



NMIT COUNCIL MEETING OPEN AGENDA

THURSDAY, 15 JUNE 2017

Time: 9.30am – 10.30am

Venue: NMIT Nelson Campus, Room M306

ITEM	TOPIC
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Administrative	
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| 1. | Apologies |
| 2. | Register of Interests and Conflicts of Interests |
| 3. | Confirmation of Minutes of meeting held 11 May 2017 |
| 4. | Action items |

Safety, Health & Wellbeing	
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| 5. | Safety, Health & Wellbeing Dashboard |
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Strategic	
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| 6. | EPI influencer matrix |
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Performance Reporting	
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| 7. | CEO Report |
| 8. | EFTS and Financial Report as at 21 May 2017 |
| 9. | Verbal update from Audit Committee meeting held 15 June 2017 |

For Information	
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| 10. | SANITI Report |
| 11. | Inward Correspondence <ul style="list-style-type: none">a) Letter from Ministry of Education regrading Performance-linked funding |
| 12. | Academic Board Minutes from the meeting held 3 May 2017 |
| 13. | ITP sector update – May 2017 |
| 14. | 'Admire' article - Chanelle Taylor & Beauty programme |
| 15. | Wild Tomato Article – Liam Sloan |
| 16. | Glossary & frequently used academic definitions |
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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
- Drug and Alcohol Policy development
- Recruitment of Chief Executive
- Recommendation for the role of interim Chief Executive
- Recruitment of NMIT Council members
- Capital Asset Management Plan
- Additional Operating Objectives
- CEO Report
- Financial forecast 2017 as at May 2017
- TANZ eCampus update
- NMIT Risk Register
- Complaints & Misconduct Report
- Verbal update from In Committee Audit Committee meeting held 15 June 2017
- Group & Service Team Reports
- Correspondence

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:

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

MEETING TIMETABLE

Time:	9.30am – 10.30am	Open Council meeting discussions
	10.30am – 12.30pm	In Committee Council 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	<p>Possible Conflict of Interest:</p> <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 <p>Possible Conflicts of Interest:</p> <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 11 MAY 2017, COMMENCING AT 9.04AM.

PRESENT

A Rowe (Chair), G Hervey, A Paterson, C Newton, W Greenaway, K Stewart, P Steere – apologies for late arrival at 9.07am

IN ATTENDANCE

T Gray (Chief Executive), V Bryson (Director of Finance and Business Improvement), L Sloan (Director of Learning, Teaching and Quality), Pam Graham (Health and Safety Administrator from 11.36am – 11.52am), A Cooke (Minute Taker)

1. APOLOGIES

D Wehner

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 22 MARCH 2017

Resolved: That the Minutes of the meeting held on 22 March 2017, as circulated and read by members, be confirmed.

4. ACTION ITEMS

C Newton advised that he has met with NMIT's Director of Learning, Teaching and Quality, to discuss how data that NMIT collects could be used to identify impacts on EPI figures. Council to be provided access to live dashboards, while noting the need to ensure the information provided to Council, does not become too operational.

Council to undertake a targeted session with the Chief Executive and Director of Learning, Teaching and Quality, on their allocated KEQs for the 2017 Council self-assessment.

It was noted that Council would like the opportunity to discuss their performance as a Council. This will be added to the August Council meeting agenda.

Council noted the action items.

Council moved to the In Committee meeting at 9.30am.

5. SAFETY, HEALTH & WELLBEING DASHBOARD

P Graham joined the meeting at 11.36am

A document was tabled providing Council with examples of future areas of reporting. Council requested that hazards and medial LTI's be included in the report.

V Bryson to follow up with P Graham on the use of Power BI to generate this report for Council.

6. SAFETY, HEALTH & WELLBEING LEADERSHIP GROUP MINUTES – 28 MARCH 2017

Council noted the Safety, Health and Wellbeing Leadership Group meeting minutes from 28 March 2017.

7. HEALTH AND SAFETY SITE VISIT BRIEF

The Chief Executive advised that the purpose of the health and safety site visit was twofold; for Council to gain a better understanding of a particular area of the business and for Council to view these areas with health and safety in mind to ensure they are comfortable with the activity taking place.

Council noted the health and safety site visit brief.

8. RECOMMENDATION: DISESTABLISHMENT OF SAFETY, HEALTH & WELLBEING WORKING GROUP

Resolved: That, Council agree 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. A Committee member is to be included on the Safety, Health and Wellbeing Leadership Group.

9. FEEDBACK FROM WSMP AUDIT REPORT & UPDATE ON PROGRESS WITH ASSURA

P Graham advised that majority of the recommendations identified in the WSMP Audit Report were related to the updating of the Health and Safety Manual. Council discussed why NMIT didn't receive 'tertiary' level status. P Graham advised that one of the contributing factors was the fact that there was no reference to 'health monitoring' in the Health and Safety Manual.

P Graham left the meeting at 11.52am

10. DEVELOPMENT OF FUTURE POWER BI DASHBOARDS

Council received the paper, providing them with a 'snap shot' of some of the dashboards currently under development. It was noted that some of the graphics used did not provided a clear visual, the Director of Finance and Business Improvement to review this.

11. CEO REPORT

The Chief Executive provided a synopsis of the report provided to Council. The Chief Executive to follow up on the cost of the EER at his next NZQA Advisory Group meeting. Council commended the team on the great work that went into the preparation and delivery of the EER.

Council moved out of the Open meeting and into In Committee at 9.30am

12. EFTS AND FINANCIAL REPORT AS AT 23 APRIL 2017

The Director of Finance and Business Improvement advised that income is good against budget, although there are concerns around the timing of funding and the restrictiveness of funding.

There are also concerns with the lower than expected international numbers. Strategies are currently being developed to increase international EFTS.

Domestic EFTS are lower than expected year-to-date, particularly in level 3 and 4 competitive bid areas of horticulture and viticulture. The Chief Executive advised that domestic EFTS recruitment is soft in many areas across the sector. It was noted that there is the option to return EFTS early to TEC, rather than wait until the end of the year. At this stage, NMIT is considering all options to boost domestic EFTS.

A forecast will be circulated ahead of the June Council meeting to provide a clearer picture of NMIT's financial position.

Council noted the EFTS and Financial Report as at 23 April 2017.

13. VERBAL UPDATE FROM SARA WILLIAMS (NMIT'S TEC INVESTMENT MANAGER)

Apologies were received from TEC, due to weather conditions not allowing the Investment Manager and Senior Advisor to get to Nelson.

14. SANITI REPORT

SANITI are looking to recruit a new Employment Coordinator, currently this role is being backfilled by SANITI staff at Global Campus. A Paterson provided feedback from the ITP NZ Student Association Summit she attended with four students from the Executive Committee. There appears to be an opportunity for SANITI and NMIT to showcase their working relationship with other ITPs while perhaps hosting a student voice 'conference' at NMIT. The Chief Executive is investigating the possibility for A Paterson and A Hart to attend an ITP CEs meeting to report back on their findings from the conference.

Council noted the report.

15. LEARNER VOICE – FIRST IMPRESSIONS 2017

Council received the report provided on the First Impressions 2017 survey. The Director of Learning, Teaching and Quality advised that alternative approaches to conducting student surveys are being investigated.

16. INSIGHTS AND CHALLENGES: MY VISION FOR THE PUBLIC SECTOR – CONTROLLER & AUDITOR-GENERAL

Council noted the paper for information.

17. TEC INVESTMENT APPROACH – OVERVIEW

Council noted the paper for information.

18. ACADEMIC BOARD MINUTES FROM THE MEETINGS HELD 15 MARCH AND 10 APRIL 2017

Council noted the minutes from the Academic Board meetings held 15 March and 10 April 2017.

19. AGEING POPULATION PUTS PRESSURE ON NELSON – NELSON MAIL ARTICLE

Council noted the paper for information.

20. INCOME AND EXPENDITURE REPORT – THE COST OF BEING A STUDENT IN NEW ZEALAND

Council noted the paper for information.

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 (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 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 (sec.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 12.44am

Confirmed: _____

Dated: 15 June 2017



ACTION ITEMS FROM OPEN NMIT COUNCIL MEETING – 11 MAY 2017

Chair: Andy Rowe

ACTION ITEMS

ACTION ITEMS FROM 11 MAY 2017 MEETING

	TASK	RESPONSIBLE	DEADLINE
1.	Council to undertake a targeted session with the Chief Executive and Director of Learning, Teaching and Quality, on their allocated KEQs for the 2017 Council self-assessment.	T Gray / L Sloan	15 June
2.	Add to the August Council meeting agenda, Council to discuss their performance as a Council.	A Cooke	Completed
3.	Follow up on the cost of the EER at next NZQA Advisory Group meeting.	T Gray	15 June
4.	Circulate a financial forecast ahead of the June Council meeting.	V Bryson	Completed

ACTION ITEMS FROM 22 MARCH 2017 MEETING

	TASK	RESPONSIBLE	DEADLINE
1.	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

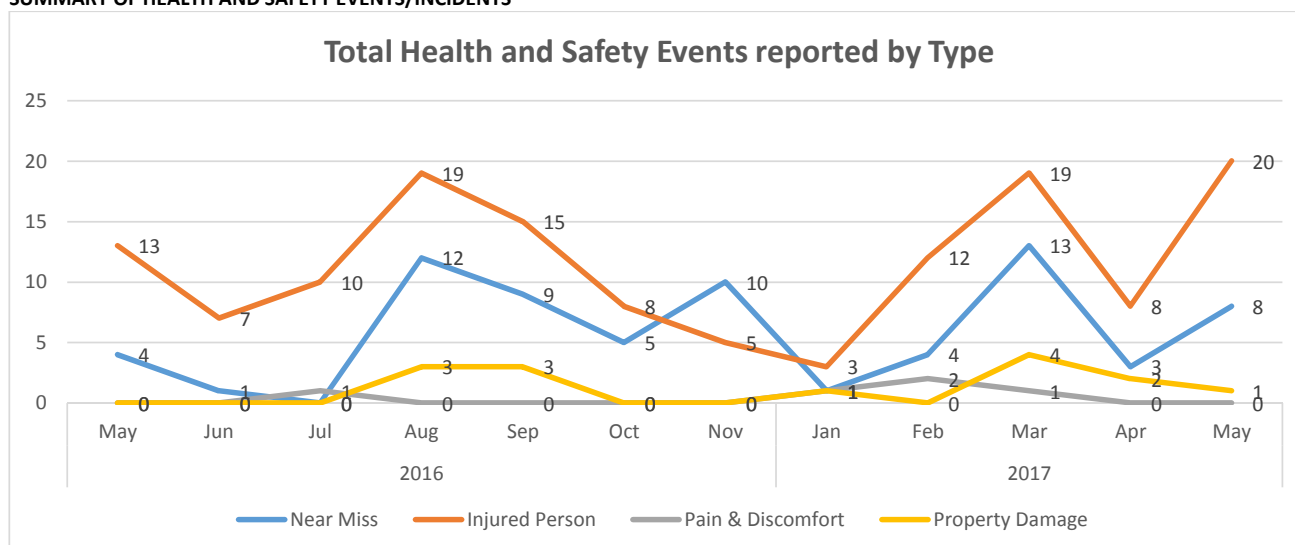
May 2017

SUMMARY OF ALL CRITICAL RISKS

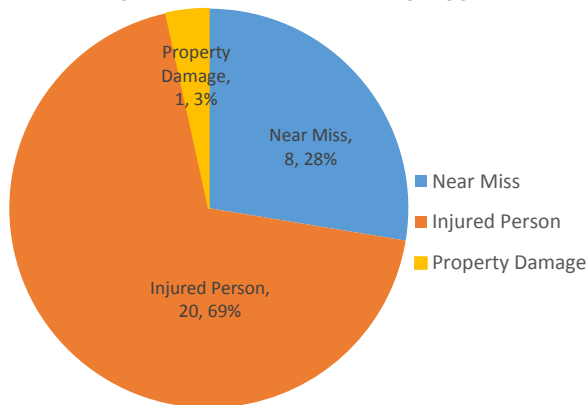
Risk	Description	Management Overview	*Level of assurance	Incidents/Issues/Events
Hazardous substance use	Use of multiple chemicals and compressed gasses for cleaning, maintenance, repair, laboratory, art, flares	Inventories reviewed annually and Safety Data Sheets (SDS) held and readily available	●	Only one of the 19 inventories still to be reviewed for 2017
Land transport	Vehicle fleet, including buses, vans, cars, trailers. Risk of vehicle / vehicle and person / vehicle collision in car parks used by students and team members	Safe Driving and Fleet Management Policy, Driver Approval form (including licence details) required to drive an NMIT vehicle (passenger licence to drive bus), car park permit system on Nelson campus, speed limit and judder bars	●	Reliance on drivers licence to determine competence
Machinery use	Use of multiple machines in Automotive, Engineering, Carpentry, Aviation, Creative Industries, Facilities workshops.	Annual audit of workshops by H&S team, includes inspection of machine guarding. Hazard register maintained and reviewed annually.	●	Engineering to develop SOPs for machinery. WorkSafe guidelines recommend Inter-lock guarding but this has not been implemented due to cost and difficulty to retrospectively install.
Water based activities	Vessel handling and fast rescue boat training, kayaking, white water rafting, water sampling.	Maritime Transport Operator Plan approved by Maritime NZ. Basic boat handling training pre-requisite for advanced training. Supervision by approved qualified Skippers. Hazard registers maintained and reviewed. Risk assessments and Intentions forms prior to activity.	●	Waterproof SOPs booklet being developed.
Land Adventure activities	Rock climbing, off track tramping, skiing, scrub clearing.	SOPs developed for high risk activities. Risk assessments and Intentions forms prior to activity. Call care used for overnight activities.	●	Rock climbing incident – see Event learning
Fire fighting training	Advanced fire fighting including use of Breathing Apparatus and controlled fires in specialist facility.	Medical examination required prior to training. Annual audit of Fire training facility by H&S team. Competent trainers. Regular equipment inspections.	●	none

* ● High ● Satisfactory ● Low

SUMMARY OF HEALTH AND SAFETY EVENTS/INCIDENTS

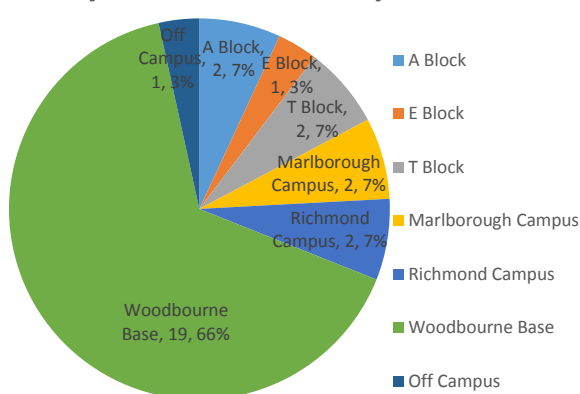


May 2017 H&S events by Type



Event Summary	Occurred This Period	YTD
Accident	21	70
Injuries	20	62
LTI (Medical)	0	0
LTI (Non Medical)	0	0
Non LTI (Medical)	2	4
Non LTI (First Aid)	12	47
Non LTI (Non Medical)	6	11
Property Damage	1	8
Environmental	0	1
Near Miss	8	29
Pain & Discomfort	0	4

May 2017 H&S events by Location



EVENT LEARNING AND IMPROVEMENT

Summary	Findings
Student climber fell off crag before reaching first bolt (protection). Fell awkwardly missing spotter crash pad and landed on his feet. Taken to A&E.	Unusual angle of descent meant student missed all safety measures. Unlikely to happen again. Review of safety operating procedure has resulted in no change to safety practices.
Staff experienced pain and discomfort in back while unloading lawnmower from car	Staff reminded that they should be risk assessing any tasks and ask for help if they are uncertain. Two person lift stickers/signage will be looked at for heavy equipment stored in Richmond campus.

LEADERSHIP AND ENGAGEMENT

Action	Number	Findings/outcomes/ issues raised
Safety Walk Abouts	6	none
H&S Committee meeting	1	Nelson providing assistance to work through storage and equipment issues raised in health and safety audit of Marlborough Carpentry Barn. Reviewed changes to H&S Manual, Offsite Work Placement agreement, Terms of Reference SHW Leadership Group and H&S Committee. agreement

CONTRACTOR SAFETY MANAGEMENT (Nelson Campus only)

Contractor inductions	Contractor monitoring findings
2	Discussed use of static line on M block with contractor servicing AC Required painting contractor to set up barriers around work area

OTHER ACTIVITIES

Safety Observations

Type	Created in Period	YTD
Safe Practice	6	6
Unsafe Practice / Hazard	25	73
Suggestion	3	6
Total	34	85

Audits and Inspections

Type	Created in Period	YTD
Audit - External	1	2
Audit - Internal	4	6
Trial Evacuations	0	2
Total	5	10



REPORT TO NMIT COUNCIL | 15 JUNE 2017
ITEM 6

EPI INFLUENCER MATRIX

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

PURPOSE










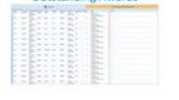





To indicate the various reports and indicators that influence and impact on Education Performance Indicators (EPI's) across NMIT.

RECOMMENDATION

For Council to note the report provided.

CONTEXT

In light of the improved data dashboards available from PowerBI, this report has been designed to act as a guide to raise awareness of Council members as to what the different reports/indicators of EPI's are.

EPI Influencers & Reports	 81% Course EPI	 72% Qualification EPI	 67% Retention EPI	 24% Progression EPI
Attendance Monitoring 	✓	✓	✓	✓
Register Monitoring 	✓	✓	✓	
Consecutive Absences 	✓	✓	✓	✓
Outstanding Course Results 	✓	✓		
Assessment Results 	✓	✓	✓	✓
Outstanding Awards 		✓		✓
ALNAT Monitoring 	✓	✓		
Survey Results 	✓	✓	✓	✓
LDF & Blue Tick 	✓	✓	✓	✓
Self Assessment & ActionPlan+ 	✓	✓	✓	✓
A2E5 Monitoring 				✓
Plato / Learning walks	✓	✓	✓	✓
Te Ara Wai	✓	✓	✓	✓
PD days / Microteach / DTLT	✓	✓	✓	✓



CHIEF EXECUTIVE'S REPORT – OPEN

15 June 2017

Tangata Tiriti – Treaty of Waitangi

As part of NMIT's Te Ara Wai development and further engagement of colleagues across NMIT, we have significant professional development activity taking place on 26, 28, 29 and 30 June 2017. We have planned a 'Treaty Week' – intensive cultural development programme that focuses on Te Tiriti o Waitangi and the exploration of Rangatiratanga as one of NMIT's values; as previously identified, Council members are invited to attend the session on 26 June 2017 from 9.00am – 5.00pm.

[Click here to view the programme.](#)

TANGATA TIRITI – TREATY OF WAITANGI & NMIT

TREATY WEEK – INTENSIVE CULTURAL DEVELOPMENT PROGRAMME AT NMIT
26-30 JUNE 2017

NMIT have commissioned an intensive cultural development programme that focusses on Te Tiriti o Waitangi and the exploration of Rangatiratanga as one of NMIT’s Institutional values. This programme includes a series of professional development workshops on the Treaty of Waitangi for staff in June 2017.

1. Treaty Week Cultural Development Timetable:

MONDAY JUNE 26	WEDNESDAY JUNE 28	THURSDAY JUNE 29	FRIDAY JUNE 30
9:00am – 5:00pm NMIT Directorate & Council Title: Rangatiratanga, Treaty partnerships & NMIT Focus <ul style="list-style-type: none"> • understanding the historical context of Rangatiratanga and its impact on NMIT-specific outcomes • implications of the Treaty for the tertiary environment • key NMIT values & supporting Māori achievement. Process: Interactive learning activities, video clips, role plays, strategic planning & building relationships.	9:00am – 4:00pm Institutional leadership* Title: Treaty relationships for bicultural development Focus <ul style="list-style-type: none"> • understanding Treaty relationships • Rangatiratanga as a key NMIT value • cultural safety at NMIT • bicultural development in your department Process: Interactive learning activities, videos, role plays, analysis and sharing strategy & ideas.	9:00am – 5:00pm Academic staff members (ASMs) Title: Pedagogy for the Treaty: sharing best practice Focus: <ul style="list-style-type: none"> • exploring best practice when teaching the Treaty • ensuring cultural safety of learners • activities & teaching methods that promote good bicultural teaching practices. Process: Learning activities demonstrated & discussed, best practice shared, resources accessed.	9:00am – 12.30pm All staff PD day at Whakatū marae Title: Speed-learning with the Treaty Focus: <ul style="list-style-type: none"> • speed-learning about the Treaty • learning each other’s values – Rangatiratanga & Manaakitanga • committing to bicultural development at NMIT. Process: Short activities, sound & video bites, team building & strategising.

2. Overall aim of the workshops:

1. To enhance understanding of the NMIT values of rangatiratanga and manaakitanga.
2. To enhance understanding of the historical context of rangatiratanga and manaakitanga in Te Tiriti o Waitangi, and Treaty relationships since then.
3. To apply these understandings to best practice at NMIT – what does rangatiratanga mean within an NMIT context? What does manaakitanga mean for NMIT?
4. To strategise together about bicultural development towards NMIT goals of effective partnerships, enhancing the NMIT experience for Māori learners, and preparing graduates for cultural and economic relationships in Aotearoa/New Zealand.

TANGATA TIRITI – TREATY OF WAITANGI & NMIT

NMIT DIRECTORATE & COUNCIL SESSION, MONDAY JUNE 26, 9:00AM – 5:00PM

Intended Learning Outcomes:

- Updating Treaty knowledge for governance and management at NMIT.
- Exploration of the historical contexts of rangatiratanga and manaakitanga in Te Tiriti o Waitangi and Treaty relationships since then.
- Expressing statutory obligations for biculturalism in the tertiary sector.
- To inform the development of strategies for the ongoing bicultural development of NMIT.

Issues to be explored:

- Understanding the gap: The 10% gap in Māori achievement compared with non-Māori
- Strategies for narrowing achievement gap to 3%.
- Responses to auditor questions: What are you doing for Māori achievement at NMIT? How are you upholding your Treaty responsibilities to stakeholders?
- What did Māori intend for their future through the Te Tiriti o Waitangi and how is NMIT contributing to this?
- Te Tiriti o Waitangi and its relevance to NMIT governance.



REPORT TO NMIT COUNCIL | 15 JUNE 2017
ITEM 8

EFTS AND FINANCIAL UPDATES AS AT 21 MAY 2017

PREPARED BY VICKI BRYSON (DIRECTOR FINANCE & BUSINESS IMPROVEMENT)

PURPOSE

To provide Council with an EFTS and Financial update as at 21 May 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 21 May 2017

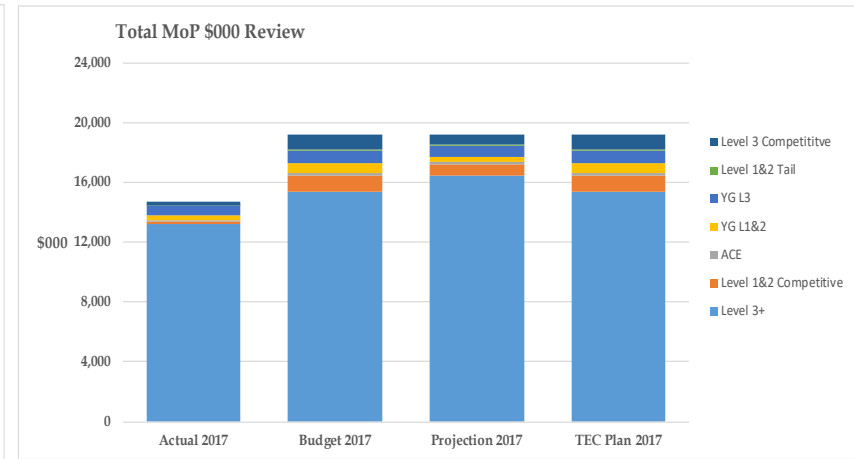
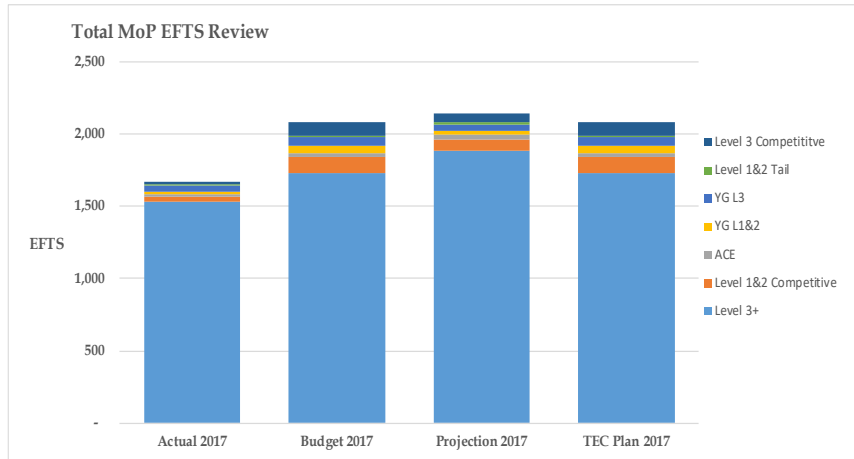
NMIT EFTS Reporting 2017 Academic year

NMIT EFTS @ 06-Jun-2017 (EA & EW Status)										
Value Type	SAC	Int	China	ITO	YG	Star	Other	ACE	Total	
▶ 2017 Actual YtD	1,637.14	430.26	290.89	16.46	71.72	35.73	46.28	17.71	2,546.18	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	1,970.88	616.41	285.89	18.55	72.83	35.55	70.04	29.22	3,099.37	Under TEC capped EFTS
2017 Plan FY	1,944.26	771.14	300.00	20.21	108.53	47.80	67.44	29.22	3,288.61	Under TEC capped EFTS
% EFTS Variances										
Actual(YtD) to Budget(FY)	(324.50)	(340.89)	(9.11)	(3.76)	(36.81)	(12.08)	(3.79)	(11.51)	(742.44)	<p>exceeds by greater than 5%</p> <p>within allowable limits</p> <p>less by greater than 1%</p>
% Actual(YtD) / Budget(FY)	84%	56%	97%	81%	66%	75%	94%	61%	77%	
Actual(YtD) to Projection(FY)	(351.11)	(186.16)	5.00	(2.10)	(1.11)	0.18	(6.38)	(11.51)	(553.19)	
% Actual(YtD) / Projection(FY)	83%	70%	102%	89%	98%	100%	91%	61%	82%	
Actual(YtD) to Plan(FY)	(324.50)	(340.89)	(9.11)	(3.76)	(36.81)	(12.08)	(3.79)	(11.51)	(742.44)	
% Actual(YtD) / Plan(FY)	84%	56%	97%	81%	66%	75%	94%	61%	77%	
Projection(FY) to Plan(FY)	26.61	(154.73)	(14.11)	(1.66)	(35.70)	(12.25)	2.60	0.00	(175.14)	
% Projection(YtD) / Plan(FY)	101%	80%	95%	92%	67%	74%	104%	100%	94%	

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	330.00	415.40	292.70	378.16	343.28	386.78	107.50	291.45	0.91	2,546.18	
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	420.83	545.84	357.40	426.18	363.39	481.20	215.75	287.89	0.88	3,099.37	
2017 Plan FY	538.47	549.15	418.22	302.56	328.98	549.23	300.00	302.00	0.00	3,288.61	
% EFTS Variances											
Actual(YtD) to Budget(FY)	(208.47)	(145.75)	(125.53)	75.60	14.30	(150.45)	(192.50)	(10.55)	0.91	(742.44)	
% Actual(YtD) / Budget(FY)	61%	74%	70%	125%	104%	72%	36%	97%	0%	77%	
Actual(YtD) to Projection(FY)	(90.83)	(130.44)	(64.70)	(48.02)	(20.11)	(94.42)	(108.25)	(10.55)	0.03	(553.19)	
% Actual(YtD) / Projection(FY)	78%	76%	82%	89%	94%	80%	50%	101%	104%	82%	
Actual(YtD) to Plan(FY)	(208.47)	(133.75)	(125.53)	75.60	14.30	(162.45)	(192.50)	(10.55)	0.91	(742.44)	
% Actual(YtD) / Plan(FY)	61%	76%	70%	125%	104%	70%	36%	97%	0%	77%	
Projection(FY) to Plan(FY)	117.64	(3.30)	(60.83)	123.62	34.42	(68.03)	(84.25)	(14.11)	0.88	(175.14)	
% Projection(YtD) / Plan(FY)	78%	99%	85%	141%	110%	88%	72%	95%	0%	94%	



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	1,535.84	16.37	8.35	28.62	24.08	43.08	16.76	1,673.10
Budget 2017	1,726.08	95.00	8.18	115.00	48.25	60.28	29.22	2,082.02
Projection 2017	1,881.92	63.00	10.68	84.00	24.25	48.58	29.22	2,141.66
Plan 2017	1,726.08	95.00	8.18	115.00	48.25	60.28	29.22	2,082.02

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	13,226	173	60	176	344	616	74	14,670
Budget 2017	15,377	1,002	69	1,088	690	862	130	19,217
Projection 2017	16,427	664	89	810	347	695	130	19,161
Plan 2017	15,377	1,002	69	1,088	690	862	130	19,217

Variances

Actual to Budget	(190.25)	(78.63)	0.17	(86.38)	(24.17)	(17.20)	(12.46)	(408.92)
Actual % of Budget	89.0%	17.2%	102.1%	24.9%	49.9%	71.5%	57.3%	80.4%
Actual to Projection	(346.09)	(46.63)	(2.33)	(55.38)	(0.17)	(5.50)	(12.46)	(468.56)
Actual % of Projection	81.6%	26.0%	78.2%	34.1%	99.3%	88.7%	57.3%	78.1%
Actual to Plan	(190.25)	(78.63)	0.17	(86.38)	(24.17)	(17.20)	(12.46)	(408.92)
Actual % of Plan	89.0%	17.2%	102.1%	24.9%	49.9%	71.5%	57.3%	80.4%
Projection to Plan	155.84	(32.00)	2.50	(31.00)	(24.00)	(11.70)	0.00	59.64
Projection % of Plan	109.0%	66.3%	130.6%	73.0%	50.3%	80.6%	100.0%	102.9%

Variances

Actual to Budget	(2,152)	(829)	(8)	(911)	(346)	(246)	(55)	(4,548)
Actual % of Budget	86.0%	17.2%	87.8%	16.2%	49.9%	71.5%	57.3%	76.3%
Actual to Projection	(3,201)	(492)	(28)	(634)	(2)	(79)	(55)	(4,491)
Actual % of Projection	80.5%	26.0%	67.9%	21.8%	99.3%	88.7%	57.3%	76.6%
Actual to Plan	(2,152)	(829)	(8)	(911)	(346)	(246)	(55)	(4,548)
Actual % of Plan	86.0%	17.2%	87.8%	16.2%	49.9%	71.5%	57.3%	76.3%
Projection to Plan	1,049	(337)	20	(278)	(343)	(167)	0	(56)
Projection % of Plan	106.8%	66.3%	129.1%	74.5%	50.3%	80.6%	100.0%	99.7%



Nelson & Marlborough Institute of Technology

Financial Reporting & Analysis For Period Ending 21 May 2017 (Period 10)

Vicki Bryson : Finance Director



NMIT Financial Operating Statement

For the period ending 21 May 2017

Category Description (\$000's)	Year to Date				Full Year		
	Actual	Budget	\$ Variance	%+(-)Variance	Budget	2016	2015
Income							
TEC Funding	14,757	14,522	235	2%	18,220	17,620	17,818
Youth Guarantee	963	1,059	(97)	(9)%	1,548	1,494	1,442
ITO	39	140	(101)	(72)%	212	264	293
Star & Trades Academy	317	575	(258)	(45)%	553	547	543
Student Fees - Domestic	5,961	6,215	(254)	(4)%	7,484	7,375	7,257
Student Fees - International	5,978	8,321	(2,343)	(28)%	11,188	9,329	8,600
Interest	283	264	18	7%	750	721	796
Other Income	3,030	2,988	43	1%	4,475	5,009	3,854
Total Income	31,328	34,085	(2,757)	(8)%	44,430	42,359	40,604
Expenditure							
Class Resources	897	958	61	6%	2,719	2,224	2,072
International Commissions	1,316	2,182	866	40%	2,979	2,379	2,695
Curriculum Support	26	29	3	9%	85	66	43
Information Technology	399	462	64	14%	1,205	1,251	1,099
HR & Training	393	268	(124)	(46)%	635	642	603
Marketing & Promotions	177	328	151	46%	755	675	1,577
Admin & Support	1,133	1,152	19	2%	2,184	2,484	1,860
Facilities	1,344	1,405	61	4%	3,396	3,341	3,069
Interest Expense	-	-	-	0%	-	0	0
Depreciation, Amortisation & Impairment	1,561	1,442	(118)	(8)%	3,750	3,792	3,440
JV/TANZ Costs	1,160	433	(727)	(168)%	814	1,300	2,447
SUTi's Share of GC Surplus/(Deficit)	-	-	-	0%	-	(380)	(909)
Total Opex Expenses	8,405	8,660	255	3%	18,522	17,773	17,996
Academic Pay	4,669	5,284	614	12%	14,855	13,019	11,405
Support Staff Pay	4,102	3,824	(278)	(7)%	10,697	10,078	8,678
Total Staffing Costs	8,771	9,108	337	4%	25,552	23,097	20,082
Total Expenditure	17,176	17,767	592	3%	44,074	40,870	38,078
Contribution	14,152	16,317	(2,165)	(13)%	356	1,489	2,526
Contribution %	45%	48%			1%	4%	6%

YTD contribution unfavourable to budget due to unfavourable income variance. Income is unfavourable to budget across all categories except TEC funding, interest and other income. Opex is favourable to budget, with favourable variances across all categories except HR & training (EER costs), depreciation, and JV/TANZ costs (higher JV EFTS). Pays are favourable to budget in academic with savings in GC and contractors under budget (timing/late starts).₅



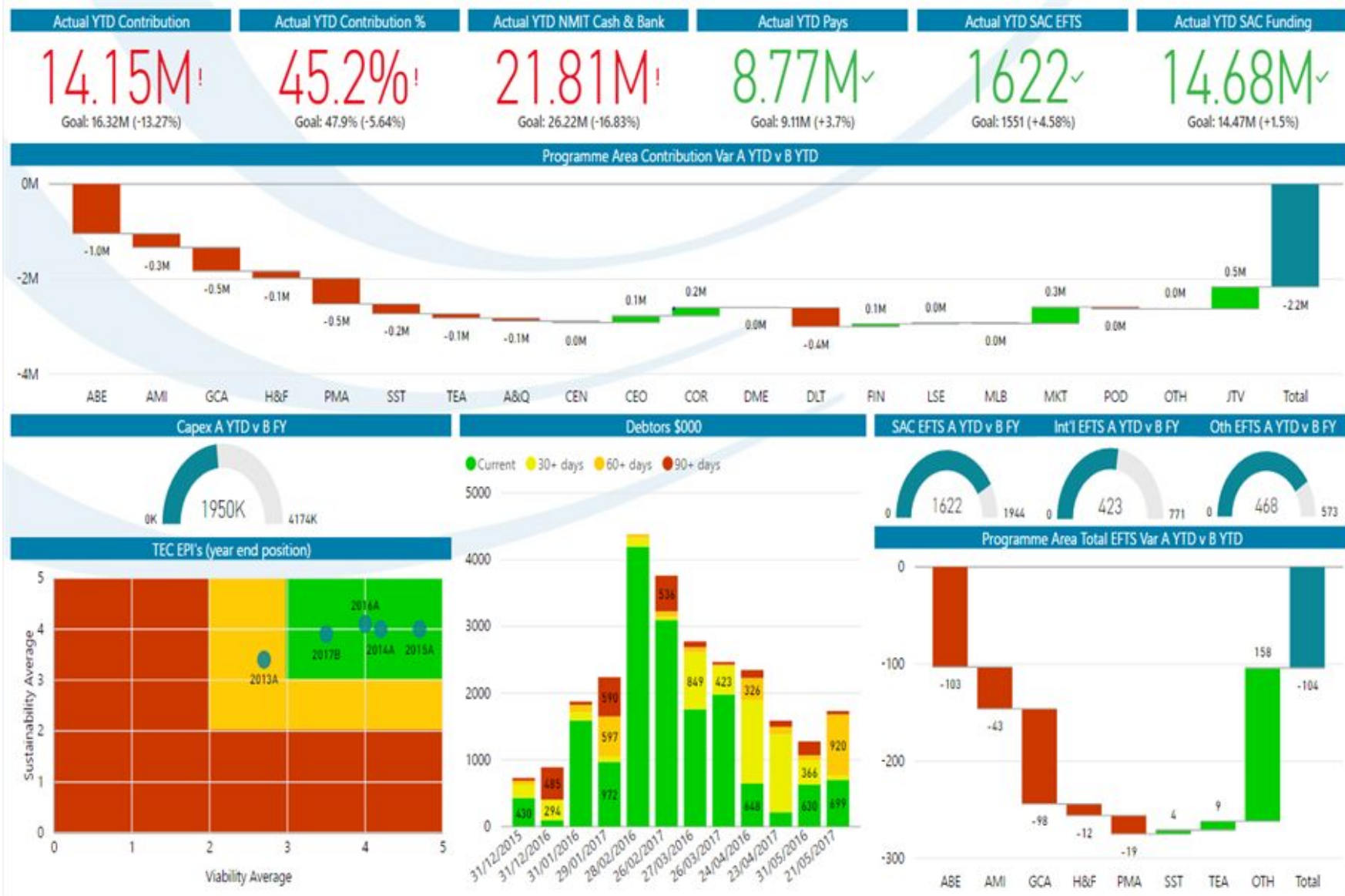
Global Campus Financial Operating Statement

For the period ending 21 May 2017

Category Description (\$000's)	Year to Date				Full Year		
	Actual	Budget	\$ Variance	%+(-)Variance	Budget	2016	2015
Income							
Student Fees - International	1,834	3,275	(1,441)	(44)%	4,838	2,551	825
Interest	1	-	1	0%	-	14	11
Other Income	0	10	(9)	(96)%	25	6	4
Total Income	1,836	3,285	(1,448)	(44)%	4,863	2,571	840
Expenditure							
Class Resources	4	53	49	92%	159	25	(64)
International Commissions	249	790	540	68%	1,169	431	476
Curriculum Support	-	1	1	100%	3	-	-
Information Technology	12	11	(1)	(5)%	29	63	52
HR & Training	10	5	(5)	(98)%	13	2	2
Marketing & Promotions	2	57	55	97%	67	19	35
Admin & Support	29	95	66	69%	230	210	205
Facilities	491	489	(2)	(0)%	1,190	1,062	976
Depreciation, Amortisation & Impairment	52	-	(52)	0%	-	137	111
SUT's Share of Surplus/(Deficit)	-	-	-	0%	-	(380)	(909)
Total Opex Expenses	849	1,501	653	43%	2,858	1,568	885
Academic Pay	267	576	309	54%	1,616	803	220
Support Staff Pay	205	193	(12)	(6)%	540	580	528
Total Staffing Costs	472	768	296	39%	2,157	1,383	748
Total Expenditure	1,321	2,270	949	42%	5,014	2,951	1,633
Contribution	515	1,015	(499)	(49)%	(151)	(380)	(793)
Contribution %	28%	31%			-3%	-15%	-94%

Contribution \$(0.5)m unfavourable to budget, due to lower EFTS recruitment. Unfavourable income variance is partly offset by savings in commission and staffing costs.

NMIT Executive Summary





Income : variance explanation

Category Description (\$000's)	Year to Date				Full Year		
	Actual	Budget	\$ Variance	%+(-)Variance	Budget	2016	2015
Income							
TEC Funding	14,757	14,522	235	2%	18,220	17,620	17,818
Youth Guarantee	963	1,059	(97)	(9)%	1,548	1,494	1,442
ITO	39	140	(101)	(72)%	212	264	293
Star & Trades Academy	317	575	(258)	(45)%	553	547	543
Student Fees - Domestic	5,961	6,215	(254)	(4)%	7,484	7,375	7,257
Student Fees - International	5,978	8,321	(2,343)	(28)%	11,188	9,329	8,600
Interest	283	264	18	7%	750	721	796
Other Income	3,030	2,988	43	1%	4,475	5,009	3,854
Total Income	31,328	34,085	(2,757)	(8)%	44,430	42,359	40,604

TEC funding – unfavourable to budget

- ✓ SAC Funding favourable to budget with higher EFTS. Unlikely to meet 2017 targets overall due to shortfall in competitive EFTS
- x YG Funding unfavourable to budget with lower EFTS than budgeted, particularly in Cert in TPI.
- ✓ Programmes with EFTS higher than budget include BIT \$116k, MEC 3&4 \$138k, Skipper Restricted Limits \$475k, Adv Deckhand \$21k, MEC 5&6 \$25k, JV STS Seafood Proc \$276k, Cert Auto Eng L4 \$111k, Nat Cert Carpentry \$139k, Eng Apprentices \$20k, Cert in TPI (H&B) \$33k, Trainee Ranger \$25k, Cert Hort L2 NN \$24k, Dip Aqua Tech \$32k, CAME \$91k, Dip Aero Cert \$24k, Cert AEF \$81k, Cert AVT \$69k, Intl Culinary Arts Dip \$33k, Prof Hair NN \$151k, Prof Hair ML \$20k, Bach Nursing Yr 3 \$139k, COP NN \$50k, JV SUTI COP \$319k, JV SUTI Career Guidance \$284k, JV Annesbrook \$133k, Te Haatea \$156k, Te Ata Hou \$21k, PG Cert Supervision \$21k, Bach Counselling \$33k.
- x Programmes with EFTS below budget include BCom NN \$(121)k, NZ Dip Bus \$(44)k, First Line Mgmt \$(34)k, Cert Computer Tech NN L3+ \$(83)k, Cert Computer Tech L2 \$(47)k, Cert Bus Admin NN L3+ \$(46)k, Cert Bus Admin ML L3+ \$(25)k, Nat Cert Retail L2 \$(50)k, Nat Cert Retail L3 \$(36)k, NZOW & NZOM \$(99)k, Cert Entry Auto Eng L3 \$(176)k, Cert Auto Eng L3 ML \$(42)k, Dip Civil Eng \$(76)k, Cert TPI NN \$(97)k, Cert Carpentry ML \$(81)k, Cert Hort NN \$(146)k, Cert Hort ML \$(192)k, Cert in Hort Prod NN \$(32)k, Cert in Hort Prod ML \$(74)k, BAMC \$(129)k, DOC Field Skills \$(31)k, Dip AVT \$(78)k, Cert T&T \$(20)k, Adv Prof Hair \$(61)k, NZ Cert Hosp \$(49)k, Dip Fit \$(157)k, Bach Nursing Yr 1 & 2 \$(90)k, BAM \$(40)k, Dip Interior Design \$(27)k, Training Schemes Cr Ind \$(79)k, Dip A&M \$(46)k, Cert Study & Career Prep \$(95)k, ELP L2 \$(30)k, ELP NZCEL \$(61)k, ELP ILN \$(160)k, CVS \$(262)k.

Student Fees (Domestic) – unfavourable to budget due to different EFTS mix

- ✓ Programmes with fees higher than budget include Confucious & China NZ \$31k, BIT \$24k, MEC 3&4 \$44k, Skipper Restricted Limits \$31k, Cert Auto Eng L4 \$36k, Nat Cert Carpentry \$20k, CAME \$38k, Cert AEF \$54k, Cert AVT \$36k, Prof Hair NN \$104k, Bach Nursing Yr 3 \$57k, JV Annesbrook Diploma \$88k, Bach Counselling \$27k.
- x Programmes with fees below budget include BCom NN \$(80)k, NZ Dip Bus \$(26)k, Cert Bus Admin L3 NN \$(52)k, Dip FV Ops \$(23)k, NZOW & NZOM \$(44)k, Cert Entry Auto Eng \$(93)k, Cert Auto Eng L3 ML \$(21)k, Dip Civil Eng \$(38)k, Cert in Carpentry ML \$(39), Trainee Ranger \$(46)k, BAMC \$(24)k, Dip AVT \$(49)k, Adv Prof Hair NN \$(32)k, Cert Adv Prof Hair ML \$(40)k, Dip Fit \$(79)k, Bach Nursing Yr 2 \$(30)k, BAM \$(23)k, Dip A&M \$(33)k, Cert 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	14,757	14,522	235	2%	18,220	17,620	17,818
Youth Guarantee	963	1,059	(97)	(9)%	1,548	1,494	1,442
ITO	39	140	(101)	(72)%	212	264	293
Star & Trades Academy	317	575	(258)	(45)%	553	547	543
Student Fees - Domestic	5,961	6,215	(254)	(4)%	7,484	7,375	7,257
Student Fees - International	5,978	8,321	(2,343)	(28)%	11,188	9,329	8,600
Interest	283	264	18	7%	750	721	796
Other Income	3,030	2,988	43	1%	4,475	5,009	3,854
Total Income	31,328	34,085	(2,757)	(8)%	44,430	42,359	40,604

Student Fees (International) – unfavourable to budget

- x 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 NN \$335k, BV&W \$21k, Dip Aqua Tech \$30k, PGDSA \$21k, Int'l Culinary Arts Dip \$77k, Beauty Serv ML \$31k, BAM \$200k, ELP NZCEL \$90k, GC Grad Dip Acctg \$59k.
- x Programmes with fees below budget include PGDBE NN \$(752)k, NZ Dip Bus \$(288)k, PGDIB NN \$(197)k, PGDIB ML \$(150)k, BIT \$(98)k, MEC 3&4 \$(28)k, BAMC \$(81)k, Cert AVT \$(46)k, Cert T&T \$(28)k, Health S/C \$(41)k, GC ESOL \$(32)k, GC Dip in Commerce Yr 1 \$(664)k, GC Dip App Mgmt \$(178)k, GC Dip IT \$(414)k, GC PGDIB \$(211)k.

ITO revenue – unfavourable to budget

- x Competenz, MITO & HITO all below budget.

Star & Trades Academy revenue – unfavourable to budget

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

Interest – small favourable variance

Other Income – favourable to budget

- ✓ Resalable items \$31k (contra expense), rental income \$22k, ELP NZCEL \$52k, ELTO \$30k, Finance \$28k, Facilities (insurance claims – contra expense) \$33k, Flexi Learning \$119k (TANZ contract – contra salaries).
- x SSL \$(59)k (contra SANITI subsidy), Donations/Sponsorship \$(25)k, PIFO \$(91)k, Maritime short courses \$(49)k, Research & Hub \$(30)k.

All income streams, except for TEC funding, interest and other income, 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	897	958	61	6%	2,719	2,224	2,072
International Commissions	1,316	2,182	866	40%	2,979	2,379	2,695
Curriculum Support	26	29	3	9%	85	66	43
Information Technology	399	462	64	14%	1,205	1,251	1,099
HR & Training	393	268	(124)	(46)%	635	642	603
Marketing & Promotions	177	328	151	46%	755	675	1,577
Admin & Support	1,133	1,152	19	2%	2,184	2,484	1,860
Facilities	1,344	1,405	61	4%	3,396	3,341	3,069
Interest Expense	-	-	-	0%	-	0	0
Depreciation, Amortisation & Impairment	1,561	1,442	(118)	(8)%	3,750	3,792	3,440
JV/TANZ Costs	1,160	433	(727)	(168)%	814	1,300	2,447
SUTI's Share of GC Surplus/(Deficit)	-	-	-	0%	-	(380)	(909)
Total Opex Expenses	8,405	8,660	255	3%	18,522	17,773	17,996

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

- ✓ Unfavourable overall.
- ✓ Favourable variances in accreditation fees \$61k (Blue Tick, Maritime programme redevelopment), cost of sales \$21k (contra revenue), travel & accommodation – course \$36k.
- × Unfavourable variances in photocopying/printing \$(65)k.

International Commissions (Commissions paid to international agents)

- ✓ Favourable due to lower international revenues.

Curriculum Support (Costs to support teaching & curriculum)

- ✓ Small favourable variance in research.

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

- ✓ Favourable overall, mainly in licence fees \$61k.
- × Unfavourable variance in landlines \$(27)k.

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

- × Unfavourable overall with main unfavourable variance in professional memberships \$(120)k (EER costs).

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

- ✓ Favourable variances in advertising \$63k, photocopying/printing – promotion \$29k, and international costs \$62k.
- × Unfavourable variance in scholarships \$(20)k.



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	897	958	61	6%	2,719	2,224	2,072
International Commissions	1,316	2,182	866	40%	2,979	2,379	2,695
Curriculum Support	26	29	3	9%	85	66	43
Information Technology	399	462	64	14%	1,205	1,251	1,099
HR & Training	393	268	(124)	(46)%	635	642	603
Marketing & Promotions	177	328	151	46%	755	675	1,577
Admin & Support	1,133	1,152	19	2%	2,184	2,484	1,860
Facilities	1,344	1,405	61	4%	3,396	3,341	3,069
Interest Expense	-	-	-	0%	-	0	0
Depreciation, Amortisation & Impairment	1,561	1,442	(118)	(8)%	3,750	3,792	3,440
JV/TANZ Costs	1,160	433	(727)	(168)%	814	1,300	2,447
SUTI's Share of GC Surplus/(Deficit)	-	-	-	0%	-	(380)	(909)
Total Opex Expenses	8,405	8,660	255	3%	18,522	17,773	17,996

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

- ✓ Favourable variance in SANITI subsidy \$59k (contra revenue), photocopying/printing – admin \$38k, travel & accommodation – admin \$33k, consultants \$55k.
- × Unfavourable variance in purchases admin \$(186)k (TANZ costs).

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

- ✓ Favourable variances in contract maintenance \$58k, insurance \$56k, energy \$43k.
- × Unfavourable variances in security & keys \$(52)k, R&M \$(35)k, and rent \$(43)k.

Depreciation, Amortisation & Impairment

- × Unfavourable to budget.

JV/TANZ Costs

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

Opex 3% under budget, with main favourable variance in international commissions (offset lower international revenues), and smaller favourable variances in class resources, marketing and facilities costs. Partly offset by unfavourable variances in HR & training (professional memberships), 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	4,669	5,284	614	12%	14,855	13,019	11,405
Support Staff Pay	4,102	3,824	(278)	(7)%	10,697	10,078	8,678
Total Staffing Costs	8,771	9,108	337	4%	25,552	23,097	20,082

Academic pays

- ✓ Favourable by \$614k.
- ✓ Main favourable variances in GC \$309k, Confucious & China NZ \$68k, PGDBE NN \$107, Te Haeta \$56k, NZ Dip Bus Online \$40k, Training Schemes Cr Ind \$47k, Te Ata Hou \$37k, Cert in Superyacht Crewing \$29k, First Line Mgmt \$29k, MEC 5&6 \$22k, Cert Auto Eng ML \$20k, Nat Cert Carpentry \$20k, Bach Nursing Yr 1 & 2 \$54k, Cert in Study & Career Prep \$20k.
- x Main unfavourable variances in BIT \$(20)k, Cert Comp Tech NN L3 \$(21)k, Skipper Restricted Limits \$(25)k, Maritime S/C \$(28)k, Trades Admin \$(45)k, Arts, Media & Digi Tech Admin \$(21)k, Beauty Serv ML \$(21)k, ELP NZCEL \$(39)k, Soci Sci Admin \$(25)k.

Allied pays

- x Unfavourable to budget by \$(278)k.
- ✓ Favourable variance in International Marketing \$62k, Finance & Process Improvement \$38k, CEO Admin \$31k, HR Admin \$22k.
- x Unfavourable variances in Programme Redevelopment Project \$(88)k, Flexi Learning \$(93)k (TANZ eCampus) (C), Academic & Quality \$(61)k, eCampus \$(56)k, Primary Industries Admin \$(43)k, Cert in Carpentry NN \$(25)k, Soc Sci Admin \$(23)k.

YTD pays \$0.3m favourable against budget.

TEU contract has been renegotiated. Backpay has been accrued.



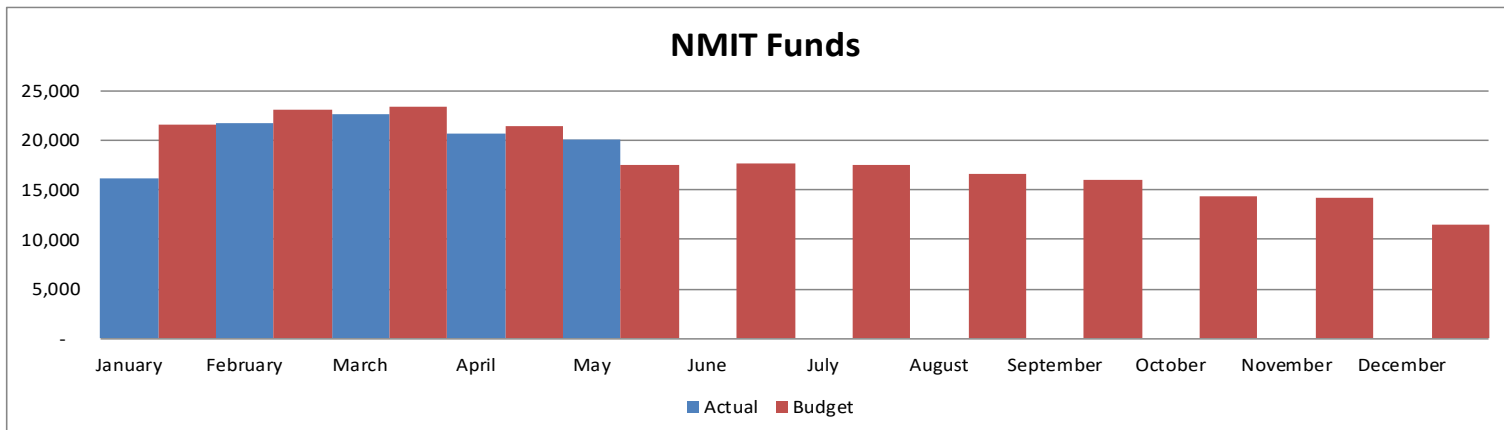
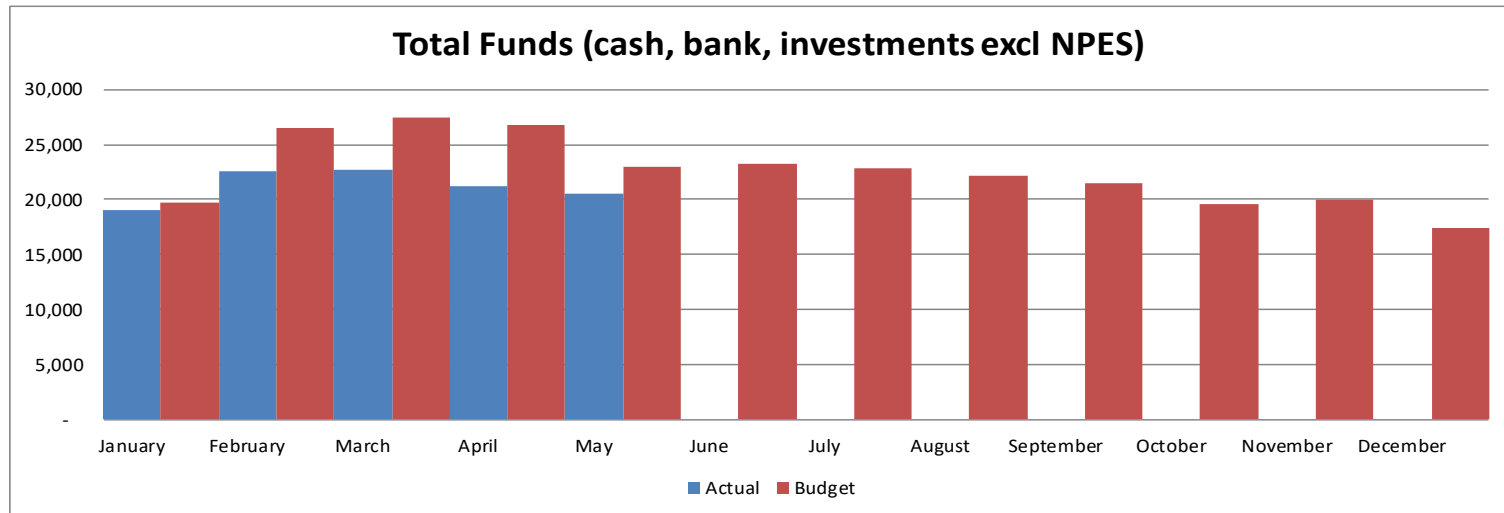
Capital Expenditure as at 21 May 2017

	2017 YTD Actual	2017 Original Budget	2017 Additional Approvals	2017 Revised Budget	Balance To Spend	%
Land	-	-	-	-	-	
Buildings	79	163	95	258	179	
Art	(0)	-	-	-	0	
Computers	653	2,311	107	2,417	1,765	
Programme Development	65	210	153	364	299	
Plant & Equipment	438	1,241	7	1,248	809	
Vehicles	112	141	-	141	29	
Books	32	108	-	108	76	
Work in progress - to allocate	572	-	-	-	(572)	
Total	1,950	4,174	362	4,536	2,586	43%

- 43% of capex budget spent to date.
- Tracking is on course



Cash flow Graph



NMIT funds decreased by \$(0.6)m during the month to \$20.0m. They are currently \$2.5m lower than budget, due to lower than budgeted fees in advance, due to lower EFTS.



NMIT Financial Statement of Position

As at 21 May 2017

	Institute Actual 21st May 2017 (\$000)	Budget 21st May 2017 (\$000)	Actual 22nd May 2016 (\$000)
Assets			
Current assets			
Cash and cash equivalents	1,535	9,872	1,077
Debtors and other receivables	10,339	10,910	10,482
Investments	20,275	16,350	20,605
Prepayments	635	752	803
Total current assets	32,784	37,884	32,967
Non-current assets			
Property, plant and equipment	87,372	87,783	87,941
Intangible assets	2,937	3,583	2,752
Total non-current assets	90,309	91,365	90,692
Total assets	123,093	129,249	123,659
Liabilities			
Current liabilities			
Creditors & other payables	4,531	4,894	3,678
Revenue received in advance	2,139	6,747	2,569
Provisions	1,533	1,337	1,392
Other financial liabilities	1,542	1,511	1,722
Total current liabilities	9,745	14,489	9,361
Non-current liabilities			
Provisions	180	147	147
Total non-current liabilities	180	147	147
Total liabilities	9,926	14,636	9,508
Net assets	113,168	114,614	114,151
Equity			
Capital introduced	29,039	29,039	29,039
Accumulated funds	34,528	35,974	35,512
Revaluation reserves	46,745	46,745	46,745
Capital reserves	2,855	2,855	2,855
Total equity	113,168	114,614	114,151

Net assets \$(1.4)m unfavourable to budget. Current assets \$(5.1)m unfavourable due to lower than budgeted cash & investments \$(4.4)m and debtors \$(0.6)m. Debtors is PNG contract pending medicals for July intake. Current liabilities \$4.7m favourable overall with lower revenue in advance (lower international student numbers) \$4.6m. Non-current assets \$(1.1)m lower than budget due to phasing of capital spend. Projects are coming on board but later than budgeted.



NMIT Financial Statement of Cashflows

For the period ending 21 May 2017

	Institute		
	Actual	Budget	Actual
	21st May 2017	21st May 2017	22nd May 2016
	(\$000)	(\$000)	(\$000)
Cash flows from operating activities			
Receipts from government grants	8,099	7,135	7,733
Receipts from tuition fees	6,722	13,430	7,314
Receipts from other income	2,545	4,466	2,622
Interest income received	265	264	258
Payments to employees	(8,778)	(9,108)	(8,395)
Payments to suppliers	(5,733)	(5,112)	(5,443)
Interest paid	-	-	(0)
GST (net)	138	(60)	111
Net cash flows from operating activities	3,258	11,016	4,201
Cash flows from investing activities			
Receipts from sale of property, plant and equipment	-	-	-
Realisation of investments	-	-	-
Purchase of property, plant and equipment	(1,673)	(2,353)	(1,639)
Purchase of intangible assets	(268)	(923)	(314)
Acquisition of investments	(3,000)	-	(4,325)
Net cash flows from investing activities	(4,941)	(3,275)	(6,278)
Net increase/(decrease) in cash and cash equivalents	(1,683)	7,741	(2,077)
Cash and cash equivalents at beginning of year	3,218	2,132	3,154
Closing cash and cash equivalents	1,535	9,872	1,077

Net cash flows from operating activities are \$(7.8)m unfavourable to budget overall. Combination of lower than budgeted receipts from tuition fees \$(6.7)m, other income \$(1.9)m and higher than budgeted payments to suppliers \$(0.6)m only partly offset by higher than budgeted receipts from government grants \$1.0m and lower than budgeted payments to employees \$0.3m. Net cash flows from investing are \$1.7m unfavourable to budget with the favourable variance on capex spend offset by \$3.0m increase in funds on 90+ days deposit.



Nelson & Marlborough Institute of Technology

Investments



Investments as at 21 May 2017

a) Summary		<u>21 May 2017</u>			<u>23 April 2017</u>		<u>Change</u>	
Bank	Rating	Amount	Average Rate	Average Term	Amount	Average Rate	Value	Average Rate
ANZ	AA-	9,850,000	3.909%	207.91	8,850,000	3.907%	1,000,000	0.00%
BNZ	AA-	2,475,000	3.461%	216.00	2,475,000	3.461%	-	0.00%
Westpac	AA-	-			-		-	0.00%
Rabobank	A	-			-		-	0.00%
SBS	BBB	7,950,000	3.764%	193.35	8,900,000	3.721%	(950,000)	0.04%
Total		\$20,275,000	3.636%	212.00	\$20,225,000	3.519%	\$50,000	0.117%
b) Other Cash not on deposit		\$ 1,534,976			\$ 2,056,178		(521,202)	
c) New Deposits during Month		\$ 2,200,000			\$ 1,825,000		375,000	
d) Deposits broken in month		\$ -			\$ -		-	
e) Due Repayment coming month		\$ 3,150,000			\$ 2,150,000		1,000,000	



REPORT FROM AUDIT COMMITTEE

A Rowe (Chair of Audit Committee) will provide Council with a verbal update from the Open Audit Committee meeting held on Thursday 15 June 2017.



SANITI Report to NMIT Council – Thursday 15 June 2017

Strategic Goal One – Fun social events and strong campus culture

- **Nelson** – The Association supported the NMIT Information Evening providing American Hotdogs to visitors and current students who were on campus at that time. The Association also ran a cup cake event in conjunction with 'Pink Shirt Day' on Friday 26 May. The Association also supported the Nelson Scholarship Award ceremony on 12 May.
- **Marlborough/Woodbourne Campuses** – Association ran a soup event on Base Woodbourne on Wednesday 24 May and supported the Marlborough Scholarship Award ceremony on Thursday 25 May.
- **International Event Schedule** – Association ran a very successful trip to Kaiteriteri and Rabbit Island on Saturday 20 May for Nelson students, despite chilly conditions. The Association has also received positive feedback from the Marlborough boat trip to Mistletoe Bay which was held on Tuesday 23 May, with students from Marlborough and Nelson taking part. The next activity is a trip to Pelorus on Saturday 17 May.
- **Global Campus** - As part of the management trip on 30 May, an event schedule for the remainder of 2017 was discussed. GC is keen to see the orientation bus trip around Auckland reinstated for the new intakes. The Association will investigate the costings with NMIT over the next couple of weeks, and see if this is an option for the July intake. NMIT would need to fund the transport costs, with the Association reallocating the funds for an on campus event to this activity.

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

- **Advocacy** – The Association advocacy and support services continue to be in heavy demand. The Association supported the Community Induction on Tuesday 23 May. An advocacy visit to Marlborough was held on Tuesday 30 June.
- **Programme Representatives** – A Programme Rep discussion meeting was held on 29 May and a date has been set for the policy review to take place. Student President visited apprentices, providing pizzas on Nelson campus on 29 May and on Marlborough Campus on 30 May as part of the Programme Representative system. The Nelson Programme Representative meeting was held on Wednesday 31 May with a good turn out, and a tentative date for a Global Campus meeting has been set for Tuesday 13 June.
- **Employment** – C Hernandez continues to assist Nelson and Marlborough students with their CV's and cover letters by email. The Association has appointed a new Employment Coordinator who is currently working through her notice period and will start with the Association on Monday 12 June.

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

- **Executive** – Executive meetings have been held on 24 February, 16 March, 7 April and 19 May (in conjunction with Executive Training). Next meeting scheduled for 2 June, with Vice President election process opening soon.
- **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.



Tony Gray
Chief Executive Officer
Nelson Marlborough Institute of Technology
tony.gray@nmit.ac.nz

Performance-linked funding: consultation on new weightings and adjustors for the new education performance indicators (EPIs)

Dear Tony

I am writing to request your assistance in testing the details of the performance-linked funding mechanism as we use the new EPIs.

Change to education performance indicators

As you will be aware, during 2016, the Tertiary Education Commission (TEC) worked with members of the sector to make technical changes to two of the current four EPIs, qualification completion and retention. The most significant change that was made was to move qualification completion from measuring performance against a “synthetic cohort” (which uses the current year’s intake of students to calculate completion rates) to measuring a real cohort (over 2, 4 or 6 years, depending on the level of study).

Provider performance data was published in October 2016 using both the earlier and new methodology.

Link to performance-linked funding

As you are aware, performance-linked funding is based on the EPIs, and so the change in EPI methodology requires us to re-calibrate the approach to performance-linked funding.

In November, the Minister for Tertiary Education, Skills and Employment issued, under section 159L of the Education Act 1989, a determination of the design of a funding mechanism for student achievement component funds. This determination noted that performance-linked funding would operate for education delivery in 2017, and that this would be subject to a determination of design to be issued separately.

We wish to ensure that the weightings and part-time adjustor accurately reflect performance against the four EPIs. It is also important that the weightings and part-time adjustor work together in a coherent way to best fit with the way providers support students to enrol in the right programme for them, complete courses and qualifications, and (where appropriate) progress to higher level study. In addition, it is important that providers can model their own results, and understand how to best target their learner-support activities to improve results for their students.

The Productivity Commission made a number of recommendations related to the EPIs in its recent report *New Models of Tertiary Education*. These recommendations will be considered over the medium term, but in the interim the set of four EPIs will continue, on the basis of the work the TEC did with the sector in 2016.

Consultation material

Attached are three options to weight the EPIs, together with a possible formula that combines qualification completion data for full-time students and part-time students. The material also includes some technical changes for the course completion EPI. The changes to course completion are needed so the course completion EPI is consistent with the new qualification completion EPI, which now includes unfunded students (including international students).

We will contact the technical experts that were consulted during the development of the new EPIs in 2016. We hope to send these experts their provider's 2015 data so they can explore it for two or three weeks, then meet with them in late May or early June to discuss the weightings and adjustors. Jackie Rees and Vicki Bryson of NMIT were among this group of experts last year. We will then provide the Minister with advice on what weightings and adjustors to use in performance-linked funding.

You are also welcome to feed back to us regarding the attached material, at Tertiary.Strategy@education.govt.nz by 20 June.

Yours sincerely

A handwritten signature in blue ink that reads "Andy Jackson". The signature is fluid and cursive, with a long horizontal flourish at the end.

Andy Jackson
Group Manager
Tertiary Education

Weightings, part-time adjustor, and technical changes for your comment

We have a starting point for this work and are not (for now) going right back to basics

The starting point we have includes:

- Using the new methodology EPIs, as these are more accurate, were subject of consultation last year.
- Using the new groupings:
 - Levels 1-3
 - Levels 4-7 non-degree
 - Levels 7 degree and above.
- Retaining the existing parameters of Performance-Linked Funding (PLF) (for example, that up to 5% of funding is at stake, starting from providers that fail to meet a threshold set at the 50th percentile of the previous year's performance; that PLF will operate at grouped qualification levels).
- Including all students where the specific EPI measures all students (e.g. qualification completion and retention)
- Not including level 9-10 as this would add complexity where the performance of research degrees is already incentivised in the Performance-Based Research Fund.

New weightings and adjustors are required to work with the new EPIs. We can also update the weightings and adjustors, if required, since they have not been updated since the system was introduced.

Options for performance-linked funding weightings and adjustors

There are three options for weightings to use in PLF:

- Option 1 uses all four EPIs (with providers new to a qualification level exempt)
- Option 2 uses the lead indicators of course completion and first year retention only – for all providers
- Option 3 combines the first two options, with established providers using the whole set of EPIs and providers new to a qualification level using the lead indicators (at the relevant level).

In each case, the weightings, including which EPIs are not used, varies between the grouped qualification levels. This depends on what different levels should be achieving.

We have developed multiple approaches because some providers, new to a qualification level, are yet to have an established cohort. One consequence of the shift to cohort completion rates is that new providers may not have their first complete cohort for some years.

Once a provider has a complete cohort, it is the cohort that matured in the performance year that will be measured for qualification completion and progression. Course completion and retention measures the most recent year for all students.

Under option 1, between 6 and 28% of providers could be exempted at the different grouped levels. Having some providers using a different set of weightings for new provision (using option 3) means that all programmes get included in the PLF. However, it increases the complexity of the system. Using the combined option (option 3) means that sometimes two providers offering similar provision will have different EPIs applying.

Option 2, however, may not measure enough EPIs to be a fair reflection of an organisation's performance.

We welcome your views on the best way to manage these trade-offs.

How to reflect part and full-time performance

Also attached is a suggested formula that combines qualification completion data for full-time students and part-time students. To combine part and full-time results in a way that will produce a score for performance-linked funding, the formula provides an index with an upper limit of 100, which gives a comparative result against other providers.

Technical changes to course completions

Finally, some technical changes are suggested for the course completion EPI so that the student groups included in it are consistent with the new qualification completion EPIs.

Options to set weightings

The main options for setting the weightings are in the table overleaf. The weightings suggested for each grouped qualification level should add to 100% (across). The suggested weightings attempt to balance the relative importance of the different EPIs at each level – according to the results most students and providers will be seeking.

Council Open Agenda - 15 June 2017 - For Information

	Option 1 Possible weightings picking from all four EPIs (adds across to 100%)				Option 2 Possible weightings picking from lead EPIs (course completion and first year retention) (adds across to 100%)				Option 3 Combine Option 1 (for where providers have a complete cohort) and Option 2 (for where providers lack a complete cohort) – so all suggested weightings apply where relevant.
Grouped level	Qualification completion	Course completion	First-year retention	Progression	Qualification completion	Course completion	First-year retention	Progression	
Level 1-3	25% Completions are important in themselves. Some qualifications are an industry jump-off point	25% Course completion is a useful lead indicator	0% Most qualifications are fewer than two EFTS (i.e. no second year to retain students into) and retention is not measured	50% The main purpose of study at these levels is preparation for and progression to higher level study	Final indicator No cohort to measure yet	100%	0% Most qualifications are less than two years (i.e. no second year to retain students into)	Final indicator Progression is only measured once qualifications are completed	
Level 4-7 non-degree – qualification of fewer than two EFTS	50% More likely to be a jumping off point to work than a stepping stone to further study, so a strong emphasis on qualification completion	50% Lag-times mean interim measures are important, so a strong emphasis on lead indicators such as course completion	0% No second year to retain students into	0% Many students are looking to move into work at these levels	Final indicator No cohort to measure yet	100%	0% No second year to retain students into	Final indicator Progression is only measured once qualifications are completed Many students are looking to move into work at these levels	
Level 4-7 non-degree – qualification of two EFTS or more	40% More likely to be a jumping off point to work than a stepping stone to further study, so a strong emphasis on qualification completion	30% Lag-times mean interim measures are important, so a strong emphasis on lead indicators such as course completion	30% Lag-times mean interim measures are important, so we've placed an emphasis on lead indicators such as retention	0% Many students are looking to move into work at these levels	Final indicator No cohort to measure yet	50% Maintains the same split between the two lead indicators as Option 1 Avoids relying on one indicator where possible	50% Maintains the same split between the two lead indicators as Option 1	Final indicator Many students are looking to move into work at these levels	
Level 7 degree and above	40% Students in degrees are enrolling in the qualification they intend to complete their studies with	25% Lag-times mean interim measures are important, so a strong emphasis on lead indicators such as course completion	35% Lag-times mean interim measures are important, so we've placed an emphasis on lead indicators such as retention. Our data shows first-year retention to be a strong indicator of future achievement of a degree	0% Many students are looking to move into work at these levels	Final indicator No cohort to measure yet	40% Course completion is a useful lead indicator and avoids relying on one indicator where possible	60% Our data shows first-year retention to be a strong indicator of future achievement of a degree	Final indicator Progression is only measured once qualifications are completed Many students are looking to move into work at these levels	

Part-time adjustor would apply

Part-time adjustor – only applicable with full weightings set

Unlike the old EPI methodology, the improved EPIs include the collection of specific data on part-time students. This applies mainly to the qualification completion measure. The difference between part and full-time study is less important for the other EPIs, so the general rates can be used for these. The data on part-time students provides a way for actual performance of part-time study to be used in the performance system.

The adjustor in figure 1 seeks to:

- compare the performance of full-time study of a provider with full-time study overall, and part-time study of a provider with part-time study overall
- take account of the relative proportions of full- and part-time study at individual providers
- combine these as a score out of 100. This takes the form of a completion rate index (so the result cannot be greater than 100).

Figure 1: Calculating an adjusted completion rate for input into an EPI

$$CRIndex_p = \left(\frac{FTCR_p}{FTCR_{All}} \times \frac{FTStudents_p}{TotalStudents_p} \right) + \left(\frac{PTCR_p}{PTCR_{All}} \times \frac{PTStudents_p}{TotalStudents_p} \right)$$

$$AdjustedCRIndex_p = CRIndex_p \div Max(CRIndex_{p=All-n}) \times 100$$

The completion rate index for provider p is calculated as the full-time completion rate for provider p divided by the weighted average full-time completion rate for all providers, multiplied by the proportion of full-time students in provider p, added to the result of the same calculation but for part-time students in provider p.

The completion rate index for provider p is adjusted to have an upper limit of 100 by dividing the index for provider p by the maximum index value across all providers, multiplied by 100.

Possible changes to the course completion and student progression EPI

In July 2016, the Tertiary Education Commission (TEC) advised that the scope of what we are measuring for a cohort-based qualification completion would be expanded to include all confirmed enrolments, including those that are not directly linked to TEC funding, full-fee paying and international students.

This is because tertiary education organisations (TEOs) are accountable for the performance of all their students, regardless of funding source. Information on the educational performance of domestic, international and full-fee paying students is relevant to what the TEC invests in.

The changed scope for the cohort-based qualification completion and first year retention rates includes all learners enrolled at a TEO, regardless of whether they have been eligible for TEC funding or not. The only funding sources excluded are those for which qualification completions are not expected: these tend to be

enrolments in Secondary Tertiary Alignment Resource (STAR), Training Opportunities, Off-Job Training and Adult Community Education (ACE).

Course completion EPI (the amount of study successfully completed)

We consider that the rationale to extent the scope of what we are measuring to cover all students, regardless of funding source, is equally applicable to this indicator. We should be judging providers' quality and performance based on how they perform for all their learners, not just those funded via one TEC fund or another.

With the move to a cohort-based methodology for qualification completions (with the lag times mentioned previously) the qualification completion acts an important lead indicator for student success. This supports changing the scope of the course completion indicator to cover all students. The only difference is that funding sources excluded above will be included where a course completion is expected. **These are enrolments in Secondary Tertiary Alignment Resource (STAR), Training Opportunities, Off-Job Training and Adult Community Education (ACE).**

[Can you please check for us that the above list is correct?]

We also considered whether the course completion measure should be EFTS-weighted or based on student count (to be consistent with the new qualification completion rate). We found there is little difference between course completion rates based on EFTS or course counts; however EFTS-weighting is usually preferred because not all courses represent the same amount of study.

We therefore conclude that we should stay with an EFTS-weighted measure as it is the generally accepted methodology for this purpose and avoids unnecessary change.

In summary, we propose to broaden the scope in terms of the student population measured but keep the formula the same.

The indicator is the sum of the EFTS delivered for successfully completed enrolments as a proportion of the EFTS delivered for the total course enrolments ending in a given year ('year n') (see Formula 1).

Formula 1: EFTS-weighted successful course completion rate (as a percentage)

<i>Numerator</i>	EFTS delivered for the total number of successfully completed courses ending in year n
<i>Denominator</i>	EFTS delivered for the total number of course enrolments ending in year n

Student progression EPI

Under the current methodology, student progression is measured by the *completion progression rate*. This is the rate of re-enrolment in a higher-level qualification in the following year for students who have completed a qualification.

Unlike the rationale for including all learners in measures of course and qualification completion rates, we do not have the same policy objectives for all learners when it comes to progression. For example, international students may not intend to progress to higher level study in New Zealand. Rather, the policy intent is that they come, pay their money, get a good experience and a good qualification, and move on to whatever's next in their lives. We don't necessarily want better progression rates for them.

We therefore conclude that we should keep the scope of the student progression indicator the same as it is currently. That means there will be no change proposed to the methodology.

NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY ACADEMIC BOARD

MINUTES OF THE MEETING HELD ON 3 MAY 2017 AT 3.15 P.M.

PRESENT: Liam Sloan (Chair), Justin Carter, Caroline Trembath (proxy for Mark Burdass), Sarah Thornton (until 4.00 pm), Lara Topping (proxy for Carole Crawford), Monique Day (proxy for Stuart Whitehouse), Shine Kelly (proxy for Darcy Liddell), Silvia Gassebner, Abbey Paterson, Karina Russ, Silena Kirkconnell-Kawana (proxy for Suzie Peacock, non-voting)

APOLOGIES: Tony Gray, Doc Ferris, Karen Graham, Mark Burdass, Carole Crawford, Darcy Liddell and Stuart Whitehouse; Sarah Thornton for early departure

IN ATTENDANCE: Susannah Roddick (from 3.25 to 3.35), John Inglis (from 3.25 to 3.40)

1. MINUTES OF PREVIOUS MEETINGS

1.1 Minutes of the Meeting of 10 April 2017

46/17 The minutes of the meeting held on 10 April 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,

Action Item 2: Raise issue around timeframes for expiring and discontinuing qualifications at NZQA ITP Advisory Committee: and

Action Item 3: Raise concerns in relation to potential changes to apprenticeship funding models at ITP CE Forum: These actions were deferred to June 2017.

Action Item 4: Provide feedback to ADP for NZ Certificate and Diplomas in Art and Design,

Action Item 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,

Action Item 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, and

Action Item 7: Update ADP for NZ Certificate in Light Automotive Engineering (Level 4) to remove reference to the NMIT Strategic House. These actions still need to be completed.

Action Item 8: Investigate options for Academic Board SAR. This action is scheduled for June 2017.

Action Item 9: Discussion on Productivity Commission Report,

Action Item 10: Send Executive Summary of Productivity Report to Academic Board member, and

Action Item 11: Discussion on RPL. These actions are scheduled for completion at a later meeting.

Action Item 12: Send response to SANITI feedback on PGDip Logistics and Supply Chain Management. This action still needs to be completed.

3. CORRESPONDENCE SCHEDULES

47/17 The inward correspondence was received and outward correspondence was approved.

4. ACADEMIC AND QUALITY

4.1 Academic Development Projects

The following programmes have received final approval to be promoted and delivered:

- New Zealand Certificate in Conservation (Operations) (Level 4)
- New Zealand Diploma in Business – Administration and Technology strand
- New Zealand Diploma in Business – Accounting strand

4.2 Academic Development Proposals

Susannah Roddick and John Inglis joined the meeting to speak to the Academic Development Proposals (ADPs) for the Master of Management and Bachelor of Commerce redevelopment.

It was Sloan noted that all ADPs presented at the meeting had been scrutinised and endorsed by the Quality Committee. Specific feedback had been provided on some of the ADPs and needed to be addressed.

4.2.1 Master of Management, Postgraduate Diploma and Certificate in Management

John Inglis said that there was currently a gap in applied level 8 and 9 programmes, which the ITP sector would be able to fill. It was timely to offer qualifications at a Master's level which were linked to NMIT's umbrella of undergraduate qualifications. In developing the concept for a Master's qualification for NMIT a need to focus on entrepreneurialism had been identified, which would see the qualification linked to a range of management applications such as viticulture, aquaculture, health, aged care and others. This would provide prospective students with the option of bringing their specialty areas into the programme. A variety of programmes from other providers in New Zealand and internationally had been explored. However most management related Master's qualifications were bland business type programmes, often MBAs. It was envisaged that graduates from the proposed qualification would contribute to innovative approaches in their workplace. "Master of Management" was a working title at this stage and any suggestions for a different title would be welcome. Susannah Roddick pointed out that the qualification would appeal to international and domestic markets and needed to be structured in a simple way. The programme would involve a mixture of face-to-face and online delivery and would be delivered in Auckland and potentially in Nelson. The structure of the programme would see a core of 30 credits and a range of electives which students would be able to mix and match. In addition to the 180 credit Master's qualification, a 120 credit postgraduate diploma and a 60 credit postgraduate certificate would also be available.

Following a query whether stakeholder needs had been sufficiently researched, Susannah Roddick responded that she expected the programme to attract a sufficient number of students who had previously completed an undergraduate degree. Feedback from current graduates, particularly international students, indicated a demand for a Master's programme at NMIT as a Master's qualification would enable students to complete research overseas and would be more widely recognised internationally than postgraduate qualifications. It was pointed out that a number of IPTs and universities were delivering Master's programmes in management and that NMIT needed to define its unique selling point for the programme and that this needed to be reflected in the ADP. It was acknowledged that the next steps in programme development needed to involve substantial market research to be able to confirm the target markets for this programme.

It was noted that Massey University was currently the preferred tertiary provider for students to undertake master level study in business. The importance of offering flexible part-time study options to enable students to study while employed was highlighted.

- 48/17 Subject to addressing feedback from the Quality Committee, the Academic Development Proposal for the Master of Management, Postgraduate Diploma in Management and Postgraduate Certificate in Management was approved to proceed through Approval Procedure B.

4.2.2 Bachelor of Commerce Redevelopment

The current Bachelor of Commerce was aligned with the New Zealand Diploma in Business (Level 6) which was about to expire. The programme therefore needed to be redeveloped to incorporate courses from the new New Zealand Diploma in Business (Level 5). A decision had been made to follow a similar programme structure as adopted by EIT for their degree programme. Bachelor of Commerce and New Zealand Diploma in Business courses needed to continue to be co-taught for economic viability of both programmes.

- 49/17 Subject to addressing feedback from the Quality Committee the Academic Development Proposal for the Bachelor of Commerce was approved to proceed through Approval Procedure B.

4.2.3 NZ Diploma in Writing for Creative Industries (L 5); including Training Schemes

The ADP for the New Zealand Diploma in Writing for Creative Industries (Level 5) had been previously approved and now been resubmitted with a series of Training Schemes incorporated into the programme.

50/17 Subject to addressing feedback from the Quality Committee, the Academic Development Proposal for the New Zealand Diploma in Writing for Creative Industries (Level 5), including Training Schemes, was approved to proceed through Approval Procedure B.

4.2.4 NZ Certificates in Health and Wellbeing (strands in Support Work, Health Assistance, Orderly Services) (L3) and Health and Wellbeing (Advanced Support) (L4)

The New Zealand Certificates in Health and Wellbeing would replace the current Certificate in Community Support Services (Care of the Older Person). The new programme would provide students with the required knowledge and skills to operate as health care professionals in community and residential care settings. The programme would be delivered under a joint venture arrangement with Skills Update Training Institute.

51/17 The Academic Development Proposal for the New Zealand Certificate in Health and Wellbeing (strands in Support Work, Health assistance and Orderly Services) (Level 3) and the New Zealand Certificate in Health and Wellbeing (Advanced Support) (Level 4) was approved to proceed through Approval Procedure B.

4.2.5 NZ Diplomas in Sport Recreation and Exercise (L5) and (L6)

The New Zealand Diplomas in Sport, Recreation and Exercise (Level 5) and (Level 6) would replace the current Diploma in Applied Fitness. She advised that the new programme would be closely aligned to the AUT Bachelor of Sport and Recreation thus enabling students to directly enter into the AUT degree on completion of the level 6 New Zealand Diploma. Claire Dallison had been involved in the development of the new qualifications and was driving the consultation with AUT in developing the new programme.

52/17 Subject to addressing feedback from the Quality Committee, the Academic Development Proposal for the New Zealand Diploma in Sport, Recreation and Exercise (Level 5) and New Zealand Diploma in Sport, Recreation and exercise (Level 6) was approved to proceed through Approval Procedure B.

4.2.6 NZ Certificate in Cellar Operations (L3)

The New Zealand Certificate in Cellar Operations (Level 3) would replace aspects of the current Certificate in Vineyard Practice. NMIT would develop its own programme of study in partnership with EIT and collaboration with industry. The programme was designed for school leavers, people new to, and people working in, the wine industry and would fill a gap of trained cellarhands.

53/17 Subject to addressing feedback from the Quality Committee, the Academic Development Proposal for the New Zealand Certificate in Cellar Operations (Level 3) was approved to proceed through Approval Procedure B.

4.2.7 NZ Certificate in Study and Career Preparation (L3)

NMIT would offer the approved Otago Polytechnic programme of study leading to the New Zealand Certificate in Study and Career Preparation (Level 3), replacing the current Certificate in Trades and Primary Industries. It was designed to enable students to progress to level 4 programmes.

54/17 Subject to addressing feedback from the Quality Committee, the Academic Development Proposal for the New Zealand Certificate in Study and Career Preparation (Level 3) was approved to proceed through Approval Procedure B.

4.2.8 NZ Certificate in Adult and Tertiary Teaching (L5)

55/17 The Academic Development Proposal for the New Zealand Certificate in Adult and Tertiary Teaching (Level 5) was approved to proceed through Approval Procedure B.

4.2.9 Certificate in Christian Ministries and Diploma in Christian Studies

56/17 subject to addressing feedback from the Quality Committee, the Academic Development Proposal for the Certificate in Christian Ministries and Diploma in Christian Studies was approved to proceed through Approval Procedure B.

4.2.10 NZ Certificate in Skills for Living for Supported Learners (L1); including Training Scheme

57/17 The Academic Development Proposal for the New Zealand Certificate in Skills for Living for Supported Learners (Level 1), including Training Schemes, was approved to proceed through Approval Procedure B.

4.2.11 NZ Certificate in Heavy Automotive Engineering (L4)

A programme of study leading to the New Zealand Certificate in Heavy Automotive Engineering (Level 4) was being developed by a consortium of nine ITPs led by Toi Ohomai. The programme would be made up of 15 credit courses and would not contain unit standards.

58/17 The Academic Development Proposal for the New Zealand Certificate in Heavy Automotive Engineering (Level 4) was approved to proceed through Approval Procedure B.

4.2.12 Trades Academy

A proposal for a new approach to trades academy courses was presented, which would allow students to select a different Trades Academy subject area each term or progress through a chosen subject area for the full academic year. The proposal was supported by the Top of the South Trades Academy Manager and Schools Liaison - Top of the South Trades Academy. Schools were currently being consulted on the proposal.

59/17 Subject to addressing feedback from the Quality Committee, the Academic Development Proposal for the Trades Academy programme was approved to proceed through Approval Procedure B.

4.3 Academic Approvals

4.3.7 Student Exchange Programme - Copenhagen School of Design and Technology

60/17 The Student Exchange Programme between NMIT and the Copenhagen School of Design and Technology was approved in principle.

4.4 NMIT Policies and Procedures

4.4.7 Programme/Course Development and Change Policy

The Programme/Course Development and Change Policy was presented as a result of a redesign of the Development of New Qualifications and New and Changed Programme and Courses Policy for ease of reading, making the policy statement more concise and digestible. Changes included the removal of the procedural information from the policy, rationalising of the purpose statement and the addition of a section for core principles which inform the policy and linking the NMIT strategy objectives to the policy purpose. A new Course and Programme Development and Approval procedure would be developed.

61/17 The Programme/Course Development and Change Policy was approved for implementation.

4.5 Self-Assessment and Internal Review

4.5.1 Self-Assessment

- Draft 2016 SAR status for all programmes was at 79% complete and 21% in progress.
- Snapshots had commenced for confirmed SARs; final Self-Assessment Reports would be shared on the Self-Assessment Intranet page for all staff access.
- The review of Degree Programme SARs (including Bachelors, Postgraduate and Graduate Diplomas) was underway via Quality Committee; Darcy was working with programme teams to work through any required edits as needed. These degree SARs were required for submission to NZQA.

4.5.2 Internal Review

It was noted that the Certificate in Community Support Services Internal Review report had been endorsed at the 16 March Quality Committee meeting. Suzie Peacock and Sandeep Patel had been commended for the thoroughness and usefulness of the review as noted from the HoD of the programme.

4.6 Safety, Health and Wellbeing

4.6.1 Safety, Health and Wellbeing Leadership Group

There had not been a recent meeting of the Safety, Health and Wellbeing Leadership Group. The template for the Health and Safety learning walks had been amended to allow for more discussion. Any issues identified would be immediately entered into the Assura system. A timeframe for a communications plan for emergencies needed to be followed up on.

4.7 Other Academic and Quality Projects

4.7.2 2016 and 2017 Outstanding Course Results

Liam Sloan noted that the outstanding results for courses that finished in 2016 was now down to 1%. He advised that he expected programme areas to progress 2017 course results to a level of no more than 2% outstanding results. This was currently not being achieved and with 26% of outstanding results was at an unacceptable level. He urged HoDs to work with the Academic Committee chairs to progress result approvals.

5. SECTOR UPDATES

5.1 NZQA information on Acceptable English language proficiency evidence

Members were briefed on correspondence from NZQA in relation to potential non-compliances with NZQA Rule 18 with a reiteration that Rule 18 required TEOs to ensure that students they enrolled had one of the acceptable forms of evidence listed in the Rule or in the criteria for existing English proficiency. NZQA had had given examples of unacceptable evidence under Rule 18 or the criteria for existing English proficiency.

5.2 Proposed changes to NZQA Rules

NZQA was consulting on a number of changes to NZQA Rules. These included changes to the English language proficiency requirements to extend limitations that currently applied to students from countries with student visa decline rates of over 20 percent, to their second and subsequent visas and to extend the requirement to seek approval of internal English proficiency assessments to Category 1 providers; as well as changes to a series of other Rules including Quality Assurance, NZQF Programme Approval and Accreditation Rules 2013, Training Scheme Rules 2012, and Consent to Assess against Standards on the Directory of Assessment Standards 2011 and Student Fee Protection Rules 2013. A proposed change would add a rule to allow NZQA to change the agreed scope of an EER before, during or after an EER visit, where concerns were identified in an area not part of the original scope. Feedback to NZQA on the proposed changes was being sought by 31 May 2017.

5.3 NZQA Information for Programme Developers

NZQA had reminded providers to consult with qualification developers as part of programme approval applications, to follow the process required for Type 1 and 2 Programme Changes, the requirement for a mapping of learning outcomes to the qualification graduate outcomes for programme approval applications, and of the requirements in relation to last date for student entry into expiring qualifications.

6. REPORTS FROM COMMITTEES AND WORKING PARTIES

6.1 Programme Approval Committee, Aeronautical Engineering Programme, 27 March 2017

A PAC had considered an application for programme approval for the Aeronautical Engineering (Level 4) programme. This was a 240 credit programme leading to the to the New Zealand Certificate in Aeronautical Engineering (Specialist Support) (Level 4) (General Aviation) in the first year and New Zealand Certificate in Aeronautical Engineering (Workplace Introductory Skills) (Level 4) in the second year. All requirements set by the PAC had been able to be addressed, and the programme was recommended for approval.

- 62/17 The Aeronautical Engineering (Level 4) programme, leading to the New Zealand Certificate in Aeronautical Engineering (Specialist Support) (Level 4) (General Aviation) and New Zealand Certificate in Aeronautical Engineering (Workplace Introductory Skills) (Level 4), and an application to NZQA for programme approval and accreditation were approved.

6.2 Quality Committee Meetings of 16 March and 13 April 2017 and E-Vote of 4 April 2017

There had been discussions on the Quality Committee's role in "making recommendations to Directors and Managers and endorse ADPs prior to Academic Board approval" (Academic Statue) and ensuring timelines allowed a quality review process to ensue, while still meeting internal approval deadlines. The Quality Committee was interested in a flowchart of the ADP process from "idea inception to programme delivery" to assist with communications related to this. Darcy would work with stakeholders to instigate this. Once created, this flowchart could form the Programme / Course Development and Change procedure.

- 63/17 The minutes of the Quality Committee meetings of 16 March 2017 and 13 April 2017 and e-vote of 4 April 2017 were received.

6.3 Research and Ethics Committee Meeting of 4 April 2017

64/17 The minutes of the Research and Ethics Committee meeting of 4 April 2017 were received.

6.4 Learning and Teaching Committee

The next meeting of the Learning and Teaching Committee was scheduled for 4 May 2017.

6.5 Academic Committee Meetings

65/17 The minutes of the Red Academic Committee and Central Academic Committee were received.

7. GENERAL BUSINESS

7.1 Approval of Course and Programme Changes

66/15 The approval of course and programme changes was endorsed.

7.2 Performance Review Panels

Liam Sloan briefed members on the performance panel process for HoDs which would be conducted bi-monthly and involve Managing students at risk; Outstanding course results; Attendance; PLATO status; EPI dashboard; Research; Bluetick; Performance conversations; Deskpro enquiries; Student surveys; Self-assessment and Learner voice.

MEETING CLOSURE

The meeting closed at 4.50 pm.

NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY ACADEMIC BOARD MEETING 3 MAY 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	June 2017 meeting	
2	Raise issue around timeframes for expiring and discontinuing qualifications at NZQA ITP Advisory Committee.	T Gray	Report back at July 2017 meeting	
3	Raise concerns in relation to potential changes to apprenticeship funding models at ITP CE Forum	T Gray	Report b at August 2017 meeting	
4	Provide feedback to ADP for NZ Certificate and Diplomas in Art and Design	AB Members	By end of May 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 May 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 May 2017	
7	Update ADP for NZ Certificate in Light Automotive Engineering (Level 4) to remove reference to the NMIT Strategic House.	J Carter	By end of May 2017	
8	Investigate options for Academic Board SAR.	Darcy Liddell	For June meeting	
9	Discussion on Productivity Commission Report.	AB	Future 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	
<i>New Action Items:</i>				
13	Provide Feedback to NZQA on the proposed changes to NZQA rules.	L Sloan	By 31 May 2017	
14	Follow up on a timeframe for a communications plan for emergencies.	L Sloan	By 31 May 2017	



ITP sector update

Issue 2017-2

29 May 2017



Forecast delivery for 2017

By now many of you will have discussed forecast SAC 3+ and YG delivery for 2017 with your Investment Manager; with this discussion drawing from the TEC's graphical delivery models for these two funds. If you haven't had this conversation yet, then please do raise this with your Investment Manager. It is important that your views on these forecasts are sought as the forecasts could inform subsequent Plan amendments or changes to 2018 indicative allocations, particularly for providers on 1 or 2 year Plans.

Low-Performing Provision (LPP)

The TEC has been considering the ongoing role Low-Performing Provision (LPP) should play in the context of educational performance assessment. At a high-level the intention of the LPP mechanism is to support the TEC to divest from funding courses where learner completion results are unacceptably poor. For ITPs, this means looking at 2016 course delivery involving 5 or more EFTS where there is a course completion rate of less than 45%. Your Investment Manager will engage with you further on this over the coming weeks with data specific to your institution.

Engineering

The Government target to increase the number of engineering graduates by 500+ per annum from 2017 has been achieved a year early in 2016. While this is good news, the fact remains that there are not enough new engineers graduating in two key qualifications (the New Zealand Diploma in Engineering and the Bachelor of Engineering Technology) to meet industry needs. Of better news however is the progress being made on engineering e2e initiatives – including a gain in engineering career consideration from a tenth place ranking to third. This popularity can also be seen reflected in civil engineer and New Zealand Diploma in Engineering graduate Sapoa Rimoni's profile video. To date this video has received in excess of a million views.

Prior achievement in YG at level 3

As mentioned in the previous newsletter, the TEC is changing its approach to managing prior achievement. For the most part the changes won't impact on delivery in 2017; however the exception to this is in YG level 3 delivery where there continues to be zero tolerance for prior achievement. In 2018 the TEC will very likely recover all funding used by TEOs to deliver to learners in YG level 3 in 2017 where those learners already had a qualification at level 3. If you currently have YG learners that you know fall into this category you may want to look at the feasibility of transferring them from YG into another fund. If you have any questions please raise these with your Investment Manager.

ITP sector reflections

As you all know, Kay Giles is stepping down from her role as Chief Executive of Ara Institute of Canterbury at the end of June. With her leadership of CPIT during the earthquakes and their aftermath, and then the shepherding of CPIT and Aoraki through the merger to become Ara, Kay has been instrumental in managing the ITP through times of great change and uncertainty.

The TEC took the opportunity to invite Kay to share her reflections on her time in the sector with us, along with her thoughts on what changes ITPs need to make if they are to successfully navigate their way through a time of tightly constrained funding and declining demand. With her wealth of experience we enjoyed listening to Kay address the sustainability challenges facing ITPs and provide some potential ideas as to how they might be resolved or mitigated.

Newsletter distribution

We are of course happy for you to forward this newsletter on to anyone in your organisation that has an interest in the content. However if there are individuals that you would like to receive every newsletter whenever it comes out then let us know and we'll add them to the distribution list.

If you have any feedback or suggestions for content on the sector update please let me know.

Many thanks

Seth

our people



a beautiful life

The beauty business continues to grow and evolve as we strive to look and feel our best. **Carly Gooch** meets three Nelson women who love their work in the industry.

PHOTOS **BRADEN FASTIER** AND **MARION VAN DIJK**



BEAUTY AND CLASS

In a classroom filled with bright lipsticks on well-preened women, students have just finished making lip scrub from cocoa, honey, brown sugar and oil.

They're in their first year of beauty school, but it's not like the movie *Grease* where it's all about painting nails and putting makeup on people, and there are no 'beauty school drop-outs' here.

The Diploma in Beauty and Body Therapy at Nelson Marlborough Institute of Technology is a two-year course which builds the foundation skills of waxing, customer service and pedicures before going into advanced skills including electrolysis, body massage and body scrubs.

Chanelle Taylor has been programme coordinator at the popular course for one year after teaching the course for four years, and she loves every "rewarding" minute of it.

Leaving school at age 15 to study hairdressing, Chanelle was told by a teacher she "wasn't intelligent enough to do anything but that". She's proven that teacher wrong.

Having spent more than 18 years in the hair and beauty industry, she says she was drawn to the "quiet environment" of beauty.

"I'm a big believer that women need to be empowering each other and lifting them up rather than pulling each other down. Doing beauty therapy really gives you that opportunity to really change the way someone feels about themselves," Chanelle says.

"That's what I love about beauty therapy, you can really make a huge impact on someone's life and their day."

And that's what Chanelle has done. She has had women crying tears of joy, seeing themselves transformed by makeup basics.

She says she once did a makeover for a "gorgeous lady" who had recently separated from her abusive husband, leaving her with "no confidence whatsoever".

After some basic eyebrow grooming and working together on makeup "the woman walked out of that room a completely different woman".

"When she walked in, she was hunched over, she didn't make eye contact with me and when I revealed herself to her in the mirror, she started crying. She said, 'I've just never felt more beautiful than I do right now'.

"She couldn't thank me enough and I've never forgotten that."

The next day, Chanelle laughs, the lady called her to tell her she had nearly rear-ended someone in her car as she couldn't stop looking at herself in the rear-view mirror.

Beauty may only be skin deep, according to a saying, but cancer runs a whole lot deeper, often taking away what makes a woman feel beautiful, such as her hair, eyebrows and eyelashes. Chanelle has helped a lot of women going through chemotherapy, showing them how to feel normal again.

"Some of the things I was offering was showing them how to draw their eyebrows and make them really natural and show them how they can put fake lashes on. Just having eyebrows and eyelashes made a massive difference in their day to day life."

Chanelle says it completely changes the way they feel about themselves and gives them confidence to leave the

house without feeling like they would be stared at.

Women have been beautifying themselves for centuries and with the growing industry changing as fast as you can say 'Kardashians', Chanelle says the biggest trend in beauty right now is appearance medicine.

Appearance medicine is often done without going under a knife. It includes lip fillers, eyelash extensions and "a new thing that's just hit is microblading" which is similar to cosmetic tattooing but is finer and less permanent.

Chanelle has experienced the latter first hand, having her eyebrows and eyeliner tattooed due to reactions to eye makeup.

She says if a woman needs fuller lips or bigger eyelashes to feel beautiful, "then I think she's entitled to that ... it doesn't take away that you're a beautiful person, regardless".

Another trend Chanelle says has been spotted overseas is having freckles cosmetically tattooed.

With an intake of only 16 women for the diploma course, she says many people are turned away.

People apply for the course from all over New Zealand.

"Nelson's a bit of a drawcard."

No men have done the course, but Chanelle says society has changed and men are "no longer afraid" to go to a clinic for an eyebrow tidy up or facial.

"It's rapidly growing, when back in the day they'd always sort of come later at night – they would be a little bit embarrassed."

Now she says, 'manscaping' has become "very, very popular" with men.

Chanelle's most important beauty tip for men and women – apply sunscreen.

MY EDUCATION

LIAM SLOAN

What are a few things that have happened at NMIT since you started working there in 2016?

Gone are the days of 'chalk and talk'. Today it's a blended learning approach with more courses available online, so it suits the students' flexible lifestyles. Besides constantly revising programmes, we're developing many new ones so the education that learners receive here is industry-relevant and up-to-date. We've continued to increase our research outputs at NMIT. This is a priority to ensure our teachers are at the forefront of their game and able to anticipate change. In maritime, we have invested heavily in a bridge simulator. It's cutting-edge technology and lets students realistically manoeuvre large vessels, even docking in ports like Nelson or Sydney.

Do you get to meet the students?

The best part of my job is meeting with students - I love it. When I accepted the role, I made a pledge to myself to get out and about, so I've introduced 'learning walks'. Fortnightly, I visit classrooms with Student President Abbey Paterson to talk with the students and experience what's happening. Then we share feedback with the relevant staff to celebrate and share successes and learn what things could be made better.

Are tertiary students different in the United Kingdom?

I find students generally more respectful here. More are paying for their education and know what they want to achieve. They buckle down and get on with it. I like how NMIT students want to be part of the solution and have a say in what's going on, or the shaping of their campus.

Liam Sloan, NMIT's Director of Learning, Teaching and Quality, isn't shy of a challenge. The Scotsman represented his country in badminton and England in dressage. Since his first role in education management at Britain's esteemed Barnsley College, he's been dedicated to driving improvements that are beneficial to both students and staff.

BY EDDIE ALLNUTT PHOTO ANA GALLOWAY

What do you do outside of work?

Nelson is quirky and I enjoy living close to the beach, although I do miss the buzz of a big city. I guess you could say I'm a bit of a shopaholic so I miss the UK for that - thank goodness for online shopping. Another plus of living on the other side of the world is that it has opened up new areas of travel that, for me, weren't so accessible before. I've also joined Victory Boxing and Nelson Badminton.

Challenges that you face?

I do miss my mum and my close friends back home. Here I have to build up a totally new network. No two days are the same at NMIT, but hey, that's exciting. I set myself high expectations and my philosophy is that students deserve the best, and to follow your dream and never think that anything is out of your reach. **WT**

NMIT Acronyms [June 2017]

AB and EL	Applied Business and English Language
ACE	Adult and Community Education
AMFM	Annual Maximum Fee Movement
ALNAT	Adult Literacy and Numeracy Assessment Tool
AM and DT	Arts, Media and Digital Technology
ASM	Academic Staff Member
ATEM	Association of Tertiary Education Management Inc.
AUT	Auckland University of Technology
BAM	Bachelor of Arts and Media
BAppSocSci	Bachelor of Applied Social Science
BCOM	Bachelor of Commerce
BCT	Business & Computer Studies
BIT	Bachelor of Information Technology
BMETS	Basic Mechanical Engineering Training Skills
BN	Bachelor of Nursing
BUA	Beijing University of Agriculture
BVA	Bachelor of Visual Arts
CA and ACA	Chartered Accountant and Associate Chartered Accountant
CAA	Civil Aviation Authority
CAANZ	Chartered Accountants Association of New Zealand
CAM	Capital Asset Management
CAP	Competence Assessment (Nursing)
CAU	China Agricultural University
CC	Cross Credit
CEA	Collective Employment Agreement
CT	Credit Transfer
CTLT	Certificate in Tertiary Learning and Teaching
CTS	Core Transferable Skills
CVP	Certificate in Vineyard Practice
DAS	Directory of Assessment Standards (NZQA)
DTLT	Diploma in Tertiary Learning and Teaching
EAP	Employee Assistance Programme
EEdO	Equal Education Opportunities

EEO	Equal Employment Opportunities
EER	External Evaluation and Review
EFTS	Equivalent Full-Time Student
ELP	English Language Programme
EoI	Expression of Interest
EPI	Education Performance Indicator
ESOL	English for Speakers of Other Languages
FLiT	Flexible Learning Team
FTE	Full Time Equivalent
GC	Global Campus
GSE	Group Study Exchange
GTW	Ground Training Wing (at Woodbourne Air Force Base)
HITO	Hairdressing Industry Training Organisation
HoD	Head of Department
HR	Human Resources
IEA	Individual Employment Agreement
ITO	Industry Training Organisation
ITPNZ	Institutes of Technology and Polytechnics of New Zealand
ITPQ	Institutes of Technology and Polytechnics Quality
ITPs	Institutes of Technology and Polytechnics
KPI	Key Performance Indicator
LLC	Library Learning Centre
LLN	Literacy, Language and Numeracy
MDC	Marlborough District Council
ML	Marlborough
MoA	Memorandum of Agreement
MoE	Ministry of Education
MoP	Mix of Provision
MoU	Memorandum of Understanding
NAMS	New Zealand Asset Management Support
NCC	Nelson City Council

NCEA	National Certificate of Educational Achievement
NEET	Not in Employment, Education or Training (Youth)
NMIT	Nelson Marlborough Institute of Technology
NQF	National Qualifications Framework
NRDA	Nelson Regional Development Agency
NZDB	NZ Diploma in Business 120 credits L5 (new qualification 2017)
NZDip Bus	NZ Diploma in Business 240 Credits L6 (old qualification)
NZIM	New Zealand Institute of Management (Part of old NZDipBus)
NZQA	New Zealand Qualification Authority
NZQF	New Zealand Qualifications Framework
NZTE	New Zealand Trade and Enterprise
OAG	Office of the Auditor General
OCP	Organisational Counselling Programmes (Student Counselling Service)
OTEPs	Other Tertiary Education Providers
PAC	Programme Approval Committee
PASM	Principal Academic Staff Member
PBRF	Performance-Based Research Fund
PLATO	Programme of Learning and Teaching Observations
POD	People and Organisation Development
PoS	Programme of Study
PTE	Private Training Establishment
QMS	Quality Management System
RAC	Recognition of Academic Credit
REANNZ	Research and Education Advanced Network New Zealand Ltd.
RFP	Request for Proposal
RNZAF	Royal New Zealand Air Force
RPL	Recognition of Prior Learning
RSG	Refugee Study Grant
SAC	Student Achievement Component

Council Open Agenda - 15 June 2017 - For Information

SANITI	Students Association of Nelson Marlborough Institute of Technology Inc
SAR	Self-Assessment Report
SASM	Senior Academic Staff Member
SDL	Staff Digital Literacy
SDR	Single Data Return
SHW	Safety, Health and Wellbeing
SIG	Special Interest Group
SME	Subject Matter Expert
SMS	Student Management System
SSC	State Services Commission
SSG	Special Supplementary Grants
SSP	Sub-sector Provider
STAR	Secondary Tertiary Alignment Resource
STCW	Standards of Training and Certification of Watchkeepers

STEM	Science, Technology, Engineering and Mathematics
SUTI	Skills Update Training Institute
TAMU	Tertiary Advisory Monitoring Unit
TANZ	Tertiary Accord of New Zealand
TDC	Tasman District Council
TEC	Tertiary Education Commission
TEC/Skill NZ	Training Opportunities Programmes Funded by TEC/Skill NZ
TEI	Tertiary Education Institution
TEO	Tertiary Education Organisation
TEOC	Tertiary Education Organisation Component fund
TES	Tertiary Education Strategy
TEU	Tertiary Education Union
TIASA	Tertiary Institutes Allied Staff Association
TOTSTA	Top of the South Trades Academy

TROQ	Targeted Review of Qualifications
TTMU	Te Tiriti o Waitangi Monitoring Unit
TTP	Te Toki Pakohe
YG	Youth Guarantee

Frequently used Academic Definitions

	Meaning	Definition
Academic Committees		<p>A standing committee of the Academic Board responsible for maintaining academic standards for designated programmes and courses.</p> <p>There are three Academic Committees:</p> <ul style="list-style-type: none"> • BLUE Applied Business and English Language; Arts, Media and Digital Technology; Health and Fitness • RED Primary Industries, Maritime and Adventure Tourism; Trades, Engineering and Aviation; Social Sciences and Te Toki Pakohe • Central
ActionPlan+		Software used for Self-Assessment reporting. Captures judgements, strengths, areas for improvement, evidence and quality improvement plans.
A & Q Team	Academic & Quality Team	<p>Located in A111</p> <p>All information about the team can be found via the staff intranet. http://intranet.nmit.ac.nz/NMIT/CQ/default.aspx</p>
CMR (previously AMAP)	Consent and Moderation Requirements (previously Accreditation and Moderation Action Plan)	<p>This is an NZQA document that outlines the requirements for achieving 'consent to assess against standards' and the ongoing moderation expectations. CMRs are developed by standard-setting bodies (SSBs).</p> <p>Before assessing learners against unit standards NMIT has to be granted consent to assess against those standards.</p> <p>NMIT already has consent to assess against a large number of unit standards. If however a new / revised programme requires unit standards that we do not have consent to assess against, we would have to prepare and submit an application to NZQA.</p>
Credit		A numerical value assigned to unit standards, courses and programmes of study that reflects the estimated student time/effort required to meet the assessment requirements. In most cases, one credit represents approximately ten hours of student learning time (inclusive of scheduled class contact, assessment time,

		work experience or internships, other directed time and independent/self-directed study). A credit value of 120 is generally equivalent to one year of full time study and 1.0 EFTS.
CT	Credit Transfer	Internal Credit Transfer: Credit for the same course already earned in another qualification from NMIT External Credit Transfer: Credit for the same course already earned in another qualification from another institution
CC	Cross Credit	The granting of academic credit towards a qualification delivered by NMIT, from a similar course already completed as part of another approved qualification.
DAS	Directory of Assessment Standards	The Directory of Assessment Standards (DAS) lists all quality assured unit and achievement standards, known collectively as 'assessment standards'.
ebs	Unit Instances (UIs) Unit Instance Occurrences (UIOs)	The Student Management System used at NMIT to establish student study contracts, report to TEC and to generate academic records. The specifications of all NMIT's approved programmes of study. Holds all the general information about a programme of study, but not the details that will change with each year or Semester the course is offered The details that will change with each year or Semester the course is offered (e.g. dates, fees, venues, etc).
EFTS	Equivalent Full Time Student	One EFTS is 1.0 Equivalent Fulltime Student.
EER	External Evaluation and Review	A periodic evaluation of NMIT, by NZQA, to provide a statement of confidence (judgement) about the organisation's educational performance and capability in self-assessment.
EPis	Educational Performance Indicators	The TEC has published information on the educational performance of tertiary education organisations based on agreed educational performance indicators: <ul style="list-style-type: none"> • successful course completion • student retention • qualification completion, and • student progression.
ILP	Individual Learning Plan	An Individual Learning Plan essentially belongs to the student.

		It identifies a student's learning goals, personal goals, timescales, resources and any support required to meet those goals.
ITP	Institute of Technology and Polytechnic	
MoE	Ministry of Education	
NZQA	New Zealand Qualifications Authority	<p>New Zealand Qualifications Authority.</p> <p>Key aspects of the NZQA role are to:</p> <ul style="list-style-type: none"> • develop, register and support the New Zealand Qualifications Framework • manage the external assessment of secondary school students and moderate secondary schools' internal assessment activities and processes • quality assure non-university tertiary education organisations and their courses, and moderate assessment activities and processes for national qualifications for NZQA-owned unit standards • maintain effective liaison with overseas certifying and validating bodies in order to recognise overseas educational and vocational qualifications in New Zealand, and to achieve recognition of New Zealand educational and vocational qualifications overseas • act as a standard-setting body
NZQF	New Zealand Qualifications Framework	A list of all quality assured qualifications in New Zealand. The framework is the definitive source for accurate and current information on each qualification.
PAC	Programme Approval Committee	A standing committee of the NMIT Academic Board responsible for evaluating and recommending approval of academic developments.
Programme Regulations - including Course Descriptors		<p>The Programme Regulations describe the formal rules for the completion of the Programme and its constituent courses.</p> <p>Programme Regulations are the legally binding contractual obligations of staff and enrolled students. They are used by academic staff to guide delivery of the Programme and its courses.</p> <p>Course Descriptors indicate teaching hours, hours of total student learning, course aims, learning outcomes, unit standards (if included), assessment methods, learning and teaching approaches, requirements for successful completion of the course.</p>

		<i>Approved Programme Regulations and Course Descriptors are not altered, and are used by academic and administrative staff to guide delivery of the programme and its courses.</i>
PLATO	Programme of Learning and Teaching Observations	The Programme is an important and integral part of NMIT's Quality Assurance System. It is designed to ensure maximum effectiveness of curriculum delivery by encouraging the sharing of good practice within NMIT. The Programme encourages discussion within programme teams and across NMIT on improving teaching and learning.
QMS	Quality Management System	A system of clearly defined institutional structures, processes, responsibilities and resources used to manage quality improvement. Accordingly, the QMS includes all aspects of NMIT operations, all work areas and all geographic locations.
RAC	Recognition of Academic Credit	The process for formally recognising relevant experience and/or study that has been achieved prior to completion of a qualification offered by NMIT, as academic credit for a course or courses at NMIT. Includes: Cross Credits, Credit Transfers and RPLs
RPL	Recognition of Prior Learning	A process that makes use of evaluation of evidence of academic achievement and/or work/life experience to assess relevant learning.
Records Management		The effective and efficient operation of NMIT's record keeping systems, including implementing the use of the electronic document management system across the institute.
SA	Self-assessment	The ongoing processes NMIT uses to gain evidence of its own effectiveness in providing quality education.
SAC Funding	Student Achievement Component (SAC) funding	The Government's contribution to the direct costs of teaching, learning, and other costs driven by learner numbers. SAC funding comprises two elements: 1. The programme element, which relates to the types of programmes or courses approved for funding in NMIT's Investment Plan, is based on the SAC funding categories (A, B C etc) 2. The volume element, which relates to the number of valid enrolments in those programmes or courses.

SAR	Self-assessment Report	Self-assessment should be continuous, culminating in formal annual review of the previous year, recorded in a Self-assessment Report (SAR).
SDR	Single Data Return	<p>Data items that are specifically required by the Ministry of Education (MOE) and the Tertiary Education Commission (TEC) for funding, monitoring performance against Investment Plans, publishing performance information, as well as statistical reporting purposes.</p> <p>All students for which a valid enrolment has been made in ebs are required to be reported, regardless of the level of study or the funding source.</p> <p>Information is required on student characteristics, course enrolment details, course and qualification completions, course details, and actual EFTS on a monthly basis. Further information on EFTS forecasts is required as part of the validation process.</p> <p>Submitted three times a year (April, August and December).</p>
SMS	Student Management System	How NMIT manages all its student data. Currently using ebs
Student Feedback <ul style="list-style-type: none"> • First Impressions • Course / Tutor • Learner Experience • Graduate Destination 		<p>Student feedback is a vital tool for conducting systematic, evidence based, inquiries that are an integral part of NMIT's Self-Assessment process - not just for specific programmes but also for business support areas.</p> <p>It also provides evidence that improvements are actually occurring.</p> <p>First Impressions – within first 4 – 8 weeks of the programme</p> <p>Course / Tutor – scheduled, at suitable time, by Programme Area</p> <p>Learner Experience – within last 2-4 weeks of the programme</p> <p>Graduate Destination – conducted 6 months following Graduation</p>
TANZ	Tertiary Accord of New Zealand	<p>A network of ITPs - comprising:</p> <ul style="list-style-type: none"> • NorthTec • Bay of Plenty Polytechnic • Universal College of Learning (UCOL) • EIT • NMIT • Ara Institute of Canterbury • Otago Polytechnic

TEC	Tertiary Education Commission	Responsible for funding tertiary education in New Zealand
3v6		New course or programme change approval form