

2014

Annual Report
Nga Ahuatanga


nmit

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

ESTABLISHED IN 1905

2014 highlights

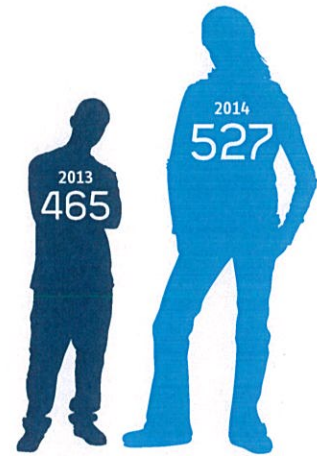
WE ARE EXCELLENT IN THE EDUCATION BUSINESS

91%

of Learners said their learning experience met or exceeded their expectations

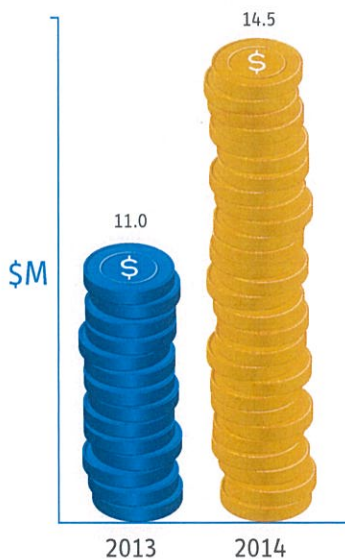


WE ARE SUPPORTING
YOUTH INTO WORK

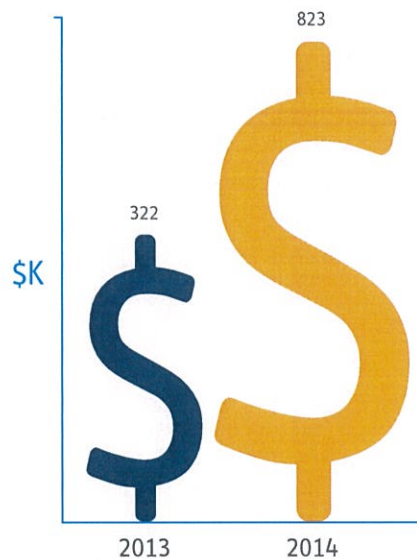


School leavers

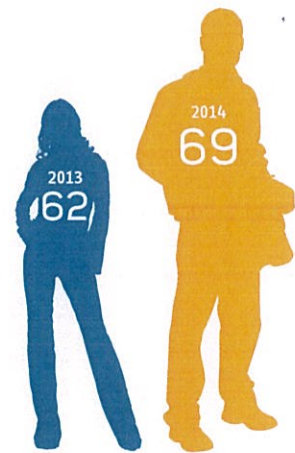
WE HAVE IMPROVED OUR FINANCIAL VIABILITY AND SUSTAINABILITY



Bank and short term funds



Institute surplus



Youth Guarantee



Top of the South Trades Academy

TOP OF THE SOUTH TRADES ACADEMY WERE AWARDED THE EDUCATIONAL FOCUS PRIZE - TAKATU PRIZE IN THE PRIME MINISTER'S EDUCATION EXCELLENCE AWARDS.



WE ARE GROWING EXPORT EDUCATION



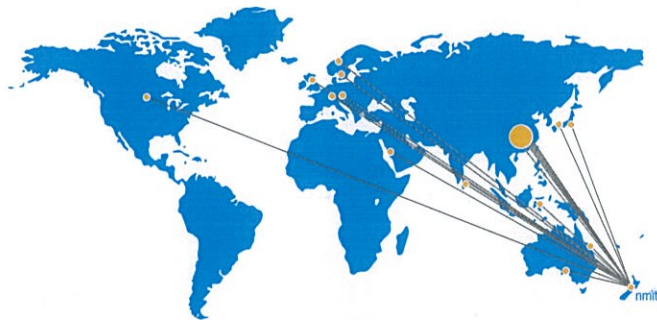
CONFUCIOUS INSTITUTE

NMIT opens the Confucius Centre in partnership with the University of Canterbury.

OUR PARTNERING INSTITUTES OUTSIDE OF NZ

We are proud to have partnering institutes in the following countries:

China, Japan, Sri Lanka, Indonesia, Australia, USA, Sweden, Germany, UK, Saudi Arabia and India.



WE ARE DELIVERING SKILLS FOR INDUSTRY

Through regionally focused qualifications.

We now have accreditation for:

9

Bachelor Degrees

and:

3

Postgraduate Qualifications

International Maritime Institute of New Zealand was launched on 20 November 2014



INTERNATIONAL MARITIME INSTITUTE OF NEW ZEALAND
TANGAROA ARARAU

nmit
Nelson Marlborough Institute of Technology
Te Whare Wānanga o Te Tai Pū o Te Waka a Māui

WE ARE IMPROVING MĀORI PASIFIKA ACHIEVEMENT*

New Māori Programmes Introduced 2014 **Increase in Māori Students**

- > Kawai Raupapa Ruangi (TWOA)
- > Ākonga Te Reo (Certificate in Māori Language) (CPIT)
- > Te Hāpara (Diploma in Māori Studies) (CPIT)
- > Te Ata Hou (Certificate in Māori Studies) (CPIT)
- > Te Haeata (Certificate in Māori Foundation Studies) (CPIT)



Course completion



Māori - All levels



Pasifika - All levels

WE ARE IMPROVING OUR SAC EDUCATION PERFORMANCE INDICATORS*

Learner retention



Course completion



Numeracy & literacy



THE COURSE COMPLETION GAP BETWEEN MĀORI STUDENTS AND ALL STUDENTS IS NOW ONLY

5%
(9% in 2013)

*Provisional Figures

Excellence in Education

Our Mission

Nelson Marlborough Institute of Technology (Te Whare Wānanga o Te Tau Ihu o Te Waka a Maui) will contribute to the social, economic, cultural and environmental development of Nelson, Tasman and Marlborough, through the provision of applied and vocational education and training.

Our Vision

That NMIT will be a vibrant place of learning which places great value on respect and recognition of individual diversity within the institute and in the wider community; through passion and excellence, staff have ownership of, and strive to deliver, an appropriate tertiary education which supports all aspects of the Learner’s Journey.

Our Goals

1. Recognise and develop the skills of our people
2. Embrace innovative learning for the future success of our learners
3. Invest every dollar wisely
4. Be an organisation of choice, recognised for its corporate responsibility and citizenship.

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Role of this Annual Report

The purpose of this Annual Report is to provide information to assist users in:

- Assessing Nelson Marlborough Institute of Technology's (NMIT) financial and service performance, financial position and cash flows;
- Assessing Nelson Marlborough Institute of Technology's compliance with legislation, regulations, common law and contractual arrangements, as these relate to the assessment of its financial and service performance, financial position and cash flows;
- Making decisions about providing resources to, or doing business with, Nelson Marlborough Institute of Technology.

Thus the Annual Report has an accountability role and an informative role.

Annual financial statements are required by the Public Finance Act 1989 and the Crown Entities Act 2004. Financial and non-financial information is required to be included for significant activities.

Relationship to Other Key Documents

Under section 220 of the Education Act 1989 and its amendments, Nelson Marlborough Institute of Technology must prepare and adopt the following key documents:

- Statement of Objectives including performance measures
- Investment Plan 2013-2015
- Annual Report.

Role of Council

Nelson Marlborough Institute of Technology is under the control of a Council comprised of elected and appointed members from the Nelson Marlborough region. The role of the Council is the governance of the institution, policy making and the appointment and performance management of the Chief Executive.

The Council delegates the management of the academic and administrative operation of the Institute to the Chief Executive.

Responsibilities of the Council of NMIT are to:

1. Approve and monitor the implementation of the Charter which sets out the role and purpose of the Institute
2. Determine the strategic direction of the institution
3. Approve the institution's objectives
4. Ensure that the financial, physical, educational and intellectual assets of the institution are efficiently and effectively managed
5. Appoint the Chief Executive
6. Monitor the performance of the Chief Executive
7. Consult with stakeholders when reviewing the Investment Plan
8. Establish an Academic Board to advise the Council on matters relating to courses of study or training and other academic matters.

This 2014 Annual Report was approved by the NMIT Council on 19 March 2015.

NMIT Council Members

1 January – 31 December 2014

Ross Butler (Chair), Andrew Rowe (Deputy Chair), Paul Steere, Virginia Watson, Scott Tambisari, Daryl Wehner, Te Rehia Tapata-Stafford and Gabrielle Hervey.

Council Chair's Foreword



E ngā mana, e ngā reo, tēnā rā koutou katoa.

On behalf of the Council of NMIT, I am pleased to present our Annual Report for 2014.

Elsewhere in this Report, you will read of student successes in terms of completion of qualifications and courses, participation in study, and progression through their training pathways. At the various graduation ceremonies throughout the year, we were pleased to see evidence that NMIT was providing students with excellent employment opportunities, equipping them with the skills to take on further study, and enabling them to play a valuable role in contributing back to their communities. We congratulate our 2014 graduates, and wish them every success. We know that they had choices as to training providers, and we are grateful that they chose NMIT.

I wish to highlight the contributions of our NMIT people-

- Tony Gray, as Chief Executive, who provided leadership for NMIT and the wider Polytech sector, visionary guidance for his staff, and a sense of ownership to our businesses, communities, and regional schools
- Our Directorate for their commitment to successful outcomes for our students
- NMIT academic and support staff who enabled NMIT to be nimble, flexible, and responsive to the changing requirements and aspirations of our stakeholders
- My fellow Council Members who provided strong and effective governance and strategic direction. These Ministerial and NMIT appointees are so generous in their investment of their passion, time, networks, and energy.
- Scott Tambisari, Chair of SANITI, and his Student Association team for their co-operative support, and for the pastoral care the Association provides to NMIT students.

2015 will be another tough year in terms of funding, further improvement in learner experiences, business and community demands, and sector oversight, while we move towards a collaborative environment where course content, delivery, and administrative support will continue to unbundle, and where online learning and

delivery will become an everyday part of our integrated business model. However, I am confident that NMIT will remain financially viable and sustainable, continue to deliver great student outcomes, and rapidly adapt to the changing requirements of our Top of the South businesses and communities; adding value, and assisting in the economic and societal development of our region.

Nō reira.

He mihi nui ki a koutou. Tēnā koutou, tēnā koutou. Kia ora mai tātou katoa.

Ross Butler
Council Chair, on behalf of the NMIT Council.

Chief Executive's Report



E ngā Mana, e ngā Reo e ngā Rau Rangitira mā. Tēnā koutou katoa.

This has been another highly productive year for NMIT. We continued to meet the broad challenges of our sector and the expectations of a diverse range of customers and stakeholders across

the Top of the South region, New Zealand, and internationally.

These external expectations are also reflected and exceeded in the high levels of aspiration and achievement expected by NMIT's people across Governance, Management, and delivery of our education provision and services. A review of this report and of the collective achievements of NMIT during 2014, shows a range of outstanding successes, good progress with a series of substantial projects, recognition of on-going continuous improvement, and cumulative outcomes that will have set the scene for future development.

During 2014 NMIT provided education and training to 6678 students, delivering applied vocational education and skills training to some 2692 EFTS from foundation to degree and post-graduate level. Our successful course completion for all students improved to 80% (from 78% in 2013) and to 74% from 67% for Māori learners.

From the challenge of setting a 2014 breakeven budget, the financial outcome for the group was a noteworthy surplus of \$706K – a considerable achievement made possible by all colleagues who not only continued to control the business costs but looked for additional income opportunities which maximised the use of NMIT's physical resources, and especially those in which investment has been made in recent years.

We continued to work for the achievement of the Government's various tertiary and public sector targets, improving against a number of internal and external performance targets.

The development of our 2015-2016 Investment Plan provided an opportunity to further extend our strategy and work to be both responsive and proactive in terms of the region's economic development needs. The significant elements of that work are now recognised in the development of bachelor degrees and post-graduate programmes in Aquaculture, Sustainable Aquaculture, Viticulture, and Winemaking, and Business and Enterprise. These new programmes also provide for the further development of our Internationalisation strategy and have, amongst other opportunities, resulted in joint programme initiatives with Beijing University of Agriculture and China Agriculture Universities, Yantai Campus.

Further collaborative work saw outstanding results for the Top of the South Trades Academy, with numbers growing in 2014 to 243 from 227 in 2013 and the winning of the Education Focus Prize – Takatu Prize in the Prime Minister's Education Excellence Awards for 2014.

At the same time NMIT's recruitment patterns to all programmes saw a shift with over 65% of applications coming from the region's schools. Collaboration and activity with other external agencies saw the partnership with the Nelson Tasman Economic Development Agency for the setting up of an 'Innovation Hub' run from the Nelson Campus and targeting businesses, industry, and individuals looking for innovation and new development support; the Innovation Hub will also support the 'Learning Company' opportunities for NMIT Learners in 2015

NMIT's 'Learner Design' project continued the activity of the change that is required in all aspects of our provision delivery, development and assessment. The 'unbundling' of traditional learning activity, and the recognition of the opportunities that exist to improve learner experience and success through this work, was a major output from professional development during the year.

NMIT remains focussed as a people organisation and recognises the very significant contribution of many colleagues and teams. Our various successes in 2014, coupled with meeting the demands of a very challenging environment and in managing the complexity of a regional tertiary education institute to deliver government strategies, is unreservedly down to the willingness of colleagues to respond to the challenges and proactively embrace and manage positive change.

Strategic Governance and Management have been delivered through strong leadership – nowhere better exemplified than in NMIT's Council and particularly the capability and commitment of Ross Butler as Chair of Council.

As with every year, we have learned and will develop from our experiences of 2014 to ensure an even greater level of flexibility, collaboration, and continuous improvement that will lead to even greater learner success in 2015.

Nō reira.
Mā te atua, tātou e tiaki.
Tēnā koutou, tēnā koutou. Tenā tātou katoa.

Tony Gray
Chief Executive

Statement of Responsibility

For the year ended 31 December 2014

In the financial year ended 31 December 2014, the Council and management of Nelson Marlborough Institute of Technology were responsible for:

1. The preparation of the financial statements and targeted performance report and the judgements used therein: and
2. Establishing and maintaining a system of internal control designed to provide reasonable assurance as to the integrity and reliability of financial reporting.

In the opinion of Council and management of Nelson Marlborough Institute of Technology the financial statements for the financial year fairly reflect the financial position and operations of Nelson Marlborough Institute of Technology.

The financial statements were authorised for issue by the Council on 19 March 2015.



R Butler
Council Chair



A Rowe
Chair of Audit Committee



T J Gray
Chief Executive



M Vanner
Chief Operating Officer

Independent Auditor's Report

To the readers of Nelson Marlborough Institute of Technology and group's financial statements and non-financial performance information for the year ended 31 December 2014.

The Auditor General is the auditor of Nelson Marlborough Institute of Technology (the Institute) and group. The Auditor-General has appointed me, Julian Tan, using the staff and resources of Audit New Zealand, to carry out the audit of the financial statements and non-financial performance information of the Institute and group on her behalf.

We have audited:

- the financial statements of the Institute and group on pages iii to xxx, that comprise the statement of financial position as at 31 December 2014, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year ended on that date and the notes to the financial statements that include accounting policies and other explanatory information; and
- the non-financial performance information of the Institute and group set out in the targeted performance report on pages 11 to 50.

Opinion

In our opinion:

- the financial statements of the Institute and group on pages iii to xxx:
 - comply with generally accepted accounting practice in New Zealand;
 - fairly reflect the Institute and group's:
 - financial position as at 31 December 2014;
 - financial performance and cash flows for the year ended on that date; and
- the non-financial performance information of the Institute and group set out in the targeted performance report on pages 11 to 50 fairly reflects the Institute and group's service performance achievements measured against the performance targets adopted in the investment plan for the year ended 31 December 2014.

Our audit was completed on 19 March 2015. This is the date at which our opinion is expressed.

The basis of our opinion is explained below. In addition, we outline the responsibilities of the Council and our responsibilities, and we explain our independence.

Basis of opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the International Standards on Auditing (New Zealand). Those standards require that we comply with ethical

requirements and plan and carry out our audit to obtain reasonable assurance about whether the financial statements and non-financial performance information are free from material misstatement.

Material misstatements are differences or omissions of amounts and disclosures that, in our judgement, are likely to influence readers' overall understanding of the financial statements and non-financial performance information. If we had found material misstatements that were not corrected, we would have referred to them in our opinion.

An audit involves carrying out procedures to obtain audit evidence about the amounts and disclosures in the financial statements and non-financial performance information. The procedures selected depend on our judgement, including our assessment of risks of material misstatement of the financial statements and non-financial performance information, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the Institute and group's preparation of the financial statements and non-financial performance information that fairly reflect the matters to which they relate. We consider internal control in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the Institute and group's internal control.

An audit also involves evaluating:

- the appropriateness of accounting policies used and whether they have been consistently applied;
- the reasonableness of the significant accounting estimates and judgements made by the Council;
- the adequacy of all disclosures in the financial statements and non-financial performance information; and
- the overall presentation of the financial statements and non-financial performance information.

We did not examine every transaction, nor do we guarantee complete accuracy of the financial statements and non-financial performance information. Also we did not evaluate the security and controls over the electronic publication of the financial statements and non-financial performance information.

We have obtained all the information and explanations we have required and we believe we have obtained

sufficient and appropriate audit evidence to provide a basis for our audit opinion.

Responsibilities of the Council

The Council is responsible for preparing financial statements that:

- comply with generally accepted accounting practice in New Zealand; and
- fairly reflect the Institute and group's financial position, financial performance and cash flows.

The Council is also responsible for preparing non-financial performance information that fairly reflects the Institute and group's service performance achievements measured against the performance targets adopted in the investment plan.

The Council is responsible for such internal control as it determines is necessary to enable the preparation of financial statements and non-financial performance information that are free from material misstatement, whether due to fraud or error. The Council is also responsible for the publication of the financial statements and non-financial performance information, whether in printed or electronic form.

The Council's responsibilities arise from the Education Act 1989 and the Crown Entities Act 2004.

Responsibilities of the Auditor

We are responsible for expressing an independent opinion on the financial statements and non-financial performance information and reporting that opinion to you based on our audit. Our responsibility arises from section 15 of the Public Audit Act 2001 and the Crown Entities Act 2004.

Independence

When carrying out the audit, we followed the independence requirements of the Auditor-General, which incorporate the independence requirements of the External Reporting Board.

In addition to the audit, we have been engaged by the Institute to review the processes and controls over payments made to a former course delivery contractor. This engagement is compatible with those independence requirements.

Other than the audit and this assurance engagement, we have no interests in the Institute or its subsidiary.

Julian Tan
Audit New Zealand
On behalf of the Auditor-General Christchurch, New Zealand

TWO YEAR PERFORMANCE SUMMARY FOR THE GROUP

For the year ended 31 December 2014

	2014 (\$000)	2013 (\$000)
Revenue		
Government grants	18,765	18,703
Tuition fees	9,733	11,816
Finance income	587	791
Other income	4,827	4,505
Total	33,911	35,815
Expenses		
Personnel costs	17,265	16,987
Depreciation and amortisation expense	3,377	3,359
Impairment expense	41	-
Finance costs	-	47
Other expenses	12,523	15,148
Total	33,206	35,541
Surplus / (deficit) (\$000)	706	274
Ratio analysis		
Surplus as a % of Total Revenue	2.1%	0.8%
Return on Fixed Assets (:\$1)	0.01	0.00
Return on Equity (:\$1)	0.01	0.00
Operating Revenue / Fixed Assets (:\$1)	0.4	0.4
Liquidity Ratio (:\$1)	1.5	2.0
Debt Equity Ratio (:\$1)	0:1	0:1
Equity (\$000)	91,701	91,005
Fixed Assets (\$000)	83,540	82,131
Bank and Short Term Funds (\$000)	14,493	11,026
Net Assets per EFTS (\$)	32,534	31,429
Net Cash Flows from Operating Activities (\$000)	9,491	(3,853)
Total Cash Flows from Operations including Investing & Financing Activities (\$000)	(2,108)	2,492
Purchase of Fixed Assets (\$000)	5,239	10,864
Purchase of Fixed Assets / Depreciation (:\$1)	1.6	3.2
Net Cost of Services (\$000)	33,206	35,494
Net Cost of Services per EFTS (\$)	11,781	12,258
Personnel Costs per EFTS (\$)	6,125	5,867
Capital Expenditure per EFTS (\$)	1,859	3,752
Fixed Assets per EFTS (\$)	29,638	28,364

Key student and staff performance indicators

TEC EFTS	2,015	2,106
International EFTS	196	178
International EFTS (Overseas Delivery)	287	268
ITO	22	23
Youth Guarantee	61	59
STAR	58	56
Other EFTS	179	206
Total	2,819	2,896
Total enrolments	6,678	6,913
TEC funding per TEC funded EFTS (\$)	9,313	8,882
Domestic student fees per TEC EFTS (\$)	2,948	3,932
International fees per international EFTS (\$)	19,333	19,354
Total revenue per total EFTS (\$)	12,031	12,369
Student satisfaction (overall)	91%	95%
Student completion	73%	82%
Total academic staff (FTE)	115	120
Total allied staff (FTE)	106	110
Total staffing (FTE)	221	230
Academic staff FTE / Allied staff FTE (:1)	1.08:1	1.09:1

STATEMENT OF COMPREHENSIVE INCOME

For the year ended 31 December 2014

	Notes	Institute			Group	
		Actual	Budget	Actual	Actual	Actual
		2014	2014	2013	2014	2013
		(\$000)	(\$000)	(\$000)	(\$000)	(\$000)
Income						
Government grants	3	18,765	18,612	18,703	18,765	18,703
Tuition fees	3	9,733	9,347	11,816	9,733	11,816
Finance income	3	567	600	770	587	791
Other income	3	4,776	3,690	4,465	4,827	4,505
Total income	2	33,841	32,249	35,754	33,911	35,815
Operating expenses						
Personnel costs	4	17,265	17,156	16,987	17,265	16,987
Depreciation and amortisation expense	16 & 17	3,377	3,600	3,359	3,377	3,359
Impairment expense	16	41	-	-	41	-
Finance costs	5	-	-	47	-	47
Other expenses	6	12,335	11,386	15,039	12,523	15,148
Total operating expenses	2	33,018	32,143	35,432	33,206	35,541
Operating surplus / (deficit)		823	106	322	706	274
Other comprehensive income						
<i>Items that will not be reclassified to surplus / (deficit)</i>						
Impairment of property, plant and equipment	14 & 16	(10)	-	-	(10)	-
Total other comprehensive income / (expense)		(10)	-	-	(10)	-
Total comprehensive income / (expense)		813	106	322	696	274

Explanations of major variances against budget are provided in note 22.

The accompanying notes form part of these financial statements.

STATEMENT OF FINANCIAL POSITION

As at 31 December 2014

	Notes	Institute			Group	
		Actual	Budget	Actual	Actual	Actual
		2014	2014	2013	2014	2013
		(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)
Assets						
Current assets						
Cash and cash equivalents	7	2,618	8,452	4,726	2,618	4,726
Debtors and other receivables	8	949	1,977	1,320	949	1,320
Investments	9	11,875	-	6,300	11,875	6,300
Prepayments		686	980	758	686	758
Total current assets		16,128	11,409	13,104	16,128	13,104
Non-current assets						
Investments	9	-	18	18	-	18
Prepayments		210	-	269	210	269
Property, plant and equipment	16	83,540	83,355	82,131	83,540	82,131
Intangible assets	17	2,368	1,364	2,161	2,368	2,161
Total non-current assets		86,118	84,736	84,578	86,118	84,578
Total assets		102,245	96,146	97,682	102,245	97,682
Liabilities						
Current liabilities						
Creditors & other payables	10 & 26	3,460	2,508	2,962	3,463	2,965
Revenue received in advance	11	5,748	1,472	2,373	5,748	2,373
Provisions	12 & 26	1,051	1,110	1,148	1,051	1,148
Other financial liabilities	13 & 26	631	593	659	145	56
Total current liabilities		10,890	5,684	7,142	10,408	6,542
Non-current liabilities						
Provisions	12	136	142	135	136	135
Total non-current liabilities		136	142	135	136	135
Total liabilities		11,027	5,826	7,276	10,544	6,676
Net assets		91,219	90,320	90,406	91,701	91,005
Equity						
Capital introduced	14 & 18	29,039	29,039	29,039	29,039	29,039
Accumulated funds	14	16,199	15,291	15,376	16,682	15,976
Revaluation reserves	14	43,125	43,135	43,135	43,125	43,135
Capital reserves	14	2,855	2,855	2,855	2,855	2,855
Total equity		91,219	90,320	90,406	91,701	91,005

Explanations of major variances against budget are provided in note 22.

Investments are not separately budgeted from Cash and cash equivalents in the Statement of Financial Position.

The accompanying notes form part of these financial statements.

STATEMENT OF CHANGES IN EQUITY

For the year ended 31 December 2014

	Institute			Group	
	Actual	Budget	Actual	Actual	Actual
	2014	2014	2013	2014	2013
Notes	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)
Public equity as at 1 January	90,406	90,213	90,083	91,005	90,731
Comprehensive income					
Surplus / (deficit)	823	106	322	706	274
Other comprehensive income / (expense)	(10)	-	-	(10)	-
Total comprehensive income	813	106	322	696	274
Public equity as at 31 December	14	91,219	90,320	91,701	91,005

Explanations of major variances against budget are provided in note 22.

The accompanying notes form part of these financial statements.

STATEMENT OF CASH FLOWS

For the year ended 31 December 2014

	Institute			Group	
	Actual 2014	Budget 2014	Actual 2013	Actual 2014	Actual 2013
Notes	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)
Cash flows from operating activities					
Receipts from government grants	18,785	18,612	18,703	18,785	18,703
Receipts from tuition fees	13,151	8,957	7,316	13,151	7,316
Receipts from other income	5,155	3,690	3,685	5,155	3,685
Interest income received	545	600	963	545	963
Payments to employees	(17,167)	(17,156)	(17,095)	(17,167)	(17,095)
Payments to suppliers	(11,425)	(11,385)	(17,634)	(11,425)	(17,634)
Interest paid	-	-	(47)	-	(47)
GST (net)	447	(118)	256	447	256
Net cash flows from operating activities	9,491	3,199	(3,853)	9,491	(3,853)
Cash flows from investing activities					
Receipts from sale of property, plant and equipment	22	-	24	22	24
Realisation of investments	15	-	15,275	18	15,275
Purchase of property, plant and equipment	(5,470)	(4,110)	(8,129)	(5,473)	(8,129)
Purchase of intangible assets	(591)	(625)	(825)	(591)	(825)
Acquisition of investments	(5,575)	-	-	(5,575)	-
Net cash flows from investing activities	(11,599)	(4,735)	6,345	(11,599)	6,345
Net (decrease) / increase in cash and cash equivalents	(2,108)	(1,536)	2,492	(2,108)	2,492
Cash and cash equivalents at beginning of the year	4,726	9,988	2,235	4,726	2,235
Cash and cash equivalents at end of the year	2,618	8,452	4,726	2,618	4,726

Explanations of major variances against budget are provided in note 22.

The accompanying notes form part of these financial statements.

STATEMENT OF CASH FLOWS (CONTINUED)

For the year ended 31 December 2014

Reconciliation of net surplus / (deficit) to the net cash flow from operating activities

	Institute		Group	
	2014	2013	2014	2013
	(\$000)	(\$000)	(\$000)	(\$000)
Reported net surplus / (deficit)	823	322	706	274
Add / (less) non -cash items :				
Depreciation and amortisation expense	3,377	3,359	3,377	3,359
Impairment charges	41	-	41	-
Add/(less) items classified as investing or financing activities:				
Net (gain) loss on sale of fixed assets	(12)	1	(12)	1
Net (gain) loss on sale of investments	3	-	3	-
Add/(less) movements in working capital items:				
Net movement in non-current provisions	2	(8)	2	(8)
Capital creditors movement	1,007	(852)	1,007	(852)
(Increase) / decrease in non-current prepayments	58	0	58	0
(Increase) / decrease in accounts receivable	371	(71)	371	(71)
(Increase) / decrease in prepayments	72	(46)	72	(46)
Increase / (decrease) in trade creditors	498	(1,548)	498	(1,548)
Increase / (decrease) in revenue in advance	3,375	(4,877)	3,375	(4,877)
Increase / (decrease) in provisions	(97)	(99)	(97)	(99)
Increase / (decrease) in other current financial liabilities	(28)	(34)	89	14
Net cash inflow / (outflow) from operating activities	9,491	(3,853)	9,491	(3,853)

Explanations of major variances against budget are provided in note 22.

The accompanying notes form part of these financial statements.

NOTES TO THE FINANCIAL STATEMENTS

1. Statement of accounting policies

REPORTING ENTITY

Nelson Marlborough Institute of Technology (the Institute) is a TEI domiciled in New Zealand and is governed by the Crown Entities Act 2004 and the Education Act 1989.

For the year ended 31 December 2014, the Institute and group consists of Nelson Marlborough Institute of Technology and its subsidiary Nelson Polytechnic Educational Society Incorporated (100% owned).

The primary objective of the Institute and group is to provide tertiary education services for the benefit of the community rather than making a financial return. Accordingly the Institute has designated itself and the group as public benefit entities for the purpose of New Zealand equivalents to International Financial Reporting Standards (NZ IFRS).

The financial statements of the Institute and group are for the year ended 31 December 2014. The financial statements were authorised by the Council on 19 March 2015.

BASIS OF PREPARATION

Statement of compliance

The financial statements of the Institute and group have been prepared in accordance with the requirements of the Crown Entities Act 2004 and the Education Act 1989, which includes the requirement to comply with New Zealand generally accepted accounting practice (NZ GAAP).

These financial statements have been prepared in accordance with NZ GAAP. They comply with NZ IFRS, and other applicable financial reporting standards, as appropriate for public benefit entities.

Measurement base

The financial statements have been prepared on a historical cost basis, modified by the revaluation of land and buildings.

Functional and presentation currency

The financial statements are presented in New Zealand dollars and all values are rounded to the nearest thousand dollars (\$000). The functional currency of the Institute and its subsidiaries is New Zealand dollars (NZ\$).

Changes in accounting policies

There have been no changes in accounting policies during the financial year.

Standards, amendments and interpretations issued that are not yet effective and have not been early adopted

NZ IFRS standards, amendments and interpretations issued but not yet effective that have not been early adopted, and which are relevant to the Institute and group are:

NZ IFRS 9 Financial Instruments

NZ IFRS 9 *Financial Instruments* will eventually replace NZ IAS 39 *Financial Instruments: Recognition and Measurement*. NZ IAS 39 is being replaced through the following three main phases: Phase 1 Classification and Measurement, Phase 2 Impairment Methodology, and Phase 3 Hedge Accounting. Phase 1 has been completed and has been published in the new financial instrument standard NZ IFRS 9. NZ IFRS 9 uses a single approach to determine whether a financial asset is measured at amortised cost or fair value, replacing the many different rules in NZ IAS 39. The approach in NZ IFRS 9 is based on how an entity manages its financial assets (its business model) and the contractual cash flow characteristics of the financial assets. The financial liability requirements are the same as those of NZ IAS 39, except for when an entity elects to designate a financial liability at fair value through the surplus or deficit. The new standard also requires a single impairment method to be used, replacing the many different impairment methods in NZ IAS 39. The new standard is required to be adopted for the year ended 31 December 2015. However, as a new Accounting Standards Framework will apply before this date, there is no certainty when an equivalent standard to NZ IFRS 9 will be applied by public benefit entities.

New Accounting Standards Framework

The Minister of Commerce has approved a new Accounting Standards Framework (incorporating a Tier Strategy) developed by the External Reporting Board (XRB). Under this Accounting Standards Framework, the Institute is classified as a Tier 1 reporting entity and it will be required to apply full Public Benefit Entity Accounting Standards (PAS). The effective date for the new standards for public sector entities is for reporting periods beginning on or after 1 July 2014. This means the Institute will transition to the new standards in preparing its 31 December 2015 financial statements. The Institute does not believe that the new Accounting Standards Framework will have a significant impact on its financial statements.

Due to the change in the Accounting Standards Framework for public benefit entities, it is expected that all new NZ IFRS and amendments to existing NZ IFRS will not be applicable to public benefit entities. Therefore, the XRB has effectively frozen the financial reporting requirements for public benefit entities up until the new Accounting Standards Framework is effective. Accordingly, no disclosure has been made about new or amended NZ IFRS that exclude public benefit entities from their scope.

SIGNIFICANT ACCOUNTING POLICIES**Basis of consolidation**

The purchase method is used to prepare the group financial statements, which involves adding together like items of assets, liabilities, equity, income, expenses and cash flows on a line by line basis. All significant intragroup balances and transactions are eliminated on consolidation.

Subsidiaries

The Institute consolidates in the group financial statements all entities where the Institute has the capacity to control the financing and operating policies of an entity so as to obtain benefits from the activities of the entity. This power exists where the Institute controls the majority voting power on the governing body or where such policies have been irreversibly predetermined by the Institute or where the determination of such policies is unable to materially impact the potential ownership benefits that arise from the activities of the subsidiary.

Subsidiaries are consolidated from the date on which control is transferred to the Group and cease to be consolidated from the date on which control is transferred out of the Group. Where there is loss of control of a subsidiary, the consolidated financial statements include the results for the part of the reporting year during which Nelson Marlborough Institute of Technology has control.

Investments in subsidiaries are carried at cost in the Institute's parent entity financial statements.

Revenue

Revenue is measured at the fair value of consideration received or receivable.

Revenue is recognised to the extent that it is probable that the economic benefits will flow to the group and the revenue can be reliably measured. The following specific recognition criteria are also met before revenue is recognised:

Government grants

Government grants are recognised when eligibility to receive the grant has been established. Income is recognised over the period in which the course is taught by reference to the stage of completion of the course as at balance date.

Stage of completion is measured by reference to the days of course completed as a percentage of total days for each course.

Student tuition fees

Revenue from student tuition fees is recognised over the period in which the course is taught by reference to the stage of completion of the course as at balance date. Stage of completion is measured by reference to the days of course completed as a percentage of total days for each course.

Sale of materials

Revenue is recognised when the significant risks and rewards of ownership have passed to the buyer and can be measured reliably.

Donations & sponsorship revenue

Donations and sponsorship revenue are recognised as income in the Nelson Polytechnic Educational Society when received or invoiced.

Interest

Interest income is recognised using the effective interest method.

Leases*Operating leases*

Leases where the lessor retains substantially all the risks and benefits of ownership of the asset are classified as operating leases.

Initial direct costs incurred in negotiating an operating lease are added to the carrying amount of the leased asset and recognised over the lease term on the same basis as the lease income.

Operating lease payments are recognised as an expense in the Statement of Financial Performance on a straight-line basis over the lease term.

Cash and cash equivalents

Cash and cash equivalents comprise cash at bank and on hand and short-term deposits with an original maturity of three months or less.

For the purposes of the Cash Flow Statement, cash and cash equivalents consist of cash and cash equivalents as defined above, net of outstanding bank overdrafts.

Debtors and other receivables

Debtors and other receivables are initially measured at fair value and subsequently measured at a amortised cost using the effective interest method, less any provision for impairment.

Investments*Bank deposits*

Investments in bank deposits are initially measured at fair value plus transaction costs. After initial recognition, investments in bank deposits are measured at a amortised cost using the effective interest method, less any provision for impairment.

Foreign currency transactions

Foreign currency transactions are translated into NZ\$ (the functional currency) using the exchange rates prevailing at the date of settlement of the transaction.

Other financial assets

Financial assets are initially recognised at fair value plus transaction costs unless they are carried at fair value through surplus or deficit in which case the transaction costs are recognised in the surplus or deficit.

Financial assets are derecognised when the rights to receive cash flows from the financial assets have expired or have been transferred and the Institute and group has transferred substantially all the risks and rewards of ownership.

Financial assets are classified into the following categories for the purposes of measurement:

- loans and receivables;
- fair value through other comprehensive income;

Classification of the financial asset depends on the purpose for which the instruments were acquired.

Loans and receivables (including cash and cash equivalents and debtors and other receivables)

Loans and receivables are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market. They are included in current assets, except for maturities greater than 12 months after balance date, which are included in non-current assets.

After initial recognition, loans and receivables are measured at a amortised cost using the effective interest method less any provision for impairment. Gains and losses when the asset is impaired or derecognised are recognised in the surplus or deficit.

Financial assets at fair value through other comprehensive income

Financial assets at fair value through other comprehensive income are those that are designated as fair value through other comprehensive income or are not classified in any of the other categories above. They are included in non-current assets unless management intends to dispose of the investment within 12 months of the balance date.

The Institute and group designates in this category:

- investments it intends to hold long term but which may be realised before maturity; and
- shareholdings it holds for investment purposes.

After initial recognition these investments are measured at their fair value, with gains and losses recognised in other comprehensive income except for impairment losses, which are recognised in the surplus or deficit.

On derecognition the cumulative gain or loss previously recognised in other comprehensive income is reclassified from equity to the surplus or deficit.

Impairment of financial assets

At balance date, the Institute and group assesses whether there is any objective evidence that a financial asset or group of financial assets is impaired. Any impairment losses are recognised in surplus or deficit.

Loans and receivables (including cash and cash equivalents and debtors and other receivables)

Impairment of a loan or a receivable is established when there is objective evidence that the Institute and group will not be able to collect amounts due according to the original terms of the debt. Significant financial difficulties of the debtor, probability that the debtor will enter into bankruptcy, receivership or liquidation and default in payments are considered indicators that the asset is impaired. The amount of the impairment is the difference between the asset's carrying amount and the present value of estimated future cash flows discounted using the original effective interest rate. For debtors and other receivables, the carrying amount of the asset is reduced through the use of an allowance account, and the amount of the loss is recognised in the surplus or deficit. When the receivable is uncollectable, it is written off against the allowance account. For other financial assets, impairment losses are recognised directly against the instrument's carrying amount.

Financial assets at fair value through other comprehensive income

For equity investments, a significant or prolonged decline in the fair value of the investment below its cost is considered objective evidence of impairment.

If impairment evidence exists for investments at fair value through other comprehensive income, the cumulative loss (measured as the difference between the acquisition cost and the current fair value, less any impairment loss on that financial asset previously recognised in the surplus or deficit) recognised in other comprehensive income is reclassified from equity to the surplus or deficit.

Equity instrument impairment losses recognised in surplus or deficit are not reversed through the surplus or deficit.

Property, plant and equipment

Property, plant and equipment consists of the following asset classes: land, buildings, plant and equipment, motor vehicles, computer hardware, library books and artwork.

The measurement bases used for determining the gross carrying amount for each class of assets is as follows:

- Land is measured at fair value.
- Buildings are measured at fair value less subsequent accumulated depreciation and subsequent accumulated impairment losses.
- Plant and equipment, motor vehicles, computer hardware, library books and artwork are stated at cost less accumulated depreciation and any accumulated impairment losses.

It should be noted that formal legal transfer of title for Land and Buildings acquired prior to 1 January 1990 by the then Department of Education has yet to occur. The Institute's Council is of the opinion that in substance it has all the normal risks associated with ownership and accordingly it would be misleading to exclude these assets and associated depreciation from the Financial Statements.

Revaluation

Following initial recognition at cost, land and buildings are carried at a revalued amount which is the fair value at the date of the revaluation less any subsequent accumulated depreciation on buildings and accumulated impairment losses. Fair value is determined by reference to market-based evidence, which is the amount for which the assets could be exchanged between a knowledgeable willing buyer and a knowledgeable willing seller in an arm's length transaction as at the valuation date.

Land and buildings are revalued with sufficient regularity to ensure that their carrying amount does not differ materially from fair value.

Revaluation of property, plant and equipment is carried out on a class of asset basis.

Any accumulated depreciation as at revaluation date is eliminated against the gross carrying amount of the asset and the net amount is restated to the revalued amount of the asset.

The net revaluation results are credited or debited to other comprehensive income and accumulated to the asset revaluation reserve for that class of asset. Where this would result in a debit balance in the asset revaluation reserve, the balance is not recognised in other comprehensive income but is recognised in the surplus or deficit. Any subsequent increase on revaluation that reverses a previous decrease in value recognised in the surplus or deficit will be recognised first in the surplus or deficit up to the amount previously expensed, and then recognised in other comprehensive income.

Additions

The cost of an item of property, plant and equipment is recognised as an asset if, and only if, it is probable that future economic benefits or service potential associated with the item will flow to the Institute and group and the cost of the item can be reliably measured.

Work in progress is recognised at cost less impairment and is not depreciated.

In most cases, an item of property, plant and equipment is initially recognised at its cost. Where an asset is acquired at no cost, or for a nominal cost, it is recognised at fair value as at the date of acquisition.

Disposals

An item of property, plant and equipment is derecognised upon disposal or when no future economic benefits are expected to arise from the continued use of the asset.

Gains and losses on disposals are determined by comparing the disposal proceeds with the carrying amount of the asset. Gains and losses on disposals are reported net in the surplus or deficit. When revalued assets are sold, the amounts included in property revaluation reserves in respect of those assets are transferred to retained earnings.

Approval from the Ministry of Education is required to sell any asset with a cost of \$50,000 or more.

Depreciation

Depreciation is calculated on a straight-line basis over the estimated useful life of the asset as follows:

Class of assets	Rate
Buildings	1%-25% per annum
Plant and equipment	10%-33.33% per annum
Motor vehicles	10-20% per annum
Computer hardware	10-25% per annum
Library books	10% per annum
Art	10% per annum

Intangible assets**Software acquisition and development**

Acquired computer software licenses are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. After initial recognition, separately acquired computer software is carried at cost less accumulated amortisation and accumulated impairment losses.

Costs that are directly associated with the development of software for internal use are recognised as an intangible asset.

Staff training costs are recognised as an expense when incurred.

Costs associated with maintaining computer software are recognised as an expense when incurred.

Course development costs

Costs that are directly associated with the development of new educational programmes are recognised as an intangible asset to the extent that such costs are expected to be recovered. The development costs primary consist of employee costs.

Amortisation

The carrying value of an intangible asset with a finite life is amortised on a straight-line basis over its useful life.

Amortisation begins when the asset is available for use and ceases at the date that the asset is derecognised. The amortisation charge for each period is recognised in the surplus or deficit.

The useful lives and associated amortisation rates of major classes of intangible assets have been estimated as follows:

- Computer software 3 - 10 years 10% - 33%
- Computer development costs 5 years 20%

The amortisation period and amortisation method for each class of intangible asset having a finite life is reviewed at each balance date. If the expected useful life or expected pattern of consumption is different from the previous assessment, changes are made accordingly.

Disposal

Gains or losses arising from derecognition of an intangible asset are measured as the difference between the net disposal proceeds and the carrying amount of the asset and are recognised in the Statement of Comprehensive Income when the asset is derecognised.

Research costs

Research costs are recognised as an expense in the Statement of Comprehensive Income in the year in which they are incurred.

Impairment of property, plant and equipment and intangible assets

Intangible assets that have an indefinite useful life, or are not yet available for use, are not subject to amortisation and are tested annually for impairment. Assets that have a finite useful life are reviewed for indicators of impairment at balance date or whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. Where there is an indicator of impairment, the asset's recoverable amount is estimated. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable amount. The recoverable amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is depreciated replacement cost for an asset where the future economic benefits or service potential of the asset are not primarily dependent on the asset's ability to generate net cash inflows and where the Institute and group would, if deprived of the asset, replace its remaining future economic benefits or service potential.

If an asset's carrying amount exceeds its recoverable amount, the asset is impaired and the carrying amount is written down to the recoverable amount. For revalued assets, the impairment loss is recognised in other comprehensive income to the extent the impairment loss does not exceed the amount in the revaluation reserve for that same class of asset. Where that results in a debit balance in the revaluation reserve, the balance is recognised in the surplus or deficit.

For assets not carried at a revalued amount, the total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss on a revalued asset is credited to other comprehensive income and increases the asset revaluation reserve for that class of asset. However, to the extent that an impairment loss for that class of asset was previously recognised in the surplus or deficit, a reversal of the impairment loss is also recognised in the surplus or deficit.

For assets not carried at a revalued amount the reversal of an impairment loss is recognised in the surplus or deficit.

Creditors and other payables

Creditors and other payables are initially measured at fair value and subsequently measured at amortised cost using the effective interest method.

Provisions

A provision is recognised for future expenditure of uncertain amount or timing when there is a present obligation (legal or constructive) as a result of a past event, it is probable that expenditure will be required to settle the obligation and a reliable estimate can be made of the amount of the obligation.

If the effect of the time value of money is material, provisions are determined by discounting the expected future cash flows at a pre-tax discount rate that reflects current market assessments of the time value of money and, where appropriate, the risks specific to the liability.

Provisions are reviewed at balance date and adjusted to reflect the current best estimate. Where it is no longer probable that an outflow of resources embodying economic benefits will be required to settle the obligation, the provision is reversed.

Where discounting is used, the increase in the provision due to the passage of time is recognised as a finance cost.

Employee entitlements

Employee benefits that are due to be settled within 12 months of balance date are measured at nominal values based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date, sick leave, retirement leave and long service leave.

The liability for annual leave has been calculated based on actual entitlements based on current rates of pay. The liabilities for long service leave and retiring leave have been calculated on an employee's expected entitlement using an actuarial basis as supplied by NZ Treasury. The liability for sick leave is calculated based on the unused sick leave entitlement that can be carried forward at balance date, to the extent that the Institute and group anticipates it will be used by staff to cover those future absences.

Superannuation schemes*Defined contribution schemes*

Obligations for contributions to Kiwi Saver, the Government Superannuation Fund, and other defined contribution superannuation schemes are recognised as an expense in the surplus or deficit as incurred.

Equity

Equity is measured as the difference between total assets and total liabilities. Equity is disaggregated and classified into a number of components. The components of equity are:

- Capital introduced
- Accumulated funds
- Revaluation reserves
- Capital reserves

Revaluation reserves

This reserve relates to the revaluation of land and buildings to fair value.

Goods and services tax

All items in the financial statements are recognised net of the amount of GST except:

- where the GST incurred on a purchase of goods and services is not recoverable from the IRD, in which case the GST is recognised as part of the cost of acquisition of the asset or as part of the expense item as applicable; and
- Receivables and payables are stated inclusive of GST.

The net amount of GST recoverable from, or payable to, the IRD is included as part of receivables or payables in the Statement of Financial Position.

The net GST paid to or received from the IRD including the GST relating to investing and financing activities is classified as a net operating cash flow in the statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

Income tax

The Institute and group are exempt from income tax under the Income Tax Act 2007. Accordingly, no provision has been made for income tax.

Budget figures

The budget figures are those approved by the Council at the start of the financial year. The budget figures have been prepared in accordance with NZ GAAP, using accounting policies that are consistent with those adopted by the Council in preparing these financial statements.

Critical accounting estimates and assumptions

In preparing these financial statements, the Council has made estimates and assumptions concerning the future. These estimates and assumptions may differ from the subsequent actual results. Estimates and assumptions are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances. The estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year are discussed below:

Land and buildings revaluations

Note 16 provides information about the estimates and assumptions applied in the measurement of revalued land and buildings.

Critical judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies for the year ended 31 December 2014:

Crown-owned land and buildings

Property in the legal name of the Crown that is occupied by the Institute and group is recognised as an asset in the Statement of Financial Position. The Institute and group consider it has assumed all the normal risks and rewards of ownership of this property despite legal ownership not being transferred and accordingly it would be misleading to exclude these assets from the financial statements.

The Institute and group has secured the use of the property by means of a lease from the Ministry of Education for a period of 99 years from 1 December 1995 at nil rent.

Suspensory loans with equity conversion features

The Institute and group has previously received suspensory loans from the Crown whereby the loans convert to equity when the conversion conditions of the loan are satisfied.

Because the Institute and group is committed to meeting the equity conversion conditions, it considers the loans are in substance equity contributions from the Crown and therefore recognises the amounts drawn down under the loan facilities directly in the Statement of Changes in Equity. Further information about the suspensory loans is disclosed in note 18.

2. Summary cost of services

	Institute	Actual	Budget	Actual
		(\$000)	(\$000)	(\$000)
Income				
Applied Business		4,092	3,928	3,471
Aviation, Viticulture & Horticulture		3,268	3,409	3,042
Digital Technology (formerly Business Services)		2,358	1,967	1,962
Creative Industries		3,491	4,144	3,739
Health		3,680	3,515	3,694
Maritime		2,719	2,454	2,161
Social Sciences		3,850	3,565	3,630
Trades		3,656	3,414	3,190
Sub Contractors		5,008	4,146	9,525
Other activities		1,152	1,106	569
Total income of services		33,273	31,649	34,984
Interest		567	600	770
Total Income		33,841	32,249	35,754
Expenditure				
Applied Business		2,564	2,420	2,075
Aviation, Viticulture & Horticulture		1,962	1,784	1,662
Digital Technology (formerly Business Services)		1,156	1,063	1,089
Creative Industries		1,992	2,116	2,090
Health		1,591	1,652	1,724
Maritime		1,518	1,506	1,400
Social Sciences		2,175	1,892	1,913
Trades		1,919	1,879	1,680
Sub Contractors		3,671	3,156	7,385
Other activities		14,470	14,674	14,365
Total cost of services		33,018	32,143	35,385
Finance costs		-	-	47
Total expenditure		33,018	32,143	35,432

NMIT restructured its Aviation, Health, Primary Industries & Maritime programme areas in 2014. The 2013 comparatives have been restated to reflect the new structure.

3. Income

	Institute		Group	
	2014	2013	2014	2013
(i) Government grants	(\$000)	(\$000)	(\$000)	(\$000)
Student Achievement Component (SAC) funding	16,769	16,555	16,769	16,555
Youth Guarantee (YG) funding	838	795	838	795
Other TEC funding	1,157	1,352	1,157	1,352
Total	18,765	18,703	18,765	18,703

There are no unfulfilled conditions attached to government grants (2013: \$Nil).

	Institute		Group	
	2014	2013	2014	2013
(ii) Tuition fees	(\$000)	(\$000)	(\$000)	(\$000)
Fees from domestic students	5,940	8,369	5,940	8,369
Fees from international students	3,793	3,447	3,793	3,447
Total	9,733	11,816	9,733	11,816

	Institute		Group	
	2014	2013	2014	2013
(iii) Finance income	(\$000)	(\$000)	(\$000)	(\$000)
Interest	567	770	587	791
Total	567	770	587	791

	Institute		Group	
	2014	2013	2014	2013
(iv) Other income	(\$000)	(\$000)	(\$000)	(\$000)
Resaleable items	9	44	9	44
Other funding	838	755	838	755
Rental income	381	336	381	336
Gain on sale of assets	12	10	12	10
Donations / sponsorship	5	0	5	0
Student services levy	271	279	271	279
Research income	-	6	-	6
Self funded courses	718	683	718	683
Other income	2,541	2,352	2,592	2,391
Total	4,776	4,465	4,827	4,505

4. Personnel costs

	Institute		Group	
	2014	2013	2014	2013
	(\$000)	(\$000)	(\$000)	(\$000)
Academic salaries	8,738	8,672	8,738	8,672
Allied salaries & wages	6,899	7,048	6,899	7,048
Defined contribution plan employer contribution	279	248	279	248
Contractors	1,093	890	1,093	890
Redundancies	256	130	256	130
Total	17,265	16,987	17,265	16,987

Employer contributions to defined contribution plans include contributions to Kiwisaver, and the Government Superannuation Fund.

5. Finance costs

	Institute		Group	
	2014	2013	2014	2013
	(\$000)	(\$000)	(\$000)	(\$000)
Finance costs				
Interest payable to external providers for funds held on behalf	-	47	-	47
Total	-	47	-	47

6. Other expenses

	Institute		Group	
	2014	2013	2014	2013
	(\$000)	(\$000)	(\$000)	(\$000)
Audit fees for Audit NZ for the annual report	84	86	88	89
Repairs & maintenance	478	504	478	504
Other occupancy costs	1,151	1,111	1,151	1,111
Subcontractor payment	3,844	7,110	3,844	7,110
Course purchases	1,489	1,464	1,489	1,464
Net losses of assets & investments disposed of	3	11	3	11
Bad debts	50	(18)	50	(18)
Other expenses	5,236	4,771	5,421	4,876
Total	12,335	15,039	12,523	15,148

7. Cash and cash equivalents

	Institute		Group	
	2014	2013	2014	2013
	(\$000)	(\$000)	(\$000)	(\$000)
Cash includes the following for the purpose of the statement of financial position:				
Cash at bank and in hand	1,618	2,120	1,618	2,120
Short-term deposits maturing three months or less from date of acquisition	1,000	2,606	1,000	2,606
Total	2,618	4,726	2,618	4,726

Short-term deposits are made for varying periods of between one day and three months depending on the immediate cash requirements of the group, and earn interest at the respective short-term deposit rates.

The carrying value of short-term deposits with maturity dates of three months or less approximates their fair value.

	Institute		Group	
	2014	2013	2014	2013
	(\$000)	(\$000)	(\$000)	(\$000)
Cash includes the following for the purpose of the cash flow statement :				
Cash at bank and in hand	1,618	2,120	1,618	2,120
Short-term deposits maturing three months or less from date of acquisition	1,000	2,606	1,000	2,606
Total	2,618	4,726	2,618	4,726

8. Debtors and other receivables

	Institute		Group	
	2014	2013	2014	2013
	(\$000)	(\$000)	(\$000)	(\$000)
Debtors	976	1,267	976	1,267
GST	-	92	-	92
Provision for doubtful debts	(27)	(39)	(27)	(39)
Total	949	1,320	949	1,320

Fair value

Student debtors are non-interest bearing and generally should be paid by course start date. Non student debtors are non-interest bearing and are payable by the 20th of the following month.

The carrying value of accounts receivable approximate their fair value.

Impairment

The ageing profile of debtors and other receivables is detailed below:

	Institute		Group	
	2014	2013	2014	2013
	(\$000)	(\$000)	(\$000)	(\$000)
Aged debtors				
Current	233	337	233	337
30+ days	118	73	118	73
60+ days	26	417	26	417
90+ days	106	41	106	41
Other debtors	493	400	493	400
Total	976	1,267	976	1,267

	Institute		Group	
	2014	2013	2014	2013
	(\$000)	(\$000)	(\$000)	(\$000)
Movements in the provision for impairment of receivables are as follows:				
At 1 January	39	89	39	89
Additional provisions made during the year	(12)	(44)	(12)	(44)
Receivables written off during the year	-	(6)	-	(6)
Total as at 31 December	27	39	27	39

9. Investments

	Institute		Group	
	2014	2013	2014	2013
	(\$000)	(\$000)	(\$000)	(\$000)
Current portion				
Short term deposits with maturities greater than 3 months and less than 12 months	11,875	6,300	11,875	6,300
Non-current portion				
Investments carried at cost - Polytechnics International NZ Ltd (PINZ)	-	18	-	18
Total	-	18	-	18

During the year, NMIT sold its investment in Polytechnics International NZ Ltd (PINZ).

Name of entity: Polytechnics International NZ Ltd (PINZ)

Principal activity: International Consultancy

Ownership: \$Nil (2013: 1,551 \$10 Shares)

Owner: Consortium of New Zealand Polytechnics

Total Investment: \$Nil (2013: \$18k)

Polytechnics International NZ Ltd is an unlisted company and accordingly there are no published price quotations to determine fair value of this investment.

The carrying value of the current portion of investments approximates their fair value.

There is no impairment provision for investments.

Maturity analysis and effective interest rates:

The maturity dates for all other financial assets with the exception of equity investments and advances to subsidiaries and associates are as follows :

	Institute		Group	
	2014	2013	2014	2013
	(\$000)	(\$000)	(\$000)	(\$000)
Current accounts & cash in hand				
Cash in hand	5	11	5	11
BNZ current accounts	1,613	2,109	1,613	2,109
Total	1,618	2,120	1,618	2,120

	Institute		Group	
	2014	2013	2014	2013
	(\$000)	(\$000)	(\$000)	(\$000)
Short term deposits (with maturities of 3 months or less)				
ANZ	-	400	-	400
BNZ	1,000	806	1,000	806
Westpac	-	1,400	-	1,400
Total	1,000	2,606	1,000	2,606

	Institute		Group	
	2014	2013	2014	2013
	(\$000)	(\$000)	(\$000)	(\$000)
Short term deposits (with maturities of 4-12 months)				
ANZ	975	200	975	200
BNZ	6,450	4,525	6,450	4,525
Westpac	4,450	1,575	4,450	1,575
Total	11,875	6,300	11,875	6,300

	Institute		Group	
	2014	2013	2014	2013
	(\$000)	(\$000)	(\$000)	(\$000)
Counterparties with credit ratings				
AA-	14,488	11,015	14,488	11,015
Total	14,488	11,015	14,488	11,015

10. Creditors and other payables

	Institute		Group	
	2014 (\$000)	2013 (\$000)	2014 (\$000)	2013 (\$000)
Trade payables	938	412	938	412
GST (net)	355	-	355	-
Accrued expenses	2,168	2,550	2,171	2,553
Total	3,460	2,962	3,463	2,965

Creditors and other payables are non-interest bearing and are normally settled on 30 day terms. The carrying value of creditors and other payables approximates their fair value.

11. Revenue received in advance

	Institute		Group	
	2014 (\$000)	2013 (\$000)	2014 (\$000)	2013 (\$000)
Funding	45	186	45	186
International tuition fees	4,378	1,100	4,378	1,100
Domestic tuition fees	461	327	461	327
Aviation fees	771	736	771	736
Other revenue received in advance	93	24	93	24
Total	5,748	2,373	5,748	2,373

12. Provisions

	Institute		Group	
	2014 (\$000)	2013 (\$000)	2014 (\$000)	2013 (\$000)
Provisions:				
Provisions for redundancies	11	99	11	99
Total	11	99	11	99
Employee entitlements:				
Accrued pay	246	185	246	185
Annual leave	703	783	703	783
Long service leave	98	103	98	103
Retirement gratuities	62	57	62	57
Sick leave	35	24	35	24
Holiday pay	8	11	8	11
ACC accrual	25	21	25	21
Total	1,177	1,183	1,177	1,183
Comprising:				
Current	1,051	1,148	1,051	1,148
Non-current	136	135	136	135
Total Provisions	1,188	1,283	1,188	1,283

Employee entitlements

A provision is recognised for post employment benefits payable to employees. Employees are entitled to annual leave pay, long service leave pay and retirement gratuities. Annual leave and sick leave entitlements expected to be settled within 12 months of the balance sheet date are measured at the current rates of pay and classified as current liabilities.

Entitlements related to long service leave and retirement gratuities have been calculated at present value of future cash flows determined on an actuarial basis.

Retirement leave and long service leave not vested are treated as non-current provisions.

The provision is affected by a number of assumptions including length of service, attrition rate, and salary increase.

13. Other financial liabilities

	Institute		Group	
	2014	2013	2014	2013
	(\$000)	(\$000)	(\$000)	(\$000)
Nelson Polytechnic Educational Society	485	603	-	-
Other	145	56	145	56
Total	631	659	145	56

14. Equity

	Institute		Group	
	2014	2013	2014	2013
	(\$000)	(\$000)	(\$000)	(\$000)
Capital introduced				
Capital introduced in previous years	29,039	29,039	29,039	29,039
As at 31 December	29,039	29,039	29,039	29,039
Accumulated funds				
As at 1 January	15,376	15,054	15,976	15,702
Surplus / (deficit)	823	322	706	274
As at 31 December	16,199	15,376	16,682	15,976
Revaluation reserves				
As at 1 January	43,135	43,135	43,135	43,135
Impairment of PPE	(10)	-	(10)	-
As at 31 December	43,125	43,135	43,125	43,135
Capital reserves				
As at 31 December	2,855	2,855	2,855	2,855
Total equity as at 31 December	91,219	90,406	91,701	91,005

Capital contributions

Capital contributions received during the year from the Crown were \$Nil (2013: \$Nil)

15. Capital commitments and operating leases

	Institute		Group	
	2014 (\$000)	2013 (\$000)	2014 (\$000)	2013 (\$000)
Capital commitments				
Property, plant & equipment				
Maritime Simulator	-	650	-	650
E-Block Refurbishment & Extension	-	2,774	-	2,774
	-	3,424	-	3,424
Total capital commitments	-	3,424	-	3,424

Capital commitments represent capital expenditure contracted for at the balance sheet date but not yet incurred.

Operating leases as lessee

The Institute leases property, plant and equipment in the normal course of its business. The future minimum lease payments to be paid under non-cancellable operating leases are as follows:

Non-cancellable operating leases as lessee

	Institute		Group	
	2014 (\$000)	2013 (\$000)	2014 (\$000)	2013 (\$000)
Not later than one year	890	176	890	176
Later than one year and not later than five years	2,899	141	2,899	141
Later than five years	656	-	656	-
Total non-cancellable operating leases	4,445	316	4,445	316

Operating leases as lessor

The Institute leases property, plant and equipment in the normal course of its business. The future minimum lease revenue to be collected under non-cancellable operating leases are as follows:

Non-cancellable operating leases as lessor

	Institute		Group	
	2014 (\$000)	2013 (\$000)	2014 (\$000)	2013 (\$000)
Not later than one year	268	231	268	231
Later than one year and not later than five years	449	495	449	495
Later than five years	553	575	553	575
Total non-cancellable operating leases	1,270	1,301	1,270	1,301

16. Property, plant and equipment

2014	Land (\$000)	Buildings (\$000)	Information Technology (\$000)	Lease Computers (\$000)	Plant & Equipment (\$000)	Vehicles (\$000)	Library books (\$000)	Artwork (\$000)	Total (\$000)
Gross carrying amount									
Balance as at 1 January	26,050	47,300	4,493	131	8,295	1,163	4,557	86	92,075
Work in progress	-	6,257	102	-	41	-	-	-	6,400
Total opening cost	26,050	53,557	4,594	131	8,336	1,163	4,557	86	98,475
Additions	-	9,210	1,001	-	587	-	85	-	10,882
Disposals	-	(74)	(189)	-	(114)	-	-	-	(376)
Impairment	-	(51)	-	-	-	-	-	-	(51)
Reversal of prior Impairment	-	-	-	-	-	-	-	-	-
Revaluation	-	-	-	-	-	-	-	-	-
Work in progress movement	-	(6,171)	(97)	-	(41)	-	-	-	(6,309)
Balance as at 31 December	26,050	56,471	5,309	131	8,768	1,163	4,642	86	102,621
Accumulated depreciation									
Balance as at 1 January	-	1,677	3,326	131	6,277	932	3,935	66	16,344
Reversal on disposal	-	(51)	(189)	-	(110)	-	-	-	(350)
Reversal on impairment	-	-	-	-	-	-	-	-	-
Reversal on revaluation	-	-	-	-	-	-	-	-	-
Depreciation	-	1,775	601	-	481	97	130	3	3,087
Balance as at 31 December	-	3,401	3,738	131	6,647	1,029	4,066	69	19,082
Total Institute and group property, plant and equipment	26,050	53,070	1,571	-	2,121	135	577	17	83,540
2013	Land (\$000)	Buildings (\$000)	Information Technology (\$000)	Lease Computers (\$000)	Plant & Equipment (\$000)	Vehicles (\$000)	Library books (\$000)	Artwork (\$000)	Total (\$000)
Gross carrying amount									
Balance as at 1 January	26,050	44,209	4,053	131	8,125	1,154	4,472	86	88,281
Work in progress	-	1,643	69	-	1	-	-	-	1,713
Total opening cost	26,050	45,852	4,122	131	8,127	1,154	4,472	86	89,994
Additions	-	3,091	591	-	435	9	86	-	4,212
Disposals	-	-	(152)	-	(265)	-	-	-	(417)
Impairment	-	-	-	-	-	-	-	-	-
Revaluation	-	-	-	-	-	-	-	-	-
Work in progress movement	-	4,614	33	-	40	-	-	-	4,687
Balance as at 31 December	26,050	53,557	4,594	131	8,336	1,163	4,557	86	98,475
Accumulated depreciation									
Balance as at 1 January	-	3	2,932	131	5,902	808	3,798	62	13,637
Reversal on disposal	-	-	(148)	-	(242)	-	-	-	(390)
Reversal on revaluation	-	-	-	-	-	-	-	-	-
Depreciation	-	1,673	542	-	617	124	137	4	3,097
Balance as at 31 December	-	1,677	3,326	131	6,277	932	3,935	66	16,344
Total Institute and group property, plant and equipment	26,050	51,880	1,268	-	2,059	231	622	20	82,131

All land and buildings, excluding work in progress, were valued at fair value as at 31 December 2012 by an independent registered valuer, M W Lauchlan, FNZIV, FPINZ, AREINZ, of Duke & Cooke.

In substance the Institute owns the land and buildings however the legal title of a portion of the land and buildings remains with the Crown.

There are no restrictions over the title of the Institute's property, plant and equipment or intangibles, nor are there any pledges as security for liabilities.

During the year, NMIT impaired three pre-fab buildings.

During the year, NMIT reviewed the lives of its property, plant and equipment. The depreciation rates for the asset classes intangible assets, computers, and plant and equipment were revised. The new rates were applied to all assets in those asset classes purchased during 2014, all major software, and other assets with a cost exceeding \$100,000. The estimated effect of the change in rates was a reduction in depreciation expense for 2014 of \$198,000.

17. Intangible assets

Computer software & programme development costs	Institute		Group	
	2014 (\$000)	2013 (\$000)	2014 (\$000)	2013 (\$000)
At 1 January net of accumulated amortisation	1,991	458	1,991	458
Additions	650	1,796	650	1,796
Disposals	-	-	-	-
Amortisation	(289)	(262)	(289)	(262)
Work in progress	16	170	16	170
At 31 December net of accumulated amortisation	2,368	2,161	2,368	2,161
At 1 January				
Cost (Gross carrying amount)	3,301	1,506	3,301	1,506
Accumulated amortisation	(1,310)	(1,048)	(1,310)	(1,048)
Work in progress	170	1,055	170	1,055
Net carrying amount	2,161	1,513	2,161	1,513
At 31 December				
Cost (Gross carrying amount)	3,951	3,301	3,951	3,301
Accumulated amortisation	(1,599)	(1,310)	(1,599)	(1,310)
Work in progress	16	170	16	170
Net carrying amount	2,368	2,161	2,368	2,161

There are no restrictions over the title of the Institute's intangible assets. No intangible assets are pledged as security for liabilities.

18. Contingencies**Contingent liabilities****Suspensory loan**

The Institute and Group no longer has a contingent liability for suspensory loans received from the Crown for the building of a new Arts & Media Facility.

The total of the loan was \$8.132m, with \$5.132m having been received in 2009 and the remaining \$3m in 2010.

The loan has now been converted to equity as all objectives required by contract have been met.

The conversion tranches were as follows:

Tranche One	2010	\$1.7m	Achieved
Tranche Two	2011	\$1.7m	Achieved
Tranche Three	2012	\$2.366m	Achieved
Tranche Four	2013	\$2.366m	Achieved

Other

The Institute and Group has a contingent liability for legal proceedings of \$Nil (2013:\$40,000).

Contingent assets

The Institute and group has no contingent assets (2013: \$Nil).

19. Staff and student grievances

At balance date there are no student or staff related claims against the Institute for which the outcomes are uncertain. (2013: Nil).

The maximum estimated exposure to staff and student grievances is \$Nil (2013: \$Nil).

20. Related party transactions

The Institute is the ultimate parent of the group and controls the Nelson Polytechnic Educational Society Incorporated.

Significant transactions with government-related entities

The government influences the roles of the Institute as well as being a major source of revenue.

The Institute has received funding from the Tertiary Education Commission of \$18.7m (2013: \$18.7m) to provide tertiary education services.

Collectively, but not individually, significant transactions with government-related entities

In conducting its activities, the Institute is required to pay various taxes and levies (such as GST, PAYE and ACC levies) to the Crown and entities related to the Crown. The payment of these taxes and levies, other than income tax, is based on the standard terms and conditions that apply to all tax and levy payers. The Institute is exempt from paying income tax and FBT.

The Institute also enters into transactions with government departments, state-owned enterprises and Crown entities. Those transactions occur within a normal supplier or client relationship on terms and conditions no more or less favourable than those which it is reasonable to expect the Institute and group would have adopted if dealing with that entity at arm's length in the same circumstances and have therefore not been disclosed. The purchase of goods and services included the purchase of air travel from Air New Zealand, and postal services from New Zealand Post.

Transactions with Subsidiaries & Associates

Nelson Polytechnic Educational Society Incorporated

The Institute entered into transactions with the Nelson Polytechnic Educational Society Incorporated (NPES). All the transactions for the NPES are processed through NMIT's general ledger and operating bank account. NMIT has a dedicated operating bank account for NPES transactions, and separate term investments for NPES funds invested. In 2010 the board agreed that NMIT could give \$500k to NPES to fund and manage the entire scholarship programme for the foreseeable future. The accumulated balance of these funds \$482k (2013: \$600k) are included within the accumulated funds in the Consolidated Statement of Financial Position. In 2014 NMIT donated \$Nil from the sale of a house built by the Trades programme to NPES (2013: \$7k). NMIT paid the audit fee for NPES for 2014 \$3k (2013: \$3k).

Transactions with key management personnel

Key management personnel compensation

Actual	Actual
2014	2013
(\$000)	(\$000)

Salaries and other short term employee benefits	1,237	1,125
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Key management personnel consists of the Institute's council, Chief Executive and senior management team. Key management personnel compensation above does not include council remuneration as this is separately disclosed in note 21.

During the year NMIT purchased services from the related parties listed below (excluding GST)

Actual	Actual
2014	2013
(\$)	(\$)

Council members

Merlot Ltd of which Ross Butler is a Director.	223	217
Cawthron Institute of which Daryl Wehner was a Director and staff member until March 2013 (\$Nil is outstanding at balance date (2013: \$1,053)).	-	17,753
Cuddon Ltd of which Andrew Rowe is CEO.	1,230	1,337
SANITI of which Scott Tambisari is President (\$8,189 is outstanding at balance date (2013: \$8,881)).	285,150	298,114
Institute of Directors of which Ross Butler, Andrew Rowe, Paul Steere, Virginia Watson, Daryl Wehner are members.	796	4,695
New Zealand Red Cross Society of which Paul Steere is a Director (\$Nil is outstanding at balance date (2013:\$152)).	9,251	8,916
Marlborough Girls College of which Virginia Watson is a Board member.	-	(870)
Port Nelson Ltd of which Daryl Wehner is a staff member.	1,033	1,017
Other		
Tertiary Accord of NZ Ltd in which NMIT is a shareholder and Tony Gray is a director.	103,000	156,000

During the year NMIT provided services to the related parties listed below (excluding GST)

	Actual 2014 (\$)	Actual 2013 (\$)
Council members		
Merlot Ltd of which Ross Butler is a Director.	-	212
Cawthron Institute of which Daryl Wehner was a staff member until March 2013.	-	1,944
SANITI of which Scott Tambisari is President (\$Nil is outstanding at balance date (2013: \$3,225)).	372	3,932
Marlborough Girls College of which Virginia Watson is a Board member.	6,822	6,171
NZ King Salmon Ltd of which Paul Steere is a Director.	8,489	15,038
Port Nelson Ltd of which Daryl Wehner is a staff member.	5,788	2,368
Other		
Polytechnics International (NZ) Ltd of which NMIT was a shareholder and Tony Gray was a Director, until 5 May 2014.	3,334	7,446
Tertiary Accord of NZ Ltd in which NMIT is a shareholder and Tony Gray is a Director and the Convenor (\$10,813 is outstanding at balance date (2013: \$Nil)).	117,292	6,508

21. Council remuneration

	Institute		Group	
	2014	2013	2014	2013
	\$	\$	\$	\$
Fees and other benefits received by individual council members were as follows:				
Butler, Ross	28,721	28,721	28,721	28,721
Hervey, Gabrielle	14,360	14,360	14,360	14,360
Rowe, Andrew	17,951	17,951	17,951	17,951
Steere, Paul	14,360	14,360	14,360	14,360
Tambisari, Scott	14,360	14,360	14,360	14,360
Tapata-Stafford, Te Rehia	14,360	14,360	14,360	14,360
Watson, Virginia	14,360	14,360	14,360	14,360
Wehner, Daryl	14,360	14,360	14,360	14,360
	<u>132,832</u>	<u>132,832</u>	<u>132,832</u>	<u>132,832</u>

22. Budget variance explanations

Explanations for major variations against the budget information at the start of the financial year are as follows:

Statement of comprehensive income

Government grants

Government grants budget was compiled prior to confirmation of full year TEC funding. NMIT subsequently received additional funding for Priority Engineering.

Tuition fees

Tuition fees are favourable to budget due to higher international student numbers and EFTS mix changes.

Finance income

Finance income is under budget due to lower than expected interest rates.

Other income

Other income is over budget due to revenue from unbudgeted contracts such as Ministry of Social Development Training for Work programmes, and increased delivery of ITO courses, In China programmes and Maritime short courses. Additional revenue was received from one-off rentals and new leases, unbudgeted royalties received, and revenue from staff secondments to TANZ.

Personnel costs

Personnel costs are over budget due to redundancy costs and TANZ recharge.

Depreciation and amortisation expense

Depreciation and amortisation expense are under budget due the change in estimated useful lives of NMIT's property, plant and equipment, and the timing of capital expenditure purchases.

Other expenses

Other expenses are over budget. This is due to higher joint venture costs arising in particular from higher student numbers under the contract for delivery of aviation training for Oberlin University. In addition, provision has been made for the payment of student fees to former NMIT (now Helipro) students as Helipro is in receivership. Commission payments to international agents are also significantly higher than budget due to increased international student numbers. These overspends are partly offset by savings in travel and accommodation, professional memberships, telecommunications costs, and licence fees.

Statement of financial position*Cash and investments*

Cash and investments are higher than budget due higher fees in advance received from international students, and reduction in debtors and other receivables.

Debtors and other receivables

Debtors and other receivables are under budget due to improved debt collection.

Intangibles

Intangible assets are higher than budgeted due to the capitalisation of programme development costs for NMIT's new Aquaculture and Viticulture degree programmes, and completion of implementation of ebs4 student management system in 2014.

Creditors and other payables

Creditors and other payables are higher than budget due to unbudgeted accruals, such as Helipro student fees.

Revenue in advance

Revenue in advance is higher than budget due to fees received from international students enrolled in programmes spanning financial years, such as the Postgraduate Diploma in Business Enterprise.

Statement of movements in equity

The surplus for the year was higher than budgeted as explained above.

Statement of cash flows

Net cash flows from operating activities are higher than budgeted due to increased tuition fees received, and other unbudgeted income as noted above.

Net cashflows from investing activities are higher than budgeted due to payments for capital expenditure and investment of surplus funds on term deposit.

23. Events after balance date

There were no events to report after the balance sheet date.

24. Financial instruments**24A Financial instrument categories**

The carrying amounts of financial assets and liabilities in each of the NZ IAS 39 categories are as follows:

	Institute		Group	
	2014	2013	2014	2013
	(\$000)	(\$000)	(\$000)	(\$000)
FINANCIAL ASSETS				
Loans and receivables				
Cash and cash equivalents	2,618	4,726	2,618	4,726
Debtors and other receivables (excl GST)	949	1,227	949	1,227
Investments				
- term deposits	11,875	6,300	11,875	6,300
<i>Total loans and receivables</i>	15,442	12,254	15,442	12,254
Fair value through other comprehensive income				
Investments				
- unlisted shares	-	18	-	18
<i>Total fair value through other comprehensive income</i>	-	18	-	18
FINANCIAL LIABILITIES				
Financial liabilities at amortised cost				
Creditors and other payables (excl GST)	3,105	2,962	3,108	2,965
Other financial liabilities	631	659	145	56
<i>Total financial liabilities at amortised cost</i>	3,736	3,621	3,254	3,021

24B Fair value hierarchy

The Institute does not measure any financial instruments in the Statement of Financial Position at fair value.

24C Financial instrument risks

The Institute's activities expose it to a variety of financial instrument risks, including market risk, credit risk, and liquidity risk. The Institute and group has a series of policies to manage the risks associated with financial instruments and seeks to minimise exposure from financial instruments. These policies do not allow any transactions that are speculative in nature to be entered into.

Market risk*Price risk*

Price risk is the risk that the value of a financial instrument will fluctuate as a result of changes in market prices. The Institute has no financial instruments that give rise to price risk.

Fair value interest rate risk

Fair value interest rate risk is the risk that the fair value of a financial instrument will fluctuate due to changes in market interest rates. The Institute's exposure to fair value interest rate risk arises from bank deposits at fixed interest rates. The Institute does not actively manage its exposure to fair value interest rate risk as investments are generally held to maturity.

Cash flow interest rate risk

Cash flow interest rate risk is the risk that the cash flows from a financial instrument will fluctuate because of changes in market interest rates. The Institute's exposure to cash flow interest rate risk is limited to on-call deposits. This exposure is not considered significant and is not actively managed.

Currency risk

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate due to changes in foreign exchange rates.

The Institute purchases resources from overseas and pays commissions to overseas agencies which requires it to enter into transactions denominated in foreign currencies.

Credit risk

Credit risk is the risk that a third party will default on its obligation to the Institute and group, causing it to incur a loss. Due to the timing of its cash inflows and outflows, surplus cash is invested in term deposits which gives rise to credit risk.

In the normal course of business, exposure to credit risk arises from cash and term deposits with banks and debtors and other receivables. For each of these, the maximum credit risk exposure is best represented by the carrying amount in the Statement of Financial Position.

The amount of credit exposure to any one financial institution for term deposits is limited to no more than 60% of total investments held. Investments are entered into only with registered banks that have a Fitch or Standard and Poor's minimum credit rating of BBB. The Institute has experienced no defaults of interest or principal payments for term deposits.

Concentrations of credit risk for debtors and other receivables are limited due to the large number and variety of customers. The Tertiary Education Commission is the largest debtor. It is assessed as a low risk and high quality entity due to being a government funded purchaser of tertiary education services.

Liquidity risk*Management of liquidity risk*

Liquidity risk is the risk that the Institute and group will encounter difficulty raising liquid funds to meet commitments as they fall due. Prudent liquidity risk management implies maintaining sufficient cash, the availability of funding through an adequate amount of committed credit facilities, and the ability to close out market positions.

The Institute and group manages liquidity risk by continuously monitoring forecast and actual cash flow requirements.

Contractual maturity analysis of financial liabilities

The table below shows the maturity groupings of financial liabilities based on the remaining period at balance date to the contractual maturity date.

	Carrying amount (\$000)	Contractual cash flows (\$000)	Less than 6 months (\$000)	6 months or greater (\$000)
Institute 2014				
Creditors and other payables	3,460	3,460	3,460	-
Accrued pay	246	246	246	-
Total	3,706	3,706	3,706	-
Group 2014				
Creditors and other payables	3,463	3,463	3,463	-
Accrued pay	246	246	246	-
Total	3,710	3,710	3,710	-
Institute 2013				
Creditors and other payables	2,962	2,962	2,962	-
Accrued pay	185	185	185	-
Total	3,147	3,147	3,147	-
Group 2013				
Creditors and other payables	2,965	2,965	2,965	-
Accrued pay	185	185	185	-
Total	3,150	3,150	3,150	-

Sensitivity Analysis

The table below shows the estimated effect on the surplus or deficit and equity (excluding general funds) of movements in interest rates and foreign exchange rates.

Institute 2014	2014 (\$000)			
	Surplus	- 0.25% Other equity	Surplus	+ 0.25% Other equity
<i>Financial Assets</i>				
Cash and cash equivalents	(7)	-	7	-
Total sensitivity	(7)	-	7	-

Institute 2013	2013 (\$000)			
	Surplus	- 0.25% Other equity	Surplus	+ 0.25% Other equity
<i>Financial Assets</i>				
Cash and cash equivalents	(12)	-	12	-
Total sensitivity	(12)	-	12	-

Foreign Exchange Risk

The Institute was not exposed to foreign exchange risk as it did not hold any financial instruments in foreign currency at 31 December 2014 (2013: \$Nil).

Group 2014	2014 (\$000)			
	Surplus	- 0.25% Other equity	Surplus	+ 0.25% Other equity
<i>Financial Assets</i>				
Cash and cash equivalents	(7)	-	7	-
Total sensitivity	(7)	-	7	-

Group 2013	2013 (\$000)			
		- 0.25%		+ 0.25%
Interest Rate Risk	Surplus	Other equity	Surplus	Other equity
<i>Financial Assets</i>				
Cash and cash equivalents	(12)	-	12	-
Total sensitivity	(12)	-	12	-

Foreign Exchange Risk

The Group was not exposed to foreign exchange risk as it did not hold any financial instruments in foreign currency at 31 December 2014 (2013: \$Nil).

Explanation of interest rate risk sensitivity

The interest rate sensitivity is based on a possible movement in interest rates of 25 basis points, with all other variables held constant.

Explanation of foreign exchange risk sensitivity

The foreign exchange sensitivity is based on a possible movement in foreign exchange rates of +/- 10%.

25. Capital Management

The Institute and group's capital is its equity, which comprises accumulated funds, revaluation reserves, and capital reserves. Equity is represented by net assets.

The Institute is subject to the financial management and accountability provisions of the Education Act 1989, which includes restrictions in relation to: disposing of assets or interests in assets, ability to mortgage or otherwise charge assets or interests in assets, granting leases of land or buildings or parts of buildings, and borrowing.

The Institute manages its revenues, expenses, assets and liabilities, investments and general financial dealings prudently and in a manner that promotes the current and future interests of the community. The Institute's equity is largely managed as a by-product of managing revenues, expenses, assets, liabilities, investments, and general financial dealings.

The objective of managing the Institute's equity is to ensure that it effectively and efficiently achieves the goals and objectives for which it has been established, while remaining a going concern.

26. Reclassification of liabilities

In previous years, the provision for ACC levies was classified as ACC accrual within Other financial liabilities in the Statement of financial position. The Institute now considers it more appropriate to include these as part of Employee entitlements within Provisions in the Statement of financial position. As a result, \$21,288 has been reclassified from Other financial liabilities to Employee entitlements in the comparative information.

In previous years, PAYE and withholding tax payable deducted from employee payments was classified as Other within Provisions in the Statement of financial position. The Institute now considers it more appropriate to include these as part of Trade payables under Creditors and other payables. As a result, \$163,095 has been reclassified from Provisions to Creditors and other payables in the comparative information.

Introduction to the targeted performance report

This section outlines progress against curriculum area plans as set out in the Institute's 2013-2015 *Investment Plan*.

Regional Economic Development encompasses the following curriculum areas:

- Applied Business –
 - Business delivered from the Marlborough and Nelson campuses and also in China
 - Tourism delivered from the Nelson campus
- Aviation –
 - Aviation engineering based at the RNZAF Woodbourne base
 - Pilot training provided by NMIT's network of aviation flight training school partners
- Primary Industries –
 - Aquaculture and seafood – delivered from the Nelson campus and leased facilities at the Cawthron Institute facility at The Glen, Nelson
 - Conservation delivered with Department of Conservation staff nationally
 - Horticulture delivered from the Richmond and Marlborough campuses
 - Viticulture and wine delivered on the Marlborough campus
- Maritime Studies delivered from the Nelson campus
- Trades –
 - Automotive engineering delivered from the Nelson and Marlborough campuses
 - Building and construction delivered from the Nelson and Marlborough campuses
 - Engineering delivered from the Nelson campus

Community Support and Service Industries encompasses the following curriculum areas:

- Business Services -
 - Information technology delivered from the Nelson, Richmond and Marlborough Campus, and also in China
 - Business administration delivered from Nelson and Marlborough campuses
- Creative Industries –
 - Visual arts delivered from the Nelson campus
 - Creative writing delivered from the Nelson campus
 - Contemporary music delivered from the Nelson campus
 - Graphics and multimedia delivered from the Nelson campus
- Foundation and English Language –
 - Foundation studies are delivered from the Nelson and Marlborough campuses
 - English Language is delivered from the Nelson campus
- Health –
 - Nursing training (degree level) delivered from the Nelson campus, and at foundation level on both the Nelson and Marlborough campuses
 - Social work and counselling studies are delivered from the Nelson campus
- Hospitality and Wellbeing –
 - Beauty services and hairdressing delivered from the Nelson and Marlborough campuses
 - Hospitality training delivered from the Nelson campus

We also report on targeted performance for three institutional sections:

- International Marketing
- Māori Education
- Youth Transitions

Applied Business - Targeted Performance Report

The Applied Business Programme area comprises three programme clusters – Business, Tourism and China Programmes.

Applied Business comprises Bachelor of Commerce, Graduate Diplomas, Diploma in Commerce, New Zealand Diploma in Business, the Postgraduate Diploma of Business Enterprise and New Zealand Institute of Management (NZIM) Diploma in Management. The degree is fully accredited to meet the New Zealand Institute of Chartered Accountants (NZICA) and CPA chartered accounting qualifications. Business qualifications are delivered at both Nelson and Marlborough campuses with some courses delivered using video conferencing between the sites. The Postgraduate Diploma was purchased from Southern Institute of Technology and was first delivered in July 2014. Most deliveries are face-to-face and blended with online delivery available for New Zealand Diploma in Business and NZIM Diploma in Management.

The **tourism** cluster comprises the Certificate in Tourism and Travel, Diploma in Adventure Tourism Leadership, Diploma in Adventure Tourism and the Certificate in Adventure Tourism. Diploma in Tourism Management was retired in 2014 and replaced with courses within the NZ Diploma of Business. These programmes are delivered face-to-face with a high degree of interactive, experiential learning.

The Diplomas in Commerce and Information Technology are taught in China in conjunction with our partners on a 3+1 (years) basis providing pathways for Chinese learners to complete their degree at NMIT.

Investment Plan proposals for Applied Business:

Applied Business programmes are primarily intended to meet regional business needs and add value to the regional economy. It is critical that the design of curriculum and delivery looks forward to meet future regional trends.

The balance of employer requirements is trending rapidly away from content and knowledge to the development of skills and personal qualities. A work-ready Applied Business graduate is now increasingly defined in terms of well-rounded abilities in:

- Analysis and problem solving
- Decision making
- Communication, including social media
- Researching and validating relevant information
- Literacy in relevant technologies including, but not limited to, information technology
- Initiative
- International appreciation and Internationalisation

The practical and interactive approach to delivery used in Applied Business programmes has ensured an excellent reputation for providing graduates with practical skills for the workplace. Applied Business programmes are continuing to build the development of these skills and personal qualities further into every programme.

The Tertiary Education Strategy places emphasis on youth education. Both the Certificate in Tourism and Travel and Adventure Tourism programmes have very high proportions of learners under 25 years old. Both these areas will continue to foster and strengthen relationships with schools in the region. Equally important is the retention of youth learners into the second year of the Diploma of Adventure Tourism. This programme is continually being reviewed to ensure safety of students and also the needs of learners and employer needs.

Recognising the huge impact of globalisation on education this programme area has been following a path of internationalisation and will continue to maintain and establish relationships with partner tertiary institutions in China. This has the advantage of attracting international learners of a known quality, lower up-front investment required to recruit and increased opportunities to export educational expertise in line with the new Chinese Tertiary Education Strategy. This relationship building has been shown with the introduction of Mandarin courses in Nelson during 2014. The Postgraduate Diploma in Business Enterprise, introduced in July 2014, has also continued the internationalisation strategy with most students being international, largely from the Indian subcontinent. This programme has seen strong growth throughout 2014.

Applied Business – Targeted Performance Report

Key Actions and Direction: Applied Business

Key Actions and Direction	2014 Planned Outcomes	2014 Actual outcomes	Commentary
Bachelor of Commerce (Nelson, Marlborough and Auckland)	Level 7 courses in Integrated Logistics delivered Stream in Tourism developed Full delivery	The level 6 logistics paper was delivered however due to low enrolments the level 7 course was held until 2015. The NZ Diploma of Business qualification had two tourism courses run in 2014: NZD580 Principles of Tourism and NZD685 Tourism Industry Management	2015 enrolments mean that the MGT732 Logistics course will run in 2015.
NZ Diploma in Business and NZIM Diploma in Management	New MRoQ qualifications introduced	These new qualifications are currently being developed by a working group from the ITP sector	The working group is underway from December 2014 and will develop courses focused on 21 st century outcomes for students
Postgraduate Diploma in Business Enterprise	Full delivery	Began in July 2014 with 9 enrolments. Structured with monthly intakes by December this qualification had 79 students enrolled	Strong growth from international students on this qualification
China Programme	First learners accepted into Masters programme Graduates from ZJWCHC, HUT Nanchang or HPU enrol at NMIT	This Target has not been measured in 2014. We had 17 students from these institutes in 2014.	Target not measured due to changes in priorities. Master's programme not offered in 2014. Would like to have more come to NMIT especially from ZUWREP as we have approximately 150 enrolled at this institute.
Tourism Management	New MRoQ qualifications introduced	The Certificate in Travel and Tourism continued in same form as 2013 however the Diploma in Tourism Management was discontinued. Tourism courses at levels 5 & 6 now within the NZ Diploma of Business	Due to low enrolments in the Diploma of Tourism Management this was folded into the NZ Diploma of Business
Adventure Tourism	Increased retention into Year 2	Steady enrolments Three year Outdoors Mark safety accreditations gained in October 2014 and full Safety Management System (SMS) in place.	Reasonably successful year as enrolments stabilised and steady year two enrolments

Aviation Engineering - Targeted Performance Report

The NMIT Aviation capability was established in 2002 and has been successfully delivering engineering training at RNZAF Woodbourne for 10 years using RNZAF training facilities and equipment under a formal paid sharing agreement. NMIT has established a sound reputation as a quality producer of work-ready aviation engineers and the programme area has become instrumental in supporting both the General Aviation and the Airline Aviation Industry. In recent years the NMIT Aviation programme has also expanded to provide specialist engineering management instruction for the RNZAF.

NMIT Aviation remains the only Aviation engineering training provider in New Zealand outside of Air New Zealand and the Royal New Zealand Air Force (RNZAF) and therefore has a national as well as regional focus. The suite of NMIT aircraft maintenance engineering programmes is designed to support the whole of the NZ aviation industry, based on national qualifications through the ITO, ServiceIQ. The programmes are designed to provide general pre-employment training and license preparation training for all aviation engineering organisations, including Air New Zealand and the RNZAF. There has been a slow and steady growth in aviation training numbers over the last three years, with over 185 learners undergoing training in 2014 either on a formal attendance training programme at Woodbourne or through flexible delivery on line.

Investment Plan proposals for Aviation Engineering:

The major challenge for aviation engineering is to expand its portfolio to meet further regional, national and international demand and at the same time improve its financial contribution to NMIT. To achieve this, the Aviation Programme Area focuses first on providing programmes for qualifications already on the national framework that have key stakeholder demand in New Zealand and are attractive to the International markets. The Aviation Programme Area focuses on opportunities to increase the delivery of higher level qualifications especially at higher diploma and degree level.

Provision of short block courses in line with changing NZCAA Rules provide sustainable ongoing training opportunities and positive industry relationships

The Aviation area will investigate expansion opportunities in International markets for Aviation trades other than Maintenance Engineering and Pilot. Including Airport Operations (including Ramp and Air Traffic Control), Airport Services and Aviation Support & Manufacturing Engineering. The Aviation Programme Area collaborates with the Trades and Maritime Programme Areas to deliver other engineering opportunities at NMIT, in particular the potential delivery of a Bachelor of Engineering Technology. Growing the relationship with NZ Defence enables us to provide training to other Forces, nationally and internationally.

Aviation Engineering - Targeted Performance Report

Key Actions and Direction: Aviation Engineering

Key Actions and Direction	2014 Planned Outcomes	2014 Actual Outcomes	Commentary
Implement a programme to provide the qualification “Diploma in Advanced Avionics”	Programme (& qualification) adjusted to align with EASA Part 66 B2 syllabus	Abandoned	Not a viable cost option. Air New Zealand a major competitor.
Implement a programme to provide Advanced Standing for the Certificate in Aeronautical Maintenance Engineering	Programme (& qualification) adjusted to align with EASA Part 66 B1 syllabus	Some progress	NZCAA currently drafting Rule Part 147 which will align with EASA syllabus. Aviation tutor Sean Tucker is on the working party
Update and Upgrade Certificate in Aeronautical Maintenance Engineering to Diploma (L6) output standard	Implement alignment of new L6 programme with EASA syllabus	Some progress	This action is similar to the one above. Any progress made will depend on the timing of Rule Part 147
Engage with Māori & Pasifika learners, community and other stakeholders to ensure that NMIT Aviation programmes are more accessible to Māori and Pasifika learners	Investigate and implement amendments to current programmes on offer and develop new programmes to meet specific Māori and Pacific Peoples needs	Completed	We have a long standing relation with Rangitane /Maatawaka and will continue to develop opportunities for local engagement. Marae experience added to programme North Island industry visits twice a year to market to a wider Māori/Pasifika base Māori/Pasifika graduate can be contacted once a year to assist with promoting our programmes within their iwi/whanau and peer groups
Implement an Aviation Trades Academy	Develop the Aviation Trades Academy model for delivery by TANZ partners and other organisations	Completed	Three years completed to date
Investigate an entry level gateway qualification in Engineering Life Skills to be run in collaboration with the NZDF LSV scheme	Develop the Certificate Engineering Life Skills programme for delivery at Woodbourne	Abandoned	No further work done on this. LSV opportunity removed
Prepare an amended and future proof agreement between NMIT and NZDF for use of facilities at RNZAF Woodbourne Base	Agreement maintained through Annual Workgroup Meetings	In progress	RNZAF will tender Agreement out on 2015
Explore the feasibility of establishing a collaborative pathway for the delivery of a BEngTech (Aeronautical Mechanics)	Establish an Aviation Research capability. Implement a programme to deliver the first year of the BEngTech. Develop a programme to deliver the final year of a BEngTech.	Not progressed	Based on existing BEng Tech numbers nationally
Investigate the opportunities for new Aviation Programmes and short courses to support the wider international market in order to support small specialist trades in New Zealand national market Investigate common demand with Maritime programme	Investigate opportunities to develop a range of new programmes to meet national and international demand for specialist Aviation skills	Underway	Heat treatment Avionics Oral Law Under exploration EWIZ SMS

Pilot Training - Targeted Performance Report

In 2001, NMIT established the NMIT Aviation Network to provide a national pilot training capability. Over the following 10 years, this capability grew significantly with approximately 600 pilot students receiving pilot training from Aviation Network partners. Unfortunately, as of 2012 following the external review of TEC sponsored Pilot Training in New Zealand, the TEC has determined that NMIT is no longer able to sub-contract flying training organisations to deliver pilot training funded by TEC EFTS. As a result, NMIT Aviation will lose its national Aviation Pilot income stream and must look to identify new opportunities for training provision or training support for National and International markets.

Investment Plan proposals for Pilot Training:

NMIT Aviation has sought and obtained approval to deliver Aviation Pilot Diploma programmes under the new ServiceIQ pilot training framework approved by NZQA. This framework is aligned with the syllabuses of the Civil Aviation Authority (CAA) of New Zealand.

Many of the flight training schools have already gained accreditation to deliver the New Zealand Diplomas in Aviation however they are, in some instances, currently unable to deliver some of the specific courses within their programme. NMIT has been approached to design and offer some of these courses (such as the ATPL theory) for the flight training schools and our online format resources lend themselves effectively to achieve this.

There is also a significant amount of room for further course development within the new Diploma structure in conjunction with ServiceIQ by adding useful Unit Standards to the framework and/or delivering the courses within the framework that may add further value to the Diploma programmes on offer.

NMIT Aviation must now review and re-establish its relationships with a view to NMIT Aviation offering a support and quality assurance service to interested network. In addition, NMIT must investigate increasing the number of collaboration and joint ventures with Private Training Establishments (PTE) for pilot training internationally.

The pilot training environment in NZ has changed significantly over the past two years. NMIT will maintain an industry relationship with Pilot NZ via Aviation NZ and will always look for opportunities to provide training however qualifications previously discussed have not been progressed due to the volatility of NZ pilot training.

Key Actions and Direction: Pilot Training

Key Actions and Direction	2014 Planned Performance	2014 Actual Performance	Commentary
Investigate development of additional (postgraduate) courses to add to the NZDipAv framework	Investigate delivery of C-Cat Supervision Course, GA Internship Programme	Neither of these courses have been progressed in 2013. They remain good ideas, but focus has turned toward Aviation Engineering opportunities with the last remaining domestic pilot students finishing in Dec 2013.	NMIT's sub-contracting relationship with the flight training network ended in December 2013. Furthering these opportunities is dependent on striking up new partnerships with flight trainers.
Investigate International Pilot Training joint venture opportunities with NMIT Aviation Network PTEs to provide specifically tailored programmes to meet individual nation CAA requirements.	Enter into a managed portfolio of International Pilot training joint ventures with selected international training organisations and New Zealand Pilot PTEs	This opportunity has not been furthered though a lot of work has been put into re-kindling our existing international pilot training venture with JF Oberlin University. Re-creating this model remains a viable business opportunity subject to other Business Development Priorities.	The opportunities report identified pilot training opportunities but with the ending of the domestic training programme the focus has turned toward Aviation Engineering development.
Investigate service support opportunities with NMIT Aviation Network PTEs	Refine services	No longer relevant	Close contract is kept with Oberlin students' progress, Oberlin University and CTC
Investigate development of flexible learning/online delivery of programmes within NZDipAv Framework	Online delivery achieved	No longer relevant	Focus was on completion of pilot training with no further opportunity to continue

Aquaculture - Targeted Performance Report

New Zealand has the fourth largest Exclusive Economic Zone (EEZ) in the world¹ with an area approximately 14 times the country's land mass. Nelson's central location within the country provides significant competitive advantage as the preferred base for fishing the EEZ.

The Seafood and Aquaculture Industry is one of the four biggest employers in the region, with around 2,510 workers. Of these, 1,000 FTEs are employed in the mussel farming industry during the peak season. As the mussel industry becomes more mechanised, the labour force will need to be given the opportunity to up-skill into Fish Farming and Fishery Management, thus meeting the needs of the developing requirements in the Nelson/Tasman Region.

The growing network of provision in Aquaculture reflects NMIT's desire to take on the role as a national provider of Aquaculture. NMIT is well placed to facilitate collaboration between the major stakeholders within the Aquaculture Industry. The Cawthron Institute is a principal industry partner involved in our developing Aquaculture infrastructure as well as strong relationships being established with:

- Fish & Game NZ
- Aquaculture New Zealand
- New Zealand King Salmon
- Marine Farm Association
- Spat NZ
- Plant & Food Research, Nelson

Aquaculture related programmes for 2015 now range from the Maritime and Aquaculture Academy through the Diploma, Bachelor Degree and Postgraduate Diploma programme. All these courses are fully integrated and provide a full range of training options for the industry. The new freshwater aquaculture facility was leased out in December 2014 for a commercial trial. This further highlights the engagement with industry which is vital for the success of the programmes.

Investment Plan proposals for Aquaculture:

For 2015 NMIT has validated through NZQA two new programmes, the Bachelor degree in Aquaculture and Marine Conservation and the Postgraduate Diploma in Sustainable Aquaculture. This increased range and level of programmes will allow NMIT staff the opportunity to engage more with the aquaculture industry at a research and operational level. Aquaculture staff are also engaged in developing proposals for joint research with the Cawthron Institute and Industry partners.

Key Actions and Direction: Aquaculture

Key Actions and Direction	2014 Planned Performance	2014 Actual Performance	Commentary
Diploma in Aquaculture (Fish Farming and Fishery Management)	No specific 2014 Outcomes planned.	Achieved an increase in part time learners.	Increased in 2014 to two part time learners.
Complete the infrastructure developments for effective delivery at the Nelson Campus within the new H Block	No specific 2014 Outcomes planned.	Achieved	This was completed in February 2014.
Degree in Aquaculture with pathways from the current Diploma in Aquaculture	First intake of learners on the Degree in Aquaculture programme	The Degree was approved in September 2014 so the planned first intake is February 2015.	The Degree was approved in September 2014 so the planned first intake is February 2015.

¹ <http://www.teara.govt.nz/en/interactive/6967/new-zealands-exclusive-economic-zone>

Conservation - Targeted Performance Report

NMIT has had a long and close relationship with the Department of Conservation (DOC) through the Trainee Ranger programme, first delivered in 1999. This relationship has been strengthened over recent years with the successful implementation of the Conservation (Field Skills) programme as well as a shared conservation coordinator role. NMIT is now recognised as the preferred provider for DOC nationally.

The Nelson/Tasman/Marlborough Region has significant conservation estate managed by the Department of Conservation (DOC) which administers one million hectares of land, (45% of total Nelson-Marlborough land area) and 20% of New Zealand's coastline. This includes three National Parks – Abel Tasman, Kahurangi, Nelson Lakes – 42 off shore islands, wetlands, and mountain areas and more than 50 reserves in the Marlborough Sounds area. The Regional Economic Development Strategy stipulates that future development, economic or otherwise, must lead to an enhanced and sustainable environment.

NMIT delivers workshops throughout New Zealand as part of the Conservation (Field Skills) programme. This allows NMIT to develop closer working relationship with a wide range of councils and contractors nationally.

NMIT is a key partner with the Brook Waimarama Sanctuary Trust, working under a MOU that provides for significant opportunities for environmental and conservation education, both formal and informal. The Sanctuary site is based on a former water reserve, an environment protected for the city's water supply since 1860s, and is an ideal place for a wildlife sanctuary. NMIT is working with the Trust to establish a range of learning centred opportunities for students across the institute to contribute to the Sanctuary's development.

Student placements are key to the Trainee Ranger programme with students being placed throughout New Zealand from October to February. As well as summer placements with various organisations and community groups, students continually participate in industry based projects to further the conservation cause. In 2014 the group worked with DOC to set up trap lines in the Aniseed Valley, worked with the local council to undertake dune restoration at the Kokorua sand spit as well as helping the local rural firefighters. The 2014 Trainee Ranger were also invited by DOC, who provided transport to Wellington, to set up trap lines in the Orongorongo Valley. This project was very successful and similar projects are planned for 2015.

Qualification Development

The NZQA Conservation MRoQ is underway with an NMIT member on the governance board. NMIT, DOC and other interested education providers are working closely together to ensure the future training needs of New Zealand are served by the suite of qualifications that will be developed post MRoQ.

Programme Development

NMIT will be working closely with DOC and other key stakeholders to ensure the current Conservation Trainee Ranger programme of study remains fit for purpose.

Conservation - Targeted Performance Report

Key Actions and Direction: Conservation

Key Actions and Direction	2014 Planned Outcomes	2014 Actual Outcomes	Commentary
Review of Trainee Ranger programme in consultation with key stakeholders	No specific 2014 Outcomes planned.	NMIT are actively involved in the TROQ process. New qualification should be ready to list in 2015. Partly achieved 70% complete (Stage 2)	New L4 programme being developed via TROQ and should be completed in 2015.
Internationalisation of Conservation programmes	At least one cohort of international learners on a conservation programme is achieved	Discussions and relationship development underway.	We have had discussions with international government and conservation delegates but no training has eventuated. This will take time as relationships need to be formed before training programmes can be designed.
Māori environmental practices programme researched	Māori environmental practices programme is approved for delivery.	In progress	NMIT are waiting on DOC and other interested parties to finalise their requirements and obtain funding for this initiative.

Horticulture - Targeted Performance Report

Horticulture is the region's largest employer, and especially in the past five years as the apple-growing has stabilised. Pipfruit and kiwifruit growing works well together as their seasons are complementary, which extends the employment season. The grape harvest comes towards the end of pipfruit harvest, providing an additional extension for seasonal workers.

NMIT provision for Horticulture has been focussed on supporting regional businesses and industry through providing training courses and programmes that promote "hands-on" learning. As an example, NMIT's innovative Certificate in Horticulture programme allows Horticulture learners to complete National Qualifications by flexible study methods that involve online resources, face-to-face tutorials as well as practical components. This new programme has significantly increased the number of learners who are now able to study Horticulture, particularly in the Marlborough Region.

Qualification Development

Currently NMIT is involved in the NZQA Horticulture MRoQ process with representatives on the Governance Group and Working Groups. This process will result in a reduction in the overall number of Horticulture qualifications available nationally and provide NMIT with opportunities to engage with stakeholders both locally and nationally.

Currently there isn't a National Diploma in Horticulture; however NMIT is working closely with Lincoln University, EIT, and MIT in the development of a Network of Provision for the delivery of a Diploma in Horticulture. NMIT plans to continue this relationship and any other opportunities that may arise as a result of the Horticulture MRoQ process.

Investment Plan proposals for Horticulture:

Plans for Horticulture centre on accommodating the changes that will occur as a result of the NZQA Horticulture MRoQ process and the subsequent pathways of study developments for both the Certificate and Diploma Programmes.

Key Actions and Direction: Horticulture

Key Actions and Direction	2014 Planned Performance	2014 Actual Performance	Commentary
Create a new pathway of study and associated delivery resources for the Certificate in Horticulture to match the new NZQF Qualification that results from the NZQA Horticulture MRoQ process.	Programme Delivered	Completed at workshop level. Online development continues	Changes are occurring regularly at in 2015 online course development will reflect the changes for the level 3 programme
Collaborative delivery of the Diploma in Horticulture is established.	Programme Delivered	Delayed	Delayed due to Horticulture MRoQ. Still progressing through MRoQ.

Viticulture and Wine Making- Targeted Performance Report

Viticulture and wine is the largest industry in Marlborough and is New Zealand's largest viticulture and wine production region. It produces 70% of New Zealand's total wine production, has over 100 wineries and more than 500 independent growers. The region has acquired an international reputation for the quality and flavour of its wines, based on the district's unique characteristics for cool climate viticulture.

Currently NMIT is involved in the NZQA Horticulture MRoQ process which includes Viticulture and Wine, with representatives on the Governance Group and Working Groups. This process will result in a reduction in the overall number of Viticulture and Wine qualifications available nationally and provide NMIT with opportunities to engage with stakeholders both locally and nationally.

As a result of the Horticulture MRoQ process, NMIT will be involved in development of pathways of study with a range of other providers. This is likely to include the Diploma in Viticulture and Wine as well as Certificate in Vineyard Practices. NMIT will work with other providers who deliver Viticulture and Wine programmes - which are likely to be Otago Polytechnic (OP) and Eastern Institute of Technology (EIT).

Currently NMIT has a close relationship with Lincoln University with an articulation agreement that allows a pathway for Diploma in Viticulture and Wine Production graduates to staircase directly into the Lincoln University's Bachelor of Viticulture and Oenology. This will be phased out by 2016.

Investment Plan proposals for Viticulture and Wine:

At the Blenheim Campus in Marlborough, it is proposed to utilise the expertise that is being created in the development and delivery of blended and distance programmes to establish this campus as a centre for Primary Industry-based programmes not only in viticulture, but horticulture and other land-based programmes. All of these existing and proposed programmes will be delivered using a blended or distance model, thus ensuring that sustainable, industry led qualifications are produced.

A Degree in Viticulture and Winemaking to be developed ready for delivery in 2015.

Key Actions and Direction: Viticulture and Wine

Key Actions and Direction	2014 Planned Outcomes	2014 Actual Outcomes	Commentary
Develop and implement a Diploma(s) in Viticulture & Wine Production qualification and programme of study that fits into the new NZ Qualifications Framework in collaboration with other TANZ Partners	Programme in place	NMIT representative is taking an active role on the working party group.	Diploma in Wine will be developed for 2016. Diploma in Horticulture with a strand in Viticulture is underway
Develop and implement a Certificate(s) in Viticulture & Wine Production qualification and programme of study that fits into the new NZ Qualifications Framework in collaboration with other TANZ partners	Programme in place	Not Achieved – Change of focus due to MRoQ process.	Due to the Horticulture (MRoQ) these qualifications are now unlikely to be available as originally intended. New qualifications are being drafted that may align with original intention.
Develop an articulation agreed for pathways from Diploma to Degree for NMIT Viticulture & Wine Production graduates	On-going	Complete	Degree has been signed off and development at course level will continue into 2017
Deliver a range of fully funded Viticulture & Wine Production Short Courses, and are developed in collaboration with the Viticulture and Wine Industry	Income generated	In progress. Some short courses underway	New Wine Sensory facility planned for 2015

Maritime Studies - Targeted Performance Report

Maritime training has been a focus for specialisation by NMIT given:

- Nelson companies control the largest share of New Zealand's fishing quota and host New Zealand's largest fishing fleet;
- the region hosts significant maritime (merchant shipping and maritime tourism) operations; and
- the region is home to a wide group of specialist companies servicing the seafood and maritime industries.

The Maritime and Seafood MROQ's completing in 2015 will define, nationally, what maritime NZQA qualifications are available to be developed for delivery in 2015/2016. NMIT's ability to influence and collaborate is not insignificant and staff are fully involved in the Maritime and Seafood MROQ's at governance level, representing our regional needs as well as ensuring the results of the MROQ merge well with MNZ/seafood regulatory requirements. Being industry-led, the future pre-employment programmes will provide a clear pathway for school leavers and clarity for employers.

International and domestic regulatory requirements for simulation and practical workshops for Navigation and Marine Engineering are a key focus for Maritime Training in the future and continue to be key investments for NMIT. The learning will be more learner focused, practical, in line with best practice, and allow for individual assistance to be available in very specific learning areas. Maritime assessment practices will move from traditional forms to competency-based approaches fully utilising simulations and practical workshops.

The international market for Maritime Programmes in Nelson is currently predominantly based on Marine Engineering. This market is highly competitive and negatively impacted by study options available world-wide and high cost of living caused by the high New Zealand dollar exchange rate.

An Aquaculture and Maritime Trades Academy has been running as a one-year programme in 2014.

Investment Plan proposals for Maritime

In 2014 the NMIT Maritime area was rebranded as the International Maritime Institute of New Zealand, the aim being to successfully position and market NMIT to both domestic and international markets.

Key recommendations included:

- Developing all appropriate programmes to have online/flexible learning options including MEC3, and all nautical programmes;
- Re-developing the MEC3 programme as a Level 6 Diploma for delivery by 2015, in order to maintain our ability to offer this internationally recognised qualification, and to continue to attract international learners;
- Developing MEC2 and MEC1 programme for domestic & international maritime learner market to provide career progression from MEC3;
- Develop the current Diploma in Second Mate Foreign Going cross-over programme, to a full Diploma in Nautical Science in order to service both New Zealand and international learners; and
- Extending fire and safety training offer for maritime and other industry, e.g. dangerous goods, enclosed space, warden training, and height training.

Maritime Studies - Targeted Performance Report

Key Actions and Direction: Maritime studies

Key Actions and Direction	2014 Planned Outcomes	2014 Actual Outcomes	Commentary
Implement new maritime qualifications in line with the Maritime MRoQ	No specific 2014 Outcomes planned.	Waiting for MRoQ	MRoQ process still ongoing – expect NZQA will list final Maritime qualifications mid-2015. NMIT can then develop programmes of study to achieve these partially in 2015 and remainder in 2016. A significant part of this work is already completed, with draft programme regulations for programmes of study towards each proposed new maritime qualification.
Increase and maintain nautical qualification enrolments by introducing flexible learning options	50% nautical courses delivered by e-learning	Partially complete	Staff now engaged in re-developing courses to be able to be delivered via flexible learning options. Staff all engaged in the NMIT Learning Design Framework.
Re-development of MEC3 programme at level 6 in line with international requirements, including flexible learning options	Increase MEC3 EFTS	80% complete	Is still dependent upon ongoing MRoQ process. Expect to complete in 2015. A significant part of this work is already completed, with draft programme regulations for the new programmes of study towards this maritime engineering qualification.
Development of current Second Mate Foreign Going cross-over programme to full Diploma in Nautical Science (incorporating Second Mate Foreign Going) Level 6	No specific 2014 Outcomes planned.		Is still dependent upon ongoing MRoQ process. Expect to complete in 2016/2017.
Develop Marine Engineering pathway with Marine Engineering Class 2 Programme. Level 7	MEC2 Programme delivered.	In progress	Is still dependent upon ongoing MRoQ process. Expect to complete in 2016.
Pre-Employment Programmes: Deliver re-developed Certificate in Maritime (Crewing) Level 3 Deliver Certificate in Superyacht Crewing (CSY) Level 4 Deliver Certificate in Seafood Processing (CSF) Level 3	Deliver Pre-employment Programmes	Cert. in Maritime Crewing not complete. Superyacht Crewing Level 4 complete. Cert. in Seafood processing complete with contractors.	Cert. in Maritime Crewing is also dependent upon the ongoing Maritime and Seafood MRoQ processes.
Deliver self-funded Fire & Safety Short Courses.	Full cost recovery	Complete	There is continued ongoing opportunity for further courses to be offered.
Develop Self- Assessment to support the implementation of the Investment Plan and encourage continuous improvement.	Implement Annual Operating and Action Plans from the 2012 Self- Assessment Report.	50% of actions are complete 20% of actions are not complete 30% of SAR actions are partially complete.	Ongoing progress on actions from the SARs. Several that are partially complete or not complete are due to the MRoQ process not being complete.

Automotive Engineering - Targeted Performance Report

NMIT has a long-standing and highly successful Automotive Programme which includes curriculum alignment, Trades Academy and STAR programmes with many secondary schools in the Top of the South region (TOS). The department also offers a 1-year full-time pre-trade course as well as having a Managed Apprenticeship programme, and off-job teaching contracts with MITO (Motor Industry Training Organisation).

The Managed Apprenticeship Programme changed from the former National Certificate in Automotive Engineering (Level 4) to the new National Certificate in Motor Industry (Levels 3 & 4) in 2013.

NMIT has strong relationships with many TOS secondary schools through the highly successful Automotive Curriculum Alignment Programme. In addition to this programme, we also offer STAR and Trades Academy Programmes. This supports NMIT staff working closely with secondary school teachers to deliver Automotive courses to secondary school students.

Our 1-year pre trade programme has been delivered in Nelson for many years and is valued by industry as we provide essential practical and theoretical pre apprenticeship training. The training we provide ensures the students have had targeted basic training before starting their apprenticeship. We believe this targeted basic training is the most efficient method of training as often busy workshops put time constraints on trainers being able to deliver this essential foundation training. NMIT will be offering a Nelson diesel strand in 2015 to cater for the growing heavy diesel market as well as introducing the petrol programme in Marlborough for the first time in 2015. NMIT has a strong and established relationship with MITO that supports NMIT's delivery of off-job training for MITO Trainees.

NMIT collaborates with other ITP's from around the country through the Trades Forum where sharing of ideas and teaching approaches are discussed.

Key Actions and Direction: Automotive Engineering

Key Actions and Direction	2014 Planned Outcomes	2014 Actual Outcomes	Commentary
Enter into supply agreement with another provider for resource material to be used for our Managed Apprenticeship Programme	Level 4 qualification offered	Agreement with BOPP entered into for pre trade and apprentice programmes. Achieved.	Setup working well with programme development being shared between providers and intra-institute moderation taking place.
Deliver MITO fully-funded training packages	Income generated	Increase in MITO students in 2014 with growth planned for 2015. Achieved.	Block courses are a mixture of NMIT and MITO apprentices ensuring course numbers are optimised.
Increase number of Pre-trade learners	32 learners on the 1st Year, Level 3 programme; Introduce 2nd year L3 programme with 10 learners	30 year 1 students started. No year 2 programme being offered due to NMIT developing a heavy diesel option instead. Partly achieved.	2015 will see the first intake of diesel pre trade students. The existing pre trade programme is now split into 2 streams - petrol and diesel.
Develop Self-Assessment to support the implementation of the Investment Plan and encourage continuous improvement	Implement Annual Operating and Action Plans from the 2013 Self-Assessment Report	Pre Trade and Apprentice coordinators provides monthly reports targeting self-assessment action points and our 6 key evaluation questions. All Automotive staff contributes to our self-assessment programme. Achieved.	Department coordinators and manager provide monthly reports targeting the key evaluation questions this is then used as evidence for our self-assessment programme.

Engineering - Targeted Performance Report

Both Nelson and Marlborough campuses offer a one-year Certificate in Engineering (Level 3) programme designed to produce work-ready graduates for either the workforce or an apprenticeship in any one of the following fields: fitting and turning, tool-making, welding, fabrication, marine engineering, and refrigeration engineering. We also offered a 1 year Engineering Trades Academy programme in 2014.

With the completion of our new trades building in 2014 we now offer training that is current and meets the needs of local and New Zealand mechanical engineering industries. A minimum of two industry advisory meetings are held a year where industry have an input into the courses we offer. Our aim is to ensure our programme remains flexible and adaptable to meet the needs of Industry whilst still producing graduates who have the skills Industry require.

NMIT is represented on the Nelson Engineering Cluster Management Team which supports training within the Industry. Due to closer ties with the ITO (Competenz), there has been an increase in the numbers of local and out of region apprentices attending block courses at NMIT.

NMIT collaborates with other ITPs from around the country through the Deans Trade Forum where sharing of ideas, teaching approaches, and collaboration are discussed. The Deans forum is also actively involved in monitoring the MROQ process with members of the forum being represented on numerous MROQ governance and working parties.

NMIT is actively involved in the Engineering MROQ review and task ourselves with keeping industry updated on progress via our advisory meetings. Members of our advisory committee have stated that these meetings are the only involvement that they have had in the MROQ process. NMIT fully supports the MROQ process and review of all qualifications as they will produce unified national engineering qualifications at all levels that will be easier for all to understand.

Market needs will be met with the present intake rate of Pre-trade Engineering students and maintaining the high level of participation in the ITO Apprentice Training Group.

Key Actions and Direction: Engineering

Key Actions and Direction	2014 Planned Outcomes	2014 Actual Outcomes	Commentary
Deliver Competenz ITO fully-funded training packages	Generated income and cost recovery achieved.	Cost structure was reviewed in 2013/4 to make these courses viable. Achieved.	Apprentice numbers in the Tasman region have increased as reported by Competenz which will result in additional block courses in 2015.
Deliver a range of fully-funded Mechanical Engineering Short Course programmes	Two Introduction to Welding courses, one SolidWorks course, and one Machining course Income generated.	2 Welding and 1 Solidworks course delivered. No interest in the Machining course. Achieved.	We will again attempt to offer the machining course in 2015.
Develop Self-Assessment to support the implementation of the Investment Plan and encourage continuous improvement	Implement Annual Operating and Action Plans from the 2013 Self-Assessment Report.	Engineering coordinator provides monthly reports targeting self-assessment action points and our 6 key evaluation questions. All engineering staff contributes to our self-assessment programme. Achieved.	Department coordinators and manager provide monthly reports targeting the key evaluation questions this is then used as evidence for our self-assessment programme. New trades building completed in 2014 which ensures NMIT is providing training that is relevant and current for local industry and New Zealand.

Building and Construction - Targeted Performance Report

NMIT has a long history of training for the TOS Building and Construction Industry. Established Pre-trade Carpentry programmes have been successfully run in both Nelson and Marlborough for many years. NMIT is also a leading provider of the ITABS Managed Apprenticeship Programme.

NMIT maintains strong linkages with local secondary schools through tertiary partnerships that include STAR and Trades Academy Programmes. NMIT collaborates with other ITPs from around the country through the Trades Forum where sharing of ideas and teaching approaches are discussed. We also have an active advisory committee with members representing a cross-section of the local Building Industry.

Our 1-year pre trade programme has been delivered in Nelson and Marlborough for many years and is valued by industry as we provide essential practical and theoretical pre apprenticeship training. The training we provide ensures the students have had targeted basic training before starting their apprenticeship. We believe this targeted basic training is the most efficient method of training as often busy worksites put time constraints on trainers being able to deliver this essential foundation training.

NMIT also has a close working relationship with Certified Builders and Master Builders, and both are on our Advisory Committee. In addition, we offer the ITABS Managed Apprenticeship Programme which ensures our Apprenticeship Coordinators are in discussions with Industry on a daily basis.

The key aim in Carpentry is to maintain our EFTS at lower cost and focus on improving student performance, thereby increasing value for money.

Market needs will be met with the present intake rate of Pre-trade Carpentry students and continuation of the high level of participation in our ITAB (Managed Apprentice) Group.

NMIT introduced the New Zealand Diploma in Engineering – Civil in 2014. National shortages of Diploma qualified engineers are highlighted in the NEEP report as well as local shortages highlighted in a local report commissioned by NMIT on local needs for Civil Technicians.

Key Actions and Direction: Building and Construction

Key Actions and Direction	2014 Planned Outcomes	2014 Actual Outcomes	Commentary
Builder Licensing.	No specific Outcomes for 2014	All tutors licensed. Achieved.	Licenses are kept current with the required training.
Deliver one-year Trades Academy Programme.	No specific Outcomes for 2014	Programme is being delivered with 22 students in year1&2. Achieved.	Due to low numbers in year 2 we are looking at consolidating programme into one group in 2015.
Civil Engineering Diploma introduced.	Civil Engineering Diploma delivered.	Programme is now running with numbers looking good for 2015. Achieved.	Employed an experienced engineer and tutor as coordinator in 2014 with a view to growing this programme.
Develop Self-Assessment to support the implementation of the Investment Plan and encourage continuous improvement.	Implement Annual Operating and Action Plans from the 2013 Self-Assessment Report.	Pre Trade, Apprentice and Civil coordinators provides monthly reports targeting self-assessment action points and our 6 key evaluation questions. All Building, Construction and Civil staff contributes to our self-assessment programme. Achieved.	Department coordinators and manager provide monthly reports targeting the key evaluation questions this is then used as evidence for our self-assessment programme.

Trades and Primary Industries - Targeted Performance Report

This programme commenced in 2011 and is based around the belief in providing engaging skill- based programmes appropriate to the needs of the learner.

The programme aligns with the Engineering, Construction & Conservation Programme Area which has a strong focus towards hands-on careers and provides training for some of the Nelson-Marlborough region's key industries including Trades, Engineering and Conservation.

Designed as a preparative step to re-engage learners with further study appropriate to their needs and interests, this programme provides skills which will widen their career options. It highlights the importance of team building, personal development, communication, and self-management skills and will utilise team teaching and practical hands-on learning across a wide range of vocational areas.

Considerable emphasis is also placed on developing the skills that are required in practical industry environments. Numeracy, literacy, and fundamental computer skills are embedded throughout the courses to provide knowledge delivered in context rather than isolation.

Collaboration

NMIT works closely with local Social Services in the region as a percentage of learners on the Programme have Case Workers. We also have constant interaction with parents and caregivers to ensure our learners achieve successful outcomes on the Programme. We believe this is critical as this Programme is often the 'last chance' for our learners to gain a formal qualification.

Our focus is to build on the successes we had with this programme in 2014 and look to increase the number of graduates progressing into further study.

The intention is to extend the Programme in 2015 and offer it in the form of a Māori and Pasifika Certificate in Trades and Primary Industries (TPI) strand. This strand will be based at NMIT's - Te Toki Pakohe premises and will incorporate both Maori and Trades based training.

Key Actions and Direction: Trades and Primary Industries

Key Actions and Direction	2014 Planned Outcomes	2014 Actual Outcomes	Commentary
Introduce Māori and Pasifika Trades Academy	Introduce academies in Nelson and Marlborough. Build on introduced programmes.	Certificate in Trades and Primary Industries (TPI) Academy for Māori not introduced in Marlborough although a Nelson based TPI for Māori was introduced in 2014. Partly Achieved.	The planned Marlborough programme did not eventuate due to difficulty in finding premises and funding streams. A Nelson based programme TPI – Ka Hao programme was delivered with another planned for 2015.
Develop Self-Assessment to support the implementation of the Investment Plan and encourage continuous improvement	Implement Annual Operating and Action Plans from the 2013 Self-Assessment Report	TPI coordinator provides monthly reports targeting self-assessment action points and our 6 key evaluation questions (KEQ). All Trades and Primary Industries staff contributes to our self-assessment programme. Achieved.	Department coordinators and manager provide monthly reports targeting the key evaluation questions this is then used as evidence for our self-assessment programme.
Certificate in Trades and Primary Industries further developed with emphasis on marae-based delivery utilising Youth Guarantee funding	Looking to run three Certificates in Trades and Primary Industry programmes. Two groups will be run as Māori and Pasifika programme.	2 TPI streams offered in 2014, TPI - Standard and TPI – Ka Hao for Māori youth. Achieved.	The Ka Hao programme has various noho throughout the year based on marae stays. 3 TPI streams are planned for 2015 with a Hair and Beauty stream being offered.

Business Services - Targeted Performance Report

The Business Services Programme Area was renamed Digital Technology and encompasses four programme clusters: Information Technology, Business Administration, Retail and Community Computing.

The Information Technology cluster comprises a Bachelor of Information Technology (BIT), Graduate Diploma, specialist Diplomas at level 5, Diploma in Information Technology, Certificate in IT Service and Support, Certificate in Computer Technology and National Certificate in Retail. The BIT has been redeveloped to provide majors in ICT Infrastructure, Systems Development and Information Systems. The revised degree was implemented from 2011 in a staged process, 2013 is the last year of the roll out with the level seven courses from the new degree being offered.

The Business Administration cluster comprises Certificate qualifications at levels 2, 3, 4 and 5. The Employment Scholarship Programme (ESP) is a conjoint delivery of the level 3 and 4 Certificates as a partnership between NMIT, local employers, and learners that has particularly strong and successful employment outcomes. The National Diploma in Business Administration (Level 5) was introduced from 2011 in order to create more opportunities for successful learner completion and progression.

Across the Digital Technology Programme Area

- Develop a suite of short courses and pathways to qualifications to allow in work training and increased use of ICT
- Increased use of Open Education Resources to support flexibility of programmes
- Increase student placements and flexible opportunities for learning, including expanded ESP programmes, workplace based projects and internships.

Information Technology

- Continue the Bachelor of Information Technology programme with changes to curriculum content to encompass current and future directions in the industry such as cloud computing services and mobile application development. These changes were made in consultation with the IT Advisory Committee and other stakeholders.
- Develop a Masters in 3D Web Development, focussing on cross platform architectures and technologies to support future trends in web and software application development.
- Continue to offer the Certificate in IT Service and Support (CITSS) and to review and make changes to curriculum and programme structure, in line with the offering of this certificate by our collaboration partner Otago Polytechnic where a review is currently taking place.
- Development of a flexible delivery option in the CITSS programme, using online training modules supported with periodic technology-based practical tutorial sessions. This will allow penetration to areas where ICT training at this level is not currently provided: Blenheim and Motueka and potentially Golden Bay, Murchison and Kaikoura. Investigate the ESP model for use in this programme. Now postponed until 2016.
- Shift the National Certificate in Computing Technology (Levels 2 and 3) in house and away from joint venture delivery.
- Review the level 5 Diplomas in Networking, Information Systems and Software and Web Development, in line with outcomes for learners and employers and to better support study plans for learners.

Business Administration

- Continue the Certificates in Business Administration at Levels 3 and 4 with a project based and assessment centre approach more suited to the learner. Continue successful ESP programme at these levels.
- Continue and strengthen the offer of the National Diploma in Business Administration (Level 5) as both a career progression qualification for administrators as well as a pathway into further Business Study.
- Provision of the level 2 Certificate in Business Administration:
 - Nelson: Move the programme offer to a flexible approach
 - Marlborough: Retain the face-to-face offer, as this is a successful and popular programme for the Marlborough Region.
 - Instigate ESP approach at this level.
- Investigate tailored group training to business units and organisations designed to support their specific operational needs.

Business Services - Targeted Performance Report

Community Computing Centres

- Retain the Marlborough Community Computing Centre as provision for people seeking to return to the workforce and/or provide study pathways to qualifications residing in other programme clusters.
- Strengthen pathways from the Marlborough CCC into our Marlborough Business Administration programmes.
- Offer flexible / tailored skills training to community groups in Nelson and Marlborough.

Retail

- Deliver the National Certificate in Retail (Level 2) directly from NMIT, away from the joint venture delivery.
- Retail is an area to target for youth to undertake skills based training, which would support them in a move into a career in retail. The feasibility of a Trades Academy approach to retail training is to be investigated.

Key Actions and Direction: Business Services

Key Actions and Direction	2014 Targeted Outcomes	2014 Actual Outcomes	Commentary
Bachelor of Information Technology Implement the redeveloped degree Changes to curriculum content	Offer of new curriculum content On-going review	Achieved - New course content developed as a result of the review was delivered in 2014. Two new courses related to changes in IT: SCM501 Social Media and NET702 Cloud Services were added to the curriculum.	New course content delivered successfully with positive feedback from students on the currency of the content.
Postgraduate Diploma in 3D Web Development	First offer of the Postgraduate Diploma in 3D Web Development	In progress - The Diploma was not offered in 2014 - development of this programme was started towards the end of 2014	This development was delayed in order to first build research capability amongst the staff, which has now been carried out. Throughout 2015 full development and application for accreditation will occur to allow for a 2016 delivery.
Certificate in IT Service and Support Development of a blended programme Changes to curriculum and programme structure	Blended programme continued delivery (NN and ML) First delivery of redeveloped programme	Achieved - review and updating of course content was carried out in 2014 and blended delivery undertaken.	The CITSS was not considered a priority for inclusion in the E-campus project. In addition, with the development of NZ quals through the Computing MROQ the decision was made to leave development of this nature till the implementation of the new quals in 2016.
Business Administration Certificates at Levels 3 and 4 project based and assessment centre approach Continue ESP programmes Continue and Strengthen the offer of the National Diploma in Business Administration L5 Review offer of level 2 Certificate	On-going review and delivery On-going review and delivery On-going review and delivery Complete review	Achieved - Project based learning set in the context of a Business Centre was implemented with level 3 classes in 2014. Achieved - Ongoing delivery of ESP and L5 programmes National diploma in Business Administration was delivered in both Nelson and Marlborough 2014. Achieved – review completed, programme successfully offered	Decision was made to continue offering the L2 programme until the current quals are replaced with the new NZ quals as a result of MROQ (2016 target for delivery). Numbers are low in this area and the programme crosses over the Diploma in Business, which for many has a higher interest due to having broader graduate use Level 2 programme will expire in next year or two due to MroQ

Business Services - Targeted Performance Report

Key Actions and Direction: Business Services

Key Actions and Direction	2014 Targeted Outcomes	2014 Actual Outcomes	Commentary
Market research, curriculum development and branding of training courses First delivery of courses Delivery of tailored courses	On-going review of industry and community needs and resulting changes Delivery of tailored courses	Achieved - Work with Nelson businesses / community groups on developing tailored offerings of Certificate in Computer Technology L3 as part of an ongoing PD programme was carried out.	Feedback has been positive on this programme and we have had individual enrolments as a result. As yet, no group programmes have been offered.
Retail Trades Academy	First delivery of the academy	Frontline services Trades Academy course started in May 2014 with 8 students.	This course was assigned to the Applied Business Programme Area.

Creative Industries - Targeted Performance Report

The Top of the South region is well known for the strength of its locally based Creative Industries which include Artists, Designers, Musicians and Writers who contribute to its unique blend of arts and culture. Increasingly, convergence across the Creative Industries is encouraging economic development, employment, and innovation as seen in local initiatives such as the Bridge Street Collective, The Icon Centre for Contemporary Art, Nelson Art Expo, and Oi You!!

Nelson/Tasman's reputation for creative expression extends internationally and provides the base for a vibrant Cultural Tourism Industry. In 2010, just over 1,350 of the Nelson City's workforce were involved in 'cultural occupations'.

The Creative Industries are an increasingly significant contributor to the Top of the South regional economy. The economic contribution is estimated to be currently up to \$25 million per annum spent on Arts. In addition, the equivalent marketing value to the region of all activity connected to the Arts is also estimated to be up to \$25 million.

NMIT has a long history of involvement in arts education. Programmes have been developed to cater for the changing needs of a region well known for its vibrant arts communities.

Investment Plan proposals for Creative Industries:

The Creative Industries Programme Area comprises the Bachelor of Arts and Media and its associated Diplomas, including the Diploma in Writing for Creative Industries, Diploma and Certificate in Contemporary Music, Certificate in Arts and Media and new Diploma in Interior Design.

The Creative Industries Programme Area is well positioned to build on the strengths of its current suite of programmes by making key step changes to increase the professional, commercial and entrepreneurial aspects of Arts and Media education. The increasing convergence of technologies changes the playing-field; distinct 'silos' of discipline-specific education are being replaced by a model that prioritises collaboration, problem-based approaches, networking, and new technology to reflect real-world scenarios of working in the Creative Industries.

The development of new teaching methods and strategies that reflect the work environment are being implemented, utilising problem-based approaches, collaborative projects, the increased use of online technologies and Open Educational Resources (OER). The continued development of blended and online courses to enable off-campus learning for the Certificate in Arts & Media, Contemporary Music, and Writing for Creative Industries is also proposed.

Additionally a series of project based Training Schemes are being developed for online delivery in areas such as photography, branding, graphic design etc. These are designed to reach the in-work market, in particular small to micro size businesses that wish to create some of their own in house marketing material.

Key Actions and Direction: Creative Industries

Key Actions and Direction	2014 Planned Outcomes	2014 Actual Outcomes	Commentary
Bachelor of Arts & Media & related Diplomas. Develop design pathway in the BA&M for all GMM electives	Staircase design skills to higher levels on the programme	Achieved - Strong demand in Level 5 and 6 Graphic Design courses all year	Demand for graphic design content increased across the programme in 2014 with flow through of strong numbers from year 1
Develop greater focus on Professional Practice and Marketing of Creative Enterprise	Continue with Professional Practice courses and develop content and relevancy to industry	Achieved - Changes embedded within the BA&M programme	Re-development was completed in 2013 with a resulting increase in the commercial focus of the students in year 3 in 2014, as shown in end of year exhibition
Create internship/work placement into levels 5 and 6, and develop greater focus on business content	Top learners offered internships/work placement at design, marketing, advertising, exhibition, & studio-based businesses	Ongoing - An increased number of level 5 & 6 students were able to complete work placement opportunities in 2014	Further work is need to implement this fully. This includes establishing additional links with local employers.

Creative Industries - Targeted Performance Report

Key Actions and Direction: Creative Industries

Key Actions and Direction	2014 Planned Outcomes	2014 Actual Outcomes	Commentary
Develop Digital Photography & Video Specialty*	Staircase Level 4 and 5 skills and knowledge to higher levels of the programme	New Diplomas developed (see below) for Photography.	Low interest in Video specialisation. Improved resources for photography
New Design & Photography Major in Levels 5 & 6 Diplomas*	Targeted major for photography and Graphic Design Specialty	Diplomas in Digital Photography and Design created and offered at Level 5 and 6 and in 2014	Low enrolments in diplomas, but are embedded in BA&M programme
Spatial Design Diploma at level 5 (Interior, Landscape)*	Plan, prepare and develop concepts for programme	Level 5 Diploma in Interior Design developed and successfully delivered in 2014	Strong enrolments and positive completions
New content at levels 6 & 7 in Commercial Design Production (e.g. Packaging/Typography)*	Develop commercial design content and retain industry relevancy	Content updated to be more inclusive and relevant for commercial design.	Enrolments in the BA&M focussed on Design are increasing, and the link to industry is strong
Post graduate or Graduate Diploma in Event Management for Creative Industries*	Plan, prepare and develop concepts for programme	Not developed. Put on hold due to other developments and low enrolments in the Arts.	Currently on hold but some content covered within Bachelor of Arts and Media programme
Post-graduate or Graduate Diploma in Entrepreneurship and Innovation (Cross-institute)	Develop a working party to plan and prepare possible programme	Ongoing - Programme purchased from SIT and run through Business School, but Masters concept being developed	New Post Graduate Diploma has been running in 2014 with rolling intakes.
Diploma/degree in Māori Art & Design	Offer Level 5 and 6 programme	Ongoing - Ran New Certificate in Māori Visual Arts (Kāwai Raupapa Rauangi)	Low numbers but programme was successful. Need to improve marketing.
Diploma in Arts & Media (Contemporary Music) Re-develop Sound and Moving Image courses to encompass Sound Production	Develop sound production content and retain industry relevancy	Achieved - The new Sound Production courses were delivered in 2013. No further development was undertaken in 2014	The new courses saw a greater focus and development of industry related knowledge in live sound production and sound recording.
Develop online courses in Instrument Tuition	Utilise OER and online technologies to teach Instrument Theory	Achieved - Online material was developed in 2013 and utilised in the Certificate in 2014 to assist student learning	No further development of the online courses is currently planned due to staff changes.
Diploma in Writing for Creative Industries Develop course design to increase industry relevance and pathways, including internships/work-placement/ collaborations	Develop online and blended content and technologies to enable learners in work to study towards an Arts & Media qualification	Ongoing - course resources were redeveloped in 2014, with formal changes to the programme structure planned for implementation in semester 2 of 2015	Due to low numbers and limited resources the planned programme changes were put on hold until 2015.
Certificate in Arts & Media New Design based programmes for Marlborough (use existing Certificate in A&M)	Utilise 'Design Studio' teaching context	Not Achieved - No further development planned for this area in 2014.	To be discussed in 2015.
Create blended commercially focussed version of Certificate in A&M for in-work market	Develop online and blended content and technologies to enable learners in work to study towards an Arts & Media qualification	Ongoing - Was changed to focus on level 5 using Training Schemes. Six were planned with three being implemented	Successfully delivered three but need to develop the other 3 in 2015 and improve market penetration

English Language and Foundation Studies – Targeted Performance Report

The Tertiary Education Regional Statement 2007 Foundation Studies (literacy and numeracy) identified training for new migrants to get into work, and that aimed at the older population as a gap in provision and as a priority – it is a key factor in increasing participation in both education and training, and in the workforce. In particular, it states that migration into Marlborough (and Nelson) is a driver for English, foundation, and entry level skills training, and the region is the fourth highest centre for refugees in New Zealand. It also identifies supported learning needs as a key change driver.

English Language

English language programmes are foundation programmes that have a dual focus on the migrant and former refugee communities locally as well as the international English language market. A third thread of our business is that NMIT is one of a small number of Cambridge Examination Centres in NZ.

Intensive Literacy and Numeracy Fund

In order to cater to the settlement needs of Nelson's former refugee community, the English Language Programme received 60 places of the Intensive Literacy and Numeracy Fund for 2011 - 2014. NMIT is a key part of the network of provision for refugee settlement in Nelson, which is one of 7 refugee settlement centres in NZ. The ethnicities re-settled here are mainly Myanmarese and Bhutanese students, the majority of whom have very limited English language skills. Without some initial training in ESOL, the newly settled refugees have limited access to employment and pose a risk to employers, since they cannot understand workplace instructions or access help in the community.

The current focus of the ILN courses is the provision on workplace and life skills, in the Nelson context. NMIT has worked with employers such as Advanced Personnel and Seaford, running programmes for their potential employees, preparing them for jobs in their industries and readying them for induction programmes and health and safety in the workplace, as well as ESOL. As Nelson receives 7% of the national quota of refugees each year, the fund is very well utilised – demand is high.

Foundation Studies

Foundation Studies is challenged to be a strong financial performer. Two key themes of this area are that the focus is on skills development (rather than knowledge acquisition), and pathways for learners to further study. This means that learners vary widely in ability and motivation, class sizes need to be kept small, fees low, and a sufficiently wide choice of courses and flexibility of study must be available to meet diverse learner needs. Much of the value contribution of this area is that students follow pathways into higher level programmes at NMIT and elsewhere. In particular, the CTS Level 4 Pathways programme has had very successful course completion rates and graduates have been accepted onto their programmes of choice at Diploma and Degree level.

English Language and Foundation Studies

Key Actions and Direction: English Language and Foundation Studies

Key Actions and Direction	2014 Planned Outcomes	2014 Actual Outcomes	Commentary
Foundation Learning Strategy actioned	<p>35% learners progressing from level 4 & below to level 5 & above programmes</p> <p>Programme re-development work carried out to better integrate programmes. (NZCEL and CLTS. New 2014. CPTS redeveloped in 2014 in advance of MRoQ 2015.)</p> <p>Repository for resource sharing/shared teaching established</p>	<p>ELP 2014: <u>Progression</u> 61% within NMIT <u>Course Completions</u> 81.54 % <u>Qualification completions</u> 55.76%</p> <p>Foundation 2014 (Tertiary studies +Vocational Studies) <u>Progression</u> 40.11% within NMIT <u>Course Completions</u> 62.50% <u>Qualification completions</u> 50%</p> <p>Increased use of Moodle in teaching allowing tutors to access and share resources.</p>	<p>Over past 5 years (up to 2104) 11.25 EFTS from ELP progressed to other NMIT programmes. 24.225 EFTs from Foundation progressed to other NMIT programmes.</p> <p>ELP programme redeveloped for 2014. (NZCEL) Consistency report to NZQA produced for 02.02.15 presentation 12.02.15.</p> <p>Progression in CVS and CLTS to higher levels not appropriate measure as very few students are able to progress beyond this level due to learning ability. 40% good result. CPTS and CPTS included in this figure.</p> <p><u>CTS and CPTS</u> NZQA Targeted review of qualifications will see NMIT redevelop all Foundation programmes during 2015.</p> <p><u>CVS and CLTS</u> CLTS successful and well attended. Additional Training schemes approved in Literacy and numeracy for 2015. CVS market was reached in 2014 Some of these students completed their qualification following 4 years of study and plan to enrol in CLTS to gain additional skills this year. CVS anticipated to be less in 2015.</p>
Redesign the Certificate in Vocational Skills to enable better participation and remove barriers	Programme successfully marketed	<p>Following are the actual completions in 2014;</p> <ul style="list-style-type: none"> • 8 /11 Students completed CVS • 7/12 CLTS Literacy and numeracy A • 7/ 11: CLTS Literacy and numeracy B • 10/12 CLTS Animal Welfare A • 10/12 CLTS Animal Welfare B • 12/15 Safe and Healthy Cooking A • 12/14 Safe and Healthy Cooking B • 4/5 Performance and Media A 	<p>CLTS successful and met community needs.</p> <p>Tutors marketed programme in the community. Advisory very supportive of the programme changes made.</p>

English Language and Foundation Studies

Key Actions and Direction: English Language and Foundation Studies

Key Actions and Direction	2014 Planned Outcomes	2014 Actual Outcomes	Commentary
Re-develop the ESOL curriculum through the Nat quals forum	Curriculum Redevelopment	New Zealand Certificate in English Language approved in 2013 and delivered in 2014 Levels 1-5. ELP 2014: (includes all ELP programmes and courses) <ul style="list-style-type: none"> • ILN courses are non-assessed. • Training Schemes not recorded as qualifications <u>Progression 61% within NMIT</u> <u>Course Completions 81.54 %</u> <u>Qualification completions 55.76%</u> <u>Retention 46.6%</u>	EPI targets are still slightly below. Stats reflect all ELP programmes Reasons <ul style="list-style-type: none"> • Short stay International groups • Refugee students achieve work and leave programmes • Training Schemes not recorded as Qualls
Develop Self- Assessment to support the implementation of the Investment Plan and encourage continuous improvement	Implement Annual Operating And Action Plans from the 2012 Self- Assessment Report	2014 Action plans and reflection on 2013 completed by March and staff engaged and involved in discussions.	2014 required Actions revisited at team meetings on Visual management Board. No EER report on this Area.
Build up connections to provide learning opportunities for Māori and Pacific Peoples learners in culturally relevant contexts	Increase connection to local cultural groups, such as Marae and church groups, and investigate programme delivery opportunities*	Ongoing – no specific courses offered within English Language area for Māori or Pasifika, but awareness of NZ’s indigenous culture has increased for international students through increased cultural visits and content. ILN used by many Pasifika learners.	Increased cultural content included for International students to assist cultural understanding. New Māori specific programmes introduced in Trades and Visual Arts. Pasifika population in region low, which hampers viability of specific Pasifika programmes.
Introduce Certificate in Tertiary preparation (Level 3)	MOUs signed with partners Programme development /curriculum design ** Deliver the programme	This was introduced in 2013. A Whitireia programme was secured through an MOU. Retention = 71% Course Completion = 58% Qual completion = 44%	Qual completion rates low as student in 2014 faced serious life issues and learning issues. Over past 5 years (up to 2104) 11.25 EFTS from ELP progressed to other NMIT programmes. 24.225 EFTs from Foundation progressed to other NMIT programmes
Secure enough funding to run the above programmes – REG, ILN Targeted ESOL, Equity funding for TAs, English for Migrants, SAC and ACE	Complete any further funding application work required, complete all reporting requirements and meet funding criteria.	All funding achieved to run REG, ILN Targeted ESOL, Equity funding for TAs, English for Migrants, SAC and ACE (Victory School)	TEC reporting completed on time and with accuracy. Did not meet all ILN Funding due to families shifting to Christchurch for work and students also leaving for employment in Nelson. ELTO Phase 4 application completed. Overs subscribed in RSG funding.

*New Planned Outcomes added due to existing Planned Outcome text (per Investment Plan 2013-15) being moved to correct row

**This Planned Outcome is amended from the Investment Plan 2013-15. The wrong Key Action was included in the Investment Plan. This is the intended Planned Outcome for 2014.

Health - Targeted Performance Report

The Health Area at NMIT comprises programmes in Nursing, Counselling and Social Work, Career Guidance, and Community Support Services, and is supportive of the Open Polytechnic Early Childhood Education programmes. The Health Area is therefore involved with health education across the whole life span. Staff are committed to maintaining and developing relationships with professional bodies, and there is considerable importance placed on giving back to the community through clinical placements, community workshops and meetings.

In 2012 the Health Area vacated from its dedicated building (due to seismic performance concerns); NMIT is currently investigating options to accommodate the needs of health education in the upper South Island for the medium to long term. This will accommodate collaborative education with other institutes, becoming a Centre of Health Education and Knowledge Transfer for all communities in the Top of the South Region.

Nursing

Nurses make a major contribution to the delivery of a mix of services for rural, urban, Māori, Pasifika and Asian communities. These services include primary health care, the prevention and management of long-term conditions, maternity, child and adolescent health, mental health, palliative care, services for older people and for people with disabilities (Ministry of Health 2011).

In 2011 a Memorandum of Cooperation was signed between CPIT and NMIT to enable these Institutes to work collaboratively in the on-going design, development and delivery of a common Bachelor of Nursing Degree. NMIT has gained accreditation to offer the CPIT Bachelor of Nursing qualification in the Top of the South region.

Social Sciences

Counselling and Social Work programmes have been part of NMIT's programme mix for well over a decade. In 2010 approval was gained to deliver the Wintec Bachelor of Applied Social Science (BAppSocSci) on the Nelson NMIT campus with endorsements in Counselling and Social Work. Offering the BAppSocSci has strengthened the networks of the local and national social services sector, addressed local market needs and has met TES requirements.

Social Science programmes offer students the opportunity to develop the knowledge and skills necessary to enable them to undertake safe, ethical and competent practice across a wide range of settings. The core focus is the commitment to produce graduates who perform to a high standard of ethical, appropriate and empowering practice in the fields of social and community work.

Nursing

The collaborative curriculum with CPIT was fully introduced by 2014 and the new blended model of delivery, developed collaboratively, provides advantages for students who live in the region outside of Nelson City. The age range of Bachelor of Nursing applicants is from 18 years through to 45+, with the sector requiring a greater focus on younger applicants to ensure continuity of service due to an ageing workforce. Areas of investigation in the future are: Acute Care Assistant programme; Graduate courses at Level 7; as well as access to postgraduate programmes and support for students studying extramurally.

International students participate in the Contemporary Nursing Practice Programme, which links with English Language and contributes to the global culture of Nursing Practice in New Zealand.

Social Sciences

During 2014 NMIT gained accreditation for the Wintec Bachelor of Applied Social Science in Social Work and Counselling, with the first delivery under NMIT EFTS scheduled for 2015. This will slowly be replaced by the new four year Bachelor of Social Work was also accredited during 2014, and a new Bachelor of Counselling planned for the start of 2016. Additionally, a Postgraduate Certificate in Professional Supervision was also approved providing the opportunity for those in work to study part time.

The Level six Diploma in Career Guidance has been a strong programme that is delivered nationally to those in work, with the addition of a level 7 Diploma in Advanced Career Guidance developed and approved in 2014. This new programme meets the Careers New Zealand new Tertiary Benchmarks and further strengthens NMIT as a key provider across New Zealand in Career Guidance.

Health - Targeted Performance Report continued

Key Actions and Direction: Health

Key Actions and Direction	2014 Planned Outcomes	2014 Actual Outcomes	Commentary
Expand professional development courses for nurses in practice in collaboration with CPIT	Prepare a Concept Plan and, if taken forward, an Impact Report for Academic Approval for development of graduate certificate or graduate diploma for professional development of nurses in practice	Postponed - No development in 2014	Due to other developments this was postponed until 2015. Planning has begun for needs assessment with an intent to deliver courses in areas such as Physical Assessment, Diabetes and Wound Management.
Align foundation level programmes As part of NMIT Foundation Strategy	Targeted Review of Qualifications may affect alignments	Possibilities explored during 2014 as a result of Foundation and Social Services MROQ	This development will happen in 2015. 0.2 FTE coordinator appointed. Will involve Counselling, Social Work, Nursing, Tertiary Studies and some trades. For 2016 delivery. Development also started for an online science course as study support to assist with science understanding and learning.
Develop Self- Assessment to support the implementation of the Investment Plan, encouraging continuous improvement	Implement Annual Operating and Action Plans from the 2013 Self- Assessment Report	Across all of Social Sciences. 2014 Actions plans developed from 2013 SAR.	Action plans discussed at Team meetings. On the Visual Management Board. Progress reported on at meetings with Directorate. BSW Accreditation panel commented on excellent evaluative processes.
Continue to work in collaboration with Wintec to offer the Bachelor in Applied Social Science with endorsements in counselling and social work at NMIT	Full three years of the degree offered in both endorsements Further elective opportunities developed with Wintec Postgraduate programme or Graduate Certificate programme introduced	Three full years of both endorsements offered. Learner Performance exceeded Targets in all areas. (Based on NMIT tracking. Exact figures provided by Wintec) BAppSocSci (SW) reviewed. New BSW developed and NMIT Accredited in December 2014 to start delivery in 2015. 26 confirmed enrolments. NMIT linked to Wintec for an additional Elective in Mental Health and Addictions. Delivered by Wintec tutor. Wintec Postgraduate Certificate in Professional Supervision introduced at NMIT in 2014.	Excellent report from Accreditation panel. External monitoring completed with positive results. Graduates tracked from Social Work and Counselling. Graduates finding work. All students placed in SW Fieldwork placements or Counselling placements as required. Excellent relationships with Community In 2014 Desk Accreditations for BAppSocSci (Counselling) and Postgraduate Certificate in Professional Supervision successful. These are now NMIT students.

Health - Targeted Performance Report continued

Key Actions and Direction: Health

Key Actions and Direction	2014 Planned Outcomes	2014 Actual Outcomes	Commentary
<p>Certificate in Counselling and Social Work</p> <p>Will be part of the MROQ in 2013</p>	<p>Programme may have been redeveloped as a result of the MROQ, but will still aim to prepare learner for degree study</p>	<p>MROQ extended to 2015. CCSW revised for 2015 to meet LDF contact hour requirements and Blended learning initiatives. To be introduced in Semester 2 2015.</p> <p>2014 CCSW 23 students (11.43 EFTS) Course Completions = 73% Qualification Completions = 71.34% Retention = 90.48% 4 CCSW graduates accepted on to 2015 BSW 4 accepted on the BAppSocSci (Counselling)</p>	<p>Investigation into the MROQs related to Social Services and to Counselling revealed new programmes unsuitable for NMIT. Developments will be part of the Foundation MROQ / in discussion with Wintec.</p>
<p>Continue to research into the changing needs of the community. The role of the support worker and the pathway of graduates from health certificate programmes into support work employment. Identification of possible additional pathways in to mental health support work</p>	<p>Programme developments and changes as a result of the Targeted Review of Qualifications</p> <p>NMIT to review and develop existing programme to meet agreed graduate outcomes and community needs</p>	<p>Development and accreditation of the Level 7 Graduate Diploma in Health (Aged Care)</p>	<p>The Grad Dip at Level 7 will be reassessed during 2015 due to the high IELTS requirements restricting enrolments</p> <p>Investigating a potential Level 5 qualification for care caregivers to further enhance a pathway for graduates of CCS (Care for the Older Person)</p>
<p>Investigate the development or collaborative adoption of a Bachelor in Career Coaching</p>	<p>First Delivery</p>	<p>NMIT has cancelled MOU with Open Polytechnic ECE programmes. NMIT No Longer involved with ECE</p> <p>Bachelor of Career Coaching delayed development due to re development of BAppSocSci in 2014 and late approval of Dip Adv CG</p> <p>2015 new Bachelor of Applied Counselling being developed</p>	<p>2015 Bachelor of Career Coaching being developed in conjunction with Diploma in Advanced Career Guidance (SUTI) approved late 2014. This is proposed to be an online programme</p>
<p>Work in association with Open Polytechnic to support the offering of Bachelor of Teaching (ECE) Certificate in Early Childhood Education</p>	<p>Continued review and monitoring of alliance</p>	<p>The contract with Open Polytechnic was discontinued</p>	<p>Due to increased requirements in the new proposed agreement with Open Polytechnic the contract was not renewed</p>
<p>Early Childhood Education</p> <p>Access to Early Childhood programmes identified as a need from secondary schools and the community</p>	<p>Possible level 4 or 5 programmes in early childhood</p> <p>Continued involvement with Early Childhood Education with a willingness to be involved with new opportunities as they present</p>	<p>The contract with Open Polytechnic was discontinued</p>	<p>Due to increased requirements in the new proposed agreement with Open Polytechnic the contract was not renewed</p>

Health - Targeted Performance Report continued

Key Actions and Direction: Health

Key Actions and Direction	2014 Planned Outcomes	2014 Actual Outcomes	Commentary
<p>Work in Partnership with Skills Update Training Institute of New Zealand (SUTI)</p> <p>Diploma in Career Guidance Research into the future directions of Career qualifications and the needs of the community</p>	<p>Reviewed Diploma in Career Guidance with updated work based training components approved.</p> <p>Possible new higher level qualifications developed through the partnership and approved for delivery by NMIT.</p>	<p>Diploma in Career Guidance (level 6) Application made to NZQA to become a New Zealand Qualification. This was made in May 2014. Extensive research undertaken for needs Analysis. External Moderation of Dip CG in 2014 as a result of programme changes</p> <p>Diploma in Advanced Career Guidance (Level 7) approved late 2014</p> <p>Wintec Postgraduate Certificate in Professional Supervision approved in 2013 and was delivered in 2014. Approved as NMIT programme for 2015</p>	<p>The relationship with SUTI is reviewed annually</p> <p>Extensive investigation as a part of the application for a New Zealand Diploma was undertaken between NMIT and SUTI.</p> <p>This programme will provide progression for the Level 6 and provide entry into the proposed new BCC</p>
<p>Work in Partnership with Skills Update Training Institute of New Zealand (SUTI)</p> <p>Certificate in Community Support Services (Care for the Older Person)</p>	<p>Programme developments and changes as a result of the Targeted Review of Qualifications</p> <p>NMIT to review and develop existing programme to meet agreed graduate outcomes and community needs</p>	<p>Programme ran successfully in 2014. Improved processes put in place around MoJ reports and communication, and resources updated</p>	<p>Continued to successfully offer the programme in the Top of the South region and in Auckland, with strong potential for expansion. Potential to move this to an in-house delivery during 2015</p>
<p>Develop Self- Assessment to support the implementation of the Investment Plan and encourage continuous improvement.</p>	<p>Implement Annual Operating and Action Plans from the 2013 Self- Assessment Report</p>	<p>Programme ran successfully in 2014. Improved processes put in place around MoJ reports and communication, and resources updated</p>	<p>Continued to successfully offer the programme in the Top of the South region and in Auckland, with strong potential for expansion. Potential to move this to an in-house delivery during 2015</p>
<p>Sign MoU with Annesbrook Leadership College</p>	<p>No specific outcomes planned for 2014.</p>	<p>MOU signed with ALC</p>	<p>Certificate and Diploma programmes progressing well and programme will be redeveloped in 2015 due to MRoQ and identified areas of improvement.</p>

Hospitality and Wellbeing - Targeted Performance Report

Hospitality

NMIT has extensive experience in meeting regional training needs in hospitality and training in hospitality has been offered at the Institute since 1987. Two years of culinary training are offered to train chefs to a professional level and there is also training for restaurant, bar and wine service to meet the needs of a rapidly expanding and diversified restaurant and café culture in Nelson and Marlborough. The Trades Academy programmes in Hospitality offer excellent opportunities for young learners to explore careers in the Cookery and Front of House areas of the industry.

Wellbeing

The twenty week Beauty Services course offered at the Marlborough campus introduces students to the beauty industry and provides the skill and knowledge to work in pharmacies or beauty therapy clinics as a junior. The Nelson and Marlborough campuses both offer the Certificate in Beauty Therapy that takes the training to another level and completes the training required to operate as a Beauty Therapist. Training is complemented with the Beautyzone Salon that provides a realistic work environment for students to develop their skills. In 2013, the Diploma in Beauty and Body Therapy was added to the programmes available from the Nelson campus.

To ensure a healthy population with adequate exercise, it is important to invest in training professionals who can coach children, adults and the ageing population to increase physical activity, eat healthily and minimise obesity. There is a growing trend for individuals and groups to engage personal trainers to work with them to assist in realising personal fitness goals safely. Across Nelson and Marlborough, there is increasing interest in establishing high performance centres for promising athletes within the region.

NMIT supports these goals through the Diploma in Applied Fitness. Graduates are equipped to work in the fitness and related industries. They can also pathway to an AUT Bachelor of Sport and Recreation delivered at NMIT. The facilities for Applied Fitness include a working gym to allow students to act as trainers/personal trainers in a supervised environment.

The need for hairdressing services remains an important part of everyday life within New Zealand and around the world. NMIT's provision of hairdressing programmes includes a Certificate in Professional Hairdressing (Level 3), which encompasses a National Certificate in Hairdressing (Level 2), and an Advanced Professional Hairdressing programme at level 4.

There are anticipated increases in EFTS in Beauty Therapy, Applied Fitness, and Hairdressing that will enhance revenue and contributions from these programmes. Operating efficiencies will continue to be explored in the area of Hairdressing. The relationship with AUT, in the delivery of the Bachelor of Sport and Recreation, as a pathway from the Applied Fitness programme, will be maintained and strengthened as well as enhanced pathways for Māori learners from local secondary schools to the Applied Fitness programme. We will develop the Beauty Therapy training to include Spa Therapy. We will deliver the Advanced Hairdressing programme to increase the portfolio of Hairdressing Programmes at NMIT, and ensure effective applied learning activities in Wellbeing to increase the effectiveness of training.

Significant knowledge exchange opportunities are apparent as a result of the applied, customer focussed nature of the programme area. Applied Fitness tutors and learners are consistently working with schools, local sports bodies, and individual athletes in the community. This is a strong feature of the programme offering. The Rata Room (NMIT's training restaurant) provides the platform to showcase the work of the Cookery and Restaurant, Wine and Bar Services learners. The reputation of the Rata Room and Lecture Theatre being used as a conference/presentation venue is growing amongst local businesses and social groups. The Training Kitchen facility will continue to hold Master Class Demonstrations for industry, and likewise the Hair and Beauty Salons are often the focus of industry-related training activities.

Hospitality and Wellbeing - Targeted Performance Report

Key Actions and Direction: Hospitality and Wellbeing

Key Actions and Direction	2014 Planned Outcomes	2014 Actual Outcomes	Commentary
MROQ being finalised late 2012 and will necessitate redesign of delivery	Delivery of new National Qualifications	Final draft of MROQ, no major changes required to existing programme in Applied Fitness	Required changes are fairly minor. Investigating taking degree programme in house for possible 2016 start
Move the Professional Cookery start date from April 2013 to December 2012.	Consolidate delivery of programme over the summer months	Change of delivery time was successful, but timing for graduates and no break for students caused a shot back to original delivery	New delivery did not suit parents on the programme plus developing new diploma programme.
Deliver the Certificate in Applied Cookery for Chefs working in Industry who need to gain formal qualifications	July 2014 start date attracting learners from out of region to take this pathway	Lack of enrolments caused it to not run.	Was for the in-work market but demand was too low. No further offerings are being planned
Development and delivery of Short Courses to meet demand from local communities and showcasing regional produce and flavours.	On-going	Successfully delivery a range of courses in 2014.	Ongoing demand
Develop facilities on NMIT campus for the delivery of the Fitness programme	Capital bid signed off as fit for purpose by Directorate and built into 2013 budget	B Block upgraded during 2014, resulting in the Fitness programme shifting out of J Block	Greatly improved facilities and space for both students and staff.
Develop Beauty Therapy training to include Spa Therapy	Programme Regulations complete for 2013 delivery of Spa Therapy Achieve Cidesco accreditation	Included in new Beauty and Body Therapy Diploma, with first graduates in 2014.	New diploma programme from EIT has been successful
Deliver the Advanced Hairdressing Programme to increase the portfolio of Hairdressing Programmes at NMIT	No specific outcomes were planned for 2014.	No specific outcomes were planned for 2014.	Enrolments have increased from the first year programme
Develop Self- Assessment to support the implementation of the Investment Plan and encourage continuous improvement	Implement Annual Operating and Action Plans from the 2011 Self- Assessment Report	SARs completed annually. Actions implemented when within programmes capabilities.	Programme well bedded in with only minor improvements required

International Marketing - Targeted Performance Report

It is worth noting that the majority of international EFTS at NMIT is the result of strong relationships at the institutional level (China and Japan), or individual agent level (India and Nepal). Indonesia, Philippines and Sri Lanka are showing progression in international numbers across a mix of programmes.

Therefore, the International Education Strategy will focus on identifying and developing opportunities for:

- maximising the value and utility of existing institutional partnerships in China;
- leveraging the experience and expertise gained in China to build new partnerships in other target markets;
- trans-national delivery of NMIT qualifications, courseware and consultancy;
- cohorts from Institutional Partners to an on-shore study programme at NMIT and its education partners in New Zealand; and
- articulation agreements to facilitate and encourage pathways to on-shore study at NMIT and its education partners in New Zealand.

Market by Programme Area

Currently most international learners study Health programmes; Applied Business programmes including Bachelor of Commerce, Graduate Diplomas and the new L8 Business Enterprise programme; Business Services programmes including Bachelor of Information Technology and Graduate Diplomas; and English Language and Foundation Studies.

NMIT has a number of programme areas that are closely related to the needs of 'Top of the South' industry and community and which are increasingly important in the international target markets. A more strategic focus on the promotion of these niche areas of expertise may help NMIT develop international education opportunities that contributes to the social, economic, cultural and environmental development of Nelson, Tasman and Marlborough.

Therefore, the International Education Strategy proposes focussing on developing new international opportunities in the following programme areas whilst retaining international student recruitment in traditional areas and developing the international appeal of those programmes:

- Viticulture
- Aquaculture
- Maritime
- Aviation
- Conservation
- Arts and Media

Key Actions and Direction: International Marketing

Key Actions and Direction	Planned Outcomes for 2013-2015	Commentary
CHINA Extend Marketing and Partnerships within China	Identify improvements and extension to existing partnerships with Hunan University of Technology, Zhejiang University of Water Resources and Electric Power and Hubei Polytechnic University	A range of promotion and scholarship opportunities developed including funding for NMIT domestic students to undertake study in China with Chinese Partner Institutes.
Attract in-bound Chinese learners	Create a new in-bound agent plan to host key agents from Auckland and Christchurch to NMIT	Budgetary constraints led to restricting activity to visits to agents in Auckland, Christchurch and Wellington in 2014. Agent famil plan for 2015 to be discussed.
Assess Programme demand from Chinese learners	Review existing programme and investigate extension into Viticulture, Aviation Engineering, Maritime and Arts and Media	New partnerships agreed with CAU and BUA for joint programme development in Viticulture.

International Marketing - Targeted Performance Report

Key Actions and Direction: International Marketing

Key Actions and Direction	Planned Outcomes for 2013-2015	Commentary
INDIA Improve market intelligence	Develop stronger strategic planning for Indian market – focus on support of key agent	Partnership with SUTI to open the NMIT campus in Auckland in the beginning of 2015. Kiwilindo contract and Indopacific contract for Marine programmes to be discussed and new collaborations with various Marine academy to be developed on back of 2014 recruitment trips. Oceanic, AUPP, CIIS no longer active partners with NMIT. With Category 1 and the IPP initiative there was an opportunity to create a list of key agents with streamlined visa processing status. Next steps are for the IPP list to be reviewed and new potential IPP agents to be determined. The change of NZQA entry requirements in Oct 2013 in conjunction with the IPP initiative at the start of 2014 has led to a 29% increase in student numbers from India.
Further develop programme and support initiatives attractive to agents and learners	Identify 'best practice' within NMIT and other TEOs and incorporate in offer; introduce Level 7 and 8 programmes to market	L8 Business Enterprise programme attracting monthly cohorts of students. New Graduate Diploma in Health also developed.
JAPAN Support existing partnerships and cohorts	Review management and existing MoU and agent agreements	Largest ever numbers of students from Japan in 2014 – 99 students. Kanagawa University looking to formalise student exchange agreement with NMIT. Seinan Jo Gakuin University also indicated longer term study abroad students will join NMIT in September 2015. Toyo University sent new group in 2014 and are looking to give NMIT repeat business in 2015.
SAUDI ARABIA Extension of scholarship offering	Grow ELP Programme learner numbers and progression opportunities to 'main stream' provision	Proposal for degree approval discussed with SACM late 2014, feedback received and new draft to be submitted.
GERMANY Research and develop new agent relationship for German market	Complete selection of agent and set targets for recruitment; review 'Internship' activity to grow opportunities from Germany and /or other countries	Small increase in EFTS from Germany in 2014 despite discontinuing with Study Applied Sciences cluster. Internship numbers stabilised.
Establish an International Education Steering Group	ESG identified as Directorate and in place to review, monitor and make decisions on International business cases and appropriately resource agreed projects	New group met twice in 2014. Includes representation from EDA and other external agencies.
Develop a strategy for internationalisation to the learner and learning experience.	Ensure that the context of NMIT's 'Internationalisation' is continually developed as part of the Institute's culture and embedded in all curriculum and support services	Actions identified in 2012 SAR in process and being worked through.
Complete team Self-Assessment to support the implementation of the Investment Plan and encourage continuous improvement.	Implement Annual Operating and Action Plans from the 2012 Self-Assessment Report	Actions identified in 2012 and SAR in process and being worked through.

Māori Education - Targeted Performance Report

NMIT has offered programmes in Te Reo Māori me ōna tikanga to the iwi and community of the Nelson region for 20 years. We currently offer two te reo Māori programmes aimed at the entry to intermediate Levels.

Te Rito o Te Reo is an introductory reo Māori programme aimed at those with very little, to no experience, in te reo Māori.

The Te Tuarā me te Tinana o te reo, embedding the National Certificate of Te Reo Māori is an NZQA approved and accredited programme and provides learners with the opportunity to advance their reo to an intermediate level and enable them to pursue higher education opportunities.

Investment Plan proposals for Māori Education:

Te Reo Māori me ona tikanga remains a major priority for Iwi and Māori and this remains at the heart of Māori Education provision. We currently offer two language programmes at pre-entry and entry to intermediate levels (Te Rito o Te Reo and Te Tuarā me Te Tinana o Te Reo), which are offered both on and off Campus.

Some off campus delivery is on local marae allowing for the further development of relationships between Te Toki Pakohe (TTP) and Iwi and is beneficial for the Institution as a whole. Full and part-time study options are available and learners participate in total immersion learning. New areas of expansion and growth are planned to enable more options for learners to advance their tertiary education. These areas include the delivery of a level 5 te reo Māori qualification and a Mātauranga Māori qualification in collaboration with Te Wānanga o Raukawa, other areas being explored are Mahi toi and marae based deliveries.

TTP is currently in a period of redevelopment and it is envisaged that under the new structure TTP will be able to take up the delivery of Treaty of Waitangi and tikanga Māori workshops to a wider audience including the community and corporate arenas.

Key Actions and Direction: Māori Education

Key Actions and Direction	2014 Planned Outcomes	2014 Actual Outcomes	Commentary
Establish collaborative relationships with Wānanga to enhance NMIT's ability to delivery kaupapa Māori	TTM accredited to deliver TWOR programmes independently	NMIT gained accreditation to deliver Kawai Raupapa Rauangi a Māori Visual Arts certificate from Te Wānanga o Aotearoa and also gained accreditation for a level 5 Certificate in Ākonga Te Reo Māori from CPIT	Both programmes were run successfully and ongoing programme acquisition is planned to further grow the offerings from Te Toki Pakohe in the future
Expansion of curriculum offered form Te Tari Māori	Model for marae based delivery is developed and promoted to marae within the region	A number of our new programmes were marae based and delivered in a noho model.	This mode of delivery suites the Māori and iwi communities well and has proven successful, it will continue to be refined and utilised going forward
Staff cultural development programme developed and delivered	Continue with a minimum of 100 staff attending the programme	The NMIT Māori Strategy, Te Ara Wai, was completed and pilot training plan delivered for Creative Industries and Trades	Te Ara Wai will be a priority area for delivery in 2015 and will include staff development, resources/tool kits and the creation of Māori spaces around the NMIT campus and teaching areas
Oversight of tikanga Māori deliveries across NMIT curriculum areas	TTM delivers kaupapa Māori in all curriculum areas of NMIT	TTP staff were limited in time they could offer to delivery for other programme areas owing to significant growth in TTP offerings.	Area requires further development and resourcing to ensure TTP has the ability to deliver to other areas.

Māori Education - Targeted Performance Report

Key Actions and Direction: Māori Education

Key Actions and Direction	2014 Planned Outcomes	2014 Actual Outcomes	Commentary
Treaty of Waitangi and tikanga Māori workshops	No specific planned outcomes for 2014	New staff induction included a session on Te Tiriti o Waitangi	This will become a standard feature of new staff inductions from now on
Develop Self- Assessment to support the implementation of the Investment Plan and encourage continuous improvement	Implement Annual Operating and Action Plans from the 2013 Self- Assessment Report	Annual Operating and Action Plans from the 2013 Self- Assessment Report were implemented.	This is an area requiring ongoing development, it will be included as a standing item in TTP staff meetings

Youth Transitions - Targeted Performance Report

The key focus of the Youth and Communities strategy is to seamlessly pathway students from secondary school to tertiary education then to the world work, and to assist at risk youth into further education. The Youth and Community Team works to assist the Regional Economic Development and the Community Support and Services Industries teaching and learning (programme) groups at NMIT to achieve the best possible engagement with schools, colleges, and community services and networks through the establishment and maintenance of effective working relationships across the Top of the South (Te Tau Ihu) region, and nationally and internationally where appropriate.

As well as the delivery of Youth Guarantee (YG), Trades Academy, Curriculum Partnerships, Tertiary Pathway Courses, 'Experience NMIT' activities, the team delivers strategies to:

- develop a culture at NMIT which supports young people to successfully move from school into tertiary studies at NMIT and to successfully move from one level to another at NMIT.
- provide appropriate information and advice for young learners and their families on study pathways and options for higher education related to career choices; and
- support young people to move from tertiary education at NMIT into the labour market (graduate outcomes) or into higher-level education.

2014 focused on achieving higher Youth Guarantee numbers and targeting at risk Māori youth, develop a robust pastoral care service for all youth on campus, excel in the delivery of Trades Academy provision to local secondary schools, increase the number of scholarships to pathway students into higher education, engage with industry to support achievement, retention and transitions for youth people, and further establish relationships with NMIT tutorial staff and secondary school teachers for curriculum alignment and pathway opportunities.

Strategies are grouped to reach a primary target of 14 to 19 year olds, their parents and influencers, and a secondary group of 20 to 25 year olds.

Investment Plan proposals for Youth Transitions:

Strategies for the 2014 Investment Plan:	2014 Planned Outcomes	2014 Actual Outcomes	Commentary
Increase the number of Youth Guarantee Scholarships for 16-17 year olds. Focus on at risk Māori Youth.	60 efts Develop a Trades Taster programme for at risk Māori youth.	61 efts A new programme aimed at getting at risk Māori into Trades programmes developed.	
Improve the pastoral care and learning support for Youth Guarantee learners throughout their learner journey.	Create a specific Youth Pastoral Care support position that directly supports youth and provides assistance to empower tutorial staff to work with youth.	Position created and a programme of professional development developed for tutorial staff. Increased activity with Saniti to provide activities for youth on campus.	Position of Youth Guarantee Coordinator disestablished and Student Support Youth created in Learner Journey Team.
Increase the number of Trades Academy places and courses at NMIT with a focus on Marlborough.	243 Trades Academy places delivered. New programmes delivered in Marlborough.	243 Trades Academy Places delivered. Aviation Engineering delivered in Marlborough.	Trades Academy won the Prime Minister's education excellence award 2014.
Maintain and grow the scholarship portfolio offered to school leavers.	50 students from local secondary schools take up '½ degree for free' scholarship.	44 Students took up the scholarship.	Plan developed to increase IT student enrolments for 2015.
	16 NMIT Awards for secondary school prize-givings are offered.	14 students accepted and took up the awards.	Two low student number rural schools did not have students coming to NMIT in 2015.
Every school with year 11-13 students in Top of the South has a presentation from NMIT on careers and course opportunities. Presentations are made by subject matter experts from NMIT and Industry.	14 Schools (38 Presentations)	All presentations completed.	

Youth Transitions - Targeted Performance Report

Investment Plan proposals for Youth Transitions:

Strategies for the 2014 Investment Plan:	2014 Planned Outcomes	2014 Actual Outcomes	Commentary
Industry is involved with NMIT Promotional activity. Learners attend 'Student for a Day' scheme to try out the programme they want to study.	Industry participates in field trips, Futures Conference, Open Days, Trades Academy and other activities as assessed.	All activities included industry involvement.	
	45 students attend 'Student for a Day' scheme.	32 students attended 'Student for a Day' scheme.	
Develop opportunities for NMIT staff to engage with teachers at secondary schools.	Develop a 'pilot' Teacher for a Day programme.	12 tutorial staff shadowed a teacher at a local secondary school during all staff PD days in April.	

NMIT Performance Commitment Reporting

The following Performance Commitments are drawn from NMIT's Investment Plan 2013-2015; these were developed to align with the Government's Tertiary Education Strategy priorities.

The Institute's 2014 performance (provisional) is reported against the planned performance, together with the Institute's performance from the previous three years.

SAC Performance Commitments	Actual 2013	Target 2014	Actual 2014 ¹
Total SAC EFTS at level 1 -3:	616	169	682
Total SAC EFTS 4+:	1461	1849	1303
Total SAC EFTS from MoP:	2077	2018	1985

Educational Performance				Actual			Target	Provisional ²	
<i>Measurement of the 4 EPIs is as defined in "Revised educational performance indicators for SAC funded tertiary education organisations" of March 2010</i>				2011	2012	2013	2014	2014	
Successful course completion rate for all learners (SAC Eligible EFTS)	All Learners	Course Completion	All levels	79%	77%	78%	81%	80%	
			Level 1 to 3	75%	82%	78%	78%	79%	
			Level 4 and above	80%	75%	78%	81%	81%	
		Qualification completion rate for all learners (SAC Eligible EFTS) ³	Qualification Completion	All levels	64%	69%	83%	73%	76%
				Level 1 to 3	69%	76%	69%	72%	75%
				Level 4 and above	62%	66%	85%	73%	76%
		Learner retention rate for all learners (SAC Eligible learner count) ⁴	Learner Retention	All levels	57%	65%	62%	62%	67%
		Learner progression for learners (SAC Eligible learner count) at levels 1 – 4 ⁵	Learner Progression	Level 1 to 4	25%	29%	30%	30%	25%
Successful course completion for Māori learners (SAC Eligible EFTS) ⁶	Māori	Course Completion	All levels			67%		75%	
			Level 1 to 3	69%	77%	71%	80%	76%	
			Level 4 and above	73%	72%	64%	81%	74%	
		Qualification completion for Māori learners (SAC Eligible EFTS) ⁷	Qualification Completion	All levels			70%		67%
				Level 1 to 3	62%	68%	65%	71%	71%
				Level 4 and above	67%	55%	74%	71%	63%

¹ EFTS figures reported here for 2014 only include SAC 01 and SAC 26 and SAC 27 source of funding

² The 2014 reported results are provisional results and NMIT expects to confirm these results with the TEC in June / July.

³ Overall qualification completion for all learners is currently tracking about 9% lower 2013 actual. This is due to a number of factors:

1) 2013 results were inflated by high number of students completing the Diploma in Aviation Science which resulted in high EFTS values for programme completions

2) Changing enrolment trends, such as enrolment on multi-year programmes

⁴ The emphasis on Learner Journey, ensuring learners are appropriately guided onto the correct programme and supported, including how at-risk students are identified early and necessary actions taken to support them has improved the retention rate year on year.

⁵ The shift in enrolment patterns, in particular having fewer level 1 & 2 EFTS and more part time, in work, learners, has negatively impacted learner progression results

⁶ Course completion rates for Levels 1-3 and Level 4 and above have both improved compared to 2013, but not as high as 2014 targets. There has been a concerted focus on improving outcomes for, and meeting the needs of, Māori learners including the introduction of a Level 4 Certificate in Māori Visual Arts (in conjunction with Te Wānanga o Aotearoa), plus tailored deliveries of our Māori Language programmes for Māori cohorts of learners. Māori participation have increased from 2013 to 2014..

⁷ Qualification completion has dropped overall, due to a shift in enrolment patterns and more in work learners studying part time.

NMIT Performance Commitment Reporting

Educational Performance <i>Measurement of the 4 EPIs is as defined in "Revised educational performance indicators for SAC funded tertiary education organisations" of March 2010</i>				Actual			Target	Provisional	
				2011	2012	2013	2014	2014	
Successful course completion for Pacific Peoples learners (SAC Eligible EFTS)	Pasifika ¹	Course Completion ⁷	All levels			68%		69%	
			Level 1 to 3	65%	84%	78%	80%	78%	
			Level 4 and above	63%	69%	63%	75%	67%	
		Qualification completion for Pacific Peoples learners (SAC Eligible EFTS)	Qualification Completion ⁷	All levels			57%		54%
				Level 1 to 3	62%	78%	65%	71%	73%
				Level 4 and above	50%	63%	54%	70%	51%
Successful course completion for learners (SAC Eligible EFTS) aged under 25	Under 25	Course Completion ⁸	All levels			77%		81%	
			Level 1 to 3	73%	83%	77%	77%	81%	
			Level 4 and above	79%	76%	79%	82%	81%	
		Qualification completion for learners (SAC Eligible EFTS) aged under 25	Qualification Completion ⁸	All levels			76%		77%
				Level 1 to 3	66%	75%	65%	72%	76%
				Level 4 and above	45%	59%	79%	65%	77%
The proportion of EFTS assessed as requiring additional literacy and numeracy who are enrolled in the level 1 - 3 provision and make literacy and numeracy progress as measured by the Adult Literacy and Numeracy for Assessment Tool (ALNAT)		Literacy and Numeracy Progress	Level 1 to 3	70%	45% ^{2,5}	59% ^{3,4,6}	60%	61%*	

¹ Figures for Pasifika students vary across years due to small base EFTS

² 2012 figure (45%) for Level 1-3 was the proportion of learners who made any gain in scale score.

³ 2013 figure (59%) for Level 1-3 was the proportion of learners who made any gain in scale score.

⁴ 2013 figures for **significant gains** (at levels 1-3) were 11.93% for literacy; 13.24% for numeracy; combined significant gains (levels 1-3) were 12.59%.

⁵ 2012 figures for **significant gains** (at levels 1-5) were 11.9% for literacy; 12.5% for numeracy

⁶ 2013 figures for **significant gains** (at levels 1-5) were 14.4% for literacy; 14.0% for numeracy

As measured by ALNAT (significant gains)

⁷ Achievement figures for both these parameters fluctuate across years due to the small EFTS base.

There seems to be improvement in most areas from 2013, but insufficient to meet 2014 targets.

There has been increasing support and guidance given to Pasifika learners, with the identification of at-risk learners and early intervention.

⁸ Course Completions have improved for those learners under 25 years across all levels and for Qualification Completions at Levels 1-3. At-risk learners are identified early and appropriate support mechanisms put in place, which are leading to improved outcomes.

*2014 figure (61%) for Level 1-3 proportion of learners who made any gain in scale score when reassessed.

2014 figures for **significant gains** (at levels 1-3) were 14.3% for literacy; 18.18% for numeracy; combined significant gains (levels 1-3) were 16.28%.

2014 figures for **significant gains** (at levels levels 1-5) were 17.51% for literacy and 15.23% for numeracy.

2014 figures of EFTS tested and retested & made step improvement were: numeracy 31.25%; literacy (reading) 33.11%; Literacy (writing) 36.49

NMIT Performance Commitment Reporting

Participation				Actual			Target	Actual
				2011	2012	2013	2014	2014
The proportion of SAC Eligible EFTS enrolled at the TEO who are Māori	Māori	Participation	All levels	13%	No plan commitment at this level			19%
			Level 1 to 3	4%	5%	6%	4%	9%
			Level 4 and above	9%	9%	10%	10%	10%
The proportion of SAC Eligible EFTS enrolled at the TEO who are Pacific Peoples	Pasifika	Participation	All learners	4%	No plan commitment at this level			4.1%
			Level 1 to 3	1%	2%	1%	3%	0.7%
			Level 4 and above	3%	3%	4%	4%	3.4%
The proportion of SAC Eligible EFTS enrolled at the TEO who are aged under 25	Under 25	Participation	All levels	47%	No plan commitment at this level			44%
			Level 1 to 3	11%	12%	13%	15%	13%
			Level 4 and above	36%	36%	32%	40%	31%
The number of international EFTS	International	Participation	All levels	576	552	444		472

Statement of Resources

For the year ended 31 December 2014

	2014 Land Area Ha	2014 Buildings Area m ²	2013 Land Area Ha	2013 Buildings Area m ²
Crown Properties and Buildings				
Nelson Campus	2.90	13,425	2.90	13,425
Richmond Campus	0	811	0	811
Marlborough Campus	5.47	1,101	5.47	1,101
Brook Campus	0	396	0	396
Total	8.38	15,733	8.38	15,733

	2014 Land Area Ha	2014 Buildings Area m ²	2013 Land Area Ha	2013 Buildings Area m ²
Institute Owned Properties and Buildings				
Nelson Campus	1.24	10,093	1.24	10,093
Richmond Campus	4.65	675	4.65	675
Marlborough Campus	0	1,650	0	1,650
Brook Campus	0	56	0	56
Woodbourne Campus	0	1,376	0	1,376
Total	5.22	13,850	5.22	13,850

Grand Total	13.6	29,583	13.6	29,583
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	2014 Buildings Area m ²	2014 Annual Rental (\$000)	2013 Buildings Area m ²	2013 Annual Rental (\$000)
Leased Properties and Buildings				
Woodbourne RNZAF	5,812	66	5,812	66
Brook Campus	0	3	0	3
Cawthron Aquaculture Facility	204	40	204	40
Total	6,016	109	6,016	109

Library Resources	2014	2013
<i>Available resources include:</i>		
Monographs	37,695	37,928
Serials	16,309	18,276
Non-book items e.g. DVDs	2,489	2,458

In addition, internet access was provided free of charge in both libraries.

2014 EFTS

	TEC	Int'l	ITO	YG	STAR	Other	Total
2014 Target*#	1,991	427	13	59	52	78	2,620
2014 Actual	1,985	484	22	62	59	80	2,692

*Numbers do not exactly add up due to rounding.

Numbers do not include WINTEC EFTS.

By Programme Area Target 2014*#	TEC	Int'l	ITO	YG	STAR	Other	Total
Applied Business	239	44	-	-	2	-	285
Aviation, Wine & Horticulture	202	38	-	-	6	15	261
Digital Technology	278	7	-	-	-	-	285
Creative Industries	296	3	6	16	18	15	354
Health	337	11	-	-	3	1	352
In China Deliveries	-	275	-	-	-	-	275
Maritime	199	27	-	-	4	23	254
Social Sciences	258	20	-	-	-	22	300
Trades	182	2	7	43	19	1	254
Total	1,991	427	13	59	52	78	2,620

*Numbers do not exactly add up due to rounding.

Numbers do not include WINTEC EFTS.

By Programme Area Actual 2014*#	TEC	Int'l	ITO	YG	STAR	Other	Total
Applied Business	233	53	-	-	2	-	288
Aviation, Wine & Horticulture	207	42	-	-	8	16	273
Digital Technology	296	13	-	-	-	-	309
Creative Industries	229	7	5	16	18	8	283
Health	328	16	-	-	4	-	348
In China Deliveries	-	287	-	-	-	-	287
Maritime	203	22	-	-	2	26	253
Social Sciences	287	42	-	-	-	21	350
Trades	202	2	17	46	25	9	301
Total	1,985	484	22	62	59	80	2,692

*Numbers do not exactly add up due to rounding.

Numbers do not include WINTEC EFTS.

Analysis of Enrolments

	2014	2013
Total unique students	6,678	6,893
Enrolments per EFTS	2.45	2.47

Student Ethnicity

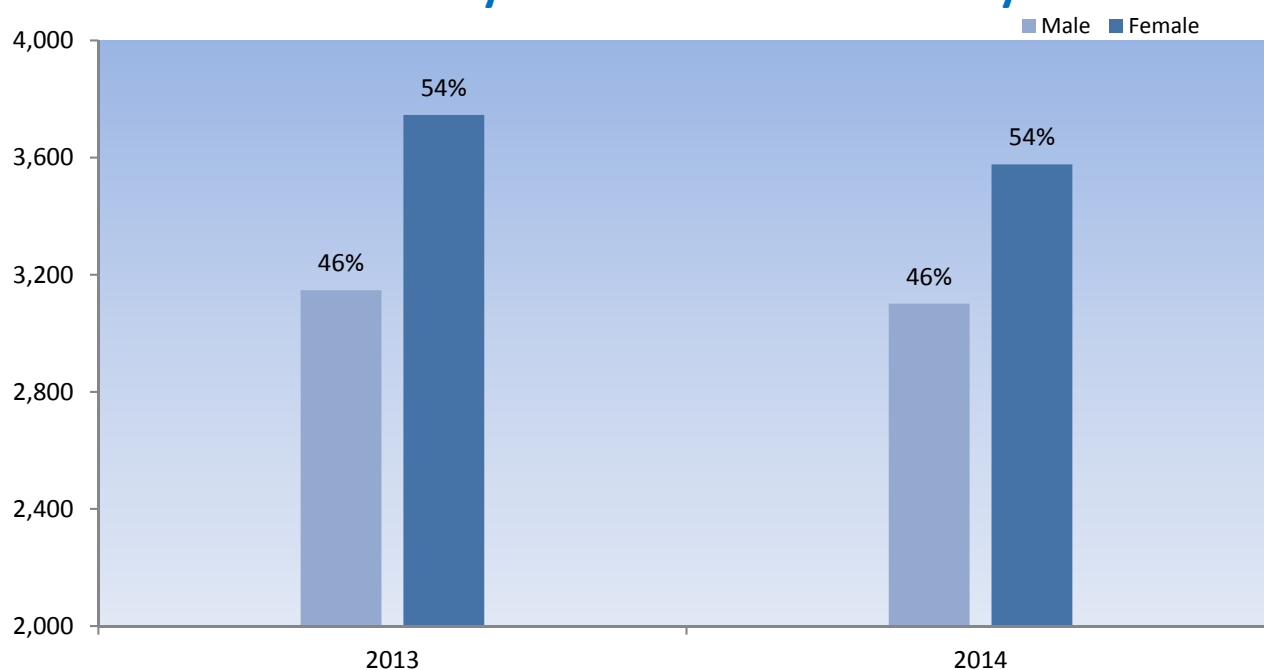
Percentage Māori students*	14.3%	12.4%
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*Includes all categories of students, (i.e. SAC, ITO, Youth Guarantee and self-funded students)

Student Gender

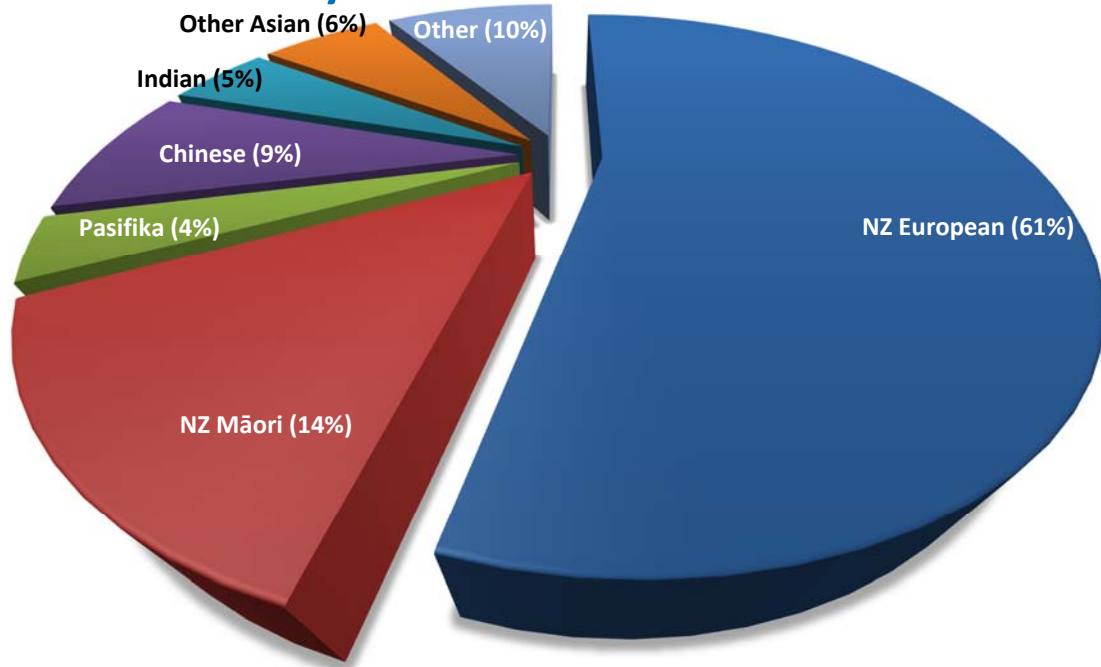
Percentage female students	53.6%	54.3%
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2 Year Summary of Student Enrolments by Gender



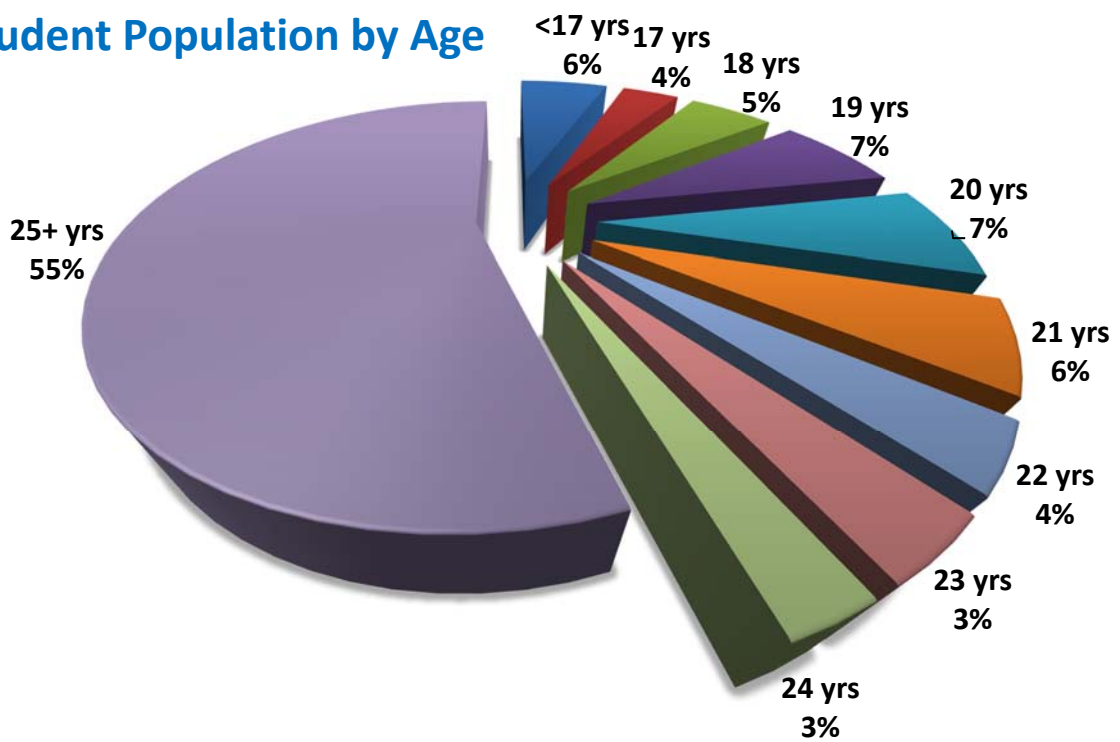
Student Profile

Student Ethnicity



Percentages do not add up due to rounding and multiple ethnicity reporting.

Student Population by Age



Research Activity Report

RESEARCH OUTPUTS

Books

Davison, J. (2014). Value added tax: The reference book for the self-employed and small businesses. UK: CCH Wouters Kluwer. ISBN: 978-85524-022-3

Davison, J., (2014). VAT planning 2014-15. London, UK: CCH Wouters Kluwer. ISBN: 978-075454-955-0

Chapters in Books

Cochrane, T., Davis, N. & Mackie, J. (2014). Design based research with AGILE sprints to produce MUVES in vocational education. *Utilizing Virtual and Personal Learning Environments for Optimal Learning*, (in press). Hershey, Pennsylvania, US: IGI Global.

Davison, J. (2014). The British value added tax reporter. *Cross border transactions*. London, UK: CCH Wouters Kluwer. ISBN: 978-086325-071-2

Kjellstrom, T., Lucas, R., Lemke, B., Otto, M. & Venugopal, S. (2014). Climate change and global health. In C. Butler (Ed.), *Measuring and estimating occupational heat exposure and effects in relation to climate change* (pp. 45-53). Oxfordshire, UK: CAB International. ISBN: 978-1-78064-265-9

Swift, D. (2014). Violent girls: A casualty of family violence. In A. Hayden, Gestjpre, V. Kingi & A. Morris (Eds.), *A restorative approach to family violence: Changing tack* (pp. 63-74). Surrey, UK: Ashgate Publishing.

Theses

Young, S. (2014). *Making leadership cases impactful: A comparison of teaching methods* [masters theses]. University of Auckland, Auckland, New Zealand.

Journal Articles

Davison, J. (2014). Balancing the books and getting more GST: A comparative study. *Australian GST Journal*, 13, 135-152.

Davison, J. (2014). Broadcasting, telecommunications and e-services. *CCH VAT News*, 14(69). ISSN: 2046-1143

Davison, J. (2014). Can you belong where you have no presence? *De Voil's Indirect Tax Intelligence*, 222. ISSN: 1363-9560

Davison, J. (2014). Cross border transactions. *De Voil's Indirect Tax Intelligence*, 218. ISSN: 1363-9560

Davison, J. (2014). Leasing, hire purchase and partial exemption. *De Voil's Indirect Tax Intelligence*, 219. ISSN: 1363-9560

Davison, J. (2014). Pensions win. *De Voil's Indirect Tax Intelligence*, 214. ISSN: 1363-9560

Davison, J. (2014). Professional guidance. *CCH VAT News*, 14(74). ISSN: 2046-1143

Davison, J. (2014). Sport and leisure. *Tottel's VAT Digest*, 105. ISSN: 1746-7640

Davison, J. (2014). Staying offline. *De Voil's Indirect Tax Intelligence*, 220. ISSN: 1363-9560

Davison, J. (2014). The definitive system; B2B supplies of goods. *De Voil's Indirect Tax Intelligence*, 226. ISSN: 1363-9560

Davison, J. (2014). VAT Groups. *CCH VAT News*, 14(84). ISSN: 2046-1143

Davison, J. (2014). Where do you belong? *CCH VAT News*, 14(79). ISSN: 2046-1143

Fraser, S. & Simpson, S. (2014). Always take the weather with you; Aotearoa New Zealand social work in a dynamic global society. *Journal of the Aotearoa New Zealand Association of Social Workers*, 26(2&3), 29-38.

Hall, R. J., Wang, J., Todd, A. K., Bissielo, A. B., Yen, S., Strydom, H., ... Peacey, M. (2014). Evaluation of rapid and simple techniques for the enrichment of viruses prior to metagenomic virus discovery. *Journal of Virological Methods*, 195, 194-204. [10.1016/j.jviromet.2013.08.035](http://dx.doi.org/10.1016/j.jviromet.2013.08.035)

Hall, R. J., Wang, J., Peacey, M., Moore, N. E., McInnes, K. & Tompkins, D. M. (2014). Alphacoronavirus in *Mystacina tuberculata* Bats, New Zealand. *Emerging Infectious Disease*, 20(4). <http://dx.doi.org/10.3201/eid2004.131441>

Hancock, O. (2014). Play-based, constructionist learning of pure data; A case study. *Journal of Music, Technology and Education* 7(1), 93-112. ISSN 1752-7066

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Mundy, D. C., Haycock, S. R., Raw, V., Agnew, R. H., Sherman, E., McLachlan, A. R. G. & Hagerty, G. C. (2014). Effects of chemical and natural product treatments on bunch openness and botrytis bunch rot in Sauvignon blanc grapes. *New Zealand plant Protection Journal*, 67, 157-167.

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Elizabeth D. L. Trip, E. D. L., Craig, P., Green, A. & Howard Choat, J. (2014). Recruitment dynamics and first year growth of the coral reef surgeonfish *Ctenochaetus striatus*, with implications for acanthurid growth models. *Coral Reefs*, 33, 879-889. DOI 10.1007/s00338-014-1182-x

Sabetiana, A., Trip, E. D. L., Wheelera, P., Sandsa, L., Wakefielda, S., Viscontia, V. & Bandaa F. (2014). Biological plasticity of non-native European perch (*Perca fluviatilis*) populations and the implications for management in northern New Zealand. *New Zealand Journal of Marine and Freshwater Research*. DOI: 10.1080/00288330.2014.958089

Van der Burg, J. (2014). Keep your options open. *The Chartered Accountants Journal*, 44-45.

Published Poetry, Short Stories and Literary Reviews

Fell, C. (2014). Best New Zealand poems 2013. In M. Williams & J. Stafford (Eds.), *Chagall in Vitebsk*. Wellington, New Zealand: International Institute of Modern Letters.

Fell, C. (2014). Encounter above the Hurunui. *Griffith Review*, 43. Retrieved from <https://griffithreview.com/articles/encounter-above-the-hurunui/>

Fell, C. (2014). Essential New Zealand poems: Facing the empty page. In S. Harvey, H. Ricketts & J. Norcliffe (Eds.), *Alive*. New Zealand: Random House. ISBN: 9781775534594

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Fell, C. & Johnstone, F. (2014). *The good husbandwoman's alphabet*. Motueka, New Zealand: Last Leaf Press.

Exhibitions

Fell, C., Irwin, J. & Rush, A. (2014). *L'Anima verde (The green soul)* [film & light installation]. Light Nelson, Nelson, New Zealand.

Plank, C. (2014). *Day after day after... & Get a grip* [textiles]. WOMen's WORk Exhibition, Fairholme Gallery, Golden Bay, New Zealand.

Plank, C., (2014). *Get a grip* [textiles]. Changing Threads Exhibition, Refinery Art Space, Nelson, New Zealand.

Plank, C., (2014). *Golden future* [oil on canvas exhibition]. Yealands Estate Gallery, Marlborough, New Zealand.

Plank, C., (2014). *Unveiling the haven III* [textiles]. Keep it clean and green New Zealand exhibition, Inspirit Gallery, Waikato, New Zealand.

Plank, C., (2014). *Woolshed blues* [textiles]. Synergy - Shibori Down Under, World Shibori Network Belconnen Arts Centre, Canberra, Australia.

Salmon, C. (2014). *Nature morte: Milk jug & water fowl II* [installation]. Refinery Art Space: Nelson, New Zealand.

Awards

Swift, D. (2014). Sonja Davies peace award. New Horizons for Women Trust, Wellington, New Zealand.

International Research Exchanges

Gallagher, C. M. (2014). Royal society of New Zealand china scientist exchange. Hebei Ocean College, Changli Marine Farmers and Artificial Reef site, China.

Conference – Proceedings or Full Conference Paper

Atkins, C. (2014). Framing IT capstone development projects with design science research principles. In M. Lopez & M. Verhaart (Eds.), *Proceedings of 5th annual conference of CITRENZ* (pp. 40-44). Auckland, New Zealand.

Cochrane, T. & Valverde, I. (2014). Senses and places mediated by water; Can we sense kinesthesia in dance through ripples in a pond? *Proceedings of 20th International Symposium on Electronic Art* (in press). Dubai, United Arab Emirates.

Gregory, S., Gregory, B., Wood, D., Butler, D., Gaukrodger, B., Le Rossignol, K., ... Xiangyu Wang, X. (2014). Rhetoric and reality: Critical perspectives on education in a 3D virtual world. In B. Hegarty & J. McDonald. (Eds.) *Rhetoric and Reality: Critical perspectives on educational technology, Proceedings of ascilite 2014* (pp. 279-289). Dunedin, New Zealand.

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Valverde, I. & Cochrane, T. (2014). Innovative dance technology educational practices within senses places. In J. P. Cravino, C. Gutl, P. Martins & J. B. Lopes (Eds.), *Procedia Technology, SLACTIONS 2013: Research conference on virtual worlds* (pp. 122-129).

Conference – Oral Presentation

Carroll, M. & Gaukrodger, B. (2014). *Getting the right blend: Blended learning and encouraging autonomy*. Paper presented at National Conference for Community Languages and ESOL, Wellington, New Zealand.

Davison, J., (2014). *Airline pricing, capacity and costs*. Paper presented at the NZ Management Accounting Conference, Auckland, New Zealand.

Dunn, C., Gaukrodger, B. & Tranter, S. (2014). *Embracing technology to enhance nursing engagement and learning in summative assessment*. Paper presented at The National Tertiary Learning & Teaching Conference, Invercargill, New Zealand.

Ferris, M., Low, M. & Samkin, G. (2014). *Virtual education: exploring its impact on tertiary accounting education*. Paper presented at the AFAANZ conference, Auckland, New Zealand.

Fijn, E. & Malthus, S. (2014). I stole this title! Perceptions of plagiarism. Paper presented at the TERNZ conference, Auckland, New Zealand

Fraser, S. (2014). *A history of Aotearoa New Zealand social work 1983-1993*. Paper presented at the ANZASW National Conference, Christchurch, New Zealand.

Fraser, S. (2014). *Voyages in the South Pacific; A study of Aotearoa New Zealand social work in te ao hurihuri (the changing world)*. Paper presented at the Joint Global Social Work, Education and Social Development Conference, Melbourne, Australia.

Gaukrodger, B. (2014). *If you can read, you can create an app: Coding for English language learners*. Paper presented at Virtual Round Table Web Conference.

Gaukrodger, B. (2014). *Second Life calling: Language learners communicating virtually across the globe*. Paper presented at SLanguages Virtual Annual Symposium, Second Life.

Gaukrodger, B. (2014). *Social media for language professionals*. Paper presented at New Zealand Society of Translators and Interpreters, Auckland, New Zealand.

Lemke, B. (2014). *Heat stress in rural workplaces; Current issues and future challenges* [keynote address]. 7th International Symposium Safety and Health in Agricultural and Rural Populations, Saskatoon, Canada.

Rawle, C. B., Mason, C. R., Tompkins, G. R., Hall, R., Langlet, J., Peacey, M., ... Stanton, J. L. (2014). *A handheld qPCR Device for use in the field*. Paper presented at the International Symposium on Human Identification, Phoenix, AZ, USA.

Salmon, C. (2014). *Whakakotahi: Sites of engagement and connection*. Paper presented at The European Art Education Conference, Cyprus.

Salmon, C. (2014). *Sites of engagement*. Paper presented at the ANZAAE Conference, Auckland, New Zealand.

Swift, D. (2014). *A chip off the old block: The influence of family violence on girls' use of anti-social behaviour*. Paper presented at the No 2 Bullying Australian and New Zealand Mental Health Association Conference, Surfer's Paradise, Australia. Retrieved from <http://no2bullying.org.au/n2bblog/tag/dr-donna-swift/>

Swift, D. (2014). *What is up with girls*. Paper Presented at the Inspire Youth Conference, Hokitika, New Zealand.

Tranter, S., Irvine, F. & Collins, E. (2014). *Shaping the future of physical health care for people with a serious mental illness: Findings from an integrative review*. Paper presented at the Australian College of Mental Health Nurses 40th International Mental Health Nursing Conference, Melbourne, Australia.

Conference – Poster

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Mundy, D. C. (2014). *Evaluating the FMR recycling sprayer*. Poster presented at the New Zealand Wine industry Conference. New Zealand.

Rawle, C. B., Mason, C., Rand, C. J., Tompkins, G. R., Hall, R., Langlet, J., Peacey, M., ... Stanton, J. L. (2014). *A handheld qPCR device for point-of-care and in-field diagnostics*. Poster Presented at the Queenstown Molecular Biology Conference, Queenstown, New Zealand.

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Bosman, J. & Malthus, S. (2014). Revisiting the impact of NZIERS on annual report length. *NMIT Working Paper Series, 2014(1)*. ISSN: 1178-8437

Brophy, M., Bush, R., Cadwallader, B., Creasey, H., Fell, C., Gaukrodger, H., ... Tait, K. (2014). *Talking trees* [poetry; digital sound and light installation]. NMIT, Nelson, New Zealand.

Caukill, M. & Atkins, C. (2014). Peer reviewed screen-casting as an assessment; Many birds with one stone. *NMIT Working Paper Series, 2014(3)*. ISSN: 1178-8437

Fijn, E. (2014). I stole this title! Perceptions of plagiarism. *NMIT Working Paper Series, 2014(2)*. ISSN: 1178-8437

Seminars, Workshops and Oral Presentations

Atkins, C. (2014). *The value of 1Gbps to Nelson* [oral presentation]. SeniorNet annual meeting. Nelson, New Zealand.

Ayres, M. R., Mundy, D. C., Wicks, T. J., Scott, E. S. & Sosnowski, M. R. (2014). *Evaluating wound infection by trunk pathogens using a detached cane assay* [workshop]. International workshop for Grapevine trunk diseases, Adelaide, Australia.

Ball, C. (2014). *Responding to challenging behaviour* [presentation]. Nelson Nursing Service, Nelson, New Zealand.

Ball, C. (2014). *Supporting students in placement* [workshop]. Mental Health Support Services Limited, Nelson, New Zealand.

Cochrane, T. (2014). *Return of the reanimator: Scanning, printing and animating heads, fun with Kinect, Arduino, sock servers, Servos and a 3D Printer* [interactive oral presentation]. Bridge Street Collective, Nelson, New Zealand.

Cochrane, T. (2014). *Using avatars in 3D virtual worlds to create experiments in human movement: Simple techniques* [workshop]. Salud Lopez, Toulouse, France. <http://laboratoriosld.blogspot.fr/2014/06/workshop-using-avatars-in-3d-virtual.html>

Fell, C., (2014). *On the rarity of rare* [oral presentation]. New Zealand Rare Breeds Society 2014 AGM, Motueka, New Zealand.

Fell, C. (2014). *The noise of writing* [invited oral presentation]. New Zealand Society of Authors, Top of the South Branch, Marlborough, New Zealand.

Fell, C. (2014). *The poet reclining* [oral presentation]. Portarligton Writers, Geelong, Australia.

Fraser, S. (2014). *Social work on the international stage* [workshop]. Nelson Marlborough BHB, Nelson, New Zealand.

Gaukrodger, B. (2014). *Creating quizzes in Moodle* [workshop]. Moodle Moot, Nelson, New Zealand.

Gallagher, C. M. (2014). *Marine fishery enhancement research* [seminar]. Hebei Ocean College, Qinhuangdao, China.

- Gallagher, C. M. (2014). *Microplastics and marine debris impacting seafood larval dispersal* [seminar]. Bohai University, Huanghua, China.
- Gallagher, C. M. (2014). *New Zealand culture, education, ocean dependency and lifestyle* [seminar]. Hebei Ocean College, Qinhuangdao, China.
- Laurenson-Elder, R. (2014). *The power of professional supervision* [workshop]. Career Development Association New Zealand, NMIT, Nelson, New Zealand.
- Lemke, B (2014). *Heat stress in southern USA* [seminar]. Alabama Agricultural and Mechanical University, Alabama, USA.
- Mitchell, D. (2014). *Adolescent males and sexual health* [oral presentation]. Nelson Marlborough DHB, Nelson, New Zealand.
- Mitchell, D., & Chapman, P. (2014). *Men and their health; A critical viewpoint* [oral presentation]. Nelson College, Nelson, New Zealand.
- Mitchell, D., Cresswell, D. & Chapman, P. (2014). *Men and family violence* [research presentation]. Stopping Violence Services, Nelson, New Zealand.
- Morgan, P. and Shields, E. (2014). *Truss your imagination* [workshop]. Ministry of Inspiration, Nelson, New Zealand.
- Mundy, D. C. (2014). *Grapevine trunk disease research and communication with the industry* [seminar]. Plant & Food Research Seminar, Auckland, New Zealand.
- Mundy, D. C. (2014). *Summary of all current grapevine trunk diseases research to the New Zealand* [oral presentation]. Plant and Food Research Grape Research Review, Marlborough, New Zealand.
- Mundy, D. C., Raw, V., McLachlan, A. R. G. (2014). *Calculating the economic cost of trunk disease spread* [workshop]. International workshop for Grapevine Trunk Diseases, Adelaide, Australia.
- Craig, N. (2014). *Lifting gaming out of the underground* [webinar]. Victorian Responsible Gambling Foundation, Melbourne, Australia. Retrieved from <http://www.responsiblegambling.vic.gov.au/professionals/professionals-development-centre/training-resources/webinar-presentations/lifting-gaming-out-of-the-underground>
- Nicoll, C. & McMillian, M. (2014). *Gaming and internet addiction* [workshop]. Garin College, Nelson, New Zealand.
- Otto, M. (2014). *Software tools to present and analyse climate data from weather station data* [seminar]. HEAT, Pufendorf Institute, Lund University, Sweden.
- Shields, E. & Morgan, P. (2014). *National ignited* [workshop]. Ministry of Inspiration, Nelson, New Zealand.
- Sosnowski, M. R., Mundy, D. C., Gemmell, B. & Belayneh, T. (2014). *Evaluation of Gelseal for control of eutypa dieback* [workshop]. International Workshop for Grapevine Trunk Diseases, Adelaide, Australia.
- Swift, D. (2014). *Boys, bullying and bashing; The not so fun side of being a girl* [workshop]. Taumarunui, New Zealand.
- Swift, D. (2014). *Cliques, crews and catfights* [oral presentation]. Public lecture & presentation to the Central King Country REAP, Taumarunui, New Zealand.
- Swift, D. (2014). *Girls of concern: Recommendations for the community* [seminar]. West Coast Youth Health Action Group & Public lecture at the Uniting Church Hall, West Coast, New Zealand.
- Swift, D. (2014). *Girls' world for mother and daughter* [workshop]. WestREAP & Greymouth High school, West Coast, New Zealand.
- Swift, D. (2014). *Shaping the future for our girls* [workshop]. Salisbury School, Richmond, New Zealand.
- Swift, D. (2014). *Supporting our young women* [seminar]. Public Lecture, Greymouth, New Zealand.
- Swift, D. (2014). *What is up with girls* [oral presentation]. Greymouth High School & Westland High School, West Coast, New Zealand.
- Van der Burg, J. (2014). *The art and science of business valuation* [invited speaker]. New Zealand Institute of Chartered Accountants Public Practice Forum, Nelson, New Zealand.

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Burdass, M. (2014). *Report on mortalities in fish after exposure to 4 nominal bathogenic bacteria* [confidential report].

Mitchell, D. & Chapman, P. (2014). *Men at work: Men's views on a stopping violence service*. Nelson, New Zealand: Stopping Violence Services.

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Otto, M., Lemke, B. & Kjellstrom, T. (2014). *Hothaps-Soft: A tool for the estimation and analysis of local climate and population heat exposure*. Ruby Bay, New Zealand: Hothaps. Retrieved from <http://climatechip.org/sites/default/files/publications/141023%20software%20paper%20Otto%20Tech%20Rep%2014-3.pdf>

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Sosnowski, M. & Mundy, D. C. (2014). *Sustaining vineyards through practical management of grapevine trunk diseases*. Marlborough, New Zealand: Sustainable Farming Fund.

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Industry and Popular Publications

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Cochrane, T. (2014). Salud heads up display translating movement to actuate animations in a virtual world [software]. Senses Places Project. Retrieved from <http://sensesplaces.org/webcam/index.html>

Equal Employment Opportunities Report

Nelson Marlborough Institute of Technology (NMIT) is firmly committed to the principle of non-discrimination. Our aim is to ensure that all employees and applicants for employment have equal employment opportunities regardless of gender, race, religious belief, disability, marital status or sexual orientation.

The Institute is also strongly committed to a policy of appointing to all positions on the basis of merit and will challenge any practices that are shown to disadvantage or potentially disadvantage applicants or employees.

Equal Employment Opportunity principles:

- NMIT acknowledges the special place of Māori as the Tāngata Whenua/Indigenous People of New Zealand, & recognises the special relationship & obligations that this entails. NMIT acknowledges the Treaty of Waitangi as the founding document of New Zealand, & is committed to its duty of acknowledging the principles of Treaty of Waitangi.
- NMIT wishes to promote greater access to both the workforce and student body of people from the Pacific communities.
- The Institute continues its progress towards more equal representation of the sexes throughout all sections of the organisation and will continue to monitor this on an annual basis.
- The Institute wishes to ensure access to all parts of the campus by all staff, students and visitors regardless of physical ability or sensory appreciation.
- NMIT strives to ensure that all communications are expressed in an inclusive way ensuring non-sexist and non-racist language.
- The Institute expects all employees to adhere to these principles when operating on behalf of NMIT.

Our commitment to Equal Employment Opportunities is demonstrated by:

- EEO policy reviewed and updated October 2014.
- A senior colleague co-ordinates EEO issues.
- All new staff are encouraged to provide EEO information at induction.
- Annual reporting of EEO issues to the CEO and NMIT Council.
- Treaty of Waitangi workshops to new students and plans for delivery to new staff.
- A position responsible for accessibility issues for staff and students.
- Regular reminders to staff and students of EAP and support services provided by independent providers.
- NMIT is developing its work life balance philosophy according to guidelines provided by the Ministry of Business, Innovation and Employment. Currently NMIT provides work life balance features such as flexible working hours, managing child and elder care, gradual retirement, work away from the office, educational leave, EAP, breastfeeding support, health checks and parental leave. NMIT seeks to enable all staff the opportunity to balance their work and life commitments and in turn generate a more flexible and productive workforce.
- NMIT collaborates with similar tertiary institutions around New Zealand to maintain up to date EEO practices. Additionally, monthly newsletters from the EEO Trust in New Zealand are received by the HR Dept. which keep the organisation both up-to-date and in touch with what is new and how other organisations are approaching EEO issues.
- As an EEO employer NMIT attempts to eliminate any barriers employee candidates may have when applying for a job; for example, candidates may bring a support person with them to interviews. Our advertisements state we are an EEO employer and welcome applications from all sectors of society.

Human Resources Statistics

Academic staff by category of appointment	2014	2013	2012
FTE Academic staff	115.07	120.1	113.78
% of FTE Academic staff identifying as Māori to total FTE Academic staff	1.7%	0.0%	0.0%
% of FTE female Academic staff to total FTE Academic staff	50%	49%	48%
General staff by category of appointment			
FTE General staff	105.9	110.1	124.6
% of FTE General staff identifying as Māori to total General staff	6.6%	3.8%	4.0%
% of FTE female General staff to total FTE General staff	69%	66%	64%

Equal Education Opportunities (EEEdO) Report

This EEEdO Plan reflects Nelson Marlborough Institute of Technology's Charter objectives and value statements; it aims to address inequity, increase participation and improve the learning experience of these groups across the Institute.

1. ELIMINATION OF UNNECESSARY BARRIERS TO THE PROGRESS OF STUDENTS (S220.2A.c).

1.1 Physical

In 2014 the following were implemented at NMIT:

- A ramp connecting the old refurbished section of E block to the new portion of E block completed.
- Two more disabled car parks closer in location to G/T/E blocks established.
- Ground floor LLC (M block) disabled toilet cistern was modified to ensure compliance.
- Uneven and weathered surfaces around M & N blocks were filled to enable safe wheel chair and pedestrian access.
- Disabled parking policy was communicated and implemented to ensure only specific purpose utilisation occurred.
- Accessibility to Learner Services improved by adoption of tiered customer service model and one location access point (ground floor of M block).
- Plans to mirror this accessibility in Marlborough scheduled for early 2015.

1.2 Academic

- Learning Support renewed and increased access to the LADS+ testing license to enable continued assessment for dyslexia and specific learning disabilities at Nelson and Marlborough campuses.
- In 2014 the following students studied with NMIT:
 - 58 former refugees and migrants on fully funded ILN programmes for English for the Workplace
 - 37 learners studied at level 3 and above through the Refugee English Grant
- NMIT worked closely with RMS Refugee Resettlement, Nelson Multicultural Council, Work and Income, the Ministry of Social Development and schools to coordinate services to ensure that students are well provided for and well informed.
- The provision of general foundation programmes allows second chance learners to enter tertiary studies and be better prepared for the demands of the tertiary environment. Learners build confidence and strategies and soft skills that enhance their chances of success in study and daily life. The Certificate in Tertiary Studies (levels 3 & 4) qualifications allows learners to re-enter education at a level that will assist them to increase their

skills in order to enrol in further study; 17.8 EFTS of learners came through the programmes in 2014.

- The Certificate in Vocational Skills is provided for learners with low level literacy and numeracy as a transition from school into work and the community. A high number of these learners have intellectual or learning challenges; the level 1 Certificate in Vocational Skills. The Certificate in Tertiary Studies (Level 4) have both had good completion rates. Over 80% of the learners on the level 3 & 4 programmes have progressed into other programmes at NMIT or with other providers.
- In 2014 NMIT continued to drive a learner centred approach and inclusivity in learning through the learner journey philosophy. Priority focus continued around improving literacy & numeracy embedding, diagnostic assessment, and student inductions continued as business as usual.
- Enhanced changes to orientation and induction processes were trialled during the latter part of 2014 with further improvements expected to be implemented early 2015 to align with NMIT's Learning Design Framework project and the benefits of one Learner Services team.
- Online individual learning plans and/or hard copy journals, supported by Learning Advisor roles, continued to ensure students were having learning conversations around their progress and pathway decision making.
- Continual improvement of support services for both students and staff were further enhanced by the amalgamation of and structure changes of Learner Services.
- Identified support gaps for Māori, Pasifika and International students drove the creation of a Cultural Advisor team with plans to establish a Cultural Centre within the LLC (M block) early in 2015. This included additional resource allocation.
- Supports for blended & online learners were embraced through trials and engagement with TANZ eCampus initiatives and developments. For example, Smarthinking - an online student support service. These will continue in 2015.

Equal Education Opportunities (EEdO) Report

- Key achievement for 2014 included:
 - the embedding of literacy and numeracy across levels 1 to 3. Significant gains, as measured by the Assessment Tool, increased in 2014 compared to 2013: for numeracy 18.18% from 13.24% and for literacy 14.38% from 11.93%. Significant gains across levels 1-5 was 17.51% for literacy & 15.23% for numeracy.
 - Enhanced SLA arrangements with Saniti were instigated at the end of 2014 to ensure improved collaborative supports for all students to secure work.
 - Structural and job description changes were actioned within Learner Services to enhance customer services.
 - Planned and commenced the shift to eBooks (EBL) and the addition of Science Direct database in 2014. Full implementation scheduled for roll-out in 2015.

1.3 Institutional/Administrative

- Structural changes to Learner Services, mid-year 2014 enabled the shift from an Accessibility Coordinator to an Equity Coordinator role. This role retains the specific responsibilities but has shifted teams (in the new structure) to be more closely associated with academic supports and thus providing a more holistic support service.
- A confidential space was provided for in 2014 but further improvements and easier access will see a new Wellness space in use in 2015.
- Equity funding continues to be used to provide 1:1 support and assistance to students with identified needs.
- In 2014, following the removal of an on-campus nurse, Learner Services established and communicated across NMIT the referral processes to community support organisations and services. This will be updated and reiterated early in 2015.
- In 2014:
 - 478 Students requested and received accessibility advice and support, compared to 407 in 2013.
 - Of these 558 hours of 1:1 reader/writer support was provided.
- Learner Services pastoral supports recorded that they had supported 2944 customers (students and staff), including 330 international students, providing information and referral to community and Government services.
For example:

- 1,193 were helped at the Student Services Helpdesk
- 1531 were supported by learning support, (includes 1:1, groups and classes) an increase of 19% on 2013.
- The Māori and Pasifika Cultural Advisors offered in person support and communicated with 300+ learners to ensure access, participation and improved achievement for Māori and Pasifika students
- The Cultural Advisors also delivered in programme curriculum to meet learning outcomes and graduate profiles, whilst continuing to offer ongoing supports.
- NMIT charges students a compulsory student services levy of \$240 (GST incl.) per EFTS. NMIT contracts SANITI to provide a range of services for the benefit of students, including independent advocacy and support, programme representation, representation on NMIT committees, recreation and cultural activities, employment information and international activities. Where the student services levy collected exceeds the annual services fee, NMIT and SANITI will agree on the student services to which the excess will be allocated. The excess student services levy is recorded as a liability by NMIT until it is spent.

	(\$000)
Student Services Levy Charged	329
Annual Services Fee	(271)
Excess Student Services Levy	<u>58</u>
Pursuant to sections 227A(1) and 235D(1) of the Education Act 1989, NMIT is required to show how the use of the compulsory fees for which student services is attributed.	
	(\$000)
Fees Income:	271
Applied to:	
Advocacy & Legal Advice	136
Sports, Recreation & Cultural Activities	118
Employment Information	<u>17</u>
Total Costs	<u>271</u>

2. AVOIDANCE OF CREATION OF UNNECESSARY BARRIERS TO THE PROGRESS OF STUDENTS (S220.2A.d).

2.1. Physical

Equal Education Opportunities (EEEdO) Report

- Students have access to StudyLink advice from the Information and Enrolment staff. Students can also access the Self Service Kiosks and a dedicated Studylink phone line at both the Nelson and Blenheim campuses.

2.2 Academic

- 11 staff successfully completed Meeting Learner Needs (DTLT504-embedding literacy & numeracy)
- NMIT staff PD days in 2014, continued the drive for LDF understanding and implementation with ongoing improvements to better align with Māori frameworks eg: Whare Tapa Wha.
- Pasifika, youth and international student perspectives drive the continual improvements.
- 10 Staff successfully completed DTLT Cultural Contexts

2.3 Institutional/Administrative

- The reformed Learner Services team in 2014 and the tiered customer service model implementation will emerge in 2015.
- 2014 saw the introduction to Learner Services of a tiered service model to further improve excellent customer service and seamless delivery to all students. Improvements included:
 - Combined Learner Services (formerly Library, Learning and Student Support teams) orientation / induction processes.
 - Tier 1 capability training implemented. This will continue into 2015 as implementation is embedded and new staffing opportunities are realised.
 - Continual increase in the use and enhancement of technology within the team and in supporting learners – fit for purpose and 21st century learners.
 - Improved efficiencies and seamlessness of one team approach to in-class / online support, timely interventions, and staff skills alignment. For example: delivering academic writing session to whole programme groups at issue of first assignment; APA referencing tools and supports; capability at tier 1; creating video clips; etc.
 - Implementing LEAN approaches to processes and procedures. For example within Cultural Advisors – International to better meet the immediate needs of arriving international students.
 - In 2014 NMIT's Counselling Support Service, delivered 423 sessions (compared to 352 in 2013) involving 92 individual clients (70 in

2013) along with OCP supporting a further 26 students through 74 sessions.

3. DEVELOPMENTS TO ATTRACT UNDER-REPRESENTED GROUPS OR THOSE DISADVANTAGED IN TERMS OF ABILITY TO ATTEND (S220.2AE(ii)).

3.1 Academic

- NMIT continues to offer Equity Scholarships for under-represented groups; scholarships (1 per category) are offered to Māori, Pasifika, person with a disability, rural and ESOL (NZ resident) students studying full time towards a nationally recognised qualification. In 2014 the Steering Committee agreed to change the Women Equity scholarship to an Equity International one – open to students on a study visa. This was well received and proved very popular with our international students. Women only scholarships are also offered.

Directory

COUNCILLORS AND ORGANISATION REPRESENTATION

NMIT Council membership

Ross Butler	Chairperson, Ministerial Appointment
Andrew Rowe	Deputy Chairperson, Ministerial Appointment
Gabrielle Hervey	Ministerial Appointment
Paul Steere	Ministerial Appointment
Scott Tambisari	Council Appointment
Te Rehia Tapata-Stafford	Council Appointment
Virginia Watson	Council Appointment
Daryl Wehner	Council Appointment

Iwi Māori Kaunihera

Luke Katu (Chairperson)	Ngāti Toa Rangātira
Te Rehia Tapata-Stafford (Council Rep.)	Ngāti Rarua
Moetu Stevens	Ngāti Tama Manawhenua ki te Tau Ihu
Paia Riwaka-Herbert (part year)	Ngāti Apa ki te Rā Tō
Kim Hippolite (part year)	Te Rūnanga o Ngāti Kuia
Melanie McGregor (part year)	Ngāti Koata no Rangitoto ki te Tonga
Susan Piket	Mātāwaka ki te Tai Aorere
Helen Joseph	Mātāwaka ki te Tauihu

Kaumatua & Kuia

Joe & Priscilla Paul	Nelson / Tasman Region
Helen Joseph	Marlborough Region

Directorate

Tony Gray	Chief Executive
Martin Vanner	Chief Operating Officer
Vicki Bryson	Director - Management Information Services and Financial Controller
Carole Crawford	Director - Learner Services
Takuta Ferris	Director - Māori Education
Chris Hubbard	Director - Service Industries and Learning Innovation
Martin Mongan	Director - Regional Economic Development and Business Relationships
Jackie Rees	Director - Curriculum and Quality
Sandra Williams	Director - Marketing and Customer Services

Programme Managers

John Inglis	Applied Business
Raewyn Heta	Aviation, Wine & Horticulture
Katherine Walker	Maritime
David White	Engineering, Construction, Conservation
Mary Proctor	Digital Technology (was Business Services)
David James	Creative Industries
Dale Bennett	Social Sciences
Chris Dunn	Health

Programme Area

Applied Business
Aviation, Wine & Horticulture
Maritime
Engineering, Construction, Conservation
Digital Technology (was Business Services)
Creative Industries
Social Sciences
Health

OTHER INFORMATION

Auditor

Audit New Zealand (on behalf the Auditor-General)

Bankers

BNZ, Nelson

Solicitors

Pitt and Moore, Nelson

Insurance Broker

Marsh Ltd, Christchurch

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Woodbourne Campus

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Glossary

AUT	Auckland University of Technology	NPES	Nelson Polytechnic Educational Society Incorporated
BAM	Bachelor of Arts and Media	NSOM	Nelson School of Music
BAppSocSci	Bachelor of Applied Social Sciences	NZDB	New Zealand Diploma in Business
BCom	Bachelor of Commerce	NZIM	New Zealand Institute of Management
BIT	Bachelor of Information Technology	NZOIA	New Zealand Outdoor Instructors Association
CAA	Civil Aviation Authority	NZPPC	New Zealand Polytechnic Programmes Committee
CCC	Community Computing Centres	OP	Open Polytechnic of New Zealand, The
CEAL	Certificate in English as an Additional Language	PAL	Programme Area Leader
CITRENZ	Computing and Information Technology Research and Education New Zealand	PD	Professional Development
CPIT	Christchurch Polytechnic Institute of Technology	PI	Pacific Islands
CTS	Certificate in Tertiary Studies	PINZ	Polytechnics International New Zealand Ltd
CVP	Certificate in Vineyard Practice	QMS	Quality Management System
DA&M	Diploma in Arts and Media	RCC	Recognition of Current Competence
EASA	European Aviation Safety Agency	RNZAF	Royal New Zealand Air Force
EEoO	Equal Education Opportunities	RPL	Recognition of Prior Learning
EFTS	Equivalent Full Time Student	SAC	Student Achievement Component
EIT	Eastern Institute of Technology	SANITI	Students Association of Nelson Marlborough Institute of Technology Incorporated
ELTO	English Language Training for Officials	SAR	Self-Assessment Report
ESOL	English for Speakers of Other Languages	SEED	Student Counselling service provider
FTE	Full Time Equivalent (Staff)	SIT	Southern Institute of Technology
GLH	Guided Learning Hours	STAR	Secondary, Tertiary Alignment Resource
HITO	Hairdressing Industry Training Organisation	STIC	Secondary Tertiary Industry Collaboration
HR	Human Resources	SUTI	Skills Update Training Institute
HSI	Hospitality Standards Institute	TAMU	Tertiary Advisory Monitoring Unit
ITO	Industry Training Organisation	TANZ	Tertiary Accord of New Zealand
ITABS	Industry Training Advisory Bodies	TEC	Tertiary Education Commission
ITPs	Institutes of Technology and Polytechnics	TEI	Tertiary Education Institution
KPI	Key Performance Indicator	TEO	Tertiary Education Organisation
MAF	Ministry of Agriculture and Forestry	TEOC	Tertiary Education Organisation Capacity
MEC3	Marine Engineer Class 3 (qualification)	TES	Tertiary Education Strategy
MITO	Motor Industry Training Organisation	TOP	Training Opportunities Programme
ML	Marlborough	TOS	Top of the South (Island)
MNZ	Maritime New Zealand	TRoQ	Targeted Review of Qualifications
MRoQ	Mandatory Review of Qualifications	TTP	Te Toki Pakohe
NCNZ	Nursing Council of New Zealand	WINTEC	Waikato Institute of Technology
NCMN	National Council of Māori Nurses	YG	Youth Guarantee
NMIT	Nelson Marlborough Institute of Technology		
NN	Nelson		
NMDHB	Nelson Marlborough District Health Board		



NMIT'S INDUSTRY PARTNERSHIPS



OFFICIAL EDUCATION PROVIDER TO



Central Region Rowing Development Trust



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



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

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