



NMIT COUNCIL MEETING OPEN AGENDA

THURSDAY, 16 MAY 2019

Time: 9.30am – 11.00am

Venue: NMIT Nelson Campus, Mahitahi Colab, Maungatapu Boardroom

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 28 March 2019 |
| 4. | Action Items |

Safety, Health & Wellbeing	
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| 5. | Safety, Health & Wellbeing Dashboard |
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Performance Reporting	
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| 6. | Chief Executive's Report |
| 7. | EFTS and Financial Reporting as at 31 March 2019 |

For Information	
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| 8. | SANITI Report |
| 9. | Academic Board Minutes – main points from the meeting of 28 November 2018 |
| 10. | RoVE Submissions <ul style="list-style-type: none">a) NMITb) Nelson City Councilc) Marlborough District Councild) Tasman District Councile) Wine Marlboroughf) Aviation NZ |
| 11. | Inward Correspondence <ul style="list-style-type: none">a) Letter from Hon. Chris Hipkins re. 2018 NMIT achievements received 8 May 2019 |
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ITEM TOPIC

12. **Acronyms & Frequently used Academic Definitions**

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 Administrative Items
- NMIT Strategy – Progress Reporting
- Council Membership – Education Amendment Act 2018
- Key Educational Performance Indicators
- Chief Executive’s Report
- NMIT Risk Register
- Audit NZ Management Report and Representation Letter
- eCampus Board Papers
- 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(l) 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 – 11.00am	Open Council meeting discussions
	11.10am – 12.00pm	In Committee Council discussions
	12.00pm – 12.30pm	Lunch
	12.30pm – 2.30pm	In Committee Council discussions continue
	2.30pm	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
Paul Steere	<ul style="list-style-type: none"> • Nelson Airport Ltd: Chair & Director • The NZ King Salmon Group: Director • Kaynemaile Ltd: Director • Alan Scott Wines: Board Member • Seafood Research Strategic Advisory Committee (advising the Board of Seafood Innovations Ltd): Member • New Zealand King Salmon Exports Limited: Director • New Zealand King Salmon USA Incorporated: Director • Aquaculture Advisory Group South Pacific Committee Suva and Nouméa: Member
Gabrielle Hervey	<ul style="list-style-type: none"> • Suter Art Gallery Trust Board: Deputy Chair • Cecil Woods Nominees Ltd • Nelson Golf Club: Board Member • New Zealand International Affairs Institute (Nelson branch): Secretary • Regional Growth Fund: Advisor <p>Possible Conflicts of Interest:</p> <ul style="list-style-type: none"> • Suter Art Gallery – Some NMIT art students work on projects and exhibitions • New Zealand International Affairs Institute (Nelson branch) at times rent NMIT meeting space
Charles Newton	<ul style="list-style-type: none"> • Education consultant
Tracy Johnston	<ul style="list-style-type: none"> • TRC Tourism: Consultant • Dayvinleigh Limited: Co-owner • Wine Marlborough: Board member • Wine and Food Festival Committee: Chair • Bike Walk Marlborough Trust: Chair • Institute of Directors: Nelson/Marlborough Committee <p>Possible Conflict of Interest</p> <ul style="list-style-type: none"> • Personally acquainted with the current Chair of TEC
Win Greenaway	<ul style="list-style-type: none"> • Tauhara Middle Lands Trust: Chief Executive

As at 9 May 2019



Des Ashton	<ul style="list-style-type: none"> Ashton Technologies Ltd (Aviation, Defence, Engineering and Business Consultant): Director NZ Aeronautical Trusts Ltd: Director <p>Possible Conflicts of Interest:</p> <ul style="list-style-type: none"> Next door neighbour and friend on Staff at NMIT Some Ashton Technologies clients have potential training business interests with NMIT – will declare these individually if they arise
Cornelius Prinsloo	<ul style="list-style-type: none"> Student Association of Nelson-Marlborough Institute of Technology Incorporated (SANITI): Student President <p>Possible Conflicts of Interest</p> <ul style="list-style-type: none"> Some SANITI events are co-funded by NMIT Close relationship with previous SANITI President Rachel Boyack, Chair of Labour Party’s Policy Council

COUNCIL OBSERVER REGISTER OF INTERESTS	
Emma Thompson	<ul style="list-style-type: none"> Publik Ltd: Managing Director Tasman Bays Heritage Trust: Interim Chairperson Salisbury School: Chairperson <p>Possible Conflicts of Interest:</p> <ul style="list-style-type: none"> Some Publik Ltd clients such as Master Joiners Nelson Marlborough, Port Nelson and Brook Sanctuary have interests with NMIT – will declare these individually if they arise Some Salisbury School students attend NMIT

EXECUTIVE TEAM REGISTER OF INTERESTS	
Andrew Luke	<ul style="list-style-type: none"> Te Runanga O Ngāti Rārua: Trustee Sustainable Seas National Science Challenge: Kahui Māori Member
Carole Crawford	<ul style="list-style-type: none"> Singer Solutions Ltd: Director
Grant Kerr	<ul style="list-style-type: none"> None
Liam Sloan	<ul style="list-style-type: none"> INNOVATE Charitable Trust: Trustee
Sue Smart	<ul style="list-style-type: none"> None
Vicki Bryson	<ul style="list-style-type: none"> None

As at 9 May 2019



**UNCONFIRMED MINUTES OF NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY
COUNCIL MEETING HELD AT NMIT MARLBOROUGH CAMPUS ON 28 MARCH 2019,
COMMENCING AT 9.45AM.**

PRESENT

D Wehner (Chair), P Steere, G Hervey, C Newton, D Ashton, W Greenaway, T Johnston, C Prinsloo

IN ATTENDANCE

L Sloan (Chief Executive), E. Thompson (Observer), J Edgar (Minutes)

1. APOLOGIES

None.

2. REGISTER OF INTERESTS AND CONFLICTS OF INTERESTS

No changes advised or conflicts noted.

3. CONFIRMATION OF MINUTES OF MEETING HELD ON 21 FEBRUARY 2019

Resolved: *That the Minutes of the meeting held on 21 February 2019, as circulated and read by members, be confirmed.*

4. ACTION ITEMS

D Wehner will add the Board's appreciation of the annual audit and pleasing end of year results to his communication to the Institute Leadership Team acknowledging the positive indicative EPI results for 2018.

It was agreed to defer the review of Standing Orders pending the RoVE outcome.

Council noted the other action items.

5. SAFETY, HEALTH & WELLBEING DASHBOARD

January is a quieter time across campuses, however, the regular SH&W walk-around was undertaken and used as an opportunity to identify near misses. Emphasising cultural shift in identifying near misses and reporting potential hazards.

Currently reviewing the Council reporting with particular reference to lead and lag indicators. G Kerr is taking the lead on this. Future reports to include a comparison to previous year monitoring to establish trends.

P Steere queried contractors' safety management, in particular differentiating between type of work, such as building versus maintenance/ongoing service contracts.

It was noted that during the fires some courses were relocated. L Sloan to determine whether costs can be claimed through insurance.

6. REVIEW OF FINANCE POLICIES

The policies were unable to be reviewed at the Audit Committee meeting, however, P Steere will follow up directly with V Bryson on some technical matters to enable the policies to be brought directly to the next Council meeting.

Agreed to hold over to 16 May 2019 Council meeting.

7. VERBAL REPORT FROM AUDIT COMMITTEE MEETING HELD 28 MARCH 2019

P Steere provided a verbal update from the meeting held earlier in the day, with J Coetzee from Audit NZ in attendance.

Noted that a Statement of Performance will be a prerequisite in future reports, and recommended setting own KPIs. J Coetzee had confirmed that NMIT is considered a going concern.

Audit NZ was highly complementary of the team, reporting and outcomes. The Audit Committee satisfied Audit NZ's questions on fraud, legislative compliance and internal controls.

D Wehner reiterated that NMIT received a very clean management report and unmodified audit opinion and noted that a number of ITPs are not receiving these, and that NMIT should be proud of the collective result.

P Steere confirmed that the Audit Committee had recommended adoption of the annual report and financial statements and signing of the representation letter.

8. CHIEF EXECUTIVE'S REPORT

Three senior business support members have resigned and there are some early concerns that this may be due to the uncertainty of RoVE. The leadership team are focusing on communication, transparency, and assuring staff of their value. It was noted that there were unbudgeted costs associated with recruitment. D Wehner felt that the TEC needed to be aware of the financial impact of this.

ILT are evaluating all key staffing positions including the risk of leaving, and what the replacement strategy would be if vacated, i.e. replacement, temporary, external contract.

NMIT in conjunction with SANITI held staff and student events in Nelson and Marlborough to support NMIT after the Christchurch terror attacks. A number of international students expressed concern about safety, and work is being undertaken with SANITI and student counsellors to respond and help.

It was noted that the crisis management plan only caters for natural disasters, but there was no plan in place for non-natural events. NMIT are working with Police, Civil Defence and ITPs to address non-natural crises.

L Sloan is a member of the Te Taihu 2077 Strategy steering group. Attracting and retaining talent is a key focus and it has been noted that RoVE has a real, and potentially significant,

impact on this. L Sloan will also be discussing the potential impact of Pic's Innovation Centre on NMIT.

More streamlined process implemented for international applications this year. There is a reduced number of applications from India, however, additional numbers from a more diversified market including Vietnam, Russia, Myanmar and Egypt. NMIT has written to all international partners post-Christchurch terror attacks outlining the government's response and offering assurance.

It was noted that NMIT currently track student enrolments by country and agency but there is limited analysis on return on investment of international marketing.

Council received the Chief Executive's report for their information.

9. EFTS AND FINANCIAL UPDATE AS AT 28 FEBRUARY 2019

Council received the EFT and Financial Update report as presented.

10. KEY EDUCATIONAL PERFORMANCE INDICATORS

2018 was very good in comparison to historical and target indicators. EPI has historically been an issue as a high number of maritime students are already in the workforce and are simply "getting a ticket".

Literacy and numeracy L4 and L5 have low passing rates, but it was noted that this is based on voluntary testing and can be highly cohort dependent. Comparison across the country may provide more value.

The Council considered that greater understanding was required as to what it means for the organisation and the impact on our teaching as well as what strategies are either currently in place, or need to be in place, to support the organisation's strategic outcomes.

Council received the Key Educational Performance Indicators report as presented.

11. SANITI REPORT

The key concern is the lack of culture on campus, in particular it was noted that the Kowhai lounge is under-utilised and the campus lacks music and vibrancy. W Greenaway noted that student culture builds throughout the year, but there lacks ongoing traditions which requires culture to be rebuilt each year.

Council confirmed its' commitment to student wellbeing and the strategic objective of "gearing up for the future". It was noted that SANITI would need to discuss any specific budgetary requirements with management, however, as there is no current budget allocation, proposals would need to be submitted.

Council received the SANITI report.

12. MEDIA MONITORING REPORT

Council noted the media monitoring report for their information.

13. INWARD CORRESPONDENCE

Council received the inward correspondence for their 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*
- Chief Executive’s Report*
- Strategic Assessment Marlborough – Option 5*
- NMIT strategy storyboards (Draft)*
- RoVE – what next?*
- 2018 Annual Report*
- Drug and Alcohol Policy*
- Verbal report from Audit Committee meeting held 28 March 2019*
- Legislative Compliance Report*
- NMIT Risk Register*
- Complaints & Misconduct Report*
- Group and Service Team Reports*
- Financial Delegations*
- Workforce Profile*
- eCampus Board Papers*
- Inward Correspondence*

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 resolution (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 1.53pm

Confirmed: _____ Dated: 16 May 2019



ACTION ITEMS FROM OPEN NMIT COUNCIL MEETING – 28 MARCH 2019

Chair: Daryl Wehner

ACTION ITEMS

ACTION ITEMS FROM 28 MARCH 2019 MEETING

	TASK	RESPONSIBLE	DEADLINE	STATUS UPDATE
1.	D Wehner will add the Board's appreciation of the annual audit and pleasing end of year results to his communication to the Institute Leadership Team acknowledging the positive indicative EPI results for 2018.	D Wehner	30 April 2019	Verbal presentation given at March meeting luncheon and email sent May 2019.
2.	SH&W reports to outline process of differentiation of contractor type and provide a comparison to previous year monitoring to establish trends.	G Kerr	16 May 2019	Ongoing enhancements to SH&W reporting continuing with contractors and some initial trends in current SH&W report – item 5 on the Agenda .
3.	Identify whether costs of course relocation during the Tasman fires can be claimed through insurance.	L Sloan / V Bryson	16 May 2019	This was claimable but was not claimed due to the actual costs being lesser than our claim excess fee.
4.	Finance Policies deferred to Council meeting of 16 May. P Steere to follow up with V Bryson on technical matters.	P Steere / V Bryson	16 May 2019	Will be tabled at 27 June meeting following feedback from Audit Committee chair.
5.	Report required on Literacy and Numeracy L4 and L5 passing rates, in particular detail required as to what this information means, how the numbers are derived, who are the 78% that didn't achieve (domestic vs international) as well as what educational problem/s	C Crawford / C Newton	16 May 2019	Included within Key Education Performance Indicators – item 7 on In Committee Agenda.

	this causes the institution and what strategies are either in place to address this or are needed to support our strategic outcomes.			
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ACTION ITEMS FROM 15 NOVEMBER 2018 MEETING

	TASK	RESPONSIBLE	DEADLINE	STATUS UPDATE
1.	Update the health and safety dashboard report to include the number of newly identified risks, and include 'lead indicator' reporting.	G Kerr	28 March 2019	Incorporated as part of SH&W report .



REPORT TO NMIT COUNCIL | 16 MAY 2019

ITEM 5

SAFETY, HEALTH AND WELLBEING REPORT: MARCH TO APRIL 2019

GRANT KERR, EXECUTIVE DIRECTOR: STRATEGY, ENERPRISE AND SUSTAINABILITY

PURPOSE

This report covers NMIT's overall safety, health and wellbeing (SHW) performance for the first quarter. Key points to note are:

- **Please take this report as the first phase of the new Safety, Health and Wellbeing reporting format.** No information from the previous report format has been removed but it may look different. The SHW Leadership Group are still in the process of reviewing and approving the Key Performance Indicators and Work Plan. New sections have been added for Key Performance Indicators, Risk Profile, Actions from previous reports and a new look dashboard. More changes will be made once Business Intelligence reports have been developed. Still being developed – Wellbeing Initiatives and Support section and graphs for Action types (Event, Hazard, Safety Observation, Audit, Meeting, Equipment) and Action status (Planned, Overdue, Completed)
- There were no notifiable events during this period.
- Two serious near miss incidents reported. Turret on B Block roof came off in gust of wind and one of the boilers overheated dangerously during testing.
- There was a significant reduction in reported health and safety events in April due to the mid-term break.
- The following trends are comparing to the same period in 2018:
 - Similar number of health and safety events reported – 41 compared to 43 last year
 - 30% decrease in YTD audits and inspections (note this is mainly due to Safety Walks not commencing for this year)
 - 15% increase in the YTD safety observations
- **Lead indicators** are activities focused on future safety performance and continuous improvement. Examples include, safety training and inductions, safety observations, audits and inspections, actions to manage work risks, preparing and reviewing risk assessments (task analysis), investigations completed. Headings have been added to the report to make the distinction between lead and lag indicators clearer.
- **Contractor safety process** – All contractors, including subcontractors, must complete a health and safety induction prior to working on our NMIT Campuses. Inductions are valid for 12 months. Any contractors working on the Nelson Campus site must sign in and out using the sign in/out kiosks, at H Block or E Block reception. Except where there is not risk to health and safety, contractors are required to provide NMIT with a task analysis or similar document which should include what work is being done, how they are going to do the job safely (what are the hazards and control measures) and risk assessment ratings. For major projects a comprehensive Site Specific Safety Plan is required. In addition, contractors doing regular work for NMIT will be required to complete and maintain SiteWise prequalification, or provide evidence of prequalification with another reputable company, e.g. Impac. There are 30 NMIT contractors currently registered with SiteWise and we are working towards having 45 contractors registered by the end of 2019.

PROPOSED KEY PERFORMANCE INDICATORS

The next section contain key Health and Safety performance measures for NMIT for the first quarter (January to March 2019). Trends compare to the previous quarter.

H&S FRAMEWORK	KEY PERFORMANCE INDICATOR	CURRENT QUARTER			PERFORMANCE		
		Activity	Compliant	%	Standard %	Key	Trend %
1. Hazard & Risk management	New work risks have been eliminated or minimised by implementing control measures	5	4	80	100	●	NA
	Planned area inspections completed	Under development					
2. H&S Event management	Notifiable events are notified to WorkSafe as soon as possible after becoming aware of the event.	0	0	0	100	●	NA
	H&S events (near misses, accidents, pain & discomfort) are investigated within 2 weeks of being reported.	94	29	31	80	●	NA
3. Training	New NMIT team members have completed a H&S induction	53	6	11	100	●	NA
4. Emergency Management	Fire drills at Nelson, Marlborough and Woodbourne are conducted every six months	2	0	0	100	●	NA
5. Working with other organisations	Regular maintenance type contractors working on NMIT sites are registered on SiteWise prequalification or other accredited system	Under development					
	Quarterly H&S meetings held with Mahitahi Colab partners	1	1	100	100	●	NA
6. Wellbeing initiatives and support		Under development					
7. Worker and Student participation	Monthly H&S committee meetings held (May to December)	0	0	0	100	●	NA
	H&S Representative coverage across NMIT	12	7	58	100	●	NA
8. Monitoring, and Continuous Improvement	Planned internal Audits completed	1	1	100	100	●	NA
9. Governance and Leadership	Institute of Directors' 'diagnostic questions' discussed at SHW Leadership meetings	Under development					
	Planned safety walks completed	Under development					

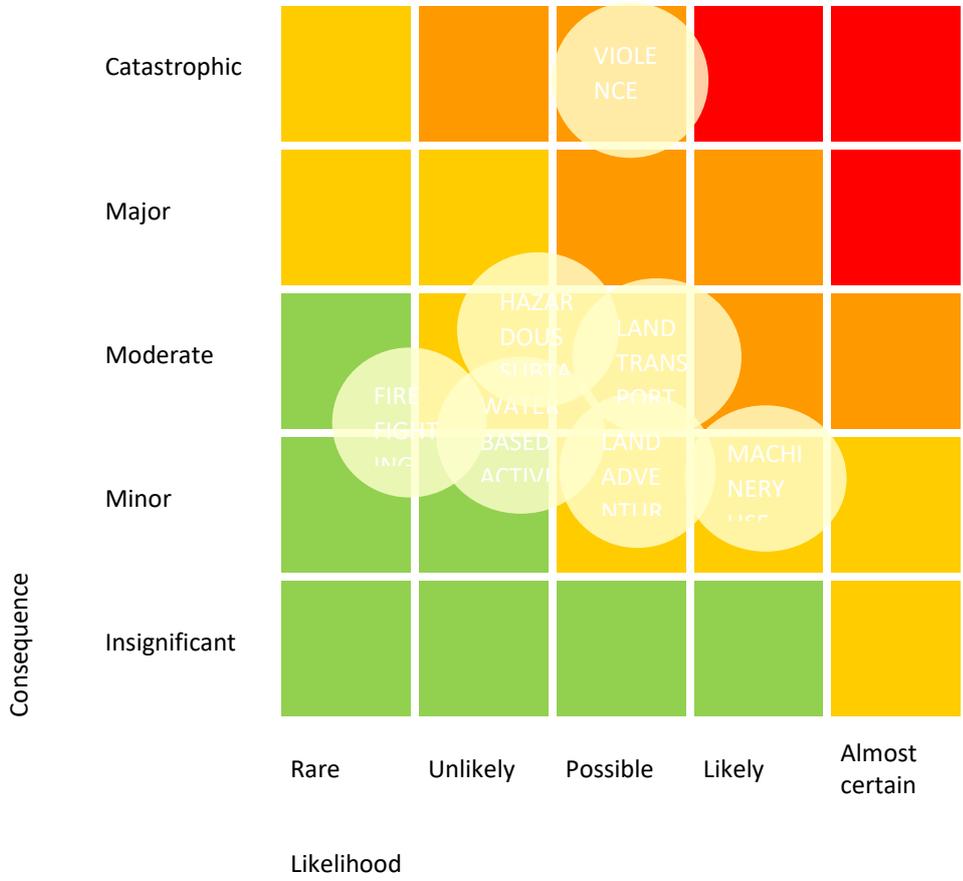
Key: ● Meets standard ● Working towards standard (50-99) ● Below standard (1-49) ● Not started/Developing/NA (0)

Commentary

H&S event management– although score for investigations completed within two weeks is below standard, it was a result of one curriculum area clearing a backlog of investigations from 2018, which is positive.

LEAD INDICATORS

RISK PROFILE



SUMMARY OF CRITICAL RISKS

Hazardous substance use	Use of multiple chemicals and compressed gasses for cleaning, maintenance, repair, laboratory, art, flares and contact with biohazards	Inventories reviewed annually and Safety Data Sheets (SDS) held and readily available.		Received implementation guide and data transfer process from Chemwatch. With better understanding of scope of project, implementation date now set for August 2019. Implement plan will incorporate annual review of inventories and SDS.
Land transport	Vehicle fleet, including buses, vans, cars, trailers. Risk of vehicle / vehicle and person / vehicle collision in car parks used by students and team members	Safe Driving and Fleet Management Policy, Driver Approval form (including licence details) required to drive an NMIT vehicle (passenger licence to drive bus), car park permit system on Nelson campus, speed limit and judder bars. Voluntary driver assessments available to staff.		Four incidents reported resulting in minor damage. Three of these incidents happened in or exiting carparks.
Machinery use	Use of multiple machines in Automotive, Engineering, Carpentry, Aviation, Arts & Media, Campus Services workshops.	Audit of workshops, includes inspection of machine guarding. Hazard register maintained and reviewed annually. Exposure monitoring of workshops. On completion of new extraction systems in Nelson Engineering workshop another exposure monitoring report to be commissioned to gauge effectiveness of changes made in Building Barn, Engineering, Automotive and Art & Media workshops.		Nothing new to report.
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 prerequisite for advanced training. Supervision by approved qualified Skippers. Hazard registers maintained and reviewed. Risk assessments and Intentions forms prior to activity.		Nothing new to report.
Land Adventure activities	Rock climbing, off track tramping,	SOPs used and externally audited for high risk activities. Risk assessments and Intentions		Nothing new to report.

	skiing, scrub clearing.	forms completed prior to activity. Call care used for overnight activities. Smartrak GPS satellite devices are available for emergency response for remote activities.	
Fire fighting training	Advanced fire fighting including use of Breathing Apparatus and controlled fires in specialist facility.	Medical examination required prior to training. Regular audit of Fire training facility. Competent trainers. Regular equipment inspections.	● Nothing new to report.
Violence	Potential for active shooter on or in vicinity of campus.		Lockdown procedures being developed and incorporate Active Shooter procedure into Emergency Procedures flipchart.

Key: ● High ● Satisfactory ● Low

Audits and Inspections

Type	Mar	Apr	YTD	YTD (last year)
Area Inspection	4	0	5	6
Audit - External	0	0	0	0
Audit - Internal	1	0	1	1
Emergency Drills	1	0	1	1
SHW Walks	0	0	0	2
Total	6	0	7	10

Safety Observations

Type	Mar	Apr	YTD	YTD (last year)
Safe Practice	0	0	0	1
Unsafe Practice	9	8	24	16
Unsafe Conditions	3	2	5	14
Suggestion	6	0	9	2
Total	18	10	38	33

CONTRACTOR SAFETY MANAGEMENT

Type	Mar	Apr	YTD	Contractor monitoring findings
Inductions*	26	18	109	<p>Contractors involved in sports turf installation demonstrated good health and safety performance and the project was completed without injury.</p> <p>Scaffolding company stopped from working on site due to inadequate health and safety documentation and another company that had completed the SiteWise prequalification was engaged to undertake work.</p> <p>NMIT staff worked with the Ideas Festival team to make sure presenters had completed adequate risk assessments, especially in relation to scientific experiments. The review of the risk assessments have been included in the task analysis statistics.</p>
Worker sign ins*	162	131	775	
No. of workers*	66	58	173	
No. of organisations*	31	31	59	
Permit to work issued	2	3	11	
Task Analysis reviewed	1	9	15	

* Nelson Campus only

PROPOSED HEALTH AND SAFETY WORK PLAN UPDATE

Objective	Status	Comments
1. Enhance reporting to NMIT Council	●	Phase one of new look report has been completed.
2. Implement Chemwatch (inventory database for managing chemicals and Safety Data Sheets)	●	Obtained Chemwatch Implementation Guide and Data Transfer Process
3. Increasing the number of H&S representatives (HSR) across NMIT to 26 and make sure they attend HSR training	●	H&S Committee terms of reference updated. Nominations open for new HSRs and will close on 10 May.
4. Implement health and safety self-assessment tool for managers	●	Research undertaken of health and safety checklists used by other Universities and ITPs. Objectives and scope of content close to being finalised.

5. Implement trial with Aviation (Woodbourne) for a student portal to log Events and Safety Observations in Assura	●	Not started
6. Increase the number of contractors accredited under SiteWise prequalification by 50% (currently 30)	●	Updating Contractor details to identify priority for SiteWise prequalification.

Key: ● Achieved ● In progress – on track ● In progress – at risk of not achieving ● Not started

LEADERSHIP AND ENGAGEMENT

Action	Findings/outcomes/ issues raised
Safety Walks	Guidance notes developed to provide clarification on the purpose of the Safety Walks, suggested questions to ask during the Safety Walk. SHW Walk Conversations card created.
SHW Leadership Group	Commencing from the next report will be findings from good health and safety governance due diligence questions discussed at SHW Leadership Group meetings. Three questions will be reviewed at each meeting. For an example of the questions, see attached Directors Health and Safety Checklist from the Institute of Directors publication - <i>Health and Safety Guide: Good Governance for Directors</i> .
H&S Committee	Committee consulted on revised H&S Committee terms of reference. Nominations open for elected H&S Representatives across all work groups.
Good News story	12 of 21 (57%) health and safety inductions completed this year have been done by Applied Business curriculum area. They achieved this result by getting existing staff to complete the induction as well as new staff.

ACTIONS FROM PREVIOUS REPORTS

MEETING DATE	TASK	RESPONSIBLE	DUE DATE	STATUS
21/02/2019	Purchase and implement Chemwatch chemical management database	H&S Advisor	June 2019	Revised due date to August 2019
21/02/2019	Safe Driving and Fleet Management Policy	Acting Campus Services Manager	March 2019	A more significant review is being undertaken with a revised due date of June 2019.
21/02/2019	Grind off lower handholds on lifeboat support structure.	CM Maritime	April 2019	Completed
21/02/2019	Review Workplace exposure monitoring report for Woodbourne and recommendations to Curriculum Director.	CM Aviation	April 2019	Aviation school considering design for system to extract particulates in Grinding bay which was the area of concern. In the meantime, risk is being minimised by strict enforcement of PPE.

LAG INDICATORS

DASHBOARD

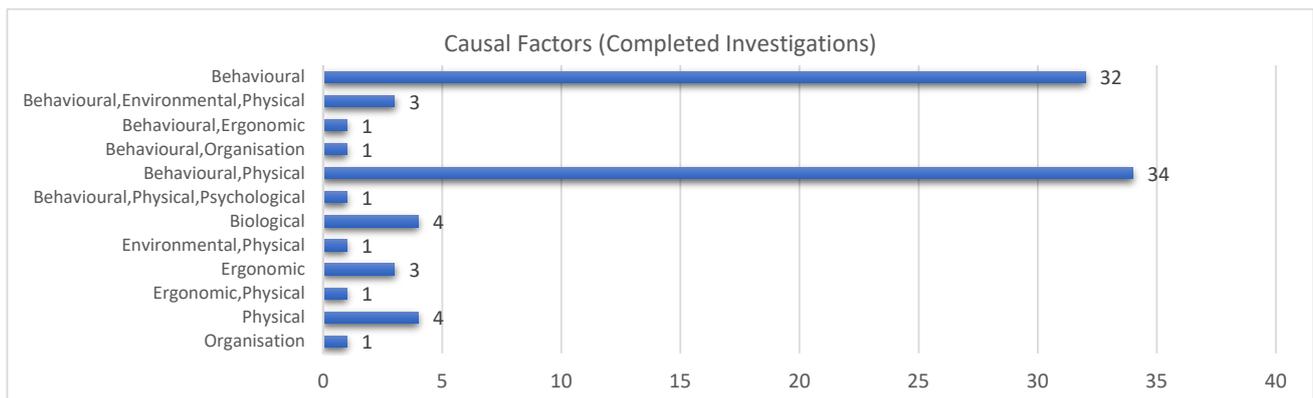
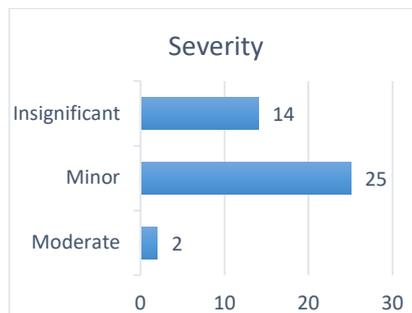
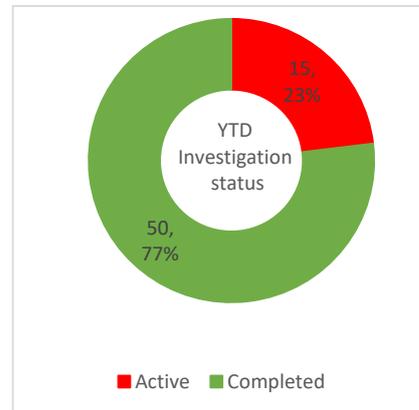
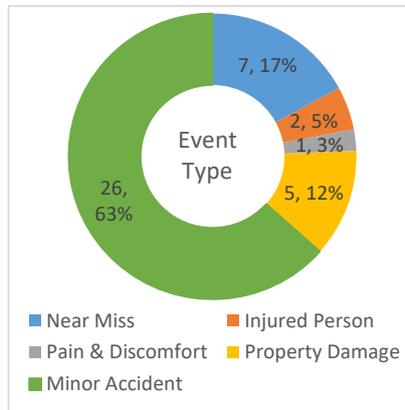
Events

41 (43)

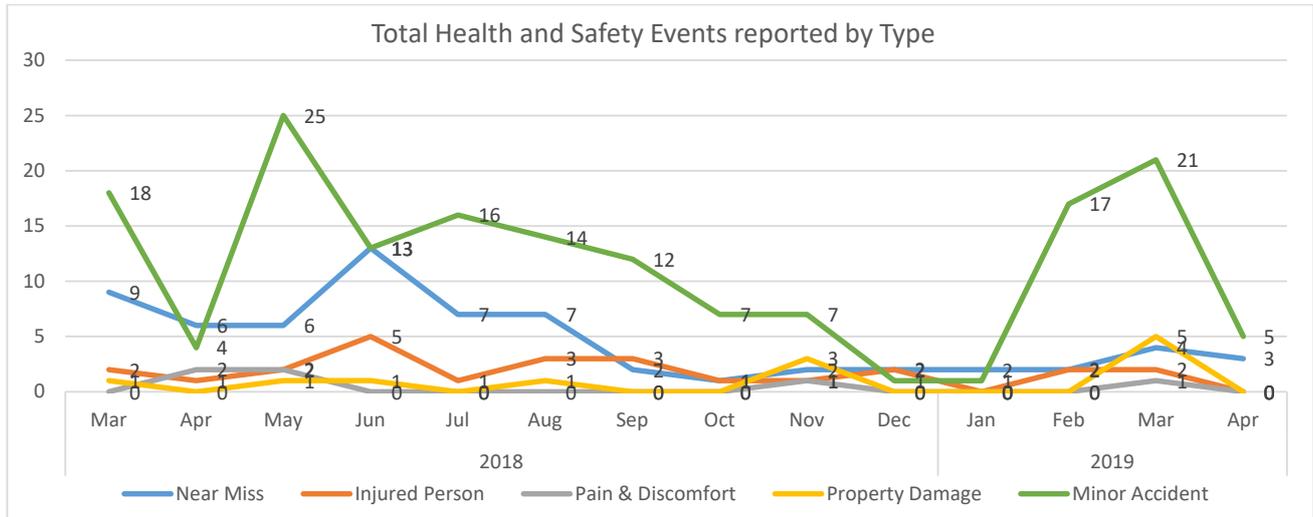
Notifiable Events

0 (0)

Key: (same period previous year)



HEALTH AND SAFETY EVENTS SUMMARY



EVENT LEARNING AND IMPROVEMENT

Summary	Findings/Action taken	Level of assurance
Rash developed and became itchy/burning on students hands and forearms from cream used for hand massage.	<p>Main contributing factors were:</p> <ul style="list-style-type: none"> Student had allergic reaction to massage cream <p>Recommendations:</p> <ul style="list-style-type: none"> Additive-free products made available 	●
	<p>Main contributing factors were:</p> <ul style="list-style-type: none"> History of shoulder dislocations not communicated to instructors <p>Recommendations:</p> <ul style="list-style-type: none"> Whenua Iti Outdoors to develop procedure to identify illness of injuries prior to participation in activities 	●
Near Miss - The turret on the top of B Block blew off the roof in a gush of wind	<p>Main contributing factors were:</p> <ul style="list-style-type: none"> Fitting came loose in unexpected high winds <p>Recommendations:</p> <ul style="list-style-type: none"> Initially hole left by turret covered to protect against rain Turret repaired and refitted Strengthening lines attached to all turrets on building 	●

Summary	Findings/Action taken	Level of assurance
	<p>Main contributing factors were:</p> <ul style="list-style-type: none"> • Building Management System (BMS) upgrade over summer resulted in mechanical control going out of calibration • Due to timing of BMS upgrade it wasn't able to be tested with full load • Thermostat failure on No. 1 boiler <p>Recommendations:</p> <ul style="list-style-type: none"> • 80°C safety shut off installed immediately on BMS • Backup safety shut off installed and tested with Mechanical control thermostat and over temperature thermostat • Replacement parts have been ordered, and boilers off until all repairs and testing completed • Make sure procedure followed to have mechanical engineer certify boilers as safe before boilers restarted after summer break 	

APPENDIX

- a) Directors Health and Safety Checklist from the Institute of Directors publication - *Health and Safety Guide: Good Governance for Directors.*
- b) Minutes from the Safety, Health & Wellbeing Leadership Group meeting, 22 March 2019

HEALTH AND SAFETY GUIDE: GOOD GOVERNANCE FOR DIRECTORS

**APPENDIX A:
DIRECTORS HEALTH AND SAFETY CHECKLIST**

DIRECTOR HEALTH AND SAFETY CHECKLIST
<input type="radio"/> How do the board and all directors demonstrate their commitment to health and safety?
<input type="radio"/> How do you ensure that the organisation's risks are assessed and appropriate mitigation measures put in place?
<input type="radio"/> How does the organisation involve its workers in health and safety?
<input type="radio"/> How do you ensure that the organisation's health and safety targets are challenging, realistic and aren't creating unintended consequences?
<input type="radio"/> What data is the board receiving on both health and safety? Is this sufficient?
<input type="radio"/> How does the organisation ensure all workers are competent and adequately trained in their health and safety responsibilities and accountabilities?
<input type="radio"/> Does the organisation have sufficient resources (people, equipment, systems and budget) for its health and safety programme?
<input type="radio"/> How connected are you to what happens at the organisation's work sites? What measures are in place to inform you?
<input type="radio"/> Does the organisation have a schedule of audits and reviews to ensure the health and safety management system is fit-for-purpose?
<input type="radio"/> How do you ensure that actions identified in incident reports, audits and reviews are communicated to the appropriate level within the organisation and effectively addressed by the organisation?
<input type="radio"/> Does the organisation have policies and processes in place to ensure contractors used by the organisation have satisfactory health and safety standards?
<input type="radio"/> How does the organisation's performance compare with other comparable organisations and how do you know?
<input type="radio"/> How do you recognise and celebrate success?

MINUTES



Meeting Purpose: Safety, Health and Wellbeing Leadership Group

Date:	22 March 2018	Location:	Maungatapu Boardroom
Chair:	Liam Sloan	Minutes:	Jude Spencer
Start Time:	10.00pm	Finish Time:	11.40pm

Attendees:	Liam Sloan, Grant Kerr, Carole Crawford, Jackie Britz, Pam Graham, Justin Carter, Des Ashton (by Skype), Jude Spencer
Apologies:	Justin Carter

<u>Agenda Items</u>	<u>Who / When</u>
<p>1. Christchurch Terror Attack</p> <ul style="list-style-type: none"> The Group acknowledged colleagues in Christchurch and across New Zealand following the terror attack and noted staff would be supporting the unity event at the Nelson mosque. A morning tea was held for staff and students to come together on Tuesday 19th March. There would be a heightened police presence around campus and staff and students had been advised. There was also a raised awareness of the availability to staff and students of EAP and OCP support. 	
<p>2. Previous Meeting Minutes</p> <p>Safety, Health and Wellbeing Leadership Group – 3 October 2018</p> <ul style="list-style-type: none"> Minutes of 3 October 2018 meeting approved by group. Pam noted Otago Polytechnic should have read Otago University in Item 5. An end of year report has been to the Academic Board and will now go on Polly. <p>Health and Safety Committee Minutes – 17 October & 12 December 2018</p> <ul style="list-style-type: none"> Minutes received by the group. 	
<p>3. Drug and Alcohol Policy and Procedure</p> <ul style="list-style-type: none"> Jackie updated the Group on changes to the current version and noted the policy would need to be signed off before an implementation plan was formulated. Updates included confirmation of ‘just cause’ testing, more rehab for staff and the removal of pre-employment testing. There would be more training of managers on ‘just cause’ testing. The policy was flexible enough to cover staff, students and contractors. Liam noted the timing of the launch might not be best but also that NMIT needed to be committed to ensuring safe staff and students. There was some concern regarding how the policy’s message might affect people. <i>Recommendation:</i> That the NMIT Council adopt the Drug and Alcohol Policy and Procedure, bearing in mind there may be risks around unions. The aim was to have a ‘soft launch’ while manager training was undertaken. 	

MINUTES



<ul style="list-style-type: none"> Jackie and Grant to form a working group to develop an implementation plan and include Health and Safety Committee representation. Grant to lead on implementation with Jackie. 	Grant/Jackie 3 May
<p>4. Health and Safety Management review 2018</p> <ul style="list-style-type: none"> The SHW Leadership Group received the report. Pam noted that 2018 was a challenging year with less resources available than previously. There were some concerns about contractors at other sites not completing the same sign-in process as at Nelson Campus. Woodbourne and Marlborough do not have WhosOnLocation software which requires contractors to complete an induction. <i>Recommendation:</i> NMIT to invest in WhosOnLocation licensing for Marlborough Campus and Base Woodbourne. To use existing computer hardware. 	Pam 26 April
<p>5. Health and Safety Walks</p> <ul style="list-style-type: none"> Pam tabled guidelines for health and safety walks. It was agreed the area manager would upload walk details onto Assura. Will include business support and building areas in walk and a manager could be nominated to cover those areas. Pam to make suggested amendments to walk around card. Will trial the new template and continue to organise one walk a year for Council members. Group further discussed the frequency and focus of walks. Grant to work with Pam to propose scope of walks, areas and frequency of walks. 	Pam - Done Grant/Pam 19 April
<p>6. Safety, Health and Wellbeing Leadership Group reporting review</p> <ul style="list-style-type: none"> Grant discussed the proposed SHW Leadership Group report. As well as committee reporting it could also be used for Performance Panels. Ownership of reporting will need to sit with managers. Des suggested including some analysis of the data. It was noted that quarterly reporting would provide consistency for comparing quarters over different years. Lead and lag indicators are already part of the report, for example, Snapshot, dashboard and risk matrix sections. Pam to do an interpretation box for Council reports which shows which are lead and lag indicators. It was advised the proposed reporting process would be more accessible and less work. The Group discussed the role of the SHW Leadership Group. Group to review the proposed report and provide feedback on any amendments or actions that should be included. This would include a review of the risk matrix and feedback on where the focus should be. A 2019 objective will be enhancing health and safety reporting to Council and improving visibility for all Team NMIT. Group discussed the SHW Leadership Group Terms of Reference which requires a review. Future agenda items will include: <ul style="list-style-type: none"> The responsibilities of the group as per the Terms of Reference. A workplan for the year. Health and safety items as included in the Risk Register. 	Pam 10 May All 3 May

MINUTES



<ul style="list-style-type: none"> ○ A scheduled time for the group to do a health and safety walk at end of each meeting. ● Meetings will be held two weeks before Council meetings and aim for five per year. ● Need more focus on the “so what” following the production of the data in reports. 	
<p>7. Any Other Business</p> <p>Health and Safety Reps</p> <ul style="list-style-type: none"> ● Consultation on terms of reference finished on Tuesday. ● Message to go on Polly asking for volunteers. Suggestions included having quotes from existing reps and using them as ambassadors, having the Chief Executive invite individuals to sign up. ● To create a plan to recruit new members. <p>M Block</p> <ul style="list-style-type: none"> ● Following the closure of the Wellington library, NMIT was looking at M Block which used the same architect and engineering firm as the Wellington library. ● Agreed to re-assess the library’s structure and investigate consulting an engineer. Will continue to use the library in the interim. <p>Wellbeing</p> <ul style="list-style-type: none"> ● Jackie discussed the WorkWell programme which she was looking at using to structure NMIT’s wellbeing programmes at NMIT. Jackie to circulate the programme to the Group. ● Carole noted that some staff were quite stressed and anxious for a number of reasons such as Christchurch events, RoVE and workloads. 	<p>Pam/Grant 30 April</p> <p>Jackie 30 April</p>



NMIT

Information Paper

Nā: Liam Sloan, Chief Executive
Ki a: NMIT Council
Te Kaupapa: Chief Executive's Report (Open)
Te Kaituhi: Liam Sloan
Te rā: 16 May 2019

1. PURPOSE:

- 1.1 To provide Council with a high level update on NMIT Chief Executive business for the period 19 March – 10 May 2019.

2. POINTS OF INFORMATION:

2.1 2018 Course Completion rates

Last week the TEC shared the Education Performance Indicator outcomes for 2018.

Out of all 16 ITPs, for the first time, NMIT was placed first for course completion rates for all learners in the 2018 year. The Institute was also placed first for completion rates for both Māori and Pasifika learners during 2018.

This is a significant achievement for team NMIT and shows the commitment, passion and dedication of our team members to support learners be successful.

Over the last four years our completion rates have improved year on year having been placed 10th in 2015; 8th in 2016 and 4th 2017.

2.2 2018 Annual report

Minister Hipkins has presented our 2018 Annual Report to the House and wrote to express his pleasure on a number of achievements and successes. Noted within the Minister correspondence was the following acknowledgements:

- Exceeding course and qualification completion rate targets that were set
- Maori and Pasifika student achievement rates which exceeded target
- The colab that NMIT established with strategic partners.

The Minister also encouraged us to continue our positive engagement with the Tertiary Education Commission and Ministry of Education in relation to the Reform of Vocational Education.

2.3 Property

2.3.1 Space utilisation

A small working group (Grant Kerr, Sue Smart and Cornelius Prinsloo) has been set up to address concerns raised by students regarding student spaces and how they are used. The SANITI President is currently developing a plan to bring back to the working group.

2.4 Campus Lockdown Procedure

In response to the Christchurch terror attack, NMIT have been collaborating with a number of stakeholders in the development of a campus lockdown procedure. Work continues and it's anticipated that a final draft will be consulted on with Civil Defence and local Police in June, after which we expect to share this with other TANZ partners.

2.5 Team NMIT Engagement Activities

Over the past year we have made a commitment to celebrating success across NMIT. The introduction of thank you cards; chocolate fish awards and wins of the week have gone a long way to acknowledging efforts. Last month we held a celebration of success event whereby each Executive Director acknowledged key achievements to date.

2.6 External Stakeholder Engagements

2.6.1 Smart & Connected Skills

NMIT is actively engaged with the Smart & Connected Skills and Training Hub Working Group, who are currently identifying desired key features for a Marlborough Hub. Through this active collaboration NMIT will be better placed in gearing up for the future.

2.6.2 MBIE Refugee Resettlement

Colleagues attended MBIE Refugee Resettlement Presentation at MDC. An increase from 1,000 to 1,500 quota refugees annually from July 2020 requires an additional six new settlement locations throughout the country of which Marlborough has been identified as one. Factors considered during the process of identifying new settlement locations included: housing and opportunity for future development of public housing, employment, education, health and cultural support services. This provides real possibilities for NMIT to meet the needs of these learners by providing English language and NZ settlement deliveries in Marlborough, mirroring our successful Nelson migrant model.

2.6.3 Nelson Tasman Innovation Neighbourhood (NTIN)

As previously reported, NMIT are members of the NTIN which is a group of key employers and influential businesses across the region. The purpose of the group is to collaboratively address common issues in relation to talent attraction and

retention across Te Tau Ihu.

The Chief Executive also sits on the talent working group that are looking to increase engagement in the Intern Program that runs over the summer months. It is anticipated that NMIT's contribution to the working group will revolve around resources that support Interns to develop understanding of the Top 10 Skills, for a successful future, as identified by the World Economic Forum.

2.7 Applications and Enrolments to date

Domestic	Applications Received	Enrolment Accepted/Enrolment Ready
2018	5,929	3,645
2019	5,650 ↓-4.8%	3,698 ↑1%

International	Applications Received	Enrolment Accepted/Enrolment Ready
2018	2,657	539
2019	4,463 ↑68%	530 ↓-1.7%

Note: that Enrolment column differs from previous reporting, counting learners who have enrolled and those who are enrolment ready stage.

Enrolments for International numbers are currently bucking the trend when compared with other ITPs across the county. It is expected that income from International enrolments across the country may be down by as much as \$30m, a direct result of orchestrated delays in study Visa processing for learners choosing to study at an ITP versus a University.

2.8 Prime Ministers Skills Pledge

On Thursday 2 May the PM announced an [Aotearoa NZ Skills Pledge](#). The pledge commits signatory organisations to doubling their re-skilling and training hours by 2025, with annual progress reports. Air NZ and Fonterra have signed up already. We are currently exploring what this could mean for team NMIT.

2.9 The Future of Work Report

The Prime Ministers Business Advisory Council alongside McKinsey & Company have published a [future of work report](#). The report looked at the impact of automation on jobs, and recommended extra training, amongst other things.

The education section of the report highlighted the digital divide, qualifications/literacy levels mismatches with job requirements, weak employer/education provider links, upskilling of employees, and careers advice. This report will be a main reference in the development of our curriculum strategy aligned to our strategic priority of exceptional vocational opportunities.

2.10 Skills Shortage Lists

All skills shortages lists are now more regionalised so we can build thriving and sustainable regions. This is an attempt by the Government to support regions to thrive by focusing more on what skills are needed in their specific region.

“Under the Essential Skills in Demand programme, changes have been made to the Immediate Skills Shortage List to the Regional Skill Shortage Lists and expanded the number of regions from six to 15. This shows which skills are needed in which region and shows New Zealanders and temporary migrants where their opportunities are for work in provincial New Zealand. Regional skills shortage lists should be available from 27 May when they replace the Immediate Skills Shortage list.

Three teaching roles – early childhood, primary and secondary school teachers – have been added to all regions on the Regional Skill Shortage List.

Aged Care nurses have been added to the Long Term Skill Shortage List, Building Associate has been added to the Construction Skills Shortage list, while three other occupations have been amended to better reflect the nature of the shortage or deal with duplications.

2.11 State of the Public Tertiary Education Sector Survey

On 1 May the Tertiary Education Union released the findings of the State of the Public Tertiary Education Sector Survey.

The report revealed serious concerns about a decline in student support services in the tertiary education sector; increased pressures on staff to admit students into courses they are not ready for; pressure to elevate grades to ensure students pass; and, a decline in wellbeing as staff deal with rising workloads and work/life conflict.

It tracks staff’s experience of working in the sector and how teaching, learning, and research is being affected by a number of ongoing issues and concerns.

The report outlines an apparent continuing decline in academic autonomy, a closing down of collegial structures, a decline in standards accompanying a pressure for students to pass, and the negative impact on wellbeing for both staff and students in recent years.

The majority of staff surveyed reported that their level of satisfaction had gotten worse or much worse over the last three years as a result of deteriorating working conditions in terms of workload, management and leadership.

The report states the sector relying to an ever increasing extent on the goodwill and dedication of staff.

TEU will be releasing changes needed to ensure that tertiary education in New Zealand once again works for all students, staff, and communities, providing life-changing opportunities for all who take part. The changes include:

- Parliament receiving reports annually on the use of casual and fixed-term agreements
- The removal of all performance-based funding and work within the sector
- All collective agreements having salary scales in them for all staff
- Training for all staff on academic freedom and the enactment of Te Tiriti o Waitangi commitments

2.12 Media Monitoring

Below is the link to the Media Monitoring Report for the period of 10 March to 1 May 2019.

<https://app.trendkite.com/report?id=26f5e4a2-d277-4d96-942f-14f8cdb8fdc6>

2.13 International

2.13.1 English Language

NMIT have identified the need for improving the English language levels of some of our international learners and therefore there are ongoing discussions with Chinese partners about NZCEL being delivered in China. An action plan being monitored.

2.13.2 China Partners

NMIT is currently visiting XiAn University in China, targeting a strategic partnership around exciting new technologies, starting with NMIT Bachelor of Computer Generated Imagery whilst also exploring future Joint opportunities and innovations.

2.14 Curriculum

2.14.1 Programme review

As part of NMIT ensuring curricula meets the needs of learners and industry, it has been decided to commence a planned review of Bachelor of Information Technology. The review will look at market needs, and potential links to postgraduate programmes including the Masters, to maximise impact. There are some limitation in scope however due to the uncertainty with pending ROVE decisions.

2.15 Marketing activity

Strengthening pathways towards exceptional vocational opportunities NMIT is working with Academic Managers and staff selected to attend Careers Roadshows in mid-May and the Degree Evening on 29 May, to optimise the potential for targeted marketing and building relationships with local colleges, their students, parents and community.

2.16 Research

2.16.1 Performance-based Research Fund

NMIT has exceeded expectations in the Performance-based Research Fund results (PBRF). NMIT last entered PBRF in 2003, when staff achieved 1 B and 6 Cs. This time 5 staff rated as a B and another 12 rate as a C seeing NMIT rank 8th out of the 14 ITPs to enter the PBRF which is an impressive shift, bringing in over \$1 million of new funding contributing a further boost in NMIT's research capacity which in turn strengthens tutor expertise and exceptional learning offerings. The PBRF outcome can be partially accredited to NMIT's Applied Research Training Scheme introduced last year. This course provides practical research capability skills to our tutors, and has boosted NMIT's reputation strategically, with colleagues from both Unitec and Ara participating this year.



REPORT TO NMIT COUNCIL | 16 MAY 2019

ITEM 7

EFTS AND FINANCIAL REPORTING AS AT 31 MARCH 2019

VICKI BRYSON, DIRECTOR: FINANCE & BUSINESS IMPROVEMENT

PURPOSE

To provide Council with an EFTS and Financial update as at 31 March 2019.

CONTEXT

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

RECOMMENDATION

That the Council receives the EFTS and Financial Updates as at 31 March 2019.

APPENDIX

- a) [EFTS Reporting 31 March 2019](#)
- b) [Financial Reporting and Analysis for Period Ending 31 March 2019](#)



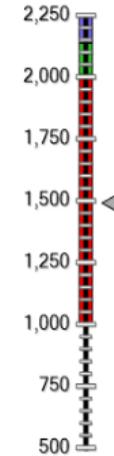
Nelson & Marlborough Institute of Technology

EFTS Reporting 31 March 2019



EFTS Reporting

NMIT EFTS @ 01-Apr-2019 (EA & EW Status)											
Valuetype	SAC	INT.	CHINA	ITO	YG	STAR	Other	DPP	MPTT	ACE	Total EFTS
▶ 2019 Actual	1,490.45	284.59	264.03	12.38	23.00	38.85	39.00	0.00	4.41	12.06	2,168.49
2019 Budget	2,082.08	439.45	272.05	16.60	115.92	51.50	55.75	0.00	0.00	35.00	3,067.73
2019 Projected	2,053.96	434.90	272.05	23.76	38.50	45.47	67.62	0.00	4.41	35.06	2,975.10
% EFTS Variances											
Actual(YtD) to Budget(FY)	(591.63)	(154.06)	(8.02)	(4.22)	(92.92)	(12.65)	(16.75)	0.00	4.41	(22.94)	(899.25)
% Actual(YtD) / Budget(FY)	71.6%	64.0%	97.1%	74.6%	19.8%	75.4%	69.9%	0%	0%	34.5%	70.7%
Actual(YtD) to Projection(FY)	(563.51)	(150.31)	(8.02)	(11.38)	(15.50)	(6.62)	(28.62)	0.00	0.00	(23.00)	(806.62)
% Actual(YtD) / Projection(FY)	72.6%	65.4%	97.1%	52.1%	59.7%	85.5%	57.7%	0%	100%	34.4%	72.9%



Programme Area EFTS incl. of distributed JV progs.														
Value Type	Applied Business	Martime	Primary Industries	Aviation	Engineering & Construction	International Curriculum Dean	Arts, Media & Digital Technologies	Social Sciences	Tertiary Pathways	Hospitality & Service Sectors	Health & Fitness	Te Toki Pakohe	Learning, Innovation & Delivery	Total
▶ 2019 Actual YtD	285.30	111.06	195.26	75.51	129.14	264.03	263.04	243.02	113.01	102.96	229.54	155.71	0.91	2,168.49
2019 Budget FY	417.00	209.40	299.00	118.34	261.85	272.05	432.29	311.04	171.08	151.50	270.31	149.26	4.61	3,067.73
2019 Projected FY	418.57	210.16	326.25	121.29	242.23	272.05	416.94	272.01	162.05	129.66	247.03	152.21	4.67	2,975.10
% EFTS Variances														
Actual(YtD) to Budget(FY)	(131.70)	(98.34)	(103.74)	(42.82)	(132.71)	(8.02)	(169.25)	(68.03)	(58.08)	(48.54)	(40.76)	6.45	(3.70)	(899.25)
% Actual(YtD) / Budget(FY)	68.4%	53.0%	65.3%	63.8%	49.3%	97.1%	60.8%	78.1%	66.1%	68.0%	84.9%	104.3%	19.7%	70.7%
Actual(YtD) to Projection(FY)	(133.27)	(99.10)	(130.99)	(45.77)	(113.09)	(8.02)	(153.90)	(28.99)	(49.04)	(26.70)	(17.48)	3.50	(3.76)	
% Actual(YtD) / Projection(FY)	68.2%	52.8%	59.9%	62.3%	53.3%	97.1%	97.1%	89.3%	69.7%	79.4%	92.9%	102.3%	19.4%	72.9%



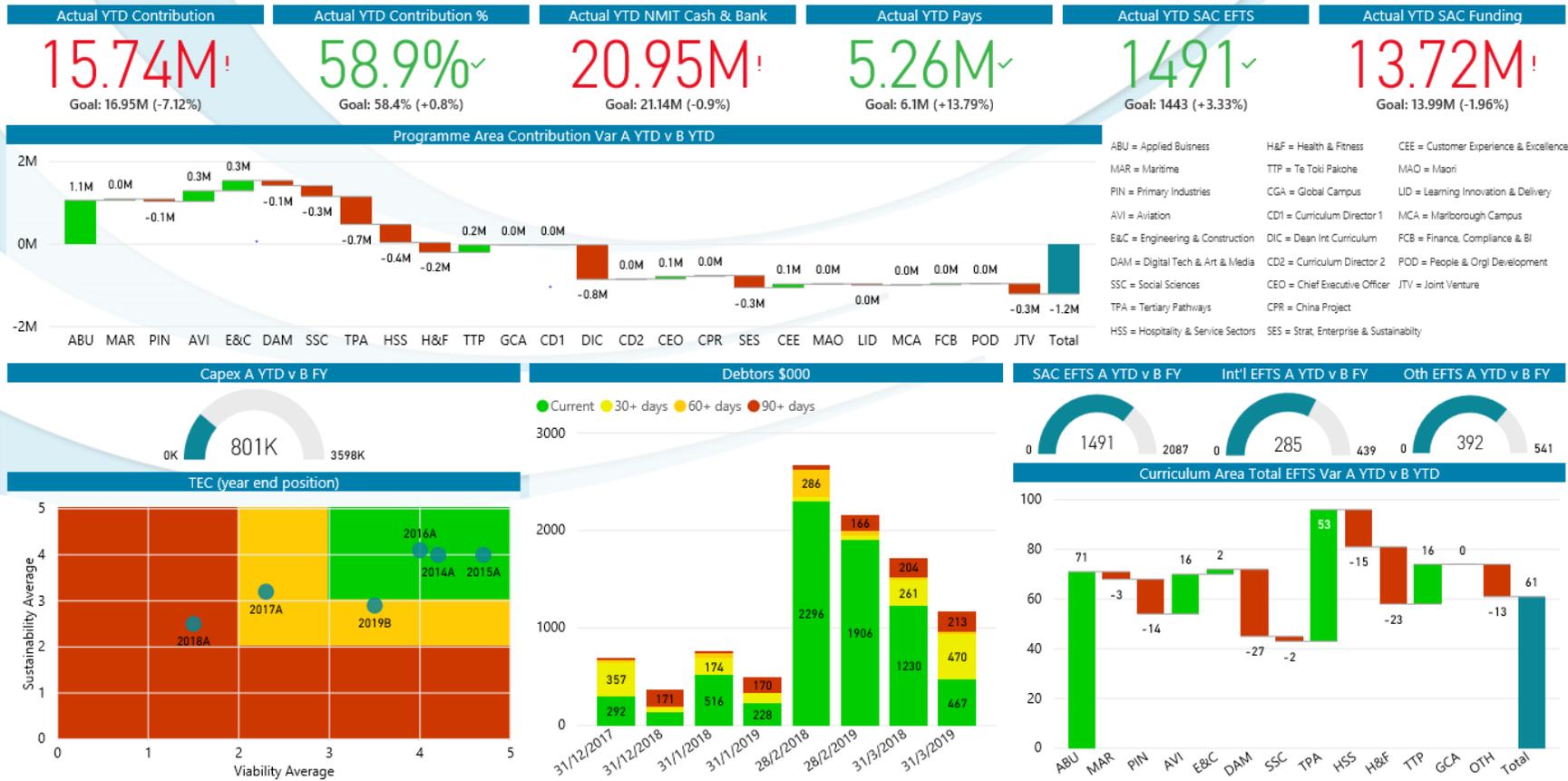
Nelson & Marlborough Institute of Technology

Financial Reporting & Analysis For Period Ending 31 March 2019

Vicki Bryson: Executive Director of Finance, Business Intelligence and Compliance



NMIT Executive Summary





NMIT Financial Operating Statement

For the period ending 31 March 2019

Category Description (\$000's)	Year to Date				Full Year		
	Actual	Budget	\$ Variance	%+(-)Variance	Budget	2018	2017
Income							
TEC Funding	13,816	14,064	(248)	(2)%	20,010	19,423	18,073
Youth Guarantee	351	1,050	(699)	(67)%	1,524	819	1,530
ITO	-	115	(115)	(100)%	185	207	225
Star & Trades Academy	178	141	37	27%	564	467	460
Student Fees - Domestic	5,619	6,159	(540)	(9)%	8,197	7,286	7,161
Student Fees - International	4,715	3,960	755	19%	6,879	7,289	8,187
Interest	146	175	(29)	(17)%	700	661	743
Other Income	1,904	3,343	(1,438)	(43)%	4,897	5,117	5,350
Total Income	26,729	29,006	(2,278)	(8)%	42,956	41,269	41,729
Expenditure							
Class Resources	571	581	10	2%	2,121	2,232	2,341
International Commissions	939	1,439	500	35%	2,174	1,623	1,854
Curriculum Support	1	15	14	96%	74	58	54
Information Technology	412	355	(56)	(16)%	1,363	1,185	1,192
HR & Training	143	197	54	27%	661	606	762
Marketing & Promotions	175	142	(32)	(23)%	639	562	841
Admin & Support	508	526	18	3%	1,958	2,836	2,861
Facilities	481	625	143	23%	2,070	4,857	3,203
Interest Expense	-	-	-	0%	-	0	4
Depreciation, Amortisation & Impairment	1,172	1,000	(172)	(17)%	4,000	4,636	4,170
JV/TANZ Costs	1,328	1,079	(249)	(23)%	2,929	1,876	1,798
Total Opex Expenses	5,730	5,960	230	4%	17,989	20,471	19,081
Academic Pay	2,718	3,287	569	17%	13,310	12,809	13,224
Support Staff Pay	2,541	2,814	273	10%	11,515	10,829	11,274
Total Staffing Costs	5,259	6,101	841	14%	24,825	23,638	24,498
Total Expenditure	10,990	12,061	1,072	9%	42,814	44,109	43,579
Contribution	15,739	16,945	(1,206)	(7)%	143	(2,841)	(1,850)
Contribution %	59%	58%			0%	-7%	-4%

YTD position remains unfavourable to budget in \$, but favourable in contribution %. All income streams are unfavourable to budget, except for international fees and STAR/Trades Academy. While EFTS are higher than budget overall, the mix of EFTS is different from budget. YTD Opex is slightly below budget, and YTD pays are favourable due to vacancies and programme changes.



Income : variance explanation

Category Description (\$000's)	Year to Date				Full Year		
	Actual	Budget	\$ Variance	%+(-)Variance	Budget	2018	2017
Income							
TEC Funding	13,816	14,064	(248)	(2)%	20,010	19,423	18,073
Youth Guarantee	351	1,050	(699)	(67)%	1,524	819	1,530
ITO	-	115	(115)	(100)%	185	207	225
Star & Trades Academy	178	141	37	27%	564	467	460
Student Fees - Domestic	5,619	6,159	(540)	(9)%	8,197	7,286	7,161
Student Fees - International	4,715	3,960	755	19%	6,879	7,289	8,187
Interest	146	175	(29)	(17)%	700	661	743
Other Income	1,904	3,343	(1,438)	(43)%	4,897	5,117	5,350
Total Income	26,729	29,006	(2,278)	(8)%	42,956	41,269	41,729

Income 8% unfavourable to budget, in line with opex/pays savings over the same period.

TEC funding and domestic student fees are unfavourable to budget despite higher than budgeted EFTS overall. There is a different mix of EFTS which has impacted on fees and funding. Youth Guarantee EFTS remain significantly lower than budget and are forecast to be only 33% of budget for the full year.

ITO fees are unfavourable to budget due to phasing. This timing difference will be corrected in April.

International fees are favourable to budget, with YTD EFTS (excluding In China delivery) 32 ahead of budget.

Other income is significantly impacted by a change in China accrual timing/phasing from the 2018 year end that has resulted in a phasing difference between actual and budget. It is expected this will reverse out in future months. There is also a phasing difference in revenues from the Victoria Link ELTO contract which is currently under negotiation. There is also a phasing difference between Saniti levies (which contra increased costs in opex) that will reverse over time.



Operating Expenditure - variance explanation

Category Description (\$000's)	Year to Date				Full Year		
	Actual	Budget	\$ Variance	%+(-)Variance	Budget	2018	2017
Expenditure							
Class Resources	571	581	10	2%	2,121	2,232	2,341
International Commissions	939	1,439	500	35%	2,174	1,623	1,854
Curriculum Support	1	15	14	96%	74	58	54
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HR & Training	143	197	54	27%	661	606	762
Marketing & Promotions	175	142	(32)	(23)%	639	562	841
Admin & Support	508	526	18	3%	1,958	2,836	2,861
Facilities	481	625	143	23%	2,070	4,857	3,203
Interest Expense	-	-	-	0%	-	0	4
Depreciation, Amortisation & Impairment	1,172	1,000	(172)	(17)%	4,000	4,636	4,170
JV/TANZ Costs	1,328	1,079	(249)	(23)%	2,929	1,876	1,798
Total Opex Expenses	5,730	5,960	230	4%	17,989	20,471	19,081

Opex 4% favourable to budget.

Significant variances include :

Savings in International Commissions, which at this stage are lower than budgeted due to higher summer school fees, and the change in China income timing as previously referred to in the income section.

Unfavourable spend in Information Technology due to unbudgeted licence fees for Bachelor of Computer Generated Imagery & Diploma in Nautical Science.

Savings in Facilities costs are primarily due to lower repairs and maintenance costs, which have been delayed while the team focussed on some capex roll out (LLC, Ake Ake floor, turf) over the summer period. It is likely these costs will come back in line with budget over time.

Depreciation expense is higher than budget due to higher depreciation charges from 2018 buildings revaluation.

JV / Tanz costs – enrolments with Annesbrook College, Seafood Processing, Skills Update Training and Ecampus are higher than phased EFTS, which results in unfavourable costs at this stage. Once the EFTS forecasts have been updated it will be clearer if additional JV/EC costs are to be incurred overall for the year, or if this is timing that will reversed (depending on EFTS funding available).



Pays - variance explanation

Category Description (\$000's)	Year to Date				Full Year		
	Actual	Budget	\$ Variance	%+(-)Variance	Budget	2018	2017
Academic Pay	2,718	3,287	569	17%	13,310	12,809	13,224
Support Staff Pay	2,541	2,814	273	10%	11,515	10,829	11,274
Total Staffing Costs	5,259	6,101	841	14%	24,825	23,638	24,498

Academic pays

- ✓ Favourable by \$0.6m, due to reduced spend on contractors and part-time staff, particularly in China, Nursing due to lower EFTS. Some academic vacancies (coordination, Programme lead specialists) are still being recruited.

Support staff pays

- ✓ Favourable to budget by \$0.3m, mainly in vacancies such as Business support coordinators, Totsa coordination, HR administration. Roles are being advertised.

YTD pays \$0.8m favourable against budget, due to some savings, and some gaps in recruitment.



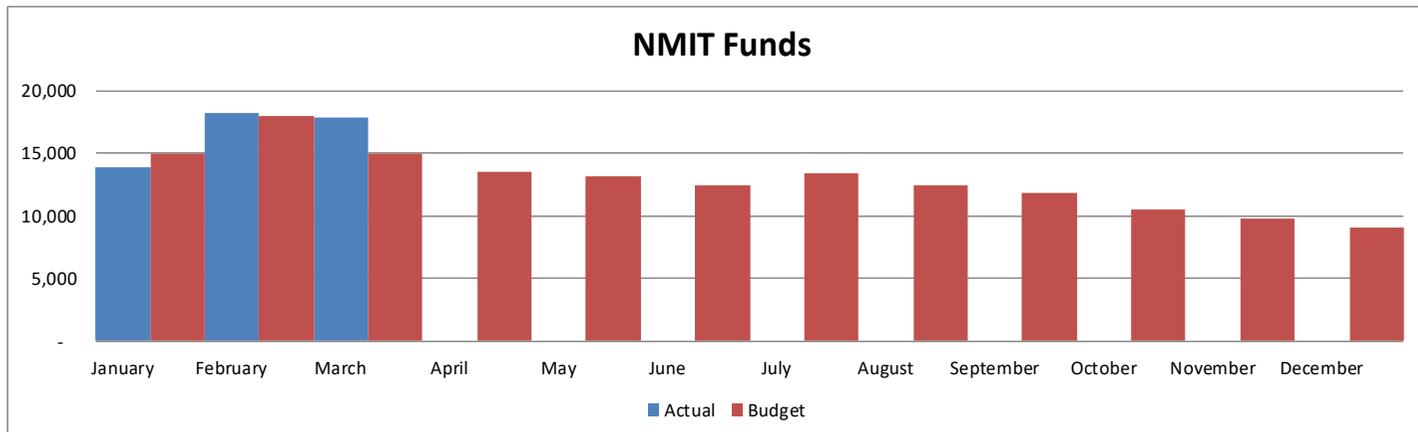
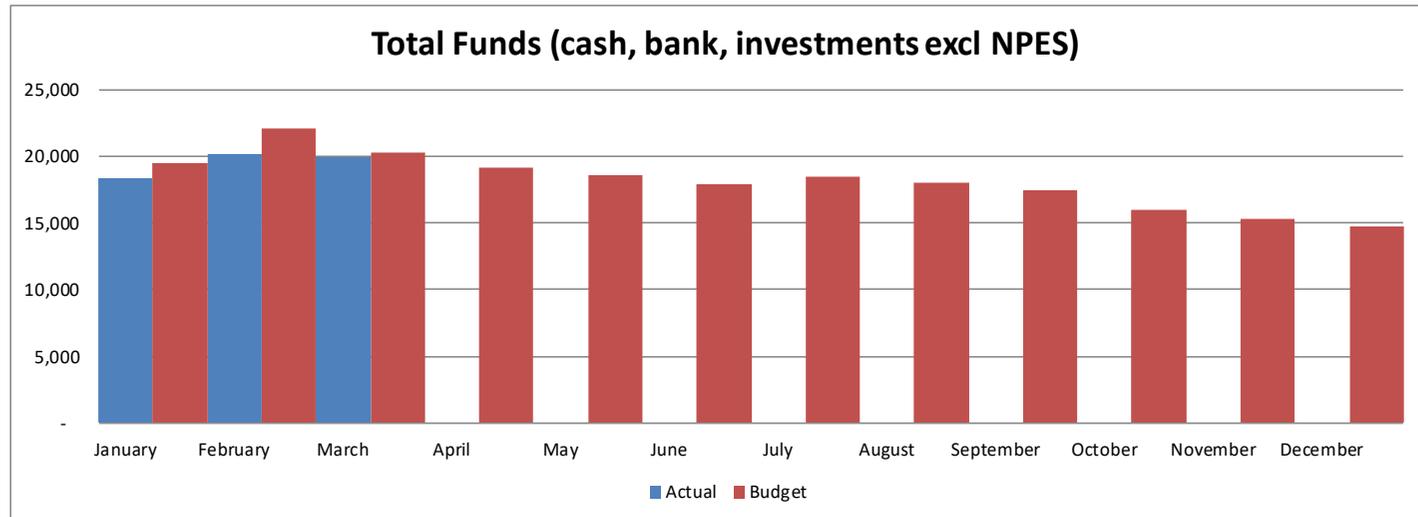
Capital Expenditure as at 31 March 2019

	2019 YTD Actual	2019 Original Budget	2018 Carry Forward	2019 Additional Approvals	2019 Revised Budget	Balance To Spend	%
Land	-	-	-	-	-	-	
Buildings	95	240	313	-	553	458	
Art	-	-	-	-	-	-	
Computers	120	1,335	164	-	1,498	1,378	
Programme Development	10	857	-	-	857	848	
Plant & Equipment	77	948	-	-	948	871	
Vehicles	91	97	-	-	97	6	
Books	10	121	-	-	121	112	
Work in progress - to allocate	399	-	-	-	-	(399)	
Total	801	3,598	477	-	4,075	3,273	20%

- 20% of total capex budget spent to date.
- Budget carried forward from 2018 is for the Trades barn upgrade \$43k, Sports Turf remediation \$270k, and storage for Bachelor of Computer Generated Imagery \$164k.



Cash flow Graph



NMIT funds have declined by \$0.3m during the month but are significantly (\$3m) ahead of budget at 31 March 2019. Lower than budgeted cash & investments are offset by lower than budgeted income in advance.

NMIT Financial Statement of Position

As at 31 March 2019



	Institute Actual 31st March 2019 (\$000)	Budget 31st March 2019 (\$000)	Actual 31st March 2018 (\$000)
Assets			
Current assets			
Cash and cash equivalents	1,697	8,537	2,783
Debtors and other receivables	11,128	12,195	11,814
Investments	19,250	12,600	19,685
Prepayments	750	463	715
Total current assets	32,825	33,795	34,997
Non-current assets			
Investments	1,160	1,081	1,081
Property, plant and equipment	91,492	85,349	86,158
Intangible assets	2,414	3,689	2,416
Total non-current assets	95,066	90,119	89,655
Total assets	127,891	123,914	124,653
Liabilities			
Current liabilities			
Creditors & other payables	4,162	2,988	4,342
Revenue received in advance	3,165	6,139	1,889
Provisions	2,100	2,055	2,185
Other financial liabilities	1,473	1,324	1,266
Total current liabilities	10,900	12,506	9,682
Non-current liabilities			
Provisions	222	192	192
Total non-current liabilities	222	192	192
Total liabilities	11,122	12,697	9,874
Net assets	116,769	111,217	114,778
Equity			
Capital introduced	29,039	29,039	29,039
Accumulated funds	31,425	32,577	36,139
Revaluation reserves	53,450	46,745	46,745
Capital reserves	2,855	2,855	2,855
Total equity	116,769	111,217	114,778

- Current assets are \$(1.0)m unfavourable due to lower than budgeted debtors & receivables.
- Current liabilities are \$1.6m favourable overall with lower than budgeted revenue in advance \$3.0m partly offset by higher creditors & payables \$1.2m (international commissions, JV costs).
- Non-current assets are \$5.0m favourable to budget due the unbudgeted 2018 revaluation of land & buildings.



NMIT Financial Statement of Cashflows For the period ending 31 March 2019

	Institute		
	Actual	Budget	Actual
	31st March 2019	31st March 2019	31st March 2018
	(\$000)	(\$000)	(\$000)
Cash flows from operating activities			
Receipts from government grants	5,644	3,924	5,261
Receipts from tuition fees	5,890	9,138	5,151
Receipts from other income	1,863	4,417	2,437
Interest income received	162	175	217
Payments to employees	(4,935)	(5,808)	(4,869)
Payments to suppliers	(3,121)	(4,803)	(3,743)
GST (net)	34	(3)	(260)
Net cash flows from operating activities	5,536	7,039	4,193
Cash flows from investing activities			
Purchase of property, plant and equipment	(783)	(756)	(365)
Purchase of intangible assets	(19)	(185)	(111)
Acquisition of investments	(5,150)	-	(2,581)
Net cash flows from investing activities	(5,951)	(941)	(3,057)
Net increase/(decrease) in cash and cash equivalents	(415)	6,098	1,136
Cash and cash equivalents at beginning of year	2,113	2,440	1,647
Closing cash and cash equivalents	1,697	8,537	2,783

- Net cash flows from operating activities are \$(1.5)m unfavourable to budget overall.
- Lower revenues received from tuition fees and other income are more than offset by lower payments to employees and suppliers.
- Net cash flows from investing are \$(5.0)m unfavourable to budget due to investment of funds in short-term deposits.



2019 Live Budget

Category Description	Year to Date			Full Year					
	Actual	Budget	% Achieved	Actual	Budget	% Achieved	Live Budget	% Achieved	PY Actual
Income									
TEC Funding	14,167	15,114		14,167	21,535		20,193		20,241
Fees	10,334	10,119		10,334	15,076		14,626		14,575
Interest	146	175		146	700		700		661
Other Income	2,083	3,598		2,083	5,646		5,626		5,791
Internal Revenue	-	-		-	-		-		-
Total Income	26,729	29,006		26,729	42,956		41,144		41,269
Operating Expenditure									
Class Resources	571	581		571	2,121		1,774		2,232
International Commissions	939	1,439		939	2,174		2,139		1,623
Curriculum Support	1	15		1	74		74		58
Information Technology	412	355		412	1,363		1,341		1,185
HR & Training	143	197		143	661		636		606
Marketing & Promotions	175	142		175	639		639		562
Admin & Support	508	526		508	1,958		1,955		2,836
Facilities (Site)	481	625		481	2,070		2,042		4,857
JV/TANZ Costs	1,328	1,079		1,328	2,929		2,780		1,876
SUTI's Share of GC Surplus/(Deficit)	-	-		-	-		-		-
Depreciation, Amortisation & Impairment	1,172	1,000		1,172	4,000		4,000		4,636
Interest Expense	-	-		-	-		-		0
Internal Expenses	-	-		-	-		-		-
Restructuring	-	-		-	-		-		-
Total Opex	5,730	5,960		5,730	17,989		17,380		20,471
Total Staffing Costs	5,259	6,101		5,259	24,825		24,548		23,638
Total Expenditure	10,990	12,061		10,990	42,814		41,928		44,109
Contribution	15,739	16,945		15,739	143		(784)		(2,841)
Contribution %	59%	58%		59%	0%		(2)%		(7)%

Live budget year end position shows a \$(0.8m)m deficit compared to Budget surplus of \$0.1m. This is primarily due to a reduction in TEC funding of (\$1.3m) due to lower EFTS in Ecampus/Suti, and a number of programmes such as BN, Trades, ML and Fees (\$0.4m), partially offset by a reduction in Total Expenditure of \$0.9m (Operating Expenses down \$0.6m and Staffing Costs down \$0.3m). We are reviewing all options to increase income and EFTS such as mid year intakes, Int'l cohorts, as well as reviewing programmes with low numbers for additional savings.



Nelson & Marlborough Institute of Technology

Investments



Investments as at 31 March 2019

a) Summary		<u>31 March 2019</u>			<u>28 February 2019</u>		<u>Change</u>	
Bank	Rating	Amount	Average Rate	Average Term	Amount	Average Rate	Value	Average Rate
ANZ	AA-	6,400,000	3.339%	154.00	6,550,000	3.362%	(150,000)	(0.02)%
BNZ	AA-	-	0.000%	0.00	-	0.000%	-	0.00%
SBS	BBB	12,850,000	3.367%	156.69	11,250,000	3.351%	1,600,000	0.02%
Total		\$19,250,000	3.358%	155.81	\$17,800,000	3.265%	\$1,450,000	0.09%
b) Other Cash not on deposit		\$ 1,697,131			\$ 3,350,758		(1,653,627)	
c) New Deposits during Month		\$ 4,550,000			\$ 5,400,000		(850,000)	
d) Deposits broken in month		\$ -			\$ -		-	
e) Due Repayment coming month		\$ 3,750,000			\$ 3,100,000		650,000	

9 May 2019

SANITI REPORT FOR COUNCIL

CORNELIUS PRINSLOO, STUDENT PRESIDENT

PRESIDENTIAL BLURB

Personally, I am learning more than I could ever have imagined and my brain has certainly taken a knock as I now need 6 hours of sleep a night as opposed to my usual 5. I also seem to have hit my quarter life crisis and impulse bought a motorbike, despite not having my license for it yet!

On the SANITI front, nothing too strange to report this month. It's been business as usual and all the excitement and fears surrounding RoVE seems to have calmed down as the semester intensifies.

STRATEGIC GOAL ONE: EVENTS AND CAMPUS CULTURE

Since my last report we have had another couple of events, that were as always, super fun and successful. For the last one we had pancakes with student musicians doing the entertainment. We managed to not only feed students but had some eager tutors slip into the line too. Campus culture has become a clear issue with student surveys done during 2018 voicing a desire to see more energy on campus. I am working closely with key NMIT staff to work out ways in which we can improve the culture with small wins, whilst focusing on a larger plan too. To date we have managed to get some feedback regarding the Kowhai Lounge, and started implementing initiatives where possible. This will continue during the year and I will keep reporting on progress as it works. We had our Golden Bay international trip last weekend which was a great success, and next week we are hosting a quiz night at Sprig & Fern.

STRATEGIC GOAL TWO: SUPPORT, ADVOCACY, EMPLOYMENT

Advocacy has not slowed down with the usual culprits (Studylink and WINZ) being at the front of student concerns. The hardship fund has been hit hard this year, and Countdown Stoke has been kind enough to top us up twice now, with a promise of further help where they can. They also donated \$500 to help support the NMIT football team, headed up by one of our tutors. Our hope is that not only will this support our international students who are on the team get a good experience here, but that it can feed into a broader mental health plan. Our team is also working with LLS to promote a buddy system for international students and aim to help strengthen the support around those who may be struggling with being away from home, experiencing a foreign culture, and freezing in a different climate. Ultimately the question stands, how do we help everyone we can get from point A to Graduation?

Our employment coordinator has a month left before her baby is due, and we should have the position filled in the next few weeks. We wish her all the best with the baby and will await her return to SANITI, with one of the team hoping it means seeing the baby heaps. As far as employment services, they have been steady and I am confident that proper preparations have been made to transition a new member into the role smoothly.

STRATEGIC GOAL THREE: REPRESENTATION AND COLLABORATION

I have been meeting regularly with NMIT staff in order to strengthen collaboration, and now that RoVE planning has slowed down a little on SANITI's end, I have managed to focus more on the Programme Representatives. Meeting with NMIT we have now drafted an up-to-date policy which is in its final review. The reps we have signed up currently are very well engaged and have been voicing concerns loudly. Since last meeting S block now has Unisex bathrooms, and E block female students will soon have bathroom facilities that cater to their needs.

SANITI PRESIDENT REPORT TO NMIT COUNCIL | 16 MAY 2019
ITEM 8

In addition, SANITI now has a full exec team, with VP elections happening later this month. One of the executive has joined me on the Academic Board, and others have expressed interest in being part of Learning and Teaching and Quality committee. We hope to encourage as much participation as possible in order to maintain a well-represented student voice.

OTHER SANITI BUSINESS

Alison and I are off to Wellington for a leadership and management conference based on Neuroscience, which should hopefully prove both useful and interesting. I look forward to pretending to be smarter when I return.

NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY ACADEMIC BOARD

MAIN POINTS FROM THE MEETING HELD ON 28 NOVEMBER 2018 AT 3.15PM

PRESENT: Liam Sloan ((Chair) left 4.35pm), Mark Burdass, Justin Carter (arrived 3.50pm), Adrienne Dawson (Chair from 4.35pm), Silvia Gassebner, Karen Graham (left 4.45pm), Darcy Liddell, Andrew Luke, Abbey Paterson, Cornelius Prinsloo, Susannah Roddick, Kim Davies (non-voting), Mary Woodward (non-voting)

APOLOGIES: Carole Crawford, Suzie Peacock, Stuart Whitehouse

IN ATTENDANCE: Wayne Cooper (arrived 4.05pm left 4.45pm), John Inglis (arrived 4.00pm left 4.20pm)

Liam Sloan welcomed Members to the meeting.

Academic Development Projects

All NZQA approvals had been received, TEC approval waited on for;

- Postgraduate Certificate in Professional Supervision
- Bachelor of Social Work programmes.

Academic Development Proposals (ADPs)

The following ADPs were approved;

- New Zealand Certificate in Mechanical Engineering (Trade) (Level 4) with strands in Fitting and Machining and General Engineering
- New Zealand Certificate in Engineering Fabrication (Level 4) with strands in Heavy Fabrication and Light Fabrication

Approvals

Capability Letters and Schedule of Changes were approved for;

- New Zealand Certificate in Automotive Electrical Engineering (Level 4)
- New Zealand Certificate in Mechanical Engineering (Trade) (Level 4) with strands in Fitting and Machining and General Engineering
- New Zealand Certificate in Engineering Fabrication (Level 4) with strands in Heavy Fabrication and Light Fabrication

Self-Assessment and Consistency Reviews

The 2018 SAR reporting Toolkit, including templates and resources, was live on Polly. Feedback on the new process had been largely positive.

The New Zealand Certificate in Information Technology Essentials (Level 4) consistency review had taken place on Monday 27 November, verbal feedback from this workshop had been positive and that other qualification providers had presented similar findings.

China Project – Our Strategic Response

Findings of an investigation into the success rate of China Project students showed;

- Students from the higher level Chinese Institutes with a high level of English language proficiency and who have taken part in an NMIT taster course in China tend to be more successful in their NMIT study.
- Students who do not have a high level of English language proficiency and who have not taken part in an NMIT taster course do not have the same level of success

To address the overall success rate of China Project students looking at;

- A focussed English language assistance approach
- Providing all students with an NMIT taster course before they come to NMIT
- Better management of student expectations

To address episodes of cheating/plagiarism/buying assignments looking at the inclusion of a more practical assignment base for courses

Investigation – Use of an Electronic Process to Record Process Steps

The Information and Enrolments team has been granted a trial license to further explore the Flowingly platform's use in the withdrawal and cancellation process.

Meeting closed 05.00PM

**NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY ACADEMIC BOARD
MEETING 28 November 2018 ACTION LIST**

	RES NO	ACTION	WHO	WHEN	PROGRESS
		Action Items 17.10.2018:			
1	17.10.18	Ensure members putting in a late apology nominate a proxy to attend meetings in their place	M Woodward	On-going	
2	17.10.18 2.1	Ensure more details or links are added to actions to ensure the meaning of the actions is clear	M Woodward	On-going	
3	17.10.18 4.1	Invite John Inglis and Gareth Phillips to November meeting to give Power BI presentation on; <ul style="list-style-type: none"> the China Project going forward the risks involved in the project how identified issues will be managed 	M Woodward	Report back at 28 November meeting	Closed
4	17.10.18 4.2	Carry out random spot checks on trial course approval process and report findings to Academic Board meeting 8 November 2018	D Liddell C Crawford A Dawson	Report back at 28 November meeting	Closed
5	17.10.18 4.2	Establish Academic Statute working group	A Dawson	On-going	Closed
		Action Items 08.11.2018:			
6	08.11.18 4.2.2	Investigate change of Consistency Review date for NZC in Study and Career Preparation (Level 3) programme in regard to possibility of charge back of travel costs to NZQA	D Liddell	Report back at 28 November meeting	Closed
7	08.11.18 4.2.2	Work with Silvia Gassebner to ensure that inwards correspondence receive the following reports; <ul style="list-style-type: none"> Annual NZQA External Moderation Reports Degree Monitors Reports Consistency Reviews 	A Dawson S Gassebner	On-going	
8	08.11.18 4.2.2	Develop process to ensure that internal moderation is completed for reporting back to Academic Board	J Carter S Roddick	On-going	
9	08.11.18 4.5.1	Academic Statute <ul style="list-style-type: none"> Update consultation list to include; <ul style="list-style-type: none"> All parties that were part of the consultation process Job roles of those taking part in consultation process Include S Roddick and J Carter in all future consultation for statute updates 	A Dawson	Report back at 28 November meeting	Closed
10	08.11.18 6.4	Develop checklist for Curriculum Managers, Coordinators and Programme Administrators to follow when signing off on Award Approval requests	A Dawson	Report back at 13 February meeting	
		Action Items 28.11.2018:			
11	28.11.18	Pull together a proposal for a process assurance of results that are being approved to implement in 2019	A Dawson	Report back at 13 February meeting	
12	28.11.18 3.5.1	Table Council Health and Safety Workforce Dashboard as a permanent AB agenda item under Safety, Health and Wellbeing	M Woodward	Report back at 13 February meeting	
13	28.11.18	From next meeting agenda Performance Panel	M	Report back at 13	

	3.6.1	Summary Report in place of outstanding course results or awards	Woodward	February meeting	
14	28.11.18 6.2.1	To present policy review information at next Curriculum Managers' meeting	A Dawson	Report back at 13 February meeting	

Nelson Marlborough Institute of Technology

Submission on the Reform of Vocational Education

Overview

NMIT welcomes the opportunity to respond to the Government's Consultation Proposal on the Reform of Vocational Education. The key points in our submission are:

1. Maintaining **regional governance and autonomy is essential.**
2. The current system may be "broken" but NMIT is not. Our reputation has ensured our EFTS numbers have remained strong through periods of decline in the sector as a whole. **NMIT has a strong brand and we are sought out as partners by industries, research organisations and international organisations.**
3. Over the last decade NMIT has anticipated the integrated approach signalled in the proposed reforms by working in a flexible and responsive way with industry organisations and employers and have worked with employers and apprentices to **develop a managed apprenticeship model which is highly regarded in the sector.**
4. The key for NMIT is the ability to draw on the resources and strengths of Te Tau Ihu, the skills and talents of staff, and the expertise of our regional, national and international partners. We consider that the overall effectiveness of an overarching "New Zealand Institute of Skills and Technology" requires vibrant, regional institutions with the autonomy to serve their regions and national specialisms and share their expertise across the sector. **NMIT is strongly positioned to implement Centres of Vocational Excellence in a number of areas including Grapes and Wine, the Blue Economy, Aviation Engineering and Conservation etc.**
5. Future funding needs to be learner centric. It must ensure flexibility that enables institutes to be responsive to the needs of learners and industry. It is imperative that funding does not just support qualification delivery but also supports the **development of world and work ready graduates through a robust tutorial system developing transferrable skills.**
6. We have a strong vision for how the sector could operate in the future. **We provide solutions** through our specialist expertise and our model of teaching and learning which reflects our status as Category 1 provider.
7. NMIT **collaborates effectively with employers and industry** to meet the needs of Te Tau Ihu. Employment outcomes show that **employers employ our graduates.**
8. We can contribute significantly to the National VET system – **our data analytics, business intelligence and performance monitoring is exemplary.**

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Structure of the Submission

The submission outlines:

- NMIT's strengths and examples of the solutions that we bring to the proposed changes
- Our vision for future provision, including the balance between regional and central decision making
- Our response to the three consultation proposals
- The perspectives of our stakeholders
- Risks to be addressed in the next stage of planning and implementation.

NMIT's Strengths and Solutions

NMIT combines the benefits of strong regional tertiary education provision, sustainable partnerships and a collaborative can-do approach. We bring the following approaches and solutions to the wider sector.

- **Expertise in Skills Training.** We have operated in the field of skills training for over a decade and developed a unique model of managed apprenticeships that is highly regarded by industry. We currently serving around 300 apprentices in automotive, construction and mechanical engineering across the South Island.
- **Contribution to regional and national development through our specialisms.** We have a track record of harnessing the strengths of Te Tau Ihu and establishing partnerships with employers, industry organisations, research organisations and international tertiary providers to drive skills and innovation. Through our specialisms we support the development of our region and of New Zealand as a whole.
- **Insights from our model of teaching and learning.** As a category 1 ITP our strengths in teaching and learning can benefit the sector as a whole. Our learner experience is highly valued and provides access to a wide range of employment opportunities with world class businesses and industries. Our brand and reputation act as a magnet to international learners who are attracted by the quality of our education, and by the vibrant community within Te Tau Ihu. Our approach to caring for and supporting learners from our region, nationally and internationally provides a model for the sector.
- **Relationships with Te Tau Ihu iwi.** We acknowledge iwi and Maori identification with Te Tau Ihu and desire for genuine partnership. We work alongside iwi partners to consistently deliver and meet expectations and ambitions. Our iwi partners value the relationship they have with Team Te Whare Wānanga o Te Tau Ihu o Te Waka a Maui.

Examples illustrating the solutions we can provide are outlined below.

Managed Apprenticeships

The range of employers and geographical coverage for NMIT's managed apprenticeship model has steadily increased over the last decade. We have developed and use custom built software to track engagement with employers to ensure excellent levels of communication and to maintain and enhance levels of achievement. The strength of our reputation is supporting us to extend our reach beyond our already strong ITO collaborations, for example into industry sectors such as irrigation, helicopters and aromatherapy.

We would like to note that a number of employers have moved Apprenticeships over to NMIT having previously used an Industry Training Organisation (ITO).

Centres of Vocational Excellence for Te Tau Ihu

We are well placed to lead the industry partnerships and national delivery of vocational education sector for the following:

- Grapes and Wine
- Aquaculture and Maritime
- Aviation Engineering
- Conservation - DOC Trainee Ranger

NMIT has worked with industry leaders and research organisations for over a year to establish a Hub of Excellence for Grapes and Wine. This Hub will contain a CoVE and is to be located on our Blenheim Campus. It will act as a showcase for linking research, skills and innovation, building on the outstanding brand and reputation of the Marlborough wine industry. We were able to present the concept of the Hub of Excellence for Grapes and Wine to officials at the Blenheim Hui on 25 March 2019. A copy of our presentation is attached.

We are in a strong position to develop a similar concept plan for Blue Economy, (Aquaculture and Maritime). We have a high degree of expertise, specialised equipment and strong relationships with regional industries and research organisations such as the Cawthron Institute. We also have the ability to expand as many of the industries are currently growing significantly. Our plans are aligned with the region's economic development strategy which includes a focus on the emerging blue/green economy.

We have leveraged our regional strengths to establish partnerships and developed programmes for national employers such as Department of Conservation (trainee rangers) and New Zealand Defence Force (aviation). These programmes have been very successful and have attracted interest from other ITPs.

Teaching and Learning Expertise

NMIT has a leadership role in academic development across the sector through chairing the Academic Managers ITP Group. This role has given us insights into the range of academic issues and challenges across the sector.

The expertise we have built up in quality improvement and pedagogical innovation has wider benefits and can become a core part of new sector wide processes for academic and programme development.

Improvement in Learner Outcomes

NMIT's system of *Performance Panels* has led to measurable improvements in learner outcomes. Over the last few years, a number of other ITPs have sought to explore how Performance Panels could be adapted for use in their own institutions. The success of Performance Panels is due to the *combination* of:

- The development of robust learner analytics and benchmarking tools
- Embedding the use of these tools throughout the organisation
- Developing evaluative thinking and a culture of using data to explore the impact of different approaches and drive improvements
- A process that brings together academic and support staff from all levels of the organisation to ensure that improvements work together to deliver benefits for learners, and identifies opportunities for process improvements across teams

Innovative Pedagogy

NMIT's *Learning Innovation and Insights Team* works responsively and effectively across the organisation to embed modern learner-driven pedagogical approaches across all programme areas. This team has successfully worked with subject matter experts to develop and adapt a range of courses suitable for face to face, online and blended delivery. The team can build on this approach by working with academic staff from other providers to ensure innovative and consistent pedagogical design.

Our Vision for Future Provision

Our vision is for a flexible and responsive model of provision. The system draws on regional strengths to address skill needs throughout New Zealand. Learners have access to a wide range of learning opportunities and types of provision to ensure they are “work and world ready”.

Autonomous and accountable regional Governance boards continue to establish and develop regional strategy and monitor academic and financial performance within their region. They also determine the programmes offered at each campus within the region to reflect the learning needs of their communities.

There is a strong *regional management team* responsible for areas such as:

- Learning delivery and quality
- Enrolling learners and providing pastoral care, utilising shared services where appropriate
- Shaping and implementing strategy that responds to local and regional needs
- Decision making in relation to regional campus investment including capital assets
- Engaging with local government, Iwi, local businesses and industry bodies and local secondary schools to develop regional collaborations and partnerships
- Employing staff with the skills and talents to meet regional needs, using shared systems, processes and support
- Developing plans and reporting on academic and financial performance within the region.

An *over-arching central body* is established with its own governance structure, funded by Government, responsible for developing an integrated strategy for the sector, allocating centrally provided funding in the light of this strategy, liaising with national industry skill bodies, overseeing curriculum and programme design and providing central shared services.

There is an *integrated approach to online and blended learning*. The future of digital education is critical to the success of the sector and is growing and evolving rapidly.

Examples of how the balance between regional and central provision works in practice under our vision are shown below.

The balance between regional and central decision making in practice

Regions are able to respond to unique needs and opportunities and disseminate effective practice across the sector. For example, NMIT can build on its existing collaboration with the Nelson Tasman Regional Development Agency and Chamber of Commerce through its colocation hub *Mahitahi Colab* - a shared working space with a "public good" focus and strong links with businesses and research institutes. The hub drives local innovation and taps into community resources and initiatives to extend opportunities for learners. NMIT and its regional partners share their experience and learnings about the initiative across the wider sector.

Shared centralised services are provided on behalf of the sector as a whole. For example, specialised aspects of human resources (such as job sizing and the negotiation of collective contracts) are provided through a centralised service, to support consistent practices across the sector and the need to access specialised capability. However, appointment decisions are made locally to reflect the local context and a more detailed understanding of students, partners and the community.

NMIT's response to the proposals in the consultation document has been developed in the light of our vision, and reflects our expertise and deep understanding of industry and learner needs within Te Tau Ihu.

Proposal 1. Merging Industry Skills Training with ITP Provision

NMIT supports this proposal. Bringing together skills training and ITP provision has the potential to:

- Provide *learners* with access to the type of vocational education and skills training that best meets their learning needs, employment status and career aspirations, through a range of on the job and off the job provision

- Provide *employers* with access to advice to define their current and future skills requirements, and a flexible range of programmes, courses and workplace training designed to address these requirements
- Achieve *more accessible, efficient and effective provision* through minimising current overlap and duplication and making it easier for both learners and employers to navigate the system

NMIT's proactive initiatives in apprenticeship training and existing commitment to develop world and work ready graduates through authentic work based placements will assist us to bring provision together in ways that are responsive to both learners and employers.

Proposal 2. Establishing a Single Institute of Skills and Technology

NMIT supports this proposal in principle, provided that strong regional autonomy is an essential part of the model. However, we have identified a number of risks and issues that need to be considered, as discussed below.

A model of provision that is underpinned by significantly greater coordination, collaboration and centralised shared services has the potential to:

- Provide *learners* with access to a wider mix of programmes drawn from across the sector, consistent national programmes and quality assurance processes, and credits that can be transferred between providers
- Provide *employers* with access to specialised expertise from across the sector, including skills and innovation partnerships through Centres of Vocational Education
- Achieve more *efficient and effective provision*, through minimising duplication in programme development, quality approvals processes and shared services.

We are confident that the ability and motivation exist within the sector to develop a more collaborative mindset and behaviour, because NMIT is already working with other providers on a number of collaborative initiatives. These initiatives reflect a can-do and solutions focussed approach to improving effectiveness and outcomes for learners. For example:

- We work with other providers to develop shared programmes where these best meet the needs of learners. Under our collaboration with Ara on the Bachelor of Nursing programme, we are able to share the costs of programme development, and learners and employers are able to benefit from the expertise from both Institutes. This collaboration is highly regarded by Nursing Council. We are also developing trades programmes in a consortium of six ITPs.
- We have developed a common approach to online delivery and programme development through the TANZ eCampus.

- Last year, as a member of the TANZ group, we put forward a proposal for the establishment of a Curriculum Shared Service, which anticipated a key feature of the RoVE proposals. The proposal for rationalising programme development and quality assurance processes across the sector is an extension of this approach.

The single “NZ Institute of Skills and Technology” will only work successfully if regional providers have sufficient support and autonomy to develop flexible and responsive solutions, as outlined in our vision above. A vibrant vocational education provider in Te Tau Ihu is critical to building and sustaining:

- Strong relationships with iwi that reflect iwi and Māori identification with Te Tau Ihu and desire for genuine partnership
- The ability to respond to needs and aspirations of our learners and offer them a variety of delivery approaches (including face to face blended provision) that reflect their circumstances and underlying motivations for learning
- A strong understanding of the immediate and long term needs of key business, industry and community stakeholders
- The ability to work with partners from across Te Tau Ihu in advocating for the region and supporting social, economic, cultural and environmental outcomes.

For the overarching “Institute of Skills and Technology” to tap into local excellent practice and disseminate this across the system, regional providers need the ability and authority to draw on our community resources and respond to its specific needs and also support and maintain continuous improvement and innovation.

Proposal 3. Integrated Funding Model

NMIT supports redesigning the funding model. A new model is essential to underpin our future vision and the objectives behind the other RoVE proposals.

Our view is that a model should be developed which includes a base grant and a weighted per student (EFTS) component alongside targeted funding for students who require additional support and funding to meet specific regional requirements.

We consider that the funding model should include:

- The ability for regional provision to respond swiftly to changes in demand and maximise new opportunities
- The need to develop “work and world ready” graduates with the range of skills and competencies sought by employers
- Long-term stability in funding arrangements to counter the impact of fluctuating enrolments driven by changes in the economic cycle

- The provision of additional funding to enhance the services that tutors and staff can provide learners who require additional support to complete their learning
- Specific arrangements for funding Centres of Vocational Excellence, to reflect innovative forms of collaboration and a mix of contributions from different partners (forms of collaboration and a mix of different partners that is unique and relevant to the region)
- The ability to retain funding provided through community contributions within the region.
- Funding should be available for applied vocational research that will support further improvements and relevance in relation to vocational education.

NMIT's Stakeholders

NMIT is embedded in the local and regional community. Local industry and bodies look to us for advice, guidance and support with a range of regional issues and initiatives, such as the collaborative arrangement for colocation and the working party for NMIT's Capital Asset Management plan developed with Nelson City Council and Marlborough District Council. Equally NMIT ensures it actively participates in long term planning such as *Te Tau Ihu 2077*. Our invitation to sit on the Strategy Steering and Governance group is a reflection of how highly regarded, respected and influential we are in shaping and orchestrating impact. We also sit at the table influencing Nelson City 2060, Nelson's Smart City initiative and are playing a leading role in establishing the New Zealand Hub of Excellence for Grapes and Wine.

We have surveyed our stakeholders to establish their views on the RoVE proposals. 114 individual responses were received in response to NMIT's questionnaire. Stakeholders outlined a number of views about the benefits and risks of the proposals, which we have reflected in this submission. In addition:

- 67% of stakeholders agreed or strongly agreed with Proposal 1, (an additional 11% neither agreed or disagreed)
- 49% agreed with or strongly agreed with Proposal 2 (an addition 17% neither agreed or disagreed)
- 75% agreed or strongly agreed with Proposal 3 (an additional 11% neither agreed nor disagreed).

For proposal 2, the area in which stakeholders felt most strongly was regional autonomy. 18% of stakeholders considered that their perspectives should be reflected in decision making through regional *advisory* groups (as outlined in the RoVE proposal), but 77% thought that there should instead be separate regional *governance* arrangements to ensure autonomy over regional decision making and the use of regional resources

NMIT considers that future relationships and engagement with stakeholders could be particularly influenced by the RoVE proposals in the following specific areas.

- **Iwi partnerships.** NMIT has worked hard to establish strong partnerships with the 8 iwi in the regions, built on personal relationships and a shared connection with Te Tau Ihu. To sustain these partnerships, and to supplement the direct Treaty partnership between iwi and the Minister of Education, regionally based boards need to continue to have the representation and mandate and authority to enter into agreements with iwi.
- **International partnerships.** NMIT has grown its international partnerships successfully over the past 12 years, with key personal connections providing the trust and cooperation required. For example, partnerships with overseas universities are strongly reliant on one to one relationships between the head of the institution and the CE of NMIT. Feedback from international agents and institutions is that it would be difficult to establish similar relationships with a centralised Institute, and that the inclusion of the word *skills* in the working title of the proposed Institute implies a “dumbing down” of the level of vocational education provided and the value of the partnership.
- **Regional Assets.** NMIT has been gifted assets by regional stakeholders. These assets reflect historical investments within Te Tau Ihu and have been built up over 115 years since land for community education was first provided in 1904. Key regional stakeholders are opposed the transfer of assets to a centralised institution and potential divestment from Te Tau Ihu.
- **Online provision.** Online and blended provision is growing and evolving rapidly. To support choice, flexibility and innovation NMIT strongly considers that a comprehensive analysis of all existing online providers be undertaken. As a stakeholder in TANZ eCampus, NMIT considers the demonstrable success of our learners under this model must not be overlooked.

NMIT proposes that explicit consideration should be given to these issues in the detailed design of roles and responsibilities within the sector. Well designed and implemented mechanisms to ensure regional autonomy could help to address most of the issues.

Risks

Change will need to be effectively transitioned and robustly managed to minimise risks to learners and the quality of provision. Potential risks include:

- The risk that some learners may miss out, if the drive for rationalisation leads to cutting of “uneconomic” provision especially for at risk learners. For example, investment in Foundation and Bridging Programmes for adult learners will need to continue to be prioritised and integrated with the delivery of higher level programmes to improve access and enhance pathways through the system

- The lack of certainty about the detailed process and timings. NMIT employs a large number of talented people who we believe can contribute significantly to the sector as a whole, but we know we will lose talent unless there is certainty on the timeframe
- The potential loss of accountable governance and autonomy at a regional level that is clearly aligned to regional networks and influencers and ensures that NMIT is relevant to and able to serve the needs of Te Tau Ihu and New Zealand as a whole
- A potential loss of flexibility and responsiveness, if decision making becomes bogged down by centralised processes
- A potential lack of involvement from the local community, for example through shared use of assets, scholarships and voluntary contributions, if provision is not clearly seen as meeting regional needs.

We consider that if these risks are not addressed effectively, they could undermine the success of the changes. We will continue to develop solutions to ensure the risks can be managed.

Conclusion

NMIT is keen to contribute its knowledge and insights and will work constructively to ensure that changes are successful, build on what is working well, and minimise disruption for learners and staff.

We are available to discuss any aspect of this submission and look forward to continuing our involvement in the further design and planning of the vocational education system.

Yours sincerely



Liam Sloan
Chief Executive



Office of the Mayor

3 April 2019

Hon Chris Hipkins
Minister of Education
C/- Reform of Vocational Education Team
By Email:
vocationaleducation.reform@education.govt.nz

Dear Minister

NELSON CITY COUNCIL SUBMISSION ON REFORM OF VOCATIONAL EDUCATION

Thank you for the opportunity to provide feedback on your proposals regarding reform of the vocational education sector. This submission represents the views of the Nelson City Council, and is also provided in support of the Nelson Marlborough Institute of Technology's (NMIT) submission. We see NMIT as a key partner in delivering on our aspirations for Nelson as the Smart Little City, he tāone tōrire a Whakatū.

We welcome aspects of the proposals you have put forward. In particular, those relating to the delivery of a more robust and quality-driven funding model that enables holistic and future-focused education, and the creation of Centres of Vocational Excellence.

Reflecting our region's evident strengths, NMIT has particular expertise in the areas of viticulture, maritime, aviation engineering, aquaculture, and artificial intelligence. Existing productive relationships between NMIT, industry stakeholders, and our local science and research community could be further enhanced through Centres of Vocational Excellence. This could enable us to fully capitalise on our strengths, and offer a high-quality education and investment proposition for our region and the wider sector. Subject to understanding further details about how such a model would work, we stand ready to work alongside you and local stakeholders to bring such a possibility to fruition.

On the other hand, the proposals regarding a centralised "New Zealand Institute of Skills and Technology" do raise particular concerns regarding their potential to hamper local autonomy and generate regional inequities. Our residents are rightly proud of NMIT, and have supported it since its establishment in 1905, including via an initial gift of land upon which the campus was built. NMIT's first rate educational offerings are underpinned by its commitment to providing future-focused learning and "work and world ready graduates".

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It has an established record of investing in innovation, for example its maritime simulation system, which is the only one of its kind in the country.

NMIT's engagement with industry and employers was recognised as a particular strength when its NZQA category 1 status was reaffirmed in 2017, and NMIT also has close and effective relationships with local iwi. With around \$100 million in assets, and cash reserves of approximately \$20 million, the Institute also has a healthy balance sheet.

The presence of a strong, regionally-branded tertiary provider delivers significant benefits for Te Tau Ihu (the Top of the South). This includes a sizeable contribution to our local economy, drawing talent and investment to the area, promoting our unique regional credentials and industry strengths, and offering school leavers – who may otherwise leave the region – a meaningful education and employment pathway. The latter is particularly important as we grapple with the implications of an uneven demographic profile and ageing population.

We do not want to see the strengths and unique character of an important regional institution diminished by these reforms. The matters of greatest concern to us include a loss of the regional autonomy that enables NMIT to be responsive, nimble, and genuinely connected to the needs of the local community. This rests on sound governance that is rooted here. A model that outsources critical decisions to a national governing body has the potential to be unnecessarily bureaucratic and result in regional imbalances. We are not convinced that the creation of a regional leadership group – mandated only to advise – would be sufficient to offset these risks. We are also concerned by potential implications for local jobs and course provision.

Furthermore, potential centralisation of NMIT's assets and application of its carefully accumulated reserves elsewhere would do little to reward prudent financial management by NMIT's board, nor incentivise it into the future. It would also deprive our region of the investment of monies generated and intended for use here. Seeking to shore up struggling parts of the sector by redistributing surpluses therefore risks creating an inequity for Te Tau Ihu.

We accept that there is a need to focus on underperforming Institutes of Technology and Polytechnics (ITPs) and pursue efficiency gains wherever possible. There is also a strong rationale for identifying and promulgating best practice throughout the sector. We consider that this could be best achieved by centralising a limited suite of functions, including those considered under the Tu Kahikatea/Network model.

We also note that proposals regarding alternative delivery models for apprenticeships and in-work training are prompting concerns for local employers, Industry Training Organisations, Private Training Organisations, and their respective students and apprentices. We encourage you to provide reassurance that the move to Industry Skills Bodies and delivery of training by ITPs will be implemented in a manner that avoids widespread redundancies, loss of expertise and skills from the sector, and disruption for learners.

In summary, Nelson City Council recognises that there are genuine questions regarding the financial sustainability of some vocational education providers and the delivery of value for money for New Zealand tax payers. We support your ambition to address these points. However, we struggle to see that this necessitates sector-wide reforms that could impact negatively on strong performers such as NMIT. We encourage you to arrive at an approach that supports regional autonomy while also ensuring high quality educational outcomes.

Yours sincerely



Rachel Reese, JP
Mayor of Nelson

MARLBOROUGH
OFFICE OF THE MAYOR



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05 April 2019

Record No: 1976948
File Ref: D050-007-01
Ask For: John Leggett

Hon Chris Hipkins
By email: chris.hipkins@parliament.govt.nz

Tēnā koe Minister

Reform of Vocational Education

The following pages contain a submission regarding the Reform of Vocational Education, as requested through the Tertiary Education Commission's consultation process on the subject.

This submission was drafted by Marlborough District Council, on the basis of broad consultation with a range of key stakeholders across Marlborough.

My fellow Councillors and I are fully supportive of the views reflected in this submission, as representation of the consolidated view of the Marlborough community.

We look forward to further communication regarding this critical reform process.

Ngā mihi

A handwritten signature in black ink, appearing to read 'John Leggett', written over a horizontal line.

JOHN LEGGETT
MAYOR

Consultation Process on the Proposed Reform of Vocational Education

April 2019

Consolidated Marlborough Submission

Background

This is a regional submission, developed by Marlborough District Council (hereafter MDC) on behalf of the Marlborough community.

The submission is based in part on activities undertaken by the *Marlborough Smart+Connected Skills and Employment* initiative. This programme was established in Q4 2018 in response to an identified requirement for a multi-industry, cross-sector approach to addressing an increasingly significant set of challenges related to vocational and tertiary education provision, as well as labour and skills shortages in the region.

The submission was developed through consultation between representatives of industry, business organisations, secondary and tertiary education providers, industry training organisations, local government and community welfare and youth organisations, with input as required from relevant national government departments and ministries.

Summary

From Marlborough's perspective, the principal points raised below are as follows:

- Any changes to the existing structures for tertiary and vocational education should have the effect of enhancing rather than diminishing the delivery of vocational education in Marlborough. This specifically includes any changes to the structure and functions of NMIT, and of the NMIT campus in Blenheim. This also applies to the current capacity that exists within various ITOs for the delivery of vocational education in Marlborough.
- Should the reforms be undertaken in the format proposed in the consultation document, Marlborough must be considered as a region in itself, rather than being considered as part of a Top of the South region along with the Nelson-Tasman region. Accordingly, the proposed reforms must include the creation of an exclusively Marlborough-based and Marlborough-focused Regional Leadership Group. The *Marlborough Smart+Connected Skills and Employment* group is well-placed to support the establishment of this Regional Leadership Group, and/or to participate in the operation of this Group.
- For a variety of reasons, Marlborough is the obvious location for a CoVE focusing on viticulture and oenology – this is an area in which MDC and NMIT are in full agreement.
- Various stakeholders including NMIT, the Marlborough Research Centre and New Zealand Winegrowers, are in the process of creating a “Marlborough Hub of Excellence” for viticulture & oenology, located at the NMIT campus in Blenheim.
- With regard to governance, it is critical that proposed Regional Leadership Group for Marlborough, as well as the governance structure for the proposed CoVE in viticulture & oenology, be aligned with the Marlborough-based governance structures of the “Marlborough Hub of Excellence”.
- Should the reforms not take place as proposed, or a degree of regional autonomy be maintained, Marlborough's position remains that the region provides the most logical location for a CoVE in viticulture and oenology, and that the region requires a Marlborough-based Regional Leadership Group that integrates with the governance structures of the “Marlborough Hub of Excellence”.
- As part of the anticipated reforms, the proposed Regional Leadership Group and CoVE will require operational and financial support from central government.
- Any changes to existing funding systems for tertiary and vocational education must be undertaken in a manner that promotes electronic and distance education, as well as recognition for prior

learning. Furthermore, any such changes to funding systems should not be to the disadvantage of SMEs.

General Comments

1. The current challenges faced by the education sector in New Zealand (which appear to cut across the secondary, tertiary and vocational education segments), the growing skills shortage in various critical and high-potential sectors of the national economy, and a number of demographic factors such as the ageing population trend and declining birth rate, all appear to suggest that significant reform is required in the education sector.
2. If successfully implemented, a reform of the education sector is likely to result in improved education outcomes for both New Zealand residents and foreign students, as well as in improved labour market outcomes for New Zealanders as both employers and employees.
3. Of concern is the fact that the reforms being proposed in the Consultation Document appear to contain an inherent contradiction, between increased centralisation of certain aspects of vocational education on the one hand, and the objective of improved regional delivery of this vocational education on the other.
4. Similar concerns exist that the proposed reforms will have the effect of reducing the presence and positive impact of Institutes of Technology and Polytechnics (ITPs) in the regions. This is of particular concern for Marlborough, as the district does not host its own regional ITP, but rather a satellite campus of Nelson Marlborough Institute of Technology (NMIT). As a result, a significant risk for Marlborough is that any rationalisation of the activities of NMIT, might threaten the future existence of the NMIT campus in Blenheim.
5. Strong tertiary institutions are a critical contributor to social cohesion across the regions of New Zealand, in terms of providing school-leavers with local options for further study. According to information drawn from the Tertiary Education Commission's Ngā Kete Secondary to Tertiary Transition application, for the period 2014-2017, Marlborough was home to 1,910 school leavers. Given the region's chronic skills shortage and rapidly ageing population, it is critical that Marlborough's school leavers continue to be provided with every opportunity to pursue vocational and tertiary education opportunities in the most affordable manner possible within the region, and across as wide a range of disciplines and economic sectors as possible.
6. Tertiary institutions also provide significant economic benefit in terms of, amongst other opportunities, ongoing expenditure by staff and students, the creation or expansion of various service and supply-chain business for these institutions, the promotion of associated industrial and commercial research, and the opportunity for commercial partnerships between industry and these institutions.
7. In Marlborough, this is particularly the case for the local NMIT campus, as the region does not have a university located in close proximity – the closest university for Marlborough is Victoria University of Wellington, which is of course separated from the region by the Cook Strait, and requires a flight or ferry transfer.
8. With regard to the financial implications of the proposed reforms, these appear likely to have the effect of removing financial and institutional resources from Industry training Organisations (ITOs) and successful ITPs, and reallocating these so as to improve the financial and institutional sustainability of the ITP sector in general, and of under-performing institutions in particular.

Naturally, this raises concerns regarding the possibility of commercially successful institutions such as NMIT “subsidising failures” in the form of more financially marginal ITPs.

9. The New Zealand education sector is of course a major earner of foreign exchange for the country, and for the regions in which such education takes place. Consequently, any revision of the tertiary and vocational education systems, and in particular any centralisation that is considered under such a revision, needs to be undertaken in a manner that does not disrupt revenue streams that flow into regional economies from foreign students.
10. Given the scale and scope of the proposed changes to the tertiary and vocational education systems in New Zealand, the time frames under which this consultation process is taking place do not appear adequate to allow for comprehensive consultation between all relevant stakeholders, including Councils, ITOs, ITPs, employers, business organisations, the secondary education sector and various others.

Proposal 1: Realignment of the Roles of Vocational Education Providers and Industry Bodies

11. The concept of Industry Skills Bodies appears to be a sound one, as it provides the opportunity to significantly consolidate the delivery of vocational education, and streamline the process of curriculum development within the vocational and technically-oriented tertiary education sector in New Zealand.
12. At the same time, the utmost care should be taken to ensure that such consolidation does not result in any negative impacts for successful ITPs such as NMIT.
13. The proposed reforms would appear to provide one potential means of addressing some of the shortcomings of the current ITO system, particularly in terms of incomplete coverage by ITOs of the various sectors of the New Zealand economy, or the requirement on the part of employers in certain sectors such as construction or viticulture, to engage with multiple ITOs.
14. A further issue that confronts employers, students, Councils and various other stakeholders across New Zealand’s regions, is inconsistency of delivery on the part of ITOs. In the case of Marlborough, the majority of ITOs relevant to the region’s major industries appear to function effectively, with certain ITOs having significantly increased their on-the-ground capacity over the past several years. At the same time, however, a number of ITOs operate on a regional basis across the Top of the South, with their operations and staff based in Nelson, and only a part-time presence in Marlborough. This situation is of course far less than optimal for employers and students operating in these industries, as Nelson-based trainers spend significant time commuting to and from Marlborough, thereby reducing the time available for training delivery.
15. From Marlborough’s perspective, any proposed changes to the delivery model for vocational education, should be undertaken in a manner that does not further consolidate institutional capacity and expertise outside the region, but that rather expands the availability of relevant training expertise in Marlborough.
16. It would further appear that the proposed course of action, in terms of shifting the responsibility for the delivery of vocational education from ITOs to ITPs, holds significant challenges for the regional campuses of ITPs, as these facilities are set up primarily for the delivery of on-campus rather than off-campus educational services.

17. Similarly, significant question marks exist regarding the levels of collaboration and integration that exist between ITP campuses located in various regions, and the industries operating in these regions on the other. In Marlborough, the current institutional arrangements that exist in certain sectors such as viticulture, promote very high levels of integration between local industry and the NMIT campus in Blenheim, as well as between these industries and the ITOs that service them; in other sectors, however, the levels of integration between these institutions and local industry are not necessary as well established. Consequently, it is critical that any reforms undertaken in the vocational education environment, prioritise the retention and improvement of relationships between the providers of this vocational education and the local industries in which their graduates operate.
18. In light of the factors listed above, it would appear that an alternative process, in terms of strengthening both the industry coverage of ITOs and their ability to deliver vocational education, as opposed to shifting the responsibility for delivery of vocational education to ITPs, should remain an option to be considered.
19. In summary, it is critical for Marlborough that irrespective of the final structure developed for the delivery of vocational education, the availability of such education in the region is not compromised, for example through the reduced availability of trainers. This is particularly the case for sectors such as construction and viticulture, in which significant demand exists for vocational education, and in which significant investment has already been undertaken to improve the capacity to deliver such education.

Proposal 2: The Creation of a Single New Zealand Institute of Skills and Technology

20. This proposal is of particular significance to Marlborough, and to the provision of tertiary education in the region, including by the Marlborough campus of Nelson Marlborough Institute of Technology (NMIT). Given that neither Marlborough nor Nelson-Tasman hosts a university or other tertiary institution, NMIT is the apex tertiary institution for both regions.
21. A major concern for all stakeholders in Marlborough is the potential loss of autonomy on the part of regional decision-makers in the tertiary and vocational education sector, through the proposed creation of a single New Zealand Institute of Skills and Technology.
22. From Marlborough's perspective, such a loss of autonomy can potentially be offset by the creation of a Marlborough-based Regional Leadership Group, as described in the Consultation Document. The *Marlborough Smart+Connected Skills and Employment* group is well-placed to support the establishment and operation of this Regional Leadership Group, or to participate in the activities of this Group.
23. In this regard, Marlborough's position is that it must be considered as a region in itself, with a Marlborough-based Regional Leadership Group, rather than being included in a Top of the South Regional Leadership Group, along with the Nelson-Tasman region.
24. This position is based on the fundamental differences between Marlborough on the one hand, and Nelson Tasman on the other, in terms of industry profiles, labour market dynamics, skills shortages and various other factors. These issues are amongst those being addressed in Marlborough through a process of community-based decision-making and associated activity, under the *Marlborough Smart+Connected Labour and Skills* initiative.

25. With regard to the proposed creation of Centres of Vocational Excellence (CoVEs), Marlborough is the obvious location for a CoVE focusing on viticulture and oenology. This is due to (amongst others) the following factors:
- Close to 80% of New Zealand’s wine cultivation and manufacturing takes place in Marlborough, with the region being home to more than 140 wine companies, 500 growers, 4,850 full-time equivalent (FTE) employees and 28,000 hectares under grape cultivation. Furthermore, all the major New Zealand wine brands, as well as global brand owners such as Pernod Ricard and Constellation Brands have head offices or significant operations in Marlborough.
 - A number of key stakeholders are currently in the process of establishing a “Marlborough Hub of Excellence” (please note that this is an interim working title) in viticulture and oenology, based at the Marlborough Research Centre (MRC) facility, which is located at the NMIT campus in Blenheim. These key stakeholders include the MRC, NMIT and New Zealand Winegrowers.
 - This “Hub of Excellence” will host the Bragato Research Institute, New Zealand’s principal national wine research institution, as well as the current occupant of MRC – Sustainable Winegrowing New Zealand, the industry’s sustainability certification body, Plant and Food Research’s Viticulture and Oenology Group and Wine Marlborough, the regional industry body representing the Marlborough wine industry.
 - NMIT’s Marlborough campus already hosts a number of wine-related tertiary qualifications, up to a three-year Bachelor of Viticulture & Winemaking (NCEA Level 7). In the 2019 academic year, the institution’s viticulture-related enrolment was 120 in total, equating to 50 Equivalent Full Time Students (EFTS), including 31 foreign students, primarily from China.
 - Marlborough District Council holds a sister region relationship with the Ningxia Hui Autonomous Region in north-west China; Ningxia is the third-largest wine producing region in China, with more than 60,000 hectares under cultivation.
 - Marlborough District Council is currently collaborating with the New Zealand Trade and Enterprise (NZTE) Coalitions Programme, to develop an Export Coalition for Marlborough wine technology, which is widely considered as world-leading in several fields.
26. This is an area in which MDC and NMIT are in full agreement – given the facts listed above, Marlborough provides the most logical location for CoVE in viticulture and oenology.
27. With reference to the Marlborough-based Regional Leadership Group discussed in points 18-20 above, it is critical that this Regional Leadership Group, along with the governance structure of the proposed CoVE be aligned with the Marlborough-based governance structures of the “Marlborough Hub of Excellence”.
28. Furthermore, it is anticipated that the proposed reforms will impose a number of cost and administrative burdens on Marlborough-based institutions, particularly in terms of the creation and operation of the proposed Regional Leadership Group and CoVE for viticulture and oenology. Consequently, the creation and ongoing operation of these structures is likely to result in a requirement for operational and financial support from central government:
29. Other industries in which Marlborough might hold some potential competitive advantages include the following:
- Aquaculture – while the NMIT campus at The Glen outside Nelson appears to provide the most logical location for a CoVE in aquaculture, the majority of off-campus and in-work training will take place on marine farms located in the Marlborough Sounds. As a result, there would appear to be a case for some teaching capacity in the aquaculture sphere to be located at the Marlborough campus in Blenheim.

- Aviation – the RNZAF base at Woodbourne, outside Blenheim, as well as the adjacent Airbus facility, provide a potential location for either an aviation CoVE, or at least some aviation industry teaching capacity. This is further supported by the nearby Omaka Heritage Aviation Centre, which is set to undergo a significant upgrade during 2019/20.
30. Based upon the consultation document, it appears to be proposed that the assets of all ITPs will be transferred to the new central Institute. In the case of the NMIT Marlborough campus in Blenheim, it is unclear whether such an action will trigger any rights of first refusal for local iwi under relevant Treaty of Waitangi settlement processes. This issue will need to be definitively resolved before any proposed asset transfers can take place.
31. The same concerns would apply to any potential rights to the land underlying the NMIT campus that might be held by MDC or other parties, as well as to existing lease agreements such as the one between NMIT and Marlborough Research Centre, along with its research partners. Any changes to the ownership of the NMIT campus will therefore need to be undertaken in a manner that maintains the legal standing of these agreements.
32. In the event that the proposed creation of a central New Zealand Institute of Skills and Technology does not take place, or that a degree of regional autonomy is maintained in the provisional and administration of vocational and tertiary education, Marlborough's position remains unchanged in terms of the region's suitability to host a CoVE in viticulture and oenology, as well as the requirement for a Marlborough-based Regional Leadership Group that integrates effectively with the governance structures and functions of the "Marlborough Hub of Excellence". Under such circumstances, it is anticipated that this Marlborough-based Regional Leadership Group would engage directly with other regional governance structures, such as a successor to the NMIT Council, in whatever form it may exist.
33. With regard to the process of curriculum development, it would appear that the possibility exists for a centralised or streamlined process of curriculum development, under the auspices of a central Institute, to be of benefit to both students and educators in the tertiary and vocational education spheres. At the same time, however, it is unclear how this centralised process of curriculum development might be structured to take into account local factors in the regions, particularly in terms of interactions between the central Institute, Regional Skills Bodies and a CoVe (or CoVEs) operating in a particular sector.

Proposal 3: The Creation of a Unified Funding System for Vocational Education

34. Once again, a unified funding system for vocational education appears to be a positive step, insofar as it serves to reduce duplication and remove conflicting operating models that currently exist in the vocational education space.
35. As is mentioned in the consultation document and supporting Technical Discussion Document, the provision of vocational education on a regional basis, often to small numbers of students across widely dispersed geographical areas, can prove costly and technically challenging. These issues are potentially of particular relevance to Marlborough, given the region's geographic and demographic characteristics.
36. In this regard, it is critical that any changes to funding systems for vocational education be undertaken with due consideration of the possibilities that might exist for remote or electronic learning methods.

37. Similarly, any revised funding systems will need to be developed in a manner that can account for potential Recognition of Prior Learning (RPL), in order to reduce the cost associated with vocational educational, for students and employers.
38. Given the high levels of participation in the New Zealand and Marlborough economies by small and medium enterprises (SMEs), it is from Marlborough's perspective critical that any funding systems for vocational education be designed in a manner that facilitates ease of access on the part of such SMEs.



Office of the Mayor

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Friendly Towns
Motueka and Kiyosato, Hokkaido Japan
Richmond and Fujimi, Nagano Japan
Takaka and Grootegast, The Netherlands

3 April 2019 3 April 2019

Hon Chris Hipkins
Minister of Education
C/- Reform of Vocational Education Team

By email vocationaleducation.reform@education.govt.nz

Dear Minister Hipkins

Submission on Reform of Vocational Education

Thank you for the opportunity of providing feedback on the proposals for reforming the vocational Education Sector. Although the proposals that are being consulted on have some positive suggested changes, they also have some very troubling and negative outcomes. My comments are based on my knowledge of Nelson Marlborough Institute of Technology (NMIT) and workplace based Industry Training Organisations.

I submit that maintaining regional governance and autonomy of Institutes of Technology and Polytechnics is essential. I have no confidence in centralisation of governance of Institutes of Technology and Polytechnics being able to respond to local needs. The connectivity with local industries, sectors of our economy and businesses would almost certainly be lost. It is important to maintain the individual names and branding of Institutes of Technology and Polytechnics. The branding for these institutions have been built up over a considerable period of time and students have a strong recognition and appreciation for them. This is a significant factor in realising the potential of each institution for local, national and international student populations. If this is lost then significant value could be lost to the respective organisations and their supporting communities.

NMIT is a highly valued part of the Nelson, Marlborough and Tasman economy with all districts benefiting from the significant contribution to our regional GDP. We see significant risk in the proposed disruption. Furthermore an initial gift of land was made when NMIT was established in 1905. NMIT now has approximately \$100M in assets and \$20M in cash reserves which has been built up over a considerable period of time. Our local communities value this financial management and thrift very highly. Any suggestion that this would not be retained for use by the Nelson, Marlborough and Tasman communities would provoke significant community opposition.

I would point out that maintaining regional governance of NMIT is strongly supported by the communities in Nelson, Marlborough and Tasman with a collective population of 150,000. Over many years NMIT has established a positive relationship and reputation with Te Tau Ihu (Top of the South) industry sectors and employers. Centralised governance risks loss of confidence and connection with few benefits to outweigh the risk.

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We also have many very successful Industry Training Organisations (ITOs) in Te Tau Ihu.

Each year we have a Mayoral ITO graduation ceremony which celebrates the educational industry training achievements. These trainees are people for whom on the job training is far more successful than classroom training. The practical nature of many of these employees mean they struggle with classroom training and would be unlikely to engage without other options. Examples of this are the Forestry ITO which has great achievements for many of their staff. Also included are the Hairdressing ITO, Motor Industry Training Organisation (MITO), and Primary ITO among others. They are a vital part of industry training. I ask the Ministry of Education and Minister to value what the ITOs contribute and preserve the good, while addressing any areas that need improving.

I recognise that where education systems, processes or governance are not working as they should, the problems need to be fixed. However I don't agree with changing the parts of the education system that are working because there are some parts that don't work. Local governance is an essential aspect of well-functioning and responsive Institutes of Technology and Polytechnics.

I submit that widespread centralisation is a serious mistake that should be rejected. While centralisation of some services like payroll and various admin functions could be of benefit, we don't agree with a blanket centralisation rule for all business support functions which can lead to inefficiencies and poorer outcomes.

Fix the problems where they exist, to take over and centralise successful tertiary institutions is a heavy handed and unnecessary intrusion of central government.

In summary, I acknowledge there are areas of vocational training that could be improved. Some institutes of technology and polytechnics need an overhaul. However this is far from universal. Increased efficiency and standardisation is sensible where it will add value and it would be expected that the Ministry of Education and Minister would make such improvements without wholesale and unnecessary change.

NMIT and many of our ITOs serve our community and industries well. You will find little support for centralisation of governance of NMIT and the assets of NMIT which have been built locally and must be retained.

Yours sincerely

A handwritten signature in black ink, appearing to read 'R. Kempthorne', written in a cursive style.

Richard Kempthorne
Mayor of Tasman District



VocationalEducation.Reform@education.govt.nz

4 April 2019

Reform of Vocational Education

Wine is a multi-faceted place-based industry. We cannot grow and make Marlborough wine anywhere else. Vocational education that supports Marlborough's wine industry to thrive and grow is vital to our future.

Marlborough is a region, with a self-contained labour market. New Zealand's sixteen regions are geographically and demographically distinct. Mega-regions for administrative convenience such as West-Coast/Tasman/Nelson/Marlborough make robust regional provision of vocational education impossible.

Importance of vocational education to the wine industry

Institutes of Technology and Polytechnics (ITPs) and Industry Training Organisations (ITOs) are very important to the wine industry. They provide training and qualifications that the industry needs to thrive and grow. The wine industry in Marlborough is experiencing significant growth which means continually training and upskilling people to meet demand.

ITPs such as Nelson Marlborough Institute of Technology (NMIT) and Eastern Institute of Technology (EIT) are significant training partners. NMIT in particular is strategically important to the Marlborough region as a bricks-and-mortar training provider.

ITOs play a key role providing on the job training. Learn-while-you-earn opportunities are very important in a labour short region like Marlborough.

Wine Marlborough (WM) has demonstrated how highly we value vocational training through our investment in the NZ School of Winegrowing. This provides students from Marlborough Boys and Marlborough Girls Colleges with a vocationally focused curriculum that allows them to complete NCEA Level 2, industry relevant micro credentials, and ITO level qualifications.

WM agrees that vocational education is too often undervalued. Too many young people, influenced by teachers and parents, see vocational education as second rate compared to a university education. Unfortunately, due to many ITPs and ITOs not meeting the needs of employers and learners, plus potential confusion due to the number of providers and courses on offer, some of that reputation is deserved.

What works well

The current situation is not all bad and there are some excellent examples of industry partnerships and training meeting the needs of employers and learners. There are also opportunities for significant improvement.

NMIT partners successfully with the local wine industry. Their department of Viticulture and Winemaking provides industry relevant qualifications that produce work ready graduates. The greatest challenge for the popular Bachelors in Viticulture and Winemaking is retaining students to

completion of a 3-year fulltime course of study. Those students are in high-demand to fill the many vacancies in the expanding Marlborough wine industry. NMIT shares a campus and staff with Plant & Food Research, and is co-located with the Bragato Research Institute for wine and grape growing, NZ Winegrowers, Sustainable Winegrowing NZ and Wine Marlborough. This combined campus is focused on training and applied research of direct relevance to the NZ wine industry – it is effectively a Centre of Vocational Excellence (COVE) in all but name. In order for NMIT to provide courses that are even more employer and learner relevant a more flexible qualification framework and improved funding model is required.

Similarly, the Primary ITO (PITO) has an energetic Marlborough based training adviser who is an asset to the region and wine industry. We see a significant difference in uptake and completion of qualifications through the PITO, due in part to their physical presence in the region compared to the other two ITOs that cover the wine industry. PITO and the wine industry would benefit from system settings that reward and encourage collaboration across ITOs and between ITOs and ITPs.

What needs to change

The experience of tasting wine at a cellar door represents the combined efforts of the viticulturist in the vineyard, winemaker in the winery and cellar door host. Unhelpfully, these three inextricably linked roles in the wine industry are split across three separate ITOs: PITO for viticulture, Competenz for winemaking and Service IQ for hospitality/tourism.

The number of ITOs has fluctuated over the years, in 1996 there were 52 ITOs. A lack of funding led to consolidation for ITO survival that did not necessarily benefit of industry. As a result, we have ITO groupings as mentioned above that make no sense for the industries that in theory they exist to service. This is an important point to consider in the context of the proposed Industry Skills Bodies – how will they be funded and supported in a sustainable way?

ITOs do not work well together. In the wine industry the split across PITO, Competenz and Service IQ means that training is disjointed. The ITOs are not focused on the wine industry's needs but on what falls within their own patch. The system settings and incentives need to be in place to ensure that ITOs collaborate effectively to meet industry needs.

In addition to the lack of collaboration across ITOs there is also unhelpful competition between ITOs and ITPs. Once again, the system settings encourage competition rather than collaboration, self-interest rather than industry needs. This has created significant issues for the wine industry e.g. when NMIT wanted to deliver a cellarhand course below degree level to meet industry needs and Work & Income expectations for local training. There was a gap of several years when there was not a suitable course on the qualification framework because this was the responsibility of the relevant ITO, not the ITP who was waiting to deliver it.

There is a lack of focus on industry priorities and delivery that meets employers and learners requirements. For example, 80% of the wine industry is here in Marlborough. There are multiple competing training options across New Zealand at Lincoln University, Eastern Institute of Technology (EIT) and NMIT, with only one campus in Marlborough. Three ITOs (PITO, Competenz and Service IQ) only one of which has staff in Marlborough. All of these ITPs and ITOs are competing for students, funding, sponsorship, and staff. This proliferation of options, coupled with a lack of presence in Marlborough and competing entities does not serve the industry and employers needs.

There is a critical lack of skills leadership in the current vocational education system. For the ten years to 2014, ITOs undertook skills leadership for their industries: identifying current and future

needs, developing plans and promoting training. ITOs largely failed to deliver on this role and five years ago skills leadership was taken away from ITOs.

The proposal seems contradictory regarding skills leadership. On the one hand it says regional campuses would spend more time on the delivery of quality teaching and learning. On the other hand there is an expectation that they will take on the role of skills leadership and workforce planning under the guidance of the Regional Leadership Group (RLG).

The consultation proposes to establish industry skills bodies (ISBs) to give industry an increased leadership role and among other things focus on skills leadership. The concern with the proposed ISBs is that the expectations on these bodies will not be matched by sufficient resourcing. Skills leadership has languished for too long and this is partly to blame for the current state of vocational education. It needs to be set up to succeed and the current proposal does not give us confidence that this will happen. As mentioned above the previous 52 ITOs consolidated out of necessity due to the absence of a sustainable funding and resourcing model.

Regions

WM agrees that the system must better meet needs at a regional level with a robust regional network of vocational education provision. We also agree that by and large the range and availability of vocational education being offered in regions is decreasing and not well aligned with industry and employer needs.

Regional GDP figures show that the rural regions where vocational education provision is often poor are experiencing the greatest growth and have the greatest need. Marlborough had the fourth highest growth in GDP 2013 – 18 at 38.2%, well ahead of the national average (30.9%) and behind only Northland (39.1%), Bay of Plenty (38.7%) and Auckland (38.5%) [source Statistics NZ Regional gross domestic product: Year ended March 2018].

Face-to-face learning is an important part of vocational education. Rural regions such as Marlborough already experience an exodus of young people to universities and cities. Regional campuses and staff in region are essential if we are to boost the uptake and quality of vocational education in Marlborough. It is unrealistic to expect everyone in Marlborough to travel to Nelson or further afield for face-to-face education and training, and not everything can be delivered digitally.

Robust Regional Network

The proposal asserts the centralised New Zealand Institute of Skills & Technology (the Institute) would be focused on regions and ensure delivery is tailored to regional need. However, there are no specifics about how this would happen in practice and how regional focus will be guaranteed by a centralised organisation. Our experience of 'regional' delivery by central Government is that Marlborough too often loses out in regional allocation of resources because of our small population and/or successful regional economy. WM has significant concerns that Marlborough will lose partnerships and our voice under the centralised system proposed. The track record of central resource distribution to the regions in Marlborough's experience leads us to believe we will ultimately be worse off.

A robust regional network would need to reflect the regional variations at the 16 region level where Marlborough is a standalone region. Due to our small population and successful economy Marlborough is frequently told we are not a priority region or for administrative convenience combined with Nelson, Tasman and the West Coast. Marlborough is a region, with a self-contained labour market. New Zealand's sixteen regions are geographically and demographically distinct.

Mega-regions for administrative convenience such as West-Coast/Tasman/Nelson/Marlborough make robust regional provision of vocational education impossible.

The proposal states that regional groups will work alongside central Government to collaborate in building regional economies. WM supports this approach and attempts to work this way with central Government. Unfortunately, this is often extremely difficult due to the lack of central Government presence in Marlborough. Government agencies need a presence to have credibility at the regional level.

WM has concerns about the ability of a centralised bureaucracy under a single New Zealand Institute of Skills & Technology to effectively provide a robust regional network of provision. What does a robust regional network look like? What is the best example of a robust regional network currently in existence? WM does not consider any of the central Government regional provision robust. For example the MSD labour market team for our 'region' covers West Coast/Tasman/Nelson/Marlborough with a labour market Manager in Nelson and a Regional Commissioner based in Wellington – is this a robust regional network? This pattern is repeated across central Government with regional structures across the Ministry of Education, Ministry of Business, Innovation and Employment (MBIE) etc. Statistics NZ even combine key statistics such as unemployment rates into meaningless macro-regions covering West Coast/Tasman/Nelson/Marlborough.

Case Study: NMIT Regional Success Story

Marlborough does not have competing ITPs running into financial difficulties. This proposal is a solution to a problem we do not have. NMIT is a successful organisation, well connected with industry, employers and the community and with healthy assets (land and cash reserves) much of which has been contributed by the local community. WM is loathe to lose NMIT to a centralised function. We consider it unlikely that we will have as successful a partnership with a centralised bureaucracy. In addition we object to local assets being diverted outside the region to prop up less successful ITPs.

Similarly a COVE for viticulture and wine effectively already exists in Marlborough. NMIT shares a campus and staff with Plant & Food Research, and is co-located with the Bragato Regional Research Institute for wine and grape growing, NZ Winegrowers, Sustainable Winegrowing NZ and Wine Marlborough. This combined campus is focused on training and applied research of direct relevance to the NZ wine industry – it is effectively a COVE in all but name.

WM does not support any proposal that results in less staff, less courses and less responsive vocational education for our region or the appropriation of local assets to the centralised Institute.

Regional Leadership Groups (RLGs)

In principle WM supports the concept of RLGs, but has significant concerns about how they would be formed, resourced and operate. In particular WM rejects any proposal to combine Marlborough with other regions (Nelson, Tasman, West Coast) as part of a Regional Leadership Group.

Marlborough has a Labour Governance Group, and recently established a regional Labour & Skills group. MBIE recently proposed to establish Regional Skills Bodies, Regional labour market strategies and plans, and Regional skills and job hubs as part of the proposed changes to employer-assisted work visas and regional workforce planning. There seems to be a proliferation of quangos with the potential for overlap and duplication. There are also no concrete proposals for how these various groups will be sustainably funded and resourced.

The role of the RLGs seems insubstantial. They are proposed to *advise* the Institute's "national office" and the Tertiary Education Commission (TEC) on local skills and to *advise* on what mix of courses should be offered in the region. If RLGs (and Industry Skills Bodies (ISBs)) are the mechanism to ensure the Institute is providing a robust regional network, increasing the availability and relevance of vocational education and responding to the needs and aspirations of regional NZ, they must be able to hold the Institute to account. An advisory function does not allow this. Nothing in the proposal gives us confidence that regional delivery in Marlborough will be maintained, let alone enhanced and expanded.

Wine industry

Wine is a multi-faceted place-based industry. We cannot grow and make Marlborough wine anywhere else. Vocational education that supports Marlborough's wine industry to thrive and grow is vital to our future. As mentioned above, lack of recognition as a standalone industry with training provision split across multiple ITOs and with competing ITPs is unhelpful.

An ISB for the wine industry could be one way of addressing these concerns. In principle the idea of giving industry a leadership role in vocational education is a good one. The proposal that ISBs be industry-led organisations, similar to ITOs, raises concerns. As mentioned earlier the lack of a sustainable funding model for ITOs saw consolidation for ITO survival not for the benefit of industry - an important point to consider in the context of the proposed ISBs. The chequered history of ITOs, the removal of their skill leadership role, and the current proposal based on the perceived failings of the ITO sector suggests a different approach to setting up ISBs is required.

WM as the wine industry body in Marlborough has concerns that some of the problem this proposal is designed to fix are not present in Marlborough - but the centralisation of resources and decision making is likely to create them here. As mentioned earlier Marlborough does not have failing ITPs with financial difficulties undergoing ad hoc mergers. NMIT is a successful organisation well connected with industry. It is difficult to see how the Institute with a "national office" elsewhere will result in enhanced and expanded regional provision, in fact we have grave concerns that current regional delivery will not be maintained.

The requirement to be represented on both ISBs and RLGs is potentially burdensome. This is particularly a concern given the unclear relationship with the proposals from MBIE for regional skills bodies, regional labour market strategies and plans, regional skills and job hubs. It also raises questions about existing Labour Governance Groups and regional initiative such as Marlborough's Labour & Skills group. This is particularly relevant given the large number of small employers in the wine industry and the burden this places on industry bodies.

Industry purchase role

The proposal to provide industry with a purchase role across vocational education is welcome. However, the mechanism to achieve this through *advice* to TEC which they must give regard to is inadequate for a purchasing role. A purchase role requires powers beyond advice. It also requires some mechanism to ensure accountability.

If the Institute did not respond to the needs and aspirations of industry, or of Marlborough, what recourse would the industry or region have? At the moment if a local ITP is unresponsive to our needs there is the option of partnering with another ITP. Removing that flexibility and replacing it with a centralised bureaucracy 'advised' by ISBs does not provide the necessary accountability.

Employers

Employers need a vocational education system that is easy to navigate and meets their needs and the needs of their employees.

Greater flexibility is required to allow training delivery to switch between on-the-job and classroom based as required without switching training providers or qualifications. Qualifications need to be employer and learner based rather than provider based as they are now. Shorter blocks of training via micro-credentials are needed rather than longer form qualifications. This is increasingly important as the pace of change in industry accelerates and life-long learning becomes the norm.

Extra costs for employers are introduced in this proposal as they were in the employer-assisted work visas and regional workforce planning proposal. Employers taking on a leadership role seems to be code for increased costs. It is unclear how employer contributions will ensure Industry Skills Bodies are responsive to employers? ISBs will require sustainable funding if they are to have a greater leadership role across the entire vocational education system, including setting skills standards and overseeing qualifications and programmes for their industry. Similarly, the proposal states employers would be able to tell the Institute and the Government what their skill needs are, and how well the Institute was meeting them via Regional Leadership Groups. Is there an expectation that employers will fund RLGs as well and if so how?

It is extremely unclear how a centralised Institute would provide employers and industry with more choice about how they engage with vocational education providers to meet their skill needs. The proposal states employers would have a choice of education providers to work with, rather than having to arrange on-job training via their ITO. Again it is unclear how this will be achieved through a single centralised Institute?

Much like the employer-assisted work visas and regional workforce planning proposal, the vocational education reforms seem to have been written with medium/large businesses in mind. Most wine industry employers are small and their ability to engage in regional and industry governance is extremely limited. It appears the burden of representation will fall on industry organisations.

This submission represents the views of WM and may not necessarily represent the views of individual members.

Your sincerely,

A handwritten signature in black ink, appearing to read 'VB' followed by a stylized name, likely Vance Kerslake.

Vance Kerslake
Advocacy Manager
Wine Marlborough Ltd.

Marlborough Wine Sector

Marlborough has 27,471 hectares of vineyard area¹ and produced 77% of the total volume of grapes harvested in New Zealand in 2018. Marlborough is the main driver of New Zealand's \$1.75 billion export wine industry with New Zealand's signature variety, Marlborough Sauvignon Blanc. Wine is New Zealand's fifth largest export good. Marlborough's wine sector continues to experience steady growth. The number of hectares in production is increasing at approximately 5% per annum.

The wine sector is the largest industry in Marlborough. We are a significant employer in Marlborough and contribute a very significant proportion of household incomes and regional GDP. One-in-five Marlburians are employed via the wine sector and Marlborough wine injects \$130 million of income into Marlborough households' pockets; 10.5% of total household income. The wine sector is 19% of Marlborough's GDP, (\$477 million) and this share is growing, wine's contribution to the Marlborough economy has grown by 300% since 2000. A summary of the key economic statistics is presented below².

Key Stats	Value
Marlborough wine sector GDP	\$477 million
Marlborough wine sector as % of Marlborough economy	19%
Marlborough wine sector direct jobs	2,350
Wine sector direct employment in Marlborough	10%
Jobs in sectors supporting the Marlborough wine sector	2,500
Total jobs associated with the Marlborough wine sector	4,850
Wine sector's share of total employment in Marlborough	20%
Marlborough wine sector wages	\$130 million
Marlborough wine sector purchases from supplying sectors	\$695 million

Marlborough Winegrowers Association Incorporated (Marlborough Winegrowers) is the regional organisation for grape growers (510) and wine companies (141). Marlborough Winegrowers is governed by a 10-person Board elected by growers and wineries. Wine Marlborough Ltd is owned by Marlborough Winegrowers. New Zealand Winegrowers part-fund Marlborough Winegrowers through a levy on the sale of grapes collected under the Commodity Levies Act 1991 and a levy on the sale of wine under the Wine Act 2003. Marlborough Winegrowers is an independent member organisation, we are not part of or funded by Marlborough District Council or central government.

¹ Marlborough District Council figures as at 30/04/2018

² NZIER, *Contribution of Wine to the Marlborough Economy*, 2017.



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Hon Phil Twyford
Minister of Transport
Parliament Buildings
WELLINGTON

Thursday 11 April 2019

Dear Minister

Vocational Education Training

I am writing to you about the consultation documents released by your colleague, the Minister of Education, about proposed changes to vocational education training in New Zealand.

We have taken up the Minister's invitation and submitted on the proposals. Our submission reflects considerable input from our members. Rather than go into detail about the submission, I thought a few short overview comments might suffice.

We see real value in a more strategic oversight of the vocational education sector. Improving efficiency and effectiveness, and ensuring a training sector more aligned to future employment and economic growth needs makes sense.

We also support better industry standard setting, skills leadership, more consistent programme delivery, and financial stabilisation of publicly funded vocational education providers.

The whole package is very ambitious. We have seen little evidence of the need for such major structural change; apart from well publicised problems with some polytechnics. In our view, the initial focus should be on resolving those challenges. Get that right and then look more broadly.

We see real risks with the amount of change proposed. These include loss of regional focus and governance, intractable decision-making processes, loss of financial flexibility, loss of qualified staff through the uncertainties of the change process, loss of brand recognition, potential loss of "community provided" infrastructure, and dilution of the current entrepreneurial and energetic approach demonstrated by many polytechnics.

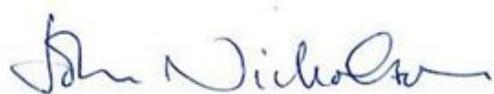
The proposed broad changes also need to be seen in the context of other Government work on changes which, in our view, are not properly reflected in the consultation documents. They include changes to:

- Immigration settings (e.g. employer visa changes),
- Social development settings (e.g. getting more New Zealanders into training and retraining),
- Employment settings (e.g. aligning training more effectively with higher value employment options - at a national and regional level), and
- Regional development settings (e.g. encouraging the further development of demonstrated best practices rather than replicating on a sub optimal basis).

At an industry level, we are concerned by what might happen in a period of uncertainty to our World Class aviation engineering training facility in Blenheim. Such a capability cannot easily be replicated in other regions; any other such regional aspirations can only occur through reducing capability in Blenheim. We believe it more productive to look at improving the value and relevance of apprenticeships through some targeted assistance to trainees, and the companies that provide the training, for them to become high value licensed aviation engineers. This would also further boost the NMIT aviation engineering school.

In our view, a managed approach to determining the best possible shape of our vocational education sector is needed. By all means address the current financial problem with some polytechnics; but work with employers, industry and unions to achieve what is best for the country. We are keen to help in this process, something affirmed in our substantive submission.

Yours sincerely

A handwritten signature in blue ink that reads "John Nicholson". The signature is fluid and cursive, with the first name "John" being more prominent than the last name "Nicholson".

John Nicholson
Chief Executive

Hon Chris Hipkins

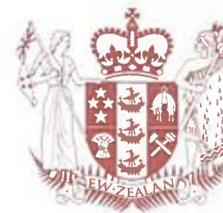
MP for Rimutaka

Minister of Education

Minister of State Services

Leader of the House

Minister Responsible for Ministerial Services



08 MAY 2019

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

Dear Mr Wehner

Thank you for submitting the Nelson Marlborough Institute of Technology (NMIT) 2018 annual report. I have now presented this to the House.

It was pleasing to read of NMIT's achievements and successes in 2018, including exceeding the course and qualification completion rates which you set for 2017. Of particular note was the Māori and Pasifika student achievement rate targets which you also exceeded.

The colab that NMIT has established with strategic partners is a great initiative. As this will create opportunities for NMIT learners to engage and network with the business community.

I acknowledge that 2018 has represented a period of uncertainty for the ITP sector, and I encourage you to continue your positive engagement with the Tertiary Education Commission and Ministry of Education going forward.

Finally, I wish to congratulate NMIT on a productive year and on the achievements delivered in a number of areas.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'CHIPKINS'.

Chris Hipkins
Minister of Education

CC Liam Sloan, Chief Executive

NMIT Acronyms [Feb 2019]

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

EAP	Employee Assistance Programme
ED CEE	Executive Director – Customer Experience and Excellence
ED FCB	Executive Director – Finance, Compliance and Business Intelligence
ED LID	Executive Director – Learning Innovation and Delivery
ED M	Executive Director – Māori
ED SES	Executive Director – Strategy, Enterprise and Sustainability
EEdO	Equal Education Opportunities
EEO	Equal Employment Opportunities
EER	External Evaluation and Review
EFTS	Equivalent Full-Time Student
ELP	English Language Programme
EoI	Expression of Interest
EPI	Education Performance Indicator
ESOL	English for Speakers of Other Languages
ESP	Employment Scholarship Programme
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
HR	Human Resources
IEA	Individual Employment Agreement
ITO	Industry Training Organisation
ITPNZ	Institutes of Technology and Polytechnics of New Zealand
ITPQ	Institutes of Technology and Polytechnics Quality
ITPs	Institutes of Technology and Polytechnics
KEQ	Key Evaluation Question
KPI	Key Performance Indicator

LLC	Library Learning Centre
LLN	Literacy, Language and Numeracy
MDC	Marlborough District Council
ML	Marlborough
MoA	Memorandum of Agreement
MoE	Ministry of Education
MoP	Mix of Provision
MoU	Memorandum of Understanding
MROQ	Mandatory Review of Qualifications
NAMS	New Zealand Asset Management Support
NCC	Nelson City Council
NCEA	National Certificate of Educational Achievement
NEET	Not in Employment, Education or Training (Youth)
NMIT	Nelson Marlborough Institute of Technology
NQF	National Qualifications Framework
NRDA	Nelson Regional Development Agency
NZDB	NZ Diploma in Business 120 credits L5 (new qualification 2017)
NZCALNE	New Zealand Certificate in Adult Literacy and Numeracy Education
NZCATT	New Zealand Certificate in Adult Tertiary Teaching
NZDip Bus	NZ Diploma in Business 240 Credits L6 (old qualification)
NZIM	New Zealand Institute of Management (Part of old NZDipBus)
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

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Frequently used Academic Definitions

Word or phrase	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 • RECOGNITION OF ACADEMIC CREDIT
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		<p>A numerical value assigned to unit standards, courses and programmes of study that reflects the estimated student time/effort required to meet the assessment requirements. In most cases, one credit represents approximately ten hours of student learning time (inclusive of scheduled class contact, assessment time, work experience or internships, other directed time and independent/self-directed study). A credit value of 120 is generally equivalent to one year of full time study and 1.0 EFTS.</p>
CT	Credit Transfer	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)	The Student Management System used at NMIT to establish student study contracts, report to TEC and to generate academic records. The specifications of all NMIT's approved programmes of study. Holds all the general information about a programme of study, but not the details that will change with each year or Semester the course is offered
	Unit Instance Occurrences (UIOs)	The details that will change with each year or Semester the course is offered (e.g. dates, fees, venues, etc).
EFTS	Equivalent Full Time Student	One EFTS is 1.0 Equivalent Fulltime Student.
EER	External Evaluation and Review	A periodic evaluation of NMIT, by NZQA, to provide a statement of confidence (judgement) about the organisation's educational performance and capability in self-assessment.
EPIs	Educational Performance Indicators	The TEC has published information on the educational performance of tertiary education organisations based on agreed educational performance indicators: <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 of the Programme and its constituent courses. Programme Regulations are the legally binding, contractual obligations of staff and enrolled students. They are used by academic staff to guide delivery of the Programme and its courses.</p> <p>Course Descriptors indicate teaching hours, hours of total student learning, course aims, learning outcomes, unit standards (if included), assessment methods, learning and teaching approaches, requirements for successful completion of the course.</p> <p><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></p>
PLATO	Programme of Learning and	The Programme is an important and integral part of NMIT's Quality Assurance System.

	Teaching Observations	It is designed to ensure maximum effectiveness of curriculum delivery by encouraging the sharing of good practice within NMIT. The Programme encourages discussion within programme teams and across NMIT on improving teaching and learning.
QMS	Quality Management System	A system of clearly defined institutional structures, processes, responsibilities and resources used to manage quality improvement. Accordingly, the QMS includes all aspects of NMIT operations, all work areas and all geographic locations.
RAC	Recognition of Academic Credit	The process for formally recognising relevant experience and/or study that has been achieved prior to completion of a qualification offered by NMIT, as academic credit for a course or courses at NMIT. Includes: Cross Credits, Credit Transfers and RPLs
RPL	Recognition of Prior Learning	A process that makes use of evaluation of evidence of academic achievement and/or work/life experience to assess relevant learning.
Records Management		The effective and efficient operation of NMIT's record keeping systems, including implementing the use of the electronic document management system across the institute.
SA	Self-assessment	The ongoing processes NMIT uses to gain evidence of its own effectiveness in providing quality education.
SAC Funding	Student Achievement Component (SAC) funding	The Government's contribution to the direct costs of teaching, learning, and other costs driven by learner numbers. SAC funding comprises two elements: 1. The programme element, which relates to the types of programmes or courses approved for funding in NMIT's Investment Plan, is based on the SAC funding categories (A, B C etc) 2. The volume element, which relates to the number of valid enrolments in those programmes or courses.
SAR	Self-assessment Report	Self-assessment should be continuous, culminating in formal annual review of the previous year, recorded in a Self-assessment Report (SAR).
SDR	Single Data Return	Data items that are specifically required by the Ministry of Education (MOE) and the Tertiary Education Commission (TEC) for funding, monitoring performance against Investment Plans, publishing performance information, as well as statistical reporting purposes.

		<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
<p>Student Feedback</p> <ul style="list-style-type: none"> • First Impressions • Course / Tutor • Learner Experience • Graduate Destination 		<p>Student surveys are a vital tool for conducting systematic, evidence based, inquiries that are an integral part of NMIT's Self-Assessment process - not just for specific programmes but also for business support areas.</p> <p>It also provides evidence that improvements are actually occurring.</p> <p>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 • Toi Ohomai • Universal College of Learning (UCOL) • EIT • NMIT • Ara Institute of Canterbury • Otago Polytechnic
TEC	Tertiary Education Commission	Responsible for funding tertiary education in New Zealand
3v6		New course or programme change approval form