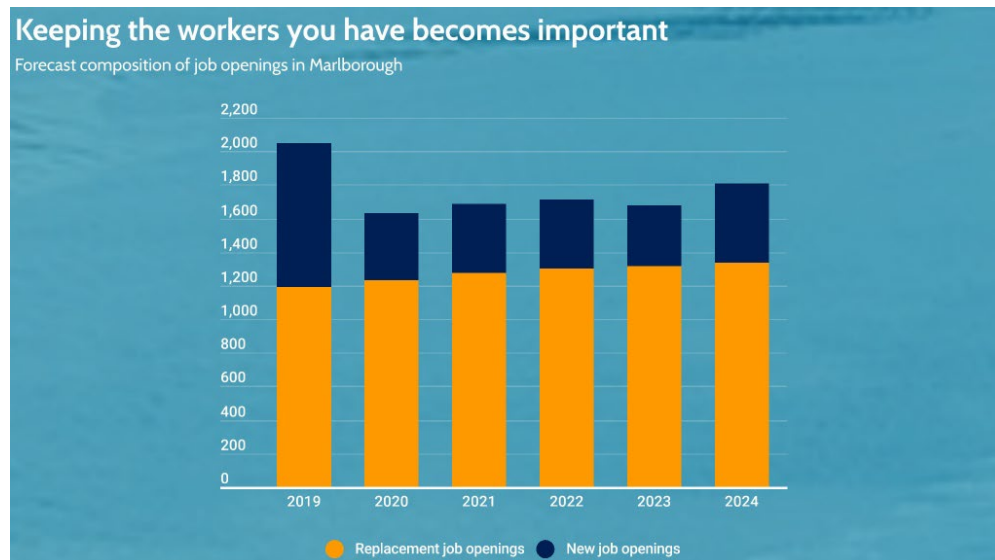
Infometrics - Brad Olsen overview of Marlborough economy presentation to Marlborough Chamber of Commerce 2019.

Construction was the largest contributor to available jobs in 2018 adding 234 to 5001. Accommodation and food services added 46 to a total of 1897 and Education and Training added 36 to 1321. Tourism added 35 to a total of 3185 jobs.

The Wine Industry remains Marlborough's key industry with Wine Growing land in Marlborough totalling 26,007 ha - 68% of the NZ total in 2018. Grape Growing is 2.3% of GDP and Wine and other Alcoholic beverage manufacturing is 15.0% of GDP. Other Agricultural and Fishing Support Services is 3.4% of GDP and employs 6.5% of the Marlborough population.

Nationally, there has been a shift to a focus on the regions with the Provincial Growth Fund, the Coalition's Wellbeing budget and an amendment to the Local Government Act has seen the four aspects of community well-being – social, economic, environmental and cultural – reinstated into the Local Government Act.

There will need to be a continued focus on skills and job readiness to meet these targets.

Marlborough District Council has started to address this collectively though its Smart and Connected Programme. The Smart+Connected approach is designed to implement the vision developed by Marlborough District Council in partnership with the community. It's Vision that:

> Marlborough is a globally-connected district of smart, progressive, high-value enterprise, known for our economic efficiency, quality lifestyle and well-being, caring community, desirable location and healthy natural environment.

The implementation of the Smart+Connected approach is two-fold. It focuses on both an Industry work stream and a Community work stream. The industry groups currently in operation are as follows:

- Aquaculture
- Blenheim Business Association
- Labour and Skills
- Visitor Economy
- Wood Sector

A series of community conversations called Te Tauihu Talks have also been held across Marlborough, Nelson and Tasman throughout July and August 2019 to feed into the development of the **Te Tauihu Intergenerational Strategy**. This initiative is led by Wakatū Incorporation in partnership with Nelson City Council, Tasman District Council and Marlborough District Council, the business community, NMIT and whānau, hapū, and Iwi across Te Tauihu. It is supported by a $435,000 investment from the government's Provincial Growth Fund.

> The aim of this strategy is to get an aligned understanding and clarity of the focus of the regional economic development aspirations and priorities between iwi, the Councils, Government, and the private sector. This understanding is centred on the sustainable economic development priorities that will make a difference for the whole of the Top of the South region in the future, with a clearly defined action plan and collective commitment to implementation.
> *(Nelson Regional Economic Devleopment Agency, 2019)*

Strategic planning already underway for NMIT's Marlborough Campus.

Towards the end of 2018 NMIT invited Marlborough stakeholders to a Marlborough Campus think tank strategy workshop with a view to "Understanding the Now: Building a shared perspective of the current NMIT Marlborough Campus and establishing our Vision", exploring possibilities and opportunities for the future campus experience and developing the Future Roadmap: Designing strategies to close the gap between where we are today and our future campus vision.

The key themes to emerge from the workshop were as follows:

- NMIT Marlborough needs to have a Specialist Focus (grounded in the region)
- Delivery Sector Specific and Relevant Learning - while supporting a holistic skill set across this sector
- Must be Recognised - a world renown point of difference to draw in students and skills
- Engage with and build on the strengths of the regional - viticulture (maximise existing potential
- Flexible facilities and innovative delivery models - ready for change
- Supporting the community via specific skills and innovative delivery rather than broad brush approaches.
- Remove duplication - form smart synergies with Nelson Campus for the benefit of the region Requires a new face/format for apprenticeship learning
- Will require industry support/buy in to succeed.

The outcome of this process a was collective agreement from participating stakeholders to focus on Marlborough's specialism of Viticulture and Wine and the programmes areas which feed into this e.g.

heavy industry primary industries as well as see a closer collaboration with Industry Training Organisations to provide on the job training rather than face to face in current trade offerings.

July 2019 also saw the release the of the outcome of the Government's Review of Vocational Education (ROVE), its aim being – 'A strong, unified vocational education system that is sustainable and fit for the future of work, delivering what learners, employers and communities need to be successful, this looks to see Regional campuses become regional delivery campuses across a national network, and a greater focus on the on-the -job training and industry and employers voice'.

Based on the recent Marlborough Regional Industry training Graduation ceremony held in October 2019 the following are operating within Marlborough: CareerForce ITO, Connexis, Motor ITO, Primary ITO, Service IQ, Skills, ITO and Skills Active ITO. Building and Construction ITO have recently located onto campus at Budge Street and discussions are in progress with Primary Industries ITO to do likewise. Both positive strategic steps to enhance relationships, collaboration and influence as NZIST unfolds for the sector.

Existing NMIT Programme Deliveries in Marlborough

Marlborough Budge Street Existing programmes / Training Schemes / ACE
Bachelor of Commerce
Graduate Diploma in Accounting
Graduate Diploma in Accounting
Graduate Diploma in Management
Graduate Diploma in Marketing
Graduate Diploma in Professional Accounting
New Zealand Diploma in Business (Leadership and Management) (Level 5)
New Zealand Diploma in Business (Level 5) (Accounting)
Short Courses -First Aid
New Zealand Certificate in Business (Administration and Technology) (Level 3) ESP (C34-16) (20ML-FY)
New Zealand Certificate in Business (Administration and Technology) (Level 3) ESP (C34-16) (20ML-S1)
National Certificate in Carpentry (Level 4) (T42-10) (20ML-FL)
National Certificate in Mechanical Engineering with strands in Fitting and Machining and General Eng (T63-15) (20ML-FL)
New Zealand Certificate in Automotive Engineering (Level 3) (T70-17A) (20ML-FL)
New Zealand Certificate in Automotive Engineering (Level 3) Pre-trade (T70-17) (20ML-FY)
New Zealand Certificate in Carpentry (Level 4) (T66-17) (20ML-FL)

New Zealand Certificate in Construction Trade Skills - Carpentry (T65-17) (20ML-FY)

New Zealand Certificate in Engineering Fabrication (Trade) with strands in Heavy Fabrication and Lig (T69-18) (20ML-FL)

Short Courses - CTN701 Introduction to Clinical Teaching for Registered Nurses (H30-11) (20ML-CS)

Short Courses - Restaurant (G30-11) (20ML-FY)

Trades Academy - Automotive (T90-12A) (20ML-FY)

Trades Academy - Hair & Beauty (G90-12) (20ML-FY)

Animal Welfare B Training Scheme (E34-14) (20ML-S2)

Literacy and Numeracy E Training Scheme (E45-15) (20ML-S1)

Literacy and Numeracy F Training Scheme (E46-15) (20ML-S2)

New Zealand Certificate in Study and Career Preparation - Health Option (S47-16) (20ML-S2H)

Performance and Media Production A Training Scheme (E39-14) (20ML-S1)

Te Pōkaitahi Reo (Reo Rua) (Kaupae 1) (New Zealand Certificate in Te Reo (Level 1)) Tues Evenings (I14-18) (20ML-CS02)

Bachelor of Viticulture and Winemaking - Year 1 (R33-14) (20ML-FY01)

Bachelor of Viticulture and Winemaking - Year 2 (R33-14) (20ML-FY02)

Bachelor of Viticulture and Winemaking Year 1 (R33-14) (20ML-MY01)

Bachelor of Viticulture and Winemaking Year 2 (R33-14) (20ML-MY02)

Bachelor of Viticulture and Winemaking Year 3 (R33-14) (20ML-FY03)

Bachelor of Viticulture and Winemaking Year 3 (R33-14) (20ML-MY03)

New Zealand Certificate in Cellar Operations (Level 3) (R57-17) (20ML-S1)

New Zealand Certificate in Horticulture (General) (Level 3) (R52-16) (20ML-S1)

New Zealand Certificate in Horticulture (General) (Level 3) (R52-16) (20ML-FY)

New Zealand Certificate in Horticulture (General) (Level 3) (R52-16) (20ML-MY)

New Zealand Certificate in Horticulture Production (Level 4) (Fruit Production) (R51-16) (20ML-CS01)

Short Courses – Computing & Information Technology, Start Excel-ing (X34-18) (20ML-CS03)

Aviation Woodbourne
Existing programmes / Training Schemes / ACE
New Zealand Certificate in Aeronautical Engineering (Pre-Employment Skills) (Level 3) (N36-19) (20WO-CS01)
New Zealand Certificate in Aeronautical Engineering (Specialist Support) (Level 4) (N22-16) (20WO-FY)
New Zealand Certificate in Aeronautical Engineering (Specialist Support) (Level 4) (N22-16) (20WO-MY)
New Zealand Certificate in Aeronautical Engineering (Workplace Introductory Skills) (Level 4) (1901) (N23-16) (20WO-FY)
New Zealand Certificate in Aeronautical Engineering (Workplace Introductory Skills) (Level 4) DARS A (N23-16) (20WO-CS01A)
New Zealand Certificate in Mechanical Engineering (Level 3) (T67-17) (20WO-MY)

Suggested Marlborough Curriculum Strategy

Based on future population and economy statistics, the key themes from NMIT's strategic planning workshop and national ROVE review - the following areas are suggested curriculum areas to focus on and explore further.

- Continue our focus on Primary Industries - **Viticulture, Wine and Horticulture**
  - o Trades Academy Horticulture
  - o Certificates in Horticulture
  - o Heavy vehicle & machinery engineering – requested by local viticulture industry
  - o Light vehicle machinery
  - o Certificate in Vehicles Machinery and Infrastructure Level 3 – quad bikes, chain saws, etc.
  - o Training schemes / short courses covering:
    - Wine tourism
    - Cellar door management
    - Wine marketing
    - Primary Industry First line management – training the trainer (supervisors, etc.)
  - o ITO off-job training
  - o Introduce lower level Aquaculture in Marlborough – pathway into Nelson programmes
  - o Explore offering entry level Coding and Robotics Engineering, managing electrical equipment eg small robotic vineyard tractors and possibly management of innovative technologies in Primary Industry operations.
- Strengthen **Aviation Engineering** programmes
  - o update, maintain and grow on the strength of being NZDF preferred training partner
  - o Diploma in Aeronautical Certification Level 6 DAMC (online), DAR'S Level 3 (NZDF), Certificate in Aeronautical Engineering Level 4 CAE (Civilian/international) General Engineering Officer Training GEOT (Officer Training).
  - o Cert. in Engineering L3 and NZ Cert. in Study and Career Preparation for the Forces L3 as potential feeder growth
  - o Obtain an off-DF base facility to enable international access to our CAE programme

- o Explore potential for an Avionics apprenticeship / in-work programme
- ▪ Potential growth in short courses relevant to the **Marlborough region**
  - o Initiate genuine collaboration and partnership with local iwi to identify and deliver upskilling and re-training opportunities across all key sectors in Marlborough as part of Rove and Te Tau Ihu strategies.
  - o Offer and grow Te Reo and Tikanga courses to meet industry needs.
  - o Introduce Customer Service, Small Business and Team leader training for the Visitor Economy and Retail
  - o Quality control (QC) in the food and beverage sector by which entities review the quality of all factors involved in production.
  - o Tourist attraction operations / management
  - o Business and Operational Management including logistics and supply chain
  - o Increase Apprentice style Trades training across all sectors including Healthcare and Social Assistance in line with ROVE review replacing face to face trades offering.
  - o Improve collaboration with schools at STAR and Trades Academy level to create demand for trades training and other pathways

Next Steps

Further discussions required to consolidate

- Straw-man strategy – challenge and development
- developments aligned to Viticulture and Wine / Aviation as centres of excellence
- facilities and potential developments at both campuses (CAM)
- links with Marlborough colleges
- links with community organisations
- developments that are future focussed S=C L&S Steering Group etc.

Te Kaupapa: Project Rebound update

1. PURPOSE:

Function:	For Information
Nā:	Grant Kerr, Executive Director – Strategy, Enterprise and Sustainability
Te rā:	17 August 2020
Purpose:	The purpose of this paper is:
	To provide the Board with an update of Project Rebound progress.
Recommendation(s):	It is recommended that the NMIT Board receives this report for their information.

2. EXECUTIVE SUMMARY

- There is currently limited new project activity underway.

- NMIT are well engaged in forums and anticipate further activity in August and September.

- A further economic downturn is expected once wage subsidy ceases.

Project Rebound – July 2020

This report is indicative, and contains some initial workstreams, rather than the major initiatives (which have yet to be framed). As such the Key Performance Indicators have yet to be confirmed.

What we have learnt: there is limited activity underway currently. We are well engaged in the key forums, and anticipate that there will be more activity in August/September. The economic situation has held up better than anticipated to date, but the end of the wage subsidy is coming, and a further economic down-turn is expected once that is removed.

1. PROJECT KŌKIRI				
INITIATIVE	**KEY PERFORMANCE INDICATORS / MEASURE OF SUCCESS**	**STATUS / DUE DATE**	**PROGRESS**	**PROGRESS RATING**
	Number of activities Number of enrolments		No additional activity at this stage. NMIT is researching evening/online short courses for business upskilling	
2. NZIST RECOVERY TRAINING AND SKILLS NEEDS GROUPS				
Leverage off NZIST transition to increase offering in NMIT	Offer NZ Dip in Cyber Security (via Unitec) - Number of enrolments	In progress	Unitec are proposing to deliver this to learners in our region, via online and block courses. Business case being worked on currently.	
Build relationship with local RSLG	Good two-way information flow	In progress	Carole reaching out to Brendan Burns – Chair Marlborough Grant reaching out to Meg Matthews – Chair Nelson/Tasman	

Progress rating – Red – need Exec support, Amber – work with Exec underway to correct Green – tracking to plan

2

3. THE ECONOMIC ACTION MARLBOROUGH GROUP (TEAM)				
	Number of activities		No additional activity at this stage.	
	Number of enrolments		Horticulture and Viticulture have seen additional demand, and have reformatted our delivery to meet this year's harvest requirements (change date, more block courses)	
			NMIT is researching cross-industry "apprenticeship" to see if we can train for seasonal peaks in employment demand	
4. REGIONAL PRIORITIES – INDUSTRY / COMPANY				
Air NZ – workforce redeployment	Air NZ management relationship strengthened Air NZ staff enrolled at NMIT Air NZ staff are advocates of NMIT	Complete	Website – complete 12 June Career conversations – ongoing, 20 plus so far On-site Pop-up – complete	
Department of Conservation – funding for redeployment of regional employees	Micro-credentials completed for August delivery Number of enrolments	Complete	Predator-Trapping micro-credential 29 August first delivery to existing DoC staff.	
	Number of activities – Business to Business (B2B) Enrolments	In progress	Ongoing conversations about the Kaimahi for Nature process and potential for training by NMIT.	
Outreach to various companies / industries	Identify training requirements which we can support	In progress	Sealord – initial conversation. Crew for ships priority (but small numbers and mainly use Westport Deep Sea Fishing) and Hoki season next year – may fit with cross-industry "apprenticeship" concept	

Progress rating – Red – need Exec support, Amber – work with Exec underway to correct Green – tracking to plan   3

			Nelmac – initial discussion. No project yet underway, expect at least another month before anything is known. Wakatu Inc – MOU being prepared Aquaculture NZ – adding an "in work' delivery option for Feb 21. Good support from industry – seeking internal approval. Nelson Tasman Innovation Network (wide group of Nelson Tasman employers) – involved in workstream around identification of regional career pathways (including training).	
5. INTERNAL READINESS				
Targeted Training and Apprenticeship Fund - awareness	Good information to the region about what "fees free" options exist in NMIT due to this announcement Leading to: Positive positioning in region Enrolments	Complete	• Website update and frontpage tile added for fees free • Radio advert created	
Hot Leads – Business enquiries	Business enquiries are tracked and measured Leading to: Positive positioning in region Enrolments	Complete	We now have a workflow to capture external business requests, as they come into enquiries.	

Nelson Marlborough Institute of Technology Limited Board Calendar | 2020

	J	F	M	A	M	J	J	A	S	O	N	D
1. Meeting Schedule												
General Board meeting		20.2	27.3	3.4	18.5	29.6	tbc	17.8	tbc	12.10	23.11	
Audit & Risk Committee meeting			27.3		18.5	29.6				12.10		
Remuneration & Appointments Committee meeting					20.5	10.6					23.11	
Annual General Meeting												
2. Strategy												
Planning and adoption							X	X	X			
Investment Plan		X			X			X			X	
Performance review		X	X		X	X	X	X	X	X	X	
Deep dive strategic thought piece			X			X				X		
2. Budget (Annual)												
Development (approval of key assumptions)								X				
Adoption										X		
Review/monitor (Forecast Review)		X	X		X	X		X		X	X	
3. Risk and Compliance												
Review of risk management systems		X										
Review of major risks		X	X		X	X		X		X	X	
Review of regulatory compliance			X			X					X	
Insurance report											X	
Directors certificates for D&O insurance and director fees		X										

	J	F	M	A	M	J	J	A	S	O	N	D
4. Policy framework												
Corporate governance code of practice			X									
Committee terms of reference			X									
Major policy review												
- Risk management											X	
- Delegated authorities						X						
- Health, Safety and Wellbeing Policy			X									
5. Board review												
Composition/succession											X	
Evaluation of performance											X	
Remuneration												
- Review											X	
- Shareholder recommendation											X	
Board sub-committee composition/succession											X	
6. Governance issues												
Audit report			X									
Shareholder communications	X			X			X			X		
Community communications		X						X				
Stakeholder Engagement		X	X			X		X		X	X	

	J	F	M	A	M	J	J	A	S	O	N	D
7. Regulatory compliance												
Half-year report and reviewed financial statements								X				
Annual report to shareholders			X									
Statement of Corporate Intent												
- Draft SCI									X			
- Final SCI											X	
8. Financial and operational issues												
Financial performance		X	X		X	X		X		X	X	
Overall operations report		X	X		X	X		X		X	X	
Significant project report		X	X		X	X		X		X	X	
Significant business development report		X	X		X	X		X		X	X	
Capital requirements		X	X		X	X		X		X	X	
9. Health and Safety												
Health and safety tours		X	X			X		X		X		X
		Daryl Toni	Kathy Joannie			Patrick Tracy		Charles Judene		Daryl Joannie		Kathy Toni

Nelson Marlborough Institute of Technology Limited Board Calendar | 2021

	J	F	M	A	M	J	J	A	S	O	N	D
1. Meeting Schedule												
General board meeting		1.2	15.3		17.5	28.6	tbc	16.8	tbc	11.10	22.11	
Audit and Risk Committee meeting			15.3			28.6				11.10		
Remuneration and Appointments Committee meeting					17.5						22.11	
Annual General Meeting												
2. Strategy												
Planning and Adoption							X	X	X			
Investment Plan		X			X			X			X	
Performance review		X	X		X	X	X	X	X	X	X	
Deep dive strategic thought piece			X			X				X		
2. Budget (Annual)												
Development (approval of key assumptions)								X				
Adoption										X		
Review/monitor (Forecast Review)		X	X		X	X		X		X	X	
3. Risk and Compliance												
Review of risk management systems		X										
Review of major risks		X	X		X	X		X		X	X	
Review of regulatory compliance			X			X					X	
Insurance report											X	
Directors certificates for D&O insurance and director fees		X										

	J	F	M	A	M	J	J	A	S	O	N	D
4. Policy framework												
Corporate governance code of practice			X									
Committee terms of reference			X									
Major policy review												
- Risk management											X	
- Delegated authorities						X						
- Health, Safety and Wellbeing Policy			X									
5. Board review												
Composition/succession											X	
Evaluation of performance											X	
Remuneration												
- Review											X	
- Shareholder recommendation											X	
Board sub-committee composition/succession											X	
6. Governance issues												
Audit report			X									
Shareholder communications	X			X			X			X		
Community communications		X						X				
Stakeholder Engagement		X	X			X		X		X	X	

	J	F	M	A	M	J	J	A	S	O	N	D
7. Regulatory compliance												
Half-year report and reviewed financial statements								X				
Annual report to shareholders			X									
Statement of Corporate Intent												
- Draft SCI									X			
- Final SCI											X	
8. Financial and operational issues												
Financial performance		X	X		X	X		X		X	X	
Overall operations report		X	X		X	X		X		X	X	
Significant project report		X	X		X	X		X		X	X	
Significant business development report		X	X		X	X		X		X	X	
Capital requirements		X	X		X	X		X		X	X	
9. Health and Safety												
Health and safety tours		X	X			X		X		X		X
		Daryl Toni	Kathy Joannie			Patrick Tracy		Charles Judene		Daryl Joannie		Kathy Toni

NMIT Acronyms [May 2020]

ACE	Adult and Community Education
ADP	Academic Development Proposal
AMFM	Annual Maximum Fee Movement
ALNAT	Adult Literacy and Numeracy Assessment Tool
ASM	Academic Staff Member
ATEM	Association of Tertiary Education Management Inc.
AUT	Auckland University of Technology
BAM	Bachelor of Arts and Media
BAppSocSci	Bachelor of Applied Social Science
BCOM	Bachelor of Commerce
BCT	Business & Computer Studies
BIT	Bachelor of Information Technology
BMETS	Basic Mechanical Engineering Training Skills
BN	Bachelor of Nursing
BUA	Beijing University of Agriculture
BVA	Bachelor of Visual Arts
CA and ACA	Chartered Accountant and Associate Chartered Accountant
CAA	Civil Aviation Authority
CAANZ	Chartered Accountants Association of New Zealand
CAM	Capital Asset Management
CAP	Competence Assessment (Nursing)
CAU	China Agricultural University
CC	Cross Credit
CD	Curriculum Director
CEA	Collective Employment Agreement
CM	Curriculum Manager
CoVE	Centre of Vocational Excellence
CT	Credit Transfer
CTLT	Certificate in Tertiary Learning and Teaching
CTS	Core Transferable Skills
CVP	Certificate in Vineyard Practice
DAS	Directory of Assessment Standards (NZQA)
DTLT	Diploma in Tertiary Learning and Teaching

EAP	Employee Assistance Programme
ED CEE	Executive Director – Customer Experience and Excellence
ED FCB	Executive Director – Finance, Compliance and Business Intelligence
ED LID	Executive Director – Learning Innovation and Delivery
ED M	Executive Director – Māori
ED SES	Executive Director – Strategy, Enterprise and Sustainability
EEdO	Equal Education Opportunities
EEO	Equal Employment Opportunities
EER	External Evaluation and Review
EFTS	Equivalent Full-Time Student
ELP	English Language Programme
EoI	Expression of Interest
EPI	Education Performance Indicator
ESOL	English for Speakers of Other Languages
ESP	Employment Scholarship Programme
FTE	Full Time Equivalent
GC	Global Campus
GSE	Group Study Exchange
GTW	Ground Training Wing (at Woodbourne Air Force Base)
HITO	Hairdressing Industry Training Organisation
HR	Human Resources
IEA	Individual Employment Agreement
ITO	Industry Training Organisation
ITPNZ	Institutes of Technology and Polytechnics of New Zealand
ITPQ	Institutes of Technology and Polytechnics Quality
ITPs	Institutes of Technology and Polytechnics
KEQ	Key Evaluation Question
KPI	Key Performance Indicator
LIIT	Learning Innovation and Insights Team

LLC	Library Learning Centre
LLN	Literacy, Language and Numeracy
MDC	Marlborough District Council
ML	Marlborough
MoA	Memorandum of Agreement
MoE	Ministry of Education
MoP	Mix of Provision
MoU	Memorandum of Understanding
MRoQ	Mandatory Review of Qualifications
NAMS	New Zealand Asset Management Support
NCC	Nelson City Council
NCEA	National Certificate of Educational Achievement
NEET	Not in Employment, Education or Training (Youth)
NMIT	Nelson Marlborough Institute of Technology
NQF	National Qualifications Framework
NRDA	Nelson Regional Development Agency
NZDB	NZ Diploma in Business 120 credits L5 (new qualification 2017)
NZCALNE	New Zealand Certificate in Adult Literacy and Numeracy Education
NZCATT	New Zealand Certificate in Adult Tertiary Teaching
NZDip Bus	NZ Diploma in Business 240 Credits L6 (old qualification)
NZIM	New Zealand Institute of Management (Part of old NZDipBus)
NZIST	NZ Institute of Skills and Technology
NZQA	New Zealand Qualification Authority
NZQF	New Zealand Qualifications Framework
NZTE	New Zealand Trade and Enterprise
OAG	Office of the Auditor General
OCP	Organisational Counselling Programmes (Student Counselling Service)
OTEPs	Other Tertiary Education Providers
PAC	Programme Approval Committee

PASM	Principal Academic Staff Member	**SME**	Subject Matter Expert	**TOTSTA**	Top of the South Trades Academy
PEAP	Post EER Action Plan	**SMS**	Student Management System	**TRoQ**	Targeted Review of Qualifications
PBRF	Performance-Based Research Fund	**SSB**	Standard Setting Body	**TTMU**	Te Tiriti o Waitangi Monitoring Unit
PLATO	Programme of Learning and Teaching Observations	**SSC**	State Services Commission	**TTP**	Te Toki Pakohe
		SSG	Special Supplementary Grants	**YG**	Youth Guarantee
POD	People and Organisation Development	**SSP**	Sub-sector Provider		
PoS	Programme of Study	**STAR**	Secondary Tertiary Alignment Resource		
PTE	Private Training Establishment	**STCW**	Standards of Training and Certification of Watchkeepers		
QMS	Quality Management System				
RAC	Recognition of Academic Credit	**STEM**	Science, Technology, Engineering and Mathematics		
REANNZ	Research and Education Advanced Network New Zealand Ltd.	**SUTI**	Skills Update Training Institute		
RFP	Request for Proposal	**TAMU**	Tertiary Advisory Monitoring Unit		
RNZAF	Royal New Zealand Air Force	**TANZ**	Tertiary Accord of New Zealand		
RoVE	Review of Vocational Education	**TCWG**	Those charged with governance		
RPL	Recognition of Prior Learning	**TDC**	Tasman District Council		
RSG	Refugee Study Grant	**TEC**	Tertiary Education Commission		
SAC	Student Achievement Component	**TEC/Skill NZ**	Training Opportunities Programmes Funded by TEC/Skill NZ		
SANITI	Students Association of Nelson Marlborough Institute of Technology Inc	**TEI**	Tertiary Education Institution		
SAR	Self-Assessment Report	**TEO**	Tertiary Education Organisation		
SASM	Senior Academic Staff Member	**TEOC**	Tertiary Education Organisation Component fund		
SDL	Staff Digital Literacy				
SDR	Single Data Return	**TES**	Tertiary Education Strategy		
SHW	Safety, Health and Wellbeing	**TEU**	Tertiary Education Union		
SIG	Special Interest Group	**TIASA**	Tertiary Institutes Allied Staff Association		

Frequently used Academic Definitions

Word or phrase	Meaning	Definition
Academic Committees		A standing committee of the *Academic Board* responsible for maintaining academic standards for designated programmes and courses. There are two Academic Committees: • Academic Committee - serving the needs of all Curriculum Areas for results approvals, Moderation Plan approval, award approvals, decisions on exclusion, special assessment results etc. • Recognition of Academic Credit (RAC) Committee – considering applications from students for Cross Credits and RPLs.
CMR	Consent and Moderation Requirements	This is an NZQA document that outlines the requirements for achieving 'consent to assess against standards' and the ongoing moderation expectations. CMRs are developed by standard-setting bodies (SSBs). Before assessing learners against unit standards NMIT has to be granted consent to assess against those standards. NMIT already has consent to assess against a large number of unit standards. If however a new / revised programme requires unit standards that we do not have consent to assess against, we would have to prepare and submit an application to NZQA.
Credit		A numerical value assigned to unit standards, courses and programmes of study that reflects the estimated student time/effort required to meet the assessment requirements. In most cases, one credit represents approximately ten hours of student learning time (inclusive of scheduled class contact, assessment time, work experience or internships, other directed time and independent/self-directed study). A credit value of 120 is generally equivalent to one year of full time study and 1.0 EFTS.
CT	Credit Transfer	Internal Credit Transfer: Credit for the same course already earned in another qualification **from NMIT** External Credit Transfer: Credit for the same course already earned in another qualification **from another institution**

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CC	Cross Credit	The granting of academic credit towards a qualification delivered by NMIT, from a **similar** course already completed as part of another approved qualification.
DAS	Directory of Assessment Standards	The Directory of Assessment Standards (DAS) lists all quality assured unit and achievement standards, known collectively as 'assessment standards'.
ebs	Unit Instances (UIs)	The Student Management System used at NMIT to establish student study contracts, report to TEC and to generate academic records. The specifications of all NMIT's approved programmes of study. Holds all the general information about a programme of study, but not the details that will change with each year or Semester the course is offered
	Unit Instance Occurrences (UIOs)	The details that will change with each year or Semester the course is offered (e.g. dates, fees, venues, etc).
EFTS	Equivalent Full Time Student	One EFTS is 1.0 Equivalent Fulltime Student.
EER	External Evaluation and Review	A periodic evaluation of NMIT, by NZQA, to provide a statement of confidence (judgement) about the organisation's educational performance and capability in self-assessment.
EPIs	Educational Performance Indicators	The TEC has published information on the educational performance of tertiary education organisations based on agreed educational performance indicators: • successful course completion • student retention • qualification completion, and • student progression.
ILP	Individual Learning Plan	An Individual Learning Plan essentially belongs to the student. It identifies a student's learning goals, personal goals, timescales, resources and any support required to meet those goals.
ITP	Institute of Technology and Polytechnic	
MoE	Ministry of Education	

NZQA	New Zealand Qualifications Authority	New Zealand Qualifications Authority. Key aspects of the NZQA role are to: • develop, register and support the New Zealand Qualifications Framework • manage the external assessment of secondary school students and moderate secondary schools' internal assessment activities and processes • quality assure non-university tertiary education organisations and their courses, and moderate assessment activities and processes for national qualifications for NZQA-owned unit standards • maintain effective liaison with overseas certifying and validating bodies in order to recognise overseas educational and vocational qualifications in New Zealand, and to achieve recognition of New Zealand educational and vocational qualifications overseas • act as a standard-setting body
NZQF	New Zealand Qualifications Framework	A list of all quality assured qualifications in New Zealand. The framework is the definitive source for accurate and current information on each qualification.
PAC	Programme Approval Committee	A standing committee of the NMIT Academic Board responsible for evaluating and recommending approval of academic developments.
Programme Regulations - including Course Descriptors		The Programme Regulations describe the formal rules of the Programme and its constituent courses. Programme Regulations are the legally binding, contractual obligations of staff and enrolled students. They are used by academic staff to guide delivery of the Programme and its courses. Course Descriptors indicate teaching hours, hours of total student learning, course aims, learning outcomes, unit standards (if included), assessment methods, learning and teaching approaches, requirements for successful completion of the course. ***Approved Programme Regulations and Course Descriptors are not altered, and are used by academic and administrative staff to guide delivery of the programme and its courses.***
PLATO	Programme of Learning and Teaching Observations	The Programme is an important and integral part of NMIT's Quality Assurance System. It is designed to ensure maximum effectiveness of curriculum delivery by encouraging the sharing of good practice within NMIT. The Programme

		encourages discussion within programme teams and across NMIT on improving teaching and learning.
QMS	Quality Management System	A system of clearly defined institutional structures, processes, responsibilities and resources used to manage quality improvement. Accordingly, the QMS includes all aspects of NMIT operations, all work areas and all geographic locations.
RAC	Recognition of Academic Credit	The process for formally recognising relevant experience and/or study that has been achieved prior to completion of a qualification offered by NMIT, as academic credit for a course or courses at NMIT. Includes: Cross Credits, Credit Transfers and RPLs
RPL	Recognition of Prior Learning	A process that makes use of evaluation of evidence of academic achievement and/or work/life experience to assess relevant learning.
Records Management		The effective and efficient operation of NMIT's record keeping systems, including implementing the use of the electronic document management system across the institute.
SA	Self-assessment	The ongoing processes NMIT uses to gain evidence of its own effectiveness in providing quality education.
SAC Funding	Student Achievement Component (SAC) funding	The Government's contribution to the direct costs of teaching, learning, and other costs driven by learner numbers. SAC funding comprises two elements: 1. The programme element, which relates to the types of programmes or courses approved for funding in NMIT's Investment Plan, is based on the SAC funding categories (A, B C etc) 2. The volume element, which relates to the number of valid enrolments in those programmes or courses.
SAR	Self-assessment Report	Self-assessment should be continuous, culminating in formal annual review of the previous year, recorded in a Self-assessment Report (SAR).
SDR	Single Data Return	Data items that are specifically required by the Ministry of Education (MOE) and the Tertiary Education Commission (TEC) for funding, monitoring performance against Investment Plans, publishing performance information, as well as statistical reporting purposes.

| | | All students for which a valid enrolment has been made in ebs are required to be reported, regardless of the level of study or the funding source.

Information is required on student characteristics, course enrolment details, course and qualification completions, course details, and actual EFTS on a monthly basis. Further information on EFTS forecasts is required as part of the validation process.

Submitted three times a year (April, August and December). |
|---|---|---|
| **SMS** | Student Management System | How NMIT manages all its student data. Currently using ebs |
| **Student Feedback**
• **First Impressions**
• **Course / Tutor**
• **Learner Experience**
• **Graduate Destination** | | Student surveys are a vital tool for conducting systematic, evidence based, inquiries that are an integral part of NMIT's Self-Assessment process - not just for specific programmes but also for business support areas.
It also provides evidence that improvements are actually occurring.
First Impressions – within first 4 – 8 weeks of the programme

Course / Tutor – scheduled, at suitable time, by Programme Area
Learner Experience – within last 2-4 weeks of the programme

Graduate Destination – conducted 6 months following Graduation |
| **TANZ** | Tertiary Accord of New Zealand | A network of ITPs - comprising:
• NorthTec
• Toi Ohomai
• Universal College of Learning (UCOL)
• EIT
• NMIT
• Ara Institute of Canterbury
• Otago Polytechnic |
| **TEC** | Tertiary Education Commission | Responsible for funding tertiary education in New Zealand |
| **3v6** | | New course or programme change approval form |