



NMIT COUNCIL MEETING OPEN AGENDA

THURSDAY, 11 MAY 2017

Time: 10.30am – 12.30pm
Venue: NMIT Nelson Campus, Room M306

ITEM	TOPIC
Administrative	
1.	Apologies
2.	Register of Interests and Conflicts of Interests
3.	Confirmation of Minutes of meeting held 22 March 2017
4.	Action items
Safety, Health & Wellbeing	
5.	Safety, Health & Wellbeing Dashboard
6.	Safety, Health & Wellbeing Leadership Group minutes – 28 March 2017
7.	Health and safety site visit brief
8.	Recommendation: Disestablishment of Safety, Health & Wellbeing Working Group
9.	Feedback from WSMP Audit Report & update on progress with Assura
Strategic	
10.	Development of future Power BI dashboards
Performance Reporting	
11.	CEO Report
12.	EFTS and Financial Report as at 23 April 2017
13.	Verbal update from Sara Williams (NMIT's TEC Investment Manager)
For Information	
14.	SANITI Report
15.	Learner Voice – First Impressions 2017
16.	Insights and challenges: My vision for the public sector – Controller & Auditor-General

ITEM	TOPIC
17.	TEC Investment Approach – Overview
18.	Academic Board Minutes from the meetings held 15 March and 10 April 2017
19.	Ageing population puts pressure on Nelson – Nelson Mail article
20.	Income and Expenditure Report – The cost of being a student in New Zealand
21.	Glossary

PART II: IN COMMITTEE

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

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

- In Committee Minutes & Matters Arising
- Capital Asset Management Plan update (Jane Hill from Chow:Hill in attendance)
- Strategic Development – ‘Assess and Optimise’ project
- Strategic Objectives Update
- 2017 Graduation Ceremonies
- CEO Report
- TANZ eCampus update
- NMIT Risk Register
- Complaints & Misconduct Report
- Group & Service Team Reports
- NPES 2016 Audit Documents

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

*General subject
each matter to be
considered*

*Reason for passing
this resolution in
relation to each
matter*

*Grounds under section
resolution (sec 48(1) of
the Local Government
Official Information
And Meetings Act
1987)*

*Sector Issues
Financial Matters*

Commercial sensitivity

MEETING TIMETABLE

Time:	9.00am – 10.30am	In Committee Council discussions – CAM Plan with Jane Hill (Chow: Hill)
	10.30am – 12.30pm	Open Council meeting discussions
	12.30pm – 12.45pm	Lunch
	12.45pm – 2.00pm	In Committee Council discussions continue
	2.00pm	Conclusion of meeting



COUNCIL MEMBER REGISTER OF INTERESTS	
Daryl Wehner	<ul style="list-style-type: none"> Port Nelson Ltd: Chief Financial Officer Chartered Accountants Australia and New Zealand: Member Tasman Bay Stevedoring Co. Ltd, Director
Andrew Rowe	<ul style="list-style-type: none"> CEO Cuddon Limited – engineering firm which may from time to time be involved in tender processes with NMIT which would be declared at the time; Cuddon Limited has some contracts with a Crown research body – AgResearch which is unrelated to education sector Board Member for Hockey New Zealand Offers accommodation to NMIT nursing students during placements in Marlborough
Paul Steere	<ul style="list-style-type: none"> Nelson Airport Ltd: Chair & Director The NZ King Salmon Group: Director Clean Seas Tuna Ltd: Director Kaynemaile Ltd: Director Alan Scott Wines, Board Member Seafood Research Strategic Advisory Committee (advising the Board of Seafood Innovations Ltd): Member
Gabrielle Hervey	<ul style="list-style-type: none"> Suter Art Gallery Trust Board Deputy Chair Chair of the Wine Nelson Marketing Group Time and Tide Ltd: Director Hervey Motors Ltd: Director Cecil Woods Nominees Ltd <p>Possible Conflicts of Interest:</p> <ul style="list-style-type: none"> Suter Art Gallery – Some NMIT art students work on projects and exhibitions Wine Nelson has some contact with NMIT hospitality students
Charles Newton	<ul style="list-style-type: none"> Education consultant <p>Possible Conflict of Interest:</p> <ul style="list-style-type: none"> A family member on Staff at NMIT
Karen Stewart	<ul style="list-style-type: none"> Principal Marlborough Girls' College Blenheim Communities of Schools Lead Team Lake Rotoiti Outdoor Education Centre – Trustee <p>Possible Conflicts of Interest:</p> <ul style="list-style-type: none"> MGC uses NMIT services TOSTA uses NMIT services

Updated 15 March 2017



COUNCIL MEMBER REGISTER OF INTERESTS	
	<ul style="list-style-type: none"> • MGC in discussion with NMIT re possible collaboration as part of the Blenheim Secondary Schools Future consultation project • A lead Principal for the Blenheim Community of Schools.
Abbey Paterson	Possible Conflict of Interest: <ul style="list-style-type: none"> • A family member on Staff at NMIT
Win Greenaway	<ul style="list-style-type: none"> • Economic Development Manager for Ngati Rarua Possible Conflicts of Interest: <ul style="list-style-type: none"> • Chairperson of Ngati Rarua works for NMIT

DIRECTORATE REGISTER OF INTERESTS	
Tony Gray	<ul style="list-style-type: none"> • Director, Tertiary Accord New Zealand • Fellow, New Zealand Institute of Management • Board member, Innovate • NZBT Governance Group
Carole Crawford	<ul style="list-style-type: none"> • Director, Singer Solutions Ltd • Board member, Campus Corner Early Learning Centre Incorporated Management Board
Doc Ferris	<ul style="list-style-type: none"> • None
Liam Sloan	<ul style="list-style-type: none"> • None
Peter Cowper	<ul style="list-style-type: none"> • Member, Maritime New Zealand Authority • Chair, Centre for Fine Woodworking Trust • Director, Quorum Group Ltd • Director, Quorum Services Ltd • Director, Vitale Coffee Solutions • Director, The BDH Group Ltd • Member, New Zealand Institute of Directors
Vicki Bryson	<ul style="list-style-type: none"> • None
Virginia Watson	<ul style="list-style-type: none"> • Independent Director, Turks Poultry Ltd • Director and Shareholder, Watson Ltd, Trading as Fire Design Services • Chartered Member, New Zealand Institute of Directors • Member, Top of the South Trades Academy (TOTSTA) Governance Group • Member, Education Nelson/Marlborough Governance Group

Updated 15 March 2017

UNCONFIRMED MINUTES OF NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY COUNCIL MEETING HELD AT NMIT NELSON CAMPUS ON 22 MARCH 2017, COMMENCING AT 10.23AM.

PRESENT

D Wehner (Chair), G Hervey, A Paterson, C Newton, K Stewart, W Greenaway – apologies for late arrival, 10.54am

IN ATTENDANCE

T Gray (Chief Executive), V Bryson (Director, Finance and Business Improvement), A Cooke (Minute Taker)

1. APOLOGIES

A Rowe, P Steere

2. REGISTER OF INTERESTS AND CONFLICTS OF INTERESTS

There were no updates to the Register of Interests or Conflicts of Interest.

3. CONFIRMATION OF MINUTES OF MEETING HELD ON 23 FEBRUARY 2017

Council requested regular training on Power BI with the opportunity for Council to provide input into the future development of dashboards. C Newton to draft a paper for the next Council meeting identifying areas of interest, in regards to reporting, using Power BI.

Resolved: That the Minutes of the meeting held on 23 February 2017, as circulated and read by members, be confirmed.

4. ACTION ITEMS

There were no action items to discuss.

5. SAFETY, HEALTH & WELLBEING DASHBOARD

Council noted the increased number of incident and near miss reporting since Assura's introduction, Council commended colleagues on this activity. Council discussed 'lag' and 'lead in' indicators; lag indicators referring to lost time from injury, lead indicators referring to preventative measures being put in place. It was noted this type of reporting is absent from the current health and safety reports provided to Council. The Council Chair to follow this up with the Chief Executive.

6. ACC WORKPLACE SAFETY MANAGEMENT PRACTICES AUDIT REPORT

Council congratulated the NMIT team on the good outcome from the audit. Council were interested in finding out what is being undertaken to address the recommendations made in the report. Feedback on the actions being taken will be provided to Council at its May meeting.

7. CEO REPORT

Council noted the CEO Report.

8. EFTS AND FINANCIAL REPORT AS AT 26 FEBRUARY 2017

Council noted that NMIT is comparatively ahead on 2016 enrolments, which is pleasing. Council noted the EFTS and Financial Report as at 26 February 2017.

9. VERBAL REPORT FROM AUDIT COMMITTEE MEETING HELD 15 MARCH 2017

The Council Chair advised that the Audit Committee were scheduled to be presented with a demonstration of NMIT's new contract management software, but the Committee agreed that they were comfortable with the current approach to managing contracts; therefore, did not require a demonstration of the software.

10. REVIEW OF EPI DASHBOARD

Council agreed that under taking regular training on Power BI dashboards would be beneficial, along with a discussion in regards to the development of the dashboards.

11. COUNCIL SELF-ASSESSMENT REPORT

Council discussed their 2016 self-assessment and agreed at captured strengths and areas for improvements accurately. Council thanked the Chief Executive, Director of Learning and Teaching and Quality Manager for their support in completing the self-assessment.

A Cooke to circulate self-assessment KEQs for Council to nominate the lead Council member for each KEQ.

Resolved: That, Council reviewed and 'signed off' on its 2016 self-assessment report and allocates a lead Council member to each KEQ who works with the Chief Executive and Director of Learning and Teaching to provide feedback and on-going development conversations for self-assessment.

12. ITP SECTOR UPDATE – MARCH 2017

Council noted the information received

13. SANITI REPORT

A Paterson advised that SANITI is working through some unresolved advocacies from 2016. To date for 2017, issues with StudyLink are putting a strain on resources, there are noticeably more issues this year compared to other years, and these issues are becoming harder to resolve. Going forward, SANITI will investigate putting in place extra resource for the start of each semester to help address some of the issues with StudyLink.

Council voiced their concerns from the perspective of the students, and agreed to write a letter to the local StudyLink office, supporting the letter from the Student Executive Body, addressing the concerns, with the aim of resolving some of the issues in time for Semester 2.

14. ACADEMIC BOARD MINUTES FROM THE MEETING HELD 15 FEBRUARY 2017

Council discussed the inclusion of the Te Ara Wai strategy when developing new programmes. The Chief Executive provided examples of how the strategy is imbedded when developing new programmes through the use Māori language, cultural development aspects being built into the programmes and liaising with the Director of Māori and Iwi Engagement through the development process.

Council discussed their desire to see moderation reports as a separate item on the agenda, rather than the minute from Academic Board meetings.

Council received the minutes from the Academic Board meeting, held 15 February 2017.

15. WORKLOAD PLANNER UPDATE

Council noted the information provided in relation to the Workload Planner update.

IN COMMITTEE

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

In Committee Minutes & Matters Arising
 Capital Asset Management Plan update
 Market Conditions Report
 Global Campus – Strategy Update
 2016 Annual Report (final draft) & 2016 year-end financials
 Draft NPES 2016 year-end financials
 CEO Report
 2016 Audit Report – Audit New Zealand
 Legislative Compliance
 Verbal report from Audit Committee meeting held 15 March 2017
 TANZ eCampus update
 NMIT Risk Register
 Complaints & Misconduct Report
 Group & Service Team Reports
 Correspondence
 Immigration New Zealand Visa approval update

The general subject of each matter to be considered while the public be excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under Section 48(1) of the Government Official Information and Meetings Act 1987 for the passing of this resolution are as follows:

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

Resolved: That Council move out of 'In Committee'

There being no further business, the meeting closed at 11.00am

Confirmed: _____ Dated: 11 May 2017



ACTION ITEMS FROM OPEN NMIT COUNCIL MEETING – 22 MARCH 2017

Chair: Daryl Wehner

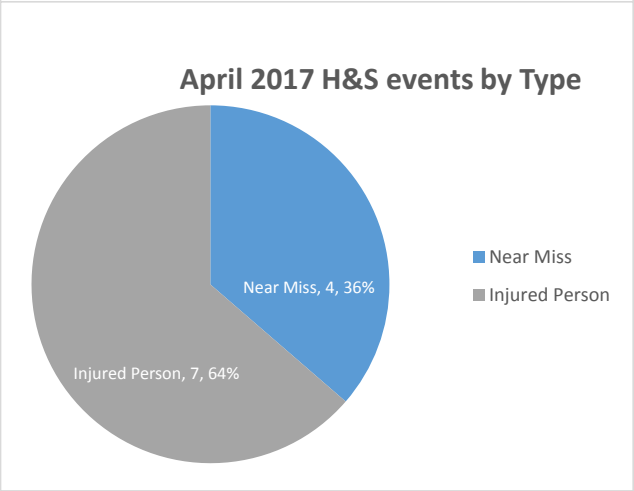
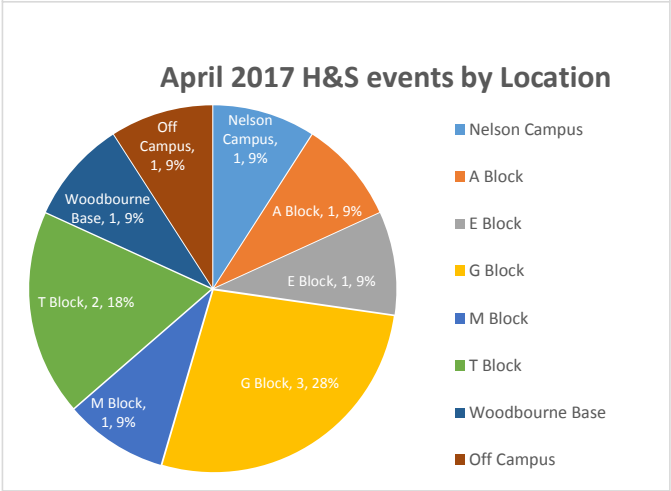
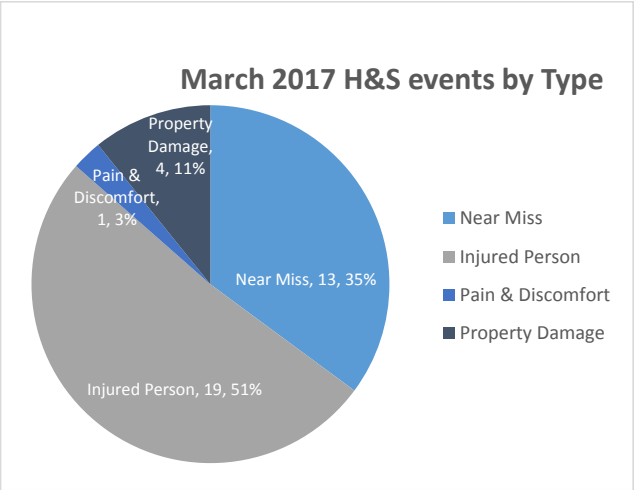
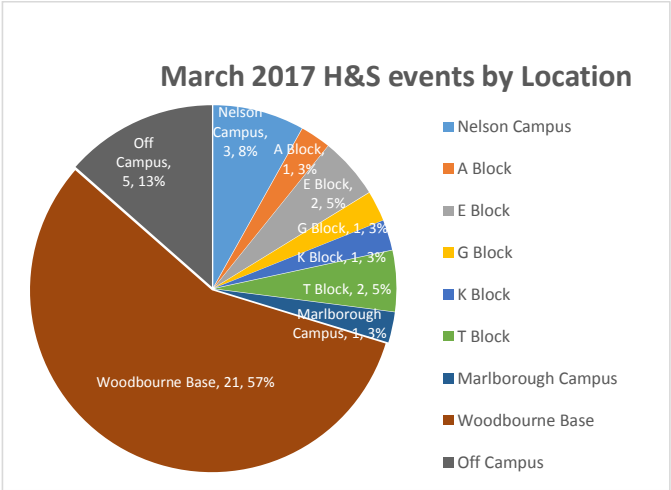
ACTION ITEMS

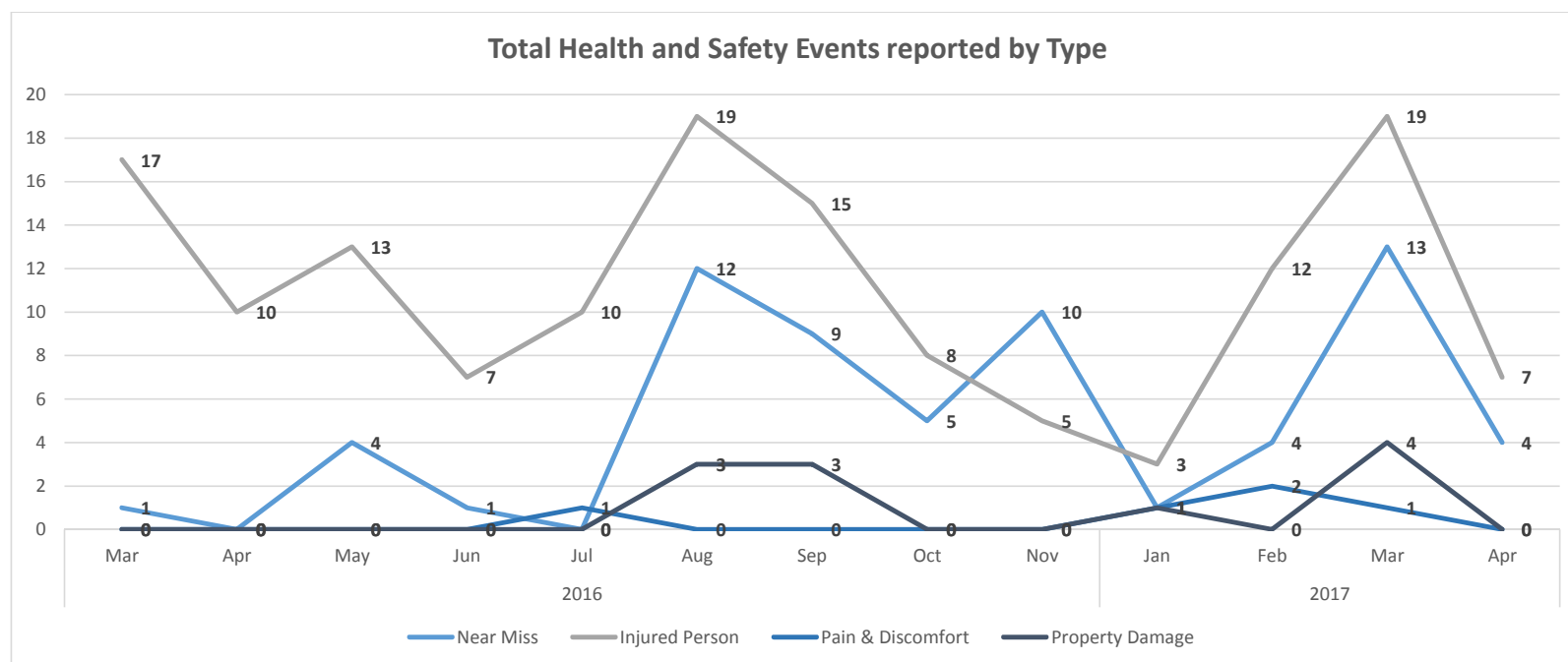
ACTION ITEMS FROM 22 MARCH 2017 MEETING

	TASK	RESPONSIBLE	DEADLINE
1.	Draft a paper identifying areas of interest, in regards to reporting, using Power BI.	C Newton	11 May
2.	Discuss 'lag' and 'lead in' indicators with the Chief Executive to add to health and safety reporting.	D Wehner	Completed
3.	Feedback on the actions being taken in relation to the recommendations from the WSMP audit report.	T Gray	11 May
4.	Circulate self-assessment KEQs for Council to nominate the lead Council member for each KEQ.	A Cooke	Completed
5.	Compose a letter on behalf of the NMIT Council to the local StudyLink office, supporting the letter from the Student Executive Body, addressing concerns with StudyLink.	D Wehner	11 May

SAFETY, HEALTH AND WELLBEING WORKFORCE DASHBOARD

No serious injuries have been reported. March had a high number of health and safety events, with 37 reported for a month. This dropped to 11 for April. Last year also showed a decline from March to April, however what is different for 2017 is the high number of Near Miss events reported in March. This may be due to increased team member awareness from communications around the February launch of the Assura H&S portal. An increase in records logged through the portal is already evident after recent communications about the launch of Assura System full application on 1 May. This shows the importance of continuing regular communications to team members to keep Assura in the forefront of their minds.





ACCIDENTS AND NEAR MISSES EVENTS

Due to the increase in reporting, health and safety events where severity of harm is Insignificant (i.e. no injury or no treatment given), are excluded from the listing below unless it had to potential to cause harm requiring medical treatment.

ID	Event Date	Type	Injured Person	Severity of harm	Location	Details	Action(s) taken
1073	1/03/2017	Injured Person	Staff	Minor	Woodbourne Base	Student pricked finger on staple from paperwork	Told students to ensure all staples have been correctly installed
1092	2/03/2017	Injured Person	Staff	Minor	Woodbourne Base	Staff received small cut to hand from Cessna front wheel	Discussed with TA and he informed student to be careful around aircraft

ID	Event Date	Type	Injured Person	Severity of harm	Location	Details	Action(s) taken
1094	3/03/2017	Near Miss	Staff	Insignificant	Marlborough Campus	Staff tripped on rubber mat on sensor slightly raised	Purchasing new tape. A new system will be installed later in the year. Regular workplace inspections should be undertaken
1145	3/03/2017	Injured Person	Student	Minor	T Block	Cookery student cut index finger distal phalanx whilst cutting vegetables	First aid, wrapped bandage, then band-aid to stop bleeding.
1109	7/03/2017	Injured Person	Student	Minor	T Block	Student cut index finger on left hand while cutting vegetables	Re-trained on process how to hold, and use knife in a safe way.
1133	13/03/2017	Injured Person	Student	Minor	Woodbourne Base	Student cut on finger while clearing swarf on lathe	First aid treatment applied and the injured person has been reminded of the correct procedure for removal of swarf.
1131	14/03/2017	Injured Person	Staff	Minor	G Block	Student received minor cut on finger from scalpel blade	Washed and bandaged. No further action
1135	14/03/2017	Property Damage	Staff	Insignificant	Nelson Campus	Truck hit Staff member's car when entering carpark on Collingwood Street	Placed the matter in the hands of my insurance company
1150	14/03/2017	Near Miss	Staff	Insignificant	Woodbourne Base	Tutor started connecting battery while student was working on Magnitos	Reinforced importance of plaquarding areas
1144	16/03/2017	Injured Person	Student	Moderate	K Block	Elderly student tripped and fell over coming through door	Student initially said she was ok and therefore this incident was reported as a near miss. Subsequently, pain and bruising developed and went to doctor. Logged job for Facilities to fix mat. Known hazard for staff in building and if someone had logged

ID	Event Date	Type	Injured Person	Severity of harm	Location	Details	Action(s) taken
							job with Facilities earlier it may have prevented student getting hurt.
1148	16/03/2017	Pain & Discomfort	Staff	Minor	Woodbourne Base	Staff experiencing pain in back and shoulders	Arrange to get workstation assessment
1156	17/03/2017	Near Miss	Student	Insignificant	Woodbourne Base	Student tripped on R22 wheels several times	Tires removed and put on toolboard, so someone has to tag out and put back when finished
1234	17/03/2017	Near Miss	Student	Insignificant	Off Campus	Student swam out of kayak above undercut rock	All students made aware of the undercut rock.
1181	24/03/2017	Injured Person	Student	Minor	A Block	Student cut finger with Scalpel during dissection practical	Washed and plaster applied
1183	25/03/2017	Property Damage	Staff	Insignificant	Off Campus	Staff rolled flat deck truck while transporting fencing posts	Police, fire brigade and ambulance attended. Checked out by ambulance people and fire brigade made the vehicle safe and helped to recover the vehicle to a safe spot. Vehicle was pink stickered.
1188	27/03/2017	Injured Person	Student	Minor	Nelson Campus	Student was stung by wasp whilst using the sports turf	Attended by first aider. Swelling was starting. Applied Anti-histamine cream to the sting area. Student went home and was instructed to monitor swelling and seek medical advice if it continued.
1227	28/03/2017	Injured Person	Student	Minor	Woodbourne Base	Student cut her finger while filing piece of metal	She was reminded of the requirement to be careful when working with metal
1223	29/03/2017	Near Miss	Student	Insignificant	Woodbourne Base	Student received minor electric shock while using high tension lead tester	Box removed from tool board and decommissioned

ID	Event Date	Type	Injured Person	Severity of harm	Location	Details	Action(s) taken
1226	29/03/2017	Injured Person	Student	Minor	Woodbourne Base	Student sustained a small cut to her arm while using hole saw	The metal was clamped to the workbench
1228	30/03/2017	Near Miss	Staff	Insignificant	Off Campus	Two kayaks slid off trailer while transporting them	Staff to develop away of securing load better
1242	31/03/2017	Injured Person	Student	Minor	E Block	TOTSTA student cut finger when using hacksaw	Plaster applied to cut and advised on how to use the tool as correctly
1285	31/03/2017	Injured Person	Student	Minor	Woodbourne Base	Student dropped engine cylinder from cessna and got glass in hand when trying to catch it	Class briefed on need to be careful when handling expensive things, and to pay attention at all times
1337	3/04/2017	Near Miss	Staff	Insignificant	T Block	Hair cleaning product split on floor plug creating some smoke	Tutor got HOD. The blow dryer that was connected to the plug was removed with broom stick.
1283	5/04/2017	Near Miss	Staff	Insignificant	G Block	Water blaster flashed sparks when turned on by tutor	Machine has been sent to Opel industries for checking and potential repairs
1292	7/04/2017	Injured Person	Student	Minor	A Block	Student received minor scalpel cut while dissecting	Wash and plaster
1301	10/04/2017	Near Miss	Staff	Insignificant	T Block	Staff hit by opening door jarring hand, elbow and shoulder	told Neville in photocopying room and Lisa Gant immediately after it happened
1313	12/04/2017	Injured Person	Student	Minor	Woodbourne Base	Student split fingernail when finger hit vice while using hacksaw	First aid given. Students all re-briefed on the need to keep an eye on hack-sawing progress, reducing speed and pressure on saw as it reaches the end of its cut.

ID	Event Date	Type	Injured Person	Severity of harm	Location	Details	Action(s) taken
1315	12/04/2017	Injured Person	Staff	Moderate	G Block	Staff felt pain injured back while moving small table through doorway	Took Voltarin within 30 minutes and saw a physiotherapist on 12 April. Another appointment has been made for 13 April.
1317	13/04/2017	Injured Person	Student	Minor	G Block	Student tripped over and potentially sprained ankle	First aid was given. Applied ice to the foot area, and made the student comfortable and rest the ankle.
1324	27/04/2017	Near Miss	Member of public	Insignificant	Nelson Campus	Young boy ran into side of slow moving car travelling to carpark	Spoke to boy concerned, who was shaken but unharmed. Spoke to driver of car, drew map of incident and gave to Pam, H&S team. Review of signage to be undertaken.

In addition, one particular student collapsed and/or had seizures on 4 separate occasions. An ambulance was called on one occasion. Due to the nature of his course (construction), the student has been stood down until he seeks medical advice and his condition stabilises.

OTHER HEALTH AND SAFETY ACTIVITY

15 staff attended Fire warden training prior to the Fire Drills on Nelson Campus in March and 10 staff attended first aid training.

Departments have been reviewing their HSNO chemical inventories and ensuring compliant Safety Data Sheets (SDS) are readily available for all hazardous substances.

Several Assura User Guides have been created and made available to NMIT team members to support the launch of the Assura System full application.

The following SHW forum meetings held in March and April:

- Health and Safety Committee (2 meetings)
- Safety, Health and Wellbeing Working Group
- Safety, Health and Wellbeing Leadership Group

Proposal prepared to get budget approval for Air quality monitoring on Nelson Campus for Engineering, Carpentry Barn, Automotive and Creative Industries workshops. Monitoring will include testing for dust, particulates and noise. Assisting Carpentry investigate options for dust extraction systems and air filters.

MINUTES



Review of 2016 <ul style="list-style-type: none"> PW noted there was patchy buy-in to health and safety from different areas. Some areas very enthusiastic and others a bit more reluctant. Woodbourne and the creative industries areas have made significant progress. Plenty of work still to do but working toward goals. PC reported that the health and safety team would be developed into more of a consultancy role for NMIT rather than doing all the work. Work is being done on future-proofing the team and also recognising PG's experience and qualifications. PW to put more time into on-site contractor management and will work with new Campus Services Manager to implement further. Standard Operating Procedures for machinery – still have some machines that PW is concerned about and will look at those as part of the document review. 	
Health and Safety Objectives 2017 <ul style="list-style-type: none"> TG noted measurements still needed to be completed for the objectives. A one-pager on health and safety objectives to be distributed to all colleagues so that all can be involved in achieving objectives. Also need to add a well-being objective to the list. 	PW/PC PW/TG
Drug and Alcohol Policy <ul style="list-style-type: none"> TG reported that Council feedback was to scope all areas of NMIT to determine what was required and why. AR noted unions had been very supportive of drug and alcohol policies. Student issues currently dealt with through misconduct process. Testing in trades industries has become standard practice and should be expected for students going on work placements. Recommendation to Council: <ul style="list-style-type: none"> To draft drug and alcohol policy for staff and can use Cuddon policy as a starting point. Draft student drug and alcohol policy for programme areas where there is an industry norm to align with. Manage any other student incidents through misconduct policy and post-incident/accident testing. Send misconduct policy to AR. 	TG JB/PW JS Done
Other business <ul style="list-style-type: none"> Health and safety site tours. Tabled new brief for 2017 which aimed to downplay formality and encourage conversations. To include brief in Directorate and Council papers. 	JS/TG 11 April

Next meeting 3.30pm, Wednesday 14 June, 2017

Health and Safety Site Visits

This year the site visit focus is to keep things informal and engage in conversation with colleagues and students if the opportunity arises. While this is not an audit, you should keep a look out for anything that might be 'dodgy, dangerous or different'. If there is anything you wish to report, log on to Assura using your NMIT email and network password.

Here are some ideas for your visit:

Approaching conversation

- Practice humble enquiry – the gentle art of asking instead of telling – in order to build relationships of trust and respect
- Use the conversation to jointly make sense of what's going on in the work situation
- Be curious, responsive and open to different perspectives
- Listen without judgment
- Don't be put off by strong emotions
- Be clear that everyone can make a difference, and set the expectation that they will do so

Questions to ask

- What does your work involve?
- Is there an optimal or 'best' way to carry out this activity? Can you talk me through that?
- Do you ever have to adjust the way you do the activity to the situation? How?



REPORT TO NMIT COUNCIL | 11 MAY 2017
ITEM 8

DISESTABLISHMENT OF THE SAFETY, HEALTH & WELLBEING WORKING GROUP

PREPARED BY TONY GRAY (CHIEF EXECUTIVE)

PURPOSE

To provide Council with decision making information, on the committee and group structure of Safety, Health and Wellbeing management at NMIT.

RECOMMENDATION

That Council agrees to the disestablishment of the NMIT Safety, Health and Wellbeing Working Group. This group is to be replaced by the work of the Health and Safety Committee.

CONTEXT

NMIT established a committee and group structure to overview the leadership, monitoring and review of safety, health and wellbeing following the introduction in 2016 of new health and safety legislation. The establishment of a Health and Safety Committee is a requirement of the Health and Safety at Work (Worker Engagement, Participation and Representation) Regulations 2016. The Committee is made up of representation of teams across NMIT. Early meetings of the Committee identified duplication and overlap with the Working Group, both in membership and business.

[Safety, Health and Wellbeing Leadership Group Terms of Reference](#)

[Safety, Health and Wellbeing Working Group Terms of Reference](#)

[Health & Safety Committee Terms of Reference](#)

Controlled Document – Refer to NMIT website or intranet for latest version

SAFETY, HEALTH & WELLBEING LEADERSHIP GROUP TERMS OF REFERENCE

Section	Safety, Health and Wellbeing		
Approval Date	18.02.2016	Approved by	Council
Next Review	18.02.2018	Responsibility	Chief Executive
Last Reviewed	18.02.2016	Key Evaluation Question	6

PURPOSE

To be proactive in leading the change and development required for a 'Just Culture' and a 'Zero Harm' organisation.
To provide guidance on key Safety, Health and Wellbeing issues to NMIT Council and the Chief Executive.

RESPONSIBILITIES

The Safety, Health & Wellbeing Leadership Group will:

- Undertake an annual consultative review of the Institute's conformance to relevant health and safety legislation and ensure the Institute is meeting new health and safety legislation.
- Undertake an annual review to ensure compliance with the institute's Safety, Health and Wellbeing policies and procedures and maintain Accident Compensation Corporation Workplace Management Practices (ACC WSMP), or other such agreed standards or accredited systems.
- To assist with the development, monitoring and evaluation of the Safety, Health and Wellbeing initiatives, business objectives and practices of the institute.
- To facilitate and monitor the implementation of the Institute's objectives and plans in the context of Safety, Health and Wellbeing.
- To actively promote a culture with the Institute where management and employees commitment to health and safety is evident.
- To identify priority Safety, Health and Wellbeing issues and deal with them, the same way as other NMIT risks.
- Receive and review the minutes of the Safety, Health and Wellbeing Working Group and identify key issues for planning purposes.
- Provide feedback to the NMIT Council.

MEMBERSHIP

- Council Member
- Chief Executive (Chair)
- Chair of the Safety, Health and Wellbeing Working Group
- Director of Learning
- H&S Manager
- Director of People & Organisation Development
- ILT (Manager)

APPOINTMENT OF MEMBERS

- Membership will be reviewed bi-annually in November initiated by Director of People & Organisation Development.

MEETING PROCEDURES

The Safety, Health and Wellbeing Leadership Group will meet four times, annually.

Four members must be present to make up a quorum for meetings.

Meeting minutes will be sent to Council, Directorate, ILT and the Safety, Health and Wellbeing Working Group.

REFERENCES

INTERNAL

Safety, Health and Wellbeing Policy
NMIT Health and Safety Manual
Safety, Health and Wellbeing Terms of Reference
Smokefree Policy

EXTERNAL

Health and Safety at Work Act 2015

RECORDS

Safety, Health and Wellbeing Minutes

Controlled Document – Refer to NMIT website or intranet for latest version

SAFETY, HEALTH AND WELLBEING WORKING GROUP TERMS OF REFERENCE

Section	Safety, Health and Wellbeing		
Approval Date	18.02.2016	Approved by	Council
Next Review	18.02.2018	Responsibility	Chief Operating Officer
Last Reviewed	18.02.2016	Key Evaluation Question	6

PURPOSE

The purpose of this Working Group is to ensure the effective communication and implementation of the Safety, Health and Wellbeing Strategic Plan for the institute as defined by the Safety, Health and Wellbeing Leadership Group. The working group enables NMIT team members to participate in the Safety, Health and Wellbeing of the Institute.

RESPONSIBILITIES

The Safety, Health and Wellbeing Working Group will:

- Propose, coordinate and carry out work to implement and support the Safety, Health and Wellbeing strategy throughout NMIT as formulated by the Safety, Health and Wellbeing Leadership Group.
- Undertake regular consultative reviews of the Institute's adherence to relevant health and safety legislation and ensure the Institute is meeting current health and safety legislation, for example through team continuous improvement and self-assessment reporting.
- Undertake regular reviews to ensure compliance with the Institute's health and safety policies and procedures and maintain Accident Compensation Corporation Workplace Safety Management Practices (ACC WSMP).
- Assist with the development, monitoring and evaluation of the health and safety initiatives, business objectives and practices of the Institute.
- Facilitate and monitor the implementation of the Institute's objectives and plans in relation to Safety, Health and Wellbeing.
- Actively promote a culture within the Institute where commitment by all staff to health and safety is evident.
- Identify priority health and safety issues.
- Receive, review and implement the actions from the minutes of the Health and Safety Leadership Group where appropriate.

MEMBERSHIP

- Chief Operating Officer (Chair)
- Safety, Health and Wellbeing Manager
- Facilities manager
- Academic union representative
- Allied union representative

- Student representative via SANITI
- People and Organisation Development member
- Other interested employees

APPOINTMENT OF MEMBERS

- Membership will be reviewed annually in November with proposed changes agreed with the COO for the new year.
- Union representatives to be appointed by nominations from the respective unions and agreed by the COO
- SANITI member to represent students.
- All Safety, Health and Wellbeing representatives to be appointed in consultation with the COO
- Safety, Health and Wellbeing representative(s) must be willing candidates with a passion for health and safety.

MEETING PROCEDURES

The Safety, Health and Wellbeing Working Group will meet every second month.

Four committee members must be present to make up a quorum for meetings.

Committee meeting minutes will be sent to the Safety, Health and Wellbeing Leadership Group for their receipt and review.

REFERENCES

INTERNAL

Safety, Health and Wellbeing Policy
NMIT Health and Safety Manual
Safety, Health and Wellbeing Leadership Group Terms of Reference
Smokefree Policy

EXTERNAL

Health and Safety at Work Act 2015

RECORDS

Safety, Health and Wellbeing Working Group Minutes

Controlled Document – Refer to NMIT website or intranet for latest version

HEALTH AND SAFETY COMMITTEE (HSC) TERMS OF REFERENCE

Section	Safety, Health and Wellbeing		
Approval Date	26.10.2016	Approved by	Directorate
Next Review	26.10.2018	Responsibility	Chief Operating Officer
Last Reviewed	n/a	Key Evaluation Question	6

PURPOSE

To bring together workers and management in the development and review of health and safety policies and procedures for the workplace. To enable management and worker representatives to meet regularly and work cooperatively to improve health and safety at work.

SCOPE

This terms of reference document applies to all Institute workers from all work sites. There will be one HSC for all work i.e. Nelson, Marlborough, Woodbourne and Global Campus.

DEFINITIONS

Health and Safety at Work Act 2015 (HSWA)	HSWA is the work health and safety legislation in New Zealand. All work and workplaces are covered by HSWA unless specifically excluded. Part 3 of HSWA covers worker engagement, participation and representation.
Health and Safety Representative (HSR)	A Health and Safety Representative (HSR) is a worker elected by the members of their work group to represent them in health and safety matters, in accordance with subpart 2 of Part 3 of HSWA.

RESPONSIBILITY

Chief Executive	<ul style="list-style-type: none"> Overall responsibility for health and safety within the Institute Ensure there is appropriate support and resources available for the implementation and management of health and safety within the Institute.
Institute	<ul style="list-style-type: none"> Consult with the HSC about health and safety matters

	<ul style="list-style-type: none"> • Allow each member of the HSC to spend as much time as necessary to attend meetings or carry out functions as a member of the committee • Provide the HSC with any necessary information to perform its functions, including information relating to hazards and the health and safety of workers at the workplace • Allow HSR training to elected representatives to ensure they are knowledgeable about health and safety legislation and aware of rights and responsibilities • Provide easy access to a list of HSRs
HSC	<ul style="list-style-type: none"> • Assist in developing standards, rules, and policies or procedures for work health and safety • Facilitate cooperation between the Institute and staff and students in instigating, developing and carrying out measures designed to ensure workers' health and safety at work. • Make recommendations relating to work health and safety • Assist with reviews to ensure compliance with the Institute's health and safety policies and procedures and Accident Compensation Corporation Workplace Safety Management Practices (ACC WSMP) standards
HSR	<ul style="list-style-type: none"> • Represent workers on health and safety matters • Make recommendations on health and safety • Investigate complaints and risks to worker health and safety • Monitor health and safety measures taken by the Institute • Give feedback to the Institute about the Institute meeting its duty • Give feedback to workers on health and safety activities of the Institute • If requested by a worker, attend interviews concerning work health and safety matters and assist with arrangements for rehabilitation and return to work • If received appropriate HSR training, and after first consulting with the Institute, issue Provisional Improvement Notices (PINs) and direct workers to cease unsafe work

MEMBERSHIP

The right mix of members means that the HSC will have the necessary level of decision making, knowledge and expertise about company policy, direction and technical matters. There should be representation for different types of work arrangements, work groups, work sites and work roles.

One of the members of a HSC appointed by the Institute must be authorised to make decisions on behalf of the Institute on health and safety matters.

At least half of the members of a HSC must be elected HSRs and not appointed by the Institute.

Each HSR is eligible to be an HSC member, however numbers in the HSC may be limited so that not all HSRs are members of an HSC.

Worker representatives may come from HSR work groups – see Appendix 1. The work groups will be reviewed annually.

Other members may include:

- Health and Safety Manager
- Health and Safety Administrator
- Representative from each union
- Student representative

The HSC may co-opt additional member(s) should a specific need arise or specific skill is required

APPOINTMENT OF MEMBERS

- Membership will be reviewed annually in November with proposed changes agreed with the COO for the new year
- Union representatives to be appointed by the respective unions and agreed by the COO
- Student representative to be appointed by SANITI
- All HSRs to be appointed through an election process.
- Election process for HSRs steps are:
 - Calling for nominations within the work group (workers can nominate themselves or others within their work group)
 - Candidates must be willing, have a passion for health and safety and work sufficiently regularly and for sufficient duration to enable them to carry out their functions effectively
 - If the number of candidates nominated for a work group is equal to or fewer than the number of vacancies the candidates will be elected unopposed
 - If the number of candidates nominated for a work group is greater than the number of vacancies, an election is held so that workers can choose who they would like to represent them
 - The preferred form of voting for an election is by electronic vote, however other forms of voting are acceptable, (e.g. show of hands, ballot box, secret ballot) and secret ballot must be used if requested by a worker in the work group, or a candidate or the Institute
 - Work group members will be notified of the successful candidate(s)

PROCEDURE

The Health and Safety Committee will meet once a month except for January.

Six committee members must be present to make up a quorum for meetings.

Committee meeting minutes will be sent to the Safety, Health and Wellbeing Leadership and Working Groups for their receipt and review and be published on the intranet.

RECORDS

Health and Safety Committee Minutes

REFERENCES

INTERNAL

Safety, Health and Wellbeing Policy
Health and Safety Manual
Safety, Health and Wellbeing Leadership Group Terms of Reference
Safety, Health and Wellbeing Working Group Terms of Reference
Smokefree Policy

EXTERNAL

Health and Safety at Work Act 2015
Worker Engagement, Participation and Representation Regulations 2016

APPENDICES

APPENDIX 1: Work groups for HSR elections

APPENDIX 1: WORK GROUPS FOR HSR ELECTIONS

HSRs to be elected from the following work groups:

- Work group 1:** Office of CE; Chief Operating Officer; and Directorate of People and Organisation Development
- Work group 2:** Directorate of Learner Services, Academic and Quality and Māori Education
- Work group 3:** Directorate of Marketing and International Development; and Directorate of Finance and Business Improvement

Directorate of Learning and Teaching as follows:

- Work group 4:** Applied Business and English Language and Learning Innovation
- Work group 5:** Arts, Media and Information Technology
- Work group 6:** Health and Fitness
- Work group 7:** Maritime and Adventure Tourism (one from Maritime and one from Adventure Tourism)
- Work group 8:** Primary Industries and Marlborough Campus
- Work group 9:** Social Sciences and Te Toki Pakohe
- Work group 10:** Trades, Engineering and Aviation (one from Aviation, one from Hair, Beauty and Wellbeing, Hotel and Catering, and one from Construction and Engineering)

NMIT Action Plan from ACC WSMP report

This action plan is in response to the Auditor recommendations from the WSMP report dated 23 February 2017 or comments made by the Auditor on the day of the audit (20 February 2017).

Standard number: ACC Auditor Recommendations	NMIT H&S team comments
1.4.3-1.4.4: Although the no recommendation was made in the report, the Auditor expressed verbally that performance of employees, in particular Managers and Tutors, should reviewed against health and safety responsibilities	Agree
2.1.2: Clarify the process to review the health and safety system after a critical event or significant change in work procedures. This may be aligned with your crisis management and health monitoring procedures but should incorporate a structured review of relevant areas of health and safety management following: <ul style="list-style-type: none"> • a critical event such as a serious harm injury or major incident involving property damage • a potentially serious 'near-miss' event • changes in work practices or systems (e.g., changes to business operations, introduction of new machinery, or significant process change). This process should consider: <ul style="list-style-type: none"> • the main contributing factors to the injury or incident • whether current policies and procedures are sufficient to prevent or minimise a recurrence • whether there is an adequate understanding of staff responsibilities following a critical event • whether additional employee information or training is required 	Check H&S Manual to see if there is adequate information of when and how the health and safety system be reviewed and how this links into the Crisis procedure.
2.2.4: clarify process for setting annual health and safety objectives to ensure that nominated employee and union representatives are included in setting and reviewing annual objectives	NMIT H&S manual states that H&S objectives be based on feedback and consultation with Health and Safety Committee , which includes nominated employee and union representatives. No further action required.
3.1.1: review the current hazard management procedure to incorporate risk identification, assessment, and management.	WorkSafe risk management framework as at April 2016 was: Step 1: Identify (hazards) Step 2: Assess (risk) Step 3: Manage (risk) Step 4: Monitor (control measures) Review for Continuous Improvement NMIT H&S Manual included Manage risks in Risk assessment section. In August 2016 WorkSafe published the Act, Plan, Do and Check framework for managing workplace health and safety risks.

Standard number: ACC Auditor Recommendations	NMIT H&S team comments
3.2.2: review existing hazard register to include risk assessments for identified hazards. Risk assessment should be carried out pre-control and again after controls have been applied (residual risk) in order to determine if the controls are sufficiently effective.	This was going to happen anyway as part of project to transfer hazard registers into Assura. Hazard records in Assura have two risk ratings - initial and controlled.
3.3.2: review your existing hazard control process to incorporate the new hierarchy of controls (as described in the General Risk and Workplace Management Regulations 2016). This means considering elimination, substitution, isolation, engineering, administrative, and PPE controls when assessing hazards and risks.	NMIT hazard control process has elimination, substitution, redesign, isolation, administration and PPE so very similar. Hierarchy of control international examples often include Isolation with Engineering Controls. Control types in Assura have been set up to reflect the WorkSafe hierarchy of controls.
3.9.1– 3.9.5: review the process and procedures for health monitoring, managing test results, and linking any sub-optimal test results back into the hazard and risk management system. Employees must also be consulted with on proposed health monitoring procedures	Draft changes to H&S Manual presented to ACC Auditor on the day of audit to meet requirement, however POD should be consulted before finalising changes to H&S Manual.
5.3.1: review the procedure for reporting notifiable events to WorkSafe NZ and ensure that management and supervisors have access to updated definitions of notifiable incidents.	Existing procedure to report notifiable events to WorkSafe in NMIT H&S Manual reflects information on WorkSafe website. Definitions for notifiable incidents already included in the definitions section of H&S Manual and Auditor did not request to see this information. Event and Injured person records in Assura have links to WorkSafe website notifiable information. No further action required.
5.4.1: consider using the WorkSafe Duty Holder Review (DHR) template as part of your normal incident investigation process. http://www.worksafe.govt.nz/worksafe/toolshed/duty-holder-review	The DHR is an 11 page report and to require this to be completed for all incidents is totally impractical would be a disincentive to report incidents. Only where there is a serious risk to health and safety of workers should the DHR be used. The H&S Manager should be determined when DHR is required.
8.3.1: Where formal contract arrangements are in place (e.g., special projects), ensure that contracts contain health and safety responsibilities and accountabilities for contractors	Agree
8.5.2: Where contracts have been completed, health and safety should be reviewed as part of post-contract evaluations.	Agree

Action items	Who	When
1. Update H&S manual to include that DHR may be required to be completed at the request of WorkSafe or H&S Manager	PG	May
2. Update H&S manual to rename redesign to engineering controls and reorder hierarchy of control to have isolation before engineering controls	PG	May
3. Update H&S manual to replace Identify, Assess, Manage, Monitor model with the Plan, Do, Check, Act model for managing workplace health and safety risks	PG	May
4. Review H&S manual and update as required to ensure they adequately document the process to review the health and safety system after a critical event or significant change in work procedure	PG	May
5. Create standard health and safety clauses to be included in contracts	PW/PG	June
6. Create post-contract evaluation form	PG	June
7. Review draft procedure to manage sub-optimal health monitoring results	POD	May
8. Review and update as required position descriptions to ensure health and safety responsibilities are relevant for role	POD	May 2018*
9. Update performance management process to ensure performance is reviewed against health and safety responsibilities	POD	May 2018**

* to allow for and reliant on developing a centralised library of job descriptions

** to align with performance cycle

Please note: Any updates to H&S Manual should include consultation with H&S Committee



REPORT TO NMIT COUNCIL | 11 MAY 2017
ITEM 10

DEVELOPMENT OF FUTURE POWER BI DASHBOARDS

PREPARED BY TONY GRAY (CHIEF EXECUTIVE)

PURPOSE

To provide Council with an update on the development of NMIT's dashboard development activity.

RECOMMENDATION

Council notes for information the continued development of dashboards as a significant tool in NMIT's monitoring and reviewing of significant operational and strategic activity.

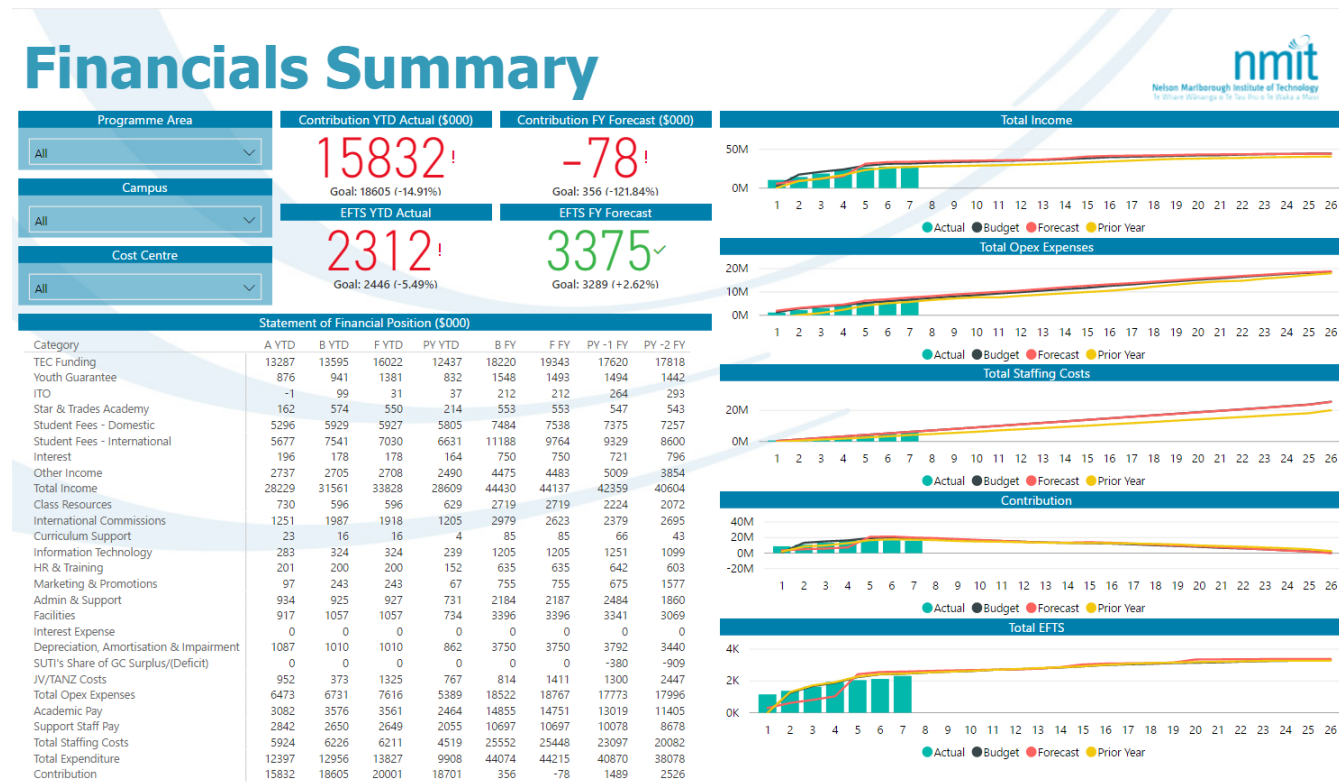
CONTEXT

Colleagues in the Finance and Business Improvement Team have responded to NMIT's need for an easy to use visual and 'single version of the truth' overview of KPI's and operational delivery at NMIT. Power BI was chosen as the best platform for this development.

Power BI – A Sneak Peak

The screenshots below provide you with an illustration of what we have ready to release in Power BI for your use.

Financials Dashboard



The financials summary dashboard is your 'one stop shop' to look at how we are tracking.

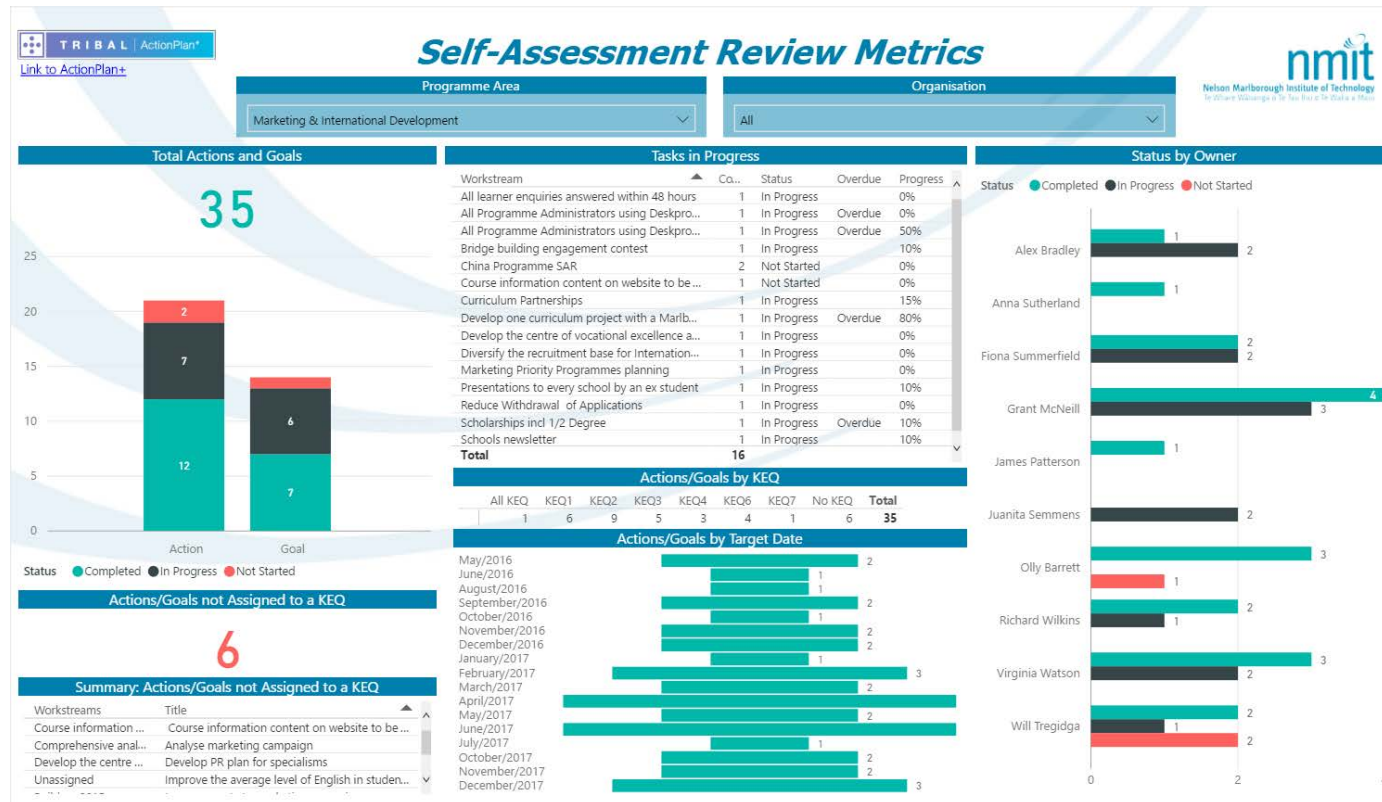
The key information shown is contribution and EFTs against budget (YTD).

There is a full statement of financial performance to provide you with income and expense breakdowns.

There are trend graphs to show how we are tracking (broken down into our 26 financial reporting periods) against budget, forecast and the prior year.

You are able to view the report at programme area, campus or cost centre level or any mix of the three.

SARS



The SARS dashboard is your summary of what is happening with your actions and goals.

The report shows the total actions and goals currently in progress and lets you know if there are any that do not have KEQ attached.

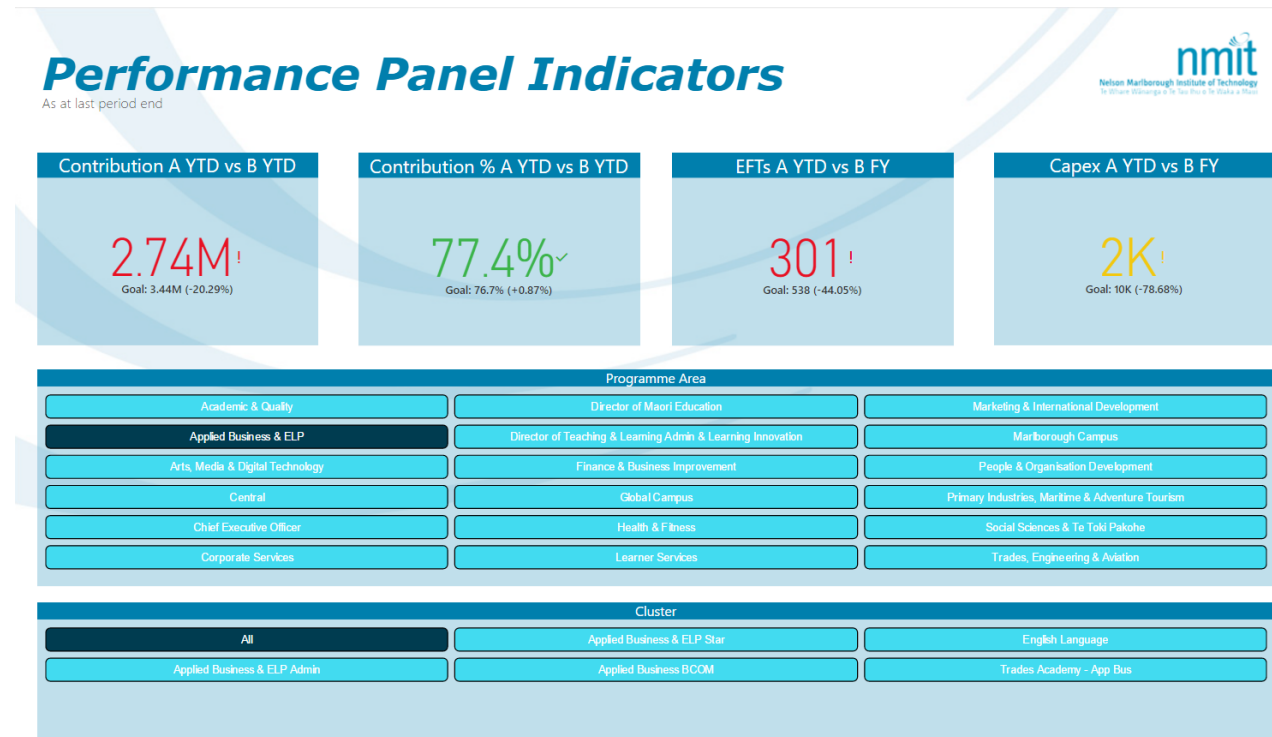
The report provides a summary of the actions and goals showing if they are overdue and what their progress is.

There is a summary of which KEQs are covered by your actions and goals and a funnel chart to show you when each of the actions and goals is due, allowing you to see potential workload issues.

Finally, the report provides a summary of actions and goals by the SAR owner.

The report can be reviewed by programme area and then by organisation within the chosen programme area.

Performance Panel

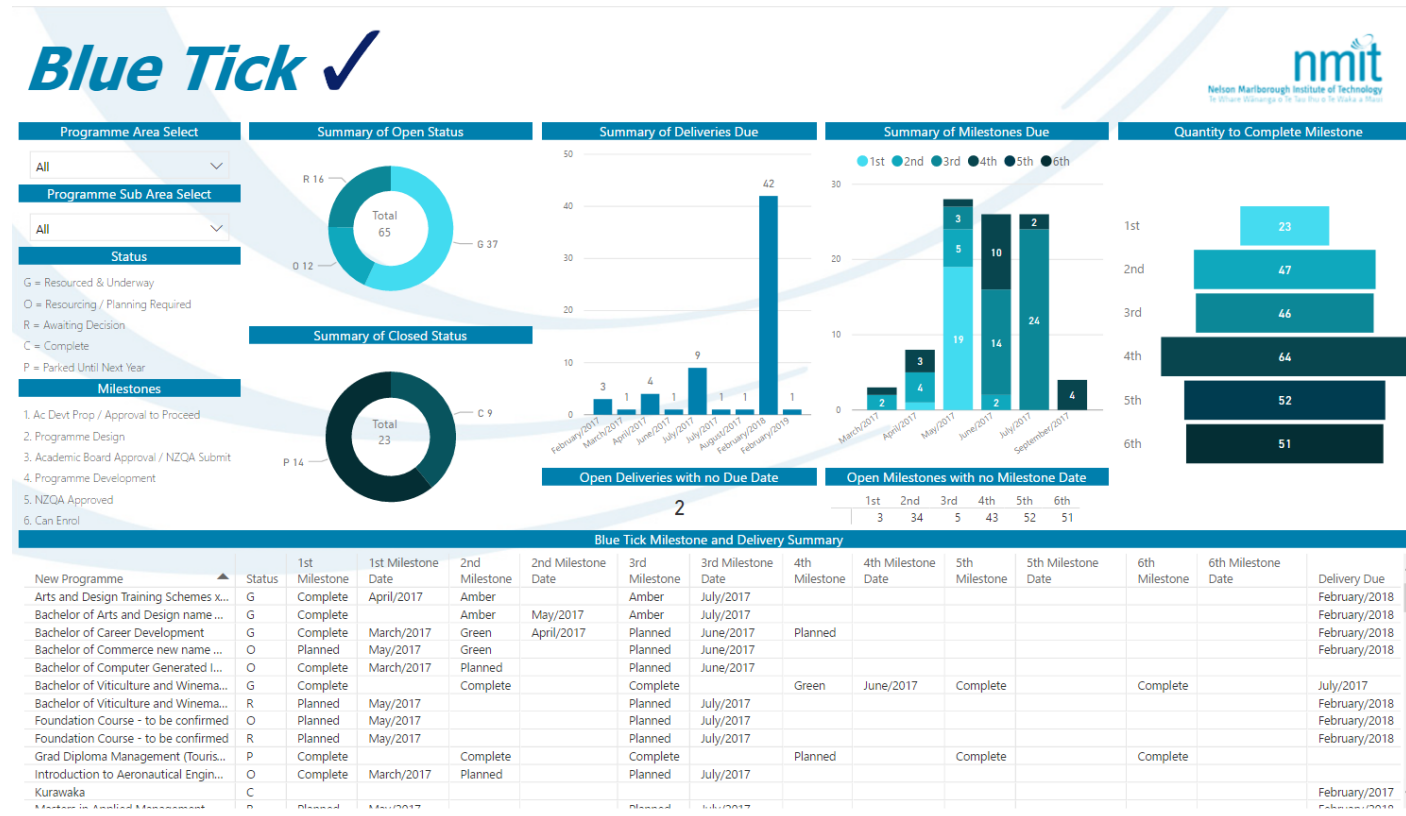


The performance panel dashboard provides you with four key indicators.

1. Contribution (A YTD vs B YTD)
2. Contribution % (A YTD vs B YTD)
3. EFTs (A YTD vs B FY)
4. Capex (A YTD vs B FY)

You can review the report by programme area and then by cluster.

Blue Tick

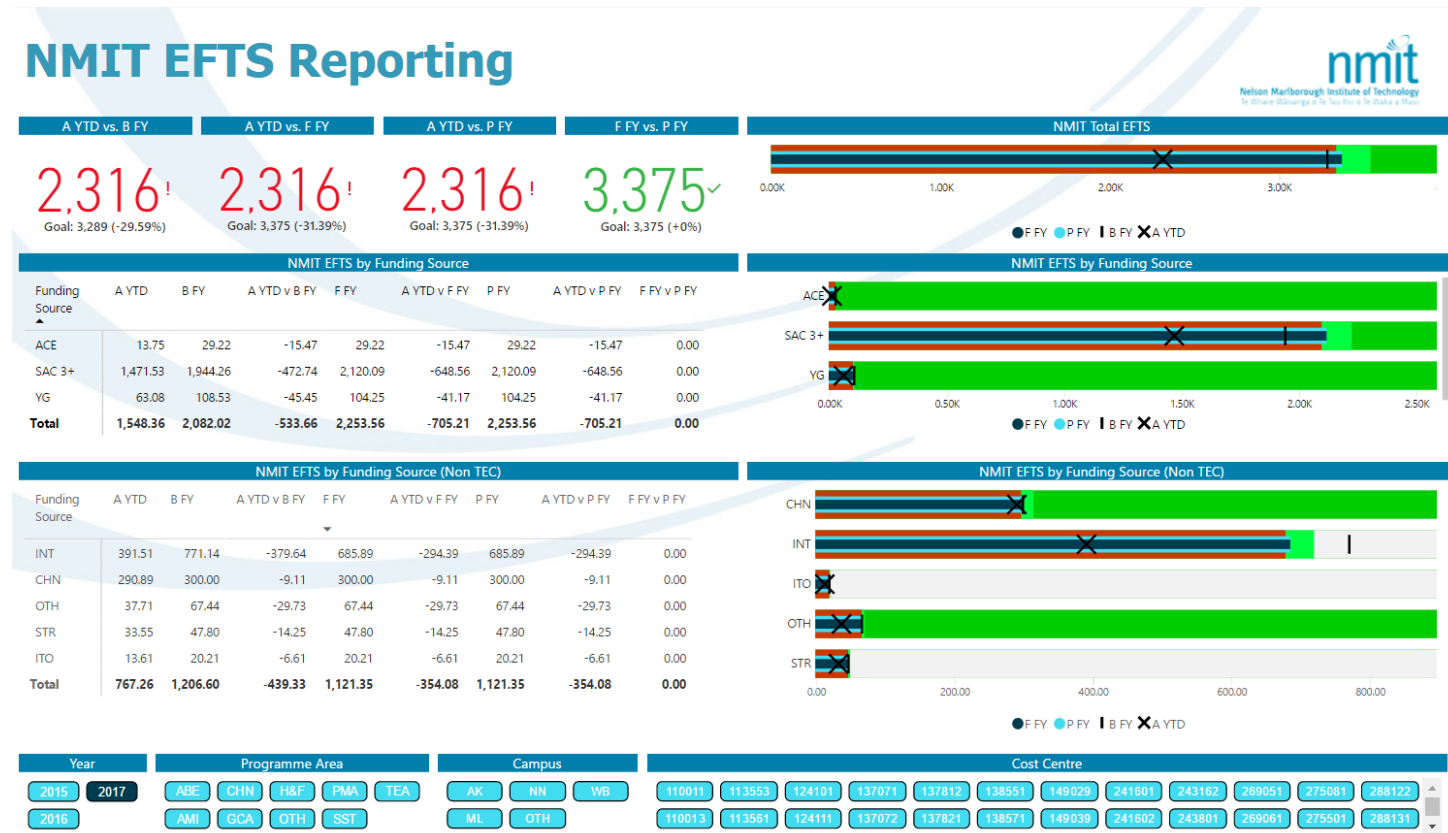


The Blue Tick dashboard provides an overview of what is happening in the programme development space.

The report provides visuals showing the programmes being developed and what stage of development these are at, the date the programme is scheduled for delivery and when each of the milestones are due for completion.

You can view the report by programme area and then by programme sub area.

EFTS Dashboard – A Work in Progress



The EFTS dashboard is currently under development and will replace the current EFTS dashboard and MOP report in Tech One.

CHIEF EXECUTIVE'S REPORT – OPEN



11 May 2017

External Evaluation and Review (EER)

Our NZQA External Evaluation and Review was completed on 5 April 2017; we have continued to provide the Lead Evaluator with additional evidence. Feedback at the end of the evaluation included:

Strengths:

- Overall achievement is generally strong
- Outcomes are strong particularly strong in some areas
- Good employment outcomes across a number of areas
- Strong and purposeful industry engagement
- Industry Advisory activity is useful and meaningful to curriculum design and planning
- LDF and Blue Tick is a real plus
- PLATO and Learning Walks have been a welcomed and valuable introduction having a positive impact
- Good evidence of theory and practical learning taking place in the classroom
- Te Ara Wai is a positive initiative, picked up and supported at management level
- Student voice is gathered and listened to; they liked 'talking walls'
- Good strong relationship with Saniti, a strong and articulate Student President
- Staff are passionate, well connected, committed and care about their learners and know them
- ILPs are consistent and systematic and contribute well to progress learners make
- International Code is well managed
- Positive to hear about the overall increase of International learner success
- Global Campus is clearly a positive extension to International Strategy
- Council is well engaged and have a good understanding of Strengths and Areas for Improvement. They receive ever improving information on progress and all seem to be on the same page. We like the Strategy 'one pager' approach!
- International and central Learner Services appear to be working well
- Staff very supportive about the communication and approach of leadership
- Compliance is really well managed and monitored – it's really effective
- New initiatives and systems have been really effective
- Purpose and direction of NMIT is really, really, clear

Potential Areas for Improvement – and so an opportunity for us to provide additional evidence:

- Achievement could be better analysed
- International achievement lacks some data
- Some achievement gaps for Maori in several programme areas
- Capturing of graduate destination data and the impact of their learning on their destination

- Te Ara Wai in programme areas is variable
- Needs of Maori learners are not always well matched with achievement data
- Student surveys still work in progress and need to be optimised
- Earlier identification of 'at risk' learners to ensure directed support is offered soon enough and its tracked well

At the time of writing we have been informed that the draft report will be with us by 30 May 2017, we will then have 10 working days to respond to the draft report.

Employee Engagement Survey

Our NMIT Employee Engagement Survey (delivered via Gallup) was launched on 2 May, with a closing date of 22 May. We are looking to both increase participation in the survey from 74% in 2016 and show progress against the twelve measurement questions.

TEC Investment Approach

The TEC has updated its 'Investment Approach' strategy and provided an overview diagram ([attached](#)) for discussion. TEC will be holding a series of development sessions with the Tertiary sector (Universities, ITPs, PTEs and ITOs) to consult and further develop the 'Investment Approach'. Key elements look to include the development of a 'Capability Framework' to be a major element of any 'investment' decision making and the further use of 'big data' and 'single versions of the truth'.



REPORT TO NMIT COUNCIL | 11 MAY 2017
ITEM 12

EFTS AND FINANCIAL UPDATES AS AT 23 APRIL 2017

PREPARED BY VICKI BRYSON (DIRECTOR FINANCE & BUSINESS IMPROVEMENT)

PURPOSE

To provide Council with an EFTS and Financial update as at 23 April 2017.

RECOMMENDATION

That the Council receives these reports for information and discussion.

CONTEXT

Council receives financial and EFTS reports at each meeting. Reports provide a dashboard and commentary analysis on budget and Mix of Provision status at NMIT.



Nelson & Marlborough Institute of Technology

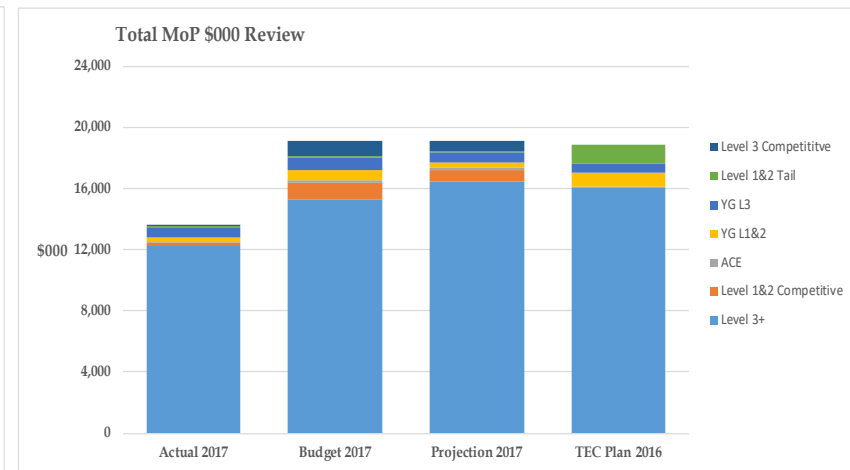
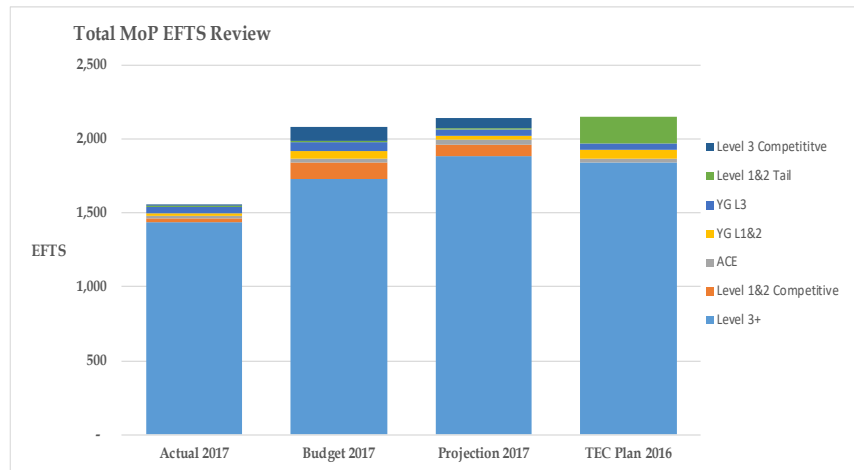
EFTS Reporting 23 April 2017

EFTS Reporting

NMIT EFTS @ 24-Apr-2017 (EA & EW Status)											
Value Type	SAC	Int	China	ITO	YG	Star	Other	ACE	Total		
► 2017 Actual YtD	1,484.92	392.01	290.89	14.10	63.01	33.70	38.23	14.19	2,331.05	Under TEC capped EFTS	
2017 Budget FY	1,944.26	771.14	300.00	20.21	108.53	47.80	67.44	29.22	3,288.62	Under TEC capped EFTS	
2017 Projected FY	2,038.61	609.22	290.89	18.55	72.83	34.45	67.32	29.22	3,161.09	Within TEC capped EFTS	
% EFTS Variances											
Actual(YtD) to Budget(FY)	(473.59)	(379.14)	(9.11)	(6.11)	(45.52)	(14.10)	(14.96)	(15.03)	(957.57)	<div><div></div> exceeds by greater than 5%</div> <div><div></div> within allowable limits</div> <div><div></div> less by greater than 1%</div>	
% Actual(YtD) / Budget(FY)	76%	51%	97%	70%	58%	71%	78%	49%	71%		
Actual(YtD) to Projection(FY)	(526.64)	(301.47)	(1.19)	(11.68)	(41.06)	(5.18)	(31.14)	(12.25)	(930.61)		
% Actual(YtD) / Projection(FY)	0%	57%	100%	55%	61%	87%	63%	0%	71%		
Actual(YtD) to Plan(FY)	1,470.67	392.01	290.89	14.10	63.01	33.70	52.48	14.19	2,331.05		
% Actual(YtD) / Plan(FY)	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Projection(FY) to Plan(FY)	1,997.31	693.47	(7.92)	25.78	104.07	38.88	83.62	26.44	2,969.57		
% Projection(YtD) / Plan(FY)	<div></div> 0%	<div></div> 0%	<div></div> 0%	<div></div> 0%	<div></div> 0%	<div></div> 0%	<div></div> 0%	<div></div> 0%	<div></div> 0%	<div></div> 0%	
Programme Area EFTS incl. of distributed JV progs.											
Value Type	App Bus & ELP	Trades & Eng.	Arts, Media & IT	Soc. Sci. & TTP	Health	Primary Industries	GCA	China Project	Leamer Services	Total	
► 2017 Actual YtD	312.89	379.69	277.35	349.38	314.12	323.16	82.45	291.14	0.87	2,331.05	
2017 Budget FY	538.47	561.15	418.22	302.56	328.98	537.23	300.00	302.00	0.00	3,288.62	
2017 Projected FY	435.87	542.83	379.15	409.05	383.57	501.10	215.75	292.89	0.88	3,161.09	
% EFTS Variances											
Actual(YtD) to Budget(FY)	(225.58)	(181.46)	(140.87)	46.82	(14.86)	(214.07)	(217.55)	(10.86)	0.87	(957.57)	
% Actual(YtD) / Budget(FY)	58%	68%	66%	115%	95%	60%	27%	96%	0%	71%	
Actual(YtD) to Projection(FY)	(244.07)	(130.89)	(158.47)	(92.70)	(18.97)	(198.98)	(83.26)	291.14	(1.01)	(930.61)	
% Actual(YtD) / Projection(FY)	56%	74%	64%	79%	94%	62%	50%	99%	46%	71%	
Actual(YtD) to Plan(FY)	312.89	379.69	277.35	349.38	314.12	323.16	82.45	291.14	0.87	2,331.05	
% Actual(YtD) / Plan(FY)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Projection(FY) to Plan(FY)	556.97	510.59	435.82	442.07	333.09	522.14	165.71	293.39	1.88	2,969.57	
% Projection(YtD) / Plan(FY)	<div></div> 0%	<div></div> 0%	<div></div> 0%	<div></div> 0%	<div></div> 0%	<div></div> 0%	<div></div> 0%	<div></div> 0%	<div></div> 0%	<div></div> 0%	



EFTS Analysis MOP 2017



MoP Grid re EFTS

EFTS Values	Level 3+	Level 3 Competitive	Level 1&2 2016 Tail	Level 1&2 Competitive	YG Level 1&2	YG Level 3+	ACE	Total
Actual 2017	1,438.02	14.25	8.35	24.30	18.93	44.08	14.19	1,562.12
Budget 2017	1,726.08	95.00	8.18	115.00	48.25	60.28	29.22	2,082.02
Projection 2017	1,880.92	63.00	10.68	84.00	24.25	48.58	29.22	2,140.66
Plan 2016	1,838.64	0.00	180.41	0.00	60.26	40.00	29.22	2,148.53

Variances

Actual to Budget	(288.06)	(80.75)	0.17	(90.70)	(29.32)	(16.20)	(15.03)	(519.90)
Actual % of Budget	83.3%	15.0%	102.1%	21.1%	39.2%	73.1%	48.6%	75.0%
Actual to Projection	(442.90)	(48.75)	(2.33)	(59.70)	(5.32)	(4.50)	(15.03)	(578.54)
Actual % of Projection	76.5%	22.6%	78.2%	28.9%	78.1%	90.7%	48.6%	73.0%
Actual to Plan	(400.62)	14.25	(172.06)	24.30	(41.33)	4.08	(15.03)	(586.41)
Actual % of Plan	78.2%	0.0%	4.6%	0.0%	31.4%	110.2%	48.6%	72.7%
Projection to Plan	42.28	63.00	(169.73)	84.00	(36.01)	8.58	0.00	(7.87)
Projection % of Plan	102.3%	0.0%	5.9%	0.0%	40.2%	121.5%	100.0%	99.6%

MoP Grid re \$

\$ (000) Values	Level 3+	Level 3 Competitive	Level 1&2 2016 Tail	Level 1&2 Competitive	YG Level 1&2	YG Level 3+	ACE	Total
Actual 2017	12,334	150	60	149	271	630	63	13,658
Budget 2017	15,310	1,002	69	1,075	690	862	130	19,137
Projection 2017	16,415	664	89	797	347	695	130	19,137
Plan 2016	16,010	0	1,263	0	862	572	130	18,837

Variances

Actual to Budget	(2,976)	(852)	(8)	(926)	(419)	(232)	(67)	(5,480)
Actual % of Budget	80.6%	15.0%	87.8%	13.9%	39.2%	73.1%	48.6%	71.4%
Actual to Projection	(4,082)	(514)	(28)	(648)	(76)	(64)	(67)	(5,480)
Actual % of Projection	75.1%	22.6%	67.9%	18.7%	78.1%	90.7%	48.6%	71.4%
Actual to Plan	(3,677)	150.25	(1,203)	149.25	(591)	58.32	(67)	(5,180)
Actual % of Plan	77.0%	0.0%	4.8%	0.0%	31.4%	110.2%	48.6%	72.5%
Projection to Plan	405	664	(1,174)	797	(515)	123	0	300
Projection % of Plan	102.5%	0.0%	7.0%	0.0%	40.2%	121.5%	100.0%	101.6%



Nelson & Marlborough Institute of Technology

Financial Reporting & Analysis For Period Ending 23 April 2017 (Period 8)

Vicki Bryson : Finance Director



NMIT Financial Operating Statement

For the period ending 23 April 2017

Category Description (\$000's)	Year to Date				Full Year		
	Actual	Budget	\$ Variance	%+(-)Variance	Budget	2016	2015
Income							
TEC Funding	13,641	14,031	(390)	(3)%	18,220	17,620	17,818
Youth Guarantee	903	978	(75)	(8)%	1,548	1,494	1,442
ITO	33	115	(82)	(72)%	212	264	293
Star & Trades Academy	162	577	(415)	(72)%	553	547	543
Student Fees - Domestic	5,762	6,045	(283)	(5)%	7,484	7,375	7,257
Student Fees - International	5,475	7,850	(2,375)	(30)%	11,188	9,329	8,600
Interest	225	207	18	9%	750	721	796
Other Income	2,794	2,857	(63)	(2)%	4,475	5,009	3,854
Total Income	28,995	32,660	(3,665)	(11)%	44,430	42,359	40,604
Expenditure							
Class Resources	785	725	(60)	(8)%	2,719	2,224	2,072
International Commissions	1,208	2,063	855	41%	2,979	2,379	2,695
Curriculum Support	26	20	(6)	(28)%	85	66	43
Information Technology	330	370	40	11%	1,205	1,251	1,099
HR & Training	236	223	(14)	(6)%	635	642	603
Marketing & Promotions	123	276	153	55%	755	675	1,577
Admin & Support	1,007	1,028	20	2%	2,184	2,484	1,860
Facilities	1,092	1,147	54	5%	3,396	3,341	3,069
Interest Expense	-	-	-	0%	-	0	0
Depreciation, Amortisation & Impairment	1,242	1,154	(88)	(8)%	3,750	3,792	3,440
JV/TANZ Costs	996	394	(602)	(153)%	814	1,300	2,447
SUT's Share of GC Surplus/(Deficit)	-	-	-	0%	-	(380)	(909)
Total Opex Expenses	7,047	7,400	353	5%	18,522	17,773	17,996
Academic Pay	3,526	4,145	620	15%	14,855	13,019	11,405
Support Staff Pay	3,264	3,008	(256)	(9)%	10,697	10,078	8,678
Total Staffing Costs	6,790	7,153	363	5%	25,552	23,097	20,082
Total Expenditure	13,837	14,553	717	5%	44,074	40,870	38,078
Contribution	15,159	18,107	(2,948)	(16)%	356	1,489	2,526
Contribution %	52%	55%			1%	4%	6%

YTD contribution unfavourable to budget due to unfavourable income variance. Income is unfavourable to budget across all categories except interest. EFTS are 159 lower than budget and 214 lower than April 2016. Opex is favourable to budget, with lower international commissions (lower international EFTS) and advertising costs, partly offset by higher JV/TANZ costs (higher JV EFTS). Pays are favourable to budget in academic with contractors under budget (timing/late starts).



Global Campus Financial Operating Statement

For the period ending 23 April 2017

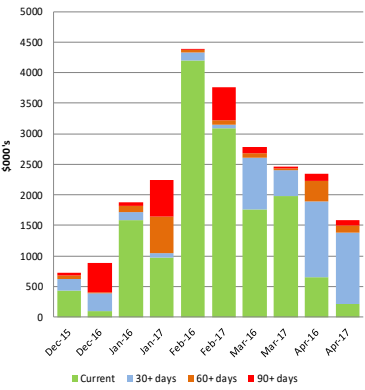
Category Description (\$000's)	Year to Date				Full Year		
	Actual	Budget	\$ Variance	%+(-)Variance	Budget	2016	2015
Income							
Student Fees - International	1,384	2,966	(1,582)	(53)%	4,838	2,551	825
Interest	1	-	1	0%	-	14	11
Other Income	0	8	(7)	(95)%	25	6	4
Total Income	1,385	2,974	(1,589)	(53)%	4,863	2,571	840
Expenditure							
Class Resources	3	39	35	92%	159	25	(64)
International Commissions	149	715	566	79%	1,169	431	476
Curriculum Support	-	1	1	100%	3	-	-
Information Technology	8	9	1	14%	29	63	52
HR & Training	7	4	(3)	(68)%	13	2	2
Marketing & Promotions	2	56	54	97%	67	19	35
Admin & Support	28	73	45	61%	230	210	205
Facilities	398	391	(6)	(2)%	1,190	1,062	976
Depreciation, Amortisation & Impairment	41	-	(41)	0%	-	137	111
SUTI's Share of Surplus/(Deficit)	-	-	-	0%	-	(380)	(909)
Total Opex Expenses	635	1,287	651	51%	2,858	1,568	885
Academic Pay	215	452	237	52%	1,616	803	220
Support Staff Pay	168	151	(17)	(11)%	540	580	528
Total Staffing Costs	383	603	220	37%	2,157	1,383	748
Total Expenditure	1,018	1,890	872	46%	5,014	2,951	1,633
Contribution	367	1,084	(717)	(66)%	(151)	(380)	(793)
Contribution %	26%	36%			-3%	-15%	-94%

Contribution \$(0.7)m unfavourable to budget, due to lower EFTS recruitment in 2016 coming through as tail. Unfavourable income variance is partly offset by savings in commission and staffing costs.

NMIT Executive Summary



Financials								
\$000	A YTD	B YTD	F YTD	P/Y YTD	Var A v B	Var A v F	Var A v P/Y	
Surplus	15,159	18,107	17,110	17,979	(2,948)	(1,952)	(2,820)	
Surplus %	52%	55%	52%	60%	(3)%	(0)%	(8)%	
NMIT cash & bank	22,281	27,627	27,627	23,360	(5,346)	(5,346)	(1,079)	
SAC EFTS ³	1,509	1,495	1,717	1,536	14	(208)	(27)	
SAC Funding ³	13,542	13,951	15,450	13,028	(409)	(1,908)	514	
Pays	6,790	7,153	7,179	5,849	363	389	(941)	
Contrib'n var \$	ApB	Trd	AMI	SS	Hea	PI	GC	Team
Actual to budget								
Var A v B (\$000)	(1,160)	(432)	(281)	(54)	(178)	(676)	(717)	549
% to prev mnth								
EFTS (enrolments)								
SAC EFTS - YTD Actuals			Int'l EFTS - YTD Actuals			Other EFTS - YTD Actuals		
								
YTD Act 78% FY B Var 22%			YTD Act 51% FY B Var 49%			YTD Act 80% FY B Var 20%		
	A YTD	B YTD	F YTD	P/Y YTD	Var A v B	Var A v F	Var A v P/Y	
SAC EFTS ^{3,7}	1,509	1,495	1,495	1,536	14	14	(27)	
Int'l EFTS ⁴	392	553	553	531	(161)	(161)	(139)	
Other EFTS ⁵	460	472	472	462	(12)	(12)	(2)	
Total EFTS	2,361	2,520	2,520	2,529	(159)	(159)	(168)	
EFTS YTD	ApB	Trd	AMI	SS	Hea	PI	GC	S/C&C
Actual to budget								
Var A v B	(108)	(6)	(42)	5	(7)	(24)	(103)	125
Var to prev mnth								
Notes								
1. Reporting against budget								
2. Joint Venture surplus, pays & EFTS excluded from Programme Areas and included under Team and S/C&C								
3. Excludes ACE								
4. Excludes China								
5. Includes China & ACE								
6. 2016 TEC EPI's to be confirmed								
7. Includes enrolments with status ER14								

FTE & Pays								
Pays YTD								
								
Pays var \$	ApB	Trd	AMI	SS	Hea	PI	GC	Team
Actual to budget								
Var A v B (\$000)	120	(16)	15	81	21	23	220	(101)
% var to prev mnth								
Debtors				Capex				
								
TEC EPI's (year end position) ⁶								
Ratio	2017B	Mvmt	2016A	Mvmt	2015A	Mvmt	2014A	
Viability Average	3.5		4		4.7		4.2	
Sustainability Average	3.9		4.1		4		4	

Programme Areas	
ApB - Applied Business & ELP	
Trd - Trades, Engineering & Aviation	
AMI - Arts, Media & IT	
SS - Social Sciences	
Hea - Health	
PI - Primary Industries, Maritime & AVT	
GC - Global Campus	
S/C&C - Sub Contract & China	

Income : variance explanation

Category Description (\$000's)	Year to Date				Full Year		
	Actual	Budget	\$ Variance	%+(-)Variance	Budget	2016	2015
Income							
TEC Funding	13,641	14,031	(390)	(3)%	18,220	17,620	17,818
Youth Guarantee	903	978	(75)	(8)%	1,548	1,494	1,442
ITO	33	115	(82)	(72)%	212	264	293
Star & Trades Academy	162	577	(415)	(72)%	553	547	543
Student Fees - Domestic	5,762	6,045	(283)	(5)%	7,484	7,375	7,257
Student Fees - International	5,475	7,850	(2,375)	(30)%	11,188	9,329	8,600
Interest	225	207	18	9%	750	721	796
Other Income	2,794	2,857	(63)	(2)%	4,475	5,009	3,854
Total Income	28,995	32,660	(3,665)	(11)%	44,430	42,359	40,604

TEC funding – unfavourable to budget

- × SAC Funding unfavourable to budget with higher EFTS but different EFTS mix than budgeted.
- × YG Funding unfavourable to budget with lower EFTS than budgeted, particularly in Cert in TPI.
- ✓ Programmes with EFTS higher than budget include BIT \$107k, MEC 3 & 4 \$114k, Skipper Restricted Limits \$404k, Superyacht \$25k, JV STS Seafood Proc \$159k, Cert Auto Eng L4 \$99k, Nat Cert Carpentry \$114k, Cert in TPI (H&B) \$24k, Trainee Ranger \$25k, Dip Aquaculture Tech \$28k, CAME \$85k, Dip Aero Cert \$25k, Cert AVT \$71k, Intl Culinary Arts Dip \$24k, Prof Hair NN \$146k, Prof Hair ML \$20k, Bach Nursing Yr 3 \$147k, COP NN \$86k, JV SUTI COP \$250k, JV SUTI Career Guidance \$272k, JV Annesbrook \$133k, Te Tuara \$34k, Te Haeata \$130k, Te Ata Hou L3+ \$57k, PG Cert Supervision \$20k, Bach Counselling \$42k.
- × Programmes with EFTS below budget include BCom NN \$(127)k, NZ Dip Bus \$(34)k, First Line Mgmt \$(22)k, Cert Computer Tech NN L3+ \$(83)k, Cert Computer Tech L2 \$(53)k, Cert Bus Admin NN L3+ \$(49)k, Cert Bus Admin ML L3+ \$(24)k, Nat Cert Retail L2 \$(28)k, Nat Cert Retail L3 \$(31)k, NZOW & NZOM \$(99)k, CVP \$(30)k, Cert Entry Auto Eng NN L3 \$(176)k, Cert Entry Auto Eng ML L3 \$(55)k, Dip Civil Eng \$(81)k, Cert TPI NN \$(97)k, Cert Carpentry ML \$(81)k, Cert Hort NN \$(144)k, Cert Hort ML \$(192)k, NZ Cert Hort Prod NN \$(37)k, NZ Cert Hort Prod ML \$(79)k, BAMC \$(129)k, PGDSA \$(67)k, Dip AVT \$(78)k, NZ Cert in Food & Bev \$(22)k, Adv Prof Hair \$(61)k, NZ Cert in Hosp \$(49)k, Cert Adv Prof Hair \$(73)k, Dip Fit Yr 1 \$(127)k, Dip Fit Yr 2 \$(30)k, Bach Nursing Yr 1 \$(20)k, Bach Nursing Yrs 2 \$(72)k, BAM \$(36)k, Dip Interior Design \$(27)k, Training Scheme Cr Ind \$(72)k, Dip A&M \$(51)k, Cert in Study & Career Prep \$(113)k, ELP L2 \$(28)k, ELP NZCEL \$(80)k, ELP ILN \$(183)k, CVS \$264)k.

Student Fees (Domestic) – unfavourable to budget

- ✓ Programmes with fees higher than budget include Confucious & China NZ \$31k, BIT \$29k, MEC 3&4 \$38k, Skipper Restricted Limits \$38k, Maritime SC \$24k, Cert Auto Eng L4 \$35k, CAME \$38k, Cert AVT \$36k, Prof Hair NN \$95k, Bach Nursing Yr 3 \$59k, JV Annesbrook Diploma \$88k, Bach Counselling \$34k.
- × Programmes with fees below budget include BCom NN \$(79)k, Cert Bus Admin L3 NN \$(54)k, Dip FV Ops \$(26)k, NZOW & NZOM \$(44)k, Cert Entry Auto Eng L3 NN \$(93)k, Cert Auto Eng L3 ML \$(28)k, Dip Civil Eng \$(38)k, Cert Carpentry ML \$(39)k, Trainee Ranger \$(46)k, BAMC \$(29)k, Dip AVT \$(49)k, Adv Prof Hair ML \$(32)k, Cert Adv Prof Hair NN \$(40)k, Dip Fit \$(79)k, Bach Nursing Yr 2 \$(30)k, BAM \$(21)k, Dip A&M \$(36)k, Cert in Study & Career Prep \$(66)k.

Income : variance explanation cont'd

Category Description (\$000's)	Year to Date				Full Year		
	Actual	Budget	\$ Variance	%+(-)Variance	Budget	2016	2015
Income							
TEC Funding	13,641	14,031	(390)	(3)%	18,220	17,620	17,818
Youth Guarantee	903	978	(75)	(8)%	1,548	1,494	1,442
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Star & Trades Academy	162	577	(415)	(72)%	553	547	543
Student Fees - Domestic	5,762	6,045	(283)	(5)%	7,484	7,375	7,257
Student Fees - International	5,475	7,850	(2,375)	(30)%	11,188	9,329	8,600
Interest	225	207	18	9%	750	721	796
Other Income	2,794	2,857	(63)	(2)%	4,475	5,009	3,854
Total Income	28,995	32,660	(3,665)	(11)%	44,430	42,359	40,604

Student Fees (International) – unfavourable to budget

- × International fees unfavourable to budget due to lower than budgeted EFTS, particularly GC due to lower pipeline from previous year.
- ✓ Programmes with fees higher than budget include BCom \$327k, MEC 3&4 \$123k, BVW \$21k, Dip Civil Eng \$20k, Dip Aquaculture Tech \$40k, PGDSA \$21k, Int'l Culinary Arts Dip \$64k, Beauty Serv ML \$31k, BAM \$200k, ELP NZCEL \$89k, GC Grad Dip in Accounting \$59k.
- × Programmes with fees below budget include PGDBE \$(774)k, NZ Dip Bus \$(288)k, PGDIB NN \$(197)k, PGDIB ML \$(150)k, BIT \$(96)k, Maritime SC \$(25)k, BAMC \$(81)k, Cert AVT \$(46)k, Cert T&T \$(28)k, Health SC \$(41)k, GC Dip in Commerce Yr 1 \$(605)k, GC Dip Ap Mgmt \$(286)k, GC Dip IT \$(520)k, GC PGDIB \$(221)k.

ITO revenue – unfavourable to budget

- × Competenz, MITO & HITO all below budget.

Star & Trades Academy revenue – unfavourable to budget

- × STAR courses not yet commenced.
- × Trades Academy unfavourable to budget – combination of budget phasing & lower EFTS.

Interest – on track

Other Income – unfavourable to budget

- ✓ Resalable items \$32k (contra expense), ELP NZCEL \$57k, ELTO \$28k, Finance \$27k, Facilities (insurance claims – contra expense) \$33k, Flexi Learning \$99k (TANZ contract – contra salaries).
- × SSL \$(71)k (contra SANITI subsidy), Donations/Sponsorship \$(25)k, China \$(21)k, PIFO \$(91)k, Maritime short courses \$(105)k, Research & Hub \$(30)k.

All income streams (except for interest) unfavourable to budget, due to lower EFTS & different EFTS mix.



Operating expenditure - variance explanation

Category Description (\$000's)	Year to Date				Full Year		
	Actual	Budget	\$ Variance	%+(-)Variance	Budget	2016	2015
Expenditure							
Class Resources	785	725	(60)	(8)%	2,719	2,224	2,072
International Commissions	1,208	2,063	855	41%	2,979	2,379	2,695
Curriculum Support	26	20	(6)	(28)%	85	66	43
Information Technology	330	370	40	11%	1,205	1,251	1,099
HR & Training	236	223	(14)	(6)%	635	642	603
Marketing & Promotions	123	276	153	55%	755	675	1,577
Admin & Support	1,007	1,028	20	2%	2,184	2,484	1,860
Facilities	1,092	1,147	54	5%	3,396	3,341	3,069
Interest Expense	-	-	-	0%	-	0	0
Depreciation, Amortisation & Impairment	1,242	1,154	(88)	(8)%	3,750	3,792	3,440
JV/TANZ Costs	996	394	(602)	(153)%	814	1,300	2,447
SUT's Share of GC Surplus/(Deficit)	-	-	-	0%	-	(380)	(909)
Total Opex Expenses	7,047	7,400	353	5%	18,522	17,773	17,996

Class Resources (Items organised by teaching staff for use in class)

- x Unfavourable overall.
- ✓ Favourable variances in accreditation fees \$29k (Blue Tick programme redevelopment).
- x Unfavourable variances in course purchases \$(42)k and photocopying/printing \$(54)k.

International Commissions (Commissions paid to international agents)

- ✓ Favourable due to lower international revenues.

Curriculum Support (Costs to support teaching & curriculum)

- x Small unfavourable variances in research and books.

Information Technology (Costs like telephone, wifi, network & licences)

- ✓ Favourable overall, mainly in licence fees \$43k.

HR & Training (Costs to support, train or recruit staff)

- x Unfavourable overall with main unfavourable variance in professional memberships \$(15)k.

Marketing & Promotions (Costs to promote programmes & facilities excluding agents commissions)

- ✓ Favourable variances in advertising \$62k, photocopying/printing – promotion \$26k, and international costs \$58k.



Operating expenditure - variance explanation cont'd

Category Description (\$000's)	Year to Date				Full Year		
	Actual	Budget	\$ Variance	%+(-)Variance	Budget	2016	2015
Expenditure							
Class Resources	785	725	(60)	(8)%	2,719	2,224	2,072
International Commissions	1,208	2,063	855	41%	2,979	2,379	2,695
Curriculum Support	26	20	(6)	(28)%	85	66	43
Information Technology	330	370	40	11%	1,205	1,251	1,099
HR & Training	236	223	(14)	(6)%	635	642	603
Marketing & Promotions	123	276	153	55%	755	675	1,577
Admin & Support	1,007	1,028	20	2%	2,184	2,484	1,860
Facilities	1,092	1,147	54	5%	3,396	3,341	3,069
Interest Expense	-	-	-	0%	-	0	0
Depreciation, Amortisation & Impairment	1,242	1,154	(88)	(8)%	3,750	3,792	3,440
JV/TANZ Costs	996	394	(602)	(153)%	814	1,300	2,447
SUTI's Share of GC Surplus/(Deficit)	-	-	-	0%	-	(380)	(909)
Total Opex Expenses	7,047	7,400	353	5%	18,522	17,773	17,996

Admin & Support (Costs for back office, printing & equipment)

- ✓ Favourable variance in SANITI subsidy \$71k (contra revenue), photocopying/printing – admin \$21k.
- x Unfavourable variance in purchases admin \$(100)k (TANZ costs).

Facilities (Costs for site, rent, repairs, cleaning etc)

- ✓ Favourable variances in contract maintenance \$71k, insurance \$43k, energy \$32k, cleaning \$30k.
- x Unfavourable variances in security & keys \$(58)k, R&M \$(37)k, and rent \$(25)k.

Depreciation, Amortisation & Impairment

- x Unfavourable to budget.

JV/TANZ Costs

- x Unfavourable overall with main unfavourable variances in STS Seafood Processing, SUTI COP, SUTI Career Guidance, and Annesbrook Diploma (offset against favourable revenue variances).

Opex 5% under budget, with main favourable variance in international commissions (offset lower international revenues), and smaller favourable variances in marketing, and facilities costs. Partly offset by unfavourable variances in class resources, depreciation and JV/TANZ costs (offset revenue)



Pays - variance explanation

Category Description (000's)	Year to Date				Full Year		
	Actual	Budget	\$ Variance	%+(-)Variance	Budget	2016	2015
Academic Pay	3,526	4,145	620	15%	14,855	13,019	11,405
Support Staff Pay	3,264	3,008	(256)	(9)%	10,697	10,078	8,678
Total Staffing Costs	6,790	7,153	363	5%	25,552	23,097	20,082

Academic pays

- ✓ Favourable by \$620k.
- ✓ Main favourable variances in GC \$237k, Confucious & China NZ \$91k, PGDBE NN \$85k, Te Haeta \$84k, NZ Dip Bus Online \$41k, Training Schemes Cr Ind \$37k, Te Ata Hou \$29k, Cert in Superyacht Crewing \$23k, First Line Mgmt \$23k, NZ Cert in Food & Beverage \$20k, Central \$20k, Bach Nursing Yr 1 \$20k.
- x Main unfavourable variances in ELP NZCEL \$(37)k, In China \$(35)k, Trades Admin \$(35)k, Maritime S/C \$(21)k, ELTO \$(20)k, Soc Sci Admin \$(20)k.

Allied pays

- x Unfavourable to budget by \$(256)k.
- ✓ Favourable variance in International Marketing \$54k, Finance & Process Improvement \$29k, CEO Admin \$28k, Maritime & AVT Admin \$23k.
- x Unfavourable variances in Programme Redevelopment Project \$(90)k, Flexi Learning \$(69)k (TANZ eCampus) (C), Academic & Quality \$(55)k, eCampus \$(44)k, Primary Industries Admin \$(33)k, Cert in Carpentry NN \$(21)k, Soc Sci Admin \$(20)k.

YTD pays \$0.4m favourable against budget.

TEU contract expired. Backpay has been accrued.

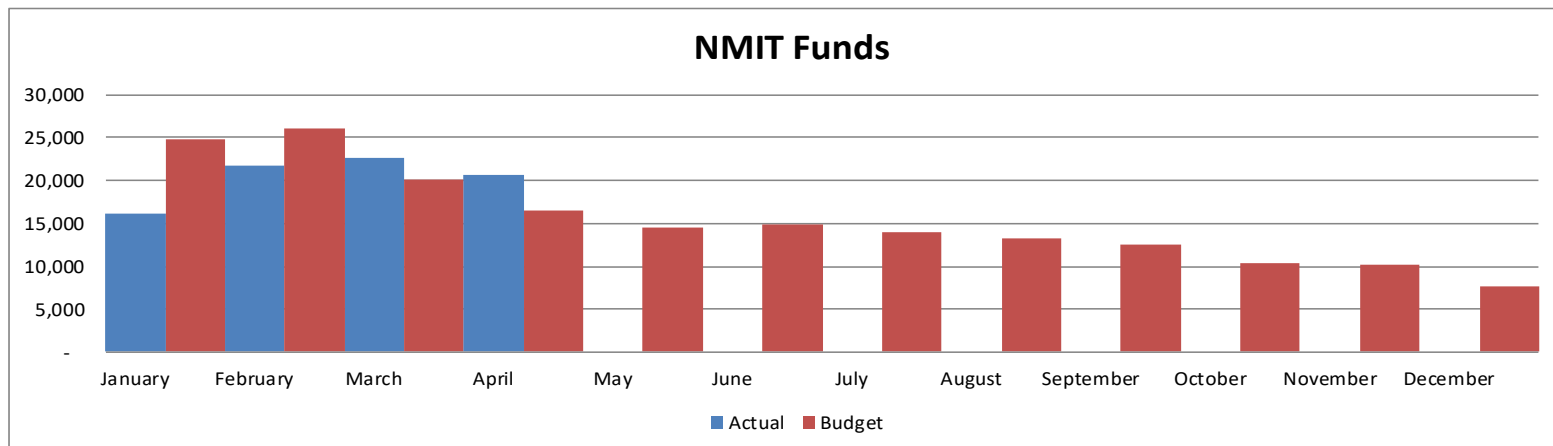
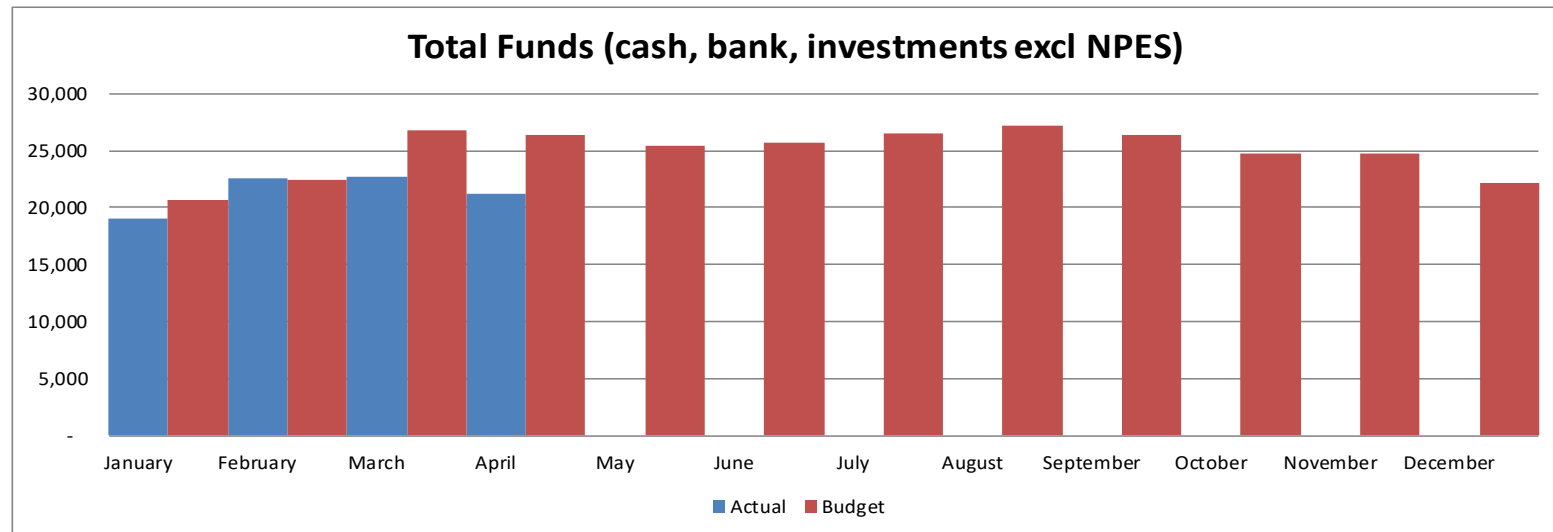


Capital Expenditure as at 23 April 2017

	2017 YTD Actual	2017 Original Budget	2017 Additional Approvals	2017 Revised Budget	Balance To Spend	%
Land	-	-	-	-	-	
Buildings	76	163	95	258	183	
Art	(0)	-	-	-	0	
Computers	507	2,311	107	2,417	1,910	
Programme Development	-	210	153	364	364	
Plant & Equipment	336	1,241	7	1,248	912	
Vehicles	-	141	-	141	141	
Books	27	108	-	108	81	
Work in progress - to allocate	430	-	-	-	(430)	
Total	1,376	4,174	362	4,536	3,160	30%

- 30% of capex budget spent to date.
- Tracking is on course

Cash flow Graph



NMIT funds decreased by \$2.0m during the month to \$20.6m. They are currently \$4.0m higher than budget, due to lower than budgeted fees in advance.



Nelson & Marlborough Institute of Technology

Investments



Investments as at 23 April 2017

a) Summary		<u>23 April 2017</u>			<u>26 February 2017</u>		<u>Change</u>	
Bank	Rating	Amount	Average Rate	Average Term	Amount	Average Rate	Value	Average Rate
ANZ	AA-	8,850,000	3.907%	208.25	4,650,000	3.900%	4,200,000	0.01%
BNZ	AA-	2,475,000	3.461%	216.00	3,975,000	3.393%	(1,500,000)	0.07%
Westpac	AA-	-			-		-	0.00%
Rabobank	A	-			-		-	0.00%
SBS	BBB	8,900,000	3.721%	198.19	12,800,000	3.622%	(3,900,000)	0.10%
Total		\$20,225,000	3.636%	212.00	\$21,425,000	3.519%	(\$1,200,000)	0.117%
b) Other Cash not on deposit								
		\$ 2,056,178			\$ 2,310,748		(254,570)	
c) New Deposits during Month								
		\$ 1,825,000			\$ 6,600,000		(4,775,000)	
d) Deposits broken in month								
		\$ -			\$ -		-	
e) Due Repayment coming month								
		\$ 2,150,000			\$ 2,550,000		(400,000)	



VERBAL REPORT FROM SARA WILLIAMS (TEC INVESTMENT MANAGER)

Sara Williams, Investment Manager and Sue McLeish, Senior Advisor will be attending the May Council meeting to provide Council with a verbal update on the tertiary education sector and an update on TEC's Investment Approach strategy.



SANITI Report to NMIT Council – Thursday 11 May 2017

Strategic Goal One – Fun social events and strong campus culture

- **Nelson** – Association ran an event on Richmond Campus for the Trainee Rangers on 23 March and a soup event on Nelson campus on Tuesday 28 March. We also ran an event on Nelson Campus to promote AGM on Monday 10 April. No events have been run on Nelson campus during the term break 14-30 April. Association had a soup event for Nelson Campus on 3 May to welcome students back.
- **Marlborough/Woodbourne Campuses** – The Association ran an event on Marlborough campus on 15 March and an event on Base Woodbourne on 5 April and supported the CAEF Graduation on 19 April.
- **International Event Schedule** – Due to adverse weather the Association postponed the Golden Bay Trip scheduled for 25 March. The Association also ran a successful trip to the Brook Sanctuary on 6 April and will be running the postponed Golden Bay trip on Saturday 6 May, which is fully booked.
- **Global Campus** - Chel Hernandez started at Global Campus on 11 April. Olivia Moir spent two days with her in Auckland, providing Employment Service training. Chel visited Nelson on 19 and 20 April to meet the rest of the team and receive information and training on the Association's service provision. The Association has received very positive feedback from GC staff and students in relation to Chel's appointment and her service delivery at GC after the event run in 24 April.

Strategic Goal Two – Friendly, quality support, advocacy and services for all students

- **Advocacy** Association advocacy and support services have been fully stretched during Term 1. It is hoped that the majority of StudyLink issues will be resolved moving into Term 2, allowing time for the database to be updated and reports written. The Term break has given the Advocates an opportunity to receive supervision and have a break. The number of StudyLink issues have reduced, but with new courses starting throughout the year it is an ongoing process.
- **Programme Representatives** – Programme Representative meetings was held on Woodbourne/Marlborough campuses on 14 March, which was well supported. A very successful meeting was held on Nelson campus on Wednesday 29 March. Association is following-up on issues raised by the Programme Representatives in Term 1. The Global Campus Programme Representative booklet has been updated in relation to the new SANITI staff member and NMIT staff changes.
- **Employment** – Demand for this service on all campuses has been steady, with an increasing number of employers contacting the Association directly. Association is working with the Applied Business Department to develop LinkedIn workshops for students. Employers are continuing to contact the Association directly. Olivia Moir met with student at GC on 11-12 April in conjunction with her new staff training programme. Olivia's last day with the Association was 28 April and we wish her well in her new position. The Association has advertised the position and is currently in the process of short-listing the candidates. As an interim measure Chel Hernandez will be assisting Nelson and Marlborough students with their CV's and Cover letter by email. The same service that Olivia Moir has been providing to GC students outside of the visits over the last twelve months.

Strategic Goal Three – Independent representation of the student voice and student engagement

- **Executive** – Executive meetings have been held on 24 February, 16 March and 7 April. Four Executive members went to an ITP Student Leaders Summit on 1 and 2 May with the President. There were 3 new Executive elected at the AGM on 11 April. Training for the Executive will be held week of 7 May.
- **AGM** – The Annual General Meeting was held 11 April. All motions were approved including the Annual Accounts, Presidents Report, distribution of the 2016 surplus and appointment of an Auditor for 2017.



REPORT TO NMIT COUNCIL | 11 MAY 2017
ITEM 15

LEARNER VOICE – FIRST IMPRESSIONS 2017

PREPARED BY LIAM SLOAN (DIRECTOR OF LEARNING, TEACHING AND QUALITY)

PURPOSE

This paper has been created to provide Council with a summative view of students' First Impressions of NMIT and compare the results with those captured in 2017.

RECOMMENDATION

Council are requested to note:

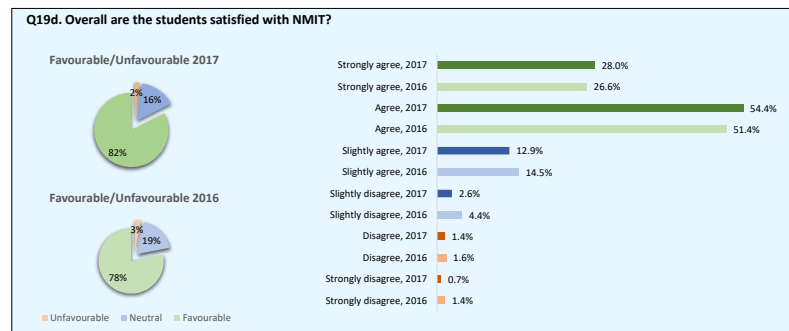
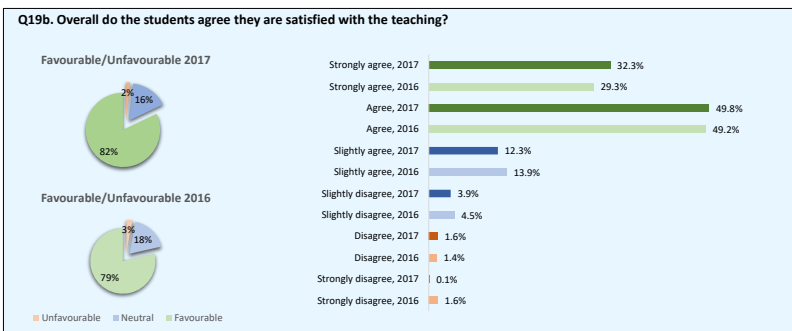
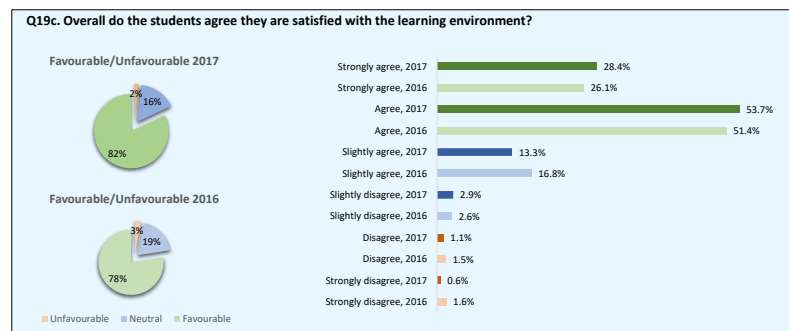
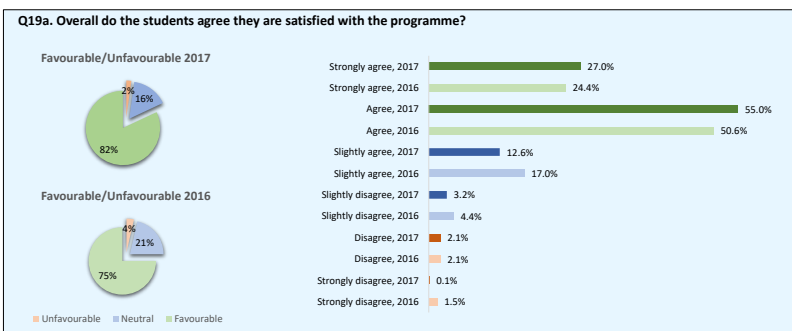
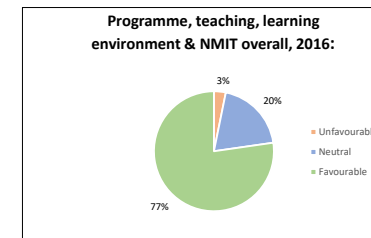
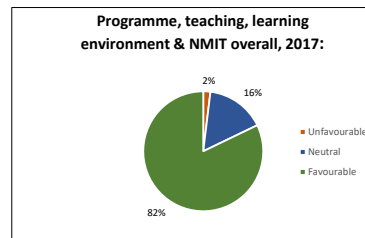
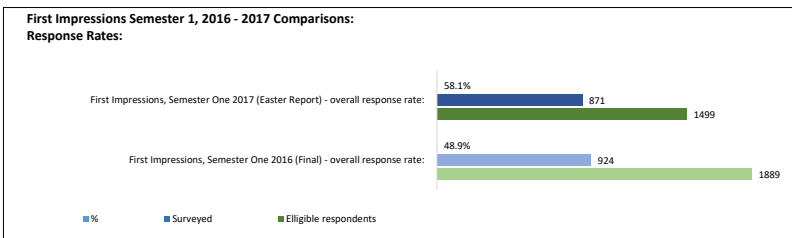
1. The number of survey respondents, 871, has increased 9.2% in 2017 when compared against 2016
2. The number of learners satisfied with NMIT has increased by 4% when compared against 2016
3. The number of learners satisfied with their programme has increased by 7% when compared against 2016
4. The number of learners satisfied with the teaching on their programme has increased by 3% when compared against 2016
5. The number of learners satisfied with the learning environment has increased by 4% when compared against 2016.

CONTEXT

The Academic and Quality department collaborate with curriculum departments to administer and roll out a First Impressions Survey across NMIT. This survey takes place during Semester 1 of the academic year and results are analysed by department for continuous improvement purposes.

Survey outcomes inform Self-Assessment and are reviewed by Directorate during Performance Panels.

NMIT First Impressions Survey, Semester One Results Overview 2016 - 2017



Martin Matthews

31 March 2017

Tēnā koe

Insights and challenges: My vision for the public sector

I would like to use this letter, my first to you as Controller and Auditor-General, to initiate a discussion on how we can best ensure that our system of public management and accountability serves us well now and in the future. I am also sharing some observations from my Office's work, including our annual audits for 2015/16 of over 130 central government organisations. Of course, my thoughts are informed by my recent experience as a chief executive and by the day-to-day challenges in a public sector environment that is rapidly changing.

A public sector fit for the modern world

I want my Office to play its part in shaping the public sector to operate and be accountable in ways that are fit for purpose for the future. Our financial management and accountability system was state of the art in 1989, but that was nearly 30 years ago. I believe we need to start thinking now about what a 2025 model might need to be like to allow us to deliver the required results for citizens and to preserve public trust and confidence for the next few decades of the 21st century. This means that we also need to be open to new and different thinking and approaches.

I want to use the unique and independent perspective my Office has to help shape this future thinking. As the auditor of the entire public sector, I believe we have a vantage point from which to view and influence the future to ensure we support a stronger public sector that has the trust and confidence of citizens. I am looking forward to working with you in this regard, and encourage you to engage with my Office as we pursue this challenge.

As I meet with you over the next few months, I will be keen to hear your thinking about how we might respond to the challenges ahead of us. I would also like to hear from you about how we could work together. I think of my Office as a key partner in improving the public sector management system as well as individual entities. Our independence allows us to act as a sounding board while carrying out our statutory role as auditors of the public sector. I expect my staff to join the dots and to share good practice. This includes helping with suggestions on who you could contact for advice or for sharing experiences when you encounter particular challenges.

Transparency and accountability are critical for maintaining trust

Protecting our reputation for transparency and accountability is everyone's responsibility. New Zealand's reputation for transparency is hard earned and is one of our greatest assets.

One key to transparency, and to building public trust in government, is to gather and present sound information. As my predecessor Lyn Provost commented in her report, *Inquiry into the Saudi Arabia Food Security Partnership*, "Transparency is the best foil for corruption."

It is also important that we all maintain the best internal controls for sensitive expenditure and conflicts of interest, with robust, workable policies and processes for documenting and dealing with conflicts.

Understanding and managing risk

Reflecting on my own recent experience, I want to reinforce the importance of understanding and managing risks to organisational resilience. This includes fraud.

Effective risk management requires analysing, mitigating, monitoring, and reporting. For all of us, it starts with the basics. For example, lapses in basic “hygiene”, such as weak user access management and password settings, expose organisations to unnecessary risk.

However, one of the main insights I have gained is the importance of constantly reinforcing the right culture. A culture of risk awareness, from governance to frontline delivery, is of vital importance to defend against poor performance, waste, and corrupt behaviour.

All employees have a role in fraud awareness, prevention, and detection as part of their day-to-day practice, not just staff in finance and procurement. Fraudsters, especially those in trusted, senior positions, are often sophisticated, skilful, and hard to detect. Strong internal controls are very important, but even they can be circumvented if someone is determined enough. That is why it is important to foster a strong culture of vigilance. This is especially true in the current environment of increasingly sophisticated cyber fraud.

Observations from our 2015/16 central government audits

My auditors are observing that the fundamentals are being done well. Overall, our 2015/16 annual audits of central government entities indicate that, in the context of the current public financial system, the right fundamentals appear to be in place. Most agencies have sound management and financial systems and control environments although, from a Controller perspective, I will continue to watch how organisations manage their spending against appropriations.

A focus on governance is leading to improvements. In our 2016 report, *Reflections from our audits: Governance and accountability*, we outlined some thoughts on good practice. Generally, a focus on good governance practice is making a difference, evident in appropriate governance structures and the effective use of audit committees and of external and independent quality assurance.

Significant change projects appear to be generally managed well. Several complex and large-scale organisational changes and transformation projects were completed or were making substantial progress at the time of last year’s audits. Change projects that focus on better client management are important to give effect to a greater citizen focus, but tend to be complex and potentially risk prone, especially when they affect ICT systems or frontline operations. We can all learn from agencies that have managed change successfully. They routinely use tools such as external reviews, independent quality control, and, importantly, regular reviews of the effectiveness of internal controls. It is also important that we are all prepared for when things go wrong.

Basic procurement and contract management processes are run well but challenges remain around value for money. Agencies are generally good at running basic procurement processes but are grappling with the challenge of assessing value for money. The increasing complexity of procurement and commissioning is one reason why we are intending to focus on this area as part of our work in the future. Another reason is the importance of third-party services for delivering the best possible services to New Zealanders. This requires agencies to work with their partners, whether other agencies or contracted third parties, on co-design, lifting the capability of service providers, or shaping the market of suppliers. I encourage you to share your thoughts on the challenges you face.

Investment and asset management practice would benefit from a greater strategic focus. Essential practices are sound, but across the public sector we are not giving best effect to stewardship expectations. Our auditors also noticed that agencies need to improve their approaches to asset valuations. We are currently preparing this year's reflections report, which will summarise the findings and observations from our work under the 2015/16 theme of *Investment and asset management*. I am looking forward to engaging with you later this year on our insights from this work.

Telling a performance story relies on sound information. Having the right information is key to our ability to tell a clear performance story and convey how effectively our organisations are making a difference. In my view, performance reporting needs to continue to evolve as part of an accountability system that is fit for purpose.

I want to work with you and your organisations to make sure we all contribute to a resilient public sector that responds to the needs of New Zealanders now and in the future.

To sum up, here are some initial thoughts on how we can all support a stronger public sector management system:

- Look beyond our own organisations to consider the system.
- Embed a staff culture of accountability and risk awareness.
- Maintain the public's trust by being transparent and managing sensitive expenditure and conflicts of interest.
- Support our organisations to be ready for change by being clear upfront about the purpose of, and expected result of, the change and how we will measure success.
- Focus on lifting our relationship management ability to work more smartly with partners.

As the chief executive of an organisation that strives to be a role model for others, I will be considering these matters in respect of my own Office.

I look forward to meeting you in the near future, and to discussing with you the matters I have covered in this letter and also my thoughts on how I see my Office contributing to a world-class public sector management system that is fit for purpose for the next quarter of the 21st century.

Noho ora mai



Martin Matthews
Controller and Auditor-General

**Tertiary
Education
Commission**

Te Amorangi
Mātauranga Matua



Investment Approach - Overview

Working draft

Investment Framework

This sits at the heart of how our investment approach will be operationalised.

Purpose

- › It provides a decision framework for all investment activity (investing, informing and influencing) that will enable better delivery of the Tertiary Education Strategy and other government priorities

Outcome

- › It will provide more effective investment, through a broader, consistent and more robust process to guide our funding decisions

It's driven by Government priorities

- › Our legislative framework and policy settings guide the way
 - Education Act 1989
 - Tertiary Education Strategy
- › We take other Government goals and priorities into account – such as..
 - the Business Growth Agenda
 - Science and Innovation
- › And signal our intentions and expectations through
 - our TEC story
 - Plan Guidance

And what we know about what works

- › What are the high-level outcomes we contribute to, and the connections between our activities and results
- › Big data – that tells us about the characteristics of those that access the tertiary education system, where they come from and how well they succeed
- › The routes that learners take through the system, those that work for them, and those that could be improved
- › Where are the exemplars of good practice that we can copy, test and bring to scale

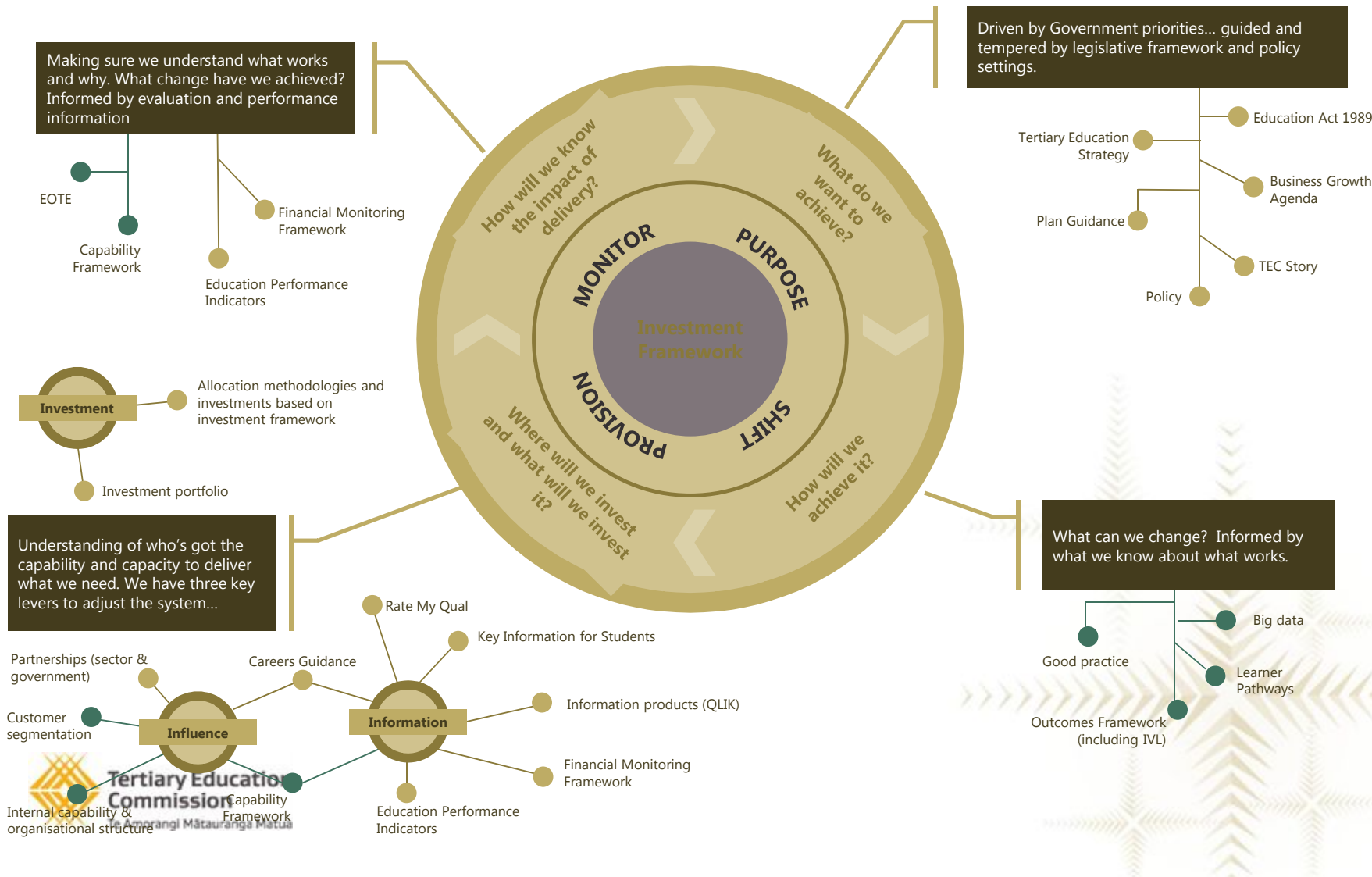
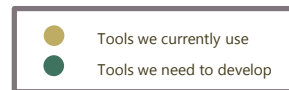
Choosing the right lever for the job

- › Investment
 - where should the funding go to get the best results
 - what do we need more or less of
- › Information
 - assisting learners to make good decisions
 - providing data back to the sector to guide improvement
- › Influence
 - gaining leverage through others
 - encouraging investments to enhance capability

And continually learning

- › Where did we start from?
- › What difference have we made?
- › What worked really well?
- › Where are the opportunities to do better?
- › How do we take these up?

The investment approach



For more information

tecinvestment.approach@tec.govt.nz

NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY

ACADEMIC BOARD

MINUTES OF THE MEETING HELD ON 10 APRIL 2017 AT 12.05 P.M.

PRESENT: Tony Gray (Chair), Doc Ferris, Karen Graham, Sarah Thornton (from 12.30 pm), Justin Carter, Mark Burdass, Carole Crawford, Darcy Liddell (until 12.30 pm), Silvia Gassebner, Abbey Paterson, Karina Russ, Suzie Peacock, (non-voting), Shine Kelly (non-voting)

APOLOGIES: Liam Sloan and Stuart Whitehouse
Darcy Liddell for early departure; Sarah Thornton for lateness

1. MINUTES OF PREVIOUS MEETINGS

1.1 Minutes of the Meeting of 15 March 2017

32/17 The minutes of the meeting held on 15 March 2017 were approved as a true and correct record of that meeting.

2. MATTERS ARISING FROM THE MINUTES

2.1 Action List

Action Item 1: *Provide Academic Board with an update on learning conversations early in 2017:* This action was deferred to May 2017.

Action Item 2: *Raise issue around timeframes for expiring and discontinuing qualifications at NZQA ITP Advisory Committee:* Next NZQA ITP Advisory Committee meeting scheduled for 12 April 2017.

Action Item 3: *Raise concerns in relation to potential changes to apprenticeship funding models at ITP CE Forum:* Next ITP CE Forum scheduled for 3 May 2017.

Action Item 4: *Send letter of congratulation from Academic Board to Sarah Fraser on achieving PhD and acknowledged quality of her thesis:* This action is complete.

3. CORRESPONDENCE SCHEDULES

33/17 The inward correspondence was received and outward correspondence was approved.

4. ACADEMIC AND QUALITY

4.1 Academic Development Projects

Members were referred to the list of current academic development projects.

4.2 Academic Development Proposals

4.2.1 New Zealand Certificate and Diplomas in Art and Design

An updated Academic Development Proposal (ADP) for the New Zealand Certificate in Arts and Design (Level 4), New Zealand Diploma in Arts and Design (Level 5) and New Zealand Diploma in Arts and Design (Level 6) was tabled. The ADP had previously been approved and had now been updated to include embedded Training Schemes. A 10 credit course model had been adopted for this programme allowing completion of two courses per Training Scheme. Members welcomed the "bite-sized" approach allowing students to complete specific aspects of the programme. It was noted that there was a 5% limit of an institute's EFTS for which Training Scheme funding could be claimed from the TEC.

34/17 The ADP for the New Zealand Certificate in Arts and Design (Level 4), New Zealand Diploma in Arts and Design (Level 5) and New Zealand Diploma in Arts and Design (Level 6) and embedded Training Schemes was approved in principle to proceed through approval procedure B pending feedback from Academic Board members by end of April 2017.

4.2.2 New Zealand Diploma in Aeronautical Maintenance Certification

An ADP for the New Zealand Diploma in Aeronautical Maintenance Certification with strands in Aeroplane, and Powerplant Turbine was presented. The new programme would be closely based on the existing NMIT programme and be offered online involving CAA exams and enabling graduates to obtain an aircraft maintenance licence. Doc Ferris noted that the statements in the ADP relating to Te Tiriti o Waitangi read well and commented that the ADP for the Art and Design programme was lacking in this respect.

Tony Gray suggested that the statements in relation to Te Tiriti o Waitangi used in the ADP for the New Zealand Diploma in Aeronautical Maintenance Certification be considered as a framework and model for future ADPs. Mark Burdass added that such statements needed to be applied to the specific programmes.

- 35/17 Subject to removing TES statements not relevant to the programme, the ADP for the New Zealand Diploma in Aeronautical Maintenance Certification with strands in Aeroplane and Powerplant Turbine was approved to proceed through approval procedure B.

4.2.3 New Zealand Certificate in Automotive Engineering (Level 3)

The above new programme would replace the current pre-trade automotive programme. It was proposed to offer Toi Ohomai Institute of Technology's new programme, which would also be delivered by a number of other ITPs. The new programme would not be unit standards based.

- 36/17 Subject to referring to this programme in relation to Te Tiriti o Waitangi, the ADP for the New Zealand Certificate in Automotive Engineering (Level 3) was approved to proceed through approval procedure B.

4.2.4 New Zealand Certificate in Light Automotive Engineering (Level 4)

Similar collaboration between ITPs applied to the level 4 light automotive apprentice programme as to the pre-trade programme. Delivery options of the programme on the West Coast would be investigated.

- 37/17 Subject to removal of references to the NMIT Strategic House, the ADP for the New Zealand Certificate in Light Automotive Engineering (Level 4) was approved to proceed through approval procedure B.

4.3 Academic Approvals

4.3.7 New Zealand Certificate in Horticulture Production (Level 4) with strand in Fruit Production

The Academic Board was asked to consider approval of an EIT programme leading to the New Zealand Certificate in Horticulture Production (Level 4) with strand in Fruit Production. This programme would replace the Certificate in Vineyard Practice but was also suitable to be used for other fruit production training.

- 38/17 The New Zealand Certificate in Horticulture Production (Level 4) with strand in Fruit Production was approved.

4.4 NMIT Policies and Procedures

4.4.7 Programme/Course Development and Change Policy

Approval of this policy was deferred to the May Academic Board meeting.

4.5 Self-Assessment and Internal Review

4.5.1 Self-Assessment

The following items were noted:

- The main focus since the last Academic Board meeting had been preparing for EER.
- Draft 2016 SAR status for all programmes was: 77% complete and 23% in progress. All Programme Coordinators and/or HODs had been in touch regarding EERs in progress.
- Snapshots would be performed in due course.

Darcy Liddell agreed to investigate options for an Academic Board SAR.

4.5.2 Internal Review

The following items were noted:

- The Certificate in Community Support Services Internal Review report was endorsed by the Quality Committee and Suzie Peacock and Sandeep Patel had been commended for the report.

4.6 Safety, Health and Wellbeing

4.6.1 Safety, Health and Wellbeing Leadership Group Meetings 28 March 2017

With the operation of the Safety Health and Wellbeing Committee, it has been recommended to discontinue the Safety, Health and Wellbeing Working Group. This course of action would be proposed at the next NMIT Council meeting.

The Committee had discussed the Drug and Alcohol policy and had suggested widening the scope of this policy to include staff.

39/17 The minutes of the Safety, Health and Wellbeing Leadership Group meeting of 28 March 2017 were received.

5. SECTOR UPDATES

5.1 Productivity Commission Report

The New Zealand Productivity Commission's report on New Models of Tertiary Education had recently been released and was available on the Commission's website. It was suggested to discuss the report at the May or June 2017 Academic Board meeting and to provide members with the executive summary of the report.

5.2 NZQA Consultation on publishing statutory action

NZQA had developed a set of rules around taking statutory actions against education organisations. Feedback was being sought on NZQA's intention to publish statutory actions on their website. This consultation was open until 5 May 2017.

5.3 NZQA Review of University Entrance requirements

Proposed changes to the University Entry requirements were only of a minor nature. Feedback to the changes was able to be submitted by 28 April 2017.

5.4 NZQA Survey on Recognition of Prior Learning (RPL)

NZQA had undertaken a survey of RPL involving six education organisations. The key findings of this survey had now been published on the NZQA website. One of the key findings was that RPL needed to be done at the right point in time and completed at the start of a learner's journey. It was suggested to include RPL as a topic of discussion on the agenda for an Academic Board meeting.

6. REPORTS FROM COMMITTEES AND WORKING PARTIES

6.1 Programme Approval Committee, Postgraduate Diploma in Logistics and Supply Chain Management, 20 March 2017

Suzie Peacock reported from a Programme Approval Committee (PAC) for the Postgraduate Diploma in Logistics and Supply Chain Management. This was a new programme to be offered by Applied Business and shared some courses with the Postgraduate Diploma in International Business. Suzie Peacock commended the smooth development process for this programme which was led by Susannah Roddick.

Abbey Paterson noted that feedback from SANITI had included some concern about the learning outcomes stated for individual courses as they had felt they did not adequately reflect the level of the programme.

Suzie Peacock responded that the PAC had requested a review of the learning outcomes for the same reason. She noted that a response needed to be sent back to SANITI on their feedback.

40/17 The Postgraduate Diploma in Logistics and Supply Chain Management and an application to NZQA for programme approval and accreditation were approved.

6.2 Quality Committee Meeting of 16 February 2017

41/17 The minutes of the Quality Committee meeting of 16 February 2017 were received.

6.3 Research and Ethics Committee Meeting of 2 March 2017

In Liam Sloan's absence a report from the 5 April 2017 Research and Ethics Committee meeting was referred to the May Academic Board meeting.

6.4 Learning and Teaching Committee of 27 February 2017

42/17 The minutes of the Learning and Teaching Committee meeting of 27 February 2017 were received.

6.5 Academic Committee Meetings

There had been a vast amount of business to be dealt with by the Academic Committees, particularly at the end of the year at the time of graduation and at the beginning of the year at the end of the final SDR.

43/17 The minutes of the Red Academic Committee meetings and Blue Academic Committee meetings were received.

44/17 The minutes of the Central Academic Committee meetings were received.

7. GENERAL BUSINESS**7.1 Approval of Course and Programme Changes**

45/15 The approval of the new courses and programme changes were endorsed.

MEETING CLOSURE

The meeting closed at 1.05 pm.

NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY ACADEMIC BOARD MEETING 10 APRIL 2017**ACTION LIST**

	RES NO	ACTION	WHO	WHEN	PROGRESS
		<i>Action items still to be completed:</i>			
1		Provide Academic Board with an update on learning conversations early in 2017.	C Crawford	May 2017 meeting	
2		Raise issue around timeframes for expiring and discontinuing qualifications at NZQA ITP Advisory Committee.	T Gray	Next NZQA ITP Advisory Committee meeting	
3		Raise concerns in relation to potential changes to apprenticeship funding models at ITP CE Forum	T Gray	Next ITP CE Forum meeting	
		<i>New Action Items:</i>			
4		Provide feedback to ADP for NZ Certificate and Diploma in Art and Design	AB Members	By end of April 2017	
5		Incorporate feedback on ADP for NZ Certificate and Diploma in Art and Design from AB Members; including comments in relation to Te Tiriti o Waitangi statements.	S Peacock	By end of April 2017	
6		ADP for NZ Certificate in Automotive Engineering (Level 3): Amend statements in relation to Te Tiriti o Waitangi to more specifically refer to the programme.	J Carter	By end of April 2017	
7		Update ADP for NZ Certificate in Light Automotive Engineering (Level 4) to remove reference to the NMIT Strategic House.	Darcy Liddell	For June meeting	
8		Investigate options for Academic Board SAR.	Darcy Liddell	For June meeting	
9		Discussion on Productivity Commission Report.	AB	May/ June meeting	
10		Send Executive Summary of Productivity Report to Academic Board members.	S Gassebner	Prior to meeting	
11		Discussion on RPL.	AB	Future meeting	
12		Send response to SANITI feedback on PGDip Logistics and Supply Chain Management.	S Peacock	ASAP	

NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY

ACADEMIC BOARD

MINUTES OF THE MEETING HELD ON 15 MARCH 2017 AT 3.15 P.M.

PRESENT: Tony Gray (Chair), Liam Sloan, Sarah Thornton, Stuart Whitehouse, Justin Carter, Mark Burdass, Carole Crawford, Silvia Gassebner, Abbey Paterson, Suzie Peacock, non-voting) Shine Kelly (non-voting), Kim Davies (non-voting).

APOLOGIES: Karen Graham, Darcy Liddell, Doc Ferris and Karina Russ

IN ATTENDANCE: Mary Proctor (from 4.00 p.m. to 4.20 p.m.)

1. MINUTES OF PREVIOUS MEETINGS

1.1 Minutes of the Meeting of 15 February 2017 and E-Meetings of 3 to 6 March and 6 to 10 March 2017

14/17 The minutes of the meeting held on 15 February 2017 and of the e-meetings held from 3 to 6 March and from 6 to 10 March were approved as true and correct records of those meetings.

2. MATTERS ARISING FROM THE MINUTES

2.1 Action List

Action Item 1: *Provide Academic Board with an update on learning conversations early in 2017:* This action was deferred to May 2017.

Action Item 2: *Check with HoDs regarding discontinuation of programmes:* This action is complete.

3. CORRESPONDENCE SCHEDULES

15/17 The inward correspondence was received and outward correspondence was approved.
Several correspondence items were in relation to seeking approval for corrections of learning hours.

4. ACADEMIC AND QUALITY

4.1 Academic Development Projects

Members were referred to the list of current academic development projects.

4.2 Academic Development Proposals

Tony Gray noted that due to late programme approvals in 2016 a number of new programmes had to be advertised only as "subject to approval" which may have had an adverse effect on 2017 enrolment numbers. Approvals for new programme delivery for 2018 were now required by the end of Semester One 2017. NZQA was rapidly proceeding with expiring and discontinuing existing provider qualifications. A large number of current programmes needed to be replaced in 2018 as students could no longer enrol in programmes leading to qualifications that were expiring. Once a qualification was expiring students had only two years to complete it. Members urged for a stronger push-back to NZQA about the lifespan of expiring qualifications to allow part-time students sufficient time to complete their qualifications. It was also noted that any existing programmes for which a change to a New Zealand qualification was not achievable within the required timeframe, NZQA should be approached about extending the expiry and discontinuation dates for those NMIT qualifications. Tony Gray agreed to raise this at the next NZQA ITP Advisory Committee meeting. Whilst continuing with an existing programme may pose some market disadvantage it would be the preferred option where insufficient time was available to develop or decide on the appropriate programme of study to replace an existing programme. Communications with NZQA about qualification expiry was inconsistent and that expiry dates were not always communicated to all relevant providers in a timely manner or in some cases not communicated at all.

4.2.1 OPP: New Zealand Certificate in Heavy Automotive Engineering with strands in Road Transport, Plant and Equipment, Agricultural Equipment, and Materials Handling

Members were referred to an Opportunity on a Page for the New Zealand Certificate in Heavy Automotive Engineering with strands in Road Transport, Plant and Equipment, Agricultural Equipment, and Materials Handling, for their information. This was a new project for NMIT extending its training provision in the motor industry area to include heavy automotive engineering as an apprenticeship model. The development for this new programme involved a consortium of ten providers which was led by Toi Ohomai with significant input from Barry Paterson providing his experience in this area. The consortium was working very well and a high quality programme was expected as a result from their concerted efforts.

Tony Gray urged that strategies be investigated to ensure that the apprenticeship programmes would not be adversely affected by any changes in government funding models. He agreed to take this issue to the ITP CE forum. He commended the successful collaboration on this project but emphasised the need to be vigilant about any funding developments.

4.2.2 New Zealand Certificate and Diploma in Beauty Therapy

An ADP for programmes leading to the New Zealand Certificate and New Zealand Diploma in Beauty Therapy to replace the current Diploma in Beauty and Body Therapy was presented. An ITP partner was still being sought who would also deliver that new programme in 2018.

- 16/17 The Academic Development Proposal for the New Zealand Certificate in Beauty Therapy (Level 4) and New Zealand Diploma in Beauty Therapy (Level 5) was approved to proceed through approval procedure B.

4.2.3 New Zealand Certificate in Carpentry

NMIT had developed a relationship with Ara Institute of Canterbury and was considering to deliver their apprenticeship programme leading to the New Zealand Certificate in Carpentry (Level 4). However, other options were also still being investigated as a number of other institutes were also in the process of developing new programmes leading to this qualification.

Members were advised that most ITPs offering motor industry, carpentry and engineering trades training were steering away from incorporating unit standards into their programmes.

It was noted that the new qualification was quite large with 320 credits. She expressed concern that with the recent changes to qualification completion EPIs it could be challenging for some students to complete this qualification within the timeframe of 4 years required for non-degree level qualifications at levels 4-7.

- 17/17 The ADP for the New Zealand Certificate in Carpentry (Level 4) was approved to proceed through approval procedure B.

4.2.4 Introduction to Aeronautical Engineering

An ADP was presented for a training scheme for delivery of the Aeronautical Engineering Fundamentals programme as there was no 60 credit New Zealand qualification available to replace the current certificate. Justin Carter said that the training scheme was planned to be aligned with a corresponding Trades Academy course in introduction to aeronautical engineering. It was pointed out that Trades Academy courses needed to incorporate unit standards.

- 18/17 The ADP for the Introduction to Aeronautical Engineering was approved to proceed through Approval Procedure B.

4.2.5 Diploma in Nautical Science

The Diploma in Nautical Science (Level 6), which would be delivered from August 2017 and would follow a similar model as the Diploma in Marine Engineering Class 3 requiring graduands to have completed 36 months of seetime and targeting mainly experienced seafarers. The qualification covered the Maritime New Zealand requirements for Watchkeeper Deck and provided students with two specialisation options, Officer of the Watch (OOW) and yachting. The delivery of the new programme would need to utilise the new simulator that was scheduled to be installed in September 2017.

- 19/17 The ADP for the Diploma in Nautical Science was approved to proceed through Approval Procedure B.

4.2.6 New Zealand Diploma in Writing for Creative Industries (Level 5)

Tony Gray welcomed Mary Proctor who joined the meeting to present two ADPs.

NMIT would offer the New Zealand Diploma in Writing for Creative Industries (Level 5). The development of the new programme was being led by Toi Ohomai, but was closely based on NMIT's current Diploma in Writing for Creative Industries, ensuring a smooth transition to the new programme that would be delivered from February 2018. The programme would follow a similar structure as the current programme, but may be split into courses of 10 credits, which would provide a more attractive sizing of components for prospective students. Options for training schemes within the new programme would be explored.

20/17 The ADP for the new Zealand Diploma in Writing for Creative Industries was approved to proceed through Approval Procedure B.

4.2.7 Bachelor of Computer Generated Imagery with Majors in Visual Effects, Real-Time 3D and Research and Development

An ADP was presented for the Bachelor of Computer Generated Imagery with Majors in Visual Effects, Real-Time 3D and Research and Development, which would be developed and delivered in collaboration with Podlance Academy in Auckland. The programme would provide graduates with proficiencies in a range of special effects technologies and applications in a variety of creative industries. In terms of its subject area, the new degree programme would be well placed between the Bachelor of Arts and Media and the Bachelor of Information Technology. The proposal was welcomed but members queried whether NMIT would be able to stay sufficiently ahead of rapid technology developments. Mary Proctor responded that programme delivery would rely on providing guest speakers and contractors to ensure currency of learning and teaching matter. Programme staff would be made up of subject matter specialists and teaching staff. Costings, contractual arrangements and more extensive market research still needed to be finalised. Mary Proctor noted that the addition of this third degree programme may be a step towards developing a common degree programme within the Arts, Media and Digital Technology Department.

21/17 The ADP for the Bachelor of Computer Generated Imagery with Majors in Visual Effects, Real-Time 3D and Research and Development was approved to proceed through Approval Procedure B.

Liam Sloan acknowledged the large number and details of ADPs submitted to this meeting and thanked members for the in-depth and relevant discussions. He noted that considerably more new programmes would need to be initiated for delivery in 2018 as part of the Mandatory Review of Qualifications (MRoQ).

22/17 **Resolved** that the Academic Board would accept joint ADPs for new programmes replacing programmes leading to expiring qualifications.

4.2.8 New Zealand Certificate in Mechanical Engineering (Level 3)

The new programme would replace the currently delivered Toi Ohomai Certificate in Engineering (Level 3) and the Certificate in Basic Mechanical Engineering Trade Skills (BMETS). It was proposed to collaborate with UCOL for the new programme. Members noted that the current programme involved unit standard assessments and that the use of unit standards would need to be carefully considered for any new programme and collaboration partners selected accordingly.

23/17 The ADP for the New Zealand Certificate in Mechanical Engineering (Level 3) was approved to proceed through Approval Procedure B.

4.2.9 New Zealand Certificate in Mechanical Engineering (Trade) Apprenticeship; New Zealand Certificate in Engineering Fabrication (Trade) Apprenticeship and New Zealand Certificate in Construction (Carpentry and Joinery)

Collaboration arrangements were being put in place with UCOL to share their programme and to jointly develop course material for the new engineering apprenticeship programmes. Members noted that a common set of courses that would serve the NMIT as well as Competenz contracted delivery should be considered as part of this programme development.

Tony Gray noted that ITOs were likely to be in a strong position through offering apprenticeship training as a fully online model and that ITPs needed to be cautious in order to remain competitive. He noted that he would like this to be discussed at the TANZ ITP CE forum. He emphasised that ITPs needed to articulate more effectively the successful delivery of their apprenticeship models, the positive student and employer feedback and highly ranking qualification completion statistics. He added that ITPs would be adversely affected if the government decided to change apprenticeship funding models. He urged that NMIT needed to be prepared to deal with such changes.

- 24/17 The ADP for the New Zealand Certificate in Mechanical Engineering (Trade) Apprenticeship; New Zealand Certificate in Engineering Fabrication (Trade) Apprenticeship and New Zealand Certificate in Construction (Carpentry and Joinery) was approved to proceed through Approval Procedure B.

4.3 Safety, Health and Wellbeing

Members were members to the minutes of the Safety, Health and Wellbeing Working Group Meetings of 23 January and 22 February 2017. Tony Gray advised that the Assura software was now fully implemented and being well used. There had been a considerable increase in reporting of near-miss incidents since the implementation of the new software.

- 25/17 The minutes of the Safety, Health and Wellbeing Working Group meetings of 23 January 2017 and 22 February 2017 were received.

4.4 Self-Assessment, Internal Review and EER

4.4.1 Self-Assessment

following items were noted:

Focus on preparing for EER (compiling programme profiles, communications, stakeholder preparation workshops); 2016 SARs for the programme areas in scope for EER had been reviewed and were in the process of being supplied to the Evaluation Panel; Draft 2016 SAR status for all programmes as of 15 March 2017: 73% were complete and 27% in progress. All Programme Coordinators and/or HODs had been in touch regarding the in-progress ones; HOD/DHOD/Programme Coordinator PD Training on Self-Assessment had occurred.

4.4.2 Internal Review

The following items were noted:

2 Internal Review reports would be tabled for endorsement at the next Quality Committee meeting: Learner Feedback/ The Student Voice (application of process) and Certificate in Community Support Services (Care of the Older Person); Due to competing priorities four Internal Reviews were yet to be finalised:

4.4.3 External Evaluation and Review (EER) 2017

Liam Sloan advised the programmes confirmed for the EER scope as well as the EER dates and panel members.

4.5 Other Academic and Quality Projects

4.5.1 Internal Credit Transfer

Members were advised that the Central Academic Committee (CAC) had recommended a simplification of the Internal Credit Transfer process. It was proposed that for Internal Credit Transfer approval would be delegated to the CAC Chair.

- 26/17 The responsibility for receiving and approving Internal Credit Transfer applications was delegated to the Chair of the Central Academic Committee for such applications to be processed at any point in time.

4.5.2 2016 NMIT Provisional EPIs – TEC Confirmed

Tony Gray referred members to the provisional EPIs for NMIT as confirmed by TEC from the December 2016 SDR submitted at the end of January 2017 with final EPI figures determined following the April 2017 SDR. Tony Gray commended the provisional 81% course completion and 70% qualification completion rates, which placed NMIT into the upper quartile of EPI results.

Liam Sloan commented on the completion rates for Māori and Pasifika students, which were around 10% below the overall completion rates. He noted that NMIT was aware that it was not significantly narrowing this gap and needed to look at ways of improving them.

5. REPORTS FROM COMMITTEES AND WORKING PARTIES

5.1 Programme Approval Committee, Trainee Ranger Kaitiaki Whenua, 15 February 2017

A Programme Approval Committee had met to consider the the Trainee Ranger Kaitiaki Whenua programme which would replace the current Trainee Ranger Certificate and lead to the New Zealand Certificate in

Conservation (Trainee Ranger). The work gone into this development by Beth Endres in consultation with DOC was commended. Apart from the traditional face-to-face and blended delivery modes the programme would also be provided through a marae-based noho delivery option allowing training to better incorporate aspects of tikanga and whanau. It was noted that NMIT had been closely involved in developing this qualification and was maintaining ongoing close contacts with industries involved in this programme.

- 27/17 The Trainee Ranger Kaitiaki Whenua programme leading to the New Zealand Certificate in Conservation (Operations) (Level 4), and application to NZQA for programme approval and accreditation were approved.

5.2 Quality Committee Meetings of 19 January and 16 February 2017

Quality Committee meetings had featured a remainder of 19 documents requiring to be updated (from a figure of 97 at the end of 2015). Eleanor Upton had created a QMS induction video which provided an overview of NMIT's QMS and was available through the Academic and Quality Intranet page.

Committee had commended the Internal Review report for the cookery programmes.

- 28/17 The minutes of the Quality Committee meetings of 19 January and 16 February 2017 were received.

5.3 Research and Ethics Committee Meeting of 2 March 2017

Staff research plans had progressed in all programme areas and HoDs had been allocating research hours appropriately. 2016 had been a successful year for NMIT in producing quality research outputs. Sarah Fraser was commended on progressing with her PhD and for receiving an acknowledgement from Otago University on the quality of her thesis which was considered to be within the top 10% of the country.

- 29/17 The minutes of the Research and Ethics Committee meeting of 2 March 2017 were received.

5.4 Learning and Teaching Committee of 27 February 2017

Three priorities had identified for the Committee for the 2017 academic year: Assessment practice, including the revision of frequency of employer engagement and spreading of assessment events over the year; Improving professional development for teaching teams, including opportunities to see excellence practice outside of NMIT; and Continuing to build on the work around mentoring

6. GENERAL BUSINESS

6.1 Approval of Course and Programme Changes

- 30/15 The approval of the above course and programme changes was endorsed.

6.2 Approval of Academic Seals

- 31/15 The academic seals issued since 17 November 2016 were approved:

MEETING CLOSURE:

The meeting closed at 5.15 pm.

NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY ACADEMIC BOARD MEETING 15 MARCH 2017

ACTION LIST

	RES NO	ACTION	WHO	WHEN	PROGRESS
		<i>Action items still to be completed:</i>			
1		Provide Academic Board with an update on learning conversations early in 2017.	C Crawford	May 2017 meeting	
		<i>New Action Items:</i>			
2		Raise issue around timeframes for expiring and discontinuing qualifications at NZQA ITP Advisory Committee.	T Gray	Next NZQA ITP Advisory Committee meeting	
3		Raise concerns in relation to potential changes to apprenticeship funding models at ITP CE Forum	T Gray	Next ITP CE Forum meeting	
4		Send letter of congratulation from Academic Board to Sarah Fraser on achieving PhD and acknowledged quality of her thesis.	T Gray	asap	

stuff

Ageing population puts pressure on Nelson: 'It's suddenly coming to a head'

JONATHAN CARSON
Last updated 07:16, April 19 2017

18

BRADEN FASTIER/FAIRFAX NZ

The number of people at retirement age in Nelson is projected to more than double by 2043.

Nelson's rapidly ageing population is expected to create labour shortages, fuel housing demand and put pressure on health services, a new report warns.

The report, released this month by the Nelson City Council, outlines the serious implications of the city's ageing population over the next 30 years.

The number of older people — those aged over 65 — in Nelson is projected to more than double by 2043, making up a third of the total population.

READ MORE:

- * Housing Nelson's ageing population a growing issue
- * Elderly population 'ticking timebomb'
- * Ageing population a health risk to workers, says PSA

The median age is expected to increase from 42 to 51 in the same time period, according to the report.

It is likely that there will be more deaths than births by 2033, but more people moving to the region should result in overall population growth.

Martin de Ruiter

The Summerset retirement village, under construction in Stoke, is one of several major developments in the pipeline to cater for Nelson's rapidly expanding population of elderly residents.

The ageing population is driven by increasing life expectancy, the ageing of the baby boomer cohort, decreasing fertility rates, younger people leaving the region, and older people moving here.

The report highlights the impacts that an ageing population is expected to have on the region's workforce, housing and transport.

It also highlights how the region's older people are positioned to cope with money and social isolation.

Age Concern Nelson manager Sue Tilby said she was already seeing many older people facing these issues in the community.

"Obviously we do have concerns looking forward to how this is all going to pan out for people," she said.

BRADEN FASTIER

Maree Maurice, left, and Joan Diehl pictured at their retirement cottages at Omaio Village, in Nelson. They have been ordered to leave before the premises is bulldozed to make way for a newer, larger facility.

"It's suddenly coming to a head. People are starting to realise that we're going to have some huge challenges ahead of us."

LABOUR MARKET

The report predicts that Nelson will face "sustained labour shortages" as a result of the ageing population, putting pressure on the local economy.

"We won't have enough people to service what needs to be done," said Nelson councillor Gaile Noonan, chair of the community services committee.

Ad Feedback

The 2013 census found that an estimated 18 per cent of people aged over 65 were employed in Nelson, almost half in full-time work.

It is one of the lowest rates of retirement-age employment in New Zealand.

The report says that work force participation by people aged over 65 "is likely to become an increasingly important economic resource".

Nelson already has fewer people at the workforce entry age (15-24) than those nearing retirement (55-64). This ratio is expected to "fall steadily" by 2043.

HOUSING

Tilby said she was already seeing older people struggling to find suitable accommodation in Nelson's housing and rental market, which was likely to be exacerbated by an ageing population.

The report suggests that older people are likely to fuel demand for smaller houses. Noonan said the council was already looking at ways to meet this need in the community.

The report says that 78 per cent of older people in Nelson own their home and eight per cent live in residential care.

Currently, 42 per cent of older people living alone were in houses with three or more bedrooms.

FINANCIAL WELLBEING

Ageing population puts pressure on Nelson: 'It's suddenly coming to a head' | Stuff.co.nz Page 2 of 2

The report says that the median income for older people in 2013 was \$21,000 and many relied on one source of income, usually superannuation or pension.

However, older people tended to have higher net worth — a median of \$288,000 — than other age groups, largely because of home ownership and retirement savings.

Research by the Ministry of Social Development in 2013 found that about half of older people in New Zealand have few or no savings to supplement superannuation.

Across the top of the South Island, 68 per cent of older people reported having enough or more than enough income to meet everyday needs, while 10 per cent report not having enough.

Tilby said finances were "always an issue" for older people. She said financial abuse, supporting younger family members and helping relatives get onto the property ladder were becoming more common, sometimes with "disastrous" consequences.

"You'd be horrified to see some of what we're seeing going on."

HEALTH

The majority of older people in top of the South Island rated their general health as good, very good, or excellent, according to the report.

About 20 per cent rated their health as fair or poor.

While the ageing population will put increased pressure on health services in the region, it's expected that older people will spend a greater proportion of their years in "reasonable health".

Providing healthcare for higher numbers of people with physical and sensory disabilities, as well as conditions like dementia and heart disease would be a major challenge.

A 2015 report by the Nelson Marlborough District Health Board predicted that future demand for hospital and specialist services would increase to about 30,000 more bed days by 2030.

Widespread loneliness did not seem to be a problem in Nelson, according to the report, with 96 per cent of older people saying the amount of contact with family and friends was "about right".

However, Tilby said social isolation was a major issue for older people in the region. Easy access to transport was needed to address this, she said.

PREPARATION

Tilby said it was important that councils and community groups were talking about the future challenges of an ageing population.

"I want to be very optimistic about it because I think as a community we need to all be taking notice of it and trying to think about what we can all do constructively to help," she said.

"I'm looking at it as a positive challenge. We've got a little bit of time on our side, we can't sit back on our hands and do nothing."

Noonan said the ageing population was "top of mind" when making decisions as a council.

"You know it's coming, you'd be silly not to think about it. You can't shove it under the carpet. That's not going to work," she said.

"I think the more we talk about it the more the councillors around the table realise it's definitely an issue."

- Stuff

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INCOME & EXPENDITURE REPORT 2017

*The cost of being
a student in
New Zealand*



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ACKNOWLEDGEMENTS

We wish to thank all students who completed this important survey, as well as the students who submitted their stories. Thank you for shedding light on the reality of student life in New Zealand. We also extend special thanks to our amazing designer (and student) Tamatha Paul.



The New Zealand Union of Students' Associations (NZUSA) is the national voice of students in tertiary education.

Founded in 1929, NZUSA has a leadership role in facilitating pro-student campaigns, undertaking research about the impact of tertiary education policy, monitoring education quality throughout New Zealand and lobbying policy-makers to create positive outcomes for students.

[WWW.STUDENTS.ORG.NZ](http://www.students.org.nz)

FOREWORD

Getting a tertiary education is one of the most valuable investments we can make in our lives, but for many, the journey is a struggle.

As the average rent for a room in Auckland soars to \$250 while the level of student support remains virtually stagnant, it's no wonder why a third of students say they do not have the income to meet their basic needs. Since 2011, when the parental income threshold for eligibility was frozen, 24,000 fewer students have access to the Student Allowance. Today, only a third of full-time students receive a Student Allowance. The rest borrow week to week in order to live and add to the national student loan balance which now exceeds \$15 billion.

When 78% of students feel that their debt will have a significant impact on their ability to save for their retirement, it's clear that student hardship presents some very real public policy issues.

The Income and Expenditure Report 2017 aims to shine a light on the real cost of being a student in New Zealand. It gives us an insight into the trials, tribulations and anxieties of today's students, as well as credible, representative data with which to make important decisions regarding tertiary education policy.

After reading this report, I hope you'll join us in putting things right.



A handwritten signature in black ink, which appears to read 'Jonathan Gee'. The signature is stylized with a long horizontal line extending from the end.

Jonathan Gee

National President

New Zealand Union of Students' Associations

FROM THE AUTHOR

The NZUSA Income and Expenditure Survey has been running since the mid-1980s. It takes place every two-to-three years and provides both a snapshot and longitudinal information. It directly contributed to the introduction of student allowances in the late 1980s, the restoration of the \$1000 course-costs loan in the early 2000s, and is oft-cited as the only significant independent research around student income, expenditure and debt. Crucially, it supplements government debt data by addressing private debt as well as student loan debt, and also looks into issues of work, housing and transport costs. The survey's transport cost findings underpinned the Green party's policy of free off-peak travel for students in the 2014 General Election.

In 2014 and 2016, the survey was email-based, conducted directly by NZUSA and promoted to students by local students' associations, through social media, and via direct promotion on campus. The income and expenditure elements of the questionnaire were unchanged from those that had been used for the 2004, 2007 and 2010 studies. The survey had responses from 1000 students, from eleven institutions (both university and polytechnic) and included samples large enough to draw statistical conclusions from Auckland, Wellington, Christchurch and Dunedin.

No weighting has been applied to the data, in part to preserve the integrity of the data set but also because the findings already broadly triangulate with other official data sets where they are available and are consistent with longitudinal findings. Official datasets include Ministry of Education (MOE)

demographic data (per institution and overall), other verifiable data such as the Ministry of Business, Innovation and Employment (MBIE) regional housing cost data, and Ministry of Social Development (MSD) figures for student allowance recipients and student loan borrowing.

Material in this report draws upon the survey but also available information such as that available from the MOE Education Counts website, Student Loan Scheme Annual Reports, Statistics New Zealand, other independent research such as that conducted by student finance and student hardship services.

We are thankful for the contributions from individual staff and students throughout Aotearoa New Zealand.

Dr. Alistair Shaw
Executive Director



3 NZUSA INCOME & EXPENDITURE REPORT

CHAPTER ONE: THE TYPICAL STUDENT

INTRODUCTION

“The amount of money that I am able to get/borrow is barely enough to survive, but the course load is too full on to work a full-time job. The stress is killing me. (Student, Wellington, 19)

The cost of being a student continues to increase, particularly the cost of housing, but the support for it has failed to keep pace. The support available has essentially been pegged at \$40 per week via the accommodation benefit, even for the minority of students who have access to student allowances. The loan available to help with the costs related to the direct costs of learning (course costs) was introduced in 1993 at \$1000 per year. In 2017 it is still \$1000 per year.

Increasingly, students qualify for no government grants since the qualifying parental income threshold for student allowances has been frozen since 2012. It now begins to abate at just 44% of the average income for a two-parent household aged in their late-40s (i.e. the average age of an 18 year-old school leaver's parents). It is fully abated, meaning the student is entitled to nothing, at 70% of the average two-parent household income.

A QUESTION OF ACCESS

Although many students bemoan the fact that they are considered to be dependent on parents who cannot afford to support them, respondents report that contribution of parents to the week-

to-week costs of being a student is growing. This raises considerable concerns about access to tertiary education for those whose parents are unable to help at all. Also, the increasingly different circumstances that students from whom the same work in their classes is expected are facing in terms of pressures on their time. Particular symptoms of these pressures are the increase in the number of students living at home, and the pressure that 'destination' institutions are under to maintain their student numbers.

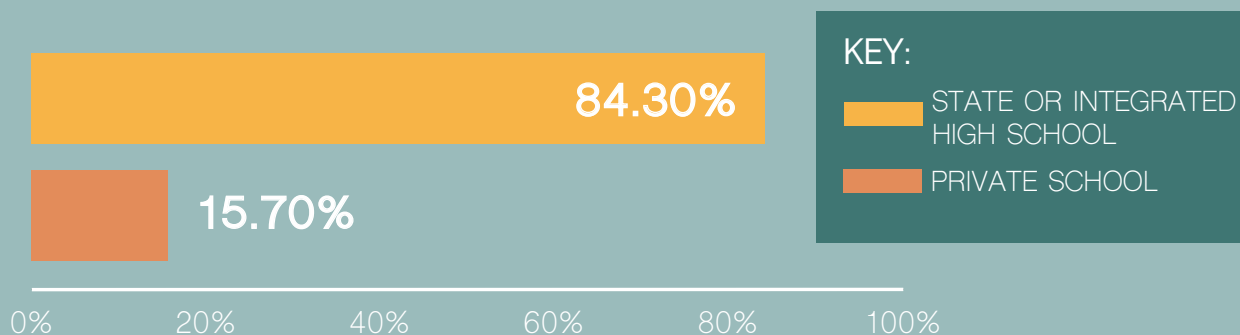
In their late-40s, as their children enter tertiary education, parents are increasingly likely to be carrying their own debt as housing and other costs for families are increasing. Although trying, many find themselves unable to support their children in tertiary education to the level that the current regime assumes.

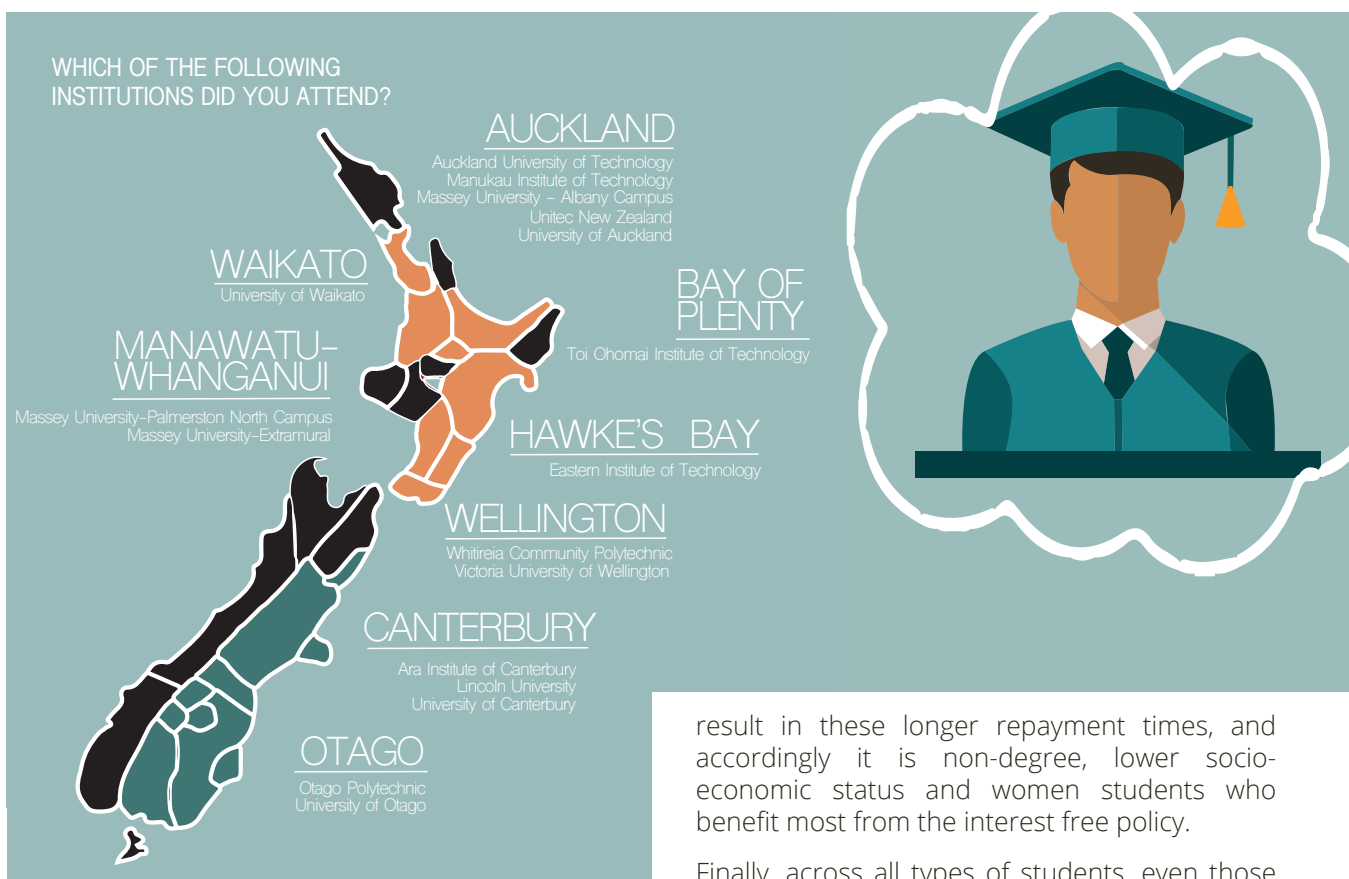
Worryingly, university students are less reflective of the population: three times more likely to have gone to private school, and their parents far more likely to have higher qualifications than the norm.

RIISING DEBT

The combination of reduced government support and unavailable parental support has led to a spiralling of student debt as increasingly students borrow to live, from multiple sources, a consolidation of recent increases in student working hours, a dramatic fall in the numbers of students in tertiary education, and increased student poverty.

WHAT TYPE OF SECONDARY SCHOOL DID YOU GO TO?





SPIKING STRESS

Another finding is increasing level of significant financial distress, and although more work is required to determine the reasons for this, academics and student support staff point to requirements for paid work in order to survive and the vulnerability of part-time and casual employment conditions.

LOAN REPAYMENT TIMES INCREASING

Stagnant wage growth and increasing debt are reflected in increasing repayment times. Of particular concern is the expanding gap between male and female repayment times, which had been dropping since the introduction of the interest free policy, and the fact that despite lower borrowing and shorter course length, level 5-6 programmes have longer repayment times than those for degree students. The latter is a sharp reminder that "student" means far more than "university student" who make up just over 40% of tertiary students, and only a third of those in post-compulsory learning if those in workplace-based learning are also considered.

An increased need to borrow and lower earnings

result in these longer repayment times, and accordingly it is non-degree, lower socio-economic status and women students who benefit most from the interest free policy.

Finally, across all types of students, even those without student loan debt, there is increasing anxiety about retirement and the related ability to buy a house post-graduation. This serves as a reminder that the rapidly increasing cost of accommodation is a symptom of a larger housing crisis affecting many New Zealanders.

“A student studying full time in Auckland and living away from home with no student allowance cannot support themselves on the Studylink loan alone. I personally work 15-20 hours a week on top of full time study. (Student, Auckland, 20)

I feel as if the maximum amount of student loan each student can receive should be partly based on the region they are living. This is in respect to living cost in Auckland compared to Otago. It is very hard to maintain a high GPA whilst working and studying. (Student, Auckland, 17)

The policies around who qualifies for student allowance and who does are ridiculous...simply because both our parents work and earn over a certain amount doesn't mean the children have access to that money. (Student, Waikato, 20)

5 NZUSA INCOME & EXPENDITURE REPORT



THE TYPICAL STUDENT IN 2017

The typical Bachelor's degree student in 2017 is likely to:

- Pay \$7,385.64 for tuition fees each year (totalling \$23,500 over three years)
- Borrow for fees (74% do) and the maximum \$176.86 a week in loan living costs to pay for rent and other weekly expenses (totalling \$50,000 combined loan for fees and living costs)
- Be locked out of the Student Allowance (only 33% of students have access)
- Work 13 hours per week, on top of their full-time study
- Be experiencing or bordering on 'significant financial distress'
- Have attended a decile 8 or above school
- Take 13.8 years to pay back their whole loan
- Believe that their student debt will have a significant impact on their ability to save for their retirement (78% do)
- Take longer to buy a home, start a business or start a family than a graduate without debt
- Be 3 times more likely to have gone to a private school than the national average.

DEBT & RETIREMENT

A US study showed average student debt burden for a dual-headed household with bachelors' degrees (\$53,000) leads to a lifetime wealth loss of nearly \$208,000.

Nearly two-thirds of this loss (\$134,000) comes from the lower retirement savings of the indebted household, while more than one-third (\$70,000) comes from lower home equity worse off in retirement, primarily because the reductions to savings and the delay it will cause to their entry into home ownership.

Note that this US debt figure is significantly less than that a New Zealand graduate couple who each reflect the typical situation noted above.

PARENTS' EDUCATIONAL BACKGROUND

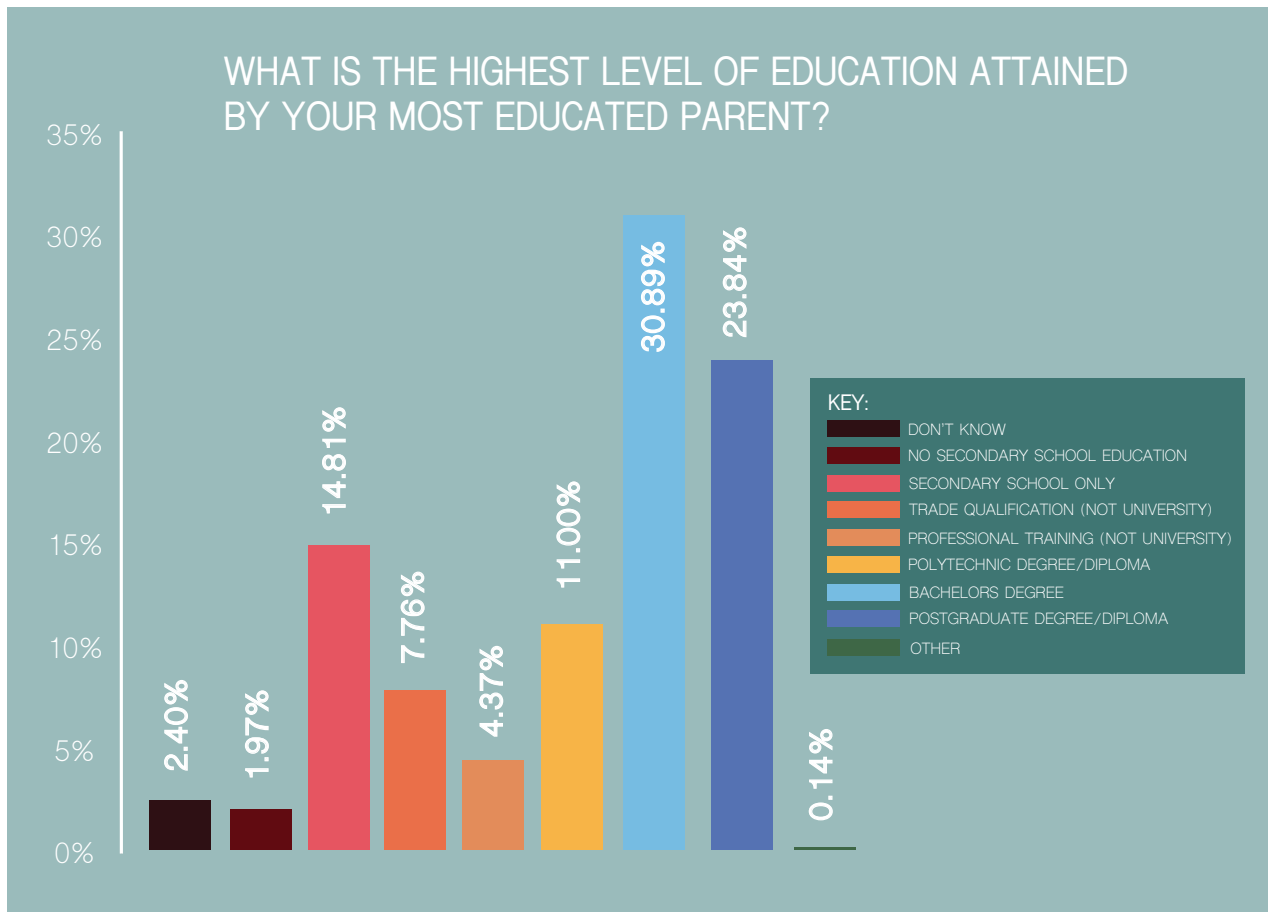
Although only 18.6% of 45-55 year old New Zealanders have tertiary qualifications, 66.6% of our survey respondents reported that their parents had a tertiary level degree or higher, with a further 2.4% unsure. Only 2% had parents without a secondary school qualification, compared with 25% of 45-55 year olds in New Zealand. This suggests that access to tertiary education is generationally self-replicating and may no longer be the social leveller it was once believed to be.

Students at decile 8-10 schools are more than twice as likely to achieve University Entrance than those at decile 1-3 schools. Further, two-thirds of those at 8-10 schools will actually enrol in a degree programme, compared with only one-third of those in decile 1-3 schools.

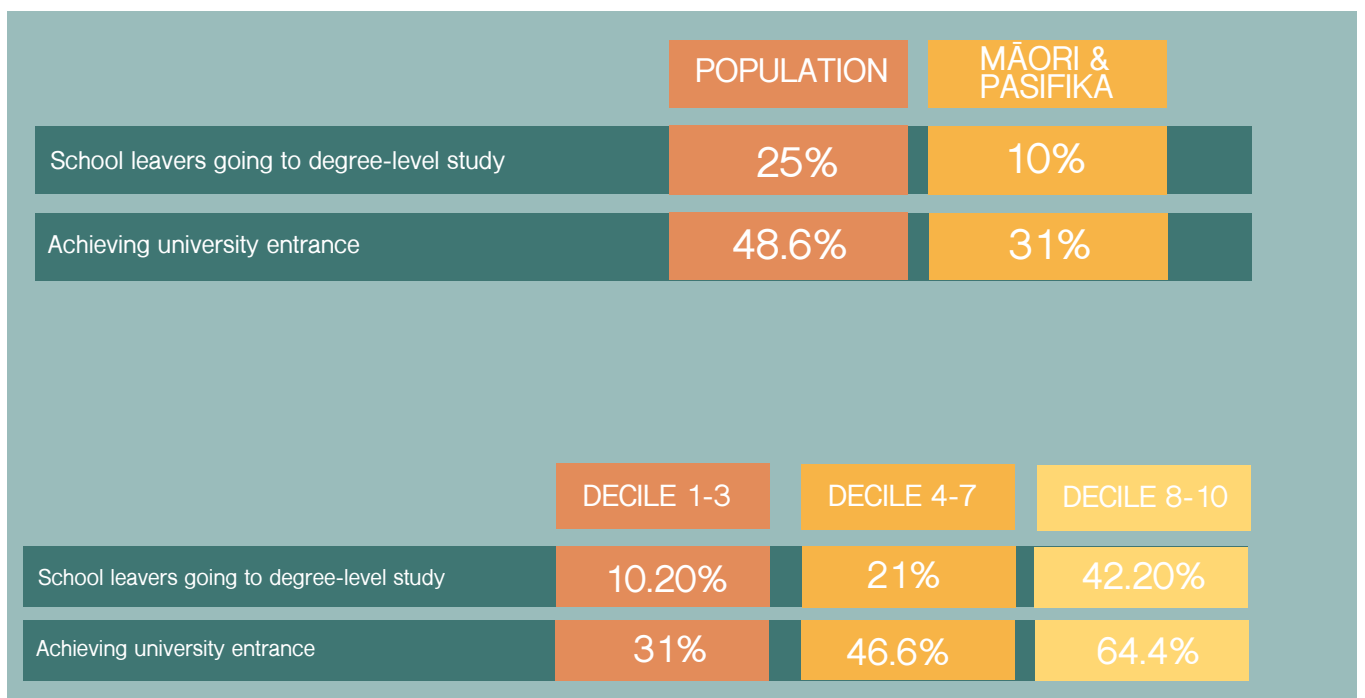
International research indicates that the key barrier for underrepresented groups is a lack of understanding of the benefits and familial support for potential students from backgrounds where higher level tertiary education is not normalised through previous experience.

NZUSA has proposed a comprehensive first-in-family scholarship and pastoral support scheme to address this particular inequality, it has broad support from academics, professionals, and representatives across the sector – but so far has not been identified as a priority for the government.

THE COST OF BEING A STUDENT IN NEW ZEALAND 6



SCHOOL ACHIEVEMENT IS NOT EQUAL.



CHAPTER TWO: THE RISING COST

HOUSING

“Living costs from Studylink should be scaled and based on the city you are studying according to the average cost of rent in that city. \$176 is not an adequate amount for someone living in Auckland when the average cost of rent is more than that on its own. (Student, Auckland, 19)

The rapidly increasing cost of housing is the big story in this study. Students are suffering as the support they are entitled to for help with housing costs fails to keep pace with rapidly rising rents.

A student allowance includes an element for help with rent, but on a different basis than all other low income New Zealanders are eligible for. Housing support for students is capped at a maximum of \$40 per week, and has been since 2001. In contrast, the Accommodation Supplement – that every low income New Zealander who is not a student is entitled to – provides support of up to \$145 per week for a single person living in certain parts of Auckland, and \$100 per week if you live in other relatively expensive places such as Wellington or Hamilton.

This means that there is no immediate financial incentive to move from a benefit into study, or from a low-paid job into having a qualification that could potentially move someone out of poverty in the long term. Instead, potential students face the immediate

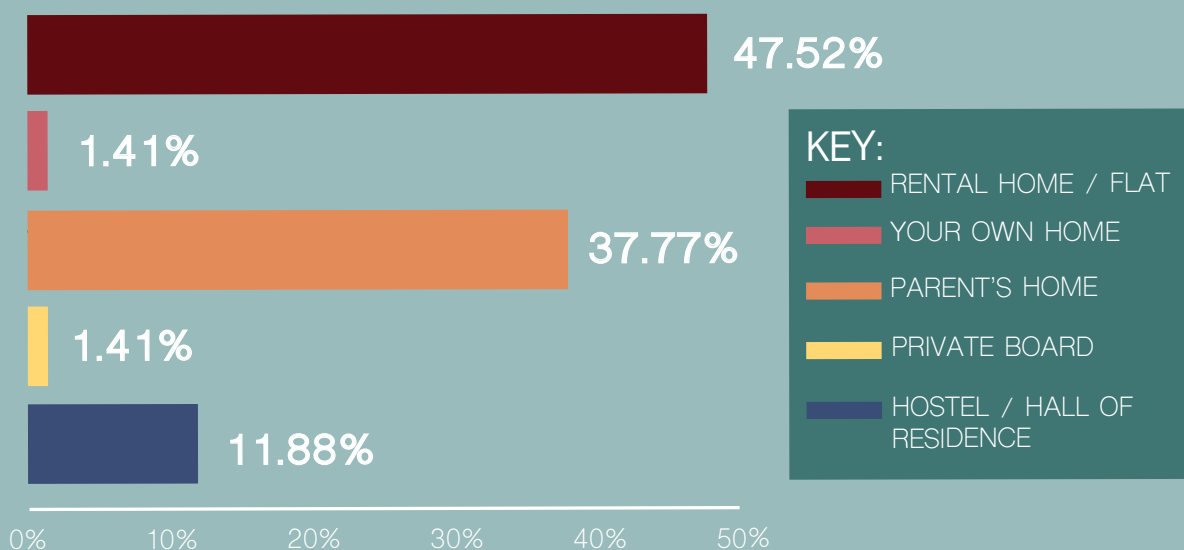
impact of losing up to \$105 per week in their available funds, depending upon where they live.

The Accommodation Benefit for students is set at 50% of average rental costs in a particular location above \$40 per week, with a maximum payment of \$40. Auckland reached this maximum in 2003. Wellington reached it shortly afterwards in 2005, and New Plymouth in 2009. Even in relatively low-cost Dunedin, where rents are below the national average, the cap was reached in 2012. In Christchurch, the cap was hit in 2008, even before the effects of the earthquake sent student rents sky-high, although they have come off their peak more recently.

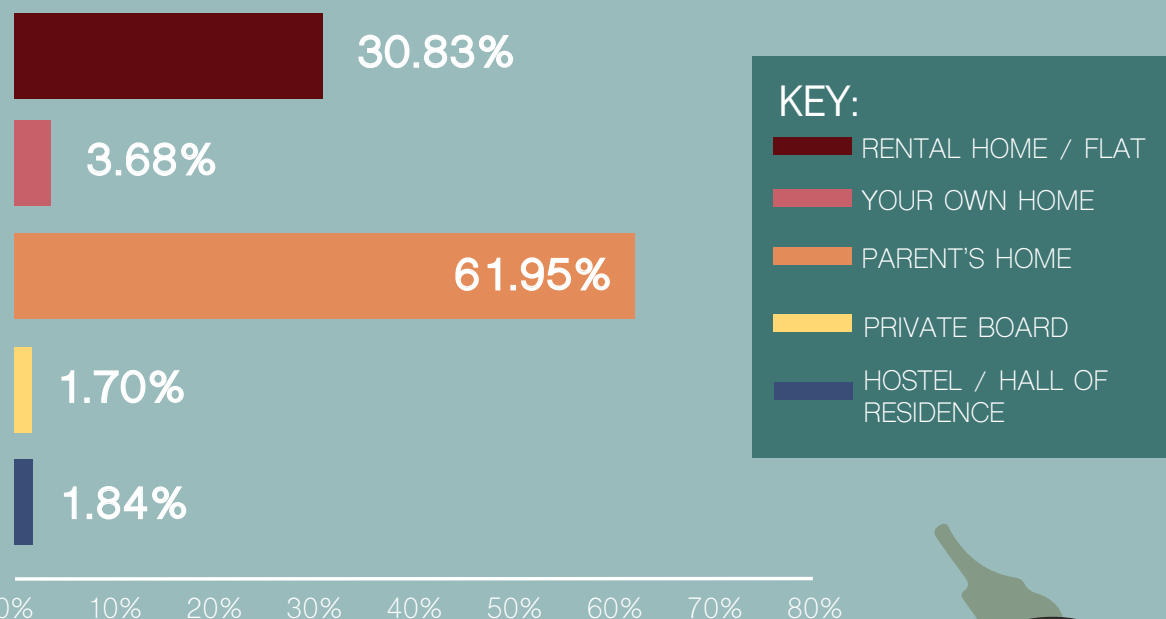
In Budget 2015, the National-led Government announced an extension of the equivalent of the Accommodation Supplement to be paid to sole parents in conjunction with their student allowance. This is a welcome initiative to make it easier for sole parents to engage in tertiary study, but if the current scheme is recognised as unfair for sole parents it must also be unfair for everyone else seeking a tertiary education with equally impossible living costs. A promise to extend this to other beneficiaries is still outstanding.

The failure to keep pace with rising costs means that students getting allowances, who by definition cannot get support from their parents, simply cannot afford to study.

WHERE HAVE YOU BEEN LIVING DURING THE 2016 ACADEMIC YEAR?



WHERE WERE YOU LIVING DURING THE SUMMER OF 2015-2016?



Twenty-four per cent of student live at home in the summer and in halls or flats during term time. For these students, who have to move to study, the high cost of accommodation is simply unavoidable. Even outside of Auckland and Wellington, the average student will be borrowing the maximum, at just over \$175 a week, and paying at least two-thirds, if not all of it, in rent alone. For a large portion of students, this maximum amount that they can borrow each week to live is not enough.

In the last five years, average rents in Auckland have increased by almost \$75 per week, from \$175 to \$250 for a room in a three bedroom house. But the accommodation benefit that the poorest students get as part of their student allowance has not risen. In Wellington, weekly rents have increased by \$23 per week in the last three years alone. Only one in three students even receive the \$40 a week accommodation benefit. For most students, who borrow to live, the weekly amount they can draw-down on their loan has edged up by just \$1 a week since 2014.

While we bemoan the parsimoniousness of the accommodation benefit, for students trying to survive on the student loan living costs week-to-week, without parental support, the situation is even worse. When introduced in 1993 the loan and allowance amounts were effectively equal, in fact the loan was slightly higher. Now the loan available has fallen \$40 per week behind.



9 NZUSA INCOME & EXPENDITURE REPORT

BY THE REGIONS

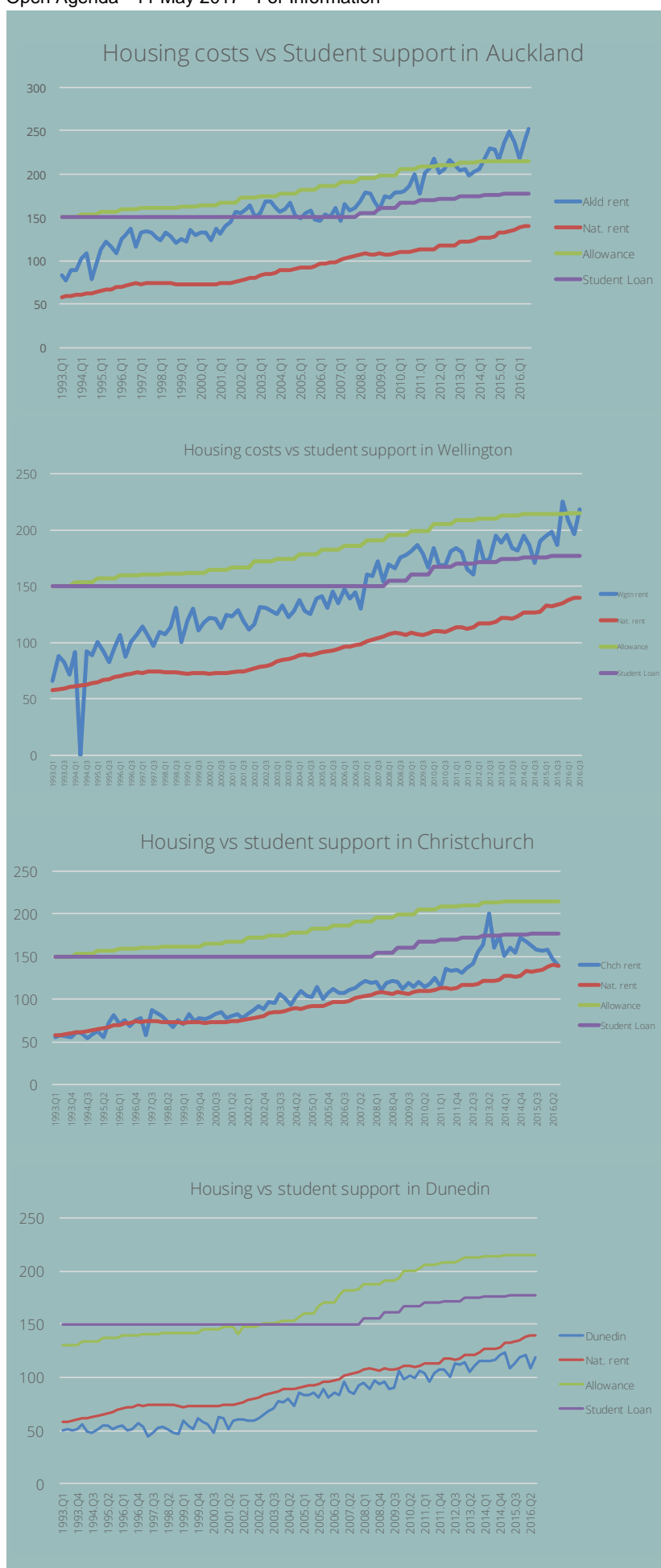
AUCKLAND

Students in Auckland face the highest average rents in the country. Students surveyed said they were moving further from the central city in order to reduce housing costs, or living at home even though this meant a long and/or expensive commute. Many recognised that additional transport costs would leave them no better off, but were unsure how else to reduce their living costs. Even for students in Auckland receiving the full student allowance and the accommodation benefit, student support does not cover the average cost of rent alone, let alone other expense items such as food and electricity.

WELLINGTON

In 1993, when the current student support scheme was introduced, a Wellington student's housing costs were above the national average but only required around half the government financial support that students had available of \$150 per week. By the end of 2014, the cost of housing alone was greater than the weekly student loan available for living costs. In 2017, weekly rent on average was greater than the level of the student allowance and accommodation benefit combined, leaving nothing for all the other costs of living.

In 2017, the situation got even worse for students when the aftermath of the Kaikoura/Hanmer Springs earthquake took a number of properties off the market, and the housing crisis meant that the normal churn of graduates moving out of rental accommodation into their own homes slowed or stopped. Officials suggested that the Capital was short of as many as 3500 houses and the lack of supply saw rents increase by 10% in just three months.



THE COST OF BEING A STUDENT IN NEW ZEALAND **10**

CHRISTCHURCH

Christchurch students' housing costs had been tracking at approximately the national average until the earthquakes in 2011/2012. Housing costs then skyrocketed as supply fell and an influx of contractors and families from Christchurch East into the western suburbs saw demand for the sort of housing used by students increase dramatically. Although it has tailed off slightly, it has still not reduced to pre-earthquake levels. Housing now represent 90% of the weekly student loan available for living costs. Over 60 per cent of University of Canterbury and Lincoln University students are now ineligible for student allowance and therefore rely on the \$176.86 living costs component of the student loan.

DUNEDIN

In Dunedin, housing costs have traditionally sat just below the national average. In 1993, housing costs were 50% of the student support available. By 2015, rent prices had increased up to 66% of weekly income, excluding students living in halls of residence. Halls students pay on average \$359.37 per week for rent. Although students who are flatting receiving student allowances in Dunedin have \$100 per week to spend after rent, this represented just 35% of University of Otago students who were eligible in 2014, down from 44% in 2010, and likely having dropped even more since.

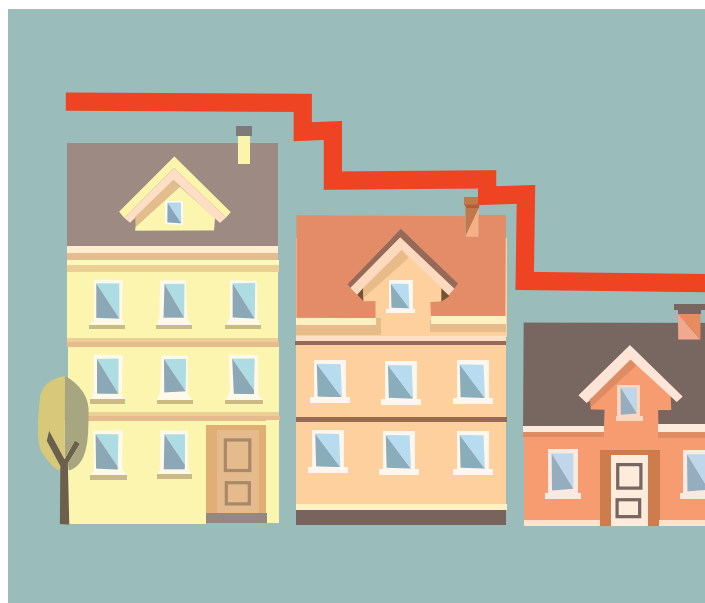
IMPLICATIONS

Students have suffered poor accommodation conditions for many years, many living in cold and damp flats that make them sick. These set of circumstances have contributed to government initiatives to improve housing conditions, namely through enhancing the minimum rental standard, and improving compliance measures, an initiative in partnership with students' associations.

However, the housing shortage has reduced the effectiveness of the initiatives due to increased power imbalance between landlords and desperate students struggling to find a flat. This keeps substandard housing in the market instead of requiring it to be brought up to the required insulation standard.

“Why don't students living in Auckland receive additional accommodation/cost of living supplements? Allowance should be relative to cost of living in the city you reside! (Student, Auckland, 24)

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STUDENT SPENDING

The survey reveals that the increases in student expenditure on housing costs have been accompanied by static spending on almost all other items, suggesting that the rapid increase in housing has been so significant that it has crowded out all other expenditure.

Total average student spending is \$17,661 per year (or \$339.63 per week) and the median is \$15,615 (\$300.28 per week). Both are significantly more than the student support that is available of allowances plus accommodation benefit of \$11,180 and \$9,152 for the living costs loan, if these were available throughout the whole 52 weeks of the year. For those in our sample who were flatting, the average and median costs for the year were \$23,167 and \$18,780, or \$445.52 and \$361.15 on a weekly basis respectively. Therefore, on average, a student receiving the student allowance needs \$230 per week from family or from work, and a student relying on the living cost loan needs \$270 per week from one or both of those sources.

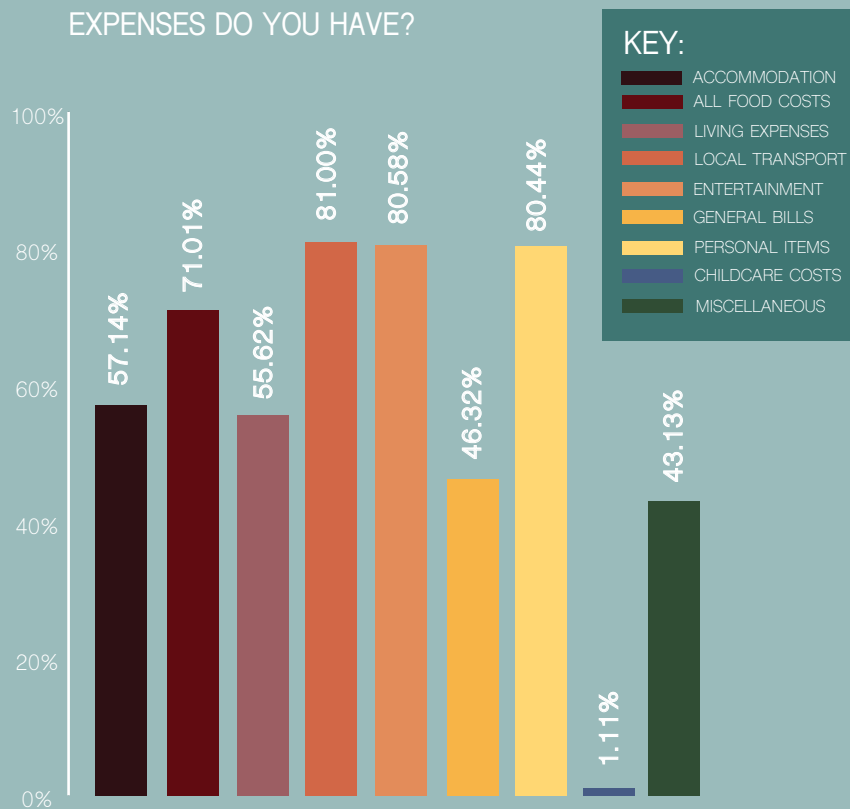
In addition to regular costs, we also asked students to identify the one-off costs that they experienced during the year. They suggest a high degree of frugality.

“We buy our own materials, finding storage and transport for our materials and works... it can make things very difficult if you have to work even part-time depending on the types of study you are in, and some of us pay so much more on top of university fees because of material costs. (Female, Auckland, 18)

AVERAGE STUDENT SPENDING

	2004	2007	2010	2014	2017
Accommodation	116	142	136	193	200
Food	61	73	63	98	73
Living Expenses	40	47	35	56	35
Local Transport	32	38	35	44	33
General Bills	38	42	28	44	25
Personal Items	17	19	18	20	17
Childcare	59	55	62	99	50
Misc/Entertainment	66	82	66	70	46

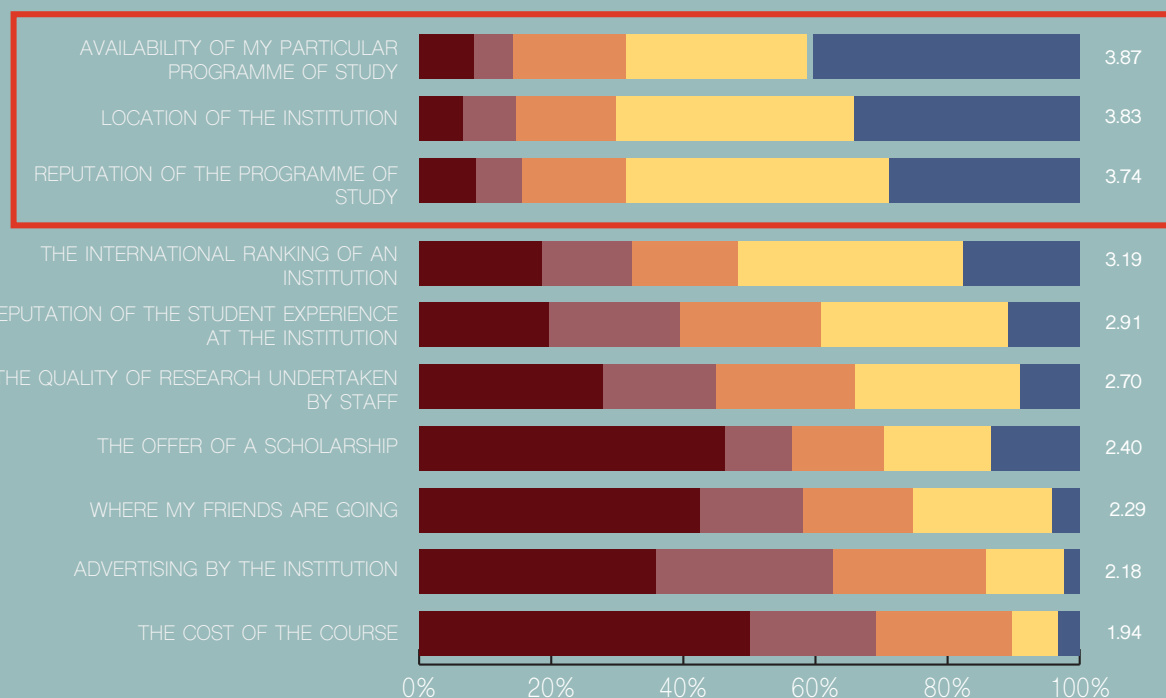
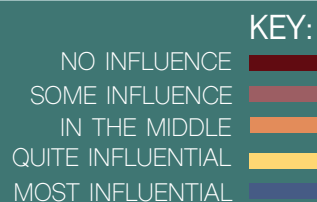
WHICH OF THESE WEEKLY EXPENSES DO YOU HAVE?



AVERAGE ONE-OFF COSTS

Bond	\$897.26
Clothes	\$340.75
Travel out of town	\$787.54
Consumer items	\$630.97
Computer	\$936.11
Books	\$140.87
Course materials	\$382.22
Medical optical	\$242.38
Other major	\$893.88

WHAT INFLUENCES YOUR CHOICE OF WHERE TO DO YOUR QUALIFICATION? (IN ORDER OF MOST INFLUENTIAL TO LEAST INFLUENTIAL)



TUITION FEES

The average fees for fulltime students were \$7,385, up from \$6,246 in 2010. In addition, the average student pays an extra \$773 in non-tuition compulsory fees to their institution, known as the Compulsory Student Services Fee (CSSF). At universities, on average, non-tuition compulsory levies increased by 29% per year between 2006 and 2015, although these increases have reduced to being in line with tuition fee increases (which are regulated through the Annual Maximum Fee Movement) as of late.

In 2010, one in four students identified fees as having an influence on their choice of course. This has now increased to 44%, which shows that students are becoming increasingly price sensitive to high tuition fees.

Of those who cited fees as having an influence on course choice, 53% had to think carefully about whether they could continue to afford to be a

student, and 22% said it affected which institution they could afford to attend. One in five took fewer or different papers than the ones they wanted to due to cost.

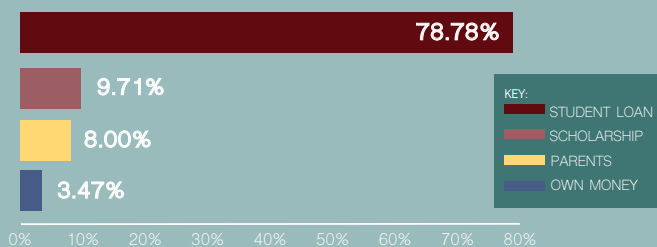
For most students, course cost does not impact on where they study, reflecting that institutions do not tend to compete on price.

One in five students who decided not to continue with their studies identified cost as a factor in their decision. Cost is in fact the leading cause for leaving study, behind finishing their qualification or finding employment.

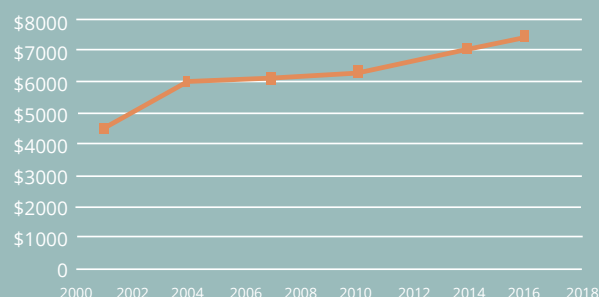
One of the issues student representatives bemoan their tuition fees being spent on is advertising. In an essentially capped system, competition for students makes no sense on a national basis. In addition the approximately \$40 million that institutions collectively spend seems wasted, with very few students considering it important in their choice of institution. Far better spending would be enhancing the learner experience and letting happy graduates be ambassadors.

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HOW DID YOU PAY YOUR TUITION FEES THIS YEAR?



TUITION FEES



The most influential factors are location, availability, and what their peers and other trusted advisors tell them about the particular programme they are considering. This suggests that we need policy drivers that promote regional provision, stop the all-too-regular closing of programmes, and enhance the passing of information about quality from current students or recent graduates to intending students.

Over the past 12 months I have had difficulty meeting my financial commitments.

Data was summed and reserve coded (min = 5, max = 25) with higher scores reflect less economic/financial strain.

A score below 15 means that respondents do not have enough money to afford their basic needs, which is understood as being in significant financial distress. The study shows that the average student is extremely close to being in significant financial distress, and that 33% score 14 or below on the scale, meaning that for at least one item they are unable to afford what they need.

SIGNIFICANT FINANCIAL DISTRESS

“I'm sick of having hunger impact my studies (Student, Otago, 18)”

A third of student respondents identified that they do not have enough income to meet their basic needs, almost twice the percentage identified in a comparable study from 2013.

The questions relating to significant financial distress were introduced for the first time in the 2014 study, and followed methodology of the Universities NZ-funded Baseline Report of the Graduate Longitudinal Study. That study found that 1 in 6 final year students were in significant financial distress, meaning that they strongly disagreed with a statement that they could afford basic items, or strongly agreed that they had had difficulty meeting financial commitments.

Students were asked to consider their responses to the following:

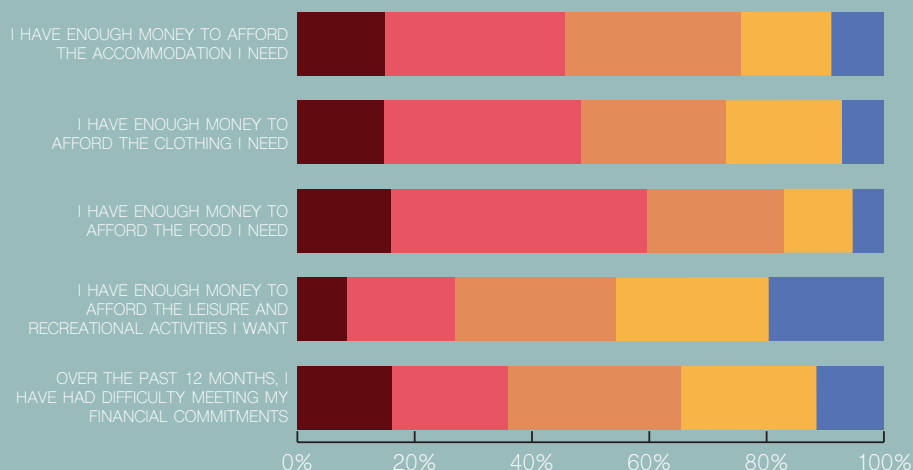
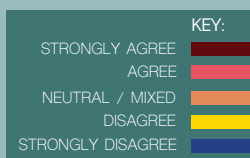
- ☐ I have enough money to afford the accommodation I need.
- ☐ I have enough money to afford the clothing I need.
- ☐ I have enough money to afford the food I need.
- ☐ I have enough money to afford the leisure and recreational activities I want.

By way of comparison, the Graduate Longitudinal Study identified that one in six final year students were living in significant financial distress. Its mean was 18 (compared with 16) and the interquartile range (where the middle 50% of respondents are) was between 15 and 21, so just coping financially. The 2016 findings has that range around the just coping level, with as many students below than above that measure.

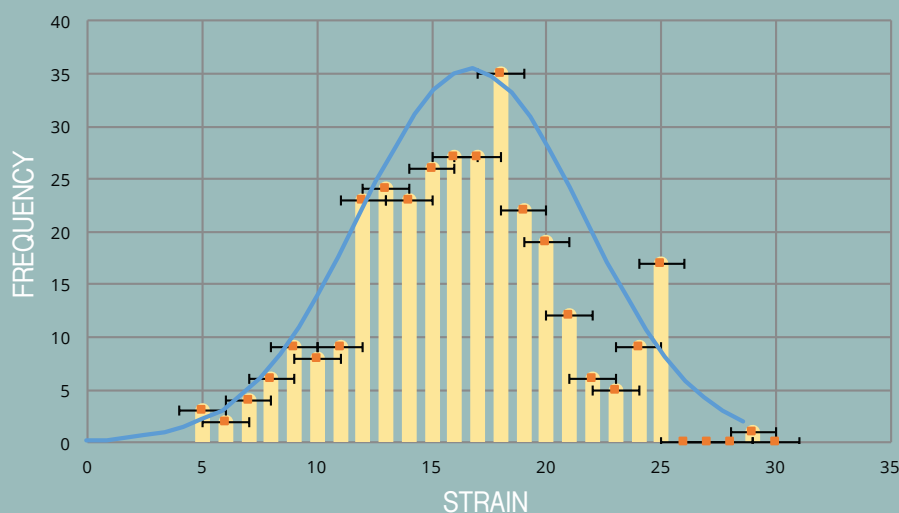
The Income and Expenditure Survey findings are even more concerning than what the National Centre for Longitudinal Research researchers found in 2012 because that study only looked at final year students, and only at universities.

The findings are consistent though: the rest of the Income and Expenditure Survey shows that students' situations have worsened since 2012, but we also know that many students in financial distress withdraw from study before they get to the stage of the final year. In addition, the earlier in the year the survey is taken, the greater the percentage of students in distress will be, since the most financially distressed students are forced to exit, improving the average financial situation of those left behind. The 2016 survey was conducted in December, the 2014 study, which was even

THINK ABOUT HOW YOU FEEL ABOUT YOUR CURRENT FINANCIAL SITUATION. INDICATE HOW MUCH YOU AGREE OR DISAGREE WITH EACH STATEMENT.



LEVELS OF FINANCIAL DISTRESS



	NZUSA Income and Expenditure Survey (all students)	Graduate Longitudinal Survey (final year students)
Mean	16.188 (SD 5.11)	17.9 (SD 4.5)
Median	16	18
Mode	18	20
Range	5 - 25	5 - 25
Interquartile range	13-20	15 - 21

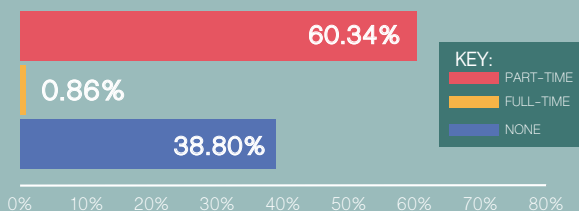
more alarming, in May/June of that year.

“You go through constant financial and emotional problems throughout the duration of your studying, even when you’ve only just starting studying at university. The pressure is increasingly high and the rapid increase in loan, debt and all financial problems is a major problem that sometime cause students to drop out because they cannot afford it, even with a part time job (Student, Auckland, 21)”

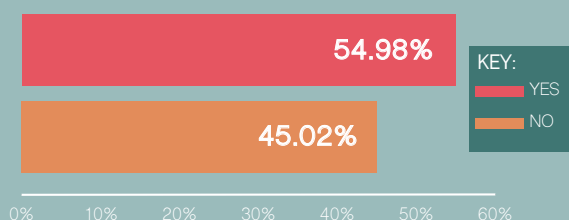


CHAPTER THREE: MAKING ENDS MEET

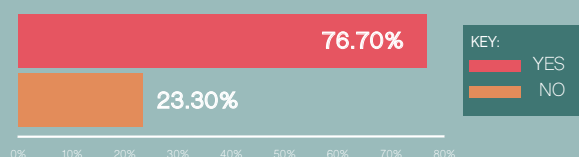
HAVE YOU HAD A REGULAR JOB DURING TERM TIME?



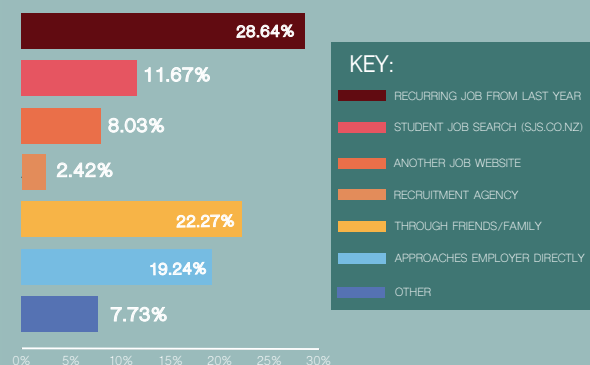
THINKING ABOUT OTHER HOLIDAY PERIODS DURING THIS YEAR (E.G. EASTER, MID-YEAR) DID YOU WORK ANY OF THESE TIMES?



DID YOU WORK AT ALL OVER THE CHRISTMAS BREAK?



HOW DID YOU FIND YOUR JOB/S?



STUDENT EMPLOYMENT SUMMER WORK

Students spend their summer working to keep themselves going, rather than saving for the year ahead. This is a significant shift from previous generations where well-paid summer work, coupled with an absence of fees and high living costs, meant that students were able to survive through the year on the savings that they made through the summer.

76% of student respondents worked over the summer break, two-thirds of them for more than eight weeks. However, a third of full-time students began the year with no savings, and for those who did save the average level of saving was \$2438, or six weeks in the average hall of residence.

To survive over the summer period one-third of respondents reported that they needed gifts from their parents, averaging \$438. Ten per cent needed loans from their parents, at an average of \$1638. A further 3% took loans from friends.

Only half of full-time students began the year with savings, consistent with 2014 and 2010.

51% of students get their summer jobs through connections such as friends and family, or it is ongoing from either the previous summer or their in-term work. Approximately the same percentage get their summer job by approaching employers directly as those who get them through job listings.

IN-TERM WORK

“It is tough living on ~\$176 a week and having to work in the weekends to supplement that while trying to keep grades up. (Student, Auckland, 18)”

Students benefit from some level of part-time work. Numerous studies have shown that small amounts

FREQUENCY OF STUDENT EMPLOYMENT

	2010	2014	2016
Weeks per year	20	24	20.1
Hours per week	10	14	13

of part-time work while studying correlate with higher academic performance than not working at all. However, studies also show that there is a threshold above which more work is correlated with lower academic performance. This upper threshold is generally at around 15 hours per week, depending on the study.

When students on the student allowance earn over \$210.88 gross in a week (approx. 13 hours at minimum wage), their student allowance is abated one dollar for each dollar they earn over that limit. This discourages students from working too many hours, but it also limits the total net income they can achieve from student allowance and wages to about \$390 per week (which for an average student who is flatting is not sufficient). The abatement can be further frustrating for students who work variable hours as the abatement is assessed on a week-by-week basis.

It is dangerous to expect part-time work as a given source of income for all students. Some study programmes discourage students from working part-time, others expressly forbid it. For example, it may be impossible for students to maintain their part-time work while on compulsory placements, and the irregularity of placements makes it difficult to manage any part-time work around. Some students cannot take on work due to disabilities or family commitments. Many students have had difficulty finding suitable part-time work in the places they live and study.

Two-thirds of our respondents had jobs, working on average for 20.1 weeks of the year and 13 hours per week.

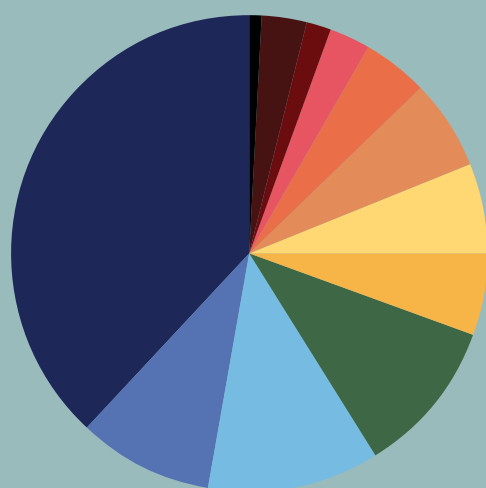
We asked the question slightly different in 2016, referring only to weeks worked during the term, instead of weeks worked during the year, so the 2016 figure represents the number of weeks worked out of 24 – i.e. almost all – compared with that worked over the 38 weeks which include the teaching breaks in 2010 and 2014. 55% of students reported that they also worked during the Easter, semester or mid-year breaks, which include exam periods.

“Working part time is such a struggle let alone doing a full-time job. However, for most students because they need to make ends meet, it isn’t a choice and somewhere it does put a strain to their education thus compromising it. (Student, Auckland, 19)

STUDENT SUPPORT STUDENT ALLOWANCE

The maximum student allowance is \$175.10 a week, plus \$40 accommodation benefit if the student lives away from home in Auckland, Wellington, Christchurch and Dunedin. It is \$34 in Palmerston North. This is only available for the academic year (generally 38 weeks), or longer if the student undertakes summer school.

FROM WHAT YOU KNOW, WHAT IS THE COMBINED INCOME OF YOUR PARENT/S OR GUARDIAN/S FROM ALL SOURCES, BEFORE TAX?



KEY:

0.94 %		ZERO
3.01 %		LESS THAN \$10,000
1.88 %		FROM \$10,000 TO \$20,000
2.63 %		FROM \$20,000 TO \$30,000
4.32 %		FROM \$30,000 TO \$40,000
6.20 %		FROM \$40,000 TO \$50,000
6.02 %		FROM \$50,000 TO \$60,000
5.83 %		FROM \$60,000 TO \$70,000
10.53 %		FROM \$70,000 TO \$80,000
11.47 %		FROM \$80,000 TO \$90,000
9.40 %		FROM \$90,000 TO \$100,000
37.78 %		OVER \$100,000

For students under 24 years of age, student allowance entitlement depends on parents' joint income:

- Parents' income under \$55,027.96 means the full entitlement
- Parents' income between \$55,027.96 and \$91,448.30 means partial entitlement
- Students with a partial entitlement can claim student loan living costs to top up to approximately the same level as the student allowance maximum and also have access to the accommodation benefit

Many students who are denied an allowance for a reason other than parental means-testing (eg. because they are a postgraduate student or failed to make sufficient academic progress the year before) are entitled to the Accommodation Supplement along with their student loan. However, this is clearly not well known because the take-up is well below the number who would be entitled.

Student allowances are generally adjusted by CPI every year. A student can only receive 200 weeks of allowances. After that point they must borrow to live.

STUDENT LOAN

Most students borrow to live (student loan living costs) of 176.86 a week. Like allowances, the maximum amount borrowable per week last rose by CPI, or 0.51% on 1 April 2015. It has not increased since. This represented a \$0.90 increase to weekly income available to students since 1 April 2014. By way of comparison, student rents in Wellington went up \$20 per room per week from 2016 to 2017 alone.

According to student finance advisors, even for the minority of students who receive a student allowance, the full entitlement is around \$10,000 per year less than the amount needed for the year of study.

COURSE RELATED COSTS

- Up to \$1,000 per year available. It is intended for books, stationery, materials, internet expenses, computer costs, transport, and available spending on housing and childcare.
- Many students use this for accommodation setup because it is available as a lump sum as early as two weeks before their course starts. In a 2011 Victoria University of

Wellington Student Finance Service Study, of 374 students who used student loan course related costs in the last 6 months, 158 (42%) used at least some of funds toward accommodation costs (bond, advanced rent, set-up costs, etc.)

- Students report that it is impossible for a fulltime student to have less than \$1000 in allowable costs, most have far more specific costs relating to their courses, and that it is insufficient to provide for the start-up costs for someone new to study.
- Art, design, architecture, and courses with placements (nursing, teaching, veterinary science) tend to have course costs at least twice as high as the available loan

HELP FROM FAMILY

Implicit in the parental income assessment for qualifying for a student allowance is the expectation that parents will be supporting the living costs of their children while they study up to the age of 24.

However, some families cannot afford to support a child away from home. In assessing for student allowance, only parental gross income is considered. The family's assets are not considered and nor are their liabilities or expenses (for example, high expenses due to housing, medical costs, or childcare costs are not considered).

The parental income abatement level of the student allowance has been frozen since 2012, it now begins at just 44% of the average income for a two-parent household aged in their late-40s (ie the average age of an 18 year-old school leaver's parents). It is fully abated, meaning the student is entitled to nothing, at 77% of the average two-parent household income.

In addition, some families who might be able to afford to support their children do not think it is appropriate.

Of our respondents, around a quarter received allowances with a further third drawing down the student loan living cost each year. Just 22% – given that those borrowing to live are considered to have parents able to support them – did receive regular support from their parents, at an average of \$57 per week, although a further 11% were lent money by their parents at an average of around \$5000 for the year. Some respondents disclosed that their parents paid their fees for them.

“More assistance for students is needed. Some have parents who earn too much for max allowance but not enough to help their kids. It is so difficult to get

THE COST OF BEING A STUDENT IN NEW ZEALAND 18

flats here in Auckland also... they are all either too expensive or absolutely small, cramped and old. (Female, Auckland, 19)

I don't understand how the government thinks that the student allowance we are receiving now is an appropriate amount to live off. It's honestly not possible. If it is your only source of income you have to give up food, warmth, or both. (Male, Wellington, 20)

We seriously need to re-think the student allowance/ living costs situation. I have to take out living costs loan as my parents earn above the threshold (but can afford to give me only minimal help) and I am trying to get by in Auckland - it is near impossible. (Female, Auckland, 20)

RECIPIENTS OF STUDENT SUPPORT

Although student numbers have been falling, those borrowing to live have remained relatively stable, as an increased proportion of full-time students require access to this support.

Domestic students in tertiary education. There were nearly 95,000 fewer in 2015 compared to 2005.

Since 2011, the government has implemented

a series of cuts to student support in response to what they claim was a "blow-out" in student support spending caused

by changes in the parental income threshold introduced by the Labour Government (1999-2008). In fact, the increases in student support largely occurred from 2009-2011 and almost entirely within the polytechnic sector. Since polytechnic student numbers are more responsive (counter-cyclically) to changes in the economy this suggests that the growth in student allowance expenditure was driven more by employment conditions than the previous government's policy changes to change the parental income thresholds.

However, the government's changes targeting postgraduate students and freezing parental income thresholds have mostly impacted by removing access to allowances for university students. In contrast, the reduction in allowance entitlement for older students from 200 weeks to 120 weeks for those over 45, has predominantly affected students wishing to study at regional polytechnics.

*Note that the figure for people getting allowances includes those who are getting a partial (means tested on parents' income) allowance and may also be borrowing.

STUDENT ALLOWANCE RECIPIENTS

2011	2012	2013	2014	2015
99,271	96,908	85,094	79,670	75,051

CURRENT STUDENT LOAN BORROWERS

	2011	2012	2013	2014	2015
Borrowing for living costs	100,971	101,048	103,630	103,394	100,652
Borrowing for fees	193,851	189,120	180,594	173,342	169,759

PROPORTION OF FULLTIME STUDENTS GETTING ALLOWANCES

	2011	2012	2013	2014	2015
Proportion of fulltime students getting allowances	42%	41%	36%	34%	33%

DOMESTIC STUDENTS IN TERTIARY EDUCATION

2005	452,631
2006	445,696
2007	441,931
2008	418,319
2009	423,142
2010	418,319
2011	381,599
2012	371,091
2013	369,565
2014	363,644
2015	358,600

CHANGES TO STUDENT SUPPORT 2010-2016

2010

Recipients of superannuation and veteran's pension eligibility for allowances removed.

Student loan establishment fee increased.

Annual IRD admin fee introduced. A cost for having a loan that undermines the interest free scheme.

Two-year stand-down introduced for Australians and permanent residents.

Loan eligibility removed for those who didn't pass ½ their papers the previous year.

7-EFTS life-time limit introduced to borrowing entitlement.

2011

Students aged over 55's eligibility for loans for living costs or course-related costs removed.

Part-time full-year students' eligibility for course-related costs removed.

2012

Post-graduate students' entitlement to allowances removed.

All exceptions (such as national significance or recognised long course) to 200-week limit on allowances removed.

Parental income limit frozen. No longer adjusts with inflation, making fewer students eligible.

Restrictions on borrowing – below the course fees charged – for pilots. Students need to find money from some other source.

Repayment rate increases from 10% to 12% and repayment threshold frozen.

New matching agreement introduced between Customs and Inland Revenue to restrict the movement from New Zealand of some student loan borrowers.

2013

Stand-down increased to three-years for non-citizens and extended to refugees.

Students aged over 40 restricted to 120 weeks of allowances, including any they used before they were 40.

Parental income limit continues to be frozen. No

longer adjusts with inflation, making fewer students eligible.

Students aged over 65 all eligibility to allowances removed.

Students aged under-18 doing fee free level one or two courses will not qualify for any component of the student loan.

Student loan repayment threshold remains frozen, increasing repayments obligations.

2014

Increased repayment rates for overseas based borrowers. Refusal to investigate payments on the basis of income, continue to be based only on the size of the loan.

It is now a criminal offence for an ex-student to be behind in their student loan repayments.

Introduction of an "arrest at the border" capability at airports and the removal of the right to a New Zealand passport for student loan debtors.

Parental income limit continues to be frozen. No longer adjusts with inflation, making fewer students eligible.

Student loan repayment threshold remains frozen, increasing repayments obligations.

2015

Maintained the freeze on parental income threshold for student allowances, and the threshold for student loan repayments. Therefore fewer students getting allowances and higher payments for ex-students.

Extended accommodation supplement to student parents who are beneficiaries, with other changes to reduce the impact of moving between study and non-study.

2016

Maintained the freeze on parental income threshold for student allowances, and the threshold for student loan repayments. Therefore fewer students getting allowances and higher payments for ex-students.

Relaxation of the 7-EFTS life-time fees borrowing limit for some long courses.

CHAPTER FOUR: THE DEBT BURDEN

STUDENT LOANS

“The scariest thing for a student is understand you will never be able to own a home in the city you have grown up in: Auckland, New Zealand. (Student, Auckland, 19)

Ninety per cent of students surveyed said they had some form of debt.

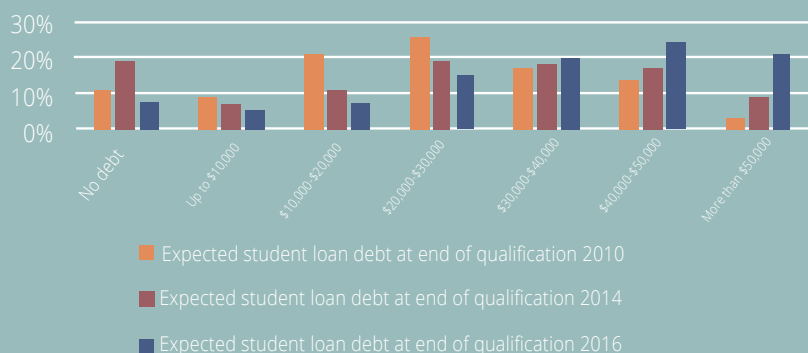
The study reveals that the numbers of fulltime students with student loan debt has increased from 78% to 88%. It also shows that 93% of students expect to be in debt by the time they graduate.

The average student loan debt was \$25,756.50, up 66% since 2010. The median debt was \$24,000, up from \$12,000. This has been driven by increasing fees but even more so by restrictions on allowances forcing more and more students to borrow to live from week to week. The Government's range of changes to student support has increased the debt taken on by individual students, on average.

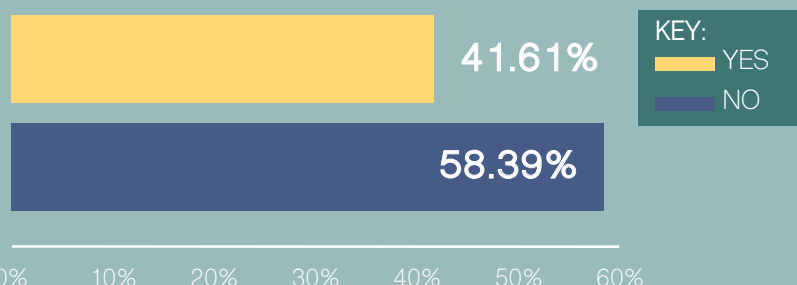
It is worth noting that typical student debt - i.e. that taken on by a full-time bachelors' student borrowing to live in a city like Auckland, is different from average and median debts across the whole loans scheme. Averages include extramural and part-time students who tend to borrow less, and indeed the minority who do not borrow. In addition, a quarter of students with debt are in their first year. The figures here, reported as averages, are therefore very conservative.

The figures are higher than those reported in the Student Loan Scheme Annual Report, since that Report includes debts which have been partially or mostly repaid. A student's debt, unless they go overseas, will peak on graduation by which time half (49.76%) said they expected to owe more than \$30,000.

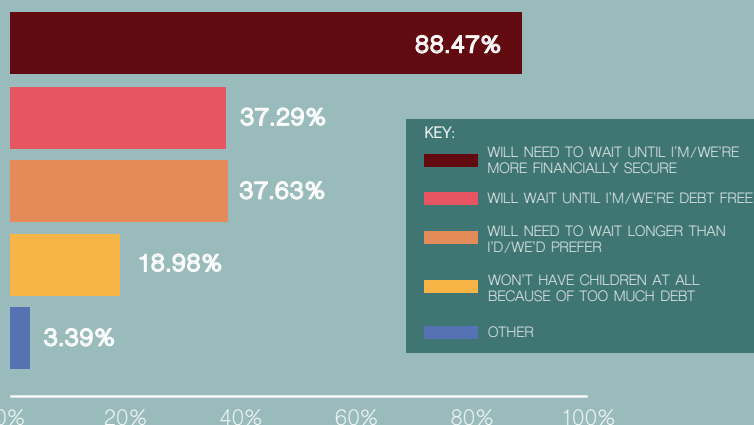
EXPECTED STUDENT LOAN DEBT AT END OF QUALIFICATION



DO YOU THINK THAT YOUR STUDENT LOAN DEBT WILL AFFECT (OR HAS AFFECTED) YOUR DECISIONS ABOUT WHETHER OR WHEN TO HAVE CHILDREN?



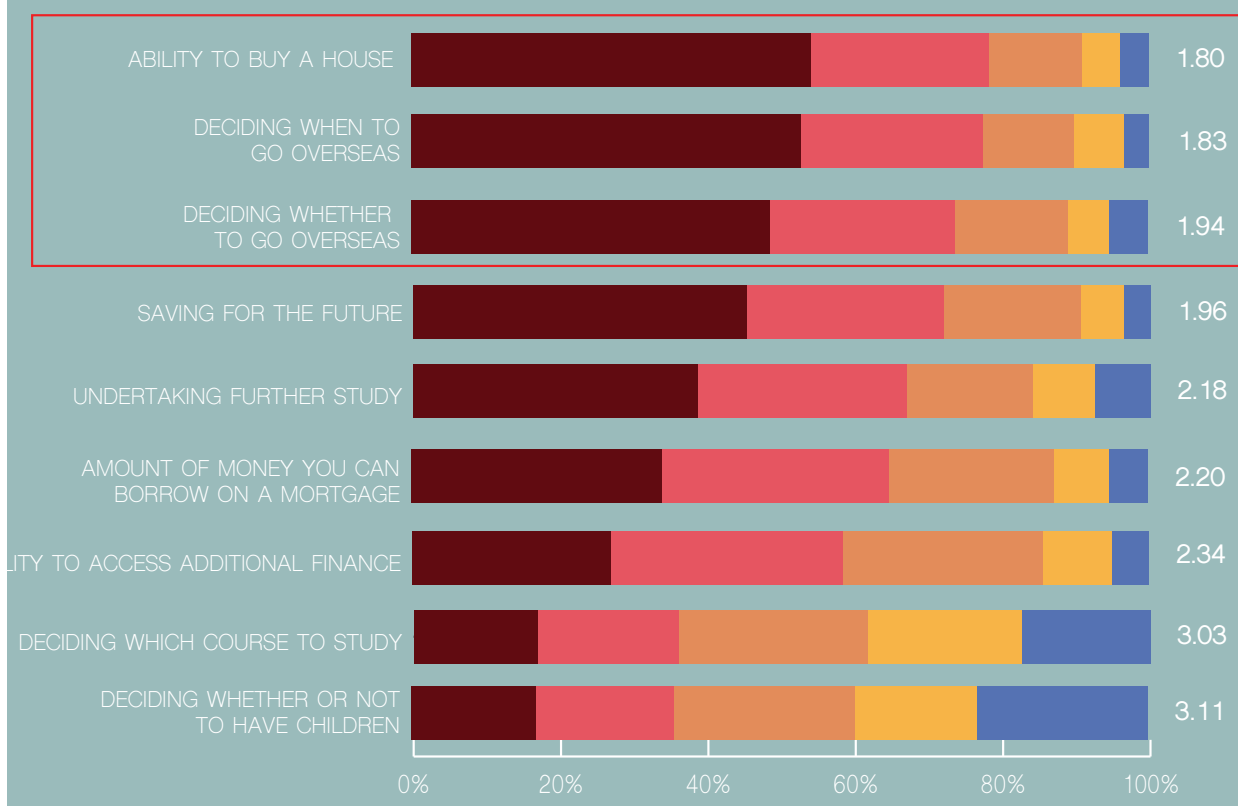
HOW DO YOU THINK YOUR STUDENT LOAN DEBT WILL AFFECT (OR HAS AFFECTED) YOUR DECISION ABOUT WHETHER (OR WHEN) TO HAVE CHILDREN



WHAT IMPACT, IF ANY, DO YOU THINK HAVING A STUDENT LOAN WILL / WOULD HAVE ON EACH OF THE FOLLOWING:

KEY:

- 1. HIGH IMPACT
- 2.
- 3. SLIGHT IMPACT
- 4.
- 5. NO IMPACT AT ALL



Comparing with 2010 and 2014, we see that in 2010 the results were essentially a bell-curve around the average of \$22,000, while the 2014 survey produced flatter results with reductions at the centre of the chart but increases happening at the extremities. This reveals that more students expect to have no debt – meaning they are being fully supported through their qualification – which increased from 12% to 18%, but also that far fewer students who do have debt expect to have less than \$20,000 in debt, dropping from 29% to 17%. Considerably more expect to owe more than \$50,000, up from 6% to 14% of all students. In 2016, we find that we have returned to a more normal distribution, except that the centre has shifted from \$20-\$30,000 to \$40-\$50,000. Comments from respondents on this question suggests that “more than \$50,000” contains a lot of variation.

THE DEBT BURDEN

Consistent with the finding that more students expect to have a lot of debt, 78% (up considerably from 65% in 2010, and even from 73% in 2014) of those with student loans expected their student loan to have a significant impact on their ability to save for their retirement, with less than 5% expecting it to have no impact.

Even more, at 79%, said they expected debt to have an impact on their ability to buy a house, with only 6% saying it would have no impact. 75% thought it would influence their decision to go overseas.

Two in three students (67%) said that their student loan debt would have a significant impact on whether they would undertake further study. This is consistent with our 2014 findings.

THE SIZE OF STUDENT DEBT

Total value of the loans scheme	
2005	7.449 b
2009	10.259 b
2013	13.562 b
2014	14.235 b
2016	15.300 b

Total people with student debt	
2005	440,000
2009	555,000
2013	710,000
2014	721,500
2016	731,754

Total people borrowing each year	
2005	145,000
2009	200,000
2013	200,000
2014	190,000
2016	182,537



Thirty-six per cent, consistent with 2010 and 2014, felt their student loan would affect their decision to have children, with 88% of these saying they would seek to wait until they were more financially secure before they considered becoming parents.

GENERATION DEBT

Although fewer people are borrowing each year, the number of people with a student loan debt continues to grow. This finding also applies to overseas based borrowers where, despite efforts and considerable expenditure on advertising and compliance activities, the number and proportion of people overseas who are behind in their obligations continues to grow. This suggests an urgent rethink of policies in that area is necessary.

“As Uni students are already going to be drowning in debt after graduation, we need as much support as possible with housing/ getting jobs related to our qualification. (Student, Auckland, 21)

Luckily I live at home so I have saved on this, however in some sense it is sad as I would love to go flatting but unsure I will be able to afford this, since I am planning on doing post-graduate studies which is more money. (Student, Auckland, 22)

REPAYMENT TIMES

According to the Student Loan Scheme Annual Report 2016, the median repayment time is 7.9 years for men and 8.8 years for women, a gap that is widening and is up by 0.8 and 1.4 years respectively from when we last reported on it in 2014. Further, 25% of students will have an average repayment time of 16.1 years or longer (up by 3.4 years). Students graduating from level 5-6 (diploma) programmes have an average repayment time of 9.3 years, longer than those with bachelor's degrees at 8.5 years.

In 2005, prior to the introduction of interest free student loans, the average repayment times were 14 years for men and 28 years for women. This was due to women graduating with higher debt but mostly because women earned lower wages when they are working post-study and because women are more likely to take unpaid time out of the workforce to care for others. Lower wages and higher debt meant that women were more likely to be “flat-lining” with their repayments – making payments but not even meeting the interest charged so the principal was never reduced. Interest free student loans dramatically improved

repayment times and significantly reduced the gender imbalances inherent in the student loan scheme.

The Labour party's interest-free student loans policy has been continued by the current Government. However, as tuition fees increase, along with a number of administration charges on loans, the debt continues to grow. These additional administration charges would normally have to be reported as effective interest under the Credit Contracts and Consumer Finance Act, but in this respect it does not appear to bind the Crown. Repayment times are no longer reducing as they were under the previous government, either for loans of the same size nor overall.

The Student Loan Scheme Annual Report 2016 reported that their repayment data reflects shorter times than what most students will face. This is because these average figures include people completing short courses and those whose circumstances mean that they are able to repay their debt immediately on graduating (around 20% of all borrowers).

Note also that the Student Loan Scheme Annual Report reports on higher levels of debt year on year, and that the median and 75th percentiles have increased slightly in the table below since our 2014 report, suggesting lower financial returns for the same levels of debt.

REPAYMENT TIMES FOR THOSE OWING DIFFERENT AMOUNTS

	Median	75th percentile (ie. 25% of people)
\$50,000 - \$55,000	13.8 years	21.1 years
\$55,000 - \$60,000	14.6 years	22.8 years
\$60,000-\$65,000	16.3 years	25.6 years
\$65,000-\$70,000	16.3 years	25.6 years
\$70,000 >	19.8 years	37.7 years



As the loan scheme matures, now in its 24th year, the number of people dying without having paid off their loans is increasing:

PEOPLE DYING WITHOUT PAYING OFF STUDENT LOANS

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Number	786	930	937	720	1255	973
Value	9m	12m	13m	9m	19m	15m

CHAPTER FIVE: WHERE TO FROM HERE?

Unfreeze the parental income threshold on student allowance

1

This has been frozen since 2012. Since the freeze there has been a 27% reduction in the number of students receiving allowances.

Introduce a housing grant for all students

2

This grant should be variable to target the cities where weekly rent is gobbling up more than 100% of current levels of student support, but designed to reduce the burden that every student faces.

Restore postgraduate allowances

3

The cut hasn't saved money, but it has hurt the students who should be supported to research and innovate. The number of postgrad students taking on debt to pay for basics such as rent has shot up by 32.62% since the change.

Restore the national significance exceptions on student allowance

4

Make an exception to the 200-week limit on student allowances, by restoring a category of qualifications of national significance where students could have access to further years of allowances based on the qualification sought. This includes medicine, optometry, dentistry, and veterinary science.

Scrap the unfair 12c repayment rate on student loans

5

This kicks in at \$19,084, just two-thirds of the minimum wage. Replace it with an Australian-style progressive repayment system so those that can pay, do, and those that can't can have enough take home pay to survive.

Lift the course related costs loan cap

6

This has been frozen at \$1000 since 1993. Increase it to \$3,000 for first-year students and \$1,500 for other students. Students are getting into bank and credit card debt just to pay for basics like upfront hall costs and art supplies.

Restore access to loans and allowances for over-40s

7

Restore full access for over-40s to student allowances, and access to allowances and loans for over-65s. This is age discrimination.

Introduce a national First in Family Scholarship

8

It will break the cycle of the poverty of opportunity and encourage students from families with no history of degree level study to participate in degree-level tertiary education. It's the cheapest way of ensuring rising levels of participation in the transformative experience of tertiary education. Good for students, even better for underrepresented communities.

Adequately fund universities and polytechnics

9

So that they stop passing cost rises onto students.

“

I'm graduating this year from my certificate before I go into my bachelor level study, and needing to find employment for summer and next year. I desperately want to use my qualification, and there's a real shortage ... But I won't actually be able to find work in that field, because there's not enough funding to pay new staff members (leaving other staff members overworked and underpaid). (M, Palmerston North, 19)

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GLOSSARY

ALNAT	Adult Literacy and Numeracy Assessment Tool	ESOL	English for Speakers of Other Languages
ACE	Adult and Community Education	FCCM	Fee/Course Costs Maxima policy
AFML	Annual Fee Movement Limit	FTE	Full Time Equivalent
AMP	Analyse My Performance	GLH	Guided Learning Hours
ARA	Ara Institute of Canterbury (formally CPIT)	GSE	Group Study Exchange
ARTENA	Student Management Computer System	GTW	Ground Training Wing (at Woodbourne Air Force Base)
ASM	Academic Staff Member	HITO	Hairdressing Industry Training Organisation
ATEM	Association of Tertiary Education Management Inc.	HoS	Head of School (not in current use)
ATTTO	Aviation Tourism and Travel Training Organisation	HR	Human Resources
AUT	Auckland University of Technology	HSI	Hospitality Standards Institute
BAM	Bachelor of Arts and Media	IEA	Individual Employment Agreement
BAppSocSci	Bachelor of Applied Social Science	IEC	Information and Enrolments Centre
BCom	Bachelor of Commerce	iIP	Investors in People
BCT	Business & Computer Studies	ILN	Intensive Literacy and Numeracy
BIM	Briefings to the Incoming Minister	INZ	Immigration New Zealand
BIT	Bachelor of Information Technology	IPENZ	Institute of Professional Engineers New Zealand
BMET	Basic Mechanical Engineering Training	IPP	Industry Pilot Partner (related to international student visas)
BN	Bachelor of Nursing	ISCED	International Standards Classification of Education
BVA	Bachelor of Visual Arts	ITABS	Industry Training Advisory Bodies
CA and ACA	Chartered Accountant and Associate Chartered Accountant	ITO	Industry Training Organisation
CAA	Civil Aviation Authority	ITPNZ	Institutes of Technology and Polytechnics of New Zealand
CAM	Capital Asset Management	ITPQ	Institutes of Technology and Polytechnics Quality
CAP	Certificate of Applied Practice (Nursing)	ITPs	Institutes of Technology and Polytechnics
CAT	Certificate in Adult Training	ITR	Industry Training Register
CAU	China Agricultural University	JFOU	J.F. Oberlin University
CCC	Community Computing Centres	KAREN	Kiwi Advanced Research and Education Network
CCS	Crippled Children Society - renamed CCS Disability Action	KPI	Key Performance Indicator
CEA	Collective Employment Agreement	LADDS+	Lucid Adult Dyslexia Screening Plus
CITRENZ	Computing and Information Technology Research and Education New Zealand	LCP	Limited Credit Programme
CSS1	Community Support and Service Industries Group	LDF	Learning Design Framework
CSV	Comma-Separated Values	LLC	Library Learning Centre
CTS	Certificate in Tertiary Study	LLN	Literacy, Language and Numeracy
CVP	Certificate in Vineyard Practice	LNAAT	Literacy & Numeracy for Adults Assessment Tool
DA&M	Diploma in Arts and Media	MACs	Modern Apprenticeships Co-ordinator
DAS	Directory of Assessment Standards (NZQA)	MAF	Ministry of Agriculture and Forestry
Directorate	Senior Management Team	MCA	Complex Modern Apprenticeship
DoL	Director of Learning	MDC	Marlborough District Council
DTLT	Diploma in Tertiary Learning and Teaching	MEC3	Marine Engineer Class 3 (qualification)
EAP	Employee Assistance Programme	MITO	Motor Industry Training Organisation
EASA	European Aviation Safety Agency	ML	Marlborough
EDA	Economic Development Agency	MNZ	Maritime New Zealand
EEdO	Equal Education Opportunities	MoE	Ministry of Education
EEO	Equal Employment Opportunities	MoP	Mix of Provision
EER	External Evaluation and Review	MoU	Memorandum of Understanding
EFTS	Equivalent Full Time Student	MRoQ	Mandatory Review of Qualifications
EIT	Eastern Institute of Technology	MSEAA	Maritime Seafood Educators Association Aotearoa
ELP	English Learning Programme	MSEAA	Maritime Seafood Educators Association Aotearoa

GLOSSARY

ELTO	English Language Training for Officials	MTI	Mahurangi Technical Institute
Eol	Expression of Interest	NAMS	New Zealand Asset Management Support
EOTE	Employment Outcomes of Tertiary Education	NBS	New Building Standards
EPI	Education Performance Indicator	NCALNE	National Certificate in Adult Literacy & Numeracy Education
NCC	Nelson City Council	RPL	Recognition of Prior Learning
NCEA	National Certificate of Educational Achievement	SAC	Student Achievement Component
NCMN	National Council of Māori Nurses	SANITI	Students Association of Nelson Marlborough Institute of Technology Inc
NCNZ	Nursing Council of New Zealand	SAR	Self Assessment Reporting
NEET	(Youth) Not in Employment, Education, or Training	SASM	Senior Academic Staff Member
NETP	Nurse Entry to Practice Programme	SCP	Supplementary Credit Programme
NMDHB	Nelson Marlborough District Health Board	SDL	Staff Digital Literacy
NMIT	Nelson Marlborough Institute of Technology	SDR	Single Data Return
NN	Nelson	SEED	Student Counselling service provider
NPES	Nelson Polytechnic Educational Society Incorporated	SIG	Special Interest Group
NQ	New Zealand Qualification	SILI	Service Industries and Learning Innovation (NMIT Programme Group)
NQF	National Qualifications Framework	SIRPA	South Island Regional Polytechnics Association
NSI	National Student Index	SIT	Southern Institute of Technology
NSN	National Student Number	SLG	Strategic Leadership Group
NSOM	Nelson School of Music	SMS	Student Management System
NZDB	New Zealand Diploma in Business	SSC	State Services Commission
NZDE	New Zealand Diploma in Engineering	SSG	Special Supplementary Grants
NZICA	New Zealand Institute of Chartered Accountants	SSP	Sub-Sector Provider
NZIM	New Zealand Institute of Management	STAR	Secondary Tertiary Alignment Resource
NZOIA	New Zealand Outdoor Instructors Association	STCW	Standards of Training and Certification of Watchkeepers
NZPPC	NZ Polytechnic Programmes Committee	STEM	Science, Technology, Engineering & Maths
NZQA	New Zealand Qualification Authority	STEO	Services for Tertiary Education Organisations website
NZQF	New Zealand Qualifications Framework	STIC	Secondary Tertiary Industry Collaboration
NZSCED	New Zealand Standard Classification of Education	STMs	Standard Training Measures
NZTE	New Zealand Trade and Enterprise	SUTI	Skills Update Training Institute
OAG	Office of the Auditor General	TALO	Teaching and Learning Observation
OCp	Organisational Counselling Programmes	TAMU	Tertiary Advisory Monitoring Unit
OERu	Open Education Resources University	TANZ	Tertiary Accord of New Zealand
OP	Otago Polytechnic	TDC	Tasman District Council
OTEPs	Other Tertiary Education Providers	TEC	Tertiary Education Commission
PAC	Programme Approvals Committee	TEC/Skill NZ	Training Opportunities Programmes Funded by TEC/Skill NZ
PAL	Programme Area Leader	TEI	Tertiary Education Institution
PASM	Principal Academic Staff Member	TEIs	Tertiary Education Institutes
PBRF	Performance-Based Research Fund	TEO	Tertiary Education Organisation
PD	Professional Development	TEOC	Tertiary Education Organisation Component fund
PDF	Portable Document Format	TEOs	Tertiary Education Organisations
PESA	Performance Excellence Study Award	TEPR	Tertiary Education Performance Report
PGDBE	Post Graduate Diploma in Business Enterprise	TES	Tertiary Education Strategy
PGDIB	Post Graduate Diploma in International Business	TEU	Tertiary Education Union
PI	Pacific Islands	TIASA	Tertiary Institutes Allied Staff Association
PIN	Post Secondary International Network	TOP	Training Opportunities Programme
PINZ	Polytechnics International New Zealand	TOS	Top of the South (Island)
PLF	Performance Linked Funding	TPI	Technology & Primary Industries
PMO	Project Management Office (NMIT)	TRoQ	Tertiary Review of Qualifications

GLOSSARY

POD	People and Organisation Development	TTH	Taught Teaching Hours
PPBG	Public Provider Base Grant	TTM	Te Tari Māori/Department of Māori Studies
PTEs	Private Training Establishments	TTMU	Te Tiriti o Waitangi Monitoring Unit
QAC	Qualification Award Category	TTP	Te Toki Pakohe
QMS	Quality Management Systems	TWoA	Te Wānanga o Aotearoa
RCH&S	Regulatory Compliance Health & Safety	WINTEC	Waikato Institute of Technology
REAPs	Rural Education Activities Programme Providers	WLP	Workload Planner
RED	Regional Economic Development (NMIT Programme Group)	WPL	Workplace Literacy
RFP	Request for Proposal	YG	Youth Guarantee
RNZAF	Royal New Zealand Air Force		



Office of Hon Paul Goldsmith

Minister for Tertiary Education, Skills and Employment
Minister of Science and Innovation
Minister for Regulatory Reform

2 MAY 2017

Daryl Wehner
Chair
Nelson Marlborough Institute of Technology
Private Bag 19
Nelson 7042

Dear Daryl

I am writing in response to receiving the 2016 Annual Report for the Nelson Marlborough Institute of Technology (NMIT). I was pleased to read about NMIT's many achievements during 2016.

I congratulate NMIT on being the first provider to gain accreditation as a NZ Civil Aviation Authority Part 147 Certified Maintenance Training Organisation.

In the context of the Government's focus on Māori, Pasifika, and under-25 year old students as priority groups for tertiary education, I was pleased to read of the good outcomes being achieved, particularly at foundation levels. I encourage NMIT to consider other ways in which achievement can be lifted for all priority learners.

You will also be aware that the Tertiary Education Strategy (TES) for the period 2014–2019 includes six priorities for tertiary education. To this end, I was pleased to read of NMIT's strong linkages with industry and new international partnerships. I encourage NMIT to continue to consider ways in which it can improve performance across all priority areas.

Finally, I wish to congratulate NMIT on a productive year and on the solid results it has delivered in a number of areas. I look forward to seeing the staff and students of NMIT build on these achievements in 2017.

Yours sincerely



Hon Paul Goldsmith
Minister for Tertiary Education, Skills and Employment

cc: Tony Gray, Chief Executive