

2017 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

2017



In 2017 NMIT proudly maintained its NZQA Category 1 status as a result of its External Evaluation and Review (EER). Evaluators said:

- “ NMIT’s governance and management provide sound leadership and implement strategies that are improving educational performance and leading to good employment outcomes.
- “ NMIT is effectively preparing its graduates for work and/or further study.
- “ Outcomes are supported by strong, purposeful employer and industry engagement.
- “ Strategies to improve learning and teaching, achieve valued outcomes, match regional and national needs, and maintain investment are effective.



7,437

Total learners

3,107

EFTS

1,581

International students



We are strengthening our research capability

89% of researchers produced a quality assured output

We are improving our SAC education performance indicators*

83% course completion (81% 2016)

78% qualification completion (72% 2016)

68% learner retention (67% 2016)

A positive learner experience every time

93% of learners were satisfied with NMIT overall

We are improving literacy

22% literacy improvement Level 1-3 (18% 2016)

27% literacy improvement Level 4-5 (19% 2016)
Learners who made progress on reassessment



5 years in a row Telarc accredited, now to ISO 9001:2015

We are delivering skills for industry

25 years delivering Bachelor of Commerce

NMIT accredited to deliver Masters in Applied Management

Maritime Simulation system launched

*Provisional figures

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Message from our Council Chair and Interim Chief Executive

E mihi ana ki te rangi

E mihi ana ki te whenua

E mihi ana ki ngā maunga

E mihi ana ki ngā awa

E mihi ana ki a koutou i roto i ngā tini āhuatanga o te wā, tēnā koutou, tēnā koutou, tēnā koutou katoa.

Greetings to the sky father, greetings to the earth, greetings to the mountains, greetings to the rivers, greetings to everyone amongst the differing circumstances of the time, greetings to you all.

2017 saw Tony Gray, our long-standing Chief Executive, leave Nelson Marlborough Institute of Technology (NMIT) to become Chief Executive Officer at Ara Institute of Canterbury. Tony has been a strong and inspirational leader of NMIT across all five of its campuses since November 2006.

During his 11 years tenure, Tony provided strategic leadership to the organisation that ensured its continuous improvement. As a result of Tony's leadership, NMIT exceeded government quality and service targets across all business areas with a special commitment to the development of an environment which placed the learner at the heart of the learning journey.

In August 2017 Liam Sloan our Director of Learning, Teaching and Quality was appointed Interim Chief Executive.

Our achievements are the outcome of the dedication, passion and ambitions of our great team at NMIT. Our team of business support and academics continue to strive for excellence in all that they do and 2017 was no different.

We continue to 'punch above our weight' meeting the expectations of our learners, collaborating with and responding to the needs of employers, upskilling and developing ourselves to respond to global mega trends, building sustainable and mutually beneficial partnerships with our communities and diligently serving our vast network of stakeholders not only in the Te Tau Ihu but nationally and internationally.

It has been another year in which NMIT further strengthened its position as one of the region's most important organisations and an institute of technology that continues to provide opportunities and transform the lives of its learners.

Our commitment to the highest levels of quality teaching and learning will continue to remain one of our top priorities and we were therefore thrilled when in 2017 the New Zealand Qualifications Authority (NZQA) released our External Evaluation Review (EER) report reaffirming NMIT as a Category 1 provider of education and training.

ISO 9001:2015 is the world's leading ISO Management System Standard and in 2017 we successfully gained accreditation having transitioned from the previous version NMIT has been accredited for since 2013.



NMIT's strategy of internationalisation saw the extension of our partnerships with Chinese universities and there will be a number of additional opportunities we will be exploring throughout 2018. International recruitment continues to be strong in our Nelson campus, however, in light of low levels of recruitment to our Auckland campus and following consultation with team members and learners, we made the decision to close the campus once all of our existing learners complete their programmes in 2018.

We are proud that we developed and were approved and accredited to deliver a Level 9 Masters in Applied Management. The Masters degree was developed as a practical pathway for learners studying at Bachelor degree level but will also be an ideal opportunity for people in work to study, accessing the part-time delivery mode. February 2018 will see the first cohort of learners enrol.

In 2017 the NMIT Blue Tick project continued to respond to the Mandatory Review of Qualifications (MRoQ); a significant development of programmes from Levels 1 to 6. This has been, and continues to be, a significant investment in resources, re-developing qualifications and programmes to ensure they are responsive to the global mega trends that impact the tertiary sector.

2017 saw NMIT's first financial deficit in a decade which is a result of increased investment in Blue Tick and eCampus, a comprehensive review of our curriculum leadership structures, new challenges presented by competitive funding and a softening of international recruitment and income.

NMIT is committed to reviewing and rebalancing our financial position during 2018 to ensure a return to financial surplus from 2019

and regain the previous trend of financial sustainability and viability, and therefore continuing to build up cash reserves for strategic investments.

In 2017 provisional course and qualification completions were up on target and at the same time also higher than those achieved in 2016:

- > Provisional overall Course Completion in 2017 was 83%, 2% higher than target and a 2% improvement on 2016.
- > Provisional overall Course Completion for Māori learners was 76%, 3% higher than target and a 5% improvement on 2016.
- > Provisional overall Qualification Completion in 2017 was 78%, 4% higher than target and a 6% improvement on 2016.
- > Provisional overall Qualification Completion for Māori learners was 70%, a huge increase of 13% when compared against 2016.

We are excited about 2018 – welcoming new learners, delivering quality outcomes and experiences as well as developing further partnerships and exploring opportunities to diversify supporting the government to ensure the New Zealand tertiary sector is effective and sustainable.

What will be noticeably missing in 2018, and beyond, is the physical presence of Matua Joe Paul. Matua Joe Paul, our long serving Kaumatua passed away on 22 February 2018. Matua Joe played a significant role in the growth and culture of not only NMIT but our region as a whole. He will be sadly missed.

Daryl Wehner
Council Chair
On behalf of NMIT Council




Liam Sloan
Interim Chief Executive




Role of Annual Report and Council

The purpose of this annual report is to provide information to assist users in:

- > Assessing NMIT's 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.

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 2017-2018
- > 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 governance of the Institute, 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.

NMIT Council responsibilities

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



Nelson Marlborough Institute of Technology Council 2017

Front row L-R: Win Greenaway, Abbey Paterson, Gabrielle Hervey, Andy Rowe (Deputy Chair)
 Back row L-R: Charles Newton, Des Ashton, Daryl Wehner (Chair), Paul Steere

Councillors and organisation representation

NMIT Council membership

Daryl Wehner	Chair, Council Appointment
Andrew Rowe	Deputy Chair, Ministerial Appointment
Gabrielle Hervey	Ministerial Appointment
Paul Steere	Ministerial Appointment
Charles Newton	Ministerial Appointment
Abbey Paterson	Council Appointment
Win Greenaway	Council Appointment
Des Ashton	Council Appointment
Karen Stewart	Council Appointment – resigned July 2017

Kaumātua & Kuia

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

Directorate

Tony Gray	Chief Executive – employment ended August 2017
Liam Sloan	Interim Chief Executive
	Director – Learning, Teaching and Quality
Carole Crawford	Interim Director – Learning, Teaching and Quality
	Director - Learner Services
Vicki Bryson	Director - Finance and Business Improvement
Peter Cowper	Chief Operating Officer
Takuta Ferris	Director - Māori Education – employment ended August 2017
Virginia Watson	Director - Marketing and International Development

Heads of Department

John Inglis	Applied Business and English Language
Monique Day	Primary Industries, Maritime and Adventure Tourism
Olivia Hall	Te Toki Pakohe
Justin Carter	Trades, Engineering and Aviation
Mary Proctor	Arts, Media and Digital Technology
Susannah Roddick	Health, Fitness and Social Sciences

Statement of service performance

As the Top of the South's largest education and training provider, NMIT is intent on further developing its distinctive role in the tertiary and wider education system.

NMIT's strategic focus on delivering high economic value has seen specialisms in aquaculture, maritime, viticulture and wine and aviation engineering continue to grow in consultation with employers providing career pathways and bridging skills gaps in the region.







NMIT effectively delivered on both the government and Tertiary Education Commission (TEC) priorities working closely with industry, business and organisations to provide outstanding learning and employment opportunities for the region, nationally and internationally, recognising the vital role NMIT plays in supporting and developing positive social, cultural and economic change.

Development continued on a learner-centred delivery model which included collaborative projects and blended and work-based learning. NMIT has several strategic partnerships, some over a long period, with regional industries and other stakeholders nationwide at all levels.

In 2017, NMIT re-negotiated its Investment Plan with the TEC. The new plan confirmed the Institute's commitment to the Tertiary Education Strategy and clearly set out how NMIT will contribute to the achievement of the six government priorities. This section outlines progress against the goals as set out in the 2017-2018 Investment Plan.

Where items reported on demonstrate achievement towards the Tertiary Education Strategy priorities a numbered icon will be visible.

Priority Number Priority

- | | |
|---|--|
|  | Delivering skills for industry |
|  | Getting at-risk young people into a career |
|  | Boosting achievement of Māori and Pasifika |
|  | Improving adult literacy and numeracy |
|  | Strengthening research based institutions |
|  | Growing international linkages |

NMIT vision and strategic objectives

NMIT Vision

A future-focused learning organisation preparing work and world ready graduates

NMIT Mission & Purpose

Supporting the development of Nelson, Tasman and Marlborough through the provision of applied vocational and professional education and training

Our Values

<p>Rangiratanga</p> <p>We treat people with fairness and equity acknowledging our communities and heritage; we provide a safe and nurturing environment. We demonstrate honesty, transparency, fairness and clear boundaries in all our interactions</p>	<p>Manaakitanga</p> <p>Care for others / behaviours that enhance the mana of others and therefore our own</p>	<p>Passion</p> <p>We strive and stand up for what we believe in and go the extra distance; we want to make a difference to people's lives</p>	<p>Ownership</p> <p>We hold ourselves accountable for our actions, take ownership and deliver on our promises</p>
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Our Commitment

<p>Team NMIT</p> <p>Caring, connected and passionate</p>	<p>Customer Experience</p> <p>A positive experience every time</p>	<p>Learning and Teaching</p> <p>Life changing learning</p>	<p>Programme Range</p> <p>Dynamic, world class programmes</p>	<p>Effective Partnerships</p> <p>Making a difference through partnerships</p>
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Primary Strategic Objectives

<p>Build a high-performing customer-focused team</p> <ul style="list-style-type: none"> > Team NMIT understand the KPIs they are being measured against > Team NMIT has regular coaching conversations that facilitate continuous improvement > All PD activities are aligned to NMIT's strategic objectives > We share good practice and celebrate outstanding performance across NMIT 	<p>Deliver a personalised customer experience through the learner life cycle</p> <ul style="list-style-type: none"> > Every team has a 'marketing strategy canvas' that describes its personalised customer experience 	<p>Enable learning that develops and inspires capable and connected graduates</p> <ul style="list-style-type: none"> > All learners have active learning plans that are destination focused > All programmes deliver the LDF strategy > All programmes, learners and staff are currently engaged with industry > Team NMIT supports learning that leads to outstanding outcomes 	<p>Optimise our programme mix to meet work and world ready outcomes</p> <ul style="list-style-type: none"> > Internal and external partnerships deliver opportunities for learning that drive continuous improvement 	<p>Grow partnerships that provide opportunities and solutions</p> <ul style="list-style-type: none"> > A process and strategy that successfully delivers current and future customer demands and needs > Programme portfolio delivers value for money outcomes
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nmit.ac.nz



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

Build a high-performing customer-focused team

Performance and Recognition Framework 1

The implementation of NMIT's Performance and Recognition Framework in 2017 had a significant impact on the subsequent engagement survey result. Team members and managers alike found the process useful as it provided a constructive avenue to discuss an individual's progress, celebrate success, provide feedback and identify opportunities for professional and personal development.

As a result, there was an increase in innovation, more appropriate career-pathing and alignment between individual and team priorities. Development opportunities were directly linked to industry needs and enabled team members to remain up-to-date with the latest trends across the sector.

Empowering teams

NMIT undertook a Gallup employee engagement survey for the second year running and results showed a significant positive increase from 2016.

Following the 2017 survey, teams worked on action plans to further develop NMIT's culture and further increase engagement. One activity involved the introduction of walkabouts to increase visibility opportunities for the Institute Leadership Team (ILT) to engage with a wider range of individuals across the Institute.

2017 was identified as NMIT's year of wellbeing. NMIT invested in a range of activities that provided opportunities and encouraged individuals to manage their own wellbeing while supporting others to do the same. Activities included yoga, boxing, new soccer and netball teams, ergonomic assessments and a book exchange. Teams participated in Institute-wide national wellbeing initiatives such as Mental Health Week and Pink Shirt Day (in collaboration with the Students Association of Nelson Marlborough Institute of Technology Inc (SANITI) which provided the same for learners) and the provision of annual flu vaccinations and health checks for those working in high risk/exposure areas.

Following the engagement survey results, NMIT identified that regular reward and recognition were key drivers to improving engagement across the Institute. In response, NMIT introduced thank you cards and weekly recognition awards where colleagues nominated each other for an award for work well done. In addition to this, two formal

Institute-wide celebration of success events were held to recognise and celebrate high performers.

Professional development for all staff included a particular focus on wellbeing as well as sessions geared to empower and upskill leaders. A 'Friday Leadership Thought' initiative was implemented to encourage leaders to challenge and broaden their own thinking and development.

These activities enabled an increased level of engagement resulting in the delivery of a higher quality teaching experience for learners.

NMIT's Programme of Learning and Teaching Observations (PLATO) continued to maximise effective curriculum delivery by encouraging and sharing good practice across NMIT. Data from the PLATO sessions showed an improvement in the quality of teaching with 94% of sessions judged good or outstanding, a 10% increase on the previous year.

Performance panels were introduced for all programme areas in 2017. Managers and coordinators from each programme area met with Directorate bi-monthly to review a series of Power BI reports regarding programme area performance. Performance panels led to:

- > The development of team members, understanding of accountabilities and succession planning within and across teams.
- > Improved use of and access to fit-for-purpose dashboards ensuring data was better used in decision-making.
- > Effective monitoring of learners at risk and the sharing of good practice to improve learner experience and Education Performance Indicators (EPIs).
- > Strategic development discussion and plans within the team centred on team development.

There was a significant improvement for the team members, the data and reporting throughout the year as performance panels gained momentum, understanding and engagement.

Recruitment and induction

NMIT had a greater focus on value-add recruitment in 2017 with a revamp of its recruitment software SnapHire, which is now firmly embedded in the recruitment process. The Team NMIT induction programme was re-designed to provide a more personalised and

tailored solution for new team members better preparing them to hit the ground running.

This year NMIT introduced a micro-teach initiative where observed sessions were used as a recruitment strategy for all learning and teaching appointments. This led to learners being involved in the selection of their tutors. It also ensured NMIT was recruiting the right people for the right roles and bringing in the required range of capabilities which resulted in learners receiving a higher level of teaching and support from experts within their fields.

Literacy and numeracy professional development

4

Weekly literacy and numeracy professional development sessions were offered to all tutors throughout the second and third terms. This included Adult Literacy and Numeracy Assessment Tool (ALNAT) education on administering and understanding assessment results, enabling Team NMIT to better support its learners.

ALNAT results increased significantly in 2017 compared to 2016.

Levels	2016	2017
1-3 literacy gain	18%	22%
4-5 literacy gain	19%	27%
4-5 numeracy gain	10%	20%

Development of NMIT's new intranet saw the provision of live links to literacy and numeracy resources on Te Arapiki Ako website and the National Centre of Literacy and Numeracy for Adults.

Bicultural development in 2017

3

NMIT undertook a number of projects in 2017 to progress NMIT's aim of improved bicultural understanding and practices to continue to support Māori learners achieving success.

Investment supporting Māori strategy

In Learner Services this year, two new positions were established to create and grow bicultural partnerships, support and initiatives. These were:

- > Kaiāwhina Māori (Māori Student Advisor)
- > Kaiārahi Tikanga-a-rua / Bicultural Advisor to NMIT

Events

NMIT's annual celebrations of Matariki and Te Wiki o te Reo Māori were supported by NMIT's Rata Room restaurant staff and learners and included a bilingual coffee and restaurant service, with a Māori-inspired menu in te reo,

as well as other events and activities in the Library Learning Centre.

Additional events for Māori learners throughout 2017 included:

- > Study to Mahi workshop with Kia Ora Hauora
- > Scholarship workshops
- > Māori Student Hui
- > Māori Student Netball Team

Te Ara Wai Strategy

All teams across the Institute were encouraged and enabled to engage with the Te Ara Wai Strategy and develop team-specific plans in support. Activities included individuals developing their own mihi, actively learning NMIT's waiata and practising the use of specific words within the workplace on a day-to-day basis. Seven Team NMIT members enrolled in Te Haeata (Certificate in Māori Foundation Studies) and another nine enrolled in the Certificate in Te Tuara me Te Tinana o Te Reo. There was an ongoing focus and discussion included in regular performance panels and additional information and guidance added to the new team induction programme.

Cultural professional development: Treaty Week



Dr Ingrid Huygens delivers a Te Tiriti o Waitangi presentation at Team NMIT's Professional Development day in June.

In June, NMIT implemented Treaty Week, an intensive Institute-wide Treaty of Waitangi professional development programme. In order to gain further insight, build knowledge and embed understanding amongst Team NMIT, Treaty expert Dr Ingrid Huygens was engaged to lead and facilitate a variety of workshops on the history and principles of the Treaty. The participants included all team members with targeted workshops involving NMIT Council,

NMIT Directorate, the Institute Leadership Team and academic and support staff. The week culminated in an all-staff cultural development day held at Whakatū Marae.

Feedback from Treaty Week was positive with over 185 Team NMIT members engaged in the workshops. Dr Huygens said, that to her knowledge, NMIT was only the second tertiary institute to engage the entire organisation in Treaty professional development of this magnitude.

Feedback from Team NMIT included:

"I am definitely leaving with a deeper understanding."

"Thanks for the constructive, positive approach to empowering me through this conversation."

"Fabulous workshop...I am richer for the experience which I will take into my daily life and teaching."

Deliver a personalised customer experience through the learner life-cycle

Customer Experience Strategy developed

NMIT's recently developed Customer Experience Strategy guided support for learners in 2017.

The strategy approached customer experience from the 'learner life-cycle' perspective and continued to focus on and improve each stage of the NMIT learner journey.

The digital component of the NMIT experience was identified as vitally important and the Digital Customer Experience Strategy was developed in April 2017. The underlying driver was 'self-service' and NMIT undertook several initiatives to enable and enhance self-service. The major goal of the strategy was to create a one-stop learner portal which will be a focus for 2018.

Website updates deliver improved customer experience

TEC chose NMIT as a launch partner to support the design and development of a new data service called Key Information for Students (KIS).

Alongside development of marketing collateral, NMIT integrated KIS on all Level 5 and above programme website pages. This data helped provide prospective learners with consistent entry information and national graduate outcomes.

Launched in December 2016, a new website enhancement enabled domestic prospective learners to review their enrolment information online and confirm the enrolment with a click of a button. This saved learners from signing a form and posting it to NMIT, creating process efficiency gains.

2017 also saw significant website platform enhancements to the way curriculum updated from the student management system (SMS) 'ebs'. This brought improvements to the searching functionality for programme information and improved website management.

The platform enhancements enabled a project to automate the synchronising of short course curriculum with ebs which replaced a manual process and gave prospective learners real-time viewing of short course options.

An exciting project in 2017 was the significant redesign and development of the secure section of NMIT's website known as My NMIT.

All users who apply for a course online have a My NMIT account created to view and manage their course applications and basic personal details. My NMIT was redesigned to operate much more like an app (including a mobile navigation specifically for small screens) and created a personalised space for users. NMIT will build on this infrastructure during 2018 with more self-service and sign-in options.

The enquiry management tool DeskPro was further embedded with training and support to enable improvements in customer service. The tool, aligned closely with the website, offered pop-up support for making online queries.

A2E5 business improvement process

A2E5 (Application To Enrolment in 5 Days) was NMIT's process improvement initiative which worked to secure enrolments within five days of an application to study. The aim of the project was to reduce the delays in application processing and to use ebs to track all applications through their various stages.

The results for 2017 showed that, overall, NMIT programme areas delivered prompt service to their customers and the detailed tracking and reporting highlighted where focus was required to bring performance up to speed.

Keep Warm Strategy helps to secure enrolments

NMIT launched its Keep Warm Strategy aimed at keeping learners engaged in the time between applying to study and day one of class, and to reduce the number of withdrawals. Initiatives were developed to keep prospective learners engaged with activities including emails, social media posts, postcards, tutor updates and graduation or progression success stories.

The 2017 rollout appeared to have a positive effect upon recruitment numbers, with higher application numbers for 2018, higher conversion rates of applications to enrolments and lower numbers of application withdrawals. Some of this improvement can be attributed to learners feeling more engaged between the time of application to their start date.

Learner at-risk dashboard

Further use of Power BI in 2017 saw the Office 365 tool become an integral part of identifying learners at-risk. Power BI draws on multiple strands of ebs data to provide a dashboard view of information. The learner at-risk dashboard was piloted in 2017 across five

programme areas and provided early assessment results to tutors across a whole programme rather than just a course. The reports enabled teams to identify patterns in learner attendance. Given the correlation between attendance and learner success, the live data was a powerful tool to prompt intervention when required to steer learners toward achievement. Using the tool across the pilot programmes, tutors were able to intervene and help learners who appeared to be at risk of non-achievement. Indicative EPIs suggest this may have had an impact on improving outcomes.

Tiered approach to learning support

The promotion, support and development of 'Tier Zero' self-help learning tools was a key area of focus for Learner Services in 2017 and freed up Team NMIT members to spend more time working with learners. Initiatives included:

- > eBooks: Increased focus on eBook acquisition and promotion saw the number of eBook loans double in 2017 from 2016.
- > Radio-frequency identification (RFID): A new self-issue machine was installed in the Nelson Campus Library Learning Centre allowing learners to action their own loans.
- > Programme Area Guides: Guides for databases and websites were reorganised by programme area which allowed easier location by learners. Initial statistics indicated a significant increase in the use of these guides by Viticulture, Computing, Social Sciences, Applied Business and Beauty learners.
- > Distance requests: Promotion of e-resources decreased the number of hard copy resources sent to fulfil distance requests, while encouraging proactive use of online resources by learners. Career Guidance was the biggest user of NMIT's Distance service. 2017 saw a 33% increase in the use of eBooks by these learners.
- > Programme area liaison: Tier Zero support channels were promoted to tutorial staff via face-to-face liaison with all programme areas.

"Have your say" was the latest project to provide both physical and online channels for learners to voice feedback or concerns, and extended the Tier One one-stop-shop model of customer service already in place at the Library Learning Centre helpdesk. "Have your say" complemented NMIT's suite of Learner Voice initiatives which included learner surveys,

"talking" walls, "you said, we did" digital screens and Deskpro helpdesk software.

NMIT continued with its Programme Representative system in 2017, a joint venture between SANITI and NMIT, providing learners with a structure to have their voice heard through elected learner representatives. In 2017, there were over 60 representatives at the Nelson Campus and 20 at the Marlborough and Woodbourne Campuses.

Progress with online and blended learning

Through its eCampus partnership, NMIT offered 11 programmes ranging from Arts and Media training schemes through to the New Zealand Diploma in Business. There are six more programmes in development due for delivery in 2018. Through this delivery model, NMIT delivered over 40 equivalent full-time students (EFTS), with 210 learners enrolled, and there is a target to double that number in 2018. This online delivery particularly attracted in-work learners, extending NMIT's reach in the market to those unable to participate in on-campus delivery.

In 2017, there were 51 new programme approvals, all of which contained elements of online or blended learning.

The 2017 EER report evaluators noted, "Feedback from students about the different delivery options was positive across the programmes."

Learner-centric prototyping

A prototyping pilot was launched mid-2017 to develop new delivery approaches in two areas, the New Zealand Certificate in Automotive Engineering Levels 3 and 4 and the New Zealand Diploma in Business Level 5. The initial work focused on outlining all the enablers (spatial, infrastructure, capability, operations and pedagogy) that allow NMIT to offer fully learner-centric delivery. The outcome of these pilots will inform the future development of NMIT's capital asset management planning and draw on all the elements of the Institute's operation involving the physical environment and people.

Other areas of development saw NMIT invest in a new state-of-the-art maritime bridge simulator (see below) while the Aviation Programme Area was recognised nationally as demonstrating good practice in creating authentic learning and assessment (National Learning & Assessment Conference, Nov 2017).

NMIT invests in Maritime Simulation system 1 6

NMIT launched its bridge simulator suite in October following a significant investment in new technology. The bridge simulator, from Norwegian company Kongsberg, links with the existing engine room simulator and is the only system of its type in New Zealand, giving NMIT a significant advantage as a training Institute.

The simulator creates a 270-degree view from a virtual bridge of wharves and main navigational hazards including other vessels. Wide screens in front of the student “skipper” provide a real-world view of what they face. The simulator has doubled existing simulator space to create three ship bridges which operate in the same virtual environment.



The system will be used by learners on the Diploma in Nautical Science starting in February 2018. Maritime New Zealand has recognised NMIT’s investment in the simulation technology allowing NMIT to accept learners onto the Diploma with reduced sea time (12 months). This puts NMIT in a strong position on the international market as learners typically require 36 months sea time.

There has been strong interest in the simulator from industry with the suite already being used to test bringing a larger vessel into Port Nelson. The simulator opens the opportunity to offer pilot and tug training where pilots can log hours in the simulator towards maintaining their certification. Industry groups have signed up for crew and pilot training in 2018, expanding the scope of the simulator beyond programmes into professional development.

Enable learning that develops and inspires capable and connected graduates

Learning conversations help learners work towards employment goals

2

In 2017, NMIT re-energised the use of learning plans reframing them into 'learning conversations'. The learning conversation procedure provided regular conversations between a learner and their tutor/learning advisor where the learner set expectations for the year. These included sections on all core skills that might be required for the work place and setting post-study employment goals.

Survey results showed that 85% of learners in 2017 agreed they were guided through an effective learning plan.

This approach was particularly effective for those Bachelor of Commerce learners who became Student Ambassadors for CPA Australia. Representing the Certified Public Accountants (CPA) professional body to fellow accounting, business and commerce peers, learners were able to expand professional networks and develop employability skills.

In-work learning builds relationships and skills

1

NMIT offers a range of in-work learning options across its programmes.

Following the MROQ requirement for the New Zealand Certificate in Business Level 3, the programme was redeveloped to include an internship component. This allowed learners to gain meaningful unpaid employment over a period of six months in local businesses. The programme was advertised through the local Chamber of Commerce, NMIT's website and through staff who maintained effective relationships in the business community. The internship programme gave learners a real world opportunity to experience the role they were training for and exposed learners and employers to relevant and up-to-date business administration skills. In 2017 NMIT placed 15 interns into offices in the Nelson region, and of these, 14 now have part-time or full-time employment.

The Bachelor of Nursing programme built on the success of its trial Dedicated Education Units (DEU) in 2016, going on to set up four more with Nelson Marlborough Health in 2017. NMIT also set up a shared DEU with Ara Institute of Canterbury at Grey Base Hospital and a primary health care DEU is planned for Golden Bay in 2018. The DEU model involves an

active partnership between a health provider and education provider within a clinical learning environment through the continuous presence of a Registered Nurse learning facilitator when learners are obtaining clinical experience. There is strong evidence that the DEU model of learning bridges the gap between nurse education and practice, by the sharing of nursing knowledge amongst learners and Registered Nurses.

In 2017, NMIT partnered with New Zealand Defence Force (NZDF) to provide work placements for Papua New Guinea Defence Force learners studying the Certificate in Aeronautical Maintenance Engineering at NMIT's Woodbourne Campus. These learners completed the workplace component of their programme at both Royal New Zealand Air Force (RNZAF) Base Woodbourne and RNZAF Base Ohakea prior to returning to their home unit in Port Moresby. This work placement enabled learners to receive relevant aeronautical and military skills and experience from seasoned NZDF personnel and will be invaluable to them when they return to Papua New Guinea and begin work within their own military environment.

NMIT's hospitality learners supported a wide range of high profile sporting and community events in 2017 including hospitality service for home-based Nelson Giants and Tasman Mako games. NMIT's onsite Rata Room restaurant and function facility also provided more opportunities for in-work and industry-relevant learning through an increase in on-site restaurant service as well as hosting private catering events and functions within the community. These opportunities further enhanced NMIT's hospitality programmes and the work-readiness of graduates.

All three years of the Bachelor of Viticulture and Winemaking provided direct practical or research interaction with vineyards, wine companies or other industry organisations. Year 1 learners completed two weeks' full-time pruning training in a commercial vineyard and in the second year learners undertook six weeks' full-time vintage placement. The third year capstone course saw learners undertake a research project with industry supervision and academic support provided by NMIT. This assisted learners to make valuable industry contacts and build professional relationships.

Working with employers to upskill the workforce

In 2017, NMIT continued the success of its Employment Scholarships Programme (ESP) for business administrators. This delivery provided opportunities for those in paid employment to gain qualifications while they worked and provided employers with learners who were pre-screened, reference checked and prepared for work by the programme's coordinator. In 2017, NMIT had 35 learners engaged in ESP programmes at Levels 3 and 4 in the Nelson/Marlborough region. All 35 learners were employed in either full-time or part-time work of ten hours or more a week. NMIT has permanent ESP (cadetship) opportunities for learners at two local Councils and in many other small and medium enterprises.

NMIT worked with individual employers in the region to provide apprentice training tailored to the employee and contextualised to the working environment. In addition, all NMIT apprentice tutors are qualified tradespeople who work alongside each apprentice to ensure that progress is maintained and learning plans are appropriate for each learner. NMIT's managed apprenticeships across automotive engineering, mechanical engineering and carpentry increased by around 30% in 2017 to over 250 apprentices. This growth is set to continue into 2018.

NMIT's Viticulture programme trained learners already working in the industry to gain valuable theoretical knowledge and credit for practical work.

When Yealands Estate Winery identified a need for qualified engineers in fabrication and general engineering, NMIT was able to enrol winery employees in the National Certificate in Mechanical Engineering and the National Certificate in Engineering Fabrication. NMIT's Business Liaison also identified a need for leadership training among Marlborough industries and 16 learners from a range of industries went on to complete the New Zealand Certificate in Business – Introduction to Team Leadership.

International student exchange programme established 6

Late in 2016 NMIT gained Ministry of Education approval to run an international student exchange programme which provided NMIT learners the opportunity to spend a semester abroad at one of NMIT's partner institutes. In 2017, NMIT entered into 13 exchange agreements with universities and institutes from USA, Norway, Denmark, Netherlands, France,

Germany and Japan. NMIT representatives visited all of these institutions and five reciprocated those visits.

The first incoming exchange student (from the USA) attended NMIT in the second semester of 2017 and two NMIT learners are set to spend a semester in 2018 at the Cologne Business School in Germany.

Innovative solutions to higher learning meeting employer and learner needs 1

NMIT's first delivery of the Level 8 Postgraduate Diploma in IT Security Management saw an innovative approach to the requirement for real-life scenarios for learners. Overcoming both technical and security issues, the Digital Technology teaching team established an isolated lab network at NMIT's Global Campus in Auckland. The lab brought together enterprise level computer virtualisation, storage solutions and operating systems. Within this environment learners could create scenarios and solve problems for situations that would not be possible in a live production network. Feedback from learners was overwhelmingly positive and industry connections were impressed with the experience the learners received.

Development of MPTT programme 1 3

NMIT and Whenua Kura partnered in 2017 to better support Māori learners funded through the Māori and Pasifika Trades Training (MPTT) mechanism. Eleven learners studied the New Zealand Certificate in Horticulture (Level 3) and the programme was expanded for 2018 with 27 EFTS and Whenua Kura deliveries over six primary industries and trades programmes.

Curriculum cultural alignment 3

NMIT continued with the Blue Tick programme in 2017, its initiative to redevelop programmes incorporating MRoQ requirements along with NMIT's Learning Design Framework and Te Ara Wai Māori strategy. The programme development brief had a specific checklist referring to the Te Ara Wai Strategy. Individual teams took different approaches to incorporating more Māori culture and te reo in their teaching from using dual languages on Moodle pages to marae visits and in the development toolkit there are now instructions on how to use te reo macrons within Moodle pages.

NMIT continued to build on and deliver three Te Tiriti modules, Te Pū, Te Weu and Te More at Levels 5-7 on the Bachelor of Social Work degree and Paetahi Tumu Korero Bachelor of Counselling degree. On these courses NMIT's

Social Work and Counselling learners came together to study Te Tiriti and te ao Māori with te reo, tikanga and the application of kaupapa Māori theory and models for social work and counselling practice. The course emphasised becoming confident and capable to work in the learners' chosen professions within a bicultural Aotearoa.

In 2017 NMIT offered the Level 7 module for the first time, and learners showed the benefits of a carefully scaffolded approach to this aspect of their learning.

Learners progressed from Years 1-3 through marae visits and learning mihi and tikanga practices to marae based teaching and a three-day noho marae.

These new aspects of the Social Work and Counselling degree saw Māori tutors take learners through everything from mihi and powhiri, to poroaki, visiting sites of cultural significance and hearing local guest speakers on the marae from mana whenua.

John Jamieson: balancing work and study



Since early 2016, Aquaculture learner John Jamieson has balanced his job at High Country Salmon in Twizel with study in Nelson at NMIT. John will normally spend ten days working in Twizel before flying to Nelson for four days studying the Bachelor of Aquaculture and Marine Conservation.

John embarked on the degree after recognising that to move ahead in the industry he would need more than just experience to go further. When he was offered a role with his current employer, NMIT was able to provide the flexibility to tailor the programme to meet John's geographical challenges.

When asked if the degree covered everything needed for the industry, John replied, "Absolutely. The course is well situated, it's well planned and well executed. I'm excited about what that means for the future of aquaculture. Tutors have come with international experience in aquaculture. All the tutors have seen what the rest of the world is doing. They're very up to date with real life and what the industry is demanding. I like that the course is tailor-made to fit each student's needs."



Cassey De Castro: working in her chosen field



Recent NMIT graduate Cassey De Castro attributes her success in landing a job in her chosen field to the support of NMIT's Global Campus team in Auckland.

Cassey was looking to do an internship in the market research field as part of her Postgraduate Diploma in International Business at NMIT. The support team was able to connect her with market and social research company Colmar Brunton. While the company did not have any internships available, they were looking to fill a full-time position. Cassey applied and, after a rigorous recruitment process, was appointed as a Client Executive for the company in Auckland.

The support of the Global Campus team kept her on track in pursuing her goal and she said the support of her tutors was a significant factor in building essential skills and self-confidence.

"Words are not enough to express how sincerely thankful I am for those challenging projects assigned to me...because although I found it tough then, it certainly prepared and moulded me to what I am and what I can do today."

Cassey said she was overjoyed that she got to work in her field of interest and had the chance to put her previous learning into practice.



Optimise our programme mix to meet work and world ready outcomes

Niche dominator specialist strategy

Work began in 2017 on NMIT's Assess and Optimise project looking at the current level of specialism provision to ensure deliveries are sustainable and meet customer demand. The project aims to:

- > Analyse and understand customer/ stakeholder perceptions reflecting on the relevance, industry fitness and market demand of NMIT's specialism provision;
- > Validate NMIT's areas of specialisation either in their present state as 'specialisms' and/or as newly defined 'niche dominator' provision, as part of NMIT's transition towards a more financially sustainable business model; and
- > Develop and recommend a sustainable and competitive business model option for longevity and market leverages.

NMIT commissioned APR Consultants Ltd (APR) to undertake 'NMIT assess and optimise project-2017', looking at both regional and organisational development.

APR carried out a detailed desktop review of all available information to create a draft structure and comprehensive background report for the study. This report included a comprehensive business and market analysis reflecting on the relevance, industry fitness and market demand of NMIT's specialism provision.

As part of the project, APR is now undertaking an extensive internet-based web survey among the relevant industry and academic stakeholders to better understand their perceptions of NMIT's role in education and training in their sector.

In addition, APR will conduct further interviews with key industry leaders and the project will continue through 2018 to ultimately identify potential strategic opportunities.

Industry input into programme development

In 2017, NMIT received NZQA accreditation for its new Bachelor of Career Development, New Zealand's first degree in this specific area and NMIT's first fully online bachelor degree. The degree development relied closely on NMIT's industry advisory group made up of careers advice representatives from secondary schools, community, private and government organisations and coaching organisations. The

programme development was also informed by the views of professional associations such as the Careers Development Association of NZ.

In addition, the content and assessments for the course 'Working with Vulnerable Communities', was developed by a practitioner and active researcher in community work and mental health.

The NZQA accreditation panel noted the in-depth and extensive contribution from industry, the rigour of the new online degree and the contribution the learning would make to meet the gap in this area.

A number of new advisory groups were established in 2017 to further foster industry and community involvement in NMIT programmes. In Horticulture the new advisory group was integral in the design of new programmes in 2017 which brought an improved alignment with both the fruit and nursery production sectors.

There was also a new group set up for Foundation Skills programmes which supported the redevelopment of the Certificate in Trades and Primary Industries and Certificate in Introduction to Trades. Flexible delivery patterns that meet specific industry needs allowed training to provide real world skills for learners based on their individual strengths and interests.

Recognising and celebrating skills and competencies

In 2017 NMIT began working with World Skills NZ to establish a 2018 regional committee and regional World Skills competition that will enable NMIT learners to compete at regional, national and international levels within their trade skill. These competitions promote excellence and enhance NMIT programmes by offering a platform that encourages young people to excel in vocational and trades skills.

Meanwhile, two Aquaculture learners delivered separate presentations to the 2017 New Zealand Aquaculture Conference in Nelson in July. The presentations by Morgan Puklowski and John Jamieson, both studying for the Bachelor in Aquaculture and Marine Conservation, were well received by the conference organised by Aquaculture New Zealand.

NMIT's hairdressing programme area runs internal competitions for its full-time and Trades Academy learners which are judged by industry representatives. Following the internal

competitions, learners are supported to compete in regional competitions run by the New Zealand Association of Registered Hairdressers. In 2017, an NMIT learner won her regional event and went on to represent Nelson in the New Zealand Supreme Awards.

NMIT held two graduate exhibitions in 2017 as a culmination to the Bachelor of Arts and Media degree. The exhibitions were a significant milestone in learners' transition to professional practice in the arts and design sector. They worked with designers and gallery curators to prepare their work and dissertation for public consumption with the prospect of further recognition through solo and group exhibitions and connections with potential employers.

For the international cohorts, this was a significant and prestigious event, highly valued and recognised in their home countries as they returned to establish professional art and design careers.

Nine learners in July and 22 learners in November presented a wide range of research-based art and design works including painting, printmaking, jewellery, photography, installation, and designs in fabric, product, branding and communication, each with strong connections to specific community and industry sectors.

Global Workforce pilot

In 2017, NMIT undertook a pilot programme called Global Workforce, a joint project between Education New Zealand, NMIT and local businesses, involving Level 7 learners looking for professional employment.

Learners carried out an employability self-assessment and then worked on resume production, interview techniques and practise, receiving employer guidance and feedback. Of the 22 learners in the pilot, five were offered employment or internships, 11 continued studying and the remaining six worked while looking for further opportunities.

The intention is to grow the project in 2018 to include more learners and at different levels.

Employers assessing competency

For the Bachelor of Nursing programme the DEU model for clinical placement offered a more consistent working relationship for Academic Liaison Nurses (ALNs) with their clinical colleagues. ALNs informed the Clinical Liaison Nurses of learner competency requirements while also coaching registered nurses to enable them to facilitate learning in practice.

Nursing and clinical staff were able to discuss and contribute to formative and summative clinical feedback and assessment. The collaborative assessment involved employers in assessing competency through endorsing skills and work-readiness.

An essential component of self-assessment practice for curriculum teams is to validate their learners' and graduates' competency in achieving the programme's graduate profile outcomes.

Within the New Zealand Certificate in Hairdressing (Salon Support, Level 3), evidence of this included the ongoing collection of feedback from employers of NMIT graduates, frequently in the form of surveys or phone interviews conducted by the programme team. Feedback on learners who were in work experience placements was also sought from employers via workplace reports.

Work experience employers consistently rated the "relevance of skills/knowledge taught at NMIT to industry" as Very Relevant, as reflected in learners' work experience logbooks. Further evidence of solid employer engagement and confidence in graduates, was the regularity by which employers contacted NMIT seeking learners for work placement, employment opportunities and to be involved in high profile events.

The use of employer feedback (as well as other methods) to attest to graduate ability was validated in September 2017 for Hairdressing through NZQA's Consistency Review process.

Within the report for Hairdressing (Salon Support) it stated "The strongest evidence that the graduates met the different components of the graduate profile came from surveys and phone interviews with employers, Level 4 tutors and graduates, attesting to the extent to which the graduate outcomes were evident."

Similarly in November 2017, the New Zealand Certificate in Food and Beverage reviewer gave feedback that NMIT's strong employer engagement and "real world" work experience and standards was proving pivotal in evidencing work readiness.

NMIT's 2017 EER report saw evaluators confirm, "Stakeholders, including graduates and employers interviewed by the evaluators, confirmed that graduates are well grounded, have relevant skills and are work-ready."

Programme sharing and collaboration

NMIT's Tertiary Accord of New Zealand (TANZ) partnerships enabled the Institute to share

programmes and collaborate on the development of new programmes in 2017.

NMIT adopted 18 qualifications (some with multiple strands) where programmes had already been developed by a TANZ partner. These ranged across programme areas including Automotive, Carpentry, Tourism, Retail, Horticulture, Business and Arts. This saw a significant reduction in the initial design, and costs, required by NMIT and ensured NMIT's offering had greater consistency with its partners.

In a number of cases, NMIT engaged in collaborative development programmes, for example, Automotive collaboration, and in other cases NMIT used an existing programme of study such as Ara Institute of Canterbury's New Zealand Certificate in Business and Administration and created the course resources to share with Ara.

NMIT accredited to deliver Master of Applied Management 1 5

NMIT's new Master of Applied Management represents the culmination of its strategic development to create postgraduate qualifications in response to demand from learners and industry. The programme offers a Postgraduate Certificate, Postgraduate Diploma and finally a Masters at Level 9.

The Masters degree was developed as a practical pathway for learners studying existing undergraduate degrees and will allow learners to develop generic management expertise, as well as management knowledge in a range of industry specialisms. The specialism options include courses in Sustainable Aquaculture, International Business and Logistics and Supply Chain Management.

The Masters was also designed to build on, and contribute to, economic growth in the region and the higher qualification offers a combination of academic rigour, research skills and industry application.



The accreditation panel's evaluative report noted that "there had been a high level of in-depth consultation" and input from industry helped to shape many aspects of this new programme including a work-based learning elective.

NMIT was also commended by the panel on its "initiative to advance the research culture across the institution and in particular with this first Masters programme." The development involved the academic expertise from multiple departments, and areas of industry, and demonstrated the ongoing strengthening and support of Team NMIT's research capability.

Grow partnerships that provide opportunities and solutions

Partnerships provide benefits to learners and industry

NMIT's partnership with NZDF for training delivery at NMIT's Woodbourne Campus continued to progress well in 2017 with NMIT delivering a number of qualifications and tailored training solutions to NZDF soldiers, aircrew and officers along with civilian learners.

Continuing professional development in industry

Maintaining a strategic approach to meeting requirements for continuing professional development (CPD) with industry partners, NMIT delivered Introduction to Clinical Teaching for Registered Nurses. The programme was available to all stakeholders who provided Bachelor of Nursing learners with clinical placement experience and assisted registered nurses to facilitate an effective learning environment for nursing learners. Seventy-seven learners completed this programme in 2017.

In addition, NMIT delivered the Competence Assessment Programme (CAP) for nurses returning to work or requiring a New Zealand registration. In 2017, 40 graduates completed the programme with 100% programme, course and retention EPIs. CAP graduates are sought after by industry and typically the majority of graduates find employment within six months of gaining registered nurse status.

Through close collaboration and partnership with the RNZAF, the General Engineering Officer Training (GEOT) programme saw the involvement of senior RNZAF leadership integrated into the NMIT delivery. This benefitted learners by providing them direct input from their leadership (demonstrating the value RNZAF placed on their training), as well as benefitting the RNZAF leadership by enabling them to gain a better understanding of the programme and have input into the programme as it evolved. Feedback on the programme was very positive both from the RNZAF and learners.

In 2017, NMIT taught an increased number of learners on the English Language Training for Officials (ELTO) programme with 80 learners over three intakes compared to 62 in 2016. Included in the English language training were topics such as New Zealand education, governance, disaster relief and renewable energy sources. The ELTO training provided

officials the opportunity to network with relevant experts and make contacts throughout the region.

New approach to partnerships with secondary schools

2

In 2017, NMIT received funding for 16 learners to take part in a Dual Pathways Pilot with Waimea College. The pilot, due to launch in 2018, will provide learners with three days per week at school studying primary industries, one day in an industry placement and one day studying at NMIT. The learners will work towards National Certificate of Educational Achievement (NCEA) Level 3 credits and a National Certificate at Level 3.

NMIT worked with Nelson College for Girls to tailor course delivery to the College's requirements. In 2017, NMIT's hospitality programme area developed four bespoke courses in coffee making and restaurant service. These courses were designed to fit in with the school's timetable and availability of learners. Over 30 learners gained NCEA credits due to the flexibility of this model.

NMIT also delivered hospitality courses through the STAR+ scheme so that learners could gain NCEA credits by studying over a number of evening sessions. Again, this made the delivery more accessible to learners by allowing them to attend over flexible days throughout the year. It also relieved pressure on teaching staff as they were able to incorporate learners into existing projects.

NMIT's partnership with the Top of the South Trades Academy (TOTSTA) saw 193 learners attend Trades Academy at NMIT in 2017. Of those learners, 40% went on to NMIT mainstream programmes. Trades Academy retention improved with withdrawals falling from 26% in 2016 to 13% in 2017 following the introduction of training for tutors on working with youth and a new reporting system to help schools and learners keep track of their progress.

Partnerships with iwi

3

In 2017 NMIT, in partnership with Wakatu Incorporation, developed a scholarship for Māori from eligible families in the top of the south to study towards the Bachelor of Aquaculture at NMIT. Wakatu has a large involvement in the aquaculture industry and the scholarship aimed to increase interest in aquaculture as a career. The scholarship provided a fully funded place on the degree

with a 50% contribution each from NMIT and Wakatu. 2017 saw the first applicant and learner on the degree programme.

Growth in international university relationships 6

In 2017, Chinese joint programme agreements were signed with:

- > Ningxia University (Viticulture)
- > Qingdao Agricultural University (Aquaculture and Viticulture)
- > Tianjin Agricultural University (Aquaculture and Viticulture)
- > Zhejiang University of Water Resources and Electric Power (Software Development/Engineering to replace expiring agreements in Business and IT)

These new Chinese agreements will provide learners to Bachelor degree programmes at NMIT that currently have low Chinese enrolments.

In addition to new agreements in China, NMIT signed its first co-operation Memorandum of Understanding with an Indonesian Institute, President University. In Vietnam, NMIT signed an agreement with Hong Bang International University for the cross-crediting of learners in business and information technology to NMIT Bachelor degrees.

J.F. Oberlin University in Japan is a long-standing partner of NMIT and, in 2017, a new agreement was signed for service learning plus English study abroad semesters.

Student base diversifies 6

With the establishment of the International Development team in 2017, NMIT focused on developing a range of new markets. NMIT showed an improvement in international learner diversity with 17% of learners in 2017 from countries outside the five nationalities with the strongest enrolments (China, India, Nepal, Philippines and Sri Lanka) compared to 13% in 2016.

Future Study Abroad enrolments are expected through new exchange partnerships signed in 2017. When an NMIT learner goes on exchange, future diversity is further enhanced by a reciprocal learner studying at NMIT in their place. In 2017, five Study Abroad learners enrolled at NMIT and it is expected this number will increase in 2018.

NMIT's involvement in the Study Abroad scheme saw five European learners studying for a semester at NMIT compared to none in 2016.

A programme of note in 2017 was the South Korean Aquaculture plus English programme, a Korean and New Zealand governmental programme to support primary industries training of South Korean learners. Eight learners joined NMIT for 12 weeks on this bespoke programme collaboration between NMIT's English Language and Aquaculture programme areas. Efforts are continuing to secure another group for 2018, with a possible extension to Horticulture.

Growing international education sustainably

NMIT is committed to providing free professional development training for teaching staff from its Chinese partner institutes. In 2017, the International Development team planned and executed a coherent programme of pedagogical training, comparative educational studies, subject specific training, connections with academic departments and community immersion activities for 14 faculty members from Chinese partner universities.

The professional development programme was well received by participants and it was expected the exposure to NMIT would also help teachers to encourage learners studying at their home institutes to pathway to study at NMIT.

Two of NMIT's Chinese partners, Zhejiang University of Water Resources and Electric Power (ZJUWREP) and Ningxia Normal University (NXNU), also sent groups of learners for short study programmes at NMIT in 2017. The hosting of the NXNU group represented a deepening of ties between NMIT and the Ningxia region, built on a common industry, with Ningxia being a major growth area for Chinese wine. The ZJUWREP group was from one of NMIT's longest standing partners and it is anticipated the learners that visited NMIT are highly likely to enrol at NMIT for a Bachelor of Commerce or Bachelor of Information Technology.

Challenges in international education

NMIT's Council made the decision in 2017 to close its Auckland campus. Global Campus was set up in 2015 to cater for significant growth in international education on the basis that there was limited capacity at NMIT's other campuses. Recruitment into Auckland, however, was not sufficient to support a sustainable campus and September 2018 will see the last cohort finish in Auckland.

The main challenge in the international market for 2017 was the significant decrease in learners from the Indian sub-continent with

approximately 150 EFTS less than the previous year. This decrease came on the heels of tighter immigration controls for international visa applicants. NMIT improved recruitment practice and reduced the number of recruitment agents working from the area with the aim of ensuring quality and building NMIT's reputation in order to impact enrolments.

NMIT further refined its international strategy in 2017 to meet international sector challenges.

The strategy focused on diversifying international markets through new channels to market, new partners and new products. While these initiatives resulted in growth in all new markets, the new growth did not off-set the reduction in numbers from India. The strategy will continue into 2018 to deliver more growth while reducing NMIT's reliance on the two large markets in India and China.

Catherine Bowa: breaking new ground 6

Catherine Bowa, Papua New Guinea's first female military aircraft maintenance engineer, was one of a group to gain an Aeronautical Maintenance Engineering qualification in 2017.

The engineering training was delivered as part of a collaborative agreement with the Papua New Guinea Defence Force and RNZAF, with NMIT providing the engineering training and the RNZAF providing practical training at its bases.

Catherine said that when she first came to NMIT she was very shy but with the opportunity to practice, presenting to a group in a supportive environment the whole cohort became much better. "Now I feel I could talk clearly and confidently to my superiors when I return to Papua New Guinea and accept more responsibility rather than declining it," she said.

"From my own perspective, when I leave here, I feel I know where to go if I'm given an engineering job/task, I know the steps to take and the questions I should ask and the information I need to get the job done. I have learned how to self-study and take control of my own learning rather than being spoon-fed. Here I have been treated like everyone else, but accepted for who I am."



Capital asset management

Campus Strategy

NMIT developed and completed its 20-year Capital Asset Management (CAM) Plan in 2017. This followed on from extensive consultation and contribution from a wide range of colleagues, learners and stakeholder representatives, led by Chow: Hill, NMIT's architect consultants. The NMIT Council approved the Plan in June and the resulting Nelson Campus Strategy is now being used to inform the development of an investment and maintenance framework for the Nelson Campus. The Plan provides insights into where NMIT should be prepared to spend (long term building retention) versus where it should limit and maintain (where divestment or demolishing is likely). Initial work has begun considering the property and commercialisation aspects including the divestment, acquisition and commercialisation requirements and opportunities. This will assist NMIT with options for selling surplus sites, acquisition of two key sites and possible commercial streams or opportunities. The next steps to implementation will be the development of a programme of work and associated work streams to develop the detailed plans and designs required.

Asset management effectiveness

SPM Assets Ltd (SPM) was engaged to complete the 2017 independent CAM audit as required by the TEC. The audit found NMIT was complying effectively and identified some minor opportunities to further improve. Plans have been developed to completely refresh the SPM Asset Management system to ensure there are accurate records of NMIT's built environment including as-builts and condition status reporting. This strategic building plan sets up SPM to measure and record the condition of NMIT's five main buildings with the remaining ones to be assessed in-house. This is a critical enabler to having even more effective asset life-cycle management and medium-term maintenance and change plans, which will in turn support campus strategy planning.



The NMIT Nelson Campus Strategy looks to deliver an innovative personalised learning experience through the blending of future proofed technology, a rich campus environment and human-centric approach.

Statement of resources

For the year ended 31 December 2017

Crown Properties and Buildings	2017 Land Area Ha	2017 Buildings Area m ²	2016 Land Area Ha	2016 Buildings Area m ²
Nelson Campus	0	0	2.90	13,242
Richmond Campus	0	0	0	811
Marlborough Campus	0	0	5.47	1,101
Total	0	0	8.37	15,154

Institute Owned Properties and Buildings	2017 Land Area Ha	2017 Buildings Area m ²	2016 Land Area Ha	2016 Buildings Area m ²
Nelson Campus	4.14	23,335	1.24	10,093
Richmond Campus	4.65	1,486	4.65	675
Marlborough Campus	5.47	2,751	0	1,650
Brook Campus	0	374	0	374
Woodbourne Campus	0	1,376	0	1,376
Total	14.26	29,322	5.89	13,794

Grand Total	14.26	29,322	14.26	29,270
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Leased Properties and Buildings	2017 Buildings Area m ²	2017 Annual Rental (\$000)	2016 Buildings Area m ²	2016 Annual Rental (\$000)
Woodbourne RNZAF	5,812	56	5,812	56
Brook Campus	0	0	0	0
Cawthron Aquaculture Facility	204	40	204	40
Global Campus Auckland	2,908	850	2,908	850
Total	8,924	946	8,924	946

Library Resources	2017	2016
Available resources include:		
Monographs	30,884	32,811
Serials	14,456	14,926
Non-book items e.g. DVDs	2,119	2,029

NMIT performance commitment reporting

The following EPIs are drawn from NMIT's 2017-2018 Investment Plan and the Level 1 and 2 competitive funding bid. The Institute's provisional 2017 performance is reported against the planned performance together with the Institute's performance from the previous three years.

		Previous Years' Actuals			Target	Provisional Outcome
		2014	2015	2016	2017	2017
Course Completion						
All students	Levels 1-2	79.0%	68.0%	72.6%	81.0%	62.4% ¹
	Level 3+	81.2%	80.5%	81.6%	81.0%	83.8%
	Level 4+	81.4%	82.7%	83.3%	82.0%	83.9%
Māori	Level 3+	75.0%	69.5%	71.0%	73.0%	77.6%
	Level 4+	64.1%	73.8%	70.9%	74.0%	75.0%
Pasifika	Level 3+	72.4%	71.1%	70.4%	73.0%	76.4%
	Level 4+	71.2%	71.6%	70.6%	74.0%	74.6%
Under 25	Level 3+	81.6%	82.1%	83.8%	82.0%	86.6%
	Level 4+	81.2%	83.6%	84.0%	84.0%	86.6%
Qualification Completion						
All students	Levels 1-2	78.0%	65.0%	70.3%	76.0% ²	46.3% ³
	Level 3+	71.6%	74.0%	71.9%	74.0%	78.9%
	Level 4+	70.8%	77.3%	73.9%	77.0%	80.7%
Māori	Level 3+	66.8%	58.2%	55.8%	73.0%	71.7%
	Level 4+	62.8%	59.3%	55.5%	73.0%	73.0%
Pasifika	Level 3+	50.2%	69.7%	71.4%	73.0%	64.4%
	Level 4+	46.3%	70.5%	70.9%	73.0%	63.6%
Under 25	Level 3+	71.8%	73.2%	67.7%	74.0%	83.8%
	Level 4+	68.9%	74.4%	66.9%	75.0%	85.7%

¹ A high number of learners withdrew late from foundation courses which negatively impacted course outcomes.

² Higher targets were set for all categories for the Level 1-2 competitive funding bid with Māori-focused programmes in mind. These programmes, which typically have good completion outcomes, were not funded and so did not proceed.

³ There were a number of reasons why this target was not achieved including part time learners, learners part way through study (to complete in 2018) and late withdrawals.

		Previous Years' Actuals			Target	Provisional Outcome
		2014	2015	2016	2017	2017
Student Progression						
All students	Level 1-2, to a higher level	51.0%	35.0%	33.0%	40.0% ²	34.7% ⁴
	Level 1-3, to a higher level	25.8%	20.5%	23.8%	32.0%	25.5%
Māori	Level 1-3, to a higher level	24.2%	27.6%	41.5%	32.0%	46.2%
Pasifika	Level 1-3, to a higher level	35.7%	23.8%	40.0%	32.0%	28.6%
Student Retention						
All students	Levels 1-2	57.0%	71.0%	63.3%	76.0% ²	66.4%
	Level 3+	65.4%	66.1%	67.4%	70.0%	68.4%
Māori	Level 3+	62.7%	62.0%	69.8%	70.0%	61.3%
Pasifika	Level 3+	64.0%	67.1%	65.7%	70.0%	63.7%
Participation						
Māori	Levels 1-2	5.4%	3.2%	3.3%	50% ²	21.6%
	Level 3+	15.9%	18.1%	18.0%	18.0%	20.4%
	Level 4+	10.1%	12.3%	12.6%	12.0%	12.2%
Pasifika	Levels 1-2	0.4%	0.2%	0.3%	2.0%	1.5%
	Level 3+	3.9%	4.0%	3.9%	4.0%	6.4%
	Level 4+	3.4%	3.4%	3.5%	3.4%	5.2%
Under 25	Level 3+	42.7%	42.4%	40.0%	43.0%	39.9%
	Level 4+	31.0%	32.5%	32.6%	34.0%	32.3%
Other Commitments						
International NZ EFTS (NZ based)		482.52	844.15	991.00	740.00	564.12
External research income		\$0	\$0	\$0	\$1	\$16,000

⁴ As in previous years, Level 1-2 supported learning programmes often lead to sidewise rather than vertical progression.

2017 EFTS

	SAC	Int'l	ITO	YG	STAR	Other	ACE	Total
2017 Target*	1,944	1,071	20	109	48	67	29	3,289
2017 Actual	1,980	848	25	107	36	78	34	3,107 ⁵

By Department Target 2017*	SAC	Int'l	ITO	YG	STAR	Other	ACE	Total
Applied Business and English Language Programme	216	293	-	-	2	27	-	538
Arts, Media and Digital Technology	354	36	-	-	-	-	28	418
Global Campus	-	300	-	-	-	-	-	300
Health and Fitness	295	26	-	-	7	1	-	329
In China Deliveries	-	300	-	-	-	2	-	302
Learner Services	-	-	-	-	-	-	-	-
Primary Industries, Maritime and Adventure Tourism	403	62	-	48	5	19	-	537
Social Sciences and Te Toki Pakohe	299	4	-	-	-	-	-	303
Trades, Engineering and Aviation	378	51	20	60	33	18	1	561
Total	1,944	1,071	20	109	48	67	29	3,289

By Department Actual 2017*	SAC	Int'l	ITO	YG	STAR	Other	ACE	Total
Applied Business and English Language Programme	163	231	-	-	-	28	-	422
Arts, Media and Digital Technology	266	49	-	-	-	-	30	345
Global Campus	-	139	-	-	-	1	-	140
Health and Fitness	343	14	-	-	4	2	-	364
In China Deliveries	-	284	-	-	-	-	1	285
Learner Services	-	-	-	-	-	2	-	2
Primary Industries, Maritime and Adventure Tourism	393	74	-	47	5	33	-	552
Social Sciences and Te Toki Pakohe	453	4	-	-	-	-	-	457 ⁶
Trades, Engineering and Aviation	361	53	25	59	28	12	3	540
Total	1,980	848	25	107	36	78	34	3,107

*Numbers do not exactly add up due to rounding

⁵ Immigration changes resulted in lower international enrolments than budgeted with Global Campus and Applied Business being most significantly impacted.

⁶ Social Sciences and Te Toki Pakohe enrolments were significantly higher than budgeted due to increased interest in tikanga programmes and there was higher demand for Care of the Older Person programmes with the delivery due to expire.

Learner profile

Analysis of enrolments	2017	2016
Total unique learners	7,437	7,638
Enrolments per EFTS	2.39	2.33

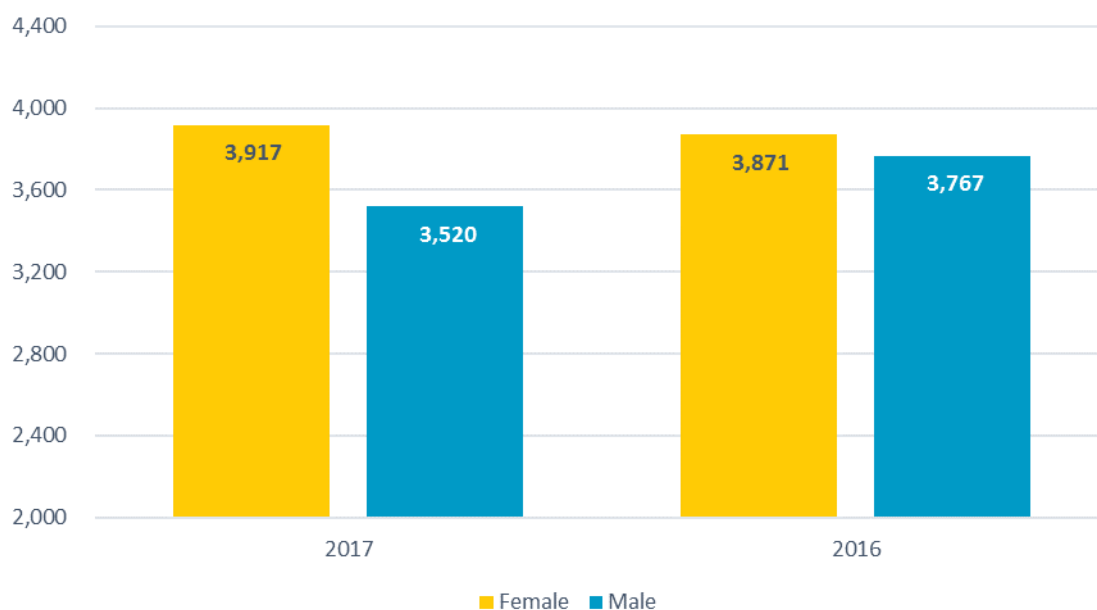
Learner ethnicity

Percentage Māori learners	13.5%	13.1%
Includes all categories of learners (i.e. SAC, ITO, Youth Guarantee & self-funded)		

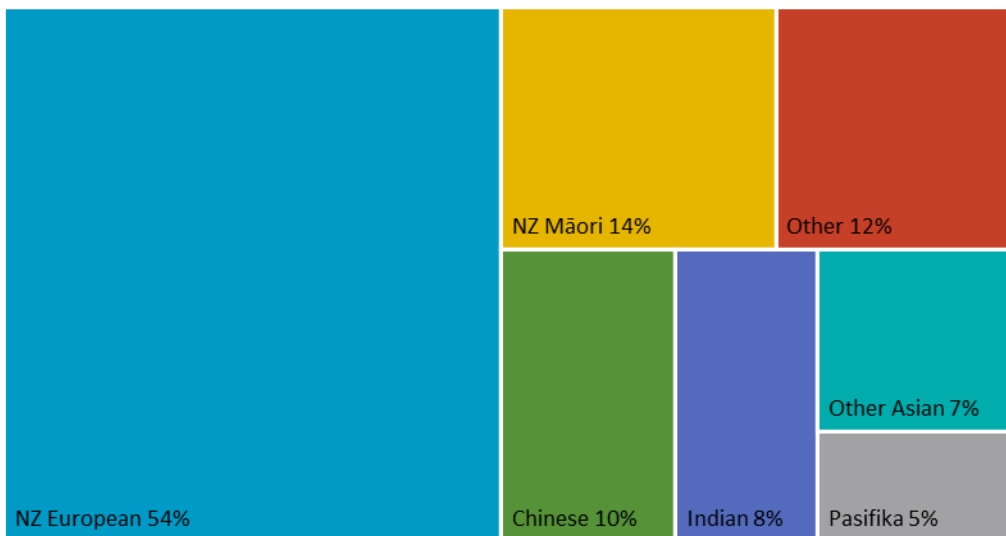
Learner gender

Percentage female learners	52.7%	50.7%
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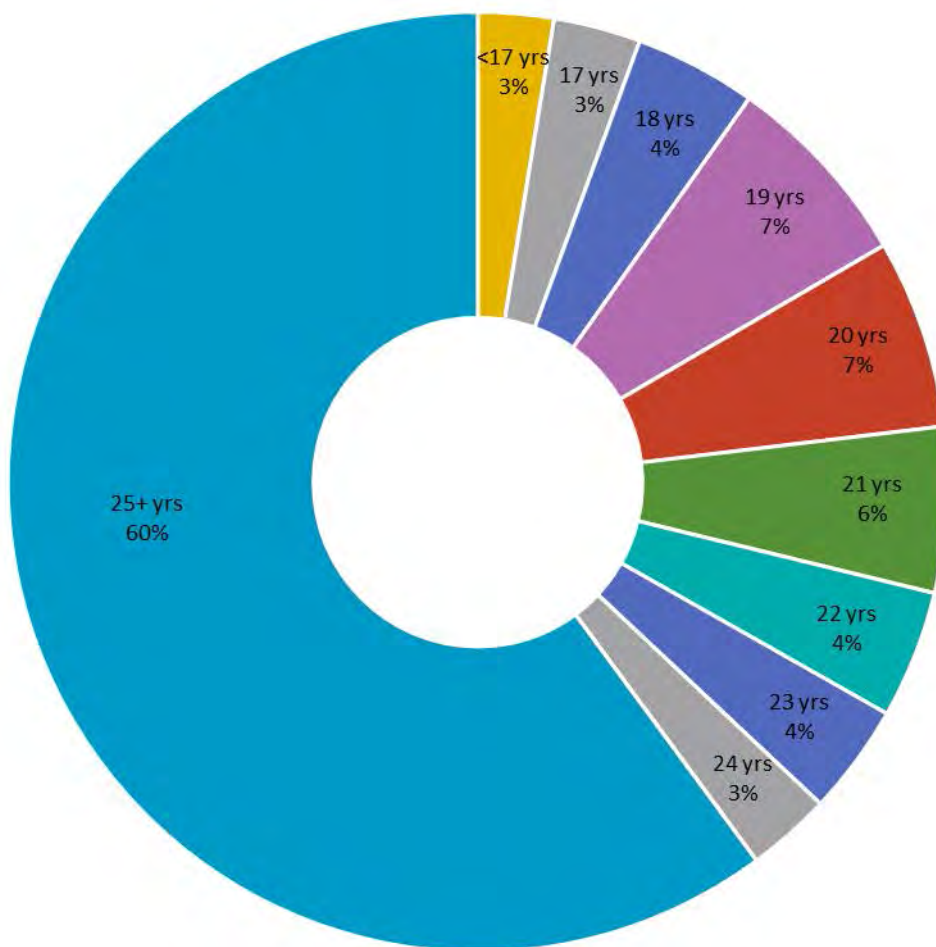
Two year summary of learner enrolments by gender



Learner ethnicity



Learner population by age



Equal education opportunities (EEo) report

NMIT's EEo plan reflects Nelson Marlborough Institute of Technology's vision, mission and objectives. It aims to address inequity, increase participation and improve the learning experience across the Institute.

1. Elimination of unnecessary barriers to the progress of students (Education Act 1989, s 220(2A)(c))

1.1 Physical

In 2017, the following activities were implemented at NMIT:

- > A security guard permanently on site to provide security for learners studying on Nelson Campus after-hours.
- > A review and update of after-hours lighting on Nelson Campus.
- > An accessible salon chair was purchased for a Hairdressing learner.
- > Learners were provided with standing desks as appropriate on request, for example, following injury.
- > Process reviews of the Personal Emergency Evacuation Plan (PEEP) for learners requiring assistance in an emergency.
- > Epilepsy NZ provided an open lunchtime training and information session, a display and resources to learners at Nelson Campus.
- > Development of NMIT's Capital Asset Management Plan. This plan articulated the strategy for the future of NMIT's campuses and identified future campus opportunities as "the removal of physical and perceived barriers to create a destination campus connected to the city; an environment that acts as a catalyst for innovative, flexible and unique learning and social experiences".

1.2 Academic

Delivery of 1,023 learning support sessions to learners at Nelson, Marlborough and Auckland campuses by Learning Facilitators including one-to-one, small group and class sessions.

- > Free dyslexia screening made available to NMIT learners via Lucid Adult Dyslexia Screening (LADS) Plus software. Results from this screening, and learning conversations with trained Learner Services staff, informed individual learning and support plans.

- > NMIT remained committed to supporting learners to trial and effectively use assistive technologies including Smartpens, Dragon Naturally Speaking, Live Skype and JAWS.
- > NMIT employed a Note-taker for the first time.
- > Equity funding continued to be used for providing tailored support and assistance to learners with specific needs:
 - There were 350 learners on the Disability Register in 2017, with 29 on Marlborough/ Woodbourne Campuses and 11 enrolled on Supported Learning courses.
 - Ten learners identified as requesting assistance in the event of emergency evacuation.
 - Total one-to-one Support Worker sessions for 2017 was 732 hours.
 - A total of 60 learners received ongoing support from NMIT Equity Services:
 - 38 passed, 2 failed, 1 mixed results, 10 pending, 9 withdrawn.
 - Learning conversations and learning plans were key to effective Equity provision. NMIT's Equity Coordinator maintained and developed collaborative relationships which particularly included academic staff, Flexible Learning Team, SANITI and community support organisations such as Workbridge, The Blind Foundation, Epilepsy NZ and ACC.
 - NMIT supported SANITI to assist learners to successfully apply for Studylink funding.
- > Literacy and Numeracy 2017:
 - 994 learners studying at Levels 1-5 were assessed for reading using ALNAT and 997 for numeracy.
 - 57 learners were assessed using the Starting Points assessments on ALNAT.

Literacy and numeracy significant gains 2017

Programme Levels	Numeracy Gains	No. Learners	Reading Gains	No. of Learners
Level 1	10.61%	66	22.35%	85
Level 2	13.59%	106	22.95%	122
Level 3	14.42%	104	19.83%	116
Average Gains & Total Learners 1-3	12.87%	276	21.71%	323
Levels 4-5	19.54%	87	26.73%	101
Youth Guarantee	13.73%	51	11%	50

1.3 Institutional/Administrative

- > Continued membership with ACHIEVE, a national professional network established to ensure equal opportunity and access to post-secondary education and training for people with impairments.
- > Learner Services provided one-stop-shop support and guidance to NMIT learners from Library Learning Centres on all campuses, focusing on friendly, easily accessible, excellent customer service and referral no matter what the issue or request.

2. Avoidance of creation of unnecessary barriers to the progress of students (Education Act 1989, s 220(2A)(d))

2.1 Physical

- > NMIT continued to provide all learners with access to free professional counselling via the Organisational Counselling Programme (OCP). In 2017, 40 NMIT learners received 133 free counselling sessions.
- > The NMIT Student Counselling Service also provided free counselling sessions to NMIT learners with 63 learners receiving 172 free counselling hours from this service.
- > The Equity Coordinator worked with colleagues and learners to identify barriers and proactively support learners and family members with disabilities wanting to attend graduation.

2.2 Academic

- > In 2017 NMIT extended its commitment to the Learner Voice through:
 - The "Have your say" pilot project, aimed at providing easily accessible physical and online spaces for learners to voice issues, concerns and

feedback. Learner Services team members followed up and facilitated resolutions.

- The development of a Rangatahi/Youth role which included a focus on supporting and magnifying the youth voice at NMIT.
- > Two new roles were created in 2017 to further support bicultural capability and Māori success at NMIT: Kaiārahi Tikanga-a-rua (Bicultural Advisor) and Kaiawhina Māori. Their work this year included:
 - Organising and facilitating a full week of Te Tiriti o Waitangi training for all staff, Directorate and Council members.
 - Engagement, feedback and relationships with tangata whenua as key stakeholders, e.g. Kawa Whakaruruhau, Māori learner experience survey, Māori learner whānau groups, Māori nursing council, Te Piki Oranga.
 - Kaupapa Māori support and supervision, e.g. Māori learner hui, waiata sessions, Te Toki Pakohe graduation, pōwhiri, one-to one and group supports.
 - Cultural development, resources and advice to grow learner confidence and understandings of te ao Māori in their respective study contexts and environments, e.g. Treaty Week.
 - Scholarship support
 - Te Wiki o te Reo Māori: Numerous events were held to celebrate Māori Language Week in 2017. Events included coffee service in te reo, games and activities in Library Learning Centre and a bi-lingual

restaurant service with Māori menu in the Rata Room, open to the public.

- Study to Mahi workshops were held for Māori learners studying in the fields of health, fitness and social sciences.
- Screening of events e.g. National Kapa Haka competition.

3. Developments to attract under-represented groups or those disadvantaged in terms of ability to attend (Education Act 1989, s 220(2A)(e.ii))

3.1 Academic

- > During 2017 the NMIT Cultural Advisor (Pasifika) maintained a strong, ongoing community presence, for example:

- Liaising with Pasifika parents regarding programme options, Studylink and scholarships.
- Regularly meeting with Nelson Tasman Pasifika Community Trust, Tongan community group and scholarship providers (youth focus).
- Participating in the planning of the Pacific Island Education Fono for Pasifika Youth.
- Talking to church and youth groups about the benefits of tertiary education.

- > During 2017, NMIT continued its drive to offer flexible online education options to learners via TANZ eCampus.

Equal employment opportunities (EEO) report

With a firm and ongoing commitment to the principle of non-discrimination, NMIT continued to ensure that all colleagues and applicants for employment had equal employment opportunities regardless of gender, race, religious belief, disability, marital status or sexual orientation.

The Institute was also strongly committed to a policy of appointing to all positions based on merit and challenged any practices 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, and recognises the special relationship and obligations that this entails. NMIT acknowledges the Treaty of Waitangi as the founding document of New Zealand, and is committed to its duty of acknowledging the principles of the Treaty of Waitangi.
- > NMIT wishes to promote greater access to both the workforce and learner body from the Pasifika communities.
- > The Institute continues its progress towards more equal representation of the sexes throughout all sections of the organisation and continues to monitor this closely.
- > The Institute wishes to ensure access to all parts of the campus by all staff, learners 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.

NMIT's commitment to equal employment opportunities was demonstrated by:

- > All new staff are encouraged to provide EEO information prior to commencement.
- > EEO issues are managed at a senior level and reported to the Chief Executive and NMIT Council.
- > Treaty of Waitangi information is integrated into curriculum and there are opportunities for learners to attend workshops as part of the implementation of NMIT's Te Ara Wai strategy. It also forms part of NMIT's online and face-to-face induction programme for new colleagues and has an increased focus in all staff professional development.
- > Regular reminders to Team NMIT and learners of the employee assistance programme and support services provided by independent providers.
- > 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, employee assistance programme, breastfeeding support and parental leave. NMIT seeks to enable all colleagues the opportunity to balance their work and life commitments and in turn generate a more flexible, engaged 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 People and Organisation Development team which keeps 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.

Human resources statistics

Academic staff	2017	2016	2015
Full-time Equivalent (FTE) Academic staff*	162.96	139.60	124.37
% of FTE Academic staff identifying as Māori to total FTE Academic staff**	1.2%	1.0%	0.8%
% of FTE female Academic staff to total FTE Academic staff	45%	50%	48%

Business support staff

FTE Business Support staff*	179.26	147.50	118.67
% of FTE Business Support staff identifying as Māori to total Business Support staff**	2.7%	3.0%	4.4%
% of FTE female Business Support to total FTE Business Support staff	67%	68%	65%

* Casual staff are not allocated an FTE value

** Notification of ethnic identity is not compulsory

Our Values

Rangatiratanga

We treat people with fairness and equity acknowledging our communities and heritage; we provide a safe and nurturing environment. We demonstrate honesty, transparency, fairness and clear boundaries in all our interactions.

Manaakitanga

Care for others / behaviours that enhance the mana of others and therefore our own.

Passion

We strive and stand up for what we believe in and go the extra distance; we want to make a difference to people's lives.

Ownership

We hold ourselves accountable for our actions, take ownership and deliver on our promises.

Research activity report

Strengthening research-based institutions

5

An increased focus on supporting research activity saw significantly improved research results for NMIT in 2017.

NMIT redeveloped its Research Strategy which ensured accountability at all levels of the Institute, clarified expectations and provided mentoring support to increase research capability. As a result, 89% of staff with a research time allocation produced at least one Quality Assured output (i.e. a peer-reviewed journal article, excluding conference presentations). This was a marked improvement from previous years where achievement has been at around 30-40%. The broadening of capability across the Institute ensured more staff were actively involved in research that influenced and continuously improved teaching and learning practice at NMIT.

In the past two years, NMIT researchers published in the world's top academic journals (*The Lancet* and *Nature*) and were integral in a multi-million dollar research project partnering with the aquaculture industry. This increased activity and capability resulted in further collaborative activity with NMIT's established partners and saw new collaborations formed, including a research agreement with Chinese Institute, Kunming Institute of Botany.

NMIT's Arts and Media staff exhibition, "Field of Study", held at the Refinery Art Space, exemplified research practice in arts and design. With contributions from 10 members of staff to the group show, this exhibition contributed to the department's performance-based research output for the Institute and demonstrated to both learners and the wider community the professional standing and calibre of academic staff.

In 2018, NMIT's newly created Applied Research Training Scheme will provide wrap-around mentoring designed to take novice researchers through the complete research process, culminating in a publication in a peer-reviewed journal.

Research outputs

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Khaleghparast, R. (2017). Image Authentication and Rightful Ownership Watermarking Method for the Cloud Environment (Doctor of Philosophy). Auckland University of Technology. Retrieved from <http://aut.researchgateway.ac.nz/bitstream/handle/10292/10783/KhaleghparastR.pdf?sequence=4&isAllowed=y>.

Published poetry, short stories and literary reviews

Fell, C. (2017). Cento: The Rose of Tralee [poem]. In P. Green (curator), Poetry Shelf's Winter Season, NZ Poetry Shelf. Retrieved from <https://nzpoetryshelf.com/2017/07/27/poetry-shelf-winter-season-cliff-fell-off-piste/>.

Fell, C. (2017). Where the World Looks in [finalist Sarah Broom Poetry award]. NZ Poetry Shelf. Retrieved from <https://nzpoetryshelf.com/2017/05/16/the-sarah-broom-poetry-award-finalists-an-interview-some-poems/>.

Exhibitions – curated

Baskett, M. (2017). The Proofs: artwork by Mark Baskett [mixed media]. In W. McLeod (curator), Room Art Space, New York.

Breukel, K. (2017). Artwork for the visual arts in the park [mixed media]. In A. De Maupeou, C. Unwin & G. Noble (curators), Nelson Arts Festival, Nelson. Retrieved from <http://www.nelsonartsfestival.co.nz/free-events/visual-arts-art-in-the-park/>.

Breukel, K. (2017). Klax020 (Animation work and screen prints). In M. Clode (curator), Art Of Tech 2017, Tauranga.

Plank, C. (2017). Inspirit I & II [wet felt & stitch soft sculpture] & Audience [transfer/stitch imagery]. In M. Browne (curator), Spring Exhibition - Artists and Artisans, Academy of Fine Arts, Wellington.

Salmon, C. [curator] (2017). TLC. The Refinery Artspace & G_Space Gallery, Nelson.

Salmon, C. (2017). Tondo Ton/Do Don't [mixed media, multiple pieces]. In P. Stupples (curator), Art and Revolution, Dunedin School of Art Gallery, Dunedin.

NMIT exhibitions - curated

Baskett, M. (2017). The Neighbourhood [mixed media]. In A. Braunsteiner (curator), Field of Study exhibition, The Refinery Artspace, Nelson.

Breukel, K. (2017). #HUE [2 LED light illuminated frames with custom limited edition prints]. In A. Braunsteiner (curator), Field of Study exhibition, The Refinery Artspace, Nelson.

Clayton, S. (2017). Mildred [hand embroidery]. In A. Braunsteiner (curator), Field of Study exhibition, The Refinery Artspace, Nelson.

Denton, J. (2017). Winter Commute: Marlborough Series []. In A. Braunsteiner (curator), Field of Study exhibition, The Refinery Artspace, Nelson

Hanspach, S. (2017). STOOL_X [eco plywood]. In A. Braunsteiner (curator), Field of Study exhibition, The Refinery Artspace, Nelson

Hunter, S. (2017). Traces [mixed media]. In A. Braunsteiner (curator), Field of Study exhibition, The Refinery Artspace, Nelson

Ireland, K. (2017). State of Grace [oil paint]. In A. Braunsteiner (curator), Field of Study exhibition, The Refinery Artspace, Nelson.

Plank, C. (2017). Inspirit [textile]. In A. Braunsteiner (curator), Field of Study exhibition, The Refinery Artspace, Nelson

Salmon, C. (2017). STAND UP [oil painting]. In A. Braunsteiner (curator), Field of Study exhibition, The Refinery Artspace, Nelson.

Shirley, J. (2017). Lepidoptera Collection [photographs]. In A. Braunsteiner (curator), Field of Study exhibition, The Refinery Artspace, Nelson.

Van Dyk, K. (2017). Fix: Home Aids [mixed media]. In A. Braunsteiner (curator), Field of Study exhibition, The Refinery Artspace, Nelson

Conference – proceedings or full conference paper

Abdelhamid N., Thabtah F., Abdel-jaber H. (2017) Phishing detection: a recent intelligent machine learning comparison based on models content and features. In *Proceedings of the 2017 IEEE International Conference intelligence and Security Informatics (ISI)*, p. 72-77. IEEE. Beijing, China.

Airehrour, D., Gutierrez, J., & Ray, S. (2017). A Testbed Implementation of a Trust-Aware RPL Routing Protocol. Paper presented at 27th International Telecommunication Networks and Applications Conference, Melbourne, Australia.

Benson, N. & Nicoll, C. (2017). How a video's production impacts student engagement. In E. Erturk, K. MacCallum & D. Skelton (Eds), *Proceedings of the 8th Annual CITRENZ Conference: Agile and Industry-Ready IT Education* (pp. 128-133). Retrieved from: <http://www.citrenz.ac.nz/2017-proceedings/>.

Caukill, M. & Atkins, C. (2017). Assessment as learning using peer reviewed screencasting. *INTED2017 Proceedings* (pp. 69-73), Valencia, Spain.

Khaleghparast, R. (2017). Neuro-security for brainware devices. Paper presented at SRI Security Congress, Perth, Australia.

Malthus, S. & Fowler, C. (2017). Acing the job market: do different accounting roles require different professional skills? Paper presented at Global Accounting & Organisational Change Conference, Melbourne, Australia.

Malthus, S. & Fowler, C. (2017). What professional skills are demanded of Chartered Accountants and does this differ between accounting roles? Paper presented at New Zealand Management Accounting Conference, Christchurch, New Zealand.

Mann, S., Smith, H., Smith, L., Rountree, N., Flannagan, T., Cochrane, T., ... Eden-Mann, P. (2017). Rapid modelling process for considering community collaborations in IT education. In E. Erturk, K. MacCallum & D. Skelton (Eds), *Proceedings of the 8th Annual CITRENZ Conference: Agile and Industry-Ready IT Education* (pp. 104-113). Retrieved from https://easychair.org/conferences/submission_download.cgi?submission=3444326;a=16027130;file=67024.

Omisakin, O. M. (2017). Exploring the African migrants' decisions to migrate to New Zealand. In R. K. Chhina (ed) *Conference Proceedings of the 4th Academic International Conference on Multidisciplinary Studies and Education* (pp. 5-16). Retrieved from <http://www.flelearning.ca/aicmse>.

Thabtah F. (2017). Autism Spectrum Disorder tools: machine learning adaptation and DSM-5 fulfilment: an investigative study. *Proceedings of the 2017 International Conference on Medical and Health Informatics (ICMHI 2017)* (pp. 1-6). doi: 10.1145/3107514.3107515.

Valverde, I., & Cochrane, T. (2017). Senses places: soma-tech mixed-reality participatory performance installation/environment. In

Proceedings of ARTECH 2017 – Interfaces of Tomorrow (pp. 195-197). doi: 10.1145/3106548.3106613.

Conference – oral presentation

Dunn, C. & Wraight, J. A. (2017). Preparing nurses for the future: Dedicated Education Unit (DEU) collaborative learning spaces. Presented at National Teaching and Learning conference, Auckland.

Gaul, C. (2017). Trials and tribulations of introducing the use of technology in an undergraduate nursing programme. Presented at ANEC Conference, Christchurch, New Zealand.

Gropp, J. & Campbell, S. (2017). Using reflective practice in a technical problem-based learning environment. Presented at Ako Teaching & Learning Conference, Dunedin.

Hunter, K. (2017). Into the wild: New graduate nurses' experiences of professional socialisation in clinical practice. Presented at ANEC Conference, Christchurch, New Zealand.

Laurenson, R. (2017). The perfect match? Role identities: potentials, pitfalls & possibilities. Presented at CDANZ National Symposium, Auckland.

Mitchell, D & Chapman, P. (2017). Working with men. How can we do better? Presented at Working With Men Conference, Tauranga.

Mitchell, D & Chapman, P. (2017). Hard to reach men or hard to reach agencies? Presented at 3rd International SSI Conference, Christchurch.

Otto, M., Lemke, B., & Kjellstrom, T. (2017). Communication of heat stress information for risk management. Presented at ICB2017, Durham, UK.

Salmon, C. (2017). Art that sticks. Presented at Art and Revolution Symposium, Dunedin School of Art, Dunedin.

Swift, D. (2017). Girls and Young Women: Pathways to Prison. Keynote paper presented at the Institute of Judicial Studies Youth Court Update. Wellington & Auckland, New Zealand.

Tranter, S., Gaul, C., McKenzie, S., & Graham, K. (2017). Initiatives aimed at retaining ethnically diverse student nurses in undergraduate programmes: an integrative review. Presented at Ako Teaching and Learning Conference, Dunedin.

Tranter, S., Gaul, C., McKenzie, S., Graham, K. (2017). Initiatives aimed at retaining ethnically diverse student nurses in undergraduate programmes: an integrative review. Presented at World Congress on Nursing Care Conference, Melbourne

Travadon, R., Mundy, D. C. & Baumgartner, K. (2017). Developing a model system for studying the interactions between *Vitis vinifera* and *Eutypa lata*. Presented at Phytopathological Society Pacific Division Meeting, California, USA.

Woods, A. (2017). Pacific Islands Fishery Officers Course. Presented at 2017 Heads of Fisheries Meeting, Noumea.

Wraight, J. A. (2017). Dedicated Education Unit - (DEU) Collaborative model of teaching and learning for undergraduate nursing students. Presented at Australasian Nurses Education Conference, Christchurch.

Wraight, J. A. (2017). Transitioning Registered Nurses with English as an Alternative language (EAL) into an English-speaking Health Environment. Presented at Australasian Nurse Educator Conference, Christchurch.

Wraight, J. A. (2017). Transitioning students into the role of Registered Nurses: What academia can learn from clinical. Presented at Australasian Nurse Educator Conference, Christchurch.

Conference – poster

O'Brien, L. (2017). What stops young people with mental health needs asking for help? Poster presented for the International Association for Adolescent Health (IAAH) 11th World Congress on Adolescent Health: Investing in Adolescent Health - the Future is Now. New Delhi, India.

O'Brien, L., Milligan, A., Irvine, J., Florkowski, H., Norrish, A., & Turner, M. (2017). Why do one out of four young people in New Zealand miss out on FREE oral health care? Poster presented for the International Association for Adolescent Health (IAAH) 11th World Congress on Adolescent Health: Investing in Adolescent Health - the Future is Now. New Delhi, India.

Research, industry and technical reports

Chooi, K. M., Blouin, A. G., Cohen, D., Bell, V. A., Mundy, D., Nobilo, S., ...& MacDiarmid, R. M. (2017). The effect of leafroll 3 genetic variants on grapevines: project update. *New Zealand Winegrowers*, June/July 2017, p. 98-99.

Davison, J. (2017). Business Rates, Making Tax Digital, Business planning, Phishing, Simplified record keeping for tax, Mileage rates, VAT flat rate scheme, Budget 2017, VAT errors, Trusts – an introduction, Compliance checks, New Tax fraud penalties, Gender pay gap reporting, VAT liability for overseas suppliers, One business or two?, Duty reliefs, Tax appeals, Buy to let, Salary sacrifices, Making Tax digital – Supplementary, Buying and selling into Europe,

Brexit and staff retention, Due diligence, VAT – Single market, Supplies of land, Rental property, Employers' Tax Issues [newsletters]. ICroner Handbook for Small Businesses, .

Davison, J. (2017). Default Surcharge Regime. *De Voil Indirect Tax Intelligence*, 253, 10.

Davison, J. (2017). DIY Housebuilders. *De Voil Indirect Tax Intelligence*, 250, 12.

Davison, J. (2017). When is movable property immovable? *De Voil Indirect Tax Intelligence*, 256, 12.

Heasman, K. & Burdass, M. (2017). Improving fish nutrition, feed conversion rates, fish health and survival of King Salmon (*Oncorhynchus tshawytscha*). Cawthron Institute Report no. 3106. Prepared for Seafood Innovation Ltd (SIL) & The New Zealand King Salmon Co. Ltd. (NZKS).

Masters, E. (2017). The Shea Resource of Nigeria: Shea value chain study report to CRS. Report to Catholic Relief Services Nigeria, Abuja, Nigeria.

Mundy, D. (2017). Invited subject matter specialist on grapevine trunk diseases. Marlborough Viticulturist Discussion Group, Blenheim.

Mundy, D. (2017). An overview of PFR grapevine research. Presented at USDA Pathology lab, University of California, Davis.

Sosnowski, M. & Mundy, D. (2017). Optimising management of grapevine trunk diseases for vineyard longevity. Article for New Zealand Winegrowers magazine, Feb.

Woods, A. (2017). Pacific Islands Fishery Officers Course. Report prepared for Pacific Island country Heads of Fisheries, NZ Ministry of Foreign Affairs and Trade, Skills Organisation, the Pacific Community (Noumea) and the Forum Fisheries Agency (Solomon Islands), NMIT, Nelson.

Young, S. (2017). Where do Career Practitioners come from? CDANZ Ezine 11 August. Retrieved from <http://www.cdanz.org.nz/blog/where-do-career-practitioners-come-from/278/>.

Young, S. (2017). Two Free Online Resume Tools. CDANZ Ezine 19 June. Retrieved from <http://www.cdanz.org.nz/blog/two-free-online-resume-tools/278/>.

Young, S. (2017). Parachute Guru: we will miss you. CDANZ Ezine 12 April. Retrieved from <http://www.cdanz.org.nz/blog/parachute-guru-we-will-miss-you/278/>.

Young, S. (2017). Only one interview question needed... really? CDANZ Ezine 11 August.

Retrieved from <http://www.cdanz.org.nz/blog/only-one-interview-question-needed-really/278/>.

Seminars, workshops and oral presentations

Airehrour, D., Gutierrez, J. & Ray, S. K. (2017). SecTrust-RPL: A Trust-Aware RPL Routing Protocol for Internet of Things. Oral presentation at Unitec Auckland; Campinas, Brazil; UNICAMP, Sao Paulo; Bogota; Universidad EAN, Bogota (5 locations).

Airehrour, D., Gutierrez J. & Usman A.B. (2017). On Trust-based Systems for Wireless Networks: Towards a Secure Internet of Things. Advanced Wireless Networks Workshop, 21 Nov 2017, Auckland.

Malthus, S. (2017). Presentation of PhD findings to date: the aspiring professional accountant's post-graduation journey to 'CA competence'. AFAANZ doctoral symposium, Melbourne, Australia; Victoria University Doctoral Symposium. Wellington; NMIT, Nelson. [2 presentations.]

Mundy, D.C. & Vanga, B. (2017). Development of a method to biopsy grapevines in New Zealand vineyards for microbial content. 10th International Workshop on Grapevine Trunk Diseases, Reims, France.

Otto, M., Lemke, B., & Kjellstrom, T. (2017). Modeling labour productivity loss due to workplace heat using ISIMIP data. Presented at ISIMIP2b Cross-sectoral Conference, Berlin, Germany.

Sosnowski, M. & Mundy, D. C. (2017). Practical strategies for controlling infection of pruning wounds by *Eutypa lata* and *Neofusicoccum luteum* in New Zealand vineyards. 10th International Workshop on Grapevine Trunk Diseases. Reims, France.

Van der Burg, J. (2017). Stochastic continuous-time cash flows - a coupled linear-quadratic model. Research presentation, NMIT, Nelson.

Wraight, J. A. (2017). Interprofessional Education (IPE): Medical, Nursing and Physiotherapy students providing collaborative patient care. Presented at NMDHB, Nelson

Video

Breukel, K. (2017). Live video visuals during a NYE celebration [Video file]. Retrieved from <http://nelson.govt.nz/recreation/festivals-and-events/summer-events-2/new-years-eve>.

Breukel, K. (2017). Lizard Kings Performance, Playhouse, Nelson. Retrieved from <http://www.theatroyalnelson.co.nz/show/lizard-kings-live-playhouse>.

Independent auditor's report

To the readers of Nelson Marlborough Institute of Technology and group's financial statements and statement of service performance for the year ended 31 December 2017

The Auditor General is the auditor of Nelson Marlborough Institute of Technology (the Institute) and group. The Auditor General has appointed me, Jacques Coetzee, using the staff and resources of Audit New Zealand, to carry out the audit of the financial statements and statement of service performance of the Institute and group on his behalf.

Opinion

We have audited:

- > the financial statements of the Institute and group on pages 47 to 78, that comprise the statement of financial position as at 31 December 2017, the statement of comprehensive revenue and expense, 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 statement of service performance of the Institute and group on pages 25 to 26.

In our opinion:

- > the financial statements of the Institute and group on pages 47 to 78:
 - present fairly, in all material respects:
 - the financial position as at 31 December 2017; and
 - the financial performance and cash flows for the year then ended; and
 - comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity Standards ; and
- > the statement of service performance of the Institute and group on pages 25 to 26 presents fairly, in all material respects, the Institute and group's service performance achievements measured against the proposed outcomes described in the investment plan for the year ended 31 December 2017.

Our audit was completed on 22 March 2018. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Council and our responsibilities relating to the financial statements and the statement of service performance, we comment on other information, and we explain our independence.

Basis for our opinion

We carried out our audit in accordance with the Auditor General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Council for the financial statements and the statement of service performance

The Council is responsible on behalf of the Institute and group for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Council is also responsible on behalf of the Institute and group for preparing a statement of service performance that is fairly presented.

The Council is responsible for such internal control as it determines is necessary to enable it to prepare financial statements and a statement of service performance that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements and the statement of service performance, the Council is responsible on behalf of the Institute and group for assessing the Institute and group's ability to continue as a going concern. The Council is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless the Council intends to liquidate the Institute and group or to cease

operations, or has no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements and the statement of service performance

Our objectives are to obtain reasonable assurance about whether the financial statements and the statement of service performance, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements and statement of service performance.

For the budget information reported in the financial statements and the statement of service performance, our procedures were limited to checking that the information agreed to the Institute and group's investment plan.

We did not evaluate the security and controls over the electronic publication of the financial statements and the statement of service performance.

As part of an audit in accordance with the Auditor General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- > We identify and assess the risks of material misstatement of the financial statements and the statement of service performance, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- > We obtain an understanding of internal control relevant to the audit 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.
- > We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Council.
- > We conclude on the appropriateness of the use of the going concern basis of accounting by the Council and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Institute and group's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements and the statement of service performance or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Institute and group to cease to continue as a going concern.
- > We evaluate the overall presentation, structure and content of the financial statements and the statement of service performance, including the disclosures, and whether the financial statements and the statement of service performance represent the underlying transactions and events in a manner that achieves fair presentation.
- > We obtain sufficient appropriate audit evidence regarding the financial statements and the statement of service performance of the entities or business activities within the group to express an opinion on the consolidated financial statements and the consolidated statement of service performance. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.

We communicate with the Council regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Council is responsible for the other information. The other information comprises the information included on pages 2 to 24, 27 to 40, 44 to 46 and 79 to 81, but does not include the financial statements and the statement of service performance, and our auditor's report thereon.

Our opinion on the financial statements and the statement of service performance does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements and the statement of service performance, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements and the statement of service performance or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the Institute and group in accordance with the independence requirements of the Auditor General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): Code of Ethics for Assurance Practitioners issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the Institute or any of its subsidiaries.



Jacques Coetzee
Audit New Zealand
On behalf of the Auditor General
Wellington, New Zealand

Statement of responsibility

In the financial year ended 31 December 2017, the Council and management of Nelson Marlborough Institute of Technology were responsible for:

- > The preparation of the financial statements and targeted performance report and the judgements therein; and
- > 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 and the 2017 Annual Report approved by the Council on 22 March 2018.



D Wehner
Council Chair



A Rowe
Audit Sub-Committee Chair



L Sloan
Interim Chief Executive



V Bryson
Director of Finance and Business Improvement

Two year performance summary for the group

For the year ended 31st December 2017

	2017 (\$000)	2016 (\$000)
Revenue		
Government grants	19,602	19,114
Tuition fees	14,128	15,353
Interest revenue	772	761
Other revenue	7,340	7,199
Total revenue	41,843	42,427
Expenses		
Personnel costs	24,498	23,097
Depreciation and amortisation expense	4,170	3,792
Finance costs	4	-
Other expenses	15,173	14,181
Total expenses	43,846	41,070
Share of associate's deficit	(3)	-
Surplus / (deficit) (\$000)	(2,005)	1,357
Ratio analysis		
Surplus as a % of Total Revenue	(4.8)%	3.2%
Return on Fixed Assets (: \$1)	(0.02)	0.02
Return on Equity (: \$1)	(0.02)	0.01
Operating Revenue / Fixed Assets (: \$1)	0.5	0.5
Current Ratio (: \$1)	1.7	1.9
Debt Equity Ratio (: \$1)	0:1	0:1
Equity (\$000)	98,231	100,236
Fixed Assets (\$000)	86,733	87,019
Bank and Short Term Funds (\$000)	18,751	20,493
Net Assets per EFTS (\$)	31,621	30,644
Net Cash Flows from Operating Activities (\$000)	1,921	4,148
Total Cash Flows from Operations incl Investing & Financing Activities (\$000)	(1,470)	864
Purchase of Fixed Assets (\$000)	3,888	3,599
Purchase of Fixed Assets / Depreciation (: \$1)	0.9	0.9
Net Cost of Services (\$000)	43,842	41,069
Net Cost of Services per EFTS (\$)	14,113	12,555
Personnel Costs per EFTS (\$)	7,886	7,061
Capital Expenditure per EFTS (\$)	1,251	1,100
Fixed Assets per EFTS (\$)	27,919	26,603

TWO YEAR PERFORMANCE SUMMARY FOR THE GROUP

Key student and staff performance indicators	2017	2016
TEC EFTS	2,013	2,025
International EFTS	564	701
International EFTS (Overseas Delivery)	284	290
ITO	25	27
Youth Guarantee	107	104
STAR	36	40
Other EFTS	78	84
Total	3,107	3,271
Total enrolments	7,437	7,638
TEC funding per TEC funded EFTS (\$)	9,738	9,438
Domestic student fees per TEC funded EFTS (\$)	2,952	2,974
International fees per international EFTS (\$)	14,513	13,303
Total revenue per total EFTS (\$)	13,469	12,970
Student satisfaction (overall)	93%	93%
Student completion	83%	80%
Total academic staff (FTE)	163	140
Total support staff (FTE)	179	148
Total staffing (FTE)	342	287
Academic staff FTE / support staff FTE (:1)	0.91:1	0.95:1

Statement of comprehensive revenue & expense

For the year ended 31st December 2017

	Notes	Institute		Actual 2016 (\$000)	Group	
		Actual 2017 (\$000)	Budget 2017 (\$000)		Actual 2017 (\$000)	Actual 2016 (\$000)
Revenue						
Government grants	3	19,602	19,769	19,114	19,602	19,114
Tuition fees	3	14,128	17,280	15,353	14,128	15,353
Interest revenue	3	743	750	721	772	761
Other revenue	3	7,258	6,632	7,171	7,340	7,199
Total revenue	2	41,732	44,430	42,359	41,843	42,427
Operating expenses						
Personnel costs	4	24,498	25,552	23,097	24,498	23,097
Depreciation and amortisation	16 & 17	4,170	3,750	3,792	4,170	3,792
Finance costs	5	4	-	-	4	-
Other expenses	6	14,907	14,772	13,981	15,173	14,181
Total operating expenses	2	43,579	44,074	40,870	43,846	41,070
Share of associate's deficit	15	(3)	-	-	(3)	-
Surplus / (deficit)		(1,850)	356	1,489	(2,005)	1,357
Total comprehensive revenue and expense		(1,850)	356	1,489	(2,005)	1,357

Explanations of major variances against budget are provided in note 21.

The accompanying notes form part of these financial statements.

Statement of financial position

As at 31st December 2017

	Notes	Institute		Group		
		Actual 2017 (\$000)	Budget 2017 (\$000)	Actual 2016 (\$000)	Actual 2017 (\$000)	Actual 2016 (\$000)
Assets						
Current assets						
Cash and cash equivalents*	7	2,747	18,625	4,218	2,747	4,218
Debtors and other receivables	8	1,327	2,130	1,411	1,327	1,411
Other financial assets	9	16,004	-	16,275	16,004	16,275
Prepayments		395	752	422	395	422
Total current assets		20,473	21,507	22,326	20,473	22,326
Non-current assets						
Investments in associates	15	1,081	-	-	1,081	-
Prepayments		69	-	110	69	110
Property, plant and equipment	16	86,733	86,045	87,019	86,733	87,019
Intangible assets	17	2,451	3,901	2,913	2,451	2,913
Total non-current assets		90,333	89,947	90,041	90,333	90,041
Total assets		110,806	111,453	112,367	110,806	112,367
Liabilities						
Current liabilities						
Creditors & other payables	10	3,180	3,298	4,104	3,180	4,107
Revenue received in advance	11	6,026	6,747	6,103	6,026	6,103
Provisions	12	1,561	1,147	1,310	1,561	1,310
Other financial liabilities	13	2,681	1,462	1,654	1,616	430
Total current liabilities		13,448	12,654	13,171	12,384	11,951
Non-current liabilities						
Provisions	12	192	147	180	192	180
Total non-current liabilities		192	147	180	192	180
Total liabilities		13,640	12,800	13,351	12,575	12,131
Net assets		97,166	98,653	99,016	98,231	100,236
Equity						
Capital introduced	14	29,039	29,039	29,039	29,039	29,039
Accumulated surplus	14	18,526	20,013	20,376	19,591	21,596
Property revaluation reserve	14	46,745	46,745	46,745	46,745	46,745
Capital reserves	14	2,855	2,855	2,855	2,855	2,855
Total equity		97,166	98,653	99,016	98,231	100,236

Explanations of major variances against budget are provided in note 21.

* Investments are not budgeted separately from Cash and cash equivalents.

The accompanying notes form part of these financial statements.

Statement of changes in equity

For the year ended 31st December 2017

	Notes	Institute		Actual 2016 (\$000)	Group	
		Actual 2017 (\$000)	Budget 2017 (\$000)		Actual 2017 (\$000)	Actual 2016 (\$000)
Public equity as at 1 January		99,016	98,297	97,527	100,236	98,879
Total comprehensive revenue and expense for the year		(1,850)	356	1,489	(2,005)	1,357
Public equity as at 31 December	14	97,166	98,653	99,016	98,231	100,236

Explanations of major variances against budget are provided in note 21.

The accompanying notes form part of these financial statements.

Statement of cash flows

For the year ended 31st December 2017

	Institute		Actual 2016 (\$000)	Group	
	Actual 2017 (\$000)	Budget 2017 (\$000)		Actual 2017 (\$000)	Actual 2016 (\$000)
Cash flows from operating activities					
Receipts from government grants	20,445	19,769	19,279	20,445	19,279
Receipts from tuition fees	13,843	17,280	14,117	13,843	14,117
Receipts from other revenue	7,252	6,607	7,240	7,252	7,240
Interest received	772	750	743	772	743
Payments to employees	(24,232)	(25,552)	(23,283)	(24,232)	(23,283)
Payments to suppliers	(16,386)	(14,561)	(13,864)	(16,386)	(13,864)
Interest paid	(4)	-	-	(4)	-
GST (net)	231	-	(84)	231	(84)
Net cash flows from operating activities	1,921	4,292	4,148	1,921	4,148
Cash flows from investing activities					
Receipts from sale of PP&E	15	-	23	15	23
Receipts from sale of investments	271	-	-	271	-
Purchase of PP&E	(2,919)	(3,035)	(2,812)	(2,919)	(2,235)
Purchase of intangible assets	(759)	(1,114)	(300)	(759)	(877)
Acquisition of investments	-	-	(195)	-	(195)
Net cash flows from investing activities	(3,392)	(4,149)	(3,284)	(3,392)	(3,284)
Net (decrease) / increase in cash and equivalents	(1,470)	143	864	(1,470)	864
Cash and cash equivalents at beginning of the year	4,218	18,482	3,354	4,218	3,354
Cash and cash equivalents at end of the year	2,747	18,625	4,218	2,747	4,218

Explanations of major variances against budget are provided in note 21.

The accompanying notes form part of these financial statements.

Statement of cash flows (continued)

For the year ended 31st December 2017

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

	Institute		Group	
	2017	2016	2017	2016
	(\$000)	(\$000)	(\$000)	(\$000)
Net surplus / (deficit)	(1,850)	1,489	(2,005)	1,357
Add / (less) non -cash items :				
Depreciation and amortisation expense	4,170	3,792	4,170	3,792
Share of associate's deficit	3	-	3	-
Add / (less) items classified as investing or financing activities:				
Net (gain) / loss on sale of fixed assets	(249)	1	(249)	1
Add / (less) movements in working capital items:				
Increase / (decrease) in non-current provisions	11	34	11	34
Increase / (decrease) in capital creditors	(306)	(454)	(306)	(454)
(Increase) / decrease in non-current prepayments	42	122	42	122
(Increase) / decrease in accounts receivable	169	760	169	760
(Increase) / decrease in prepayments	28	149	28	149
Increase / (decrease) in trade creditors	(1,298)	(264)	(1,302)	(261)
Increase / (decrease) in revenue in advance	(77)	(1,315)	(77)	(1,315)
Increase / (decrease) in provisions	251	(55)	251	(55)
Increase / (decrease) in other current financial liabilities	1,027	(109)	1,186	19
Net cash inflow / (outflow) from operating activities	1,921	4,148	1,921	4,148

Explanations of major variances against budget are provided in note 21.

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 Tertiary Education Institute (TEI) that is domiciled and operates in New Zealand. The relevant legislation governing the Institute's operations includes the Crown Entities Act 2004 and the Education Act 1989.

The Institute and group consists of Nelson Marlborough Institute of Technology and its subsidiaries Nelson Polytechnic Educational Society Incorporated (100% owned) and NMIT Research Trust (100% owned). Nelson Polytechnic Educational Society Incorporated is incorporated, domiciled and operates in New Zealand. NMIT Research Trust is a registered, domiciled and operates in New Zealand.

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 financial reporting purposes.

The financial statements of the Institute and group are for the year ended 31st December 2017. The financial statements were authorised by the Council on 22 March 2018.

BASIS OF PREPARATION

The financial statements have been prepared on a going concern basis, and the accounting policies have been applied consistently throughout the year.

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 include the requirement to comply with generally accepted accounting practice in New Zealand (NZ GAAP).

These financial statements have been prepared in accordance with and comply with PBE accounting standards.

Presentation currency and rounding

The financial statements are presented in New Zealand dollars and all values, other than the Council member remuneration disclosure in Note 4, are rounded to the nearest thousand dollars (\$000). The Council member remuneration disclosure is rounded to the nearest dollar.

Standards issued and not yet effective and not early adopted

Standards and amendments to standards, issued but not yet effective that have not been early adopted, and that are relevant to these Financial Statements are:

Financial Instruments

PBE IFRS 9 Financial Instruments issued in January 2017 (replacing the existing guidance in NZ IAS 39 Financial Instruments: Recognition and Measurement) is effective for annual periods beginning on or after 1 January 2021.

The changes in the standard include new financial asset classification requirements for determining whether an asset is measured at fair value or amortised cost, a new impairment model for financial assets based on expected losses, and revised hedge accounting requirements to better reflect the management of that risk. The Institute has not yet assessed the impact of these new requirements, but does not consider that they will have a significant impact on the financial statements.

Consolidated Financial Statements

PBE IPSAS 35 Consolidated Financial Statements issued in December 2016 (replacing IPSAS 6 Consolidated and Separate Financial Statements) is effective for annual periods beginning on or after 1 January 2019.

The new standard still requires that a controlling entity consolidates its controlled entities, but the definition of control has changed and the standard now provides considerably more guidance on assessing control. The Institute has not yet assessed the impact of the updated standard, but does not consider that it will have a significant impact on the financial statements.

SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Significant accounting policies are included in the notes to which they relate.

Significant accounting policies that do not relate to a specific note are outlined below.

Basis of consolidation

The group financial statements are prepared by adding together like items of assets, liabilities, equity, revenue, expenses and cash flows of entities in the group on a line by line basis. All significant intragroup balances, transactions, revenue and expenses are eliminated on consolidation.

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. Foreign exchange gains and losses resulting from the settlement of such transactions and from the translation at year-end exchange rates of monetary assets and liabilities denominated in foreign currencies are recognised in the surplus or deficit.

Goods and services tax

All items in the financial statements are stated exclusive 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 which 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 is exempt from income tax under the Income Tax Act 2007. Accordingly, no provision has been made for income tax.

Budget figures

The budget figures for the Institute 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:

- Employee entitlements - refer to Note 12
- Estimating the fair value of land and buildings - refer to Note 16

Critical judgements in applying accounting policies

Management has exercised the following critical judgement in applying accounting policies:

- Crown-owned land and buildings - refer to Note 16

2. Summary cost of services

	Actual 2017 (\$000)	Institute Budget 2017 (\$000)	Actual 2016 (\$000)
Revenue			
Applied Business & English Language Programmes	5,739	6,821	6,791
Primary Industries, Maritime & Adventure Tourism	6,898	8,038	7,046
Arts, Media & IT	4,075	4,526	4,609
Global Campus	2,303	4,863	2,557
Health & Fitness	3,553	3,915	3,875
Social Sciences & Te Toki Pakohe	2,977	2,860	2,813
Trades, Engineering & Aviation	7,645	7,713	7,252
Sub Contractors	3,160	1,185	2,414
Other activities	4,640	3,758	4,281
Total revenue from services	40,989	43,680	41,637
Interest revenue	743	750	721
Total revenue	41,732	44,430	42,359
Expenditure			
Applied Business & English Language Programmes	3,106	3,859	3,149
Primary Industries, Maritime & Adventure Tourism	3,814	3,799	3,664
Arts, Media & IT	2,370	2,324	2,259
Global Campus	3,559	5,014	2,951
Health & Fitness	1,734	1,979	1,793
Social Sciences & Te Toki Pakohe	1,585	1,447	1,581
Trades, Engineering & Aviation	4,981	5,040	4,508
Sub Contractors	1,971	1,020	1,530
Other activities	20,454	19,592	19,434
Total cost of services	43,575	44,074	40,870
Finance costs	4	-	-
Total expenditure	43,579	44,074	40,870

3. Revenue

Accounting Policy

Revenue classification

The Institute and group classifies its revenue into exchange and non-exchange transactions.

An exchange transaction is one in which the Institute and group receives assets or services, or has liabilities extinguished, and directly gives approximately equal value (primarily in the form of cash, goods, services, or use of assets) to another entity in exchange.

A non-exchange transaction is one in which the Institute and group either receives value from another entity without directly giving approximately equal value in exchange, or gives value to another entity without directly receiving approximately equal value in exchange.

Revenue measurement

Revenue is measured at fair value.

Revenue recognition

The specific accounting policies for the recognition of significant revenue items are explained below:

Student Achievement Component (SAC) funding

SAC funding is the Institute's main source of operational funding from the Tertiary Education Commission (TEC). The Institute considers SAC funding to be non-exchange and recognises SAC funding as revenue when the course withdrawal date has passed, based on the number of eligible full-time equivalent students enrolled in the courses at that date and the value of the course.

Student tuition fees (SAC funded)

Revenue from SAC funded domestic student tuition fees are subsidised by government funding and are considered non-exchange. Revenue is recognised when the course withdrawal date has passed and there is no obligation to refund the fees.

Student tuition fees (non SAC funded)

Revenue from non-SAC funded student tuition fees are accounted for as exchange transactions and 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 by reference to the days of course completed as a percentage of total days for each course.

Other grants received

Other grants are recognised as revenue when they become receivable unless there is an obligation in substance to return the funds if conditions of the grant are not met. If there is such an obligation, the grants are initially recorded as grants received in advance and then recognised as revenue when the conditions of the grant are satisfied.

Sale of goods

Revenue from sales of goods is recognised when the product is sold to the customer and all risks and rewards have been transferred.

Donations & sponsorship revenue

Donations and sponsorship revenue are recognised as revenue in the Nelson Polytechnic Educational Society Incorporated when received or invoiced, unless there is an obligation in substance to return the funds if conditions of the donation or sponsorship revenue are not met. If there is such an obligation, they are initially recorded as revenue in advance when received and recognised as revenue when the conditions are satisfied.

Interest revenue

Interest revenue is recognised by accruing on a time proportion basis the interest due for the investment.

(i) Breakdown of Government grants

	Institute		Group	
	2017	2016	2017	2016
	(\$000)	(\$000)	(\$000)	(\$000)
Student Achievement Component (SAC) funding	17,389	17,132	17,389	17,132
Youth Guarantee (YG) funding	1,530	1,494	1,530	1,494
Other TEC funding	684	488	684	488
Total	19,602	19,114	19,602	19,114

(ii) Breakdown of tuition fees

	Institute		Group	
	2017	2016	2017	2016
	(\$000)	(\$000)	(\$000)	(\$000)
Fees from domestic students	5,941	6,024	5,941	6,024
Fees from international students	8,187	9,329	8,187	9,329
Total	14,128	15,353	14,128	15,353

(iii) Breakdown of interest revenue

	Institute		Group	
	2017	2016	2017	2016
	(\$000)	(\$000)	(\$000)	(\$000)
Interest revenue	743	721	772	761
Total	743	721	772	761

(iv) Breakdown of other revenue

	Institute		Group	
	2017	2016	2017	2016
	(\$000)	(\$000)	(\$000)	(\$000)
Re-saleable items	52	61	52	61
Other funding	686	811	686	811
Rental revenue	360	276	360	276
Gain on sale of PP&E & intangibles	249	5	249	5
Donations / sponsorship	6	5	6	5
Student services levy	407	385	407	385
Research revenue	16	-	16	-
Self funded courses	1,226	1,363	1,226	1,363
Other revenue	4,256	4,265	4,338	4,293
Total	7,258	7,171	7,340	7,199

4. Personnel costs**Accounting policy*****Superannuation Schemes******Defined contribution schemes***

Employer contributions to KiwiSaver, the Government Superannuation Fund, and other defined contribution superannuation schemes are accounted for as defined contribution schemes and are recognised as an expense in the surplus or deficit when incurred.

Breakdown of personnel costs and further information

	Institute		Group	
	2017	2016	2017	2016
	(\$000)	(\$000)	(\$000)	(\$000)
Academic staff salaries & wages	11,425	9,986	11,425	9,986
Support staff salaries & wages	10,738	8,827	10,738	8,827
Defined contribution plan employer contribution	413	346	413	346
Contractors	1,785	3,871	1,785	3,871
Redundancies	137	68	137	68
Total	24,498	23,097	24,498	23,097

Council member remuneration

Remuneration paid or payable to Council members during the year was:

	Institute		Group	
	2017	2016	2017	2016
	\$	\$	\$	\$
Ashton, Desmond #	4,787	-	4,787	-
Butler, Ross	-	6,501	-	6,501
Greenaway, Hamuera #	15,366	12,411	15,366	12,411
Hervey, Gabrielle #	15,366	15,366	15,366	15,366
Newton, Charles #	15,366	9,456	15,366	9,456
Paterson, Abbey #	15,366	15,366	15,366	15,366
Rowe, Andrew #	19,207	19,207	19,207	19,207
Steere, Paul #	15,366	15,366	15,366	15,366
Stewart, Karen	8,865	15,366	8,865	15,366
Wehner, Daryl #	29,878	29,878	29,878	29,878
# current NMIT council at 31 December 2017	<u>139,568</u>	<u>138,917</u>	<u>139,568</u>	<u>138,917</u>

5. Finance costs

Accounting policy

Borrowing costs are expensed in the financial year in which they are incurred.

Breakdown of finance costs

	Institute		Group	
	2017	2016	2017	2016
	(\$000)	(\$000)	(\$000)	(\$000)
Interest expense	4	-	4	-
Total	4	-	4	-

6. Other expenses

Accounting Policy

Operating leases

An operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Lease payments under an operating lease are recognised as an expense on a straight-line basis over the lease term. Lease incentives received are recognised in the surplus or deficit as a reduction of rental expense over the lease term.

Research costs

Research costs are recognised as an expense in the year in which they are incurred.

Breakdown of other expenses and further information

	Institute		Group	
	2017	2016	2017	2016
	(\$000)	(\$000)	(\$000)	(\$000)
Audit fees paid to Audit NZ for audit of the annual report	91	89	91	93
Repairs & maintenance	600	716	600	716
Rent expense	1,031	1,054	1,031	1,054
Other occupancy costs	1,093	1,092	1,093	1,092
Subcontractor payments	1,798	1,300	1,798	1,300
Course purchases	1,918	1,872	1,918	1,872
Net loss on disposal of PP&E and investments	-	6	-	6
Bad debts	166	246	166	246
Other expenses	8,208	7,607	8,475	7,804
Total	14,907	13,981	15,173	14,181

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:

	Institute		Group	
	2017	2016	2017	2016
	(\$000)	(\$000)	(\$000)	(\$000)
Not later than one year	922	909	922	909
Later than one year and not later than five years	1,629	2,483	1,629	2,483
Total non-cancellable operating leases	2,552	3,392	2,552	3,392

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:

	Institute		Group	
	2017	2016	2017	2016
	(\$000)	(\$000)	(\$000)	(\$000)
Not later than one year	147	253	147	253
Later than one year and not later than five years	232	215	232	215
Later than five years	474	494	474	494
Total non-cancellable operating leases	854	962	854	962

7. Cash and cash equivalents

Accounting policy

Cash and cash equivalents includes cash on hand, deposits held at call with banks, and other short-term deposits with original maturities of three months or less.

Breakdown of cash and cash equivalents and further information

	Institute		Group	
	2017	2016	2017	2016
	(\$000)	(\$000)	(\$000)	(\$000)
Cash at bank and on hand	1,647	3,218	1,647	3,218
Term deposits with maturities less than 3 months	1,100	1,000	1,100	1,000
Total	2,747	4,218	2,747	4,218

8. Debtors and other receivables

Accounting Policy

Short term receivables are recorded at the amount due, less any provision for uncollectability.

A receivable is considered uncollectable when there is evidence that the amount due will not be fully collected. The amount that is uncollectable is the difference between the amount due and the present value of the amount expected to be collected.

Breakdown of receivables and further information

	Institute		Group	
	2017	2016	2017	2016
	(\$000)	(\$000)	(\$000)	(\$000)
Debtors	1,118	982	1,118	982
TEC funding receivable	411	54	411	54
SUTI's Share GC Joint Venture Deficit	-	380	-	380
Provision for doubtful debts	(202)	(6)	(202)	(6)
Total	1,327	1,411	1,327	1,411

Debtors comprises:

Receivables from exchange transactions	1,085	703	1,085	703
Receivables from non-exchange transactions	33	333	33	333
Total	1,118	1,036	1,118	1,036

Fair value

Student fees are due before a course begins or are due on enrolment if the course has already begun. Student fee receivables are non-interest bearing and are generally paid in full by the course start date. Therefore, their carrying value approximates their fair value.

Other receivables are non-interest bearing and are generally due for payment on the 20th of the month following invoice date. Therefore the carrying value of other receivables approximates their fair value.

Assessment for uncollectability

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

Aged debtors	Institute		Group	
	2017	2016	2017	2016
	(\$000)	(\$000)	(\$000)	(\$000)
Current	338	222	338	222
30+ days	320	121	320	121
60+ days	9	12	9	12
90+ days	31	(28)	31	(28)
Other debtors	420	655	420	655
Total	1,118	982	1,118	982

The provision for uncollectability has been calculated based on a review of all individual debtor balances over 60 days overdue. Where management considers that the debt is unlikely to be collectable, a provision is made for the amount not expected to be recovered.

Other debtors include TEC funding receivable, accrued revenue, advance to SUTI for Global Campus Auckland, and accrued interest.

Movements in the provision for impairment of receivables are as follows:	Institute		Group	
	2017	2016	2017	2016
	(\$000)	(\$000)	(\$000)	(\$000)
Balance at 1 January	6	18	6	18
Additional provisions made during the year	196	(12)	196	(12)
Total at 31 December	202	6	202	6

9. Other financial assets

Accounting policy

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.

Bank term deposits

Investments in bank term deposits are initially measured at the amount invested. Where applicable, interest is subsequently accrued and added to the investment balance.

At year end, term deposits are assessed for indicators of impairment. If they are impaired, the amount not expected to be collected is recognised in the surplus or deficit.

Breakdown of other financial assets and further information

Current portion	Institute		Group	
	2017	2016	2017	2016
	(\$000)	(\$000)	(\$000)	(\$000)
Term deposits with maturities greater than 3 months and less than 12 months	16,004	16,275	16,004	16,275

Fair value

Term deposits

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

Impairment

There were no impairment provisions for other financial assets. None of the financial assets are either past due or impaired.

10. Creditors and other payables

Accounting Policy

Short-term creditors and other payables are recorded at the amount payable.

Breakdown of creditors and other payables and further information

Payables under exchange transactions:	Institute		Group	
	2017	2016	2017	2016
	(\$000)	(\$000)	(\$000)	(\$000)
Trade payables	513	679	513	679
Accrued expenses	1,866	3,017	1,866	3,021
Total payables under exchange transactions	2,379	3,696	2,379	3,700
Payables under non-exchange transactions:				
PAYE & Withholding tax	216	206	216	206
GST (net)	585	202	585	202
Total payables under non-exchange transactions	801	408	801	408
Total creditors and other payables	3,180	4,104	3,180	4,107

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

Breakdown of revenue received in advance and further information

	Institute		Group	
	2017 (\$000)	2016 (\$000)	2017 (\$000)	2016 (\$000)
Tuition fees	5,696	6,052	5,696	6,052
Other revenue received in advance	331	52	331	52
Total	6,026	6,103	6,026	6,103

Revenue received in advance from tuition fees includes both liabilities recognised for domestic student fees received for which the course withdrawal date has not yet passed and for international student fees, which is based on the percentage completion of the course.

12. Provisions

Accounting Policy

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.

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.

A liability and an expense are recognised for bonuses where there is a contractual obligation or where there is a past practice that has created a constructive obligation and a reliable estimate of the obligation can be made.

Critical accounting estimates and assumptions

Employee entitlements

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 retirement 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.

Breakdown of provisions and further information

	Institute		Group	
	2017 (\$000)	2016 (\$000)	2017 (\$000)	2016 (\$000)
Provisions:				
Provisions for redundancies	133	8	133	8
Total	133	8	133	8
Employee entitlements:				
Accrued salaries & wages	557	469	557	469
Annual leave	767	734	767	734
Long service leave	118	104	118	104
Retirement gratuities	96	101	96	101
Sick leave	47	47	47	47
Holiday pay	16	14	16	14
ACC accrual	18	12	18	12
Total	1,620	1,482	1,620	1,482
Comprising:				
Current	1,561	1,310	1,561	1,310
Non-current	192	180	192	180
Total Provisions	1,753	1,490	1,753	1,490

13. Other financial liabilities**Breakdown of other financial liabilities**

	Institute		Group	
	2017 (\$000)	2016 (\$000)	2017 (\$000)	2016 (\$000)
Funds held on behalf of others	9	9	9	9
TEC payable	1,412	214	1,412	214
Nelson Polytechnic Educational Society	1,029	1,224	-	-
NMIT Research Trust	35	-	-	-
Other	195	207	195	207
Total	2,681	1,654	1,616	430

14. Equity**Accounting policy**

Equity is measured as the difference between total assets and total liabilities. Equity is disaggregated and classified into the following components:

- Capital introduced
- Accumulated surplus
- Property revaluation reserve
- Capital reserves

Property revaluation reserve

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

Breakdown of equity and further information

	Institute		Group	
	2017 (\$000)	2016 (\$000)	2017 (\$000)	2016 (\$000)
Capital introduced				
As at 1 January	29,039	29,039	29,039	29,039
As at 31 December	29,039	29,039	29,039	29,039
Accumulated surplus				
As at 1 January	20,376	18,888	21,596	20,240
Surplus / (deficit) for the year	(1,850)	1,489	(2,005)	1,357
As at 31 December	18,526	20,376	19,591	21,596
Property revaluation reserves				
As at 1 January	46,745	46,745	46,745	46,745
As at 31 December	46,745	46,745	46,745	46,745
Capital reserves				
As at 1 January	2,855	2,855	2,855	2,855
As at 31 December	2,855	2,855	2,855	2,855
Total equity as at 31 December	97,166	99,016	98,231	100,236

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.

15. Investments in associates**Accounting Policy***Associate*

An associate is an entity over which the Institute has significant influence and that is neither a subsidiary nor an interest in a joint venture. The Institute's associate investment is accounted for in the group financial statements using the equity method. The investment in an associate is initially recognised at cost and the carrying amount is increased or decreased to recognise the group's share of the change in net assets of the associate after the date of acquisition. The group's share of the associate's surplus or deficit is recognised in the group surplus or deficit. Distributions received from an associate reduce the carrying amount of the investment in the group financial statements.

If the share of deficits in an associate equals or exceeds an interest in the associate, the group discontinues recognising its share of further deficits. After the group's interest is reduced to zero, additional deficits are provided for, and a liability is recognised, only to the extent that the group has incurred legal or constructive obligations or made payments on behalf of the associate. If the associate subsequently reports surpluses, the group will resume recognising its share of those surpluses only after its share of the surpluses equals the share of deficits not recognised.

Where the group transacts with an associate, surpluses or deficits are eliminated to the extent of the group's interest in the relevant associate.

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

Breakdown of investment in associates and further information

During the year, TANZ eCampus Limited purchased the eCampus platform (intangible asset) from partner Polytechnics in exchange for shareholding rights. The Institute, along with five other Polytechnics have equal shareholdings in the company. This investment has been determined to be an investment in an associate because of the Institute's membership on the Board of TANZ eCampus Limited, and the ability to participate in the financial and operating policy decisions of TANZ eCampus Limited.

	2017 (\$000)	2016 (\$000)
Institute		
Investment in TANZ eCampus Limited	1,081,189	-
Group		
Equity accounted carrying amount	1,081,189	-
<i>Summarised financial information of associate presented on a gross basis</i>		
Assets	7,013	-
Liabilities	(2,472)	-
Revenues	2,540	-
Surplus/(deficit)	(17)	-
Group's interest	16.67%	0.00%
Share of associate's contingent liabilities incurred jointly with other investors	-	-
Contingent liabilities that arise because of several liability	-	-

16. Property, plant & equipment

Accounting Policy

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

Land is measured at fair value, and buildings are measured at fair value less accumulated depreciation. All other asset classes are measured at costs, less accumulated depreciation and impairment losses.

Revaluations

Land and buildings are revalued at least every three years to ensure that their carrying amount does not differ materially from fair value.

Revaluation movements are accounted for on a class of asset basis.

The net revaluation results are credited or debited to other comprehensive revenue and expense and are accumulated to an asset revaluation reserve in equity for that class of asset. Where this would result in a debit balance in the asset revaluation reserve, this balance is recognised in the surplus or deficit. Any subsequent increase on revaluation that reverses a previous decrease in value recognised in surplus or deficit will be recognised first in the surplus or deficit up to the amount previously expensed, and then recognised in other comprehensive revenue and expense.

Additions

The cost of an item of property, plant and equipment is recognised as an asset only when 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 through a non-exchange transaction, it is recognised at fair value as at the date of acquisition.

Costs incurred subsequent to initial acquisition are capitalised only when 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 measured reliably.

The costs of day-to-day servicing of property, plant and equipment are recognised in the surplus or deficit as they are incurred.

Disposals

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 within equity.

Depreciation

Depreciation is calculated on a straight-line basis on all property, plant and equipment other than land, at rates that will write off the cost (or valuation) of the assets to their estimated residual values over their useful lives.

The depreciation rates of major asset classes have been estimated 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

Impairment of property, plant and equipment held at cost

The Institute and group does not hold any cash-generating assets. Assets are considered cash-generating where their primary objective is to generate a commercial return.

Non-cash-generating assets

Property, plant and equipment held at cost that have a finite useful life are reviewed for impairment at balance date and whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. 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.

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. The total impairment loss is recognised in the surplus or deficit.

Value in use for non-cash-generating assets

Non-cash-generating assets are those assets that are not held with the primary objective of generating a commercial return.

For non-cash-generating assets, value in use is determined using an approach based on either a depreciated replacement cost approach, a restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

Critical accounting estimates and assumptions

Estimating the fair value of land and buildings

All land and buildings, excluding work in progress were valued at fair value as at 31 December 2015 by an independent registered valuer, M W Lauchlan, FNZIV, FPINZ, AREINZ, of Duke & Cooke.

Critical judgements in applying accounting policies

Crown-owned land and buildings

On 12 January 2017, legal title of the portion of land and buildings owned by the Crown was transferred to the Institute. There is no impact on the financial statements, as the Crown-owned land and buildings were already recognised as an asset in the Statement of Financial Position.

Restrictions on title

Under the Education Act 1989, the Institute is required to obtain consent from the Secretary for Education to dispose of land and buildings. For plant and equipment, there is an asset disposal limit formula, which provides a limit up to which a TEI may dispose of plant and equipment without seeking consent from the Secretary for Education. Detailed information on the asset disposal rules can be found on the Tertiary Education Commission website.

There were no contractual commitments for the acquisition of property plant and equipment for the Institute and group (2016: \$Nil).

16. Property, plant and equipment continued

Institute - 2017	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	25,250	58,199	6,643	131	10,078	1,239	4,838	109	106,487
Work in progress	-	356	-	-	-	-	-	-	356
Total opening cost	25,250	58,555	6,643	131	10,078	1,239	4,838	109	106,843
Additions	-	338	942	-	2,015	145	94	-	3,535
Disposals	-	-	(262)	-	(253)	(26)	-	-	(541)
Work in progress movement	-	(222)	-	-	-	-	-	-	(222)
Balance as at 31 December	25,250	58,671	7,324	131	11,840	1,358	4,932	108	109,615
Accumulated depreciation									
Balance as at 1 January	-	1,981	4,685	131	7,486	1,157	4,306	77	19,824
Reversal on disposal	-	-	(250)	-	(249)	(26)	-	-	(525)
Depreciation	-	2,024	696	-	712	41	116	5	3,593
Balance as at 31 December	-	4,005	5,132	131	7,949	1,172	4,422	81	22,892
Total Institute property, plant and equipment	25,250	54,666	2,192	-	3,891	186	510	27	86,723

16. Property, plant and equipment continued

Institute - 2016	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	25,250	56,961	6,015	131	9,681	1,163	4,745	97	104,044
Work in progress	-	333	-	-	-	-	-	-	333
Total opening cost	25,250	57,294	6,015	131	9,681	1,163	4,745	97	104,377
Additions	-	1,238	816	-	517	76	94	11	2,751
Disposals	-	-	(188)	-	(120)	-	-	-	(308)
Work in progress movement	-	23	-	-	-	-	-	-	23
Balance as at 31 December	25,250	58,555	6,643	131	10,078	1,239	4,838	109	106,843
Accumulated depreciation									
Balance as at 1 January	-	21	4,242	131	7,066	1,101	4,189	73	16,822
Reversal on disposal	-	-	(156)	-	(102)	-	-	-	(257)
Depreciation	-	1,961	600	-	522	56	117	4	3,260
Balance as at 31 December	-	1,981	4,685	131	7,486	1,157	4,306	77	19,825
Total Institute property, plant and equipment	25,250	56,574	1,958	-	2,591	82	532	32	87,018

16. Property, plant and equipment continued

Group - 2017	Land	Buildings	Information Technology	Lease Computers	Plant & Equipment	Vehicles	Library books	Artwork	Total
	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)
Gross carrying amount									
Balance as at 1 January	25,250	58,199	6,643	131	10,078	1,239	4,838	109	106,487
Work in progress	-	356	-	-	-	-	-	-	356
Total opening cost	25,250	58,555	6,643	131	10,078	1,239	4,838	109	106,843
Additions	-	338	942	-	2,015	145	94	-	3,535
Disposals	-	-	(262)	-	(253)	(26)	-	-	(541)
Work in progress movement	-	(222)	-	-	-	-	-	-	(222)
Balance as at 31 December	25,250	58,671	7,324	131	11,840	1,358	4,932	108	109,615
Accumulated depreciation									
Balance as at 1 January	-	1,981	4,685	131	7,486	1,157	4,306	77	19,824
Reversal on disposal	-	-	(250)	-	(249)	(26)	-	-	(525)
Depreciation	-	2,024	696	-	712	41	116	5	3,593
Balance as at 31 December	-	4,005	5,132	131	7,949	1,172	4,422	81	22,892
Total Institute and group property, plant and equipment	25,250	54,666	2,192	-	3,891	186	510	27	86,723

16. Property, plant and equipment continued

Group - 2016	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	25,250	56,961	6,015	131	9,681	1,163	4,745	97	104,044
Work in progress	-	333	-	-	-	-	-	-	333
Total opening cost	25,250	57,294	6,015	131	9,681	1,163	4,745	97	104,377
Additions	-	1,238	816	-	517	76	94	11	2,751
Disposals	-	-	(188)	-	(120)	-	-	-	(308)
Work in progress movement	-	23	-	-	-	-	-	-	23
Balance as at 31 December	25,250	58,555	6,643	131	10,078	1,239	4,838	109	106,843
Accumulated depreciation									
Balance as at 1 January	-	21	4,242	131	7,066	1,101	4,189	73	16,822
Reversal on disposal	-	-	(156)	-	(102)	-	-	-	(257)
Depreciation	-	1,961	600	-	522	56	117	4	3,260
Balance as at 31 December	-	1,981	4,685	131	7,486	1,157	4,306	77	19,825
Total Institute and group property, plant and equipment	25,250	56,574	1,958	-	2,591	82	532	32	87,018

17. Intangible assets

Accounting policy

Software acquisition and development

Computer software licenses are capitalised on the basis of the costs incurred to acquire and bring to use the specific software.

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

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 primarily 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 expensed 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% per annum
· Course development costs	5 years	20% per annum

Impairment of intangible assets

Intangible assets subsequently measured at cost that have an indefinite useful life, or are not yet available for use, are not subject to amortisation and are tested annually for impairment.

For further details refer to the policy for impairment of property, plant and equipment in Note 16.

The same approach applies to the impairment of intangible assets.

Breakdown of intangible assets and further information

	Institute		Group	
	2017	2016	2017	2016
	(\$000)	(\$000)	(\$000)	(\$000)
Computer Software				
Opening cost	4,688	3,847	4,688	3,847
Opening work in progress	-	121	-	121
Additions	360	849	360	849
Disposals	(579)	(8)	(579)	(8)
Work in progress movement	-	(121)	-	(121)
Closing cost	4,469	4,688	4,469	4,688
Opening accumulated amortisation	2,109	1,666	2,109	1,666
Amortisation	511	444	511	444
Disposals	(166)	(1)	(166)	(1)
Closing accumulated amortisation	2,454	2,109	2,454	2,109
Net carrying amount	2,015	2,579	2,015	2,579

	Institute		Group	
	2017	2016	2017	2016
	(\$000)	(\$000)	(\$000)	(\$000)
Programme Development Costs				
Opening cost	488	391	488	391
Additions	215	97	215	97
Closing cost	703	488	703	488
Opening accumulated amortisation	154	67	154	67
Amortisation	113	88	113	88
Closing accumulated amortisation	267	154	267	154
Net carrying amount	436	334	436	334

	Institute		Group	
	2017	2016	2017	2016
	(\$000)	(\$000)	(\$000)	(\$000)
Total Intangible Assets				
Opening cost	5,176	4,238	5,176	4,238
Opening work in progress	-	121	-	121
Additions	575	946	575	946
Disposals	(579)	(8)	(579)	(8)
Work in progress movement	-	(121)	-	(121)
Closing Cost	5,172	5,176	5,172	5,176
Opening amortisation	2,263	1,733	2,263	1,733
Amortisation	577	531	577	531
Disposals	(119)	(1)	(119)	(1)
Closing accumulated amortisation	2,721	2,263	2,721	2,263
Net carrying amount	2,451	2,913	2,451	2,913

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

Capital commitments

The amount of contractual commitments for the acquisition of property, plant and equipment is:

	Institute		Group	
	2017	2016	2017	2016
	(\$000)	(\$000)	(\$000)	(\$000)
Intangibles				
Skype for Business	17	-	17	-
Total intangibles	17	-	17	-
Total capital commitments	17	-	17	-

18. Contingencies

Contingent liabilities

The Institute and group has contingent liabilities totalling \$Nil as outlined in Note 19 (2016:\$50,000).

Contingent assets

The Institute and group has contingent liabilities totalling \$Nil (2016:\$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 (2016: one claim).

The maximum estimated exposure to staff and student grievances is \$Nil (2016: \$50,000).

20. Related party transactions

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and conditions no more or less favourable than those that it is reasonable to expect the Institute and group would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

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 Council agreed that NMIT could give \$500,000 to NPES to fund and manage the entire scholarship programme for the foreseeable future. In 2015, a further \$1,000,000 was given to NPES. The accumulated balance of these funds \$1,029,365 (2016: \$1,223,569) are included within the accumulated funds in the Consolidated Statement of Financial Position.

NMIT pays the audit fee on behalf of NPES and is reimbursed. The 2017 audit fee is \$3,472 (2016: \$3,391).

NMIT Research Trust

The Institute entered into transactions with the NMIT Research Trust in 2017. All the transactions for the NMIT Research Trust are processed through NMIT's general ledger and operating bank account. NMIT has a dedicated operating bank account for NMIT Research Trust transactions.

The accumulated balance of the Research Trust funds \$35,390 (2016:\$0) are included within the accumulated funds in the Consolidated Statement of Financial Position.

Transactions with key management personnel

	Actual 2017	Actual 2016
	(\$000)	(\$000)
Key management personnel compensation		
<i>Council Members</i>		
Remuneration	140	139
Full time equivalent members	8	7
<i>Senior Management Team, including the Chief Executive</i>		
Remuneration	1,087	1,387
Full time equivalent members	6	8
Total key management personnel remuneration	1,227	1,526
Total full time equivalent personnel	14	15

An analysis of Council member remuneration is provided in Note 4.

21. Budget variance explanations

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

Statement of comprehensive revenue and expense

Government grants

Student Achievement Component (SAC) funding is unfavourable to budget due to lower than budget SAC funded EFTS, particularly Youth Guarantee (YG) and Level 1 & 2 Competitive.

Tuition fees

Tuition fees are unfavourable to budget due to lower than budgeted international student numbers.

Other revenue

Other revenue is favourable to budget due to the unbudgeted gain on sale of intellectual property and unbudgeted revenue from staff secondments to TANZ eCampus Ltd.

Personnel costs

Personnel costs are favourable to budget due to reduction in staffing required for Global Campus as a result of lower international student numbers.

Depreciation and amortisation expense

Depreciation and amortisation expense is unfavourable to budget due to higher than budgeted opening asset base, due to higher 2016 capital expenditure.

Statement of financial position

Cash and cash equivalents

Budgeted cash and cash equivalents includes investments.

Debtors and other receivables

Debtors and other receivables are lower than budget due to the budgeted receivable from SUTI for a share in the Global Campus joint venture loss. SUTI withdrew from the joint venture arrangement after the budget had been prepared, so there is no actual receivable for 2017.

Other financial assets

Investments are not budgeted separately from cash.

Prepayments

Prepayments are lower than budgeted due the realignment of insurance policies with the financial year. For budget purposes, insurance premiums were expected to have been prepaid for 11 months at balance date.

Investments in associates

Investments in associates are higher than budgeted due to the unbudgeted investment in TANZ eCampus Limited during the year.

Property, plant and equipment

Property, plant and equipment is higher than budgeted due to a higher than budgeted opening base arising from additional 2016 capital expenditure approvals.

Intangible assets

Intangible assets are lower than budgeted due to the unbudgeted sale of intellectual property during the year.

Revenue received in advance

Revenue received in advance is lower than budgeted due to lower international student enrolments in programmes spanning balance date.

Provisions

Provisions are higher than budgeted due to the unbudgeted provision for redundancy costs arising from the Institute's decision during the year to close the Auckland campus. The annual leave provision at the end of the year is also higher than budgeted, with an increased number of days owing.

Other financial liabilities

Other financial liabilities are higher than budgeted due to unbudgeted funding recoveries payable to Tertiary Education Commission (TEC).

Statement of movements in equity

The surplus for the year was lower than budgeted due to the differences in revenue and expenditure as explained above.

Statement of cash flows

Net cash flows from operating activities are less than budgeted due to lower tuition fees received.

22. Events after balance date

There were no significant events to report after balance date.

23. Financial instruments**23A Financial instrument categories**

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

	Institute		Group	
	2017	2016	2017	2016
	(\$000)	(\$000)	(\$000)	(\$000)
FINANCIAL ASSETS				
Loans and receivables				
Cash and cash equivalents	2,747	4,218	2,747	4,218
Debtors and other receivables (excl GST)	1,327	1,411	1,327	1,411
Other financial assets				
- term deposits	16,004	16,275	16,004	16,275
<i>Total loans and receivables</i>	20,078	21,903	20,078	21,903
FINANCIAL LIABILITIES				
Financial liabilities at amortised cost				
Creditors and other payables (excl GST & PAYE)	2,379	3,696	2,379	3,700
Other financial liabilities	2,681	1,654	1,616	430
<i>Total financial liabilities at amortised cost</i>	5,060	5,350	3,995	4,130

23B Fair value hierarchy

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

23C 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 policies to manage these risks 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.

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, which exposes it to currency risk. It also invoices its Chinese partner institutions in foreign currency.

This exposure is not considered significant and is not actively managed.

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.

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. In the normal course of business, the Institute and group is exposed to credit risk 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.

Due to the timing of its cash inflows and outflows, surplus cash is invested into term deposits which gives rise to credit risk.

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.

Credit quality of financial assets

The credit quality of financial assets that are neither past due nor impaired can be assessed by reference to Standard and Poor's credit ratings (if available) or to historical information about counterparty default rates:

	Institute		Group	
	2017	2016	2017	2016
Counterparties with credit ratings	(\$000)	(\$000)	(\$000)	(\$000)
Cash at bank and term deposits				
AA-	9,344	11,110	9,344	11,110
BBB	9,400	9,375	9,400	9,375
Total	18,744	20,485	18,744	20,485

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.

NOTES TO THE FINANCIAL STATEMENTS

	Carrying amount (\$000)	Contract cash flows (\$000)	Less than 6 months (\$000)	6 months or greater (\$000)
Institute 2017				
Creditors and other payables	3,180	3,180	3,180	-
Accrued pay	557	557	557	-
<i>Total</i>	3,737	3,737	3,737	-
Group 2017				
Creditors and other payables	3,180	3,180	3,180	-
Accrued pay	557	557	557	-
<i>Total</i>	3,737	3,737	3,737	-
Institute 2016				
Creditors and other payables	4,104	4,104	4,104	-
Accrued pay	469	469	469	-
<i>Total</i>	4,573	4,573	4,573	-
Group 2016				
Creditors and other payables	4,107	4,107	4,107	-
Accrued pay	469	469	469	-
<i>Total</i>	4,576	4,576	4,576	-

Sensitivity Analysis

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

Institute & group 2017	2017 (\$000)			
	Surplus	- 0.25% Other equity	Surplus	+ 0.25% Other equity
<i>Financial Assets</i>				
Cash and cash equivalents	(4)	-	4	-
Total sensitivity	(4)	-	4	-

Institute & group 2016	2016 (\$000)			
	Surplus	- 0.25% Other equity	Surplus	+ 0.25% Other equity
<i>Financial Assets</i>				
Cash and cash equivalents	(11)	-	11	-
Total sensitivity	(11)	-	11	-

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.

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 2017 (2016: \$Nil).

24. Reclassification of liabilities

In previous years, funding recoveries payable to TEC were classified as Revenue received in advance in the Statement of financial position. The Institute now considers it more appropriate to include these as part of Other financial liabilities in the Statement of financial position. As a result, \$214,732 has been reclassified from Revenue received in advance to Other financial liabilities in the comparative information.

Compulsory student services levy

NMIT charged learners a compulsory student services levy of \$240 (incl GST) per EFTS in 2017. NMIT contracted SANITI to provide a range of services for the benefit of learners at all NMIT campuses, including independent advocacy and support, programme representation, representation on NMIT committees, recreation and cultural activities, an international learner's activities programme and employment information and support. Where the student services levy collected exceeds the annual services fee, NMIT and SANITI will consult with learners on the services to which the excess will be allocated. The excess student services levy is recorded as a liability by NMIT until it is spent. When there is a deficit, NMIT will offset this against a liability from a previous year where possible.

Student services levy income and expenditure 2017

Revenue	Advocacy and Legal Services	Employment Information	Sports, Recreation & Cultural Services	Sub Total	International Activities	Total
Service Level Agreement	176,783	78,144	153,073	408,000	17,000	425,000
Total Revenue	176,783	78,144	153,073	408,000	17,000	425,000
Expenditure						
Expenses	183,315	78,459	158,455	420,229	17,643	437,872
Total Expenses	183,315	78,459	158,455	420,229	17,643	437,872
Surplus/Deficit	(6,532)	(315)	(5,382)	(12,229)	(643)	(12,872)

Advocacy and legal advice

Advocacy support was provided to learners to help resolve problems and was undertaken by an impartial person on behalf of learners. Referral to legal advice was made as necessary and appropriate. All issues were resolved or escalated to a higher level to be heard or resolved. Hardship situations were assessed and at times help was provided with financial assistance and food parcels.

Employment information

Employment information was provided to learners seeking assistance with applying for and sourcing employment. Assistance included support with writing resumes and cover letters, interview techniques and employment application processes. SANITI continued to develop relationships with business and the local community and received job notifications which were made available to learners. As a member of Student Job Search, NMIT learners had access to this nationwide service for 12 months of the year.

Sports and recreation facilities

SANITI provided a wide range of events to learners at Nelson, Marlborough and Auckland campuses throughout the year. These events included semester one and two orientation programmes, cultural activities, a range of in-term events and graduation after-functions.

International activities

SANITI provided activities for international students on Nelson and Marlborough campuses throughout the year. These activities comprised a combination of on-campus evening events and off-campus weekend trips including visits to Golden Bay and the Marlborough Sounds. Activities provided international students with an opportunity to interact and see the region.

Glossary

A2E5	Application 2 Enrolment in 5 Days	MPTT	Māori Pasifika Trades Training
ALNAT	Adult Literacy and Numeracy Assessment Tool	MRoQ	Mandatory Review of Qualifications
ALN	Academic Liaison Nurse	NCEA	National Certificate of Educational Achievement
APR	APR Consultants Ltd	NMIT	Nelson Marlborough Institute of Technology
CAM	Capital Asset Management	NPES	Nelson Polytechnic Educational Society Incorporated
CAP	Competence Assessment Programme	NXNU	Ningxia Normal University
CPA	Certified Public Accountant	NZDF	New Zealand Defence Force
CPD	Continuing Professional Development	NZQA	New Zealand Qualifications Authority
DEU	Dedicated Education Unit	OCP	Organisational Counselling Programmes
EEO	Equal Employment Opportunities	PEEP	Personal Emergency Evacuation Plan
EEdO	Equal Education Opportunities	PLATO	Programme of Learning and Teaching Observations
EER	External Evaluation and Review	RFID	Radio-frequency identification
EFTS	Equivalent Full Time Student	RNZAF	Royal New Zealand Air Force
ELTO	English Language Training for Officials	SAC	Student Achievement Component
EPI	Education Performance Indicator	SANITI	Students Association of Nelson Marlborough Institute of Technology Incorporated
ESP	Employment Scholarships Programme	SMS	Student Management System
FTE	Full Time Equivalent (Staff)	SPM	SPM Assets Ltd
GEOT	General Engineering Officer Training	STAR	Secondary, Tertiary Alignment Resource
ILT	Institute Leadership Team	TANZ	Tertiary Accord of New Zealand
ITO	Industry Training Organisation	TEC	Tertiary Education Commission
ITPs	Institutes of Technology and Polytechnics	TES	Tertiary Education Strategy
KIS	Key Information for Students	TOTSTA	Top of the South Trades Academy
LADS	Lucid Adult Dyslexia Screening	ZJUWREP	Zhejiang University of Water Resources and Electric Power

Directory

Auditor	Audit New Zealand (on behalf of the Auditor-General)	Solicitor	Pitt and Moore, Nelson
Banker	BNZ, Nelson	Insurance Broker	Marsh Ltd, Auckland

Farewell to Matua Joe Paul

He Maimai Aroha mō Hohepa Paora

*Pari ana nga tai ki Aorere, ka kaupare ai ki uta ki Mocketapu, takina te kawa tuatahi,
te kawa tuarua tae noa ki nga kawa o te rangi e tu lho nei ko te papa e takoto nei.
Ūmēre ai ngā pō, he hotuhotu tonu tō wai, he waiata e hana mai nei i ngā pito katoa o
Te Whare Wānanga o Te Tau Ihu o Te Waka a Maui hei hā!
Ko tōhau mana he mana tua whakarere e kore e ngaro, kei ngā māra o te rangi koe e kō, e kō,
nei rā mātou ka whakamiha ko ō hua kua mahue mai i a koe
He kupu noa ngā kupu, ko ō mahi he kōrero whakatinana kia tina hei taurira ki te hei mai i ngā heinga
Nōreira, haere atu rā e tai, haere atu rā e tai,
E pāpa Hohepa Paora okioki rā ki te onepu tapu o kahika, okioki rā*



Nelson Marlborough Institute of Technology bid farewell to its longstanding kaumatua, Joseph Paul after his passing in February 2018. Known as Matua or Uncle Joe, this gentle compassionate man fulfilled the role as kaumatua, both officially and informally, for more than 15 years with his wife Priscilla who continues in this role.

Matua Joe had a strong presence at NMIT, being instrumental in its preservation and observance of Māori cultural rituals, Pōwhiri, whakataū, supporting cultural direction and how NMIT acknowledges and celebrates learners in their learning and education successes. With Whaea Priscilla by his side, Matua Joe was also a student at NMIT, supporting other kaumātua in their learning, and was a 2017 graduate of Te Haeata, Foundation in Māori Studies. NMIT also acknowledges Matua Joe and Whaea Priscilla's many children, grandchildren and great-grandchildren who have attended NMIT and continue to do so.

A progeny of Ngāti Rangiwēwehi/Te Arawa, Matua Joe was born in Rotorua. He lived his married life in Nelson and was extensively involved in the Nelson community. He contributed to the establishment of Whakatū Marae and was an honorary-recognised member of the Ngāti Koata Iwi because of his commitment and ongoing assistance to their development in Iwi, Hapū and Whānau. Matua Joe and Whaea Priscilla had 10 children and at last count their children, grandchildren and great-grandchildren numbered well over 110.

To add to an already impressive list of achievements, Matua Joe with his wife, was a 'Pou' or founding tutor for the Kia Ngāwari Kapa Haka Club. The club was established in 1974 and is still active today being lead under the direction of his children. He supported the Nelson City Council as kaumatua from 2003 – 2009 and was a strong member of the Nelson Male Voice Choir, going on to join the New Zealand Male Choir and travel overseas on tour. Matua Joe was a great sportsman who loved sports but had a true passion for tennis, which he played from the back steps of his childhood home in Awaou, Rotorua.

*Haere atū rā e te Pāpā ki tō moenga roa
Haere atū rā ki ō mātua, ki ō tūpuna i tātari ana mōu
Anā e Pāpa, ka kite anō tāua i a tāua*

NMIT is proud to work with our industry partners

NMIT works with over 100 industry partners to provide relevant, up-to-date programmes that prepare our students for careers in their chosen industry.

We would like to thank those that generously partner with us to provide scholarships to our students.



Air New Zealand Regional Maintenance LTD (ANZRLM) welcomed scholarship recipients; Cullen Paurini and Kirsty Brooks, along with NMIT staff, into the Air New Zealand maintenance hangar at Nelson Airport to celebrate the inaugural awarding of the ANZRLM scholarship. - April 2017.



NMIT Nelson
322 Hardy Street, Private Bag 19, Nelson 7042
Ph: +64 3 546 9175.

NMIT Richmond
390 Lower Queen Street, Richmond, Private Bag 19, Nelson 7042

NMIT Marlborough
85 Budge Street, PO Box 643, Blenheim 7240
Ph: +64 3 578 0215.

NMIT Woodbourne
RNZAF Base Woodbourne, PO Box 643, Blenheim 7240

Global Campus
42 Upper Queen Street, Eden Terrace, Auckland 1010,
Ph: +64 9358 5566.



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