

# NMIT Board Meeting - 12 October 2020 - Open

NMIT Nelson campus, Mahitahi Board Room



12 October 2020 01:30 PM - 05:30 PM

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BOARD OF DIRECTORS REGISTER OF INTERESTS	
Daryl Wehner	<ul style="list-style-type: none"> <li>• Port Nelson Ltd: Chief Financial Officer</li> <li>• Tasman Bay Stevedoring Co. Ltd: Director</li> </ul>
Tracy Johnston	<ul style="list-style-type: none"> <li>• TRC Tourism: Consultant</li> <li>• Dayvinleigh Limited: Executive Director</li> <li>• Wine Marlborough Ltd: Director</li> <li>• Institute of Directors: Nelson/Marlborough Committee Member</li> <li>• Eastern Institute of Technology: NZIST Appointee</li> <li>• Marlborough Local Advisory Committee Fire and Emergency: Deputy Chair.</li> </ul>
Judene Edgar	<ul style="list-style-type: none"> <li>• Nelson City Council: Deputy Mayor</li> <li>• Nelson Regional Transport Committee: Deputy Chair</li> <li>• Nelson Tasman Regional Landfill Business Unit: Chair</li> <li>• Network Tasman Ltd: Shareholder</li> <li>• Network Tasman Trust: Trustee</li> <li>• Network Tasman Charitable Trust: Trustee</li> <li>• NTT Investments Ltd: Director/Shareholder</li> <li>• Encompass Strategic Services Ltd: Director/Shareholder</li> <li>• David Verhagen Consulting Ltd: Director/Shareholder</li> <li>• Nelson Airport Ltd: Shareholder</li> <li>• Nelson Port Ltd: Shareholder</li> <li>• Tasman Bays Heritage Trust: Shareholder</li> <li>• Nelmac Ltd: Shareholder</li> <li>• Nelson Regional Development Agency: Shareholder</li> <li>• Bishop Suter Trust: Shareholder</li> <li>• City of Nelson Civic Trust: Shareholder</li> <li>• Nelson Municipal Band Trust: Shareholder</li> </ul>
Toni Grant	<ul style="list-style-type: none"> <li>• Rata Foundation Ltd: Director</li> <li>• Canterbury Direct Investments Ltd: Director</li> <li>• Canterbury Trust House Ltd: Director</li> <li>• Tama Asset Holding Company Ltd: Director</li> <li>• Kotato Ltd: Director</li> <li>• Tui GP Ltd: Chair</li> <li>• Central Districts Cricket Assn Inc: Director</li> <li>• The Basketball Development Nelson Trust: Trustee</li> <li>• Waikato 1B Ltd: Executive Director</li> <li>• Waikato 1C Ltd: Executive Director</li> <li>• Waikato 1D Ltd: Executive Director</li> <li>• Puramakau 2L Ltd: Executive Director</li> <li>• Puramakau 2M Ltd: Executive Director</li> <li>• Puramakau 2N Ltd: Executive Director</li> <li>• Puramakau 2O Ltd: Executive Director</li> <li>• Te Kumara 3L Ltd: Executive Director</li> <li>• Chatham Is Quota Holding Co Ltd: Director</li> <li>• Tasman District Council Port Tarohe Governance Steering Group: Member</li> </ul>

As at 5 October 2020



BOARD OF DIRECTORS REGISTER OF INTERESTS	
	<ul style="list-style-type: none"> <li>Wakatu Incorporation: Tamariki Shareholding – Trustee</li> </ul> <b>Iwi Affiliation</b> <ul style="list-style-type: none"> <li>Ngāti Rarua and Ngāti Rarua Atiawa Iwi Trust: Tamariki beneficiaries</li> </ul>
Kathy Grant	<ul style="list-style-type: none"> <li>Dunedin City Holdings Ltd: Deputy Chair</li> <li>Dunedin City Treasury Ltd: Deputy Chair</li> <li>Dunedin Stadium Property Ltd: Deputy Chair</li> <li>Whitireia Community Polytechnic Ltd: Director</li> <li>Wellington Institute of Technology Ltd: Director</li> <li>NZIST: Council Member</li> <li>Trustee of various private trusts (former clients)</li> <li>Dunedin Railway Limited: Director.</li> </ul>
Charles Newton	<ul style="list-style-type: none"> <li>Charles Newton Consulting Ltd: Director</li> </ul>
Joanie Wilson	<ul style="list-style-type: none"> <li>Ngāti Koata Trust: Chair</li> <li>Ministry of Education NMWC Region: Strategic Advisor, Maori</li> <li>Te Tau Ihu Intergenerational Strategy: Iwi Steering Group Member</li> </ul> <b>Possible Conflict of Interest:</b> <ul style="list-style-type: none"> <li>A family member on Staff at NMIT</li> </ul>
Patrick Smith	<ul style="list-style-type: none"> <li>Patrick Smith Human Resources Ltd: Managing Director</li> </ul>
EXECUTIVE TEAM REGISTER OF INTERESTS	
Wayne Jackson	<ul style="list-style-type: none"> <li>Director, Aquatx Ltd</li> <li>Director, Aquatx USA Ltd</li> <li>Director, Aquatx Holdings Ltd</li> <li>Director, Aquatx Distribution Corporation Ltd</li> <li>Director, ModPod Ltd</li> <li>Trustee, Wayne Jackson Family Trust</li> <li>Trustee, Marion Jackson Family Trust</li> <li>Trustee Jackson Investment Trust</li> </ul>
Grant Kerr	<ul style="list-style-type: none"> <li>G &amp; K Kerr Limited: Director and shareholder</li> </ul>
Sue Smart	<ul style="list-style-type: none"> <li>Sorrento Enterprises Ltd: Director</li> <li>NZIST Academic Board</li> </ul>
Carol Crawford	<ul style="list-style-type: none"> <li>Director, Singer Solutions Ltd</li> </ul>
Marja Kneepkens	<ul style="list-style-type: none"> <li>None</li> </ul>
Olivia Hall	<ul style="list-style-type: none"> <li>Te Rūnanga o Ngāti Rārua, Chair</li> <li>Tasman Bays Heritage Trust (Nelson Provincial Museum), Chair</li> <li>Board Member NMDHB</li> <li>Board Member Nelson College</li> <li>Board Member NM Institute of Directors Committee</li> <li>Wakatu Inc, Shareholder</li> </ul>
Susannah Roddick	<ul style="list-style-type: none"> <li>None</li> </ul>
Tony Macfarlane	<ul style="list-style-type: none"> <li>None</li> </ul>

As at 5 October 2020



**OPEN**

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

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

**17 August 2020 at 1.30pm**

**Minutes**

These are the minutes of a meeting of the Board of the Company held on 17 August 2020 at NMIT Nelson campus.

**Present**

**Directors present:** Daryl Wehner (Chair), Toni Grant, Patrick Smith, Charles Newton, Kathy Grant, Tracy Johnston.

**Directors attending by Zoom:** Joanie Wilson, Judene Edgar.

**Other attendees present:** Liam Sloan (Chief Executive), Elizabeth Bean (Board Secretary), Wayne Jackson (Interim Chief Executive from 31 August 2020).

**Welcome**

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

**Apologies**

None.

**Declaration of Interests and Disclosures Register**

No conflicts were declared in relation to the open agenda.

**Minutes of NMIT Board Meeting 29 June 2020 – Open**

Resolved:

*That the minutes of the meeting held on 29 June 2020, as circulated and read by members, be confirmed.*

**Ratification of e-Resolution – Marlborough Research Centre (MRC) Lease**

Resolved:

*That NMIT Board ratify the e-resolution of 28 July 2020 to endorse a lease variation with MRC, which is covered by clause 22 within the existing contract.*

**Action Items of NMIT Board Meeting 29 June 2020 – Open**

L Sloan provided an update on action items.

## **Items not on the Agenda**

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

## **Risk Management**

### Safety Health and Wellbeing

L Sloan provided an overview of activity for the period since the Board last met on 29 June 2020.

Directors discussed contractor safety management and requested that the reporting be updated so that it reflects that Marlborough has a separate process for signing in external contractors. There was discussion around requirements under Alert Level 2 for NMIT. L Sloan said that while nothing additional is required at this stage to support staff, there is increased anxiety and this would increase again if moved to Level 3. L Sloan noted that planning is in place for Level 3.

L Sloan noted that the Health and Safety Manager role hasn't been filled and that, instead, the Health and Safety Advisor now reports to the ED Strategy Enterprise and Sustainability. Directors discussed whether there was adequate resource in place for the work that has to be done and particularly the wellbeing component.

### Resolved:

*That the Board receive the safety, health and wellbeing quarterly report April – June 2020 for information.*

### Business Continuity Plan (BCP)

L Sloan reported that the BCP is a work in progress and that management has followed an international framework and ISO standard in its preparation. Managers have responsibility for completing the planning for each building and work area. This work will be completed early October 2020. The BCP provisions provide confidence that if lose operations of one building then NMIT will be able to continue to deliver its activity and, that if lose all buildings, staff can work from home. L Sloan noted that next steps include work on content, then an implementation where the BCP is trialled.

Directors asked questions around:

- Contingency plans in place around people and systems. It was suggested that more work be done in this area – particularly around people.
- Simulations for implementing the BCP may be a useful exercise e.g. earthquake, tsunami.
- Multiple incidents happening at one time.
- Crisis management procedures at level one and level two. It was suggested it would be helpful to identify scenarios that fit each level and also consider a level three for multiple events.
- Learners/students and the planning for them in the documentation.

### Resolved:

*That the Board receive the draft Business Continuity Plan (BCP) for information and request further work to be done and following this, the BCP be presented to the October Board meeting for approval.*

### Risk Register

K Grant reported on the deliberations of the Audit & Risk Committee and noted that the discussion had focused on the following risks: Risk #12 - cyber security, Risk # 2 - enrolment decline, Risk #9 - management capacity and operational experience. The Committee had also discussed the need to identify strategic (as opposed to operational risks).

Resolved:

*That the Board receive the Risk Register in the August agenda papers.*

## **Items for Approval**

### Delegations to the CEO

K Grant reported that the Audit & Risk Committee had reviewed the CEO delegations and that subject to the following changes the policy should be approved:

- B1: Amend "Subject to paragraph 2 commit...."
- C1: The authority levels for unbudgeted capital expenditures should be mandatory rather than permissive. Delete last paragraph.
- D2: Prescribing fees for courses and progress within the policy for fees should be "within the parameters of the OFP Direction."
- E: Substitute 'Institute' for "Institution."
- D5: "To dispose of surplus assets at market value up to a maximum individual amount of \$50,000 and subject to the parameters of the OFP Direction."

Resolved:

*That the Board, subject to the amendments being made, recommended by the Audit & Risk Committee, approve the CEO Delegations policy.*

### Audit and Risk Committee Terms of Reference

K Grant reported that the Audit & Risk Committee made minor amendments to the terms of reference subsequent to its June meeting and recommended that these be approved.

Resolved:

*That the Board approve the Terms of Reference for the Audit & Risk Committee.*

### Equal Education Opportunity Policy

K Grant reported that the Audit & Risk Committee recommend that changes be made to the Equal Education Opportunity policy around: cultural identity (ethnicity and Iwi/Maori and Pacifica) and gender identity. The Committee also wanted the policy to be updated to refer to the Education Amendment Act 2019, the NZIST Charter, and the Minister's Letter of Expectation.

Resolved:

*That the Board, subject to the changes, approve the Equal Education Opportunity Policy.*

### TANZ e-campus Delegations

Governance requirements pursuant to clause 14.2(a) of the TANZ e-Campus constitution are required to take effect from 1 September 2020.

Resolved:

*That the Board resolve to:*

1. *Remove Liam Sloan as Director of TANZ e-Campus Limited and Tertiary Accord of New Zealand Limited, effective from 1 September 2020*
2. *Appoint Wayne Jackson as Director of TANZ e-Campus Limited and Tertiary Accord of New Zealand Limited, effective from 1 September 2020.*

#### Campus Development – K Block

L Sloan provided an overview of the proposal for K Block refurbishment. He noted that this was included in the 2020 capex budget and as it is part of 2020 budgeted expenditure, NZIST approval is not required. This investment will create a multi-use space that has a team focus and is suitable for modern student learning. Design and implementation will take account of cultural diversity as well as Iwi and Pacifica needs. SANITI was engaged in the design process. The refurbishment plan is dependent on not moving into Level 3.

Directors asked that the following be checked: due diligence on the proposed main contractor, seismic evaluation, cultural impact assessment, environmental sustainability, and health and safety. They sought clarification on the selection process that was followed and if an RFP had been carried out if not had a tender process been used.

The Board asked Management to ensure that the procuring of the main contractor and other services met NMIT's procurement policy and legislation requirements.

#### Resolved:

*That the NMIT Board approve Capex of up to \$1.18m for the refurbishment of K block.*

#### Campus Development – Richmond

Joanie advised that she had a potential conflict of interest as Chair of Ngati Koata. The Board agreed there was no conflict of interest.

L Sloan reported that NMIT carpentry has reached capacity. The \$580K provides space to enable at least one additional house build. Thus, it is a return on investment as more students can be enrolled. The NMIT Richmond location is under-utilised. There is considerable housing development in Richmond, which makes it a good location for apprentices and their employers. Students and tutors are both excited about the potential development. Relocating the carpentry section onto the existing Richmond Campus will provide an opportunity for growth and accommodate the learning needs of the ITO learners. Carpentry and building have good relationships with industry and the move to Richmond will facilitate more connections as well as responding to needs of iwi and industry. Finally, there are opportunities to extend this relationship e.g. sponsorship, in-kind.

If carpentry is re-located then other teams on the main NMIT campus can be moved – and thus the campus is better used.

Directors asked questions around: provision of learner support services, the cost of the move, possible risks to team culture, ways to increase connections with industry, and how the project aligns with the campus plan. Directors noted that COVID has seen apprenticeship opportunities and growth in numbers of student enrolments in past six months. They also noted that under education reforms, the relationship with ITOs and work placed learning would evolve.

In principle Directors supported the proposal but wanted additional financial information be made available that included enrolment forecasts and evidence of how the targeted training fund is being taken up. They also requested that the land zoning be checked.

#### Resolved:



*That the Board approves in principle that all carpentry provision – which includes L3 and L4 Trades Academy and Foundation Studies – moves to the Richmond campus, and that progression of this project be subject to:*

- 1. Management providing information to the Board that confirms forecast student growth and the capital expenditure is supported by an RoI that meets NMIT hurdle rate.*
- 2. Management confirming the process they will use to engage with stakeholders ITOs and commercial partners, Regional Skills Leadership Group*

## **Performance Reporting**

### Chief Executive Report

L Sloan provided an update on the report provided in the Board agenda papers.

Director discussion included: Reasons why the recent NMIT pulse survey has had a slight decline in response rate, the benefits to NMIT of the Forestry partnership (e.g. room lease, good will, partnership with Toi Ohomai) and action around education performance for Maori.

### Resolved:

*That the Board receives the CEO Report to 31 July 2020.*

### Financial Statements and EFTS Reports to 30 June

K Grant reported that the Audit & Risk committee had reviewed the EFTS and financial statements to 30 June 2020. The YTD performance is positive with a \$2.5m surplus, compared to a budget deficit of \$(3.4)m. The position at 31 July 2020 is consistent with the June results.

The Committee had expressed concern around EFTS, which are tracking 4% below budget. Positive result to date is driven by the lack of a claw-back and savings – rather than by EFTS growth. This foreshadows challenge for 2021. A further breakdown of enrolments by course has been requested. The Committee noted positive contribution that in-China (and limited in-NZ) delivery makes.

### Resolved:

*That the Board receives the Financial and EFTS updates to 30 June 2020.*

### NMIT Financial Statements to 31 March 2020

K Grant reported that the Audit & Risk Committee had reviewed the financial statements, which provide an opening position for NMIT at 31 March 2020. The audit is unqualified and will be subject to note around COVID. The delay in getting accounts to NZIST was due to Audit NZ rather than NMIT systems.

### Resolved:

*That the Board:*

- 1. Approve the NMIT financial accounts to 31 March 2020 be approved.*
- 2. Authorise NMIT Chair to sign the letter of representation from the Board to the auditors, subject to confirmation of resolutions in March 2020 from Council Audit Committee.*
- 3. Request management to prepare (and sign) a letter of representation from to the Board.*

### Key Performance Indicators

### Resolved:

*That the Board receives the KPI report to 30 June 2020 and notes discussion of the report will be deferred to the October Board meeting.*

Education Performance Indicators 2019

Resolved:

*That the Board receives the Education Performance report to 30 June 2020 and notes that discussion of the report will be deferred to the October Board meeting.*

Common Seal Usage

Resolved:

*That the Board receives the Common Seal Usage Report.*

Legislative Compliance Declaration

Resolved

*That the Board receives the Legislative Compliance Declaration to 30 June 2020 and notes that discussion of the report will be deferred to the October Board meeting.*

**For Information**

Directors noted the following papers for information:

- NZIST Ring-fencing Policy
- Letter of Expectations
- TANZ e-campus Background Paper
- Marlborough Strategy
- Project Rebound
- Board calendar 2020-21

Resolved:

*That the Board receives Information papers to 17 August 2020 that are contained in the agenda.*

**In Committee**

Resolved:

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, Interim Chief Executive and Board Secretary 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	<p>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</p> <p>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</p>	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).
<p>Strategy</p> <p>Items for Approval</p> <p>Performance Reporting</p>	<p>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</p> <p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p> <p>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</p>	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 Business

On behalf of Board, D Wehner expressed appreciation for the work that L Sloan has done over the past two years as CEO and before that three years as senior management. He thanked L Sloan for his strong leadership, particularly through 2020 when both COVID and RoVE have presented big challenges. Directors said that a real strength of L Sloan was his communication style and engagement with the community and iwi. L Sloan has built a strong NMIT team and his pastoral care for students has been exemplary – he will be greatly missed by both. Directors joined D Wehner in wishing L Sloan best wishes for the next stage in his career.

## Closure

There being no further business, the Chairperson declared the meeting closed at 5.45pm.

*P Smith closed the meeting with a whakautunga.*

Dated: [insert date]

Signed as a correct record

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**Chairperson**



## OPEN

### ACTION ITEMS FROM NMIT BOARD MEETING – 17 AUGUST 2020

Chair: Daryl Wehner

#### ACTION ITEMS FROM 17 AUGUST MEETING

TASK	RESPONSIBLE	DEADLINE	STATUS UPDATE
<i>Business Continuity Plan</i> Update BCP to reflect planning around people. Also include reference to: systems, multiple incidents happening at once, providing scenarios that fit with each of level one and two, and further reference to students and learning.	G Kerr	12 Oct 2020	Complete – requested additions have been included in documents.
<i>NMIT Policy</i> Publish Board approved policies for: Delegations to the CEO; and Equal Education Opportunity.	E Bean	31 Aug 2020	Complete.
<i>TANZ e-Campus Delegations</i> Advise TANZ e-campus of change of NMIT director and confirm D&O Insurance Policy for director run-off cover.	E Bean	31 Aug 2020	Complete.
<i>Campus Development – K Block</i> Before starting the project check: due diligence on the main contactor, seismic evaluation, cultural impact assessment, environmental sustainability, health and safety. Confirm that the procurement process meets NMIT Procurement Policy and legislation requirements.	G Kerr	31 Aug 2020	Complete. Campus Services manager is overseeing this project and has followed up on Board requests.
<i>Campus Development – Richmond</i> Before starting the project: Undertake an ROI for the development, confirm process for engagement with stakeholders. Also check land zone.	G Kerr/ B Johnston	31 Aug 2020	Complete. ROI sent to Directors on 25 September 2020.
<i>Carry over to October meeting</i> Legislative Compliance Reporting Education Performance Indicators Key Performance Indicators	D Wehner	12 Oct 2020	In October agenda papers.



## Te Kaupapa: Safety Health and Wellbeing Report July to August 2020

### 1. PURPOSE:

<b>Function:</b>	For Information
<b>Nā:</b>	Grant Kerr, Executive Director – Strategy, Enterprise and Sustainability
<b>Te rā:</b>	12 October 2020
<b>Purpose:</b>	The purpose of this paper is: To provide the Board on safety, health and wellbeing (SHW) performance for the current reporting period
<b>Recommendation(s):</b>	It is recommended that the NMIT Board receives this report for their information.

### 2. EXECUTIVE SUMMARY

This report provides 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 five injuries requiring medical treatment during this period and one medical event requiring hospitalisation (not NMIT related).  
See Event Summary and Findings section for more details.
- Key Performance Indicator data is not available for September, therefore the third quarter statistics and commentary will be included in the next report.
- There is no change to the Critical Risk profile.
- The following trends are comparing to the previous year:
  - Event reported are similar with 30 compared to 28 last year. However, YTD figures show a marked decrease, 71 compared to 133 last year. This can mostly be attributed to the COVID-19 lockdown and the reduction in face to face activities.
  - 30 safety observations compared to 56 last year. In August last year there were 48 observations reported, which is the highest number for any month since NMIT has collected this information.
- The change to Alert Level 2 has not overly impacted NMIT learning activities.

### 3. ATTACHMENTS

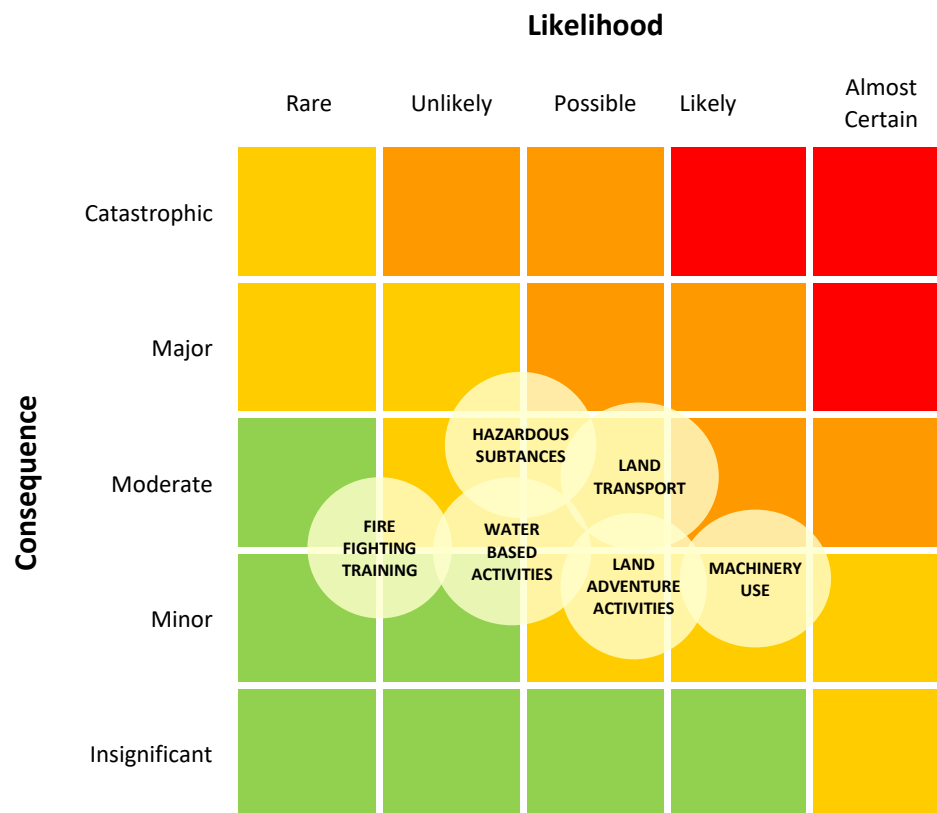
- Safety, Health and Wellbeing report for July and August 2020

## IMPACT OF CHANGE TO ALERT LEVEL 2

Initially some courses reverted to online learning. Most have now returned to campus with other arrangements made for vulnerable students and team members. NMIT has been able to achieve this due to the staggered mid-term breaks of some courses and focus on students to complete assignments has meant less students on campus.


Aged care facilities do not allow any nursing student work placements at Alert level 2 so these have been rescheduled.



## RISK PROFILE



## CRITICAL RISKS

Only showing critical risks where there is new information to report.

Risk	Description	Management Overview	Level of assurance	Issues/Comments
<b>Hazardous substance use</b>	Use of multiple chemicals and compressed gasses for cleaning, maintenance, repair, laboratory, art, flares and contact with biohazards	Inventories reviewed annually and Safety Data Sheets (SDS) held and readily available.		Appropriate PPE worn so that no injury occurred when student was sprayed with hydraulic fluid when removing piston. Retraining provided to student and class.

Risk	Description	Management Overview	Level of assurance	Issues/Comments
<b>Land Adventure activities</b>	Rock climbing, off track tramping, skiing, scrub clearing.	SOPs used and externally audited for high risk activities. Risk assessments and intentions forms completed prior to activity. Call care used for overnight activities. Smartrak GPS satellite devices are available for emergency response for remote activities.		Five injuries reported from skiing activities. Two of these requiring medical treatment - See Event Summary and Findings section for more details
<b>Land transport</b>	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.		Car driven by international student hit NMIT building. No damage.

Key:  High  Satisfactory  Low

## LEAD INDICATORS

No serious emerging risks have been identified during this period.

## AUDITS AND INSPECTIONS

Type	Jul	Aug	YTD	YTD (last year)
<b>Area Inspection</b>	1	1	262	5
<b>Audit - External</b>	0	0	0	0
<b>Audit - Internal</b>	0	0	0	2
<b>Emergency Drills</b>	0	1	1	3
<b>SHW Walks</b>	1	0	3	9
<b>Total</b>	<b>2</b>	<b>2</b>	<b>266</b>	<b>19</b>

## SAFETY OBSERVATIONS

Type	Jul	Aug	YTD	YTD (last year)
<b>Safe Practice</b>	0	0	2	1
<b>Unsafe Practice</b>	2	10	38	75
<b>Unsafe Conditions</b>	3	11	48	37
<b>Suggestion</b>	3	1	20	22
<b>Total</b>	<b>8</b>	<b>22</b>	<b>108</b>	<b>135</b>

## CONTRACTOR SAFETY MANAGEMENT

Type	Jul	Aug	YTD	Contractor monitoring findings
<b>Inductions*</b>	22	19	146	<p>Contractor required to get off mobile scaffold to move it. He was attempting to move the scaffold by rocking the scaffold while on it.</p> <p>Contractor widening entry path at Richmond Campus had taped off works area to prevent access.</p> <p>New development with the software used for contractors signing into Nelson Campus allows for two contactless options – using WOLMobile app and scanning QR code from kiosk screen to enable contractors and visitors to sign in using their own smartphone.</p>
<b>Worker sign ins*</b>	209	117	1,101	
<b>No. of workers*</b>	59	79	180	
<b>No. of organisations*</b>	21	21	53	
<b>Permit to work issued</b>	2	0	8	
<b>Task Analysis reviewed</b>	1	1	18	

\* Nelson Campus only (excluding cleaners)



## LEADERSHIP

Action	Findings/outcomes/ issues raised
Safety, Health and Wellbeing Walks	<b>Arts and Media, G Block</b> – Good standard of housekeeping with daily inspections to ensure area kept tidy. Good level of health and safety signage. Competency regime before students can use machinery. Suggest finding out what student to tutor ratio for critical activities and install emergency stop signage on emergency pull cord.
SHW Leadership Group	<p><b>Meeting held on 23 July.</b></p> <p><b>Health and Safety Committee (HSC)</b> – some work groups are consistently absent from meetings. Reiterated that it is managers responsibility to ensure their team represented. Managers to receive HSC minutes so they can monitor. HSC requested administration support to take minutes. Success stories now standing agenda item and plan to increase communications on intranet.</p> <p><b>General Business</b> – reviewed SHW report and improvements discussed. Discussed learnings from lockdown and return to campus post lockdown. Ability to connect online in forums well received. High level of engagement throughout. Excellent utilisation of technology by staff and students. Alert level 3 application process effective way to manage access to Campus. Campus Services excelled in preparing campus for safe return, including deep clean. Phased schedule key to smooth return to campus. Challenges with wifi and connectivity resolved by loan devices to staff and students. More challenging for staff with young children at home or living with essential workers.</p> <p><b>Directors Health and Safety checklist:</b></p> <p><i>How do you ensure that actions identified in incident reports, audits and reviews are communicated to the appropriate level within the organisation and effectively addressed by the organisation?</i></p> <p>This is managed through Assura software and discussed at Performance Panels.</p> <p><i>How do you recognise and celebrate success?</i></p> <p>HSC success stories agenda item resulting in chocolate fish nominations. Highlight success stories in vlog update and SHW walks.</p>

## ACTIONS FROM PREVIOUS REPORTS

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

## LAG INDICATORS

### DASHBOARD

#### Events

#Reported

**30 (28)**

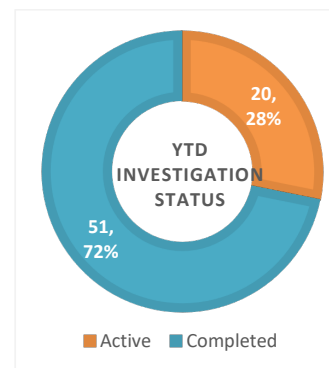
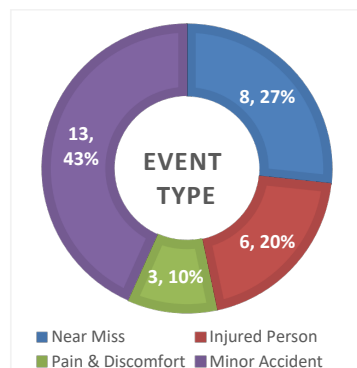
#Investigated

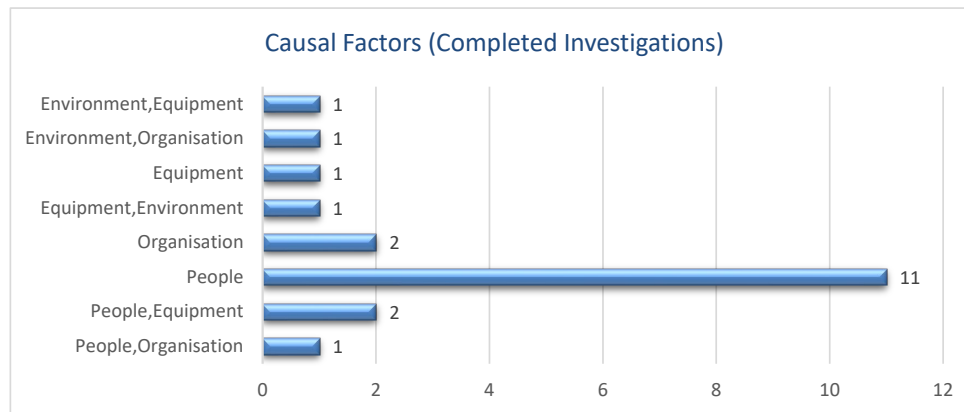
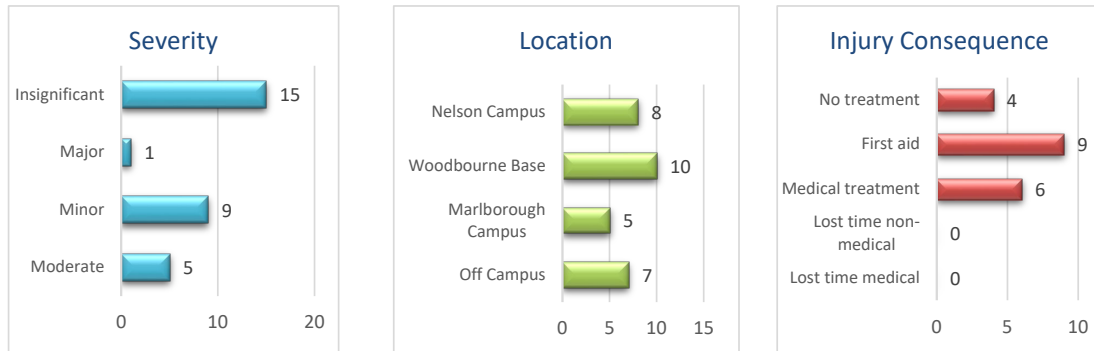
**20 (30)**

#Notifiable

**0 (0)**

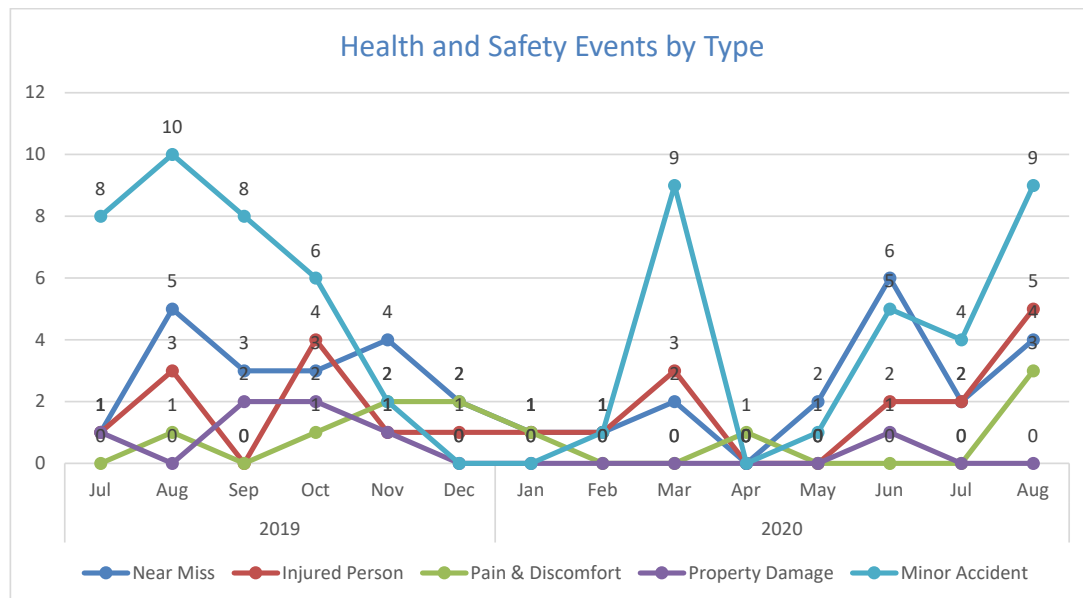
**Key:** (same period previous year)











Causal Factor categories have been changed to People, Equipment, Environment, Procedures and Organisation (PEEPO) to be consistent with the 5 Whys Incident Investigation method used in incident investigation training for managers. The PEEPO chart is also used in the Incident Cause Analysis Method (ICAM).

## HEALTH AND SAFETY EVENTS SUMMARY



## EVENT LEARNING AND IMPROVEMENT

Summary	Findings/Action taken following investigation	Level of assurance
Team member felt sharp pain in back when standing up from office chair. Receiving medical treatment for lumbar sprain.	<b>Main contributing factors were:</b> <ul style="list-style-type: none"> <li>Long hours sitting at desk</li> </ul> <b>Recommendations:</b> <ul style="list-style-type: none"> <li>Review workstation set up</li> <li>Regular walking breaks</li> </ul>	
Student's ski popped and he fell on it, resulting in laceration just under his left knee. First aid administered by Ski Patrol that then taken to doctor for stitches.	<b>Main contributing factors were:</b> <ul style="list-style-type: none"> <li>Skis were freshly tuned with sharp edges</li> <li>Inexperience – gaining new skills and lost control</li> </ul> <b>Recommendations:</b> <ul style="list-style-type: none"> <li>Falling techniques to avoid injury reiterated</li> </ul>	
Student fell onto firm snow with arm raised while snowboarding and hurt shoulder. X-rays didn't identify any damage.	<b>Main contributing factors were:</b> <ul style="list-style-type: none"> <li>Inexperience – gaining new skills</li> </ul> <b>Recommendations:</b> <ul style="list-style-type: none"> <li>Falling techniques re-enforced to all students</li> </ul>	
Student received needle stick injury on work placement. Bloods taken as per DHB policy.	<b>Main contributing factors were:</b> <ul style="list-style-type: none"> <li>Momentary inattention</li> </ul> <b>Recommendations:</b> <ul style="list-style-type: none"> <li>Student has been given retraining by NMDHB as per their policy</li> </ul>	
Student hit head on door while opening it to enter resulting in cut to head. Taken to hospital as a precaution. Student fully recovered from injury.	<b>Main contributing factors were:</b> <ul style="list-style-type: none"> <li>Inattention</li> <li>In a hurry</li> </ul> <b>Recommendations:</b> <ul style="list-style-type: none"> <li>Reminded to slow down and take care</li> </ul>	
International student collapsed and taken to hospital	This is a medical event unrelated to NMIT activities. No further action required.	

## STUDENT HEALTH AND WELLBEING REPORT

In July and Aug 2020,

- The Nelson Tasman Pasifika Community Trust have reported on their contracted student support services to date, and despite COVID-19 delays, the Trust is on track, and have held an initial fono for 25 Pasifika students, and have started collaborative support projects with NMIT school liaison, marketing, enrolment, IT, Te Puna Manaaki teams and SANITI.
- Learner Services has clarified support services that will be offered to UniTec students who will be on NMIT campus.
- The Wellbeing team has reviewed both Codes of Practice for the Pastoral Care of Domestic Tertiary and International Students to ensure current and future support services comply with these codes.
- Learner Services has adapted wellbeing and learning support services to ensure Offshore Online Students are informed about and can access appropriate support.
- The Wellbeing Team is collaborating with School of Social Sciences, SANITI, the Pasifika Trust and Te Puna Manaaki to prepare a week of activities for the national Mental Health Week .
- Learner Services has met with all curriculum teams in Nelson and Richmond to discuss the use of the Ebs Pastoral Care module. Marlborough and Woodbourne teams will be completed asap.
- CallCare continue to provide excellent initial response to 24/7 phone line Urgent Assistance for student wellbeing concerns that is available to all NMIT students.
- The Adult Literacy and Numeracy Assessment Tool (ALNAT) work is currently being transferred from one staff member (who has been seconded) to the Help Desk team to ensure ALNAT knowledge is shared across several staff and can be completed throughout business hours.
- Initial feedback from people in the Nelson Tasman community about using Host Families NZ to manage homestay accommodation is overwhelming positive.
- The Wellbeing team and SANITI continued to collaborate to support students through multiple complex issues that appear to have increased in 2020.
- The Wellbeing team has established confidential breakout spaces to meet with students, through a staff member's flexible work arrangement and redefining an existing library study space.
- SANITI and Te Puna Manaaki continue to collaborate to allocate student Hardship funding.
- The Library has significantly extended digital student learning resources (140 ebooks) for nursing students through Clinical Key, which brings NMIT in line with other ITPs.



## Te Kaupapa: Chief Executive's Report

Open/Closed

<b>Function:</b>	For Information
<b>Nā:</b>	Wayne Jackson, Interim Chief Executive
<b>Te rā:</b>	30 October 2020
<b>Purpose:</b>	<p>The purpose of this paper is</p> <p>To provide the NMIT Board with an update on NMIT Chief Executive focus and activities for the period 30 August - 30 September 2020</p>
<b>Recommendation(s):</b>	It is recommended that the NMIT Board resolve to note the update from the NMIT Interim Chief Executive

### Interim CE Priorities

The Board identified the following key focus areas for me in the Interim CE role:

1. Ensure that appropriate people resources are in place in the NMIT Executive Team, including finance resource.
2. Execute on the "Rebound" plan to take advantage of opportunities post-COVID, including a focus on building strategic partnerships with industry.
3. Support the ongoing work to develop strategic partnerships with the eight iwi of Te Taihū and work with the Director Māori to progress individual iwi agreements.
4. Ensure that COVID-19 learnings are fully integrated into the Business Continuity and Health & Safety plans.
5. Develop and implement measureable strategies that ensure NMIT team wellbeing and positive engagement.

I have reviewed these goals in terms of my early engagement with the team and with the Board and have subsumed these priorities within the following framework to ensure the focus areas are placed within an effective strategic and operational framework.

- Work with the Board and the management team to refresh NMIT's strategic direction
  - 2020 -2025 Strategic Plan Refresh
  - Key implementation priorities
  - Strategic projects framework
  - Project performance and risk reporting
- Complete the 2021 Business Plan & Budget
- Manage the performance of NMIT so that it meets its educational and financial objectives
- Recommend an organisational structure that supports the implementation of the NMIT Strategy
- Review the team culture at NMIT and, where necessary, implement actions to improve engagement and wellness and alignment with our strategic and operational goals.

The Board should confirm that these priorities and outcomes meet their requirements from the Interim CE role.

## **1.0 Strategy Development and Implementation**

Two strategic planning workshops have been held with the Board on the 11<sup>th</sup> and 21<sup>st</sup> September.

A summary of the first session is as follows:

- Current headline strategies are well aligned with TEC, IST Charter and Ka Hikitia.
- Gaps were identified in giving effect to the ToW and in focussing on equitable outcomes.
- There is a need for 2-3 “break-through” strategies as a focus for NMIT’s strategic investment that will clearly position NMIT with a distinctive national position.
- Regional specialism strategies have had some successes, but not all have borne fruit in terms of creating a strong drawcard for enrolments, including out of region EFTS as anticipated.
- The current NMIT structure is not well positioned to drive our strategic programme. Director roles are not clearly aligned with key organisation functions and there is only a limited strategic implementation process in place (for Project Rebound).

A second strategic planning workshop was held on 21 September 2020. This focused on potential breakthrough and innovation strategies. Three key areas were identified and discussed:

- **Growth.** NMIT, as a mid-sized regional NZIST subsidiary lacks the scale to maintain the investment needed to underpin a sustainable future. The current model and cost structure requires 3,500 EFTS to break-even. While the mix of learners and the funding model will be different as the RoVE changes are implemented, NMIT needs to develop strategies to drive growth.
- **Innovation.** NMIT has demonstrated innovative thinking in its development. For example, we have invested in bringing the Nelson AI Institute to the Campus. NMIT will develop strategies to work with industry, especially its chosen specialisms, to jointly research and to develop new learning programmes for the application of new and emerging technologies to the region.
- **People.** The sector is facing fundamental change in the way in which learners interact with us. This includes the integration of learning with stakeholders in the business sector, and in partnerships with iwi. NMIT will develop strategies to work with our staff and others in changing skills, attitudes and behaviours to take advantage of new learning relationships.

The Management team are working through a process to review baseline information to inform the development of a refreshed strategy, based on the guidance provided by the Board.

A Management response will be provided to the Board by mid November as input for a proposed joint Management/Board working session.

## **2.0 2021 Business Plan & Budget**

A draft Budget is in process for submission to NZIST.

The 2021 Business plan will be submitted to the Board for the November Board meeting. This will include a proposed organisation structure and recommendations on culture change and team support.

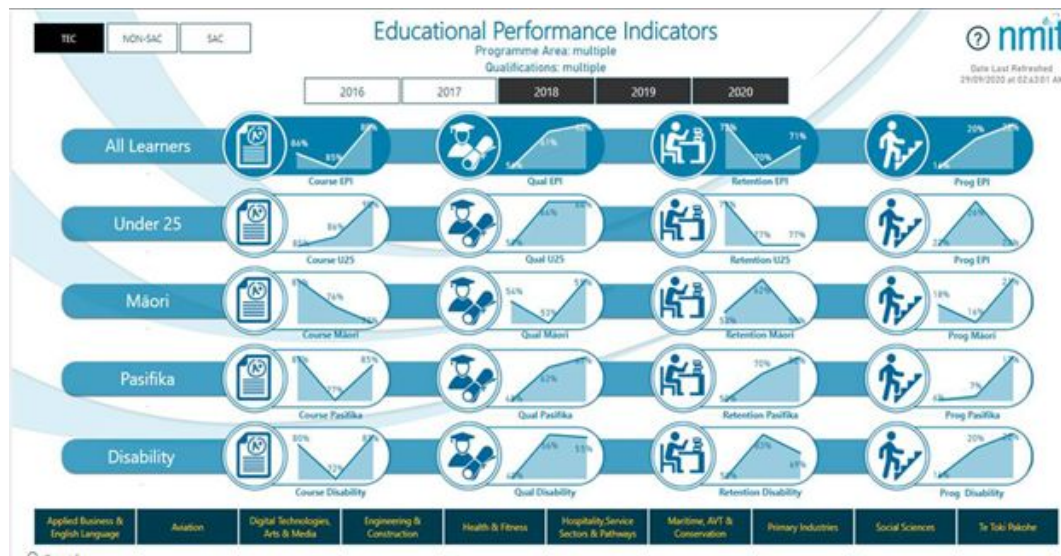
### 3.0 NMIT Performance

#### 3.1 EFTS & Financial Performance

- A separate Finance report is provided under agenda item 5.2.
- EFTS numbers are following the year to date trend. EFTS are 370 behind budget with Business and English Language and Digital Arts and Media most impacted by the shortfall in International learners.
- Revenues and costs are continuing to show positive results compared with budget.
- Revenues are positive because of the TEC decision not to recover “unearned” learner fees. This will mean approximately \$2.5 million in additional income for 2020.
- Cost reductions occurred as a result of the Covid closedown, and a number of key cost centres are continuing to operate at lower levels. There has not been a strong post-Covid “bounce back” in employment and operating expenses levels.
- The current year-end P&L forecast looks to be conservative. We will continue to review expense levels into early October and discuss a revised year-end forecast with the Board at the October Board meeting.

#### 3.2 Educational Performance

EPIs. (A KPI report is provided under agenda item 5.3)



- A snapshot of Course Completion EPIs indicates that we’re trending in a positive direction, with YTD EPI data showing increases for All learners, Under 25, and Pasifika learners.

- The Course Completion snapshot for Māori learners shows a negative movement of 1.5% from last year; this creates a gap of YTD 16% between Māori and non-Māori or Pasifika which is up on last year's Year End figure (11%). A workstream to analysis the reasons for this has been initiated.
- Maintaining these trends would see us improve our Course Completion ranking from 3rd to 1st for All learners, and from 4th to 1st for Pasifika learners, while retaining the same ranking as in 2019 for Maori and Under 25 learners (using 2019 Year End data for comparison).
- A YTD 3% increase in Course Completion EPI for international learners reflects a jump from 12th to 5th on last year's rankings

Course completion	All	Māori	Pasifika	Non-Māori or Pasifika	Under 25	International
2019	83.7%	74.5%	76.3%	85.4%	84.4%	90.1%
Ranking	3	6	4	7	1	12
2020 (YTD)	88%	73%	85%	89%	89%	93%
Comparative Ranking	1	6	1	2	1	5

**TTAF.** Board members requested information on 2020 TTAF. (Targeted Training and Appenceship Fund). 2020 TTAF numbers are as per the report below.. This shows a total of 336 learners to date have enroled under this scheme. Work is going on at NZIST level to address the gender imbalance issues.

Qualification Title	Diverse	Female	Male	Grand Total
				0
National Certificate in Mechanical Engineering			8	8
National Certificate in Carpentry		1	51	52
National Certificate in Engineering - Fabrication			13	13
Diploma in Aquaculture (Fish Farming and Fishery Management)		1	2	3
New Zealand Certificate in Agriculture (Vehicles, Machinery and 345				0
New Zealand Diploma in Construction (Level 6) with strands in Construction Management, and Quantity Surveying				0
New Zealand Certificate in Health and Wellbeing (Level 3) with strands in Health Assistance, Orderly Services, and Support Work				0
New Zealand Diploma in Engineering (Level 6) with strand in Civil Engineering		3	8	11
New Zealand Certificate in Horticulture Production (Level 4) with strands in Fruit Production and Nursery Production	1	14	16	31
New Zealand Certificate in Horticulture (General) (Level 3)				0
New Zealand Certificate in Mechanical Engineering (Trade) (Level 4) with strands in Fitting and Machining, and General Engineering		1	6	7
New Zealand Certificate in Mechanical Engineering (Level 3)			24	24
New Zealand Certificate in Engineering Fabrication (Trade) (Level 4) with strands in Heavy Fabrication and Light Fabrication			4	4
New Zealand Certificate in Cellar Operations (Level 3)		4	7	11
New Zealand Certificate in Cellar Operations (Level 4)		8	10	18
New Zealand Certificate in Carpentry (Level 4)		4	72	76
New Zealand Certificate in Health and Wellbeing (Advanced Support) (Level 4)				0
New Zealand Certificate in Construction Trade Skills with strands in Carpentry, and Joinery			12	12
New Zealand Certificate in Fishing Vessel Crewing (Level 3)				0
New Zealand Diploma in Fishing Vessel Operations (Level 6)			7	7
New Zealand Certificate in Heavy Automotive Engineering (Level 4) with strands in Road Transport and Plant and Equipment			8	8
New Zealand Certificate in Aquaculture (Level 4) with strands in Fish and Shellfish				0
New Zealand Certificate in Aquaculture (Level 3) with strand in Hatchery				0
New Zealand Certificate in Light Automotive Engineering (Level 4)		5	45	50
New Zealand Certificate in Automotive Electrical Engineering (Level 4)		2	10	12
Predator Trapping Methods Micro-credential				0
New Zealand Certificate in Automotive Engineering (Level 3)		1	28	29
National Certificate in Seafood Processing				0
New Zealand Certificate Seafood Processing (L3) with strands in Fish and Fish Products, Live Holding, Cleaning and Sanitation, and Seafood Logistics				0
Total	1	44	331	376



#### **4.0 Organisation Structure**

Development work in progress. I will comment at the Board meeting.

#### **5.0 Team NMIT Engagement Activities**

Commencing development of a remuneration framework as part of the agreed NMIT People and Culture Roadmap.

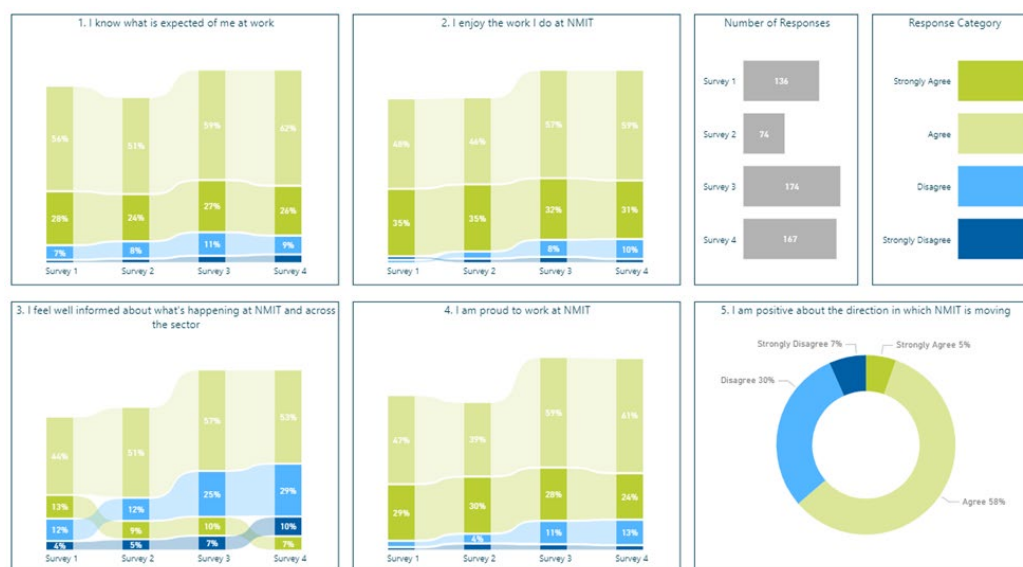
Two forums with Team NMIT were held with Liam Sloan on 26 August providing colleagues the opportunity to raise concerns, queries or seek clarification about any issues. The CE provided an update on the approved upgrade for K Block, and the movement of the Trades Academy and Apprenticeship and Carpentry to Richmond Campus. He also advised that there has been a variation to the MOU with the Marlborough Research Centre. This was followed by an opportunity for Wayne Jackson to meet with Team NMIT and answer some questions. Following the forum, there was a function for Team NMIT to get together for afternoon tea on the lawn to farewell Liam Sloan.

Wednesday 09 September 2020, NMIT was closed for the day, so that all staff could attend the All Staff Engagement Day. The focus of the day was Resilience. Lauren Parsons presented from Auckland via Zoom, with particular emphasis on what we can do to look after ourselves and useful tools for managing stress during these very uncertain times. Her presentation was very well received and great grounds for further exploration for all team members through their team building activities in the afternoon.

Te Reo Week kicked off with a Kai and Kinaki celebration on the Monday on the front lawn. This was well supported by Team NMIT and enjoyed by everyone. Another event to celebrate Te Wiki o te reo Maori, was a Dinner hosted by the Rata Room to celebrate Maori Cuisine. This was well supported and approximately 40 booked to partake in this.

Mental Health Week was strongly supported and SANITI, in collaboration with the Wellbeing Team, had daily activities to encourage mental health awareness, provide continuing support to students and staff alike and also hosted some 'feel good' activities, eg. yoga, hand and head massages etc.

The results of the September Pulse Survey are summarised below. While there has been some movement between categories, the overall picture continues to be one of good support for NMIT and knowledge about the sector and the proposed changes. The visit by Stephen Town on the 12<sup>th</sup> October, will provide staff with further opportunities to ask questions and gain further insight. Note that an IST-wide Pulse Survey is proposed which will give a valuable perspective across subsidiaries.



## 6.0 eCampus

TANZ Directors agreed at their October meeting to wind TANZ up as the RoVe reforms obviated the need to a stand-alone collaborative group.

eCampus is undergoing a major restructure to position the subsidiary as a preferred on-line provider to its shareholder channel partners. This requires a different commercial relationship amongst the parties. A presentation will be made to the Board providing a review of eCampus and the proposed changes.

## 7.0 NZIST

NZIST CE meeting was hosted in Wellington, which Chief Executives attended. Key notes from that meeting have been distributed:

- NZIST Head Office is now officially based in Hamilton.
- The Preferred Operating Model is down to final two options (undisclosed).
- A staff "Pulse" survey will be run across the entire network.
- Approximately 7,000 shortfall in International EFTS across the sector for 2020. The official NZIST name of Te Pūkenga has been announced as the new name for the organisation.

A further NZIST CE has been scheduled in Wellington on 27 October.

Stephen Town will be at NMIT on the 12<sup>th</sup> October, and will meet with staff and the Board to update us on latest NMIT developments.

The NZIST has released the Treaty of Waitangi Excellence Framework. This document poses a series of self reflection questions to assist us in ensuring our ToW programmes are aligned with the network. This will form part of our People/Ka Hikitia Strategy.

The Nelson Marlborough Interim Regional Skills Leadership Group ((i)RSLG) has released two "Insights" reports for the regions. These are included in the Board papers for your information.

### **Changes to the OFP Parameters**

Changes to the OFP have been advised by the NZIST. The schedule of changes is attached to this report. The changes and their impacts are shown. In most cases, the changes ease the restrictions on subsidiaries. These changes have been noted by the NMIT Company Secretary and the Finance Department.

### **8.0 CE Engagements - September**

Initial meetings with both the Marlborough and the Nelson RSLG's. The Tai Tokerau Regional Investment Plan approach was discussed.

NMIT hosted the August TANZ eCampus Board meeting. eCampus is to restructure to become a wholesale support business for its channel partners. ( Separate Agenda Item).

Meeting held in Christchurch on 01 October 2020 for the TANZ Accord Board (wind up meeting) and the eCampus Board meeting.

Introductory meeting with Craig Churchill, Ministry for Social Development re Project Kokiri.

Meeting with Gerald Hope and John Patterson from the Marlborough Research Centre to discuss the potential further development at the Budge Street campus in Blenheim.

Social meetings with Charlkes Heaphy (Technical Manager, Fishing Operations and Jenny Black, Chair Nelson Marlborough DHB.

Meeting with Robin David, CE Annesbrook Leadership College.

### **9.0 Operational Initiatives - CE**

With Sue, submitted a proposal to NZQA for the on-line, off-shore delivery of 3 NMIT degrees. Minium quantity of 300 EFTS pa.

H&S Inspection Tour of the Laboratory and the Clinical simulation wards. No CARS noted.

Discussions opened with Nelson Property Developer regarding 135 Hardy St.

Review of NMIT/ Project Kokiri.

Review meeting with NMIT Pareto Business Solutions (PBS).

Meeting with SANITI.

Introductory meeting with TEU.

Touchpoints between NMIT and Northtec staff on strategic project management, Business Intelligence, tutor workplan management and strategic risk management facilitated.

**Attachments: OFP Changes attached overleaf**

NMIT Board Meeting - 12 October 2020 - Open - Performance Reporting

Old Clause	Revision	Impact on NMIT	
<b>New Debt</b>  The incurring by the Company of any new borrowing or any other indebtedness or liability in the nature of borrowing (including entering into any finance leases) in excess of the Threshold Amount specified in the next column. (Specified amount = zero)	<b>New Debt</b>  The incurring by the Company of any new borrowing or any other indebtedness or liability in the nature of borrowing (except in relation to any finance leases) in excess of the Threshold Amount specified in the next column. (Specified amount = zero)	None	
None	<b>New Debt</b>  The Company entering into any new finance lease that would result in the Company's Tier 1 borrowing being in excess of the Tier 1 "exempt borrowing" limit in the Ministerial Determination on Exempt Borrowing	All TEIs can borrow up to 2% of the TEI group's consolidated total revenue without the Secretary's consent.	
<b>Drawdown on existing debt facilities</b>  The Company drawing-down on any debt or borrowing facilities (in a transaction, or series of related transactions) in: i. advance of the budgeted draw-downs for the academic year; and/or ii. excess of the budgeted debt draw-downs for the academic year by the Threshold Amount specified in the next column.	<b>Drawdown on existing debt facilities</b>  Any amount that would result in budgeted debt draw-downs for the financial year being equal to or greater than 105% of budgeted debt draw down-downs for the financial year	None	
None	<b>Mix of provision and programme delivery</b>  (h) any decision to remove a programme from, add a programme to, or change any programme on (where the change would result in a material change to the nature, scope and purpose of that programme that would	In accordance with clause 7.2(b) and paragraph (t) of Schedule 2 of the Constitution, where the Company proposes to make a decision on (mix of provision and programme delivery), it	

	impact on the NZIST network of programme delivery), the list of programmes prepared by the Company to support the Company's then-current investment plan provided to the Tertiary Education Commission for the purposes of the Company obtaining SAC funding;	must first obtain the prior written consent of NZIST. This will require a review of Clause A1 of the Delegation to the Chief Executive policy	
<b>Matters requiring notice and consultation</b>  (g) any proposed restructuring of the Company which would, if a decision was made to proceed, result in a reduced headcount at the Company or a substantial change in roles at the Company;	<b>Matters requiring notice and consultation</b>  (g) any proposed restructuring of the Company which would, in the Company's view, have a substantial impact on NZIST's strategic direction and initiatives as notified by NZIST to the Company from time to time. For any other proposed restructuring, the Company is expected to (i) participate in any NZIST group transition programme that exists, and (ii) notify NZIST of the outcome, in each case in order to keep NZIST informed.	Requirement to notify NZIST of any restructuring that has a substantial impact on NZIST's strategic direction	
<b>Matters requiring notice</b>  (h) any proposed changes to policies, employment agreement templates or the terms and conditions of employment of any employee of the Company where those changes would represent a material change to the policies or material departure from the standard terms and conditions of employment offered to other employees or the current terms and conditions of employment of the relevant employee.	<b>Matters requiring notice</b>  The Company is required to notify NZIST (but is not required to consult with NZIST) where there are any new employment policies introduced.	Requirement to notify NZIST (but not consult) on the introduction of any new employment policies	



## Te Kaupapa: Financial Statements and EFTS Report as at 31 August 2020

### 1. PURPOSE:

<b>Function:</b>	For Information
<b>Nā:</b>	Brian Johnston, Finance Manager
<b>Te rā:</b>	12 October 2020
<b>Purpose:</b>	<p>The purpose of this paper is:</p> <p>To provide the Board with a Financial and EFTS update as at 31 August 2020.</p>
<b>Recommendation(s):</b>	<p>It is recommended that the NMIT Board resolve to:</p> <ol style="list-style-type: none"><li>1. Receive the Financial and EFTS Updates as at 31 August 2020.</li></ol>

### 2. EXECUTIVE SUMMARY

On 1 April 2020, NMIT became a subsidiary company of the NZ Institute of Skills and Technology (NZIST).

NMIT's YTD result continues to track favourably against budget. The YTD surplus increased by \$0.6m during the month to \$2.9m, \$4.9m ahead of the budgeted YTD deficit of \$(2.0)m. Revenues remain ahead of budget, and account for \$0.8m of the favourable variance, despite lower overall EFTS. Savings continue to be made in both operating expenses (\$1.9m favourable) and staffing costs (\$2.2m favourable).

Brian Johnston will provide an oral update at the meeting.



# **Nelson Marlborough Institute of Technology Limited**

**EFTS Reporting 31 August 2020**



# EFTS Reporting

## 2020 Actual EFTS vs Budget by Source of Funding

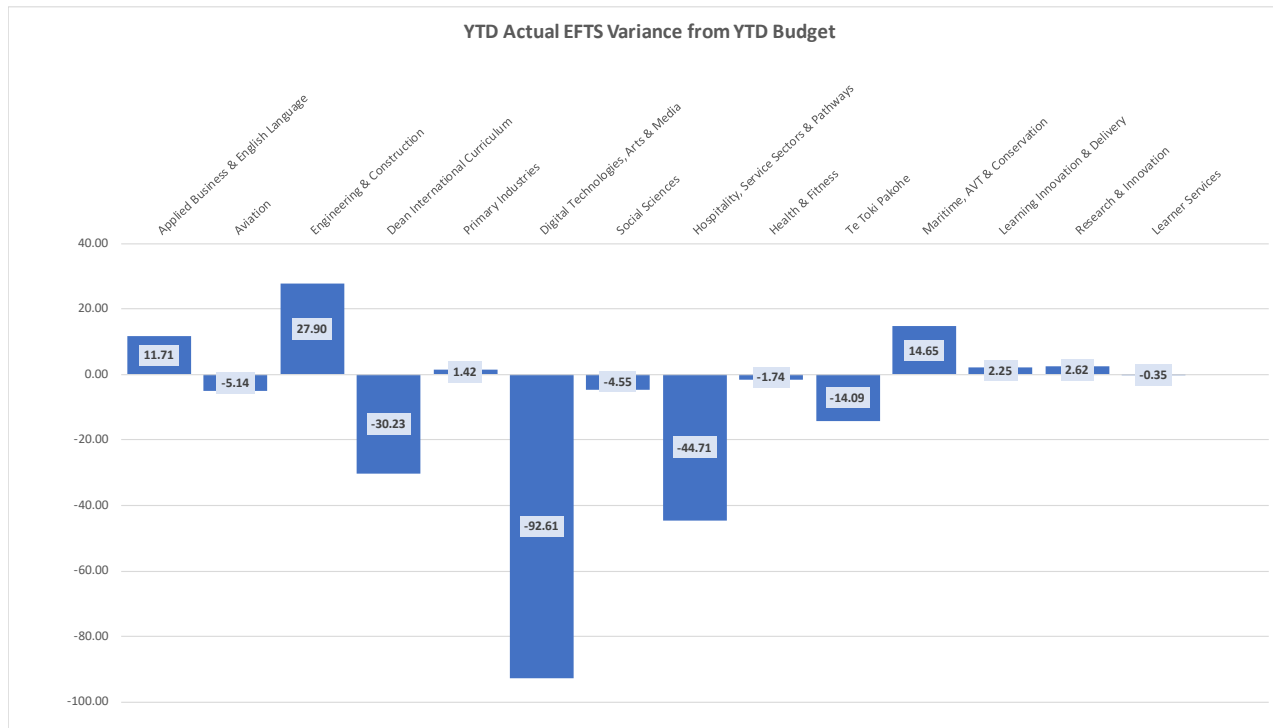
Programme Area	Learner Count*	Actual SAC	Actual Int	Actual ITO	Actual YG	Actual STAR	Actual Other	Actual MPTT	Actual ACE	Actual Total	Budget SAC	Budget Int	Budget ITO	Budget YG	Budget STAR	Budget Other	Budget MPTT	Budget ACE	Budget Total	Budget Variance
Applied Business & English Language	852	145.44	315.11				30.73			491.27	204.40	319.50				51.00			574.90	-83.63
Aviation	326	134.76	2.08				6.68		0.29	143.80	139.50	2.00				10.00			151.50	-7.70
Dean International Curriculum	306		145.85						0.72	146.57		176.00						0.80	176.80	-30.23
Digital Technologies, Arts & Media	856	174.70	59.15						28.03	261.89	279.37	59.92						24.80	364.09	-102.20
Engineering & Construction	485	180.42	9.50	8.52	29.50				1.20	229.14	199.00	12.00	18.10	20.00		1.00		2.50	252.60	-23.46
Health & Fitness	275	169.17	16.01				0.50		0.05	185.73	158.00	38.14				0.50			196.64	-10.91
Hospitality, Service Sectors & Pathways	657	73.04	4.13	6.99	30.00	44.70			1.01	159.87	119.60	2.00	6.00	29.40	51.28	1.89		3.09	213.26	-53.39
Learner Services																0.50			0.50	-0.50
Learning Innovation & Delivery	33	5.80	0.75							6.55	5.00								5.00	1.55
Maritime, AVT & Conservation	817	187.45	36.03				8.50	0.11	0.48	232.58	195.33	21.53				23.00	0.11	0.88	240.85	-8.27
Primary Industries	399	175.46	32.79				0.18	0.17		208.61	199.50	36.00							235.50	-26.89
Research & Innovation	15	4.67	0.33							5.00	3.50								3.50	1.50
Social Sciences	476	249.85								249.85	254.62	1.00							255.62	-5.77
Te Toki Pakohe	422	187.29							1.40	188.70	207.10							2.00	209.10	-20.40
<b>Total</b>	<b>5774</b>	<b>1,688.05</b>	<b>621.73</b>	<b>15.51</b>	<b>59.50</b>	<b>44.70</b>	<b>46.59</b>	<b>0.28</b>	<b>33.18</b>	<b>2,509.56</b>	<b>1,964.92</b>	<b>668.09</b>	<b>24.10</b>	<b>49.40</b>	<b>51.28</b>	<b>87.89</b>	<b>0.11</b>	<b>34.07</b>	<b>2,879.86</b>	<b>-370.31</b>

## 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	852	145.44	315.11				30.73			491.27	181.36	306.65				44.41			532.41	-41.14
Aviation	326	134.76	2.08				6.68		0.29	143.80	141.11	1.51				6.68		0.29	149.59	-5.79
Dean International Curriculum	306		145.85						0.72	146.57		176.00						0.80	176.80	-30.23
Digital Technologies, Arts & Media	856	174.70	59.15						28.03	261.89	198.96	54.92						26.83	280.72	-18.83
Engineering & Construction	485	180.42	9.50	8.52	29.50				1.20	229.14	176.66	9.50	6.51	29.50				1.00	223.17	5.97
Health & Fitness	275	169.17	16.01				0.50		0.05	185.73	177.67	16.50				0.50			194.67	-8.94
Hospitality, Service Sectors & Pathways	657	73.04	4.13	6.99	30.00	44.70			1.01	159.87	75.75	4.65	6.99	31.13	48.98			2.35	169.84	-9.97
Learner Services																0.50			0.50	-0.50
Learning Innovation & Delivery	33	5.80	0.75							6.55	5.51	0.75							6.26	0.29
Maritime, AVT & Conservation	817	187.45	36.03				8.50	0.11	0.48	232.58	200.78	34.55				13.23	0.11	0.06	248.73	-16.15
Primary Industries	399	175.46	32.79				0.18	0.17		208.61	228.35	31.92						0.17	260.44	-51.83
Research & Innovation	15	4.67	0.33							5.00	4.67								4.67	0.33
Social Sciences	476	249.85								249.85	258.11								258.11	-8.26
Te Toki Pakohe	422	187.29							1.40	188.70	190.35								190.35	-1.65
<b>Total</b>	<b>5774</b>	<b>1,688.05</b>	<b>621.73</b>	<b>15.51</b>	<b>59.50</b>	<b>44.70</b>	<b>46.59</b>	<b>0.28</b>	<b>33.18</b>	<b>2,509.56</b>	<b>1,839.28</b>	<b>636.94</b>	<b>13.50</b>	<b>60.63</b>	<b>48.98</b>	<b>65.32</b>	<b>0.28</b>	<b>31.33</b>	<b>2,696.26</b>	<b>-186.71</b>



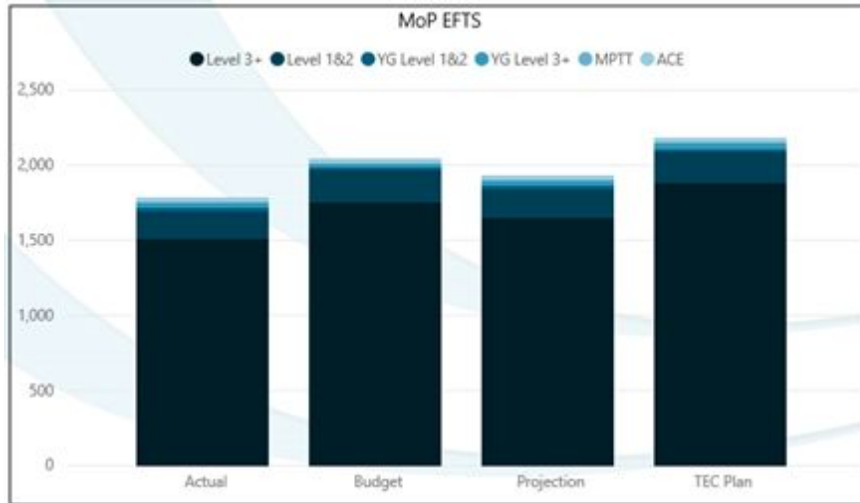
## EFTS Reporting : variance explanation



**YTD EFTS are 142 (5%) below budget. SAC funded EFTS are below YTD budget, but YG and international EFTS (excluding In China delivery) are both favourable to YTD budget.**

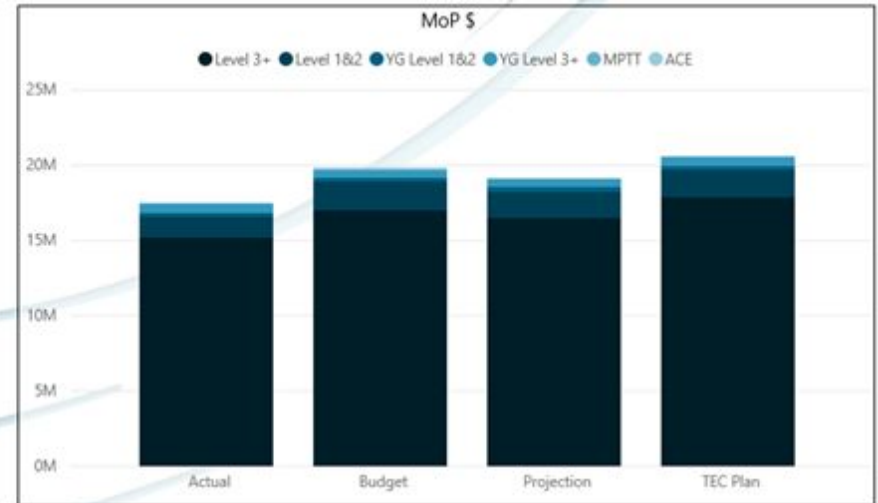
- x Digital Technologies, Arts & Media EFTS are 93 (26%) below budget, with lower eCampus enrolments accounting for approx. 60% of the variance. Enrolments in both Bachelor of Arts & Media & Bachelor of Computer Generated Imagery are also below budget.
- x Hospitality, Service Sectors & Pathways EFTS are below budget across all programmes, except for Trades Academy. NZ Cert in Tourism L4 & NZ Diploma in Tourism & Hospitality L5 account for approx. half the unfavourable variance.
- x In China EFTS (Dean International Curriculum) are 30 (17%) below budget.
- ✓ Engineering & Construction EFTS are 28 (13%) ahead of budget. While Diploma in Civil Engineering EFTS are at only approx. 55% of budgeted levels, there have been significantly higher apprentice enrolments in Auto Engineering (111% favourable to budget) and Certificate in Carpentry (91% favourable to budget).

# EFTS Reporting – Mix of Provision



EFTS	Level 3+	Level 1&2	YG Level 1&2	YG Level 3+	MPTT	ACE	Total
Actual	1,507.02	181.03	27.00	37.00	0.28	33.18	1,785.52
Budget	1,754.82	210.10	18.00	31.40	0.11	34.07	2,048.50
Projection	1,647.66	191.62	23.63	37.00	0.28	31.33	1,931.52
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	-247.80	-29.07	9.00	5.60	0.17	-0.89	-262.90
Act vs. Bud %	85.9%	86.2%	150.0%	117.8%	256.4%	97.4%	87.2%
Act vs. Proj	-140.64	-10.59	3.37	0.00	0.00	1.85	-146.00
Act vs. Proj %	91.5%	94.5%	114.3%	100.0%	100.0%	105.9%	92.4%
Act vs. Pln	-374.56	-29.07	9.00	-2.40	0.17	-2.92	-399.78
Act vs. Pln %	80.1%	86.2%	150.0%	93.9%	256.4%	91.9%	81.7%
Proj vs. Pln	-233.92	-18.48	5.63	-2.40	0.17	-4.77	-253.70



\$	Level 3+	Level 1&2	YG Level 1&2	YG Level 3+	MPTT	ACE	Total
Actual	15,164,281	1,407,191	296,838	538,584	1,128	150,127	17,558,149
Budget	17,036,676	1,853,524	237,470	548,508	440	151,408	19,828,026
Projection	16,531,589	1,680,871	311,680	538,609	1,128	139,243	19,203,120
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 \$	-1,872,396	-446,332	59,368	-9,924	688	-1,282	-2,269,877
Act vs. Bud \$ %	89.0%	75.9%	125.0%	98.2%	256.4%	99.2%	88.6%
Act vs. Proj \$	-1,367,309	-273,679	-14,842	-25	0	10,884	-1,644,971
Act vs. Proj \$ %	91.7%	83.7%	95.2%	100.0%	100.0%	107.8%	91.4%
Act vs. Pln \$	-2,684,632	-446,332	59,368	-34,954	688	-10,330	-3,116,193
Act vs. Pln \$ %	85.0%	75.9%	125.0%	93.9%	256.4%	93.6%	84.9%
Proj vs. Pln \$	-1,317,323	-172,653	74,210	-34,930	688	-21,213	-1,471,222
Proj vs. Pln \$ %	92.6%	98.7%	131.3%	93.9%	256.4%	86.0%	92.9%



# **Nelson Marlborough Institute of Technology Limited**

## **Financial Reporting & Analysis For Period Ending 31 August 2020**

Brian Johnston: Finance Manager

# NMIT Executive Summary





# NMIT Financial Operating Statement

## For the period ending 31 August 2020

Category Description (\$000's)	Year to Date				Full Year		
	Actual	Budget	\$ Variance	%+(-)Variance	Budget	2019	2018
<b>Income</b>							
TEC Funding	20,794	18,366	2,428	13%	19,703	18,843	18,073
Youth Guarantee	918	723	195	27%	786	818	1,530
ITO	91	166	(74)	(45)%	239	179	225
Star & Trades Academy	374	531	(157)	(30)%	545	569	460
Student Fees - Domestic	6,487	7,128	(640)	(9)%	7,594	7,027	7,161
Student Fees - International	7,798	7,012	786	11%	8,278	7,667	8,187
Interest & Dividends	353	323	30	9%	485	628	743
Other Income	2,885	3,006	(121)	(4)%	4,371	4,711	5,350
<b>Total Income</b>	<b>39,701</b>	<b>37,254</b>	<b>2,447</b>	<b>7%</b>	<b>42,001</b>	<b>40,441</b>	<b>41,729</b>
<b>Less Income Recognised in Advance</b>	<b>(10,922)</b>	<b>(9,234)</b>	<b>(1,688)</b>	<b>18%</b>	-	-	-
<b>NZIST Income</b>	<b>28,778</b>	<b>28,020</b>	<b>758</b>	<b>3%</b>	<b>42,001</b>	<b>40,441</b>	<b>41,729</b>
<b>Expenditure</b>							
Class Resources	887	1,604	717	45%	2,274	1,991	2,341
International Commissions	1,960	1,841	(119)	(6)%	2,252	1,969	1,854
Curriculum Support	(29)	11	40	350%	15	106	54
Information Technology	990	1,046	56	5%	1,564	1,394	1,192
HR & Training	404	444	41	9%	664	570	762
Marketing & Promotions	224	333	110	33%	501	490	841
Admin & Support	1,134	947	(187)	(20)%	1,486	1,525	2,861
Facilities	1,449	1,788	339	19%	2,641	2,511	3,203
Interest Expense	-	-	-	0%	-	-	4
Depreciation, Amortisation & Impairment	3,029	3,200	171	5%	4,800	4,805	4,170
JV/TANZ Costs	1,350	2,312	962	42%	2,537	2,032	1,798
<b>Total Opex Expenses</b>	<b>11,398</b>	<b>13,522</b>	<b>2,125</b>	<b>16%</b>	<b>18,729</b>	<b>17,394</b>	<b>19,081</b>
<b>Less Expenditure Recognised in Advance</b>	<b>(395)</b>	<b>(611)</b>	<b>(216)</b>	<b>35%</b>	-	-	-
<b>NZIST Opex Expenses</b>	<b>11,003</b>	<b>12,911</b>	<b>1,908</b>	<b>15%</b>	<b>18,729</b>	<b>17,394</b>	<b>19,081</b>
Academic Pay	7,632	9,098	1,466	16%	13,674	12,574	13,224
Support Staff Pay	7,254	8,002	748	9%	12,077	11,092	11,274
<b>Total Staffing Costs</b>	<b>14,887</b>	<b>17,100</b>	<b>2,213</b>	<b>13%</b>	<b>25,752</b>	<b>23,665</b>	<b>24,498</b>
<b>Total Expenditure</b>	<b>25,890</b>	<b>30,011</b>	<b>4,122</b>	<b>14%</b>	<b>44,480</b>	<b>41,059</b>	<b>43,579</b>
<b>Contribution</b>	<b>2,889</b>	<b>(1,992)</b>	<b>4,880</b>	<b>(245)%</b>	<b>(2,479)</b>	<b>(618)</b>	<b>(1,850)</b>
<b>Contribution %</b>	<b>10%</b>	<b>(7)%</b>			<b>(6)%</b>	<b>(2)%</b>	<b>(4)%</b>

NMIT's YTD result continues to track favourably against budget. The YTD surplus increased by \$0.6m during the month to \$2.9m, \$4.9m ahead of the budgeted YTD deficit of \$(2.0)m. Revenues remain ahead of budget, and account for \$0.8m of the favourable variance, despite lower overall EFTS. Savings continue to be made in both operating expenses (\$1.9m favourable) and staffing costs (\$2.2m favourable).

## Income : variance explanation

Category Description (\$000's)	Year to Date				Full Year		
	Actual	Budget	\$ Variance	%+(-)Variance	Budget	2019	2018
<b>Income</b>							
TEC Funding	20,794	18,366	2,428	13%	19,703	18,843	18,073
Youth Guarantee	918	723	195	27%	786	818	1,530
ITO	91	166	(74)	(45)%	239	179	225
Star & Trades Academy	374	531	(157)	(30)%	545	569	460
Student Fees - Domestic	6,487	7,128	(640)	(9)%	7,594	7,027	7,161
Student Fees - International	7,798	7,012	786	11%	8,278	7,667	8,187
Interest & Dividends	353	323	30	9%	485	628	743
Other Income	2,885	3,006	(121)	(4)%	4,371	4,711	5,350
<b>Total Income</b>	<b>39,701</b>	<b>37,254</b>	<b>2,447</b>	<b>7%</b>	<b>42,001</b>	<b>40,441</b>	<b>41,729</b>
<b>Less Income Recognised in Advance</b>	<b>(10,922)</b>	<b>(9,234)</b>	<b>(1,688)</b>	<b>18%</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>NZIST Income</b>	<b>28,778</b>	<b>28,020</b>	<b>758</b>	<b>3%</b>	<b>42,001</b>	<b>40,441</b>	<b>41,729</b>

### Income (excluding NZIST adjustments) is \$2.4m (7%) favourable to budget.

- ✓ TEC funding is favourable to budget despite TEC funded EFTS overall being 9% 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 both higher YG EFTS than budgeted and the recognition of 100% of YG funding following the removal of the 2020 funding condition requiring repayment of funding for under-delivery of EFTS.
- x ITO revenues continue to track below budget due to lower Competenz EFTS. Courses scheduled during the Covid-19 lockdown period were cancelled & not rescheduled.
- x Star & Trades Academy revenues are below budget, due partly to budget phasing (Trades Academy) and lower STAR EFTS, particularly in hospitality courses.
- x Domestic student fees (both TEC funded and self-funded) are below budget, due to lower EFTS.
- ✓ International student fees remain favourable to budget with EFTS (excluding In China delivery) 13% ahead of budget. The main favourable variances are in BCom \$0.4m, MAM \$0.8m, and NZDip Nautical Science \$0.1m, partly offset by unfavourable variances in CAP \$(0.3)m (intakes cancelled), and JV PGDIB \$(0.2)m. Offshore online delivery is commencing for NZCEL, MAM and BCom, but the uptake of this mode of delivery is still uncertain.

## Income : variance explanation

Category Description (\$000's)	Year to Date				Full Year		
	Actual	Budget	\$ Variance	%+(-)Variance	Budget	2019	2018
<b>Income</b>							
TEC Funding	20,794	18,366	2,428	13%	19,703	18,843	18,073
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Student Fees - International	7,798	7,012	786	11%	8,278	7,667	8,187
Interest & Dividends	353	323	30	9%	485	628	743
Other Income	2,885	3,006	(121)	(4)%	4,371	4,711	5,350
<b>Total Income</b>	<b>39,701</b>	<b>37,254</b>	<b>2,447</b>	<b>7%</b>	<b>42,001</b>	<b>40,441</b>	<b>41,729</b>
<b>Less Income Recognised in Advance</b>	<b>(10,922)</b>	<b>(9,234)</b>	<b>(1,688)</b>	<b>18%</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>NZIST Income</b>	<b>28,778</b>	<b>28,020</b>	<b>758</b>	<b>3%</b>	<b>42,001</b>	<b>40,441</b>	<b>41,729</b>

- ✓ Interest & dividend income is slightly ahead of budget due to higher than budgeted cash & investments balances.
- x Other income is unfavourable to budget overall. Higher revenues than budgeted from student services levy \$0.1m (contra expense) and unbudgeted revenues from the Technology Access Fund for Learners (TAFL) \$0.2m and Hardship Fund for Learners (HAFL) \$0.1m. Lower revenues from Café Ake Ake \$(0.1)m (due to lockdown), ELTO \$(0.2)m (course cancellation due to border closures), In China delivery \$(0.1)m (timing), ELP Short Courses \$(0.2)m (China partner Summer School not proceeding due to border closure).

### Income including NZIST adjustments is \$0.8m (3%) 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 fees and funding revenue streams to a delivery basis of revenue recognition (rather than an enrolment basis).



## Operating Expenditure - variance explanation

Category Description (\$000's)	Year to Date				Full Year		
	Actual	Budget	\$ Variance	%+(-)Variance	Budget	2019	2018
<b>Expenditure</b>							
Class Resources	887	1,604	717	45%	2,274	1,991	2,341
International Commissions	1,960	1,841	(119)	(6)%	2,252	1,969	1,854
Curriculum Support	(29)	11	40	350%	15	106	54
Information Technology	990	1,046	56	5%	1,564	1,394	1,192
HR & Training	404	444	41	9%	664	570	762
Marketing & Promotions	224	333	110	33%	501	490	841
Admin & Support	1,134	947	(187)	(20)%	1,486	1,525	2,861
Facilities	1,449	1,788	339	19%	2,641	2,511	3,203
Interest Expense	-	-	-	0%	-	-	4
Depreciation, Amortisation & Impairment	3,029	3,200	171	5%	4,800	4,805	4,170
JV/TANZ Costs	1,350	2,312	962	42%	2,537	2,032	1,798
<b>Total Opex Expenses</b>	<b>11,398</b>	<b>13,522</b>	<b>2,125</b>	<b>16%</b>	<b>18,729</b>	<b>17,394</b>	<b>19,081</b>
<b>Less Expenditure Recognised in Advance</b>	<b>(395)</b>	<b>(611)</b>	<b>(216)</b>	<b>35%</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>NZIST Opex Expenses</b>	<b>11,003</b>	<b>12,911</b>	<b>1,908</b>	<b>15%</b>	<b>18,729</b>	<b>17,394</b>	<b>19,081</b>

**YTD Opex is \$1.9m (15%) favourable to budget.**

Significant variances include:

- ✓ Class Resources - \$0.7m favourable overall, with lower course purchases \$0.1m mainly in Aviation, Engineering & Construction and Hospitality programmes (delay in practical content delivery due to Covid-19), lower cost of sales \$0.1m in Cafe Ake Ake (closure during lockdown, contra revenue), reduced course travel & accommodation costs \$0.4m across a range of programmes including In China delivery (cancellation of tutor travel), Bachelor of Nursing, ELTO & English Language short courses (course cancellation), and lower clinical experience costs \$0.1m in Bachelor of Nursing (placements delayed due to Covid-19 and short course cancellations).
- x International Commissions – remain unfavourable in line with higher international revenues.
- ✓ Curriculum Support – small favourable variance in research costs (release of 2019 over-accrued expenditure & refund of unspent 2019 research grants).
- ✓ 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).



## Operating Expenditure - variance explanation cont'd

Category Description (\$000's)	Year to Date				Full Year		
	Actual	Budget	\$ Variance	%+(-)Variance	Budget	2019	2018
<b>Expenditure</b>							
Class Resources	887	1,604	717	45%	2,274	1,991	2,341
International Commissions	1,960	1,841	(119)	(6)%	2,252	1,969	1,854
Curriculum Support	(29)	11	40	350%	15	106	54
Information Technology	990	1,046	56	5%	1,564	1,394	1,192
HR & Training	404	444	41	9%	664	570	762
Marketing & Promotions	224	333	110	33%	501	490	841
Admin & Support	1,134	947	(187)	(20)%	1,486	1,525	2,861
Facilities	1,449	1,788	339	19%	2,641	2,511	3,203
Interest Expense	-	-	-	0%	-	-	4
Depreciation, Amortisation & Impairment	3,029	3,200	171	5%	4,800	4,805	4,170
JV/TANZ Costs	1,350	2,312	962	42%	2,537	2,032	1,798
<b>Total Opex Expenses</b>	<b>11,398</b>	<b>13,522</b>	<b>2,125</b>	<b>16%</b>	<b>18,729</b>	<b>17,394</b>	<b>19,081</b>
<b>Less Expenditure Recognised in Advance</b>	<b>(395)</b>	<b>(611)</b>	<b>(216)</b>	<b>35%</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>NZIST Opex Expenses</b>	<b>11,003</b>	<b>12,911</b>	<b>1,908</b>	<b>15%</b>	<b>18,729</b>	<b>17,394</b>	<b>19,081</b>

- ✓ Marketing & Promotions – favourable variance overall due to lower advertising and promotional printing/copying costs (timing of marketing activities), and saving in export education levy (waived for 2020).
- x Admin & Support – \$0.2m unfavourable to budget overall 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 application submitted), and audit fees \$0.1m (March 2020 audit unbudgeted). Partly offset by a favourable variance in admin travel & accommodation \$0.2m (cancellation of International Marketing trips & non-essential domestic air travel).
- ✓ Facilities Costs – favourable to budget with lower repairs & maintenance costs \$0.2m and savings in energy costs \$0.1m from lockdown. NMIT campuses were closed from 25 March to 17 May.
- ✓ Depreciation expense – favourable to budget by \$0.2m due to delays in capital expenditure purchases and change in accounting policy for programme development costs, which from 1 April are now expensed. The capitalised balance of costs at 31<sup>st</sup> March (\$0.5m) was written off as an amalgamation adjustment through retained earnings.
- ✓ JV/TANZ costs – favourable variance due to lower EFTS delivery through the eCampus platform & JV partner ATMC (contra revenue).
- x Expenditure Recognised in Advance – this adjustment relates to JV costs which, for NZIST reporting purposes, are recognised on a delivery basis in line with the associated revenues. Unfavourable variance due to lower JV/TANZ costs.

## Pays - variance explanation

Category Description (\$000's)	Year to Date				Full Year		
	Actual	Budget	\$ Variance	%+(-)Variance	Budget	2019	2018
Academic Pay	7,632	9,098	1,466	16%	13,674	12,574	13,224
Support Staff Pay	7,254	8,002	748	9%	12,077	11,092	11,274
<b>Total Staffing Costs</b>	<b>14,887</b>	<b>17,100</b>	<b>2,213</b>	<b>13%</b>	<b>25,752</b>	<b>23,665</b>	<b>24,498</b>

### Academic pays

- ✓ \$1.5m favourable overall variance, with savings in most programme areas. Main favourable variances are in In China \$0.2m (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), Engineering & Construction \$0.2m, MAC \$0.1m (Conservation, Maritime Engineering), Health & Fitness \$0.1m (lower spend on contractors for health short courses and part-time staff for BN Year 2), DTAM (ACE courses delayed/cancelled, BCGI). Unfavourable variance of \$(0.1)m Programme Development (previously capitalised).
- ✓ \$0.2m reduction in annual leave liability to 31<sup>st</sup> 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 negotiated increase was passed on to staff on IEAs in June.

### Support Staff pays

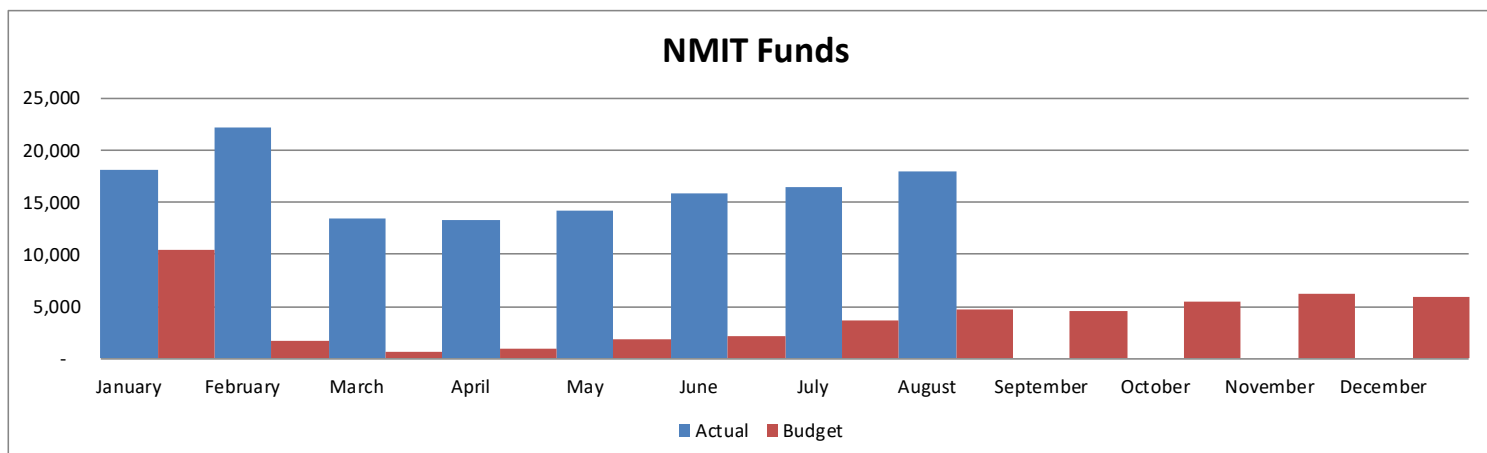
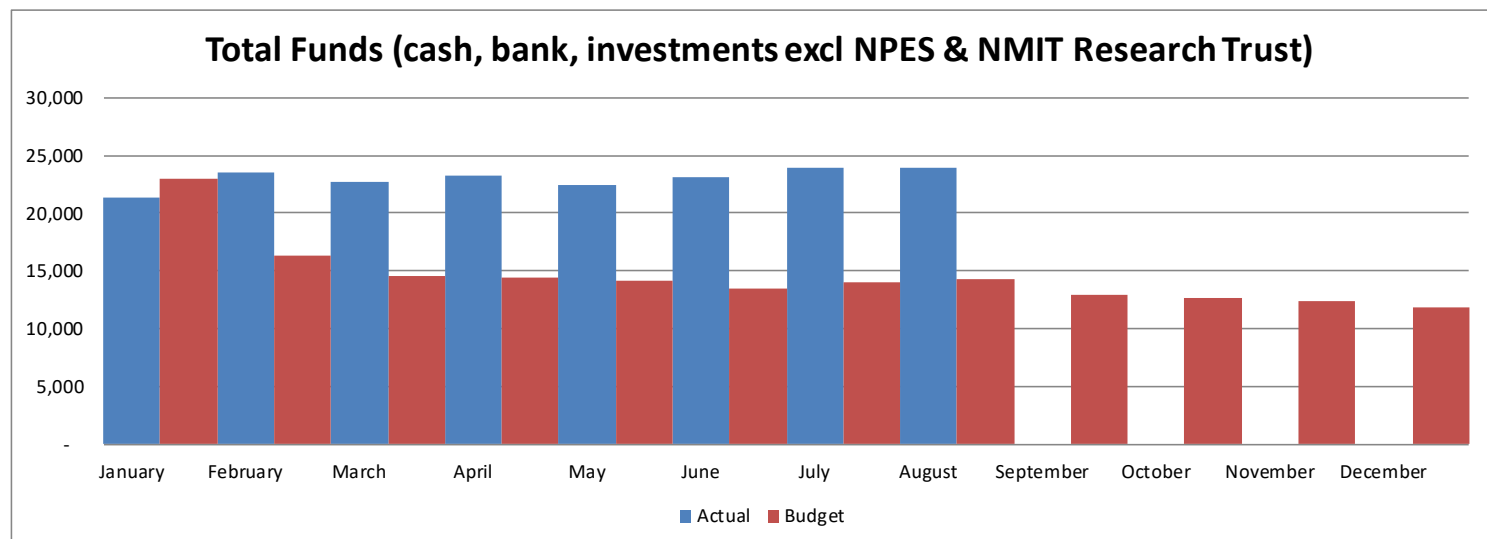
- ✓ \$0.7m favourable overall variance, with savings from vacant positions across a range of business support areas. In particular CEO Admin (vacant ED LID and ED FCBI positions) \$0.2m, Health & Fitness (vacant CM position which was filled in Sept) \$0.1m, Learner Services (replacement of Cultural Advisor & International Accommodation roles with outsourced services) \$0.1m, IT Services (vacant Systems Admin & Systems Network Manager positions) \$0.1m, Finance Exec (vacant Project Accountant position) \$0.1m.
- ✓ Salary increases due under TIASA collective agreement were processed in May. The negotiated increase was passed on to staff on IEAs in August.

## Capital Expenditure as at 31 August 2020

	2020 YTD Actual	2020 Original Budget	2019 Carry Forward	Balance To Spend	%
Land	-	-	-	-	0%
Buildings	182	3,597	-	3,415	5%
Art	-	-	-	-	0%
Computers	325	1,474	85	1,234	21%
Programme Development	8	383	-	374	2%
Plant & Equipment	241	736	-	495	33%
Vehicles	200	182	-	(18)	110%
Books	35	105	-	69	34%
Work in progress movement	401	-	-	(401)	0%
<b>Total</b>	<b>1,391</b>	<b>6,476</b>	<b>85</b>	<b>5,169</b>	<b>21%</b>

- \$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.
- 21% 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 are now being expensed.
- Work in progress will be allocated to asset categories on completion. Major items in work in progress at 31 August include A Block L2 & 3 refurbishment, A Block toilet refurbishment, K Block redevelopment, T Block heating & air conditioning upgrades, Richmond Campus security system & building upgrades, and purchase of course equipment, particularly for Engineering & Construction, & Applied Fitness programmes.

## Cash flow Graph



NMIT funds have increased by \$1.5m during the month to \$17.9m, \$13.1m ahead of budget. This is due to a combination of factors including higher opening cash & investments than budgeted (\$2.7m), lower YTD capital expenditure (\$5.6m – combination of timing & savings), and lower than budgeted student fees in advance (\$3.6m). While NMIT funds will reduce over the next 4 months, they are expected to remain above budgeted levels.



# NMIT Statement of Financial Position As at 31 August 2020

	Institute Actual 31st August 2020 (\$000)	Budget 31st August 2020 (\$000)	Actual 31st August 2019 (\$000)
<b>Assets</b>			
<b>Current assets</b>			
Cash and cash equivalents	2,540	3,014	1,670
Debtors and other receivables	7,797	7,884	4,628
Investments	22,400	12,325	21,200
Prepayments	453	675	547
NZIST adjustments	(6,897)	(5,060)	-
<b>Total current assets</b>	<b>26,293</b>	<b>18,839</b>	<b>28,044</b>
<b>Non-current assets</b>			
Investments	1,048	1,160	1,160
Property, plant and equipment	87,287	92,092	90,422
Intangible assets	1,147	2,676	2,201
<b>Total non-current assets</b>	<b>89,482</b>	<b>95,928</b>	<b>93,783</b>
<b>Total assets</b>	<b>115,776</b>	<b>114,767</b>	<b>121,827</b>
<b>Liabilities</b>			
<b>Current liabilities</b>			
Creditors & other payables	3,283	3,154	3,114
Revenue received in advance	2,617	6,250	4,793
Provisions	1,807	2,103	2,058
Other financial liabilities	1,554	1,301	1,658
NZIST adjustments	3,525	3,563	-
<b>Total current liabilities</b>	<b>12,786</b>	<b>16,371</b>	<b>11,623</b>
<b>Non-current liabilities</b>			
Provisions	231	225	222
<b>Total non-current liabilities</b>	<b>231</b>	<b>225</b>	<b>222</b>
<b>Total liabilities</b>	<b>13,017</b>	<b>16,596</b>	<b>11,845</b>
<b>Net assets</b>	<b>102,759</b>	<b>98,171</b>	<b>109,982</b>
<b>Equity</b>			
Capital introduced	29,039	29,039	29,039
Accumulated funds	27,942	21,449	24,638
NZIST adjustment - accumulated funds	(10,527)	(8,623)	-
Revaluation reserves	53,450	53,450	53,450
Capital reserves	2,855	2,855	2,855
<b>Total equity</b>	<b>102,759</b>	<b>98,171</b>	<b>109,982</b>

- ✓ NMIT's net assets / total equity are \$4.6m favourable to YTD budget at the end of August.
- ✓ Cash & investments are \$9.6m ahead of budget due to the timing of capital expenditure, and higher than budgeted opening balances.
- x Non-current assets remain below budget (by \$6.4m) due to lower opening balances than budgeted, timing of current year capital expenditure, and the write off of previously capitalised programme development costs (accounting policy change).
- ✓ Current liabilities are \$3.6m favourable to budget largely due to lower student fees in advance.
- Adjustments have been made to current assets & current liabilities to reflect the NZIST reporting requirements of recognising fees and funding revenues & JV costs on a delivery (rather than enrolment) basis. These adjustments will reduce throughout the financial year. Prior year comparatives have not been adjusted.



## NMIT Financial Statement of Cashflows

### For the period ending 31 August 2020

	Institute		
	Actual	Budget	Actual
	31st August 2020 (\$000)	31st August 2020 (\$000)	31st August 2019 (\$000)
<b>Cash flows from operating activities</b>			
Receipts from government grants	14,694	12,673	14,490
Receipts from tuition fees	8,391	13,163	11,725
Receipts from other income	4,005	4,414	4,717
Interest & Dividend income received	390	323	383
Payments to employees	(14,970)	(16,857)	(14,775)
Payments to suppliers	(6,742)	(9,263)	(8,498)
GST (net)	110	83	171
<b>Net cash flows from operating activities</b>	<b>5,878</b>	<b>4,536</b>	<b>8,214</b>
<b>Cash flows from investing activities</b>			
Receipts from sale of property, plant and equipment	453	-	-
Realisation of investments	-	2,900	-
Purchase of property, plant and equipment	(1,358)	(6,023)	(1,449)
Purchase of intangible assets	(33)	(452)	(108)
Acquisition of investments	(6,600)	-	(7,100)
<b>Net cash flows from investing activities</b>	<b>(7,538)</b>	<b>(3,576)</b>	<b>(8,657)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>	<b>(1,660)</b>	<b>961</b>	<b>(443)</b>
Cash and cash equivalents at beginning of year	4,201	2,053	2,113
<b>Closing cash and cash equivalents</b>	<b>2,540</b>	<b>3,014</b>	<b>1,670</b>

- ✓ Net cash flows from operating activities continue to be favourable to budget by \$1.3m. Lower revenues are more than offset by lower operating and staffing costs.
- x Net cash flows from investing activities also remain unfavourable to budget, although this is due to increased placement of surplus funds on short term deposit.
- x Overall, cash and cash equivalents are \$0.5m unfavourable to budget.
- Note that cash and cash equivalents excludes short term investments which, at \$22.4m, are \$10m ahead of budget.

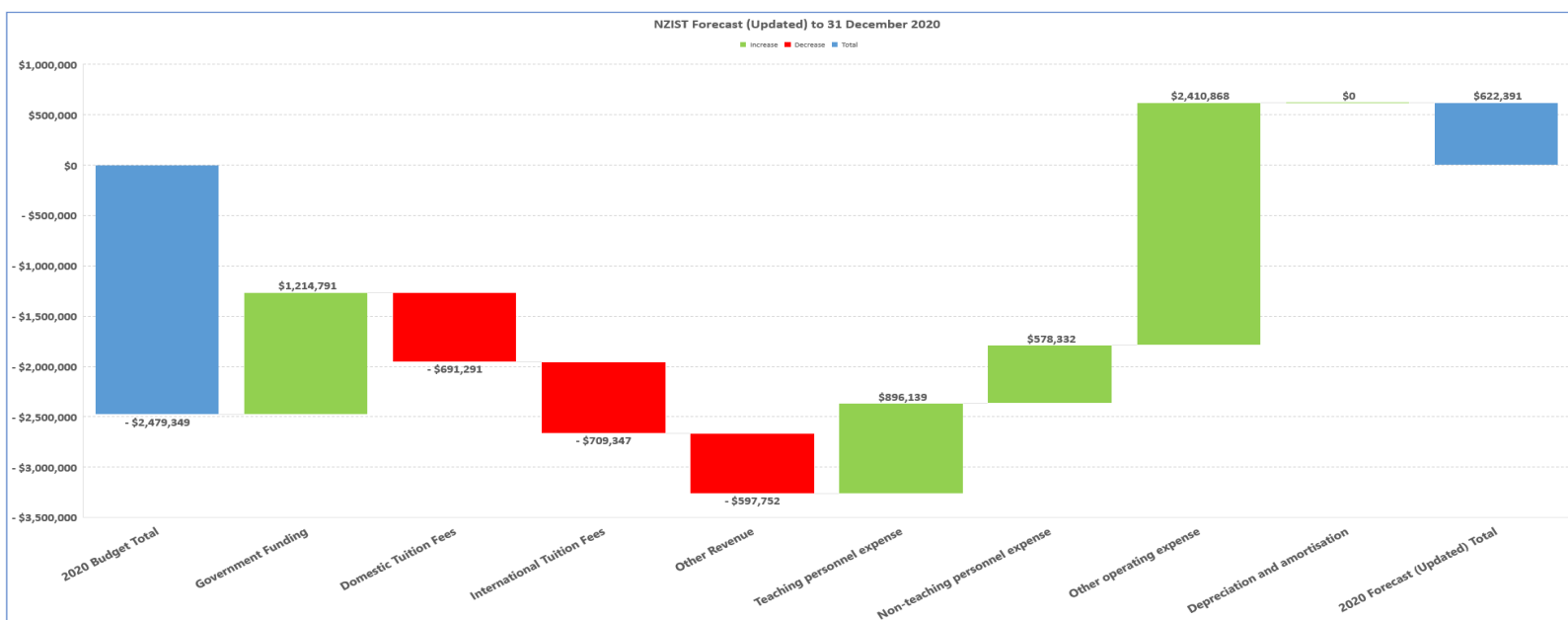
## Financial Forecast as at 24 July 2020

(000's)	Full Year		
	Budget	Forecast	Variance
<b>Income</b>			
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
<b>Total Revenue</b>	<b>42,001</b>	<b>41,217</b>	<b>-784</b>
<b>Expenditure</b>			
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
<b>Total Expenditure</b>	<b>44,480</b>	<b>40,595</b>	<b>-3,885</b>
<b>Surplus/(Deficit)</b>	<b>-2,479</b>	<b>622</b>	<b>3,101</b>
%	-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.





## Financial Forecast as at 24 July 2020

Cashflow (\$000's)				2020 budget	2020 forecast
<b>Operating cash flows</b>					
	Operating receipts			41,809	41,217
	Operating payments			(39,633)	(35,795)
<b>Investing cash flows</b>					
	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			-	-
<b>Financing cash flows</b>					
	Financing receipts			4,400	700
	Financing payments			-	-
<b>Net cash flow</b>				<b>100</b>	<b>29</b>
<b>Balance Sheet (\$000's)</b>					
<b>Current assets</b>					
	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
<b>Non-current assets</b>					
	Total Non-Current Assets			94,328	92,139
<b>Current liabilities</b>					
	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
<b>Non-current liabilities</b>					
	Long Term Loans			-	-
	Other non-current liabilities			225	225
<b>Equity</b>					
	Equity (Net Assets)			97,683	100,412





# **Nelson & Marlborough Institute of Technology**

## **Investments**



## Investments as at 31 August 2020

a) Summary		31 August 2020			31 July 2020		Change	
Bank	Rating	Amount	Average Rate	Average Term	Amount	Average Rate	Value	Average Rate
ANZ	AA-	3,000,000	1.651%	161.25	2,150,000	1.750%	850,000	(0.10)%
BNZ	AA-	6,300,000	1.936%	172.29	6,300,000	1.936%	-	0.00%
SBS	BBB	8,300,000	2.478%	190.12	10,500,000	2.713%	(2,200,000)	(0.23)%
Westpac	AA-	4,800,000	1.717%	180.00	1,900,000	1.834%	2,900,000	(0.12)%
Total		<b>\$22,400,000</b>	<b>2.052%</b>	<b>179.74</b>	<b>\$20,850,000</b>	<b>2.299%</b>	<b>\$1,550,000</b>	<b>(0.25)%</b>
b) Other Cash not on deposit								
		\$ 2,540,479			\$ 4,076,733		(1,536,254)	
c) New Deposits during Month								
		\$ 5,500,000			\$ 4,050,000		1,450,000	
d) Deposits broken in month								
		\$ -			\$ -		-	
e) Due Repayment coming month								
		\$ 4,050,000			\$ 3,950,000		100,000	



## Te Kaupapa: Key Performance Indicators

### 1. PURPOSE:

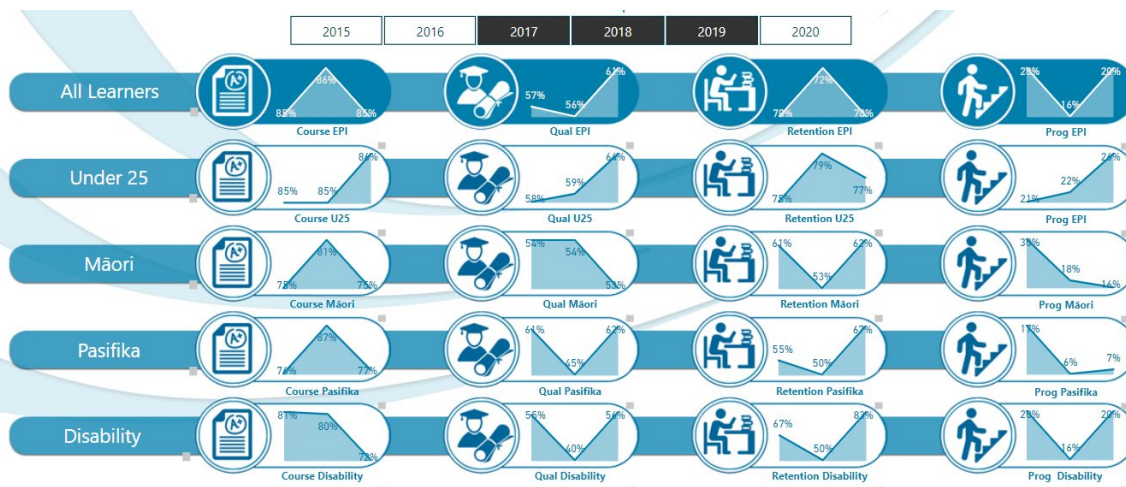
<b>FUNCTION:</b>	For Information
<b>NĀ:</b>	Wayne Jackson   Chief Executive
<b>TE RĀ:</b>	12 October 2020
<b>PURPOSE:</b>	The purpose of this paper is to provide the Board with an update on the progress against Key Performance Indicators (KPIs) as at 25 September 2020.
<b>RECOMMENDATION(S):</b>	<p>It is recommended that the NMIT Board resolve to:</p> <ol style="list-style-type: none"><li>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.</li></ol>

### 2. EXECUTIVE SUMMARY

- All curriculum and business support areas have completed one condensed Performance Panels and one full performance panel.
- At risk learners have increased but are being well managed and supported across NMIT.
- Overall domestic enrolments are down circa 5% when compared to 2019.
- Bachelor programmes are where we see the largest decline in enrolments.
- Programme withdrawals for 2020 have decreased 11% compared to 2019.

TOPIC	STATUS REPORT	COMMENTARY																									
Course retention and completion	<div>Current report – 18 September 2020</div> <div><div>201520162017201820192020</div><div>18/09/2020 at 01:54</div><table><tr><td>All Learners</td><td><div>88% Course</div></td><td><div>62% Qualification</div></td><td><div>71% Retention</div></td><td><div>22% Progression</div></td></tr><tr><td>Under 25</td><td><div>90% Course U25</div></td><td><div>63% Qual U25</div></td><td><div>77% Retention U25</div></td><td><div>22% Prog U25</div></td></tr><tr><td>Māori</td><td><div>74% Course Māori</div></td><td><div>55% Qual Māori</div></td><td><div>48% Retention Māori</div></td><td><div>21% Prog Māori</div></td></tr><tr><td>Pasifika</td><td><div>86% Course Pasifika</div></td><td><div>67% Qual Pasifika</div></td><td><div>82% Retention Pasifika</div></td><td><div>17% Prog Pasifika</div></td></tr><tr><td>Disability</td><td><div>83% Course Disability</div></td><td><div>55% Qual Disability</div></td><td><div>69% Retention Disability</div></td><td><div>22% Progression EPI</div></td></tr></table></div>	All Learners	<div>88% Course</div>	<div>62% Qualification</div>	<div>71% Retention</div>	<div>22% Progression</div>	Under 25	<div>90% Course U25</div>	<div>63% Qual U25</div>	<div>77% Retention U25</div>	<div>22% Prog U25</div>	Māori	<div>74% Course Māori</div>	<div>55% Qual Māori</div>	<div>48% Retention Māori</div>	<div>21% Prog Māori</div>	Pasifika	<div>86% Course Pasifika</div>	<div>67% Qual Pasifika</div>	<div>82% Retention Pasifika</div>	<div>17% Prog Pasifika</div>	Disability	<div>83% Course Disability</div>	<div>55% Qual Disability</div>	<div>69% Retention Disability</div>	<div>22% Progression EPI</div>	<p>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.</p> <p>Qualification completion rates at 62% are as expected to improve given that a large number are still in progress.</p> <p>Action plans and ongoing learner support is in place to ensure that Māori &amp; Pasifika achievement gaps are being addressed - the reason for lower course completions is high withdrawal rates.</p>
All Learners	<div>88% Course</div>	<div>62% Qualification</div>	<div>71% Retention</div>	<div>22% Progression</div>																							
Under 25	<div>90% Course U25</div>	<div>63% Qual U25</div>	<div>77% Retention U25</div>	<div>22% Prog U25</div>																							
Māori	<div>74% Course Māori</div>	<div>55% Qual Māori</div>	<div>48% Retention Māori</div>	<div>21% Prog Māori</div>																							
Pasifika	<div>86% Course Pasifika</div>	<div>67% Qual Pasifika</div>	<div>82% Retention Pasifika</div>	<div>17% Prog Pasifika</div>																							
Disability	<div>83% Course Disability</div>	<div>55% Qual Disability</div>	<div>69% Retention Disability</div>	<div>22% Progression EPI</div>																							

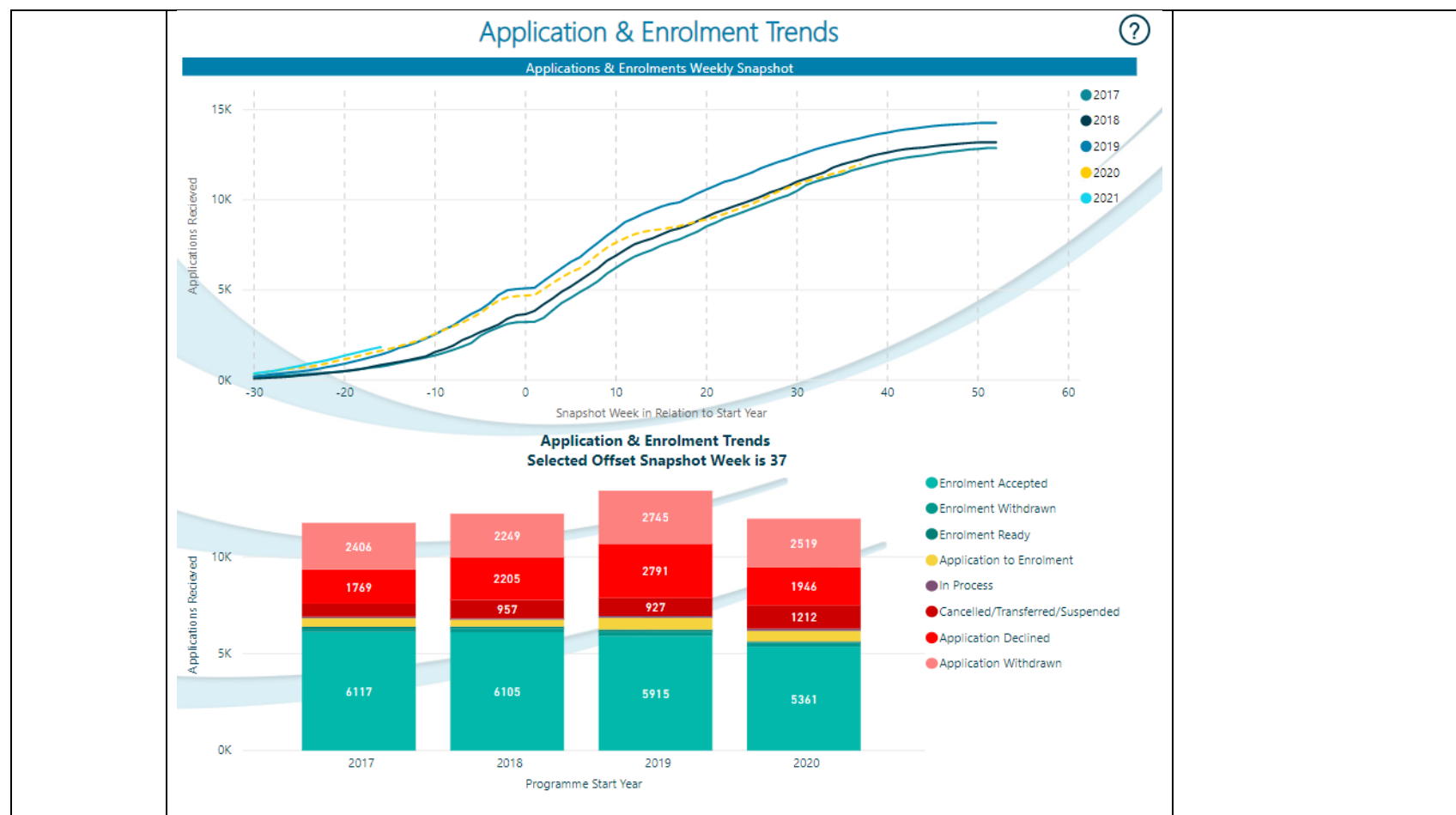
### 2017-2019 trends



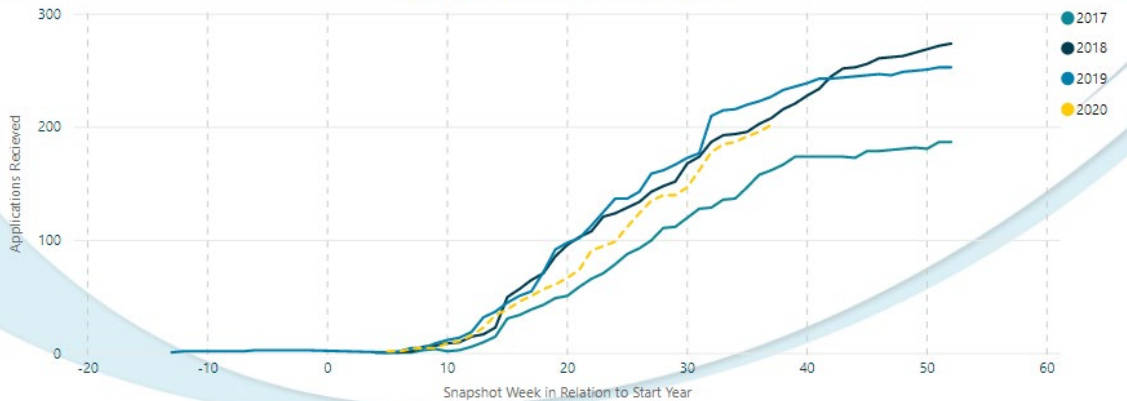
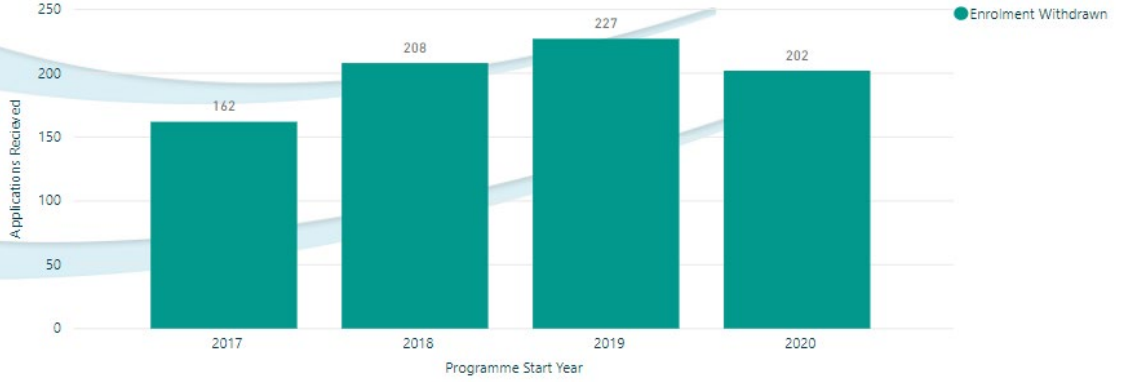
No change since last reporting period and will not change for remainder of 2020.

TOPIC	STATUS REPORT	COMMENTARY
<div>'At Risk' Learners</div>	<div><div><div><div>Owner Page</div><div>Learner Page</div></div><div><div>Pastoral Entries - Overview</div><div><div>2019</div><div>2020</div></div><div><div>Date Last Refreshed 30/09/2020 at 11:55:25 PM</div><div><div>?</div><div>nmit</div></div></div></div><div><div><div>Concerns</div><div><div>468</div><div>Concerns Raised All Learners</div></div><div><div>293</div><div>Open Concerns Current Learners</div></div><div><div>141</div><div>Unread Concerns Current Learners</div></div><div><div>259</div><div>Awaiting Response Current Learners</div></div></div><div><div><div>Learners</div><div><div>143</div><div>Learners</div></div><div><div>142</div><div>Monitoring</div></div><div><div>1</div><div>Probation</div></div><div><div>0</div><div>Exclusion</div></div></div><div><div><div>Concerns Raised by Category (all learners)</div><div><div>Other</div><div>Poor attendance</div><div>Academic Misconduct</div><div>Behaviour / Harass...</div><div>Disciplinary</div><div>Employment / Work...</div><div>Failure to progress</div><div>Financial Hardship</div><div>Health</div><div>Health and Safety</div></div><div><div>0</div><div>50</div><div>100</div></div></div><div><div><div>Open Concerns by Category (current learners)</div><div><div>Other</div><div>Poor attendance</div><div>Academic Misconduct</div><div>Behaviour / Harass...</div><div>Disciplinary</div><div>Employment / Work...</div><div>Failure to progress</div><div>Financial Hardship</div><div>Health</div><div>Health and Safety</div></div><div><div>0</div><div>50</div></div></div><div><div><div>Opened vs Closed Concerns by Month &amp; Year</div><div><div>● Opened Entries ● Closed Entries</div><div><div>500</div><div>400</div><div>300</div><div>200</div><div>100</div><div>0</div></div><div><div>Jan 2020</div><div>Mar 2020</div><div>May 2020</div><div>Jul 2020</div><div>Sep 2020</div></div></div></div><div><div><div>Applied Business &amp; English Language</div><div>Aviation</div><div>Digital Technologies, Arts &amp; Media</div><div>Engineering &amp; Construction</div><div>Health &amp; Fitness</div><div>Hospitality/Service Sectors &amp; Pathways</div><div>Maritime, AVT &amp; Conservation</div><div>Primary Industries</div><div>Social Sciences</div><div>Te Toki Paho</div></div></div></div></div></div></div></div></div></div>	<div><p>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.</p><p>All areas are actively managing and supporting at risk learners.</p></div>

TOPIC	STATUS REPORT	COMMENTARY																					
Applications & Enrolments	Enrolments as of Week 38:	<p>Domestic applications show that as of week 38 we are 3% up compared to 2019. However, the conversion rate is tracking down for 2020.</p> <p>NMIT has commenced delivery of NZCEL level 3 &amp; 4 with a second cohort of level 4 commencing in October; two Bachelor courses commencing in October and level 5 NZCEL under development for delivery in November.</p> <p>Depending on numbers the Masters programme will commence delivery in October.</p>																					
	<table><tr><th>Domestic</th><th>Applications Received</th><th>Volume Percentage</th><th>Enrolment Accepted/Ready</th><th>Conversion Rate</th><th>EFTS</th><th>Growth Trend</th></tr><tr><td>2019</td><td>7,785</td><td></td><td>5,185</td><td>67%</td><td>2,072.11</td><td></td></tr><tr><td>2020</td><td>7,986</td><td>3%</td><td>4,868</td><td>61%</td><td>1,967.98</td><td>-5%</td></tr></table>		Domestic	Applications Received	Volume Percentage	Enrolment Accepted/Ready	Conversion Rate	EFTS	Growth Trend	2019	7,785		5,185	67%	2,072.11		2020	7,986	3%	4,868	61%	1,967.98	-5%
	Domestic		Applications Received	Volume Percentage	Enrolment Accepted/Ready	Conversion Rate	EFTS	Growth Trend															
	2019		7,785		5,185	67%	2,072.11																
	2020		7,986	3%	4,868	61%	1,967.98	-5%															
	<table><tr><th>International</th><th>Applications Received</th><th>Volume Percentage</th><th>Enrolment Accepted/Ready</th><th>Conversion Rate</th><th>EFTS</th><th>Growth Trend</th></tr><tr><td>2019</td><td>5,755</td><td></td><td>896</td><td>16%</td><td>468.65</td><td></td></tr><tr><td>2020</td><td>4,076</td><td>-29%</td><td>608</td><td>15%</td><td>505.53</td><td>8%</td></tr></table>		International	Applications Received	Volume Percentage	Enrolment Accepted/Ready	Conversion Rate	EFTS	Growth Trend	2019	5,755		896	16%	468.65		2020	4,076	-29%	608	15%	505.53	8%
	International		Applications Received	Volume Percentage	Enrolment Accepted/Ready	Conversion Rate	EFTS	Growth Trend															
	2019		5,755		896	16%	468.65																
	2020		4,076	-29%	608	15%	505.53	8%															
	<table><tr><th>Status</th><th>Domestic</th><th>International</th><th>Total</th></tr><tr><td>Enrolment Cancellation</td><td>1,292</td><td>213</td><td>1,505</td></tr><tr><td>Enrolment Transfers</td><td>239</td><td>158</td><td>397</td></tr><tr><td>Enrolment Withdrawals</td><td>146</td><td>1</td><td>147</td></tr><tr><td>Total</td><td>1,677</td><td>372</td><td>2,049</td></tr></table>		Status	Domestic	International	Total	Enrolment Cancellation	1,292	213	1,505	Enrolment Transfers	239	158	397	Enrolment Withdrawals	146	1	147	Total	1,677	372	2,049	
Status	Domestic	International	Total																				
Enrolment Cancellation	1,292	213	1,505																				
Enrolment Transfers	239	158	397																				
Enrolment Withdrawals	146	1	147																				
Total	1,677	372	2,049																				





TOPIC	STATUS REPORT	COMMENTARY
Withdrawals	<p data-bbox="730 358 1163 396"><b>Application &amp; Enrolment Trends</b></p> <p data-bbox="785 407 1108 428">Applications &amp; Enrolments Weekly Snapshot</p>  <p data-bbox="785 846 1108 889"><b>Application &amp; Enrolment Trends</b> Selected Offset Snapshot Week is 37</p> 	<p data-bbox="1545 358 1814 386"><u>Programme withdrawals:</u></p> <p data-bbox="1545 412 1772 440">September 2018: 208</p> <p data-bbox="1545 466 1772 493">September 2019: 227</p> <p data-bbox="1545 519 1772 547">September 2020: 202</p> <p data-bbox="1545 573 1772 600">11% decrease on 2019</p> <p data-bbox="1545 626 1856 654"><u>Programme area breakdown:</u></p> <p data-bbox="1545 680 1793 708">75 from Te Toki Pakohe</p> <p data-bbox="1545 734 1814 761">30 from Trades Academy</p>

TOPIC	STATUS REPORT	COMMENTARY
Complaints & Misconduct	Complaints	
	Complaints received this period (28 July – 21 September 2020)	1
	Complaints yet to be resolved (excluding those received this period)	1
	Complaints resolved/closed during report period	1
	Student Misconduct (Non-academic)	
	Student Misconduct matters reported in this period (28 July – 21 September 2020)	3
	Ongoing student misconduct investigations	0
Student misconduct investigations resolved/closed during report period	3	
		<ul style="list-style-type: none"><li>• 1 complaint regarding allegation of student harrassing a member of the public via social media (<i>resolved informally</i>)</li><li>• 1 complaint regarding allegation of tutor conduct (<i>in-progress</i>)</li><li>• 1 student misconduct related to breach of Student Charter (<i>resolved formally</i>)</li><li>• 1 student misconduct matter regarding student entry following an allegation of misconduct; Serious Misconduct Panel met and agreed an outcome (<i>resolved</i>)</li><li>• 1 student misconduct matter regarding allegation of student behaviour (<i>resolved informally within curriculum team</i>)</li></ul>



## Te Kaupapa: Education Performance Indicators (EPI) Report 2019

### 1. PURPOSE:

<b>FUNCTION:</b>	For Information
<b>NĀ:</b>	Liam Sloan   Chief Executive
<b>TE RĀ:</b>	17 August 2020
<b>PURPOSE:</b>	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.
<b>RECOMMENDATION(S):</b>	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-Māori 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 | 17 AUGUST 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

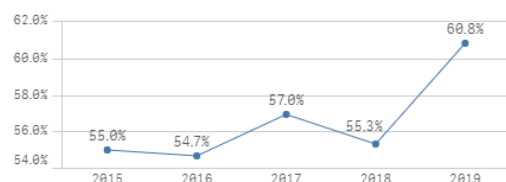
2018						
All	Maori	Pasifika	Non-MP	Under 25	International	
55.3%	53.8%	45.5%	56.1%	58.4%	64.7%	
86.0%	80.8%	86.6%	86.9%	85.0%	88.1%	
20.5%	31.9%	9.9%	16.6%	22.7%	39.1%	
70.3%	51.7%	50.0%	72.5%	78.1%	80.3%	
All	Maori	Pasifika	Non-MP	Under 25	International	
9	9	13	12	10	8	
1	1	1	5	2	14	
15	12	16	15	15	13	
4	10	10	4	1	5	

### EPI TRENDS

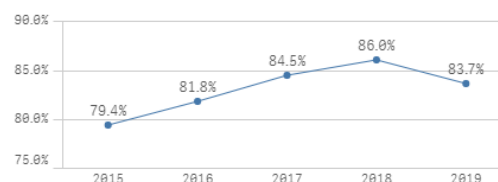
The series of line graphs below show % trends for each of the EPI measures across the last 5 years for each priority group.

#### All learners

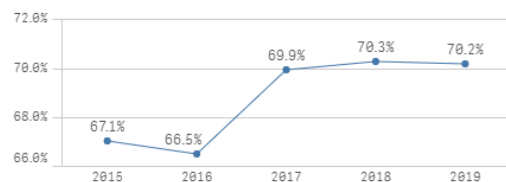
Qualification completion rate



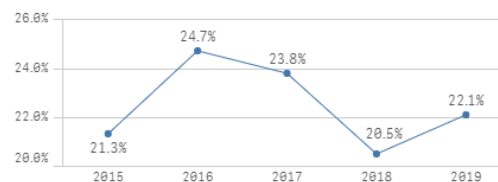
Course completion rate



First year retention rate



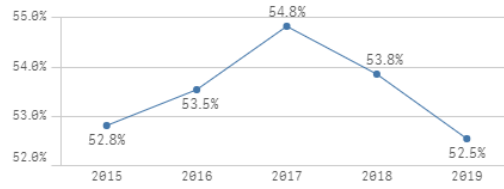
Progression rate from level 1-4



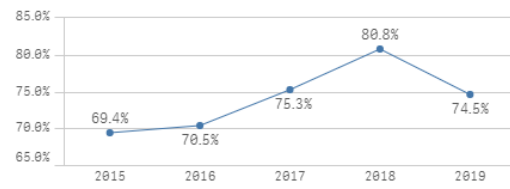
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**Maori**

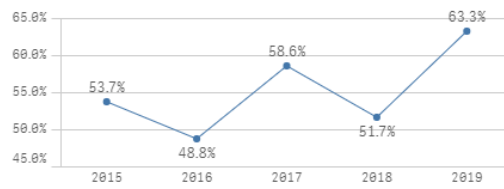
**Qualification completion rate**



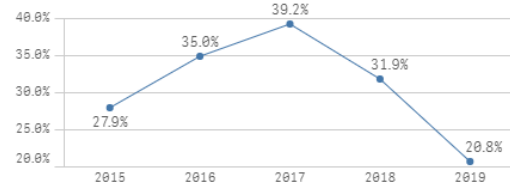
**Course completion rate**



**First year retention rate**

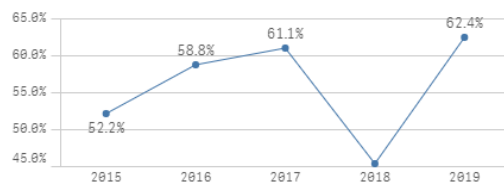


**Progression rate from level 1-4**

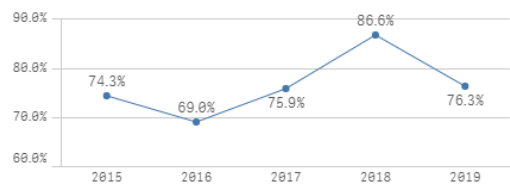


**Pasifika**

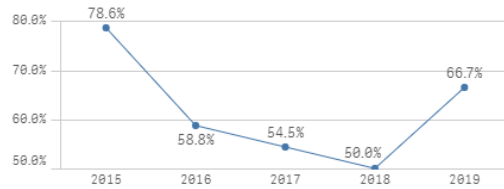
**Qualification completion rate**



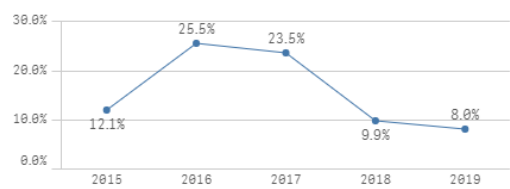
**Course completion rate**



**First year retention rate**



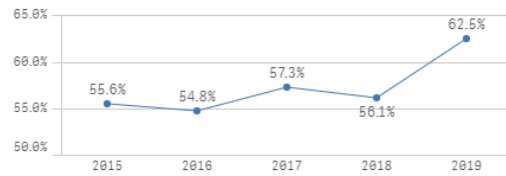
**Progression rate from level 1-4**



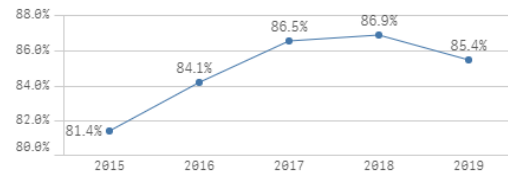
2019 EPI PERFORMANCE | 17 AUGUST 2020

Non-Maori and non-Pasifika

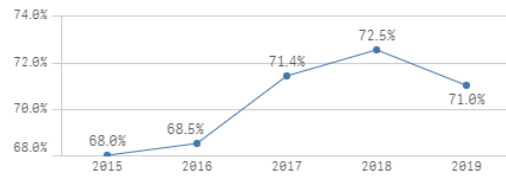
Qualification completion rate



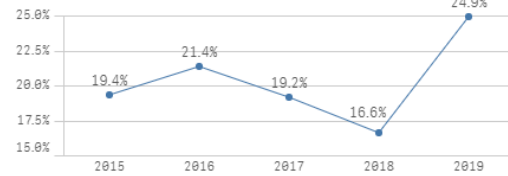
Course completion rate



First year retention rate

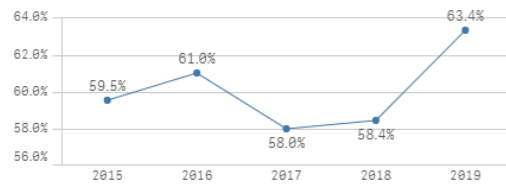


Progression rate from level 1-4

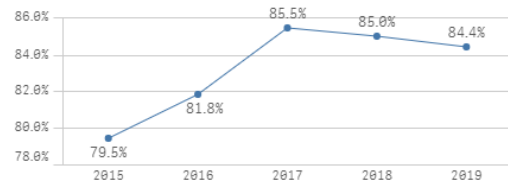


Under 25

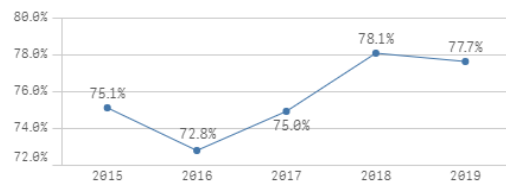
Qualification completion rate



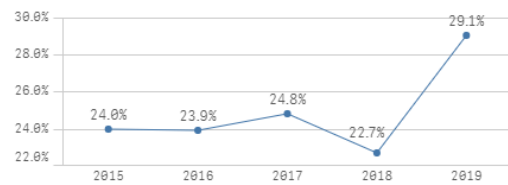
Course completion rate



First year retention rate



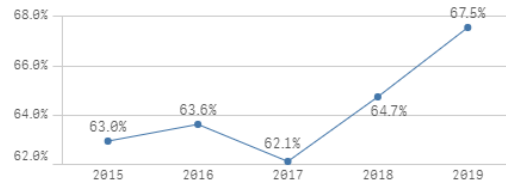
Progression rate from level 1-4



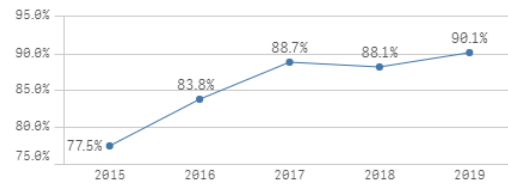
2019 EPI PERFORMANCE | 17 AUGUST 2020

## International

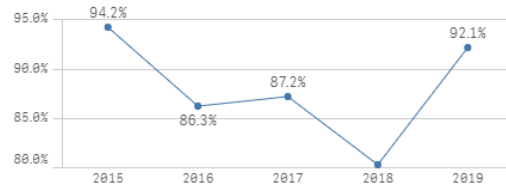
Qualification completion rate



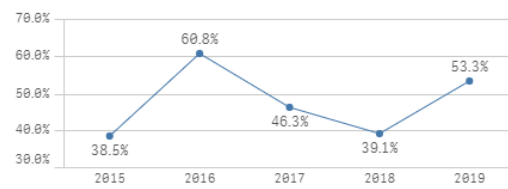
Course completion rate



First year retention rate



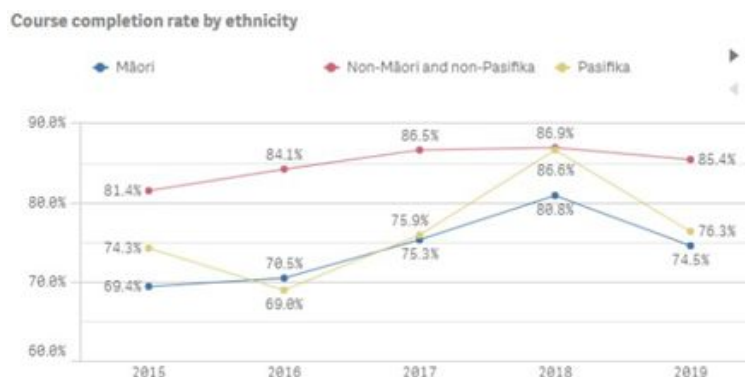
Progression rate from level 1-4



## 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 1<sup>st</sup> place on the ITP League Table to 3<sup>rd</sup> place.

The decrease for non-Māori 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%**.



The tables below compares 2018 and 2019 EFTS and Course Completion rates highlighting the variances in both.

### All Learners

Qualification	2018 EFTS	2018 Rate	2019 EFTS	2019 Rate	Diff EFTS	Diff 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	87.7%	0.0	-2.5%
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	80.6%	0.0	0.0%
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)**	61.6	93.3%	18.7	81.8%	-42.9	-11.5%
NE4554 Graduate Diploma in Management	11.1	87.6%	63.8	92.4%	52.6	4.7%
3784 Master of Applied Management	8.9	90.1%	56.0	96.2%	47.1	6.1%
3785 Postgraduate Diploma in Applied Management	55.7	64.8%	36.7	77.6%	-19.0	12.7%
NZ2452 New Zealand Certificate in Business (Administration and Technology) (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)	37.5	78.7%	39.0	68.9%	1.5	-10.0%
WK3176 Paetahi Tumu Korero Bachelor of Counselling	37.5	78.7%	39.0	68.9%	1.5	-10.0%
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	33.6	81.6%	13.6	75.6%	-20.0	-6.0%
NE4648 Diploma in Career Guidance	29.4	83.8%	31.8	89.8%	2.4	5.9%
NZ2860 New Zealand Certificate in Study and Career Preparation (Level 4)	31.2	100.0%	23.0	95.1%	-8.2	-4.9%
NZ2514 New Zealand Diploma in Marine Engineering (Level 6)	31.0	81.5%	6.0	100.0%	-25.0	18.5%
HB3871 Diploma in Beauty and Body Therapy	30.2	75.7%	30.2	75.7%	0.0	0.0%

\* 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



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## Māori Learners

Delivered EFTS > 5	2018		2019		Diff	
	EFTS	Rate	EFTS	Rate	EFTS	Rate
Qualification						
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 Pokaitahi 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 Kaitiaki, 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 Aōna 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	
	EFTS	Rate	EFTS	Rate	EFTS	Rate
Qualification						
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

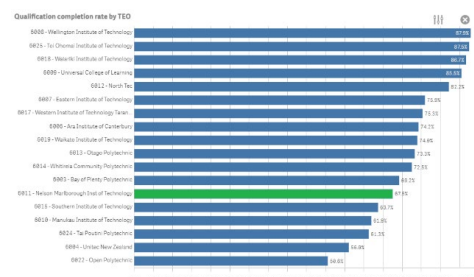
## INTERNATIONAL QUALIFICATION COMPLETIONS

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.

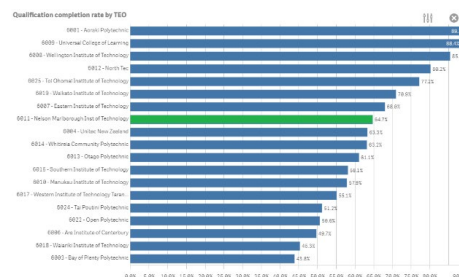
Based on the above methodology the 2019 NMIT qualification completion rate for international learners take into account the following cohorts:

- 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		Learners	
	2018	2019 diff	2018	2019 diff
6001 - Aoraki Polytechnic	89.7%		29	
6009 - Universal College of Learning	88.4%	85.5%	198	255
6008 - Wellington Institute of Technology	85.4%	87.9%	514	603
6012 - North Tec	80.2%	82.2%	484	646
6025 - Toi Ohomai Institute of Technology	77.2%	87.5%	232	735
6019 - Waikato Institute of Technology	70.9%	74.0%	750	822
6007 - Eastern Institute of Technology	68.0%	75.9%	278	320
6011 - Nelson Marlborough Inst of Technology	64.7%	67.5%	516	585
6004 - Unitec New Zealand	63.3%	56.0%	1452	1790
6014 - Whitireia Community Polytechnic	63.2%	72.5%	861	862
6013 - Otago Polytechnic	61.1%	73.3%	470	730
6015 - Southern Institute of Technology	58.1%	63.7%	826	697
6010 - Manukau Institute of Technology	57.9%	61.9%	828	822
6017 - Western Institute of Technology Taranaki	55.1%	75.3%	118	73
6024 - Tai Poutini Polytechnic	51.2%	61.3%	84	80
6022 - Open Polytechnic	50.6%	50.6%	81	89
6006 - Ara Institute of Canterbury	49.7%	74.2%	813	699
6018 - Waikato Institute of Technology	45.3%	86.7%	764	368
6003 - Bay of Plenty Polytechnic	43.8%	69.2%	73	26

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.



## Te Kaupapa: Legislative Compliance

### 1. PURPOSE:

<b>Function:</b>	For Information
<b>Nā:</b>	Liam Sloan – Chief Executive
<b>Te rā:</b>	17 August 2020
<b>Purpose:</b>	<p>The purpose of this paper is:</p> <p>To update the Board on NMIT's legislative compliance status.</p>
<b>Recommendation(s):</b>	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.

## 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	Y				
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	Y			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	Y				
Copyright Act 1994	Sue Smart	Y			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	Y				
Harmful Digital Communications Act 2015	Sue Smart	Y			Staff Social Media Policy; NMIT Social Media Guidelines	
Te Ture Mō Te Reo Māori 2016 Māori Language Act 2016	Olivia Hall	Y			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	Y				
Child Support Act 1991	Tony Macfarlane	Y				Relates to the deduction of Liable Parent payments from wages.
Employment Relations Act 2000 Employment Relations Amendment Act 2018	Tony Macfarlane	Y			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	Y				

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 (Privacy) 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	✓				

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	✓				
Gas Act 1992	Grant Kerr	✓				
Historic Places Act 1993	Grant Kerr	✓				
Land Transport Act 1998	Grant Kerr	✓			Safe Driving and Fleet Management Policy	
Occupiers Liability Act 1962	Grant Kerr	✓				
Public Bodies Contracts Act 1959	Grant Kerr	✓				
Public Records Act 2005	Grant Kerr	✓			Records Management Policy	Plans in place to support compliance requirements with ongoing programme of work.
Radiation Protection Act 1965	Grant Kerr	✓				
Resource Management Act 1991	Grant Kerr	✓				
Road User Charges Act 2012	Grant Kerr	✓				
Statistics Act 1975	Grant Kerr	✓				
Food Act 2014 Food Safety Law Reform Act 2018	Grant Kerr	✓				Rata Room, NMIT Café
Financial Reporting Act 2013	Brian Johnston	✓				
Goods and Services Tax Act 1985	Brian Johnston	✓				
Public Audit Act 2001	Brian Johnston	✓				Unqualified audit opinions from Audit New Zealand form part of our evidence of compliance.
Student Loan Scheme Act 2011	Brian Johnston	✓				
Income Tax Act 2007	Brian Johnston / Tony Macfarlane	✓			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	✓			Taxation Treatment for Staff and Contractors; Taxation	See above
Immigration Act 2009	Liam Sloan / Sue Smart / Tony MacFarlane	✓				
Electronic Identity Verification Act 2012	Liam Sloan	✓				
Unsolicited Electronic Messages Act 2007	Sue Smart	✓				
Commerce Act 1986	Sue Smart	✓				
Companies Act 1993	Liam Sloan	✓				
Consumer Guarantees Act 1993	Liam Sloan	✓				
Human Rights Act 1993	Liam Sloan	✓			Harassment Prevention and Management	

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	U				Relevant to the Nelson Polytechnic Educational Society Inc. (225211)
Local Authorities (Members Interests) Act 1968	Liam Sloan	U				Act applies to governing bodies of technical institutes
Local Government Official Information and Meeting Act 1987	Liam Sloan	U				
New Zealand Bill of Rights Act 1990	Liam Sloan	U				
Official Information Act 1982	Liam Sloan	U			Protected Disclosures; Fraud	
Privacy Act 1993	Liam Sloan	U			Fraud	Cognisant that other Acts override Privacy Act.
Protected Disclosures Act 2000	Liam Sloan	U			Protected Disclosures; Fraud	
Sale and Supply of Alcohol Act 2012	Liam Sloan	U			Alcohol at functions on NMIT Campus	SANITI, Rata Room, external functions
State Sector Act 1988	Liam Sloan	U				
Education Act 1989	Liam Sloan	U			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	U				

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:

- |                                                                                     |                                                                                |                                                                           |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Audit New Zealand                               | <input checked="" type="checkbox"/> Ministry of Education                      | <input checked="" type="checkbox"/> Tasman District Council               |
| <input checked="" type="checkbox"/> Civil Aviation Authority                        | <input checked="" type="checkbox"/> Ministry of Primary Industries             | <input checked="" type="checkbox"/> Tertiary Education Commission         |
| <input checked="" type="checkbox"/> Maritime New Zealand                            | <input checked="" type="checkbox"/> Ministry of Social Development (StudyLink) | <input checked="" type="checkbox"/> The Nursing Council of New Zealand    |
| <input checked="" type="checkbox"/> Marlborough District Council                    | <input checked="" type="checkbox"/> Nelson City Council                        | <input checked="" type="checkbox"/> The Social Workers Registration Board |
| <input checked="" type="checkbox"/> Ministry of Business, Innovation and Employment | <input checked="" type="checkbox"/> New Zealand Qualifications Authority       |                                                                           |
|                                                                                     | <input checked="" type="checkbox"/> State Services Commission                  |                                                                           |

#### 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:

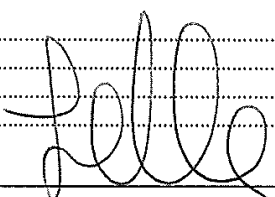
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SIGNATURE:  DATE: 7/8/20



## Te Kaupapa: Common Seal Usage

### 1. PURPOSE:

<b>Function:</b>	For Information
<b>Nā:</b>	Brian Johnston, Finance Manager
<b>Te rā:</b>	12 October 2020
<b>Purpose:</b>	<p>The purpose of this paper is:</p> <p>To provide the Board with a report on the use of the NMIT Common Seal for the period 1 July 2020 to 31 July 2020.</p>
<b>Recommendation(s):</b>	<p>It is recommended that the NMIT Board resolve to:</p> <ol style="list-style-type: none"> <li>1. Receive this report for their information.</li> </ol>

### 2. EXECUTIVE SUMMARY

Below details the use of the Common Seal for the above mentioned reporting period.

Date	Document	Summary of Document	Document Signatory
09/07/20	Supplementary agreement with Ningxia Wine Vocational Skills Training School Co Ltd (4 copies)	Supplementary agreement in respect of the Masters of Applied Management.	Liam Sloan
15/07/20	Co-operation agreement extension with Hubei Polytechnic University (4 copies)	Agreement with Hubei Polytechnic University to extend the current co-operation agreement and increase enrolment numbers.	Liam Sloan

The NMIT Common Seal was not used 1 July – 31 August 2020.





## Te Kaupapa: Nelson Tasman Marlborough Insights

### 1. PURPOSE:

#### FUNCTION:

For Information

#### NĀ:

Wayne Jackson | Chief Executive

#### TE RĀ:

12 October 2020

#### PURPOSE:

The purpose of this paper is to provide the Board with a report produced by MBIE on Local Insight Reports from Nelson-Tasman and Marlborough. This is the first of a series of reports.

#### RECOMMENDATION(S):

It is recommended that the NMIT Board resolve to:

1. Note the contents of the MBIE Insight Reports from Nelson-Tasman and Marlborough.



# Local Insights Report

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Marlborough interim Regional Skills Leadership Group

September 2020



## Introduction

This report provides an overview of the current labour market in the Marlborough region from the members of the interim Marlborough Regional Skills Leadership Group (iRSLG). It focuses on the impacts of COVID-19 on the local labour market and is based on interviews with iRSLG members.

The purpose of this report is to identify Marlborough's immediate labour market challenges and opportunities, and support Government agencies and local stakeholders in their decision making and workforce planning.

The majority of interviews with members were undertaken between 27 July and 12 August, supplemented by content received at fortnightly iRSLG meetings between 3 August and 31 August.

## Highlights

- An existing tight labour market has been exacerbated by COVID-19
- Limitations within the current domestic labour pipeline created a high reliance on overseas labour
- 'Seasonality' is the priority issue in the region
- Skills mapping of key occupations is to provide clarity on matching local talent with training opportunities
- There is local interest in looking at ways to provide year-round seasonal employment, including from labour hire companies who could support such an approach
- Work is underway to estimate the downstream impact of secondary income earners losing jobs
- Spotlight on Wine/Viticulture industry identifies branding and attraction as key hurdles to addressing local perceptions.

## Background - Context and drivers

Marlborough has had an extremely tight labour market for many years. This has been driven by a number of factors, including:

- economic growth exceeding population growth
- an ageing population (Marlborough has an average age of 46, one of the highest in the country)
- significant levels of youth leaving the region for higher education, city living and overseas experience.

These factors mean the pipeline of available domestic labour within the region is not consistent nor large enough to service all sectors. To compensate for the dearth of working-age New Zealanders in the region, Marlborough has traditionally relied upon workers from overseas to fill the demand. The impacts of COVID-19 mean that the supply of overseas workers is likely to be significantly affected by border restrictions resulting in a general contraction in the overseas labour pipeline for an extended period. This is particularly the case for trained or semi-skilled employees, where shortages prior to the onset of COVID-19 are being exacerbated by the drop in overseas worker numbers.

An initial focus for the Marlborough interim Regional Skills Leadership Group (iRSLG) is around the need to attract, retain and train more local talent. While the wine industry is acknowledged as the priority industry in need of more local labour supply, other industries such as aged care are also experiencing significant staff shortages.

The iRSLG has identified several underlying drivers, unique to Marlborough, that contribute to the challenges around attraction and retention of a local workforce. Equally, the group recognises that some of the restrictions resulting from COVID-19 actually present opportunities to influence a paradigm shift in terms of how employers source their labour supply and, in doing so, help resolve some of Marlborough's longer-term labour market issues.

## Current regional Labour Market Challenges

### Seasonal nature of work

Much of the work in Marlborough is highly seasonal, particularly in the primary industries, but also in industries dependent on visitor flow such as tourism and hospitality. The temporary nature of seasonal work makes it very difficult to apply for mortgages/loans, or to compete in a hot rental market. It also impacts on benefit entitlements due to the stand-down period which prevents workers from using jobseeker benefits to “bridge the gap” between seasonal roles.

These challenges, coupled with a long-running reliance on overseas workers to fill jobs at peak labour times, mean that few locals see seasonal employment as a viable or sustainable source of income.

Compounding these challenges is the perception that many seasonal employers offer only “sunshine wages” - this is where lower wages are paid and supposedly offset by a higher quality of life in the area. However, median annual household income data sees Marlborough ranked 8th out of 16 regions, with an annual median income of \$79,300<sup>1</sup>. Marlborough’s median household income is comparable to that of regions with similar climates and industry make-up such as Hawke’s Bay (\$77,700), Tasman (\$78,200) and Nelson (\$79,400). The challenge, and ultimately the opportunity, for seasonal employers in Marlborough is to show prospective employees that there are potential pathways to earning a good income.

### Meeting industry needs through local training

iRSLG members representing industry as well as wider stakeholders have highlighted that the demand for labour in Marlborough is immediate, however it takes time to train new workers. Forestry firms for instance require competent machine operators and fellers that cannot be trained overnight - so having more people available for work does not necessarily help these industries fill these occupations in the short-term.

The immediate challenge is to ensure that industry needs are being met as much as possible by aligning training offerings. Parallel to this, industries and employers need to show they have viable careers so people can have confidence to commit to staying in the industry and upskilling.

There is a risk that the short-term labour force needs may undermine longer-term planning for some industries and delay any shift to training more locals. The iRSLG members describe a need for urgency in this space, particularly in the Viticulture industry. The members will support the definition of the skill and experience levels of the existing skilled vintage workers<sup>2</sup> who remain in the region. This will help to give an understanding of which roles can be filled locally, and what training needs to be provided to ensure local talent can fulfil employers’ requirements.

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<sup>1</sup> This data comes from Statistics New Zealand’s Income Survey, with some adjustments made using the Census to give robust data for smaller regions. The Income Survey is a Household Labour Force Survey (HLFS) module, which means the data comes from households rather than businesses – so if someone is living in Marlborough, their income will count to Marlborough’s total, regardless of who they work for.

<sup>2</sup> Vintage workers include cellar hands, wine makers and lab assistants

## Current regional Labour Market Opportunities

### Year-round seasonal employment

The Marlborough iRSLG suggested an opportunity to combat the reluctance of locals to enter seasonal employment. This is to offer year-round employment through multiple employers across a variety of primary industries. This 'labour-hire company' approach will provide a method to mitigate some of the difficulties (outlined above) that seasonal work entails and that contribute to local perceptions of seasonal work.

One local contracting firm has already indicated its willingness to support such a working arrangement. Further work is required from Government and wider industry to ensure sustainable employment is offered, along with the opportunity to upskill. The Marlborough iRSLG is aware that this is also an area of focus for the Nelson-Tasman iRSLG and intends to share information and work collaboratively in this space. Future-focussed solutions to seasonality will help to mitigate the reliance on overseas workers, as well as support long-term jobseekers and the newly-unemployed (as a result of COVID-19) into meaningful work.

### Flexibility of local training offerings

There is an emerging opportunity to bridge some of the existing skills gaps by polytechnics becoming more flexible with how they offer their courses and respond to industry needs. Already this is seeing the Nelson Marlborough Institute of Technology (NMIT) offering student intakes more frequently than the traditional two cohorts per year. For example, a 19-week cellar hand course is now being offered locally.

One member suggested another opportunity to boost training outcomes by offering six months of employment in season, followed by six months of complementary training. NMIT are currently working on this to find new ways to structure themselves in order to accelerate people that are already working to get a foot in a door elsewhere or a higher-level role.

## Short term regional labour market opportunities and challenges

In general, there is a lot of uncertainty about what the labour market actually looks like now, as the current wage subsidy is likely to be hiding the true scale of the impact of COVID-19. Several members noted that they are expecting to see a large number of redundancies once the wage subsidy ends. Already, reduced hours for those in casual working conditions is causing uncertainty for many households and whānau, and this is creating a greater reliance on local welfare support which can only extend so far.

Several members spoke about a "bubble ready to burst" in relation to local spending, household welfare and employment outcomes. One member identified the issue that many secondary income earners (mostly women, working mothers) have lost their jobs but will not show up in unemployment data as they may not qualify for the jobseeker benefit if they have a working partner. This is an important insight on the downstream impacts on the region as the incomes of this cohort tend to be put towards discretionary spending that support local retail and hospitality businesses.

Members also note that, despite the reported layoffs, there are lots of opportunities on both the supply and the demand side but support is needed to match these up. This would be greatly supported by the disaggregation of Government data on Marlborough from that of Nelson-Tasman and West Coast<sup>3</sup>.

## Spotlight on Industry: Wine/Viticulture

The wine sector is the largest industry in Marlborough, with one-in-five Marlburians employed via the wine industry. Wine's contribution to the Marlborough economy has grown by 300% since 2000 and continues to grow.

Skills gaps and labour shortages occur as the wine industry's rapid growth outpaces labour supply. For example, in a 2018 survey of employers in Marlborough 80% said it was difficult to fill vacancies/very difficult, or they could not fill vacancies at all.

### Seasonality considerations

The wine industry experiences significant seasonal peaks in labour demand in both viticulture (grape growing) and winemaking occupations. Like other horticultural industries (e.g. apples and kiwifruit), viticulture relies on the Recognised Seasonal Employer (RSE) scheme to recruit workers from overseas for seasonal work when there are not enough New Zealand workers. In 2019 approximately 3,000 RSE workers were employed in the winter season and 1,000 in the summer season to supplement the local workforce and 'backpackers' on the working holiday visa scheme.

Each vintage, when the grapes are harvested, approximately 1,000 vintage cellar hands from around the world join 500 local staff to make wine. The 2021 vintage is fast approaching but, given the drop in overseas workers from COVID-19 border restrictions, employers are facing significant staff shortages. Comments from the Minister of Immigration on 10 September 2020 suggest some extensions may be given for skilled foreign nationals already in New Zealand, however employers are still seeking certainty.

The seasonal nature of the work and the previous reliance on overseas workers contributes to local perceptions about career viability and income levels within the wine industry specifically. Ministry for Social Development data indicates that there are approximately 1000 work-ready jobseekers in Marlborough, however they have reported challenges over winter 2020 where there was little interest from jobseekers in picking up seasonal viticulture work. This challenge persists despite the labour shortages in the industry and new opportunities to upskill once employed.

### Branding and attraction

The wine industry employment brand is not as strong as it needs to be and has not kept pace with the rapid growth of the industry. Underinvestment in the wine industry employment brand has allowed negative perceptions of the industry to develop. Many locals are not aware of the career opportunities in the wine industry or pathways for entry. The wine industry member on the group reports that parents steer their children away from the wine industry at events such as the Marlborough careers evening.

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<sup>3</sup> Government reporting most often combines these regions and reports figures for the "top of the south" cluster. This makes it impossible currently to identify the scale of impact experienced in each region independently.

There is a lot of work to be done now that the wine industry must rely on local people as the main source of labour for the foreseeable future.

This is true not only of vineyard and winery-based roles but also of the various (often highly-skilled) support roles such as finance, human resources and marketing. The wine industry member has observed something of a self-fulfilling prophecy in that many companies relocate these well-paid roles to the likes of Auckland, when they cannot fill the vacancies from within Marlborough. This reduces the range of jobs in Marlborough and makes the region less attractive to higher-skilled workers which, in turn, reduces the pool of good candidates for those roles, and makes them harder to fill.

There are signs of perceptions towards other sectors shifting as a result of COVID-19 and the redeployment of workers that it is occurring. For instance, Nelson-Marlborough District Health Board has seen a number of job applicants who had previously never considered the health sector.

The iRSLG members identified several potential avenues to increase the labour supply pipeline for viticulture and winemaking (e.g. young people who have lost jobs that are no longer viable, school leavers, and overseas nationals stuck in Marlborough post-2020 vintage). They feel employers and providers need to harness the changing attitudes of locals and support them into sustainable jobs. Members have identified the need for a comprehensive package around attraction and retention that includes work with schools, tertiary institutions and exploring new ways of providing job seekers with relevant work experience opportunities that make them aware of all that is available.





# Local Insights Report

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Nelson-Tasman interim Regional Skills Leadership Group

September 2020



## Introduction

This report provides an overview of the current labour market in the Nelson-Tasman region from the members of the interim Nelson-Tasman Regional Skills Leadership Group (iRSLG). It focuses on the impacts of COVID-19 on the local labour market and is based on interviews with iRSLG members.

The purpose of this report is to identify Nelson-Tasman's immediate labour market challenges and opportunities, and support Government agencies and local stakeholders in their decision making and workforce planning.

The majority of interviews with members were undertaken between the 1 and 14 August.

## Highlights

- Predominance of seasonal work in the region creates difficulty attracting and retaining workers
- Changes to contracting arrangements seen as businesses cautiously rebound and rehire staff – on short term contracts only
- Softening in off-shore markets create challenges for local businesses forecasting demand
- Geographic remoteness adds additional challenge to filling high skill vacancies
- Youth demographic are most affected in region - particularly young expats returning to their family
- Opportunity to rethink careers, life-long learning and resilience
- Increasing numbers of displaced people are seeking to pivot into self-employment and establish their own business.

## Current regional labour market challenges

### Seasonality is one of the main challenges

Members identify the most common barrier to attracting and retaining workers is the seasonal nature of the work available. Seasonality affects a number of industries across the region - in 2019 ~20% of all employees in the region worked in industries with high proportions of seasonality<sup>1</sup>.

The primary concern of members is the labour supply pipeline for the 2021 season of the Horticulture, Viticulture and Fishing industries. This pipeline has traditionally relied on temporary migrant workers, particularly those through the Recognised Seasonal Employers (RSE) scheme and people on working holiday visas. Given that the supply of overseas workers is likely to be significantly affected by border restrictions, there is a need to attract and retain more local talent.

### Business perspective

Business confidence appears to have dropped significantly as a result of the recent COVID-19 Alert Level changes.

Most businesses interviewed report they let workers go earlier in the year in response to the restrictions of higher COVID-19 alert levels, but are now trying to rehire them due to increased demand from domestic markets. Businesses are hiring staff back on short-term contracts to ensure they retain the flexibility to respond to demand. However, with the resurgence of COVID-19 on 12 August 2020 and the return to higher alert levels, members report that business confidence appears to have dropped significantly.

Decreased demand for some export items and products is being seen as a result of contraction in economies in off-shore markets. The decrease is reducing immediate export returns and challenging forecasting.

Members note that some highly skilled occupations have vacancies that are hard to fill, chefs and horticultural roles for example. In particular members discussed the difficulties in filling vacancies in geographically remote areas in the region such as Murchison and Takaka.

### Who is being affected?

Members identify that youth in the Nelson-Tasman region are being hit particularly hard by the COVID-19 situation. Young people, for example, school leavers, are anxious about future job prospects. Youth coming back from overseas have returned to their families and are unsure about the future and what they can offer. There are also a high number of youth not in employment, education or training (NEETs). We need to think about how best to engage with this population.

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<sup>1</sup> Stats NZ Business Demography Statistics: this figure includes the employee count for the Agriculture, Forestry and Fishing industries, and the Accommodation and Food Services industries.

Other barriers noted by members include:

- Drug use (due to the drug testing requirements of some employers)
- Transport to jobs (including lack of licences, access to suitable vehicles, and public transport availability)
- There are a number of people currently seeking work that are not the type that employment agencies are traditionally used to working with
- An increased number of low skilled workers seeking employment – they are the first to go and the hardest to get back into the workforce.

## Current regional labour market opportunities

Members note there are an increasing number of requests for support from people seeking to establish their own business. These people may have lost their jobs and are seeking to pivot into self-employment. Additionally, due to COVID-19 forcing a shift to more online trading, businesses are now seeking to stand out in the digital space and are seeking support in that area.

Agile businesses seem to pivot quickly and are utilising short term contracts for staff engagements. Whilst this can be a dis-incentive for employees it can be an opportunity to “re-package” work/job modules to form a career, and supplement these modules with education and training (on-job, modular etc).

The importance of good customer and stakeholder relationship management has been highlighted by members, especially with off-shore partners, so that demand and supply chains can be maintained and fostered as much as possible.

The opportunity to stop and refocus the business and employees on resilience and agility was noted and a “Re-Set” of priorities was encouraged.

Members advocate this as a time to rethink the regions current strategies for providing career advice and education - specifically to look at what we need to be providing and how. Sectors and employers need to show they have viable careers that people can stay in and upskill. We should facilitate opportunities for people to stop and re-think their futures – no matter what sector they came from, and what sector they’re interested in.

There are employment shortages ahead, so we need to create pipelines into the roles with intensive career training. While people will need to retrain, this takes time and requires strategy. If the pathways to transfer were easier, more people may transfer. Retraining could be a focus area to ensure we have the people we need in the roles that they want. We should use initiatives such as the flexi-wage scheme as an incentive to help people pivot between industries (eg from tourism to fisheries) and step into those roles with a longer-term career plan.

To assist labour supply and demand across the seasonal peaks there is an opportunity for a neutral entity to coordinate and manage both employee opportunities and job vacancies. The current Work the Seasons webpage informs potential workers about potential jobs. This coordination could facilitate meaningful seasonal careers, secure seasonal workforce supply, and align ongoing training, education and development models.

Now is the time to think about new employment and training models. As the 40+ age group is a significant Nelson Marlborough Institute of Technology cohort, our approach to education and training has to change.

Possible examples include:

- Career change training
- Short-term training with apprenticeships
- Residential short-term intensive training
- Student/education structures to allow people to work and train simultaneously
- Filling seasonal gaps with disengaged groups but support with training.

## **Short term regional labour market opportunities and challenges**

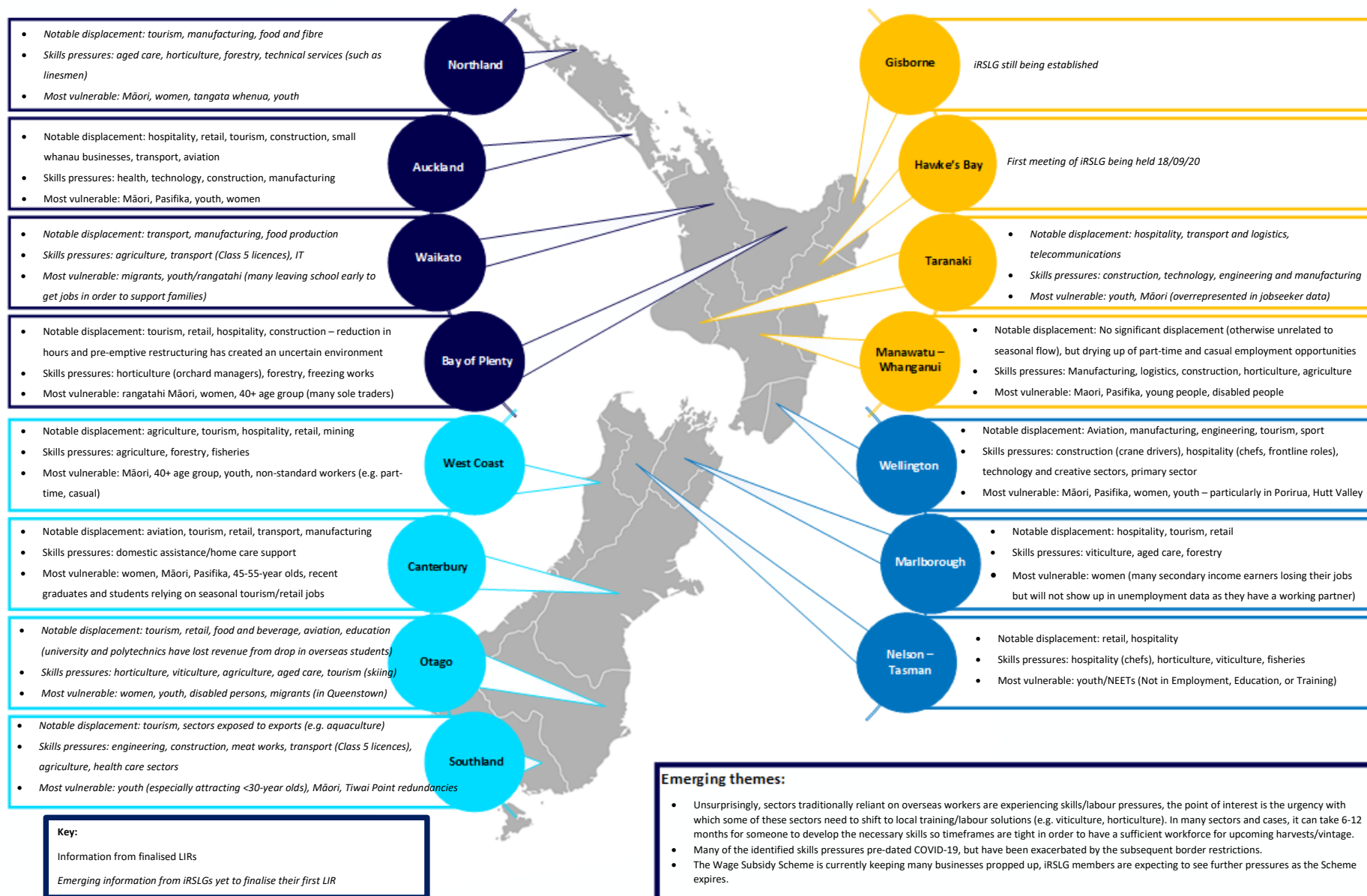
Right now, there is a lot of uncertainty about the actual labour market situation. Some businesses may be taking a shorter-term view with planning than usual, and the recent changes to alert levels has resulted in a noticeable decline in business confidence.

Members note that once the wage subsidy ends there will be stress on smaller businesses in particular. Smaller businesses can lack resilience, and they may be less inclined to take risks, so they will need support. Government systems seem to be focused on big entities, and the Ministry for Social Development is individual-focused – there is a need for a similar Small and Medium Enterprise (SME)-focused model.

**Qualitative data sources:**

1. Interviews with all 13 members (not including the Regional Public Service Lead)
2. Notes from iRSLG meetings

## REGIONAL SKILLS LEADERSHIP GROUPS – HIGHLIGHTS FROM LOCAL INSIGHTS REPORTS





## Te Kaupapa: Operational and Financial Parameters

### 1. PURPOSE:

**FUNCTION:**

For Information

**NĀ:**

Wayne Jackson | Chief Executive

**TE RĀ:**

12 October 2020

**PURPOSE:**

The purpose of this paper is to provide the Board with an update on the material changes to the Operating and Financial Parameters that were updated and approved by NZIST 24 September 2020. NMIT Policies that are impacted by change will be reviewed and forwarded to the meeting of the NMIT Board of Directors in November 2020.

**RECOMMENDATION(S):**

It is recommended that the NMIT Board resolve to:

1. Note the changes to the OFP and, in particular, their impact on the NMIT Policies for Delegations to the Chief Executive, and Investment.

### 2. EXECUTIVE SUMMARY

See the Chief Executive Report for a summary of changes

**New Zealand Institute of Skills and Technology  
(NZIST)**

**Operational and Financial Parameters Direction - Nelson  
Marlborough Institute of Technology Limited**

(the **Company**)  
(Clause 7.2 of the constitution of the Company)

**Dated**                **24 September 2020**     **(Effective Date)**

**Introduction**

- A. The Company is a wholly-owned subsidiary of the New Zealand Institute of Skills and Technology (**NZIST**).
- B. Pursuant to clause 7.2 of the constitution of the Company (the **Constitution**), NZIST may from time to time issue to the Company a written Operational and Financial Parameters Direction (an **OFP Direction**), which specifies:
  - (i) the applicable thresholds or financial limits for categories of transactions which require approval as Reserved Matters (as that term is defined under the Constitution) by NZIST as the sole shareholder of the Company;
  - (ii) restrictions or parameters applicable to the Company in respect of operational matters; and/or
  - (iii) matters in respect of which the Company must give NZIST reasonable notice, consult with NZIST and have due regard to NZIST's comments.
- C. This OFP Direction has been prepared by NZIST in the context of the open, transparent and continuous reporting and ongoing communication expected between the Company and NZIST, as further set out in the letter of expectations from NZIST to the Company dated 15 May 2020.

**OFP Direction**

NZIST hereby gives notice to the Company that with effect on and from the Effective Date:

**Financial Parameters**

- 1. In accordance with clause 7.2(a) and paragraphs (a) to (f) of Schedule 2 of the Constitution, where the Company proposes to make a decision on any of the following matters (including agreeing to or committing to do such matters), it must first obtain the prior written consent of NZIST (and where consent of the Secretary (as defined in the Education and Training Act 2020 (the **Secretary**)) is also required for the relevant matter, NZIST will seek consent from the Secretary for and on behalf of the Company if NZIST considers it is appropriate to give its prior written consent to the relevant matter):

	<b>Decision</b>	<b>Threshold Amount</b>	<b>Relevant Reserved Matter</b>
(a)	<b>Capital expenditure</b> The incurring by the Company (in a transaction, or series of related transactions) of any capital expenditure:	An amount equal to or greater than the threshold amount (or level of risk) set by the Secretary pursuant to section 327 of the Education and Training Act 2020	Schedule 2, paragraph (a) of the Constitution



	Decision	Threshold Amount	Relevant Reserved Matter
	<ul style="list-style-type: none"> <li>which will, or is likely to, result in the Company exceeding its capital expenditure budget in the annual budget; and/or</li> <li>if the cost of, or level of risk of, the capital project is equal to or above the Threshold Amount specified in the next column and:                             <ol style="list-style-type: none"> <li>the capital project is not within a capital plan of NZIST approved in writing by the Secretary; or</li> <li>NZIST has not already obtained the written consent of the Secretary for the capital project.</li> </ol> </li> </ul>	(or section 222N of the Education Act 1989)	
(b)	<b>New Debt</b> <ol style="list-style-type: none"> <li>The incurring by the Company of any new borrowing or any other indebtedness or liability in the nature of borrowing (except in relation to any finance leases) in excess of the Threshold Amount specified in the next column.</li> </ol>	Zero	Schedule 2, paragraph (b) of the Constitution
	<ol style="list-style-type: none"> <li>The Company entering into any new finance lease that would result in the Company's Tier 1 borrowing being in excess of the Tier 1 "exempt borrowing" limit in the Ministerial Determination on Exempt Borrowing (<a href="https://gazette.govt.nz/notice/id/2014-go2538">https://gazette.govt.nz/notice/id/2014-go2538</a>)</li> </ol>	N/A	
(c)	<b>Drawdown on existing debt facilities</b> The Company drawing-down on any debt or borrowing facilities (in a transaction, or series of related transactions) in: <ol style="list-style-type: none"> <li>advance of the budgeted draw-downs for the financial year; and/or</li> <li>excess of the budgeted debt draw-downs for the financial year by the Threshold Amount specified in the next column.</li> </ol>	Any amount that would result in budgeted debt draw-downs for the financial year being equal to or greater than 105% of budgeted debt draw down-downs for the financial year	Schedule 2, paragraph (c) of the Constitution

	Decision	Threshold Amount	Relevant Reserved Matter
(d)	<b>Disposal of property assets</b> The leasing or sale, assignment gifting, lending, transfer (including to any trust) or any other disposal (including any demolition of a building) of property assets or interests in property assets (in a transaction, or series of related transactions) by the Company where the value of the property asset or interest exceeds the Threshold Amount specified in the next column.	An amount equal to or greater than the property asset disposal threshold determined by the Minister of Education pursuant to section 192(5) of the Education Act 1989 or section 282(5) of the Education and Training Act 2020. See further: <a href="https://www.tec.govt.nz/teo/working-with-teos/tei/asset-management-teis/land-buildings/">https://www.tec.govt.nz/teo/working-with-teos/tei/asset-management-teis/land-buildings/</a>	Schedule 2, paragraph (d) of the Constitution
(e)	<b>Disposal of non-property assets</b> The leasing or sale, assignment, gifting, lending, transfer (including to any trust) or any other disposal of non-property assets or interests in non-property assets (including cash and any other financial assets) in a transaction, or series of related transactions by the Company in excess of the Threshold Amount specified in the next column.	An amount equal to or greater than the threshold amount for disposals of plant and equipment and financial assets as determined by the Minister of Education pursuant to section 192(5) of the Education Act 1989 or section 282(5) of the Education and Training Act 2020. See further: <a href="https://www.tec.govt.nz/teo/working-with-teos/tei/asset-management-teis/sale-plant-equipment-financial-assets/">https://www.tec.govt.nz/teo/working-with-teos/tei/asset-management-teis/sale-plant-equipment-financial-assets/</a> <i>Note that the definition of “non-property asset” for the purposes of this paragraph 1(e) is wider than the definition of asset referred to in the TEC guidance noted above. The threshold amount calculated pursuant to that guidance applies to the wider definition of non-property assets under this paragraph 1(e).</i>	Schedule 2, paragraph (d) of the Constitution
(f)	<b>Charging of assets</b> The mortgaging or charging of assets or interests in assets (in a transaction, or series of related transactions) by the Company in excess of the Threshold Amount specified in the next column.	An amount equal to or greater than \$500,000	Schedule 2, paragraph (e) of the Constitution
(g)	<b>Leases and licences</b> Entering into any leases or licences (but excluding where a counterparty exercises any rights of renewal) of land or buildings or parts of buildings by the Company (either as grantor or grantee): <ul style="list-style-type: none"> <li>where the annual rent payable or receivable is in excess of the</li> </ul>	An amount equal to or greater than \$400,000	Schedule 2, paragraph (f) of the Constitution

	Decision	Threshold Amount	Relevant Reserved Matter
	<p>Threshold Amount specified in the next column; or</p> <ul style="list-style-type: none"> <li>which is for a term (including any rights of renewal) in excess of three years.</li> </ul>		

### Operational Parameters

2. In accordance with clause 7.2(b) and paragraph (t) of Schedule 2 of the Constitution, where the Company proposes to make a decision on any of the following operational matters, it must first obtain the prior written consent of NZIST:

#### *Chief Executive*

- (a) approval of any change to the remuneration of the Company's Chief Executive;
- (b) approval of any remuneration for any new Company Chief Executive;
- (c) approval of any proposed changes to the terms and conditions of employment of the Company's Chief Executive or approval of any proposed terms and conditions of employment of a new Chief Executive of the Company;

#### *MECA*

- (d) negotiation and agreement of any Multi Employer Collective Agreement;

#### *Business Systems*

- (e) any decision relating to the change, development and implementation of business systems which is materially inconsistent with the guidelines and material transaction limits adopted by NZIST, as notified to the Company from time to time;

#### *Student fees and academic policies*

- (f) setting student fees outside of the annual budget agreed by the Company with NZIST;
- (g) adoption of any academic policies or student regulations and statutes that are inconsistent with any model academic policies or model student regulations and statutes notified by NZIST to the Company from time to time;

#### *Mix of provision and programme delivery*

- (h) any decision to remove a programme from, add a programme to, or change any programme on (where the change would result in a material change to the nature, scope and purpose of that programme that would impact on the NZIST network of programme delivery), the list of programmes prepared by the Company to support the Company's then-current investment plan provided to the Tertiary Education Commission for the purposes of the Company obtaining SAC funding;
- (i) any decision to change the scope of regional delivery of programmes, including the delivery of programmes outside the region in which the Company predominantly operates or the delivery of programmes outside New Zealand;

*Marketing*

- (j) any decision relating to the design or implementation of regional or international marketing which is materially inconsistent with the brand standards and/or the marketing approach adopted by NZIST, as notified to the Company from time to time.

**Matters requiring notice and consultation**

- 3. In accordance with clause 7.2(c) of the Constitution, the Company must give NZIST reasonable notice, must consult with NZIST and must have due regard to NZIST's comments in relation to any of the following matters in advance of the relevant decision or fact, matter or circumstance occurring:

*Expenditure and revenue*

- (a) the Company being likely to exceed, or exceeding, 102% of its total budgeted operating expenditure for a financial year;
- (b) the Company being likely to receive less than, or receiving less than, 98% of total budgeted revenue for a financial year;

*Appointment and Performance Review of Chief Executive*

- (c) appointment of the Company's Chief Executive and the performance review of that Chief Executive;

*Student regulations and statutes*

- (d) except where additional consent requirements apply under paragraph 2(g) above, adoption of any new student regulations and statutes and/or amendment to any existing student regulations and statutes;

*Statement of Strategic Intent*

- (e) the development and adoption of the Company's statement of strategic intent;

*Employment*

- (f) initiating bargaining for, bargaining, and entering into any Collective Employment Agreement (other than a Multi Employer Collective Agreement, which requires NZIST approval pursuant to paragraph 2(d) above) with employees of the Company on the basis that:
  - (i) the Company is required to ensure that the terms of any concluded Collective Employment Agreement are within agreed parameters set by NZIST as notified to the Company from time to time, with approval required from NZIST if it is proposed to include terms in the Collective Employment Agreement which are not within the agreed parameters; and
  - (ii) the Company is required to advise NZIST if the parties are having difficulties in concluding a Collective Employment Agreement;
- (g) any proposed restructuring of the Company which would, in the Company's view, have a substantial impact on NZIST's strategic direction and initiatives as notified by NZIST to the Company from time to time. For any other proposed restructuring, the Company is expected to (i) participate in any NZIST group transition programme that exists, and (ii) notify NZIST of the outcome, in each case in order to keep NZIST informed.

**Matters requiring notice**

4. The Company is required to notify NZIST (but is not required to consult with NZIST) where there are any new employment policies introduced.

**Revocation of previous Operational and Financial Parameters Directions**

5. Each Operational and Financial Parameters Direction previously issued by NZIST is revoked and replaced by this Operational and Financial Parameters Direction.

**SIGNED** for and on behalf  
**New Zealand Institute of Skills and Technology**  
by:



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**Stephen Town**  
**Chief Executive**



Level 1, Wintec House  
Cnr Anglesea and Nisbet St  
Hamilton 3204  
pmo@vocationaleducation.ac.nz

23 September 2020

Daryl Wehner  
Board Chair  
Nelson Marlborough Institute of Technology Limited  
By email: daryl.wehner@icloud.com

Cc: Wayne Jackson  
Acting Chief Executive  
Nelson Marlborough Institute of Technology Limited  
By email: wayne.jackson@nmit.ac.nz

Tēnā koe Daryl,

**Annex to Letter of Expectation  
Working Draft Te Tiriti o Waitangi Excellence: Te Pae Tawhiti**

E mihi ana i roto i ngā tini āhuatanga ō te wā

On 15 May 2020 I wrote to you setting out the expectations of the NZIST Council for Nelson Marlborough Institute of Technology. I noted that delivery against these expectations is a critical element towards our goal of transforming vocational learning – to make it more responsive to the needs of all regions of New Zealand, their learners, industries, employers, and communities.

Within that letter I also articulated that NZIST expects all subsidiaries within our network to prioritise urgency of action regarding Te Tiriti o Waitangi; and that we would work with you to give effect to this together. This letter follows up on that commitment.

I advise Council has now agreed on our working draft Te Tiriti o Waitangi Excellence Framework for use within NZIST, and within and across all subsidiaries. It is called **Te Pae Tawhiti** and is attached for your reference (pre-publication format).<sup>1</sup> Our expectation is that you will consider the framework, provide feedback on it to NZIST, and begin work towards implementing Te Pae Tawhiti throughout all activities, noting that some actions are required this year.<sup>2</sup>

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<sup>1</sup> A publication version will be made available after NZIST naming and branding matters are concluded.

<sup>2</sup> Note Te Pae Tawhiti is a working draft as it is important to us to hear more of the views from Māori learners, and their whānau, and from iwi and Māori communities, as to their needs and aspirations from NZIST. We expect to further co-design and improve Te Pae Tawhiti with our Te Tiriti partners over the coming years. Initial information drawn upon to support the develop of Te Pae Tawhiti is available here:  
<https://conversation.education.govt.nz/conversations/education-conversation/what-you-told-us/korero-about-the-future-of-maori-education/>

Te Pae Tawhiti provides guidance in the form of some key reflective questions to ask of yourselves, your leadership team, and staff, when conducting your business. It does not replace your existing initiatives that are designed to uphold Te Tiriti commitments to iwi partners or Ngāi Māori; to that end, the NZIST Council recognises that unique subsidiary-level responses are required to meet the needs and aspirations of the diverse Māori communities served across our network. We encourage you to continue with all initiatives focused on achieving partnership and equity in service delivery and outcomes.

Te Pae Tawhiti will, however, assist in ensuring shift-of-scale across the entire network, ensure consistency of service quality, and promulgate best practice. It requires each subsidiary to engage in self-reflective practice and to demonstrate what actions are being undertaken, in collaboration with Māori, to deliver on Te Tiriti expectations. The reflective practice aspect also includes self-assessment against key indicators, linked to Te Arawhiti Māori/Crown Relations Office capability frameworks.

You will note an outline of the framework has already been shared with a group of senior Māori Executive staff and with the majority of Chief Executives within our network, so there will be some emerging familiarity with our expectations. Thank you to those of you who have enabled those leaders to participate in this formative work. Now, after further refinement, consultation and consideration, it is time for us to begin implementing it across our network.

To support the implementation of Te Pae Tawhiti, NZIST has assigned a small team of Kaitautoko who are available to work with and support your leadership to embed this mahi. The person available to support your organisation is Janine Kapa.

While achieving Te Tiriti o Waitangi excellence will always be a whole-of-subsidiary matter, I now request your Chief Executive assign a specific internal champion, who can work alongside the Partnership and Equity ('PAE') team within NZIST to ensure the success of this work, given its prominence and importance to NZIST overall. This should be a very senior staff member, given the role requires influence across all business areas. I am expecting the PAE team to work closely with this person, and directly with your Chief Executive, to ensure that Te Pae Tawhiti is fully embraced and enacted.

I also ask that you provide an initial report back on progress, outlining the actions and activities undertaken to fulfil Te Pae Tawhiti to NZIST by 30 January 2021. This report-back should include the application of the self-assessment tool attached to Te Pae Tawhiti, which aligns with guidance from Te Arawhiti / the Office of Māori/Crown relations.

Lastly, times remain both challenging and exciting. COVID-19 has shown us our fragility, and yet also, our resilience. Working together, we have a unique opportunity to truly rebalance the scales and ensure much more equitable outcomes are achieved in the vocational education sector. Council remains united, committed to and focused on that goal.

"Nāu te rourou, nāku te rourou, ka ora ai te iwi"  
Stay safe, nāku noa, nā



Murray W. Strong  
Chairman, NZIST Council

CC: Chris Hipkins, Minister of Education  
Jenn Bestwick, Chair, Tertiary Education Commission

**nzist**



## Te Pae Tawhiti: 2020 to 2025

### Working Draft: Te Tiriti o Waitangi Excellence Framework

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*Ko te pae tawhiti whāia kia tata, ko te pae tata whakamaua kia tina*

*Seek to bring distant horizons closer, and sustain and maintain those that have arrived*

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#### Introduction:

1. In accordance with Te Tiriti o Waitangi, NZIST is focused on ensuring our services work well and respond with excellence to the needs of Māori learners and their whānau, and to the aspirations of iwi and Māori communities throughout Aotearoa. This objective is driven from our legislative mandate, our Charter, regulatory guidance, and from the will of our governing Council. Our Charter duties include:
  - *ensuring that our governance, management and operations give effect to Te Tiriti of Waitangi;*
  - *recognise that Māori are key actors in regional social, environmental, and economic development; and*
  - *respond to the needs of and improve outcomes for Māori learners, whānau, hapū and iwi, and employers.*
2. In working to achieve these outcomes we know it is not Māori learners or communities that need to change to fit with us: rather it is our responsibility to ensure our services improve for the betterment of Māori. We accept the need to ensure 'Māori are enjoying and achieving education success as Māori, as they develop the skills to participate in te ao Māori, Aotearoa and the wider world' - as set out in Ka Hikitia – Ka Hāpaitia, the Government's Māori Education Strategy.<sup>1</sup>
3. This document is our internal guidance for achieving Te Tiriti o Waitangi excellence. Its purpose is to influence and guide our planning, actions and reporting, and importantly how we self-reflect and review ourselves when undertaking those tasks, and ensure they are undertaken in collaboration and partnership with Māori communities.
4. This work has been developed for NZIST to be applied within NZIST, with guidance and support from senior Māori executive staff, Council members and external advisors. In the use and application of this working draft, NZIST expects to work in collaborative partnership to ensure the framework is drawn upon in ways that are appropriate and meaningful for Māori learners and their whānau, and our broader iwi/Māori communities. Partnership, in accordance with Te Tiriti o Waitangi, is necessarily central to the proper use of this strategic guidance. It is expected that through partnership and further co-

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<sup>1</sup> Refer to appendix three for more details on Ka Hikitia.

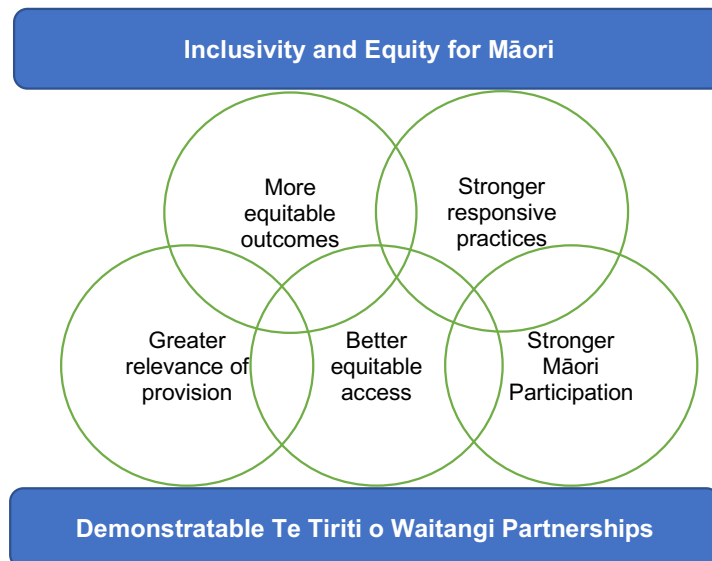




design with our iwi and Māori partners NZIST will be able to strengthen and further embed our work to uphold Te Tiriti o Waitangi in all we do.

**How our Te Tiriti o Waitangi Excellence Framework works.**

5. Our working draft Te Tiriti o Waitangi Excellence Framework - Te Pae Tawhiti - is centred on the duality of continuous obtainment (whakamaau) and pursuit (whāia) of two major objectives and five associated goals as shown diagrammatically below.
6. For each objective and goal there are two leading self-reflective questions. Te Pae Tawhiti is centred on NZIST and our subsidiaries undertaking earnest self-reflective assessment, using these guiding questions, to determine how well we are tracking towards Te Tiriti excellence ('te pae tawhiti') in the achievement of our objectives and goals.
7. Undertaking this work involves embedding Te Pae Tawhiti into all of our activities. This is not a singular area of work, rather it guides our activities across all that we do. Te Pae Tawhiti involves a process of self-reflection and identification of best practice to ensure we uphold our obligations and commitments. We will do this in collaboration and partnership with iwi and Māori communities to ensure our activities are valid and appropriate.
8. Alongside the framework other elements are:
  - a. Our expanded reflective practice questions;
  - b. Our initial evidential indicators;
  - c. Our self-assessment tool; and
  - d. Appendix 1 – legislative, Charter and Ka Hikitia reference points.





## Te Pae Tawhiti: 2020 to 2025

<b>Ko te whakamau i Te Tiriti o Waitangi kia hira, kia ōrite hoki ngā ratonga ki a Ngāi Māori</b>	
<p>I runga i ngā āhuatanga o Te Tiriti o Waitangi, kei te aro a NZIST ki te kōunga o ā tātau ratonga kia āta urupare ēnei ki ngā hiahia o ngā ākonga Māori me ō rātau whānau; ki ngā tūmanako hoki o ngā iwi me ngā hāpori Māori puta noa i Aotearoa. Kei te ara mai tēnei whāinga i te ture, i te tūtohinga, i te whakaaro nui ohoki o tō tāua kaunihera.</p> <p>I runga i te mahi tahi ki te whakatutuki i tēnei whāinga, ehara i te mea me panoni ngā ākonga me ngā hāpori Māori engari ko tātau kē me whakapaipai i ā tātau ratonga e whakapikitia ai ngā huanga mō Ngāi Māori.</p>	
<b>Ā Tātau Mahi Whakaataata</b>	
<p>Kei te whakaatuhia ki raro nei ko ngā whāinga a te NZIST mō Te Tiriti o Waitangi (he tauira ēnei), me ngā pātai mō ā tātau mahi whakaataata. He pātai ēnei me ui e tātau ki roto i ā tātau mahi whakamahere, ki roto i ngā mahi o ia rā, ki roto i ngā mahi tuku pūrongo, ki roto anō hoki i ngā mahi arotake. Katoa ēnei mahi (te whakamahere, te whakatinana, te tuku pūrongo me te arotake) me kōkiri i runga i te mahi tahi ki a Ngāi Māori.</p>	
<b>Ngā Whāinga</b>	<b>Ngā Pātai mō ā taua Mahi Whakaataata</b>
<b>Whāinga 1.</b> <b>Ngā Hononga Tiriti o Waitangi.</b>	<ul style="list-style-type: none"> <li>Kei te oho, kei te whai tikanga ngā hononga a Ngāi Māori ki te Karauna ki roto i ngā wāhanga katoa o te NZIST?</li> <li>Kei te kitea, kei te ārahina hoki ngā mahi whai wāhi ki ngā taumata whakahaere katoa o ngā pito o te NZIST?</li> </ul>
<b>Whāinga 2. Ko te whai wāhi me te ōritetanga mō Ngāi Māori.</b>	<ul style="list-style-type: none"> <li>Kei te haumarū, kei te manaaki hoki ngā wāhi ako mō ngā ākonga Māori, ki tā te Māori titiro?</li> <li>Kei te whakapiki te NZIST me ōna wāhanga katoa i ngā huanga mō ngā ākonga Māori, kei te whakarite hoki he ōritetanga mō Ngāi Māori?</li> </ul>
Kaupapa 1. Kei te hāngai.	<ul style="list-style-type: none"> <li>Kei te hāngai ngā ratonga a te NZIST ki ngā hiahia o ngā hāpori Māori, ā, kua pēhea tātau e mōhio?</li> <li>He aha ngā whakaaro o ngā hāpori Māori mō te NZIST me ōna wāhanga? Kei te kitea mai he taunakitanga mō ngā hononga Tiriti?</li> </ul>
Kaupapa 2. Kei te wātea.	<ul style="list-style-type: none"> <li>Kei te wātea ngā ratonga a te NZIST ki a Ngāi Māori i ngā hāpori katoa?</li> <li>Kei te whai wāhi ngā ākonga ki ngā ākoranga e rite ana mō ā rātau hiahia ako i te NZIST?</li> </ul>
Kaupapa 3. Kei te whai wāhi.	<ul style="list-style-type: none"> <li>Kei te kitea te pai o ngā wheako ako a ngā ākonga Māori?</li> <li>He aha te tautoko ka whakaratoa atu ki ngā ākonga Māori, ā, kei te eke tēnei ki ngā taumata e tika ana?</li> </ul>
Kaupapa 4. Kei te whakatutuki huanga.	<ul style="list-style-type: none"> <li>Kei te pai ngā huanga a ngā ākonga Māori i ngā akoranga me ngā toh? He aha ngā taumata kua tohua?</li> <li>Kei te pai ngā huanga whai mahi, whai orange, whai ahurea? He aha tā tātau e mōhio nei?</li> </ul>
Kaupapa 5. Mahi Whakaataata.	<ul style="list-style-type: none"> <li>Kei te kitea te aro o ngā kaiako ki ngā ākonga Māori, kua pēhea tātau e mōhio, e tautoko, e kōkiri i ēnei?</li> <li>Ka whakatinana ngā mahi whakahaere a te NZIST me āna mahi i Te Tiriti o Waitangi?</li> </ul>

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## Working Draft: Te Pae Tawhiti: 2020 to 2025

<b>Embedding Tiriti of Waitangi Excellence and Ensuring Service Equity for Māori</b>	
<p>In accordance with Te Tiriti o Waitangi, NZIST is focused on ensuring our services work well and respond with excellence to the needs of Māori learners and their whānau, and to the aspirations of iwi and Māori communities throughout Aotearoa. This objective comes from our legislative mandate, our Charter and from the will of our Council. In working to achieve this objective, we know it is not Māori learners or communities that need to change to fit with us: rather it is our responsibility to ensure our services improve for the betterment of Māori.</p>	
<p style="text-align: center;"><b>Our Reflective Practice</b></p> <p>NZIST Te Tiriti o Waitangi excellence outcomes and goals are shown below, along with associated reflective practice questions. These are questions that we ask ourselves in planning, in guiding our everyday activities and reporting, and which we review ourselves against. It is envisaged that these steps (i.e. planning, doing, reporting and reviewing) are undertaken in conjunction with our iwi/Māori partners; and will be further reviewed and improved upon as we extend our partnerships with iwi/Māori.</p>	
<b>Outcomes and Goals</b>	<b>Self-Reflective Practice Questions</b>
<b>Outcome 1.</b> <b>Demonstrable Tiriti o Waitangi Partnerships</b>	<ul style="list-style-type: none"> <li>Are Māori/Crown partnerships active and meaningful throughout the NZIST network?</li> <li>Is partnership engagement and support visible and proactively led at senior governance and leadership levels throughout the NZIST network?</li> </ul>
<b>Outcome 2.</b> <b>Inclusivity and Equity for Māori</b>	<ul style="list-style-type: none"> <li>Is the learning environment safe and welcoming for Māori learners, and are their learning experiences conducive to their success?</li> <li>Is NZIST (centrally and subsidiaries) improving outcomes for Māori learners and ensuring equitable outcomes for Māori learners?</li> </ul>
Goal 1. Greater Relevance of Provision	<ul style="list-style-type: none"> <li>Are NZIST services well matched to the needs of its Māori communities and how is this evidenced?</li> <li>What are the views of Māori communities about NZIST education and service provision for Māori? Is there evidence of strong Tiriti-based partnerships and how this impacts positively on Māori learners' success?</li> </ul>
Goal 2. Better Equitable Access	<ul style="list-style-type: none"> <li>Do Māori have good access to NZIST services in all communities?</li> <li>Are Māori learners accessing optimal provision for their learning needs through NZIST?</li> </ul>
Goal 3. Stronger Māori Participation	<ul style="list-style-type: none"> <li>Does NZIST (and subsidiaries) consistently provide learning environments that are conducive to Māori participation, progression, completion, and ultimately, success as Māori?</li> <li>What systems, structures and services are provided to increase access, engagement and success for Māori learners? How is the success demonstrated?</li> </ul>



Goal 4. More Equitable Outcomes	<ul style="list-style-type: none"> <li>Are overall Māori course and qualification outcomes satisfactory? What targets exist?</li> <li>Are employment and/or social or cultural outcomes satisfactory? What is known?</li> </ul>
Goal 5. Stronger Responsive Practices.	<ul style="list-style-type: none"> <li>Do academic, teaching and support staff have an understanding of culturally responsive and inclusive practice? How do they apply this in their delivery to best meet the needs of Māori learners? How is this measured, tracked and advanced?</li> <li>Do NZIST structures and systems (i.e. governance, leadership, operations) give effect to Te Tiriti o Waitangi? How is this evidenced?</li> </ul>

## Expanded Reflective Practice

Outcomes and Goals	Self-Reflective Practice Questions	Key Concepts Being Considered
<b>Outcome 1.</b> <b>Demonstrable Tiriti o Waitangi Partnership</b>	<ul style="list-style-type: none"> <li>Are Māori/Crown partnerships active and meaningful throughout the NZIST network?</li> <li>Is partnership engagement and support visible and proactively led at senior governance and management levels throughout the NZIST network?</li> </ul>	<ul style="list-style-type: none"> <li>NZIST can demonstrate it works in collaboration with Māori, iwi and hapū partners, as per legislative requirements.</li> </ul>
<b>Outcome 2.</b> <b>Inclusivity and Equity for Māori</b>	<ul style="list-style-type: none"> <li>Are learning settings safe and welcoming for Māori learners, from a Māori learner perspective?</li> <li>Is the NZIST overall, and subsidiaries individually, improving outcomes for Māori learners, ensuring equity for Māori?</li> </ul>	<ul style="list-style-type: none"> <li>NZIST can demonstrate its learning settings are purposefully inclusive for Māori and are focused on ensuring equitable outcomes for Māori learners, as per the Charter and formal Ministerial expectations.</li> </ul>
Goal 1. Greater Relevance of Provision.	<ul style="list-style-type: none"> <li>Are NZIST services well matched to the needs of its Māori communities, how is that known?</li> <li>What are the views of Māori communities about NZIST services and subsidiaries? Is there evidence of strong Tiriti-based partnerships?</li> </ul>	<ul style="list-style-type: none"> <li>Programmes of study/learning on offer that are desired by Māori learners and inspired by iwi and Māori communities (including Māori business and industry needs).</li> <li>Mātauranga Māori is appropriately embedded in programmes of study and prioritised as a learning area available through NZIST.</li> </ul>
Goal 2. Better Equitable Access.	<ul style="list-style-type: none"> <li>Do Māori have good access to NZIST services in all communities?</li> </ul>	<ul style="list-style-type: none"> <li>NZIST network spread and community coverage.</li> </ul>



	<ul style="list-style-type: none"> <li>Are Māori learners accessing optimal provision for their learning needs through NZIST?</li> </ul>	<ul style="list-style-type: none"> <li>NZIST service uptake levels from key Māori population cohorts (e.g. under 25yrs).</li> <li>NZIST programme selection and guidance to Māori learners. (Ensuring Māori learners are in 'the right' courses.)</li> </ul>
Goal 3. Stronger Māori Participation.	<ul style="list-style-type: none"> <li>Is the quality of learning experiences for Māori demonstrably good?</li> <li>What Māori learner support and guidance for success is provided, and how successful is it?</li> </ul>	<ul style="list-style-type: none"> <li>NZIST programme delivery quality for Māori (includes resources, curriculum and teaching.)</li> <li>NZIST pastoral and study support services for Māori.</li> </ul>
Goal 4. More Equitable Outcomes.	<ul style="list-style-type: none"> <li>Are overall Māori course and qualification outcomes satisfactory? What targets exist?</li> <li>Are employment and/or social or cultural outcomes satisfactory? What is known?</li> </ul>	<ul style="list-style-type: none"> <li>EPI outcomes, student satisfaction outcomes.</li> <li>Post-study economic/social/cultural outcome; Māori community satisfaction.</li> </ul>
Goal 5. Stronger Responsive Practices.	<ul style="list-style-type: none"> <li>Are teaching staff demonstrably responsive to Māori learners, how is this known, supported and advanced?</li> <li>Do NZIST governance, management and overall operating approaches give effect to Te Tiriti o Waitangi?</li> </ul>	<ul style="list-style-type: none"> <li>NZIST teaching culture, includes addressing any unconscious bias.</li> <li>NZIST planning, decision-making and reporting processes demonstrate conscious consideration of Māori learners and communities.</li> <li>NZIST governance gives effect to Te Tiriti o Waitangi.</li> </ul>



## Initial Evidential Indicators

Indicators provide examples of the types of practical manifestations that might be seen if outcomes and goals of our Te Tiriti excellence framework are being met. Indicators are not 'sub-goals'. Goals will be established by each subsidiary which fit with their unique operating context.

Outcomes and Goals	Key Concepts and Potential Indicators
<b>Outcome 1.</b> <b>Demonstrable</b> <b>Tiriti o Waitangi</b> <b>Partnership</b>	<ul style="list-style-type: none"> <li>• NZIST can demonstrate it works in collaboration with Māori and iwi partners, hapū and other stakeholders (legislative requirement).                             <ul style="list-style-type: none"> <li>○ Partnership agreements are established/strengthened with iwi/Māori groups who work with NZIST.</li> <li>○ NZIST ensures its Māori Advisory Committee is actively supported and formally considers and responds to advice it receives from the Committee.</li> <li>○ NZIST embeds its Tiriti Excellence Framework throughout subsidiaries.</li> <li>○ Tiriti Excellence planning and reporting is embedded into NZIST Council processes.</li> <li>○ NZIST embeds Māori voice within key leadership and management mechanisms, including at Council, Senior Leadership and Subsidiary leadership levels.</li> </ul> </li> </ul>
<b>Outcome 2.</b> <b>Inclusivity and</b> <b>Equity for Māori</b>	<ul style="list-style-type: none"> <li>• NZIST can demonstrate its learning environment is purposefully inclusive for Māori and are focused on ensuring equitable outcomes for Māori learners, in accordance with the Charter.                             <ul style="list-style-type: none"> <li>○ NZIST sets and achieve targets to improve outcomes for Māori learners.</li> <li>○ NZIST undertakes regular reviews of provision for ensuring Māori learners and communities (including industry) have confidence that settings are inclusive for Māori.</li> </ul> </li> </ul>
<b>Goal 1.</b> <b>More Relevance</b>	<ul style="list-style-type: none"> <li>• Programmes of study/learning on offer that are desired by Māori learners and inspired by Māori communities.                             <ul style="list-style-type: none"> <li>○ Annual mix of provision planning shows Māori input and consultation.</li> <li>○ Annual mix of provision planning shows analysis of Māori demographic figures (i.e. school leaving trends, industry outcomes, etc).</li> </ul> </li> <li>• Mātauranga Māori is appropriately embedded in programmes of study, and prioritised as a learning area available through NZIST.</li> </ul>



	<ul style="list-style-type: none"> <li>○ A mātauranga Māori mix of provision plan exists across the network (i.e. clear decisions on where programmes like Te Reo are offered).</li> <li>○ Mātauranga components of programmes are considered by a Māori academic reference group.</li> </ul>
Goal 2. Greater Access	<ul style="list-style-type: none"> <li>• NZIST network spread and community coverage.                             <ul style="list-style-type: none"> <li>○ Planning shows proximity of services to Māori communities and populations.</li> </ul> </li> <li>• NZIST service uptake levels from key Māori population cohorts (e.g. under 25yrs).                             <ul style="list-style-type: none"> <li>○ Active goals to increase enrolment uptake by take Māori groups (i.e. NEETs, etc).</li> </ul> </li> <li>• NZIST programme selection and guidance to Māori learners. (Ensuring Māori learners are in 'the right' courses.)</li> </ul>
Goal 3. Stronger Participation	<ul style="list-style-type: none"> <li>• NZIST programme delivery quality for Māori (includes resources, curriculum and teaching).                             <ul style="list-style-type: none"> <li>○ Māori academic sub-committee involved in programme reviews (and undertakes cultural-fit audits).</li> </ul> </li> <li>• NZIST pastoral and study support services for Māori.                             <ul style="list-style-type: none"> <li>○ Māori specific pastoral support services are active, and record results of interventions.</li> <li>○ Māori specific query/complaints approach is in place.</li> </ul> </li> </ul>
Goal 4. Better Outcomes	<ul style="list-style-type: none"> <li>• EPI outcomes.                             <ul style="list-style-type: none"> <li>○ NZIST overall and each subsidiary agrees EPI targets for Māori learners annually (including stretch targets).</li> </ul> </li> <li>• Post-study economic/social/cultural outcomes.                             <ul style="list-style-type: none"> <li>○ Monitoring of post study outcomes for Māori learners.</li> </ul> </li> </ul>
Goal 5. Responsive Practices	<ul style="list-style-type: none"> <li>• NZIST teaching culture, includes addressing any unconscious bias.                             <ul style="list-style-type: none"> <li>○ Cultural competencies are embedded within staff performance systems. Anti-racism training targets are set and met.</li> </ul> </li> <li>• NZIST planning, decision-making and reporting processes are informed by the needs of Māori learners and communities.                             <ul style="list-style-type: none"> <li>○ Monthly reporting from subsidiaries and quarterly reporting from NZIST tracks Māori outcomes (against this framework).</li> <li>○ All subsidiaries complete Tiriti-excellence self-assessment work annually.</li> </ul> </li> <li>• NZIST governance gives effect to Te Tiriti o Waitangi (charter alignment).</li> </ul>



	<ul style="list-style-type: none"><li>○ NZIST publishes an annual plan and review of how it gives effect to Te Tiriti o Waitangi.</li><li>○ NZIST openly invites iwi/Māori to review and audit its services, and this information is then used to improve services.</li></ul>
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## Self-Assessment Standard

NZIST accepts achieving Te Tiriti excellence is a continuous activity. To demonstrate collaboration and partnership, NZIST will be transparent about the progress made, as well as areas for improvement. Drawing upon the guidance of Te Arawhiti, the Office of Māori/Crown relations, NZIST intends to annually report on progress made across our network to achieve better outcomes for Māori learners, their whānau and wider iwi/Māori communities.

Rating Level	Te Arawhiti Guidance Explanation <sup>2</sup>
<b>Unfamiliar</b>	Services have little awareness of Māori Crown relationship or how to engage appropriately
<b>Comfortable</b>	Services show basics, able to engage appropriately in a short-term transactional setting
<b>Confident</b>	Service are conducted appropriately and with awareness of what it likely to be important to Māori
<b>Capable</b>	Services are able to lead and advise others, we have deep knowledge in their subject area.

Ratings	Self-reflection: Outcome or Goal alignment with all or most the following characteristics
<b>Unfamiliar</b>	<ul style="list-style-type: none"> <li>• Largely ineffective identification, analysis and action planning for Māori outcomes. Gaps are noteworthy.</li> <li>• Significant weaknesses in processes and service delivery or approaches.</li> <li>• Outcomes and results from services are poor and/or do not meet threshold targets.</li> <li>• Poor or misleading reporting on issues of importance to Māori.</li> <li>• Little demonstrable and authentic cognisance of Māori worldviews demonstrated throughout organisational business approaches.</li> <li>• Only limited collaborative partnership with iwi/Māori communities can be demonstrated.</li> </ul>
<b>Comfortable</b>	<ul style="list-style-type: none"> <li>• Partially effective identification, analysis and action planning for Māori outcomes. Some gaps may exist.</li> <li>• Some weaknesses or inconsistency in processes and service delivery or approaches.</li> </ul>

<sup>2</sup> Note some minor wording modifications to ensure fit with the NZIST context.

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	<ul style="list-style-type: none"> <li>• Outcomes and results from services have some but limited value, relevance or impact potential.</li> <li>• Some areas of reporting on issues of importance to Māori require improvements to improve clarity, timeliness and/or organisational guidance.</li> <li>• There is limited cognisance of Māori worldviews demonstrated throughout organisational business approaches.</li> <li>• Some sporadic collaborative partnership with iwi/Māori communities can be demonstrated.</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>• Effective identification, analysis and action planning for Māori outcomes. Any gaps are minor and not of high significance.</li> <li>• Quality is consistently demonstrated in processes and service delivery/approaches to support outcomes for Māori.</li> <li>• Outcomes and results from services have high value to Māori, relevance and demonstrate positive service impacts.</li> <li>• Reporting and self-review on issues of importance to Māori is clear, genuine, and timely, and forms part of wider organisational guidance.</li> <li>• There is expressed cognisance of Māori worldviews demonstrated throughout organisational business approaches.</li> <li>• Ongoing collaborative partnership with iwi/Māori communities can be demonstrated.</li> </ul>
<b>Capable</b>	<ul style="list-style-type: none"> <li>• Highly effective identification, analysis and action planning for Māori outcomes. There are no gaps of significance.</li> <li>• High quality is consistency demonstrated in processes and service delivery/approaches to support outcomes for Māori.</li> <li>• Outcomes and results from services have high value to Māori, relevance and demonstrate excellent service impacts.</li> <li>• Reporting and self-review on issues of importance to Māori is clear, genuine, and timely, and leads wider organisational guidance.</li> <li>• There is high cognisance of Māori worldviews demonstrated throughout organisational business approaches.</li> <li>• Highly effective and ongoing collaborative partnership with iwi/Māori communities can be demonstrated.</li> </ul>



## Appendix 1 – Key Legislative, Charter and Ka Hikitia Reference Points

### Legislative requirements

- *“Improve outcomes for Māori learners and Māori communities in collaboration with Māori and iwi partners, hapū and other stakeholders”<sup>3</sup>; and*
- *“Acknowledge the principles of Te Tiriti o Waitangi”<sup>4</sup>.*

### Charter requirements

- *“Ensuring that its governance, management and operations give effect to Te Tiriti of Waitangi;*
- *Recognise that Māori are key actors in regional social, environmental, and economic development;*
- *Respond to the needs of and improve outcomes for Māori learners, whānau, hapū and iwi, and employers.”*

There is also further provision in the Charter setting out that inclusivity and equity are core principles, and NZIST must work to meet the needs of all learners, particularly those under-served by the education system, including Māori learners.

### Ka Hikitia Objectives

Through this Te Tiriti Framework, NZIST strives to develop a network of vocational education provision that meets the guiding principles Ka Hikitia – Ka Hāpaitia/The Māori Education Strategy:

- *Excellent Outcomes: We will support Māori learners and their whānau to achieve excellent education outcomes.*
- *Belonging: We will ensure Māori learners and their whānau have a strong sense of belonging across our education system.*
- *Strengths-based: We will recognise and build on the strengths of Māori learners and their whānau.*
- *Productive Partnerships: We will support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes.*
- *Te Tiriti o Waitangi: We will give practical effect to Te Tiriti o Waitangi in the education system.*

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<sup>3</sup> Education and Training Act 2020 Section 9(1)(g).

<sup>4</sup> Education and Training Act 2020 Section 281.

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### Kōrero about the future of Māori education

In 2018, led by the Ministry of Education, Government started a conversation with Māori whānau and communities about what matters most to them in education. More than 2000 learners, whānau and educators came together across Aotearoa in a series of wānanga to discuss the future of Māori education. An online survey was run as part of Kōrero Mātauranga | Education Conversation. Māori comprised 2122, or 12 percent, of the 16,466 people who responded to the survey. The results of the survey back up earlier findings that teaching and learning needs to be culturally responsive, and the education system needs to reflect and foster Māori identity, culture and values.

[Click here to download a copy of the report in Maori.](#)

[Click here to download a copy of the report in English.](#)

Some of the main points made at these wānanga included:

- Māori want tino rangatiratanga – agency and authority – over the education of Māori learners. This means there needs to be a genuine partnership approach across the education system, with leaders who believe in Māori and understand te ao Māori.
- Racism and bias continue to impact Māori learner confidence, achievement, and outcomes.
- A sense of belonging is crucial for Māori to succeed as Māori. Teaching and learning need to better reflect and foster Māori identity, culture and values in all their diversity.
- We need to engage Māori learners in the context of their whānau.
- We need to work towards a bilingual New Zealand. This requires the revitalisation and normalisation of te reo Māori.
- Education to support the holistic wellbeing of ākonga and their whānau with physically, culturally, emotionally, and spiritually safe environments.
- Māori thrive in Māori Medium Education settings. Access to Māori medium pathways across sectors needs to be improved.
- A workforce that is representative of and responsive to Māori. Māori staff need better support and recognition. More Māori teachers and professionals are needed, particularly in te reo Māori, learning support and social services.

## SAFETY, HEALTH AND WELLBEING LEADERSHIP GROUP MEETING MINUTES

<b>Date:</b>	23 July 2020	<b>Location:</b>	A122
<b>Chair:</b>	Liam Sloan	<b>Minutes:</b>	Kim Turner
<b>Start Time:</b>	3:00pm	<b>Finish Time:</b>	4:30pm
<b>Present:</b>	Liam Sloan, Grant Kerr, Carole Crawford (via Skype), Pam Graham, Susannah Roddick, Katrina Marwick, Judene Edgar, Kim Turner.		
<b>Apologies:</b>			

## ACTION LIST

### ACTION ITEMS FROM 23 JULY 2020 MEETING

	TASK	RESPONSIBLE	DEADLINE
1.	Assign two group members to review meeting minutes prior to meeting in order to confirm and approve.	Kim	23 September 2020
2.	Add health monitoring to the induction checklist.	Pam/Tony	31 August 2020
3.	Contribute a high-level update from the Health and Safety Committee prior to the Safety, Health and Wellbeing Leadership Group meeting.	Pam/Katrina	23 September 2020
4.	Follow up with Aviation to ensure the right person for that area is on the H&S Committee.	Carole	August 2020
5.	Assign committee secretary/minute taker to H&S Committee.	Pam	August 2020
6.	Make the following changes to the H&S report before submitting to the Board: <ul style="list-style-type: none"> <li>Change to landscape and align commentary with each reg flag to discuss presented data.</li> <li>Omit risks where there is nothing new to report.</li> <li>Provide an overall summative comment on what lead indicators are saying.</li> <li>Executive Summary should not have any new information that is not present in the report body.</li> </ul>	Pam	Completed
7.	Identify a diary time for the Board to attend a risk session.	Kim/Elizabeth	August 2020
8.	Film and upload SHW Leadership Group vlog.	Tony	7 August 2020

### 1. REVIEW PREVIOUS MEETING MINUTES AND ACTIONS

- The minutes of 29 April 2020 meeting approved by the Group. [Susannah/Carole]
- ACTION: Assign two group members to review meeting minutes prior to meeting in order to confirm and approve.
- Some discussion took place regarding health monitoring requirements. Health monitoring tests can only be strongly encouraged, and not enforced. The suggestion was made to add health monitoring checks to Performance Panels. Pam expressed that the PCBU is responsible for health monitoring however it can be delegated to curriculum areas.
- ACTION: Add health monitoring to the induction checklist. If new staff refuse testing, they must sign to ensure they cannot claim compensation at a later date.

## 2. REVIEW PREVIOUS HEALTH AND SAFETY COMMITTEE MINUTES

- The minutes of the 23 April and 28 May Health and Safety Committee meetings received by the group.
- ACTION: Pam and/or Katrina to contribute a high-level update from the Health and Safety Committee prior to the Safety, Health and Wellbeing Leadership Group meeting.
- One concern from the H&S Committee meeting is that many work groups are consistently absent from meetings. The minutes are differentiated between who has given apologies and who is absent, and it is apparent that there is a lot of non-attendance from high risk curriculum areas.
- Liam specified that it is the business support area or curriculum area manager responsibility to ensure their team is represented and their nominated rep is attending all H&S Committee meetings.
- ACTION: Carole to follow up with Aviation to ensure the right person for that area is on the H&S Committee. The SHW Leadership Group understand that it is a high-risk area and therefore requires consistent representation. The group questioned what barriers may be at play to prevent the rep from attending, and whether an alternative rep is required.
- Katrina suggested that each business support and curriculum area regular team meeting should have a standing health and safety agenda item providing an opportunity for the H&S rep to provide feedback from the committee, and for the team to escalate any issues to the committee via the rep. Furthermore, Susannah suggested that all managers should be receiving H&S meeting minutes.
- Pam acknowledged that she is struggling to both chair and minute the H&S Committee meetings and has requested support. Katrina's view is that Pam cannot possibly do both roles and there is emphasis on importance of capturing minutes and actions.
- ACTION: Assign committee secretary/minute taker to H&S Committee.
- Pam presented suggestions the H&S Committee plan to implement. These include a standing agenda item regarding H&S success stories and chocolate fish nominations; a Polly article following each meeting; Knowledge Base article regarding what H&S reps do and what the H&S Committee achieves. A current H&S rep is receiving training in Polly publishing.
- There were no red flags at the 23 April or 28 May H&S Committee meetings that need to be brought to the HSW Leadership Group attention.

## 3. GENERAL BUSINESS

### Review H&S report

- The Group had a lengthy discussion regarding the contents of the Health and Safety report and how information is presented to the Board. This included the high number of red flags present, the delay in fire evacuation training, and the delay or lack of investigation into incidents.
- Various remedies were considered to reduce the number of red flags and ensure reporting is accurate. Susannah suggested amending the Assura notifications to seven days before a due date instead of two. Judene suggested inductions are timebound and therefore reported on more accurately, however Pam explained this is a more complex and time-consuming process.
- The Group noted that some inductions would have been undertaken during Level 3 and 4 lockdowns, and not entered in Assura as the campus tour would not have been completed.
- Liam suggested the Group reviews what is and isn't included in the risk matrix. He specifically questioned why violence is considered catastrophic with a suggestion to remove.

- Judene reviewed the report from board member perspective and subsequently had questions about the summary of critical risks. She suggested that value was not added by reporting that there is nothing new to report, whereby Grant agreed. Furthermore, if something is a risk then the Board would like to know that audits and investigations are finding the risks and emerging risks are being reported. Operational actions are not required.
- Liam requested additional reporting on health and safety inductions for students and that student reporting is not limited to subjective commentary.
- Suggestions were made to better present the pertinent information to the Board.
  - Change to landscape and align commentary with each reg flag to discuss presented data.
  - Omit risks where there is nothing new to report.
  - Provide an overall summative comment on what lead indicators are saying.
  - Executive Summary should not have any new information that is not present in the report body.
- ACTION: Make the above changes to the Health and Safety report before submitting to the Board.
- The SHW Leadership Group approves the report once the above amendments are actioned.

#### **Review of return to campus**

- The Group identified the following points that NMIT did well during lockdown:
  - Excellent lines of communications including written updates, and the ability to connect with teams online and in forums.
  - Great focus on wellbeing with Tony commenting that engagement through the period was high.
  - Excellent utilisation of technology by staff and students.
  - Application process to access campus during Level 3 was an effective way to manage re-entry.
  - Campus Services excelled in managing cleaning, preparation and signage for a safe return by staff and students.
  - A phased schedule was key to a smooth return to campus.
  - Team NMIT navigated challenging aspects in each department, however all staff managed to work around any limitations placed on them.
- The Group identified the following lessons learned during and following lockdown:
  - Some challenges with wifi and connectivity. These were resolved by loaning devices to staff and students, and working with providers to connect wifi.
  - Much more challenging for staff with children at home, or living with essential workers.
- Additional comments:
  - Each business support or curriculum area managed their return differently.
  - Some areas received clarity around what can and can't be done from home through a forced lockdown. i.e. POD have now realised that they can work off-site, resulting in processes that were developed during lockdown now being implemented as BAU.

- NMIT focused on providing information to help assure staff and students during a stressful time. The Group recognised that information wasn't always timely, however this was sometimes dependant on the government and their communications and rules surrounding lockdown.
- Some staff are still concerned about being back in open plan offices despite there being no community transmission within New Zealand for the last 90 days.

#### 4. DIRECTOR'S HEALTH AND SAFETY CHECKLIST ITEMS

***How do you ensure that actions identified in incident reports, audits and reviews are communicated to the appropriate level within the organisation and effectively addressed by the organisation?***

- NMIT follows a formal structure when an incident occurs. We identify investigations and actions, and links and reminders are sent via Assura to the responsible person to close the loop. The H&S Adviser has a complete overview of what is due or outstanding.
- Performance panels allows for reporting on incidents and inductions.
- Reviews and audits are tracked in Assura.
- H&S walks and identified areas of improvement are added to Assura, which is then forwarded to the manager to assign someone to action. Occasionally actions are completed without the initial issue being logged in Assura, and is not then recorded retrospectively.
- These statistics are then reported to the NZIST Subsidiary Board.

***How do you recognise and celebrate success?***

- Processes are being implemented to recognise and celebrate Health and Safety success. These include:
  - Adding a H&S success story agenda item to H&S Committee meetings, resulting in chocolate fish nominations.
  - Providing a vlog update after each SHW Leadership Group meeting.
  - During learning walks good safety practise are identified and celebrated. These are logged in Assura.

#### 5. ANY OTHER BUSINESS

- The group suggested all board members should take part in a risk session to review and answer the directors health and safety checklist and review high risk areas. Judene suggested a walk-around would provide context to the answers.
- ACTION: identify a diary time for the board to attend a risk session.
- Pam proposed adopting safe365 software. This is health and safety due diligence software, and pam suggested NZIST is moving towards using this software and NMIT could be early adopters.

#### 6. HEALTH AND SAFETY WALK

- Judene, Katrina and Pam completed a Health and Safety walk of G block, ground floor art studios.

**NEXT MEETING:** 23 September 2020



SANITI Report to NMIT Board

**1. Purpose:**

To provide the NMIT board with an update on what SANITI is doing on campus in relation to the Service Level Agreement

**2. Schedule Reporting:**

a. Schedule B (Part One) – Independent Advocacy and Support Services

- 2020 surveys revealed that 95% of student's survey were aware of the SANITI, over 85% of students are aware of SANITI independent advocacy and support services, with 95% of students who had accessed being either very satisfied or satisfied with the service. Students approaching SANITI for support get seen or contacted within one day 95% of the time. 654 student advocacies processed in the first semester of 2020 (not including the hardship fund distributions).
- Concerns to do with the Institute have all been reported on and addressed with areas concerned.
- SANITI advocates support Marlborough, and Woodbourne students via skype/zoom, with fortnightly visits to campus as needed. Presence on the Richmond campus also increased this year in response to more off-site need.
- SANITI advocates supported apprentice programmes with block and night course visits and online/off-site students via messenger/email/skype and zoom.
- Service provision was delivered during COVID-19 lockdowns to minimise disruption to students.
- SANITI survey included a question on the impact of COVID-19 on students. Feedback will be shared and followed up with NMIT.

b. Schedule B (Part Two) – Programme Representation

- This year SANITI did not employ a student rep assistance due to COVID-19, and instead the President and an Advocate has been leading this initiative
- 4 meetings have been completed with the next scheduled 14<sup>th</sup> October on Nelson Campus, 20<sup>th</sup> October in Marlborough and on zoom on 21<sup>st</sup> October.
- Service provision continued during lockdown with students engaging via zoom
- "Hello SANITI" Facebook and email set up for more specific engagement and support during COVID-19 period. This also led to students in the group meeting up post COVID-19 lockdown for a big shared lunch and hangout.
- Programme Representatives policy and procedures will adjust as NZIST directive are developed.

c. Schedule B (Part Three) – Representation on NMIT Committees

- President and Student Representatives are active on committees including Health, Safety and Wellbeing, Academic Committee, Learning and Teaching, Better online Working group, Ethics Committee, Quality Committee (combined), Program Approval Committee and Industry Advisory boards.
- SANITI also participated in the Marlborough Think Tank

d. Schedule C – Sports, Recreation and Cultural Activities

- Over 80 activities to date were held by SANITI in 2020 with more scheduled for Term 4 including a big “Welcome Back” day on the first day of term in Nelson, and second day of term in Blenheim (as Tuesday’s have more classes on campus).
- SANITI have been running additional activities in conjunction with NMIT, as part of an International Wellbeing programme.
- Matariki, Māori language week and mental health awareness week events have been completed successfully.

e. Schedule D – Employment Information

- By August 2020, 707 students registered for the employment information service during 2020 despite COVID-19 lockdown.
- Employment Seminars continuing this year on all campuses including Base Woodbourne, as well as online.
- CV, Interviewing, and Social media skills training has also been provided.
- SANITI Employment Coordinator has also been working with the Mahitahi Colab to ensure students helped into jobs.

f. Schedule E – Operational Management

- Meetings with CE and the Executive set up and held as needed.
- Meetings with Head of Learner Services held fortnightly
- Meetings with Curriculum Directors’ held when appropriate

g. Schedule F – International Activities

- International activities held included Potluck dinners on Nelson campus, a social lunch on Marlborough campus, Pelorus Trip, Abel Tasman Boat trip and social evenings.
- International activities scheduled during the COVID-19 lockdown were cancelled and funds used for student hardship (with the approval of NMIT). Schedule has resumed with trips to Kaiteriteri and Abel Tasman planned for Term 4.
- The International activities are designed to allow students to see the region and experience more of the New Zealand culture.

**Nelson Marlborough Institute of Technology Limited Board Calendar | 2020**

	J	F	M	A	M	J	J	A	S	O	N	D
<b>1. Meeting Schedule</b>												
NMIT Board meeting		20.02	27.03	3.04	18.05	29.06		17.08		12.10	23.11	
Audit & Risk Committee meeting			27.03		18.05	29.06			28.09	05.10 12.10	tbc	
Remuneration & Appointments Committee meeting					20.05	10.06		12.08	16.09	tbc	23.11	
Annual General Meeting												
<b>2. Strategy</b>												
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		
<b>2. Budget (Annual)</b>												
Development (approval of key assumptions)								X				
Adoption										X		
Review/monitor (Forecast Review)		X	X		X	X		X		X	X	
<b>3. Risk and Compliance</b>												
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
<b>4. Policy framework</b>												
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									
<b>5. Board review</b>												
Composition/succession											X	
Evaluation of performance											X	
Remuneration												
Review											X	
Shareholder recommendation											X	
Board sub-committee composition/succession											X	
<b>6. Governance issues</b>												
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
<b>7. Regulatory compliance</b>												
Half-year report and reviewed financial statements								X				
Annual report to shareholders			X									
Statement of Corporate Intent												
- Draft SCI									X			
- Final SCI											X	
<b>8. Financial and operational issues</b>												
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	
<b>9. Health and Safety</b>												
Health and safety tours		X	X			X		X		X		X
		Daryl Toni						Judene		Kathy Tracy		TBC

**Nelson Marlborough Institute of Technology Limited Board Calendar | 2021**

	J	F	M	A	M	J	J	A	S	O	N	D
<b>1. Meeting Schedule</b>												
NMIT Board meeting		1.02	15.03		17.05	28.06		16.8		11.10	22.11	
Audit and Risk Committee meeting			15.03			28.06				11.10		
Remuneration and Appointments Committee meeting					17.05						22.11	

## NMIT Acronyms *[May 2020]*

<b>ACE</b>	Adult and Community Education
<b>ADP</b>	Academic Development Proposal
<b>AMFM</b>	Annual Maximum Fee Movement
<b>ALNAT</b>	Adult Literacy and Numeracy Assessment Tool
<b>ASM</b>	Academic Staff Member
<b>ATEM</b>	Association of Tertiary Education Management Inc.
<b>AUT</b>	Auckland University of Technology
<b>BAM</b>	Bachelor of Arts and Media
<b>BAppSocSci</b>	Bachelor of Applied Social Science
<b>BCOM</b>	Bachelor of Commerce
<b>BCT</b>	Business & Computer Studies
<b>BIT</b>	Bachelor of Information Technology
<b>BMETS</b>	Basic Mechanical Engineering Training Skills
<b>BN</b>	Bachelor of Nursing
<b>BUA</b>	Beijing University of Agriculture
<b>BVA</b>	Bachelor of Visual Arts
<b>CA and ACA</b>	Chartered Accountant and Associate Chartered Accountant
<b>CAA</b>	Civil Aviation Authority
<b>CAANZ</b>	Chartered Accountants Association of New Zealand
<b>CAM</b>	Capital Asset Management
<b>CAP</b>	Competence Assessment (Nursing)
<b>CAU</b>	China Agricultural University
<b>CC</b>	Cross Credit
<b>CD</b>	Curriculum Director
<b>CEA</b>	Collective Employment Agreement
<b>CM</b>	Curriculum Manager
<b>CoVE</b>	Centre of Vocational Excellence
<b>CT</b>	Credit Transfer
<b>CTLT</b>	Certificate in Tertiary Learning and Teaching
<b>CTS</b>	Core Transferable Skills
<b>CVP</b>	Certificate in Vineyard Practice
<b>DAS</b>	Directory of Assessment Standards (NZQA)
<b>DTLT</b>	Diploma in Tertiary Learning and Teaching

<b>EAP</b>	Employee Assistance Programme
<b>ED CEE</b>	Executive Director – Customer Experience and Excellence
<b>ED FCB</b>	Executive Director – Finance, Compliance and Business Intelligence
<b>ED LID</b>	Executive Director – Learning Innovation and Delivery
<b>ED M</b>	Executive Director – Māori
<b>ED SES</b>	Executive Director – Strategy, Enterprise and Sustainability
<b>EEdO</b>	Equal Education Opportunities
<b>EEO</b>	Equal Employment Opportunities
<b>EER</b>	External Evaluation and Review
<b>EFTS</b>	Equivalent Full-Time Student
<b>ELP</b>	English Language Programme
<b>Eol</b>	Expression of Interest
<b>EPI</b>	Education Performance Indicator
<b>ESOL</b>	English for Speakers of Other Languages
<b>ESP</b>	Employment Scholarship Programme
<b>FTE</b>	Full Time Equivalent
<b>GC</b>	Global Campus
<b>GSE</b>	Group Study Exchange
<b>GTW</b>	Ground Training Wing (at Woodbourne Air Force Base)
<b>HITO</b>	Hairdressing Industry Training Organisation
<b>HR</b>	Human Resources
<b>IEA</b>	Individual Employment Agreement
<b>ITO</b>	Industry Training Organisation
<b>ITPNZ</b>	Institutes of Technology and Polytechnics of New Zealand
<b>ITPQ</b>	Institutes of Technology and Polytechnics Quality
<b>ITPs</b>	Institutes of Technology and Polytechnics
<b>KEQ</b>	Key Evaluation Question
<b>KPI</b>	Key Performance Indicator
<b>LIIT</b>	Learning Innovation and Insights Team

<b>LLC</b>	Library Learning Centre
<b>LLN</b>	Literacy, Language and Numeracy
<b>MDC</b>	Marlborough District Council
<b>ML</b>	Marlborough
<b>MoA</b>	Memorandum of Agreement
<b>MoE</b>	Ministry of Education
<b>MoP</b>	Mix of Provision
<b>MoU</b>	Memorandum of Understanding
<b>MROQ</b>	Mandatory Review of Qualifications
<b>NAMS</b>	New Zealand Asset Management Support
<b>NCC</b>	Nelson City Council
<b>NCEA</b>	National Certificate of Educational Achievement
<b>NEET</b>	Not in Employment, Education or Training (Youth)
<b>NMIT</b>	Nelson Marlborough Institute of Technology
<b>NQF</b>	National Qualifications Framework
<b>NRDA</b>	Nelson Regional Development Agency
<b>NZDB</b>	NZ Diploma in Business 120 credits L5 (new qualification 2017)
<b>NZCALNE</b>	New Zealand Certificate in Adult Literacy and Numeracy Education
<b>NZCATT</b>	New Zealand Certificate in Adult Tertiary Teaching
<b>NZDip Bus</b>	NZ Diploma in Business 240 Credits L6 (old qualification)
<b>NZIM</b>	New Zealand Institute of Management (Part of old NZDipBus)
<b>NZIST</b>	NZ Institute of Skills and Technology
<b>NZQA</b>	New Zealand Qualification Authority
<b>NZQF</b>	New Zealand Qualifications Framework
<b>NZTE</b>	New Zealand Trade and Enterprise
<b>OAG</b>	Office of the Auditor General
<b>OCP</b>	Organisational Counselling Programmes (Student Counselling Service)
<b>OTEPs</b>	Other Tertiary Education Providers
<b>PAC</b>	Programme Approval Committee

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<b>PASM</b>	Principal Academic Staff Member	<b>SME</b>	Subject Matter Expert	<b>TOTSTA</b>	Top of the South Trades Academy
<b>PEAP</b>	Post EER Action Plan	<b>SMS</b>	Student Management System	<b>TRoQ</b>	Targeted Review of Qualifications
<b>PBRF</b>	Performance-Based Research Fund	<b>SSB</b>	Standard Setting Body	<b>TTMU</b>	Te Tiriti o Waitangi Monitoring Unit
<b>PLATO</b>	Programme of Learning and Teaching Observations	<b>SSC</b>	State Services Commission	<b>TTP</b>	Te Toki Pakohe
<b>POD</b>	People and Organisation Development	<b>SSG</b>	Special Supplementary Grants	<b>YG</b>	Youth Guarantee
<b>PoS</b>	Programme of Study	<b>SSP</b>	Sub-sector Provider		
<b>PTE</b>	Private Training Establishment	<b>STAR</b>	Secondary Tertiary Alignment Resource		
<b>QMS</b>	Quality Management System	<b>STCW</b>	Standards of Training and Certification of Watchkeepers		
<b>RAC</b>	Recognition of Academic Credit	<b>STEM</b>	Science, Technology, Engineering and Mathematics		
<b>REANNZ</b>	Research and Education Advanced Network New Zealand Ltd.	<b>SUTI</b>	Skills Update Training Institute		
<b>RFP</b>	Request for Proposal	<b>TAMU</b>	Tertiary Advisory Monitoring Unit		
<b>RNZAF</b>	Royal New Zealand Air Force	<b>TANZ</b>	Tertiary Accord of New Zealand		
<b>RoVE</b>	Review of Vocational Education	<b>TCWG</b>	Those charged with governance		
<b>RPL</b>	Recognition of Prior Learning	<b>TDC</b>	Tasman District Council		
<b>RSG</b>	Refugee Study Grant	<b>TEC</b>	Tertiary Education Commission		
<b>SAC</b>	Student Achievement Component	<b>TEC/Skill NZ</b>	Training Opportunities Programmes Funded by TEC/Skill NZ		
<b>SANITI</b>	Students Association of Nelson Marlborough Institute of Technology Inc	<b>TEI</b>	Tertiary Education Institution		
<b>SAR</b>	Self-Assessment Report	<b>TEO</b>	Tertiary Education Organisation		
<b>SASM</b>	Senior Academic Staff Member	<b>TEOC</b>	Tertiary Education Organisation Component fund		
<b>SDL</b>	Staff Digital Literacy	<b>TES</b>	Tertiary Education Strategy		
<b>SDR</b>	Single Data Return	<b>TEU</b>	Tertiary Education Union		
<b>SHW</b>	Safety, Health and Wellbeing	<b>TIASA</b>	Tertiary Institutes Allied Staff Association		
<b>SIG</b>	Special Interest Group				

# Frequently used Academic Definitions

Word or phrase	Meaning	Definition
Academic Committees		<p>A standing committee of the <b>Academic Board</b> responsible for maintaining academic standards for designated programmes and courses.</p> <p>There are two Academic Committees:</p> <ul style="list-style-type: none"> <li>Academic Committee - serving the needs of all Curriculum Areas for results approvals, Moderation Plan approval, award approvals, decisions on exclusion, special assessment results etc.</li> <li>Recognition of Academic Credit (RAC) Committee – considering applications from students for Cross Credits and RPLs.</li> </ul>
CMR	Consent and Moderation Requirements	<p>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).</p> <p>Before assessing learners against unit standards NMIT has to be granted consent to assess against those standards.</p> <p>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.</p>
Credit		<p>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.</p>
CT	Credit Transfer	<p>Internal Credit Transfer: Credit for the same course already earned in another qualification <b>from NMIT</b></p> <p>External Credit Transfer: Credit for the same course already earned in another qualification <b>from another institution</b></p>



<b>CC</b>	Cross Credit	The granting of academic credit towards a qualification delivered by NMIT, from a <b>similar</b> course already completed as part of another approved qualification.
<b>DAS</b>	Directory of Assessment Standards	The Directory of Assessment Standards (DAS) lists all quality assured unit and achievement standards, known collectively as 'assessment standards'.
<b>ebs</b>	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).
<b>EFTS</b>	Equivalent Full Time Student	One EFTS is 1.0 Equivalent Fulltime Student.
<b>EER</b>	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.
<b>EPIs</b>	Educational Performance Indicators	The TEC has published information on the educational performance of tertiary education organisations based on agreed educational performance indicators: <ul style="list-style-type: none"> <li>• successful course completion</li> <li>• student retention</li> <li>• qualification completion, and</li> <li>• student progression.</li> </ul>
<b>ILP</b>	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.
<b>ITP</b>	Institute of Technology and Polytechnic	
<b>MoE</b>	Ministry of Education	

NZQA	New Zealand Qualifications Authority	<p>New Zealand Qualifications Authority.</p> <p>Key aspects of the NZQA role are to:</p> <ul style="list-style-type: none"> <li>• develop, register and support the New Zealand Qualifications Framework</li> <li>• manage the external assessment of secondary school students and moderate secondary schools' internal assessment activities and processes</li> <li>• quality assure non-university tertiary education organisations and their courses, and moderate assessment activities and processes for national qualifications for NZQA-owned unit standards</li> <li>• 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</li> <li>• act as a standard-setting body</li> </ul>
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		<p>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.</p> <p>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.</p> <p><b><i>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.</i></b></p>
PLATO	Programme of Learning and Teaching Observations	<p>The Programme is an important and integral part of NMIT's Quality Assurance System.</p> <p>It is designed to ensure maximum effectiveness of curriculum delivery by encouraging the sharing of good practice within NMIT. The Programme</p>

		encourages discussion within programme teams and across NMIT on improving teaching and learning.
<b>QMS</b>	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.
<b>RAC</b>	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
<b>RPL</b>	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.
<b>Records Management</b>		The effective and efficient operation of NMIT's record keeping systems, including implementing the use of the electronic document management system across the institute.
<b>SA</b>	Self-assessment	The ongoing processes NMIT uses to gain evidence of its own effectiveness in providing quality education.
<b>SAC Funding</b>	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.
<b>SAR</b>	Self-assessment Report	Self-assessment should be continuous, culminating in formal annual review of the previous year, recorded in a Self-assessment Report (SAR).
<b>SDR</b>	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.

		<p>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.</p> <p>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.</p> <p>Submitted three times a year (April, August and December).</p>
<b>SMS</b>	Student Management System	How NMIT manages all its student data. Currently using ebs
<b>Student Feedback</b> <ul style="list-style-type: none"> <li>• <b>First Impressions</b></li> <li>• <b>Course / Tutor</b></li> <li>• <b>Learner Experience</b></li> <li>• <b>Graduate Destination</b></li> </ul>		<p>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.</p> <p>It also provides evidence that improvements are actually occurring.</p> <p><b>First Impressions</b> – within first 4 – 8 weeks of the programme</p> <p><b>Course / Tutor</b> – scheduled, at suitable time, by Programme Area</p> <p><b>Learner Experience</b> – within last 2-4 weeks of the programme</p> <p><b>Graduate Destination</b> – conducted 6 months following Graduation</p>
<b>TANZ</b>	Tertiary Accord of New Zealand	<p>A network of ITPs - comprising:</p> <ul style="list-style-type: none"> <li>• NorthTec</li> <li>• Toi Ohomai</li> <li>• Universal College of Learning (UCOL)</li> <li>• EIT</li> <li>• NMIT</li> <li>• Ara Institute of Canterbury</li> <li>• Otago Polytechnic</li> </ul>
<b>TEC</b>	Tertiary Education Commission	Responsible for funding tertiary education in New Zealand
<b>3v6</b>		New course or programme change approval form



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

**Resolved:**

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 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 17 August 2020	<p>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</p> <p>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</p>	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).
<p>-Risk</p> <p>-Strategy</p> <p>-Items for Approval</p> <p>-Performance Reporting</p>	<p>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</p> <p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p> <p>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</p>	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).