MANUKAU INSTITUTE OF TECHNOLOGY ORDINARY MONTHLY MEETING OF COUNCIL
To be held in the Manuhiri Room, NT Block
1.00 pm Thursday, 28 March 2019

OPEN SESSION AGENDA

Karakia

1 Preliminaries
   Welcome
   C03/1 Apologies
   C03/2 Administration

   Move into Closed Session

CLOSED SESSION AGENDA

2 Preliminaries
   C03/3 Confirmation of Council Closed Session Minutes 21 February 2019
   C03/4 Matters Arising
   C03/5 Correspondence

3 Items for Decision
   C03/6 MIT Annual Report
   C03/6a Audit Proposal Letter
   C03/7 Annual Report of Audit and Compliance Committee to Council
   C03/8 2018 Letter of Representation – authorisation of release to Audit NZ
   C03/9 Legislative Compliance Declarations
   C03/10 Otara North Business Case

4 Regular Reports
   C03/11 Roadmap 2020 Briefing (Verbal)
   C03/12 Chief Executive Closed Session Report
   C03/13 Sales Funnel Data
   C03/14 Financial Report Detailed Commentary (for period ending 28 February 2019)
   C03/15 Strategic Projects Report
   C03/16 Tech Park Status Report

5 Any Other Business

6 Move into Open Session and Confirm Resolutions from Closed Session
OPEN SESSION AGENDA

C03/17  Confirmation of Council Open Session Minutes 21 February 2019
C03/18  Confirmation of Runanga Minutes 7 March 2019
C03/19  Matters Arising
C03/20  Correspondence

7 Items for Decision

C03/21  Council Appointments
C03/22  Granting of Awards
C03/23  PCAB Recommendations – Draft Terms of Reference and Appointment Process
C03/24  MIT Manukau Lease – MIT’s Rights Under Sector Reform

8 Regular Reports

C03/25  Chief Executive
C03/26  Health & Safety
C03/27  Academic Board
C03/28  Financial Report to 28 February 2019
C03/29  Reporting against the Māori Strategic Plan

9 Item for Information

C03/30  Reretahi Report

10 Any Other Business

11 Karakia and Close Meeting
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1. Meeting Schedule for 2019
2. Council Members Terms of Appointment
3. Standing Committees
4. Council Members Register of Interests
## MEETING SCHEDULE FOR 2019

<table>
<thead>
<tr>
<th>Committee</th>
<th>Date</th>
<th>Venue</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Council</td>
<td>February 21</td>
<td>Manuhiri Room, NT Block</td>
<td>11.45am – 5pm</td>
</tr>
<tr>
<td>Audit</td>
<td>March 21</td>
<td>Manuhiri Room, NT Block</td>
<td>09am – 11am</td>
</tr>
<tr>
<td>Council</td>
<td>March 28</td>
<td>Manuhiri Room, NT Block</td>
<td>11.45am – 5pm</td>
</tr>
<tr>
<td>Strategic Planning</td>
<td>May 16</td>
<td>Manuhiri Room, NT Block</td>
<td>08.30 – 12pm</td>
</tr>
<tr>
<td>Council</td>
<td>May 16</td>
<td>Manuhiri Room, NT Block</td>
<td>09am – 11am</td>
</tr>
<tr>
<td>Audit</td>
<td>June 27</td>
<td>Manuhiri Room, NT Block</td>
<td>11.45am – 5pm</td>
</tr>
<tr>
<td>Council</td>
<td>June 27</td>
<td>Manuhiri Room, NT Block</td>
<td>09am – 11am</td>
</tr>
<tr>
<td>Council/Rūnanga</td>
<td>August 15</td>
<td>Manuhiri Room, NT Block</td>
<td>11.45am – 5pm</td>
</tr>
<tr>
<td>Audit (Risk only)</td>
<td>September 19</td>
<td>Manuhiri Room, NT Block</td>
<td>09am – 11am</td>
</tr>
<tr>
<td>Council/PCAB</td>
<td>September 19</td>
<td>Manuhiri Room, NT Block</td>
<td>11.45am – 5pm</td>
</tr>
<tr>
<td>Audit</td>
<td>October 31</td>
<td>Manuhiri Room, NT Block</td>
<td>09am – 11am</td>
</tr>
<tr>
<td>Council</td>
<td>October 31</td>
<td>Manuhiri Room, NT Block</td>
<td>11.45am – 5pm</td>
</tr>
<tr>
<td>Council</td>
<td>December 12</td>
<td>Manuhiri Room, NT Block</td>
<td>11.45am – 4.30pm</td>
</tr>
<tr>
<td>Followed by Senior</td>
<td>December 12</td>
<td>Tanoa Room, NO101</td>
<td>04.30pm – 6.30pm</td>
</tr>
</tbody>
</table>
## 2. COUNCIL MEMBERS TERMS OF APPOINTMENT

<table>
<thead>
<tr>
<th>Councillor</th>
<th>Position</th>
<th>Term Commenced</th>
<th>Term Expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter Winder</td>
<td>Chairman</td>
<td>17 December 2013</td>
<td>30 April 2021</td>
</tr>
<tr>
<td>Theresa Stratton</td>
<td>Deputy Chair</td>
<td>1 May 2018</td>
<td>30 April 2022</td>
</tr>
<tr>
<td>Uluomatootua Aiono</td>
<td></td>
<td>12 June 2017</td>
<td>30 April 2021</td>
</tr>
<tr>
<td>John Hannan</td>
<td></td>
<td>26 February 2009</td>
<td>30 April 2019</td>
</tr>
<tr>
<td>Peter Parussini</td>
<td></td>
<td>1 May 2017</td>
<td>30 April 2021</td>
</tr>
<tr>
<td>Kira Schaffler</td>
<td></td>
<td>1 May 2015</td>
<td>30 April 2019</td>
</tr>
<tr>
<td>Jill Tattersall</td>
<td></td>
<td>1 May 2015</td>
<td>30 April 2019</td>
</tr>
<tr>
<td>Rachael Tuwhangai</td>
<td></td>
<td>1 May 2015</td>
<td>30 April 2019</td>
</tr>
</tbody>
</table>

## 3. STANDING COMMITTEES AND MEMBERSHIP

<table>
<thead>
<tr>
<th>Committee</th>
<th>Chairman/Member(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Committee</td>
<td>P Winder (or nominee) - Chairman T Stratton J Hannan K Schaffler</td>
</tr>
<tr>
<td>CE Review Committee</td>
<td>P Winder (or nominee) - Chairman T Stratton CE Nominee</td>
</tr>
<tr>
<td>Student Appeal Committee</td>
<td>J Hannan – Chairman K Schaffler J Tattersall R Tuwhangai</td>
</tr>
<tr>
<td>Audit &amp; Compliance Committee</td>
<td>T Stratton – Chair J Hannan U Aiono K Schaffler J Tattersall – permanent alternate</td>
</tr>
<tr>
<td>Council Membership Committee</td>
<td>P Winder – Chairman P Parussini T Stratton U Aiono R Tuwhangai</td>
</tr>
</tbody>
</table>
### COUNCIL MEMBERS REGISTER OF INTERESTS

<table>
<thead>
<tr>
<th>Councillor</th>
<th>Involvements with other entities</th>
<th>Last Updated</th>
</tr>
</thead>
</table>
| P Winder (Chairman) | Director, McGredy Winder and Co Limited  
|                  | Director, The Sound of Music Education Limited  
|                  | Crown Manager, Kaipara District Council  
|                  | Trustee, Silo Theatre Company  
|                  | Committee Member on State Services Commission’s Risk and Audit Committee  
|                  | Member of Advisory Committee supporting the Unitec Commissioner  
|                  | 23 January 2019                                                                                                                                                                                                                     |                |
| T Stratton       | Owner/operator of Waiau Consulting  
|                  | Deputy Chair of Refugees As Survivors New Zealand  
|                  | 10 September 2018                                                                                                                                                                                                                   |                |
| U Aiono          | Chairman of the National Pacific Radio Trust (Ministerial Appointment)  
|                  | Chairman of Alliance Health Plus PHO  
|                  | Chairman of Alliance Community initiatives Trust  
|                  | Chairman of Finance and Audit and Risk Committee at Habitat for Humanity Greater Auckland  
|                  | Board member and Treasurer at RiseUp Partnership School in Mangere, Auckland  
|                  | Shareholder in Management Consulting Company Viago International Ltd  
|                  | Chairman of Bio Technology Company Sensor Flo Ltd  
|                  | Alumnus of AUT University Council 2002 – 2010  
|                  | Vice Chairman of Board and Chairman Property & Finance Committee Otahuhu College Board of Trustees (Retired December 2016)  
|                  | 06 June 2017                                                                                                                                                                                                                       |                |
| J Hannan         | Partner, DLA Piper  
|                  | 27 April 2017                                                                                                                                                                                                                      |                |
| P Parussini      | ANZ Bank New Zealand  
|                  | Chairperson Southern Cross Campus  
|                  | 29 March 2018                                                                                                                                                                                                                      |                |
| K Schaffler      | 27 April 2017                                                                                                                                                                                                                      |                |
| J Tattersall     | Chair, Kiwa Digital Limited  
|                  | Consultant, Cognition Education  
|                  | 27 April 2017                                                                                                                                                                                                                      |                |
| R Tuwhangai | Chair, MIT Rūnanga  
Managing Director, Maori and Pasifika Support Services  
Board Trustee, Auckland Community Law Centre  
New School’s Governance Facilitator, Ministry of Education  
Board of Education New Zealand |
|-------------|--------------------------------------------------|

Note: Interests that should be registered are those where there may at some future time be a conflict of interest with the individual’s role as a Council Member at MIT
CONFIRMATION OF COUNCIL OPEN SESSION MINUTES

Author: Michelle Hubble, Council Secretary  
Endorser: Peter Winder, Chairman  
Date: 15 March 2019

Request to Council
Please approve the minutes of the open session of the ordinary meeting of the Council held on Thursday, 21 February 2019.

Your formal approval is required as set out in 18.3 of the Manukau Institute of Technology Council Standing Orders.
Preliminaries

R Sullivan opened the meeting with a karakia.

Welcome

P Winder welcomed everyone to the meeting.

C02/01 Apologies

It was resolved that the Council accept the apology from John Hannan

Proposed: P Winder
Seconded: J Tattersall
Carried

C2/02 Administration

Schedule of Meetings for 2019

Standing Committees and Membership

Conflict of Interest

Members were invited to update the register, and members and management were asked to declare an interest if there was an item on the Agenda that might give rise to a conflict of interest.
Open Session Council Minutes – 21 February 2019

C02/03 – C02/04 Closed Session

It was resolved that the Council exclude the public from agenda items C02/03 – C02/14:
Reason: To enable the Council to carry out, without prejudice or disadvantage, commercial activities.

It was further resolved that G Gilmore, M Carroll, S Lotu-liga and M Teirney remain at the meeting and others (as required) because their knowledge of the issues involved may be helpful to the Council.

Proposed: P Winder
Seconded: K Schaffler
Carried

Confirm Resolutions from Closed Session

It was resolved that the Council resume in Open Session and confirm the decisions made in Closed Session.

Proposed: P Winder
Seconded: J Tattersall
Carried

Preliminaries

C02/15 Confirmation of Council Open Session Minutes 6 December 2018

It was resolved that the Council confirm the minutes of the Open Session of the Ordinary Meeting of the Council held on Thursday 6 December 2018.

Proposed: P Winder
Seconded: K Schaffler
Carried

C02/16 Confirmation of Rūnanga Minutes 13 December 2018

Council were briefed on the meeting held with Cheryl Stephens (Waikato-Tainui). It is important that MIT keep engaging with Waikato-Tainui. We have engagement with their recruitment strategy and a number of programmes being advertised to their Iwi.

It was resolved that the Council receive the minutes of the Rūnanga Meeting held on Thursday 13 December 2018.

Proposed: R Tuwhangai
Seconded: K Schaffler
Carried
C02/17 Matters Arising

The Council noted the matters arising.

Proposed: P Winder  
Seconded: R Tuwhangai  
Carried

C02/18 Correspondence

It was resolved that the Council receive the inwards correspondence and note the outwards correspondence.

Proposed: P Winder  
Seconded: P Parussini  
Carried

Items for Decision

C02/19 Granting of Awards

The normal academic robustness around the granting of these awards has been followed and the students have met the necessary requirements for the Granting of the Awards.

It was resolved that the Council confirm the Sealed Awards granted by the Chief Executive under the delegated authority of the Council since the last Council meeting held on 6 December 2019.

Proposed: P Winder  
Seconded: J Tattersall  
Carried

Regular Reports

C02/20 CE Report

The report updated Council on relevant issues and opportunities. Items of special note from the CE were:

- The launch of the MIT strategic plan proposed for 15th March has been postponed due to the proposed reforms to Vocational Education in New Zealand. We are looking at a new launch date during the second week of April.
- MIT has signed a $25k advertising and sponsorship deal with the Auckland Blues Franchise for digital signage at home games.
- 2018 course completion rates are disappointing. The CE’s personal reflection on this is that the targets were over ambitious given that some of the changes we have been working on are a “long slow burn.”
The EGM Academic outlined that two programmes, namely Animal Control (25-30 EFTS) and Security (140 EFTS) had dragged the course completion numbers down and that the delivery for both programmes was contracted out to a third party.

Council asked if we have oversight on the third party contracting. The Council Chair requested that management come back to Council with what we know about all our sub-contracted delivery and where it is at, and the level of risk associated with it. ELT will pick this up and through Academic Board will give Council advice on how it will tighten up on third party delivery.

**Action:** EGM Academic will bring back a paper next month explaining how we will deal with the two programmes in more detail and a plan to fix them.

It was resolved that the Council receive the CE Report

**Proposed:** P Winder  
**Seconded:** P Parussini  
**Carried**

**C02/21 Health and Safety**

The report was taken as read.

**It was resolved that the Council receive the status report on Health and Safety at MIT for the months of November 2018, December 2018 and January 2019**

**Proposed:** P Winder  
**Seconded:** U Aiono  
**Carried**

**C02/22 Academic Board Report**

The report was taken as read. Council were advised that Academic Board has also taken oversight of EER preparations. The latest advice from NZQA is that they expect the EER to proceed despite the proposed Vocational Education and Training (VET) sector reforms.

**It was resolved that the Council receive the report from the Academic Board meeting held on Wednesday 3 October 2018**

**Proposed:** P Winder  
**Seconded:** J Tattersall  
**Carried**

**C02/23 Financial Report for the period ended 31 December 2018**

The report was taken as read.

**It was resolved that the Council receive the report for the period ended 31 December 2018.**
Proposed: P Winder  
Seconded: T Stratton  
Carried

C02/24  Financial Report for the period ended 31 January 2019

The report was taken as read.

It was resolved that the Council receive the report for the period ended 31 January 2019 and approve the revision of the Capital budget for the quad upgrade of $1,320,000 due to timing revision of the final project stage.

Proposed: P Winder  
Seconded: T Stratton  
Carried

C02/25  Reporting against the Māori Strategic Plan

The report was taken as read.

Council were updated on progress made with the BN Māori. We have had a very positive consultation this last week with DHBs. We are developing our own programme and taking advice from stakeholders. We’re on track with an August submission date to NZQA.

It was resolved that the Council receive the report.

Proposed: P Winder  
Seconded: R Tuwhangai  
Carried

9 Any Other Business

R Sullivan closed the meeting with a karakia.

P Winder declared the meeting closed at 3.19 pm
MIT Council Paper

C03/18  RUNANGA MINUTES

Author  Michelle Hubble, Council Secretary
Endorser  Rachael Tuwhangai, Chair
Date  15 March 2019

Request to Council

Please receive the minutes of the Runanga meeting held on Thursday, 7 March 2019.
KARAKIA  
R. Sullivan

WELCOME/MIHI  
R. Tuwhangai

PRESENT  
T. Arthur, R. Tuwhangai (Chair), R. Sullivan

IN ATTENDANCE  
S. Middleton (for G. Gilmore), P. Abraham

R19/01/01  
APOLOGIES
Apologies received from G. Gilmore and P. Enari, E. Morgan, J. McLeod

ABSENT  
B. Takerei

IT WAS RESOLVED TO CONFIRM APOLOGIES RECEIVED FROM MEMBERS

MOVED: R. TUWHANGAI  
SECONDED: T. ARTHUR  
CARRIED BY ALL

R19/01/02  
ADMINISTRATION

a)  Annual Work Plan  
For noting – Update

b)  Membership  
For noting

c)  Rūnanga Strategic Priorities  
For noting

d)  MIT Māori Education Strategy Priorities (2016-2019)  
For noting

e)  Māori Education Strategy Strategic Priorities Report (Matrix)  
For noting

R19/01/03  
CONFIRMATION OF RŪNANGA MINUTES 13 OCTOBER 2018

THE CHAIR MOVED TO CONFIRM THE MINUTES OF THE ORDINARY MEETING OF THE RŪNANGA  
HELD ON THURSDAY 13 DECEMBER 2019 BE ACCEPTED AS A TRUE AND CORRECT RECORD.

MOVED: R. TUWHANGAI  
SECONDED: T. ARTHUR  
CARRIED BY ALL
REGULAR REPORTS

R19/01/04 CHIEF EXECUTIVE REPORT

S. Middleton provided an update from the Reform of Vocational Education meetings
- Maori consultation hui being organised – set for Friday 22 March 2019 at Ngā Kete Wānanga Marae from 10-2pm
- Plans to have report completed over this coming weekend
- MIT are in favour of the review proposals
- Taking away in-work provision from ITO’s
- Single institution doesn’t imply loss of identity
- What is a region going to look like?
- A recommendation MIT, Unitec and Northtec become a region to strengthen delivery of training
- Governing NZIST (NZ Institute of Skills and Technology) – location? Suggestions of where NZIST will be based; central body will own all programmes
- Pasifika Fono raised concern from student body about loss of identity to which Minister Salesa reassured this will not be the case
- Copy of draft response will be circulated to all stakeholders once ready for viewing
  - 35% down on international numbers with the new government restrictions
  - 20% of ITP teaching in Auckland is done by out of Auckland ITP’s

There was some discussion amongst members about the proposal. Concerns whether Iwi have been consulted or given the opportunity.

ACTION: Invitation to Graduation celebrations to be circulated (Secretary)

CHAIR MOVED TO ACCEPT CHIEF EXECUTIVE’S WRITTEN REPORT AND VERBAL UPDATE FROM S. MIDDLETON

SECONDED. T. ARTHUR
CARRIED BY ALL

R19/01/05 DEPUTY CHIEF EXECUTIVE, MĀORI

Refer Agenda for written report
- Proceeding with BNMāori
- Plans to attend Te Whare Wananga o Awanuiarangi graduation on 29 March 2019
- Resignation of MIT Kaumātua, poroporoaki Friday 8 March 2019; role is being redesigned to new title Kaitiaki Tikanga and will go through recruitment process
- Dr Wahineata Smith moved on to Waikato DHB, resignation from Geneva Harrison as Business Development & Iwi Liaison received.

The Chair acknowledged the work with reporting using the Strategic Goals of the Maori Education Strategy.

Question asked:
How is the Kawenata with Waikato-Tainui going?
DCE Maori reported that he met with Maxine Graham who was the key point of contact for the Kawenata, however she is moving on and handing over to Hariru Roa. Kawenata is a work in progress; he hope that the new Iwi Liaison will help grow Tainui enrolments which are currently low.
Mana Whenua video
A video depicting relationship between MIT and Manawhenua is being developed for the 40 year celebrations that are coming up in May.

Chair asked who from Mana Whenua has been consulted or involved. Chair suggested that if there has been no Mana Whenua involvement, then reference to Mana Whenua should be removed. At the very least consult with local kaumatua before the video is launched.

DCE MAORI MOVED TO ACCEPT HIS REPORT
SECONDED: CHAIR
CARRIED BY ALL
R19/01/06 RŪNANGA CHAIR REPORT

a) Membership
Chair advised that she has not heard back about the status of the Waikato-Tainui representation on the Rūnanga. She will be meeting with Parekawhia McLean in another forum soon, so may be able to raise the matter.

Advised members that with the pending Vocational Education consultation and reform the role and of the Rūnanga is uncertain. For this she suggested that we fill our current vacancies as best as possible and carry over current membership through to such time as the nature of the role of the Rūnanga is clear.

The Chair sought support from the Rūnanga to consider recommendations of two new members. These are Pania Newton and Wyndi Tagi. The Chair spoke to both nominations and will circulate information to the members who are not present, asking for support to proceed with interviews of both members.

Pania Newton


https://www.lenscience.auckland.ac.nz/en/about/our-people/alumni-profiles_1.html#57e4dae6922fc4bc3873a0cb6c4091fa

Pania Newton is a finalist for the Young Achievers prize at this year’s Matariki Awards. The 27-year-old gave up a career in law to work for the preservation of Ihumātao – a 33km piece of Māori ancestral land on the shores of the Manukau Harbour – and she's already taken the cause to the United Nations three times. Pania is a graduate of Te Kura Maori o Ngā Tapuwae, lives at Ihumatao, and is a Law Graduate also.

Wyndi Tagi

https://weaccounting.co.nz/wyndi-tagi-profile/

https://www.linkedin.com/in/wynditagi/?locale=de_DE

Wyndi Tagi is one of the Directors of WE Accounting, a local Accounting Firm. Wyndi of Ati-Hau-Nui-A-Paparangi decent was born in Taranaki and raised in West Auckland. Wyndi is a Co-Founder of both the Chartered Accounting firm, WE Accounting, and the Charitable Trust Be the Connection. Wyndi has a passion for business, particularly growing small and medium businesses and also giving back to communities in need.

ACTION:
The Chair will request via email endorsement of the above two recommendations.
On agreeance by members Chair will organise meetings with Pania Newton and Wyndi Tagi, and will contact members to see who might be available to meet also.

Rūnanga TOR state that two members of the Rūnanga should meet with all potential new members, prior to any final decision being made about membership.
b) Scholarships
The Chair asked for an update on applications for the Rūnanga Scholarship. As there were only three applications received it was agreed by those present that an extension be granted until the 29 March 2019. Suggestion made to develop with urgency a digital web-based application form where applicants can make application. This has been made in the past. It was also suggested that all Maori students were contacted to apply, via the Student Support team.

**ACTION:**
Update all communications with new deadline e.g. Application Form, Website. (Secretary)
Contact the Student Support team to advise students of the extended deadline. (Secretary)

c) Ministry of Social Development Training
Chair advised MSD are looking for a training provider for their clients. Asked who at MIT would be the best contact? R. Sullivan suggested contacting Julie Prentice, External Engagement Manager would be the most appropriate person. He said that he will let her know as well.

**ACTION:**
Chair to send contact details to R. Sullivan who will pass on to J. Prentice to make connection

d) Strategic Plan
Chair requested that a more professionally presented Maori Education Strategy be prepared and re-launched.

e) Rūnanga Information Request
The Chair shared that requests for information with regards to sensitive information about the Rūnanga, as received by Rūnanga Secretary, be directed to her for respond.

R19/01/07 GENERAL BUSINESS

Closing Karakia – 6pm R. Sullivan
# CURRENT ACTION LIST AS AT 7 MARCH 2019

<table>
<thead>
<tr>
<th>Meeting date</th>
<th>Action</th>
<th>Responsible</th>
<th>Due date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/03/18</td>
<td>Send Tuku Taonga invites to Rūnanga</td>
<td>P. Abraham</td>
<td>Immediately</td>
<td>11/03/19</td>
</tr>
<tr>
<td></td>
<td>On approval by Rūnanga members, Chair and one other Rūnanga member to meet with Pania Newton and Wyndi Tagi.</td>
<td>R. Tuwhangai</td>
<td>May 2019</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Update all communications with new deadline e.g. Application Form, Website. Contact the Student Support team to advise students of the extended deadline.</td>
<td>P. Abraham</td>
<td>Immediately</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chair to send contact details to R. Sullivan who will pass on to J. Prentice to make connection</td>
<td>R. Tuwhangai/R. Sullivan</td>
<td>Before April 2019</td>
<td></td>
</tr>
<tr>
<td>13/12/18</td>
<td>B. Takerei to follow up and arrange a meeting with Rūnanga and Tainui/Waikato regarding representative on Rūnanga.</td>
<td>B. Takerei</td>
<td>Feb May 2019</td>
<td>Defer to May Hui</td>
</tr>
<tr>
<td></td>
<td>Māori leadership at MIT – add to 2019 agenda for first meeting</td>
<td>P. Abraham; R. Tuwhangai</td>
<td>Feb May 2019</td>
<td>Defer to May Hui</td>
</tr>
<tr>
<td>24/10/18</td>
<td>J. McLeod to meet with Scholarship Team and Rūnanga Secretary to streamline application process</td>
<td>PA/JM/Cara McCarthy</td>
<td>Before 13/12/18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gather background information/endorsements about recommended Marae Representative.</td>
<td>RS</td>
<td>07/11/18</td>
<td>R. Tuwhangai has recommended two new members (March 2019)</td>
</tr>
<tr>
<td>01/03/18</td>
<td>Members to consider new membership particularly in the fields of finance, business and entrepreneurship, social and commercial investment and local marae</td>
<td>All</td>
<td>From Oct 2017</td>
<td>Carried over to June 2018 R. Tuwhangai has recommended two new members (March 2019)</td>
</tr>
<tr>
<td></td>
<td>Follow up on inclusion of a Cultural Responsiveness module in the Adult Teaching Qualification</td>
<td>R. Sullivan/G. Gilmore</td>
<td>November</td>
<td>Deferred to October 2018</td>
</tr>
<tr>
<td>01/03/18</td>
<td>That the Rūnanga Meeting Minutes be sent to R. Tuwhangai within 1 week of the Rūnanga meeting, and within 2 weeks of the Rūnanga meeting sent to members and also to Michelle Hubble for inclusion in Council Meeting papers</td>
<td>P. Abraham</td>
<td>On going</td>
<td>On going</td>
</tr>
<tr>
<td>01/03/18</td>
<td>Follow up on inclusion of a Cultural Responsiveness module in the Adult Teaching Qualification</td>
<td>R. Sullivan/G. Gilmore</td>
<td>November</td>
<td>Deferred to October 2018</td>
</tr>
</tbody>
</table>

MIT Council Agenda Papers - 28 March 2019 - OPEN SESSION
APPENDICES

a) 2019 Rūnanga Annual Work Plan
b) Membership
c) Rūnanga Strategic Priorities
d) MIT Māori Education Strategy Priorities (2016-2019)
e) MIT Māori Education Strategy Matrix Report
f) Rūnanga Engagement Framework

a) 2019 RŪNANGA ANNUAL WORK PLAN & MEETING DATES

<table>
<thead>
<tr>
<th>MONTH</th>
<th>DATE</th>
<th>EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARCH</td>
<td></td>
<td>Review Māori Enrolment, Achievement and Recruitment Data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rūnanga Scholarship applications close 11 February 2019</td>
</tr>
<tr>
<td>25-30 March</td>
<td>Thursday 28</td>
<td>MIT Graduation Celebrations and Main Graduation</td>
</tr>
<tr>
<td></td>
<td>Friday 29</td>
<td>Tuku Taonga (Ngā Kete Wānanga Marae)</td>
</tr>
<tr>
<td></td>
<td>Saturday 30</td>
<td>Street Procession around Manukau &amp; BBQ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7pm Pasifika Thanksgiving (Vodafone Events Centre)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Main Graduation (Vodafone Events Centre)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9:30 Business &amp; Digital Technologies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1:30 Engineering Trades</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5:30 Consumer Services</td>
</tr>
<tr>
<td>MAY</td>
<td>Thursday 2</td>
<td>Ngā Kete Wānanga Marae 20th Anniversary</td>
</tr>
<tr>
<td></td>
<td>Wednesday 15</td>
<td>Rūnanga members invited to Te Komiti Tangata Whenua Hui</td>
</tr>
<tr>
<td></td>
<td>3-4pm</td>
<td></td>
</tr>
<tr>
<td>JULY</td>
<td>Thursday 4</td>
<td>Invite guest speaker(s) / Guest presentation(s)</td>
</tr>
<tr>
<td>AUGUST</td>
<td>Wednesday 14</td>
<td>Joint Council/Rūnanga meeting</td>
</tr>
<tr>
<td>SEPTEMBER</td>
<td>Thursday 5</td>
<td>Invite guest speaker(s) / Guest presentation(s)</td>
</tr>
<tr>
<td>OCTOBER</td>
<td>Wed-Fri 2-4</td>
<td>MIT Hosting Te Toi Tauria mo te Matariki Hui a Tau</td>
</tr>
<tr>
<td>NOVEMBER</td>
<td>Thursday 7</td>
<td>Confirm membership for following year</td>
</tr>
<tr>
<td>DECEMBER</td>
<td>Thursday 5</td>
<td>Review Rūnanga Strategic Priorities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Māori Education Strategy Priorities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Confirm Strategic Priorities for New Year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Confirm workplan for following year</td>
</tr>
</tbody>
</table>

2019 RŪNANGA MEETING DATES

<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>DATE</th>
<th>VENUE</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rūnanga</td>
<td>7/03/2019</td>
<td>NA121, Dilworth Centre</td>
<td>4:30-6:30pm</td>
</tr>
<tr>
<td>Rūnanga</td>
<td>2/05/2019</td>
<td>NA121, Dilworth Centre</td>
<td>4:30-6:30pm</td>
</tr>
<tr>
<td>Rūnanga</td>
<td>4/07/2019</td>
<td>NA121, Dilworth Centre</td>
<td>4:30-6:30pm</td>
</tr>
<tr>
<td>Rūnanga/Council</td>
<td>14/08/2019</td>
<td>Manuhiri Room, NT Block</td>
<td>11.45am-4pm</td>
</tr>
<tr>
<td>Rūnanga</td>
<td>5/09/2019</td>
<td>NA121, Dilworth Centre</td>
<td>4:30-6:30pm</td>
</tr>
<tr>
<td>Rūnanga</td>
<td>7/11/2019</td>
<td>NA121, Dilworth Centre</td>
<td>4:30-6:30pm</td>
</tr>
<tr>
<td>Rūnanga FINAL</td>
<td>5/12/2019</td>
<td>NA121, Dilworth Centre</td>
<td>4:30-6:30pm</td>
</tr>
</tbody>
</table>
### RŪNANGA MEMBERSHIP

<table>
<thead>
<tr>
<th>Member</th>
<th>Position</th>
<th>Appointments</th>
<th>Term commenced</th>
<th>Term Expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachael Tuwhangai</td>
<td><strong>Chair</strong></td>
<td>Council</td>
<td>26 April 2012</td>
<td>April 2019</td>
</tr>
<tr>
<td>Gus Gilmore</td>
<td>Ex officio</td>
<td>Chief Executive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Robert Sullivan</td>
<td>Ex officio</td>
<td>Deputy Chief Executive, Māori</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jonaan McLeod</td>
<td>Member</td>
<td>Council</td>
<td>November 2017</td>
<td>November 2020</td>
</tr>
<tr>
<td>Tipi Arthur</td>
<td>Member</td>
<td>Otara Community</td>
<td>3 September 2015</td>
<td>September 2018</td>
</tr>
<tr>
<td>Bill Takerei</td>
<td>Member</td>
<td>Te Whakakitenga o Waikato</td>
<td>February 2016</td>
<td>November 2018</td>
</tr>
<tr>
<td>Parehuia Enari</td>
<td>Member</td>
<td>Local Secondary Schools/Wharekura</td>
<td>4 August 2016</td>
<td>August 2019</td>
</tr>
<tr>
<td>Eruera Morgan</td>
<td>Member</td>
<td>Manukau based Māori Organisation</td>
<td>6 March 2018</td>
<td>March 2020</td>
</tr>
</tbody>
</table>

** Council appointed role
### RŪNANGA STRATEGIC PRIORITIES

**MIT Rūnanga Māori Development Framework (Reviewed March, 2017)**

<table>
<thead>
<tr>
<th>STRATEGIC PRIORITY AREAS</th>
<th>ANNUAL GOALS</th>
<th>ADVISORY ACTIONS</th>
</tr>
</thead>
</table>
| **Manaakitanga**<br>Wellbeing/support/retention/services | To enhance the experience and satisfaction for Māori within MIT | Provide updates to the Rūnanga on:  
- ways in which Māori students are supported at MIT.  
- the Rūnanga Scholarship process  
- targeted Māori marketing, recruitment and retention strategies across all MIT programmes |
| Jonaan McLeod |  |
| **Māoritanga**<br>Reo and Tikanga Māori/integration, responsiveness, including the Marae | To enhance institutional responsiveness to Māori | Provide updates to the Rūnanga on:  
- Marae based programmes and activity  
- Marae initiatives that support entrepreneurialism, business and educational success.  
- appropriate strategies for integrating Reo and Tikanga into all programmes.  
- the inclusion of the Tiriti o Waitangi in all key policy and programme documents  
- Implement an annual cycle of Tiriti o Waitangi review  
- a staff development Māori responsiveness programme |
| Dr Robert Sullivan |  |
| **Mātauranga**<br>Enrolment/teaching/learning/success/progression Management | To improve academic success, employability and progression for Māori staff and students | Provide updates to the Rūnanga on:  
- the level of representation of Māori academic staff and students in diploma and degree level courses  
- student achievement, completion and employment data and make suggestions for areas of improvement  
- ways in which Māori staff are being recruited reflect the student demographic |
| Dr Robert Sullivan |  |
| **Whanaungatanga**<br>Community/Stakeholder Engagement | To strengthen engagement with and between Māori across the institute and also with the community | Provide updates to the Rūnanga on:  
- the Kaimahi and Tauri Māori forums that promote success of Tauira.  
- Tauri Māori strategies that promote MIT.  
- Māori Graduation Celebration & Acknowledgement  
- Community stake holder hui |
| Tipi Arthur |  |
| **Whai Oranga**<br>Business enterprise/business development possibilities/consultancy/PBRF/Contract | To increase Māori entrepreneurial income and opportunity | Provide updates to the Rūnanga on:  
- the commercialisation of activities what will support whānau, hapū & iwi development  
- Māori research activities throughout the institute  
- the potential of a summer cadetship programme with iwi organisations |
| Vacant |  |
### d) MIT Māori Education Strategy Priorities (2016 – 2019)

Extracted from the Māori Education Strategy Draft (2015)

<table>
<thead>
<tr>
<th>STRATEGIC FOCUS AREAS</th>
<th>STRATEGIC GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Māori Achievement Targets</strong></td>
<td></td>
</tr>
</tbody>
</table>
• increase the number of Māori attending MIT to 25% [*Current participation is 17%.*]  
• improve Māori achievement at all levels, so that it is equal to or ahead of institution performance [*Current levels are 82% (MIT), 75% (Māori)]  
• improve upon Māori progression to employment or further education and training, so that it is equal to the institution performance [*Current performance is 80% (MIT), Māori unknown*] |
| **PEOPLE Staff** |  
• link the APR process to Māori success targets  
• increase the number of Māori academic staff  
• increase the number of Māori staff in leadership positions  
• implement a programme of professional development for both staff and students, inclusive of Te Ao Māori, Te Reo Māori, Te Tiriti o Waitangi, Ngā Kete Wānanga Marae  
• further develop a targeted Māori recruitment programme |
| **PEOPLE Students** |  
• link marae-based support services and activities with whanau rooms / spaces  
• work closely with the Student Support Services Group in delivering appropriate and targeted support to Māori students in each faculty;  
• develop an individual educational career plan process for Māori students  
• further develop a targeted Māori recruitment programme |
| **PLACE** |  
• re-brand Ngā Kete Wānanga Marae as a Centre of Māori Development  
• develop a suite of Te Ao Māori me Te Reo Māori credentialed programmes  
• initiate a programme of Marae based as well as institute wide, tailored Māori pastoral activity and support  
• connect the Centre of Māori Development with each remote MIT site  
• explore opportunities to link MIT Programmes with Māori aspirations and need |
| **COMMUNITY** |  
• establish and maintain a Māori Community Student Support Group;  
• develop, implement and support external marae based learning initiatives;  
• promote and support key Māori community events and activities;  
• actively engage with local body government organisations that support Māori development in relation to the tertiary sector;  
• engage with whānau, hapū and iwi to identify opportunities in alignment with their educational strategies;  
• establish forums that actively engage MIT and Māori communities and organisations;  
• develop and implement a quality data management system that provides data and information in regards to Māori engagement |

---

1 (Note: this project will see the establishment of Community Student Support Groups for Māori, Chinese, and Indian students in the first instance.)
### Māori Education Strategy Strategic Priorities Report (Matrix)

<table>
<thead>
<tr>
<th>TARGETS</th>
<th>ACTIONS</th>
<th>ACTIONS</th>
<th>ACTIONS</th>
<th>ACTIONS</th>
</tr>
</thead>
</table>
| **Manaakitanga**  
To enhance the experience and satisfaction for Māori within MIT | Dec, 17: CE’s KPIs cascaded through the organization via the staff perform process. | Dec, 17: Engage with other tertiary providers to build research capacity, and share best practices | Dec, 17: Ensure programme developments include Māori industry advice and perspectives. | Dec, 17: Ensure Māori organizations participate in MIT expos. |
| **Māoritanga**  
To enhance institutional responsiveness to Māori | Dec, 17: Engage with Tangata Whenua marae. Dec, 17: Provide PD for kaimahi Māori through marae visits | Dec, 17: Strengthen the kaimahi Māori network through regular marae sessions at Ngā Kete Wānanga Marae | | |
| **Mātauranga**  
To improve academic success, employability and progression for Māori staff and students | | | March, 18 Participated in the Vocational Education Forum to build collaboration  
Member of Comet  
Member of Te Tira Manukura  
Participation by Wahineata Smith in TWoA national reo research project | |
| **Whanaungatanga**  
To strengthen engagement with and between Māori across the institute and also with the community | | | | March, 18 Will follow up with Julie Prentice re Māori business network |
| **Whai Oranga**  
Increase Māori entrepreneurial income | | | | |

**a)** That by 2019, participation of Māori in MIT will be at least equal to the Māori demographic of the community.

**b)** That by 2019, Ngā Kete Wānanga Marae will have developed a suite of courses which proactively promotes Māori language skills and cultural knowledge and competence among all students, staff and members of the community.
### Targets

<table>
<thead>
<tr>
<th>Manaakitanga</th>
<th>Māoritanga</th>
<th>Mātauranga</th>
<th>Whanaungatanga</th>
<th>Whai Oranga</th>
</tr>
</thead>
<tbody>
<tr>
<td>To enhance the experience and satisfaction for Māori within MIT</td>
<td>To enhance institutional responsiveness to Māori</td>
<td>To improve academic success, employability and progression for Māori staff and students</td>
<td>To strengthen engagement with and between Māori across the institute and also with the community</td>
<td>Increase Māori entrepreneurial income</td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>March, 18</td>
<td>First session is on 27th February. Three other sessions: 28th - 29th May; 27th - 28th Aug; 26th – 27th Nov</td>
</tr>
<tr>
<td>March, 18</td>
<td>First session for ELT held on 18th Feb. It is in the onboarding programme for new staff</td>
</tr>
<tr>
<td>March, 18</td>
<td>Will learn more from similar progression to employment schemes, such as Hawkins Māori and Pasifika initiative. Will support MPTT whanaungatanga day in March. Careers and Employment Service participate in thewhānauevenings</td>
</tr>
</tbody>
</table>

### Notes

- March, 18: L3 Pōkaitahi Reo collaboration with Te Whare Wānanga o Awanuiārangi. Likely delay to S2 after going through approval process.
- March, 18: First session on 27th February.
- March, 18: This is ongoing via Kaiārahi Ako and Te Komiti Tangata Whenua.
- March, 18: Work as a cross-functional team with relevant programmes and service centres.
- March, 18: Data is available for 2017 which identifies a number of areas where more support will be put in for students including tuakana peer support.
- March, 18: Māori partner roles will help to coordinate this increased effort.
- Dec, 17: Orientation pōwhirih to be managed by the marae team including one aimed for Māori tauira.
- Dec, 17: Review Māori intervention strategies by Faculty. 5 Faculty reports received.
- Dec, 17: Maraere team to engage more effectively with Student Support.
- Dec, 17: Progression to employment or further education has generated opportunities for income driven focused Māori initiatives both internally and externally.
- March, 18: Firstwhānauevening on Feb 28 was very successful with good engagement by families 60 whānau members, and 20 tamariki! Three more lined up during the year.
- March, 18: Joint project with Student Journey and Pasifika Development Office is improving our cross-functionality.
- Dec, 17: Orientation pōwhirih to be managed by the marae team including one aimed for Māori tauira.
- Dec, 17: Progression to employment or further education has generated opportunities for income driven focused Māori initiatives both internally and externally.

### Notes for 2019

- c) That by 2019, Māori success in MIT programmes at all levels is equal to or ahead of the institution performance.
<table>
<thead>
<tr>
<th>TARGETS</th>
<th>ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manaakitanga</td>
<td>To enhance the experience and satisfaction for Māori within MIT</td>
</tr>
<tr>
<td>Māoritanga</td>
<td>To enhance institutional responsiveness to Māori</td>
</tr>
<tr>
<td>Mātauranga</td>
<td>To improve academic success, employability and progression for Māori staff and students</td>
</tr>
<tr>
<td>Whanaungatanga</td>
<td>To strengthen engagement with and between Māori across the institute and also with the community</td>
</tr>
<tr>
<td>Whai Oranga</td>
<td>Increase Māori entrepreneurial income</td>
</tr>
<tr>
<td>d)</td>
<td>That by 2019, Māori student progression to employment or further education and training is equal to or ahead of the institution performance.</td>
</tr>
<tr>
<td></td>
<td>Dec, 17: Improve data using Qlik Sense</td>
</tr>
<tr>
<td></td>
<td>Dec, 17: Increase engagement with employers and ITOs</td>
</tr>
<tr>
<td></td>
<td>Dec, 17: Improve relevance of programmes by creating a set of core soft-skill competencies reflected in the revised graduate Profile</td>
</tr>
<tr>
<td></td>
<td>Dec, 17: Enhance the student experience through the external engagement strategy, coordinating with the Career and Employment Solutions Team, and the External Engagement Team.</td>
</tr>
<tr>
<td></td>
<td>Dec, 17: Grow engagement with identified employers.</td>
</tr>
<tr>
<td></td>
<td>Dec, 17: Map current gaps in industry engagement and student preparation.</td>
</tr>
<tr>
<td></td>
<td>March, 18: Will follow up with the data team re enhanced reporting templates</td>
</tr>
<tr>
<td></td>
<td>March, 18: Will work with the CES, and also use networks such as MPTT</td>
</tr>
<tr>
<td></td>
<td>March, 18: This has been completed. Will request updates from SAER Committee and when relevant TKTW</td>
</tr>
<tr>
<td></td>
<td>March, 18: Ongoing</td>
</tr>
<tr>
<td></td>
<td>March, 18:</td>
</tr>
<tr>
<td>e)</td>
<td>That by 2017, a Māori staff recruitment, retention and progression plan has been developed and is being implemented across MIT.</td>
</tr>
<tr>
<td></td>
<td>Dec, 17: Academic Review is in progress</td>
</tr>
<tr>
<td></td>
<td>Dec, 17: Strengthened cultural competency for staff</td>
</tr>
<tr>
<td></td>
<td>Dec, 17: Identify and grow excellent staff working with People and Culture</td>
</tr>
<tr>
<td></td>
<td>Dec, 17: Integrated support via Executive leadership team, and Kaimahi Māori hui for sharing of best practices at MIT</td>
</tr>
<tr>
<td></td>
<td>Dec, 17: Identify non-base opportunities for growing staff</td>
</tr>
<tr>
<td></td>
<td>Dec, 17: Cultural competency opportunities with Competenz, and Serco</td>
</tr>
<tr>
<td></td>
<td>March, 18: Regular meeting with EGM People and Culture to progress the strategy, with DCE Pasifika</td>
</tr>
<tr>
<td></td>
<td>March, 18: Programme has begun</td>
</tr>
<tr>
<td></td>
<td>March, 18:</td>
</tr>
<tr>
<td></td>
<td>March, 18: Formal hui to be scheduled. Multiple hui with kaimahi Māori re Kukupa’s tangihanga, andwhānauevening, Tuku Taonga. Bonds much stronger</td>
</tr>
<tr>
<td></td>
<td>March, 18:</td>
</tr>
<tr>
<td>f)</td>
<td>By 2016 an action plan will be in place to enhance internal MIT and external community engagement in support of</td>
</tr>
<tr>
<td></td>
<td>Dec, 17: Review iwi engagement: Ngāpuhi</td>
</tr>
<tr>
<td></td>
<td>Dec, 17: Ensure Kawenata engagement with Waikato-Tainui is robust</td>
</tr>
<tr>
<td></td>
<td>Dec, 17: Review iwi and marae engagement strategy</td>
</tr>
<tr>
<td></td>
<td>Dec, 17: Engage with marae</td>
</tr>
<tr>
<td></td>
<td>Dec, 17: Work with iwi to create internship and employment opportunities for students</td>
</tr>
<tr>
<td>Manaakitanga</td>
<td>Māoritanga</td>
</tr>
<tr>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>To enhance the experience and satisfaction for Māori within MIT</td>
<td>To enhance institutional responsiveness to Māori</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TARGETS</th>
<th>ACTIONS</th>
<th>ACTIONS</th>
<th>ACTIONS</th>
<th>ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Māori educational outcomes.</td>
<td>March, 18: March, 18:</td>
<td>Following up with Maxine Graham</td>
<td>Martin Cooper to assist with programme of marae visits</td>
<td>Met with Kawena Jones re logistics opportunities. Will follow up with Ngāi Tahu and Ngāpuhi</td>
</tr>
</tbody>
</table>
## Rūnanga Engagement Framework

<table>
<thead>
<tr>
<th>Rūnanga Role</th>
<th>Key Question</th>
<th>Vehicle/Mechanism</th>
<th>Lead</th>
<th>Actions</th>
<th>Review</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Engagement</td>
<td>What is MIT doing to bring forth the diverse voices of Māori?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Te Tiriti o Waitangi</td>
<td>What is MIT doing to uphold and actively protect and promote Te Tiriti o Waitangi as included in MIT’s responsibilities and obligations?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocacy</td>
<td>What is MIT doing to reflect the strategic priorities of the Māori Education Strategy?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rūnanga Relative to other MIT Entities</td>
<td>In what way does the MIT Rūnanga have meaningful engagement with the MIT Council for governance matters?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rūnanga Relative to other MIT Entities</td>
<td>What is MIT doing to protect tikanga and what is sacred to Māori?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C03/19

MATTERS ARISING – OPEN SESSION

Author: Michelle Hubble, Council Secretary
Date: 5 March 2019

Request to Council

Please note the information below as action items taken from previous Council minutes to be reported back to Council.

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Reference</th>
<th>Matter</th>
<th>Who</th>
<th>Expected Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>25/10/18</td>
<td>C10/20</td>
<td>Student Appeal Options Paper</td>
<td>M Carroll</td>
<td>21 Feb 2019</td>
<td>Proposed for May Council meeting</td>
</tr>
<tr>
<td>06/12/18</td>
<td>C12/21</td>
<td>PCAB Recommendations: Draft Terms of Reference and Appointment Process</td>
<td>S Lotu-iiga</td>
<td>21 Feb 2019</td>
<td>On agenda</td>
</tr>
<tr>
<td>13/09/18</td>
<td>C09/20</td>
<td>Report due on progression of Bilingual Initial Teacher Education opportunity</td>
<td>M Carroll</td>
<td>16 May 2019</td>
<td></td>
</tr>
</tbody>
</table>
C03/20 CORRESPONDENCE - OPEN SESSION

Author: Michelle Hubble, Council Secretary
Date: 15 March 2019

Request to Council

Please note the information below regarding correspondence received and sent since the last meeting.

INWARDS

29.11.2018 From Office of the Auditor-General re TEI Results of the 2017 audits
14.02.2019 From Office of the Auditor-General re Preparation of Statement of Service Performance (SSP) for the Annual Report
19.02.2019 From Office of the Auditor-General re MIT Audit Arrangements
20.02.2019 From Hon. Chris Hipkins re proposed Reform of Vocational Education
01.03.2019 From TEC re Reform of Vocational Education
04.03.2019 To Immigration NZ (on behalf of ITP Chief Executives re Visa Processing)
06.03.2019 From Dr Shane Reti re OIA request
19.03.2019 From NZ Immigration - response to Visa Processing letter sent on behalf of ITP CEs on 4.03.2019
22.03.2019 From TEC re Response to ITP Chief Executives

OUTWARDS

15.03.2019 To Dr Shane Reti – response to OIA request
19.03.2019 Hon Chris Hipkins – invitation to attend Tech Park breaking ground ceremony
Request to Council

Please approve this recommendation and resolve to re-appoint Kira Schaffler, Jill Tattersall and John Hannan ("Members") to the Council of MIT for a further twelve month period from the expiry of their current terms.

Your formal approval is required in accordance with section 222AA of the Education Act 1989 and section 3 of MIT's Statute No 1, The Council Membership, Meetings, Fees and Committees Statute.

Summary

Section 222AA of the Education Act 1989 and section 3 of MIT’s Statute No 1 together provide that up to four members of the MIT Council shall be appointed by the Council members by resolution. Council members may be re-appointed for subsequent terms of up to four years.

Each of the Members was appointed to the MIT Council by resolution of the Council members. The term of appointment for each of the Members expires on 30 April 2019.

The Appointments Sub-Committee recommends that the Members each be re-appointed for a further term of twelve months expiring on 30 April 2020, and that Council formally approve the proposed re-appointments by resolution.
C03/22 Granting of Awards

Author: Michelle Hubble, Council Secretary
Endorser: Gus Gilmore, Academic Board Chair
Date: 15 March 2019

Request to Council

That the Council authorises the Deputy Chair of Council to confer awards at any 2019 Manukau Institute of Technology student graduation ceremonies in the Chair of Council’s absence.

That the Council confirm the sealed awards granted by the Chief Executive under the delegated authority of the Council since the last Council meeting held 21 February 2019.

Summary

In accordance with the Manukau Institute of Technology Student Regulations, where the Chair of Council is absent from a ceremony, the Council may authorise another person to confer the awards.

In accordance with the provisions of section 6.1 of Manukau Institute of Technology Statute 3: The Academic Statute and under the delegated authority of the Council, the Chief Executive has granted awards of the Institute to graduands as stated in the signed memo for:

- 2019 Degrees and Level 7s
- 2019 Certificates and Diplomas

The full schedule of awards is available in the Appendices.
Granting of Awards

In accordance with the provisions of section 6.1 of Manukau Institute of Technology Statute 3: The Academic Statute and under the delegated authority of the Council, the Chief Executive hereby grants awards of the Institute to graduands as outlined in Appendix One to this document.

Summary of Graduand Numbers:

2019 Degrees and Level 7s

<table>
<thead>
<tr>
<th>Certificate No.</th>
<th>Award Description</th>
<th>No. of Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019/0014 - 2025</td>
<td>Graduation Diploma in Supply Chain and Shipping Management</td>
<td>12</td>
</tr>
</tbody>
</table>

2019 Certificates and Diplomas

<table>
<thead>
<tr>
<th>Certificate No.</th>
<th>Award Description</th>
<th>No. of Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019/0013</td>
<td>Certificate in Foundation Education Programme 1</td>
<td>1</td>
</tr>
</tbody>
</table>

Signed: [Signature]

Date: 14.03.19

Gerard Gilmore

Chief Executive

Attachment:

Appendix 1 - Names of Graduands and their relevant awards

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1 Statute 3: The Academic Statute, clause 6.1 “Awards of the Institute shall be granted pursuant to a resolution of the Council. The Chief Executive, under the delegated authority of the Council, may also grant awards of the Institute. In such circumstances, the Chief Executive shall notify the Council of all awards so granted for ratification by the resolution of the Council at its next scheduled meeting.

2 Authority to “Grant Sealed Awards of the Institute” is delegated to the Chief Executive (Council Register of Permanent Delegations and Authorisations - CE/AC4)
Request to Council

Please resolve to establish the Pasifika Community Advisory Board (PCAB) as a committee of Council, and approve the enclosed PCAB Terms of Reference. We request that two Council members sign the enclosed resolution.

Your formal approval is required to set up PCAB as a Council committee pursuant to section 193(3) of the Education Act 1989 (Act), in order to exercise any powers delegated to PCAB by the Council under section 222 of the Act or conferred on PCAB by statutes made by Council in accordance with section 194 of the Act.

Summary

At the MIT Council meeting on 5 December 2018, the Council approved in principle the establishment of PCAB as a committee of Council subject to confirmation of revised PCAB Terms of Reference (minute reference C12/21).

Revised PCAB Terms of Reference were developed by MIT’s Pasifika Development Office, with input from the Chief Executive and Legal and Contracts. The revised terms of reference were approved by the PCAB at its meeting on 12 March 2019.
Council of Manukau Institute of Technology

Resolution

This resolution records that, with effect from the date of this resolution and in accordance with section 193(3) of the Education Act 1989, the Manukau Institute of Technology (MIT) Council resolved that the Pasifika Community Advisory Board (PCAB) be established as a committee of Council.

Signed under seal for and on behalf of the MIT Council:

____________________________ _____________________________ ________________
Member of Council
Signature Name Date

____________________________ _____________________________ ________________
Member of Council
Signature Name Date
Request to Council

Please note the information below, which I am supplying in response to a query regarding MIT’s right under the MIT Manukau lease with Auckland Council in the event of a transfer to a successor entity under the Government’s current sector reform proposal.

Please approve our recommended action to seek from Auckland Council an option to transfer the Lease to the new entity, to be reflected in the final Lease wording.

Information to note

Under the Deed of Lease (Lease), there is no automatic right of assignment to any successor entity of MIT (although the lease does include an automatic right of transfer in favour of Manukau City Council and its successor entity following the restructure of the Auckland local councils). Any transfer to MIT’s successor would be subject to the standard assignment provisions in the Lease and would require Auckland Council’s consent (which may not be unreasonably or arbitrarily withheld).

It is important to note that, due to significant delays in Auckland Council obtaining an updated title for the MITM land, the Lease has not yet been signed and the agreed form of Lease will be amended prior to signature to reflect minor amendments that have arisen since the signing of the Agreement to Lease. Auckland Council has confirmed that their solicitors will prepare a revised Lease for MIT’s review prior to signature. Accordingly, there will be an opportunity to seek to amend the terms of the Lease to take account of the proposed sector reform, if this is considered appropriate. Our recommended action is to seek from Auckland Council an option to transfer the Lease to the new entity, to be reflected in the final Lease wording.

Relevant provisions of the Deed of Lease are set out below:

Tenant means the person specified as the Tenant in the Reference Schedule and includes the Tenant’s successors and permitted assigns and (where the context so admits or requires) the Tenant’s agents, employees, contractors and invitees;
1.15 [Auckland Council: Reference to Auckland Council includes any successor to that body including as a result of the reorganisation of local authorities into the Auckland Council or its council controlled organisations, however that manifests itself.] [Drafting note: to be amended to reflect the eventual owner of the Land]

18. ASSIGNMENT AND SUBLEASING
18.1 Control of Assignment and Subleasing: Subject to the provisions of this clause 18, the Tenant must not:
   (a) Assign: assign the Tenant’s interest in this lease; or
   (b) Sublease: sublease or part with possession or share occupation of the whole or any part of the Land.

18.2 Licences/concessions: The Tenant may, without the need for obtaining the Landlord’s consent, share occupation of part of the Land by way of licence or concession in connection with its carrying out the Permitted Use.

18.3 Landlord’s Consent: The Tenant may with the Landlord’s prior written consent (such consent not to be unreasonably or arbitrarily withheld or delayed):
   (a) Assign: assign the Tenant’s entire interest in this lease;
   (b) Sublease: sublease the whole or any part of the Land.

18.4 Conditions: Without limiting the grounds on which the Landlord may withhold consent under clause 18.3, the Landlord may, as a condition of any consent, require prior compliance with the following conditions in respect of a proposed assignment of the Tenant’s interest in this lease or a proposed sublease of the whole or part of the Land:
   (a) Standing of Assignee: the Tenant must prove to the Landlord’s reasonable satisfaction that the proposed assignee or subtenant is responsible and, in the case of an assignment, of sound financial standing;
   (b) Performance by Tenant: the Tenant must have performed all of the Tenant’s obligations under this lease up to the date of the proposed assignment or grant of the sublease;
   (c) Deed of Covenant: in the case of an assignment, the assignee must sign a deed of covenant with the Landlord agreeing to perform the Tenant’s obligations under this lease but without releasing the assignor or any other person from liability under this lease;
   (d) Terms of Sublease: the Landlord approving the terms of the sublease which must in every case include recognition of, or provision for the Partnering Concept; and
   (e) No premium for Land: the Tenant confirming that no premium is being paid by any assignee or sublessee in respect of the Land and the Tenant agrees that if a premium is being paid then the Tenant will pay that premium to the Landlord. The Landlord agrees that this does not apply to the Tenant’s Improvements or ongoing Sublease Rentals.

18.5 Costs: The Tenant must pay the Landlord’s reasonable costs for any consent or application for consent under this clause (including the Landlord’s reasonable legal costs).

23.1 Essential Terms: The Tenant’s breach of the following terms is a breach of an essential term of this lease:
   (a) clause 14.1 (Permitted Use);
   (b) clause 16.2 (Campus Development Works);
   (c) clause 18 (Assignment and Subleasing).
Information to note

External Evaluation Review (EER) Update:
MIT has been informed by NZQA that all scheduled EER visits to TEOs during 2019 have been deferred pending clarification from the Review of Vocational Education (RoVE) developments. It is likely that this will have a knock-on impact on the timing for MIT’s EER visit, but in the meantime, MIT has been advised to anticipate an EER visit no earlier than September 2020.
The ELT has decided that internal preparations for EER, which primarily consists of a comprehensive self-review, should proceed regardless of uncertainty from NZQA. However, the change to the project’s overall timeline means that the scheduled “internal” EER visit may not be pushed back from August to October in order to allow greater time for the self-evaluation exercises.
The membership of MIT’s internal EER Panel is now:
- Emeritus Professor Geoffrey Scott, University of Western Sydney
- Ms Susan Smart, Executive Director, Customer Services & Experience, NMIT (and former Manager, the QA Division, NZQA)
- Jonaan McLeod, Equity Office, University of Auckland (and member of MIT Rūnanga)

Delivery of the first two training modules is now substantively complete for EER Working Group members:
- Module One: Initial Briefing
- Module Two: ADRI and other tools (MIT’s model of self-evaluation).

In due course, we will deploy Module Three: Preparing for EER Visits.
All working groups are now underway with their self-evaluation tasks.

MIT Strategic Plan Reporting Framework Update:
The Strategic Plan was internally launched at the MIT Leadership Day on 6 March, and will be launched to external stakeholders at a breakfast function on 10 April. Schools and Directorates are in the process of translating this document into their new Operational Plans.
Work is progressing on establishing a reporting dashboard (using the institution’s new BI tool) to enable monitoring against the MIT Strategic Plan. The Plan is comprised of 51 measurable objectives (some of which comprise more than one measurable target). Of these, 32 (63%) are based on currently collected
and reported data; the rest require new data collection, analysis and reporting (it was a deliberate aspiration of the Plan to focus MIT on important things to which it had previously given insufficient attention).

Next steps (most of which have commenced) include:

- each measure being allocated to the responsible senior managers
- the five year targets being broken down into five sequential annual targets (ensuring alignment with the Investment Plan where appropriate)
- determining the relevant frequency of report updates for each measure
- building new data collection methods (in some cases, this is dependent upon other projects, such as the introduction of the new student survey or the new Service Management system)
- designing and constructing the reporting dashboard itself.

Deputy Chief Executive Pasifika and Student Journey Update:

- **MIT Pasifika Feedback for ROVE**
  The Pasifika Team has facilitated a number of talanoa (discussion) forums with various stakeholders including over 100 MIT Pasifika staff, student representatives, community members and the Pasifika Community Advisory Board. Particular focus has been on what the proposed changes might mean for Pasifika students, their families and communities. One of the key recommendations was how MIT (or Manukau campuses) could be a centre of vocational excellence (COVE) in Pasifika languages and culture. This feedback has been collated as part of the wider MIT submission and groups like PCAB have been encouraged to also complete their own submissions online.

- **Pasifika Cultural Intelligence**
  Alongside supporting MIT internal staff and prioritised schools and programmes, there has been increasing interest from external stakeholders for Pasifika Cultural Intelligence support. With this, the team are working hard to develop a quality product offering which can be tailored to the different needs of groups and organisations. Interested groups include the Department of Corrections; Employers Manufacturing Association (EMA) and CBD Skills Hub with potential pilot workshops scheduled for May.

- **Polyfest 2019**
  Thousands of performers, supporters and community members came together at Polyfest 2019 to proudly share and celebrate the diverse cultures we have in Aotearoa, New Zealand. It is the largest external event that MIT takes part in and we were again the proud sponsor of the Niuean stage. Hundreds of students, families and community members visited and participated in making their own Hiapo (Tapa). Students and families also learnt more about MIT and how we can support them to achieve success in their chosen study and career pathways. Sadly the Saturday performances were cancelled due to the Christchurch tragedy which was disappointing but appropriate in the circumstances.

- **Student Experience**
  We have established our 2019 student council with a new leadership in place with Connor McCormick the new student president. We have begun training our new council in governance and their involvement across campus activities included full participation in the 6 orientation events. They also provided leadership and valuable input in the ROVE consultations, the Askme integration, various academic committees (including academic board), Polyfest and the memorial services for Christchurch. Our student participation in MIT life is high and reflects the efforts of
our Student Experience team to better engage with student leaders to promote better outcomes for our students.

- **Marketing**
  In all key indicators (see below) our marketing team have contributed to a successful Semester 1 2019 campaign. The team are doing well under the new vibrant leadership of Charles Chu.

<table>
<thead>
<tr>
<th>Jan-Mar Intake</th>
<th>2018</th>
<th>2019</th>
<th>% Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications</td>
<td>5,279</td>
<td>6,493</td>
<td>+23%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other key stats in Jan-Feb</th>
<th>2018</th>
<th>2019</th>
<th>% Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website visits</td>
<td>198k</td>
<td>235k</td>
<td>+18%</td>
</tr>
<tr>
<td>Website visitors</td>
<td>111k</td>
<td>128k</td>
<td>+15%</td>
</tr>
<tr>
<td>Leads generated</td>
<td>5,170</td>
<td>5,553</td>
<td>+7%</td>
</tr>
</tbody>
</table>

- **External Relations**
  The team built on an already solid working relationship with the Department of Corrections. We delivered a roadshow to over 150 probation officers across 6 sites over 3 days. We have begun receiving direct referrals of prospective students are looking to deliver some cultural intelligence workshops to corrections staff. We have also made a push to better engage with business associations in the Manukau region where we are looking to follow up on leads for courses like logistics and hospitality. Finally, we are looking to forge stronger relationships with retirement villages by hosting 7 retirement village CEOs and GMs at MIT (this included Oceania, Ryman, Real Living, Acacia Cove, Bupa, Premier Lifestyle Villages & NZ Retirement Villages Association). The early signs are encouraging and we are booking follow up visits to discuss staffing and resident training needs.

**Deputy Chief Executive, Māori Update:**

- We welcomed more than 1,000 students beginning with pōwhiri at Ngā Kete Wānanga Marae and Te Wao Nui o Te Mātauranga (Manukau Campus) as part of their orientation. It was excellent to have student speakers representing the new cohort, well-supported by the Student Achievement and Excellence team, Campus GMs and academic colleagues. At the pōwhiri for Tech Park students, we also welcomed the new Māori Partner for that campus, Luke Tai-Rakena, who was supported by his whānau from Waikato-Tainui.

- This month we are looking forward to graduation, and in particular, Tuku Taonga, the celebration of our Māori graduands on March 28th at Ngā Kete Wānanga Marae. It’s always wonderful to see the students with their proud whānau. This year’s keynote speaker is one of our own graduates, Dr Huhana Hickey, MNZM, a powerful advocate for human rights.

- Early in April we will install the new pou whakairo (carved post) into the meeting house of Ngā Kete Wānanga Marae followed by a dawn ceremony. This is part of the preparations for our 20th anniversary celebration of Ngā Kete Wānanga Marae to be held on May 2nd.

**Otara and City Campus Update:**

- **Creative Arts**
  MIT’s Creative Writing students stand out in literary communities in Aotearoa, coming second only to IIML (the prestigious, long-running masters programme at VUW).
Michael Steven (graduated 2017)
- won $20,000 Creative New Zealand Louis Johnson Award for an emerging writer
- awarded Otago University Bookshop writers 2019 summer residency
- poetry book, ‘Walking to Jutland St’, long-listed in the Ockham Awards

Ria Masae (graduated 2017)
- chosen to be part of the Auckland University Press New Poets Series publication

Annaleese Jochems (graduated 2015)
- novel, ‘Baby’, accepted for publication with Scribe, a prestigious UK publisher (previously published by Victoria University Press and winner of the First Book of Fiction award in the Ockhams last year)

Jessie Puru (graduated 2016)
- awarded a full scholarship to study for a Masters in Creative Writing at AUT in 2019

• MIT Performing Arts Update
In February during the Basement Theatre PRIDE/FRINGE Season and Auckland Pride Festival, 7 recently graduated students formed the cast of the world premiere of Over My Dead Body: UNINVITED by award-winning playwright and MIT lecturer Jason Te Mete. This play received rave reviews and was an immense success (http://www.theatrescenes.co.nz/review-over-my-dead-body-uninvited-auckland-pride/).

Our 2019 students kicked off their year with a performance at the Pasifika Orientation. They then formed the Tuatara Collective Choir to sing with Aotearoa's finest Stan Walker, Ria Hall, Maisey Rika and Troy Kingi at the Auckland Arts Festival. The TIRA Concert was the opening event of the Toi Tu Te Reo Season, and attracted a crowd of around 3,000 in the Aotea Square. Our MIT students were incredibly professional, sounded amazing and really did us proud. The concert was live-streamed and filmed, and can be viewed here (https://www.facebook.com/Aklfestival/videos/490672251468181/).

Our 3rd year student George Tuipulotu was invited to sing the NZ National Anthem at the Oceania Tag Tournament in Otara on Friday, and we are looking forward to many more upcoming performances including the MIT Certificate Presentation, MIT Graduation Ceremonies and the Diversity Festival in Hayman Park, Manukau on 6th April.

• Languages
The New Zealand Certificate in English Language (level 4) had an NZQA monitoring visit on Thursday last week, this was a very positive visit with some feedback on good practice. The monitors commented on the following:
  1. There was very positive student feedback, even though students were only in their third week. Students clearly understood how their notional hours were spent within the programme and how they needed to manage their self-directed learning time. Alongside this the students were very complimentary about the lecturer’s use of CANVAS as a learning platform.
  2. The placement testing for the level 4 programme is robust and the monitors could see a consistent effort to ensure students were placed in the right level of English study to match their needs.
  3. There is a great level of support for students from the lecturing team as well as the learning support centre.
Request to Council

Please note the information below, which is supplied as a status report on Health and Safety at MIT for the month of February 2019.

Information to note

Incidents

<table>
<thead>
<tr>
<th></th>
<th>Feb 19</th>
<th>Feb 18</th>
<th>YTD 19</th>
<th>YTD 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Student</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

No significant incidents occurred in February.

ACC Claims

<table>
<thead>
<tr>
<th></th>
<th>Feb 19</th>
<th>Feb 18</th>
<th>YTD 19</th>
<th>YTD 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Costs</td>
<td>$416.04</td>
<td>$95.96</td>
<td>$1,546.41</td>
<td>$10,024.18</td>
</tr>
</tbody>
</table>

Progress Against Health and Safety Strategy

<table>
<thead>
<tr>
<th>Key Result Areas</th>
<th>Status</th>
<th>Commentary</th>
</tr>
</thead>
</table>
| 1. MIT’s Health and Safety strategy is clearly communicated to and understood by staff and students | • Safety and Wellbeing strategy launch sessions are scheduled to be held with Safety and Wellbeing leads and programme teams in March and April.  
• Safety and Wellbeing team will be updating staff and student inductions to reflect the safety and wellbeing component of the new strategy.  
• The updated Health and safety Policy is now available to all staff on MITnet. Staff will be advised of the update. |
| 2. MIT out-performs comparable industry benchmarks | • 2018 ACC claim analysis shows that 6% of claims related to ex-employees who injured themselves within 2 weeks of their termination date. These claims made up 43% of MIT’s total claims costs, all of which were incurred following the employees’ termination dates.  
• An initiative focussed on soft tissue injury prevention will commence in March. Soft tissue injuries were our largest source of ACC claims in 2018. |
| 3. Develop a reporting culture | • 7 near misses reported in February 2019 vs 4 in February 2018. |
4. Students graduating from MIT consistently demonstrate Health and Safety skills and knowledge.

- The Manukau Campus is reviewing and updating its student handbook to improve health and safety information provided to students. The planned completion date is April.
- The Safety and Wellbeing team is working with the Academic Centre to include resources on the Canvas student dashboard. The content will include emergency procedures, safety information, links to wellbeing resources which promote self-care and links to crisis lines and life skill support networks. This site will also reference services provided by the Student Support team. This is on track for completion by 30 April.

5. Health and Safety Leadership is effectively role modelled by MIT’s Council and Leadership team.

- All new leaders appointed since July 2017 have received a 1:1 induction with the Safety and Wellbeing Manager.
- People leaders are being invited to attend a health and safety refresher. 4 H&S Refreshers for executives and campus leaders were completed in 2018. Refreshers in service areas are now being scheduled.

6. MIT’s high-risk areas are identified and effectively controlled.

- Two of the three hazardous substances areas requiring certification have been recertified. The Plumbing School will be re-inspected on 18 March.
- Staff flu vaccinations have been scheduled to take place in March and April.
- Two external providers have been engaged to assist the Maritime School to implement the corrective actions arising from the lifeboat incident investigation – this is on track for completion by 31 March 2019.
- 2019 hazard register reviews are underway.

7. MIT has resources in place and enables staff participation to deliver a safe and healthy workplace.

- 100% of rep roles filled (50/50).
- 94% of H&S representatives are trained (47/50).

8. MIT achieves external benchmark standards for practice in Health and Safety.

- Annual AS/NZS4801:2001 surveillance audit took place 12-16 November 2018. There were no major non-conformances identified by the auditor.

Security Report

<table>
<thead>
<tr>
<th>Burglary and Attempts</th>
<th>MV theft, Theft ex.MV, Attempts</th>
<th>Vandalism, Graffiti</th>
<th>Theft (inc all Attempts)</th>
<th>People (ie Assaults, Robbery)</th>
<th>Threatening Behaviour/ Trespass</th>
<th>Significant Events</th>
<th>Apprehensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 19</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Feb 18</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Critical Risk Audit Schedule - 2019

<table>
<thead>
<tr>
<th>Critical Risk</th>
<th>Auditor</th>
<th>Date</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asbestos</td>
<td>Safety and Wellbeing Manager</td>
<td>September 2019</td>
<td>The 2018 audit checked for implementation of the Asbestos Management Plan. Corrective actions identified during the audit are on target for completion.</td>
</tr>
<tr>
<td>Hazardous substances (including gases)</td>
<td>2018 – HazTech, Registered Test certifier</td>
<td>February 2019</td>
<td>Test Location Certificates for two areas – the Garden and Parks bunker and Automotive/General Engineering areas - were re-issued by the Registered Certifier in February. The Plumbing School recertification will be carried out on 18</td>
</tr>
</tbody>
</table>
March. Minor corrective actions were identified for the two areas recertified. The Safety and Wellbeing team is working with Tech Park and Property and Campus Services to ensure the corrective actions are rectified within the timeframe.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Provider</th>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moving parts and equipment</td>
<td>360 Safety Solutions Limited</td>
<td>May 2019</td>
<td>The 2019 audit will check all Technology Park plant and equipment scheduled for relocation to the new site.</td>
</tr>
<tr>
<td>Lifeboat training</td>
<td>Safety and Wellbeing Manager</td>
<td>March 2019</td>
<td>The lifeboat incident action plan is on track for completion by March 31.</td>
</tr>
<tr>
<td>Working from height/ scaffolding Arborist Activity</td>
<td>Scaffolding Consultants Limited, MIT Safety and Wellbeing Manager</td>
<td>May 2019, March 2019</td>
<td>An audit was carried out on 29 May 2018. Corrective action plan is tracking to target. Audit scheduled.</td>
</tr>
<tr>
<td>Motor vehicles</td>
<td>MIT Safety and Wellbeing Manager</td>
<td>July 2019</td>
<td>2018 corrective actions have been completed.</td>
</tr>
<tr>
<td>Electrical</td>
<td>DJM Consultants</td>
<td>March 2019</td>
<td>Audit scheduled.</td>
</tr>
<tr>
<td>Fire training (Maritime)</td>
<td>360 Safety Limited</td>
<td>October 2019</td>
<td>The audit was completed on 30 October 2018. No uncontrolled high risks were identified. Recommendations are on track for completion.</td>
</tr>
<tr>
<td>Manukau Campus Laboratory</td>
<td>HazTech</td>
<td>October 2019</td>
<td>The audit took place on 10 October 2018. Two minor corrective actions were identified by the auditor. They have been rectified.</td>
</tr>
<tr>
<td>Manukau Open balconies</td>
<td>MIT Legal team</td>
<td>March 2019</td>
<td>Review found low risk but identified some opportunities to consider for further risk reduction.</td>
</tr>
<tr>
<td>Psychosocial risks</td>
<td>Cases to be monitored by the Safety and Wellbeing team</td>
<td>March, June, September, &amp; December reporting</td>
<td>Council reports will include updates on the number of stress, harassment, and bullying cases and associated lost time.</td>
</tr>
</tbody>
</table>
Request to Council

1. Please note the minutes of the monthly Academic Board meeting held on Wednesday, 13 February 2019.
Academic Board Minutes February 2019

MANUKAU INSTITUTE OF TECHNOLOGY

ACADEMIC BOARD MEETING

HELD ON WEDNESDAY, 13 FEBRUARY
AT 1.00 PM IN THE MATU’U ROOM
PASIFIKA COMMUNITY CENTRE

DRAFT MINUTES

PRESENT
M Carroll (Chair) D Ahmed P Liao
B Laycock L Van der Sluis-Rose R Arts
C Dickey L Deehan-Owen S Wilkinson
C Handscomb L Te Hira (a proxy for R Sullivan) S Ashaat
C McCormick N Pandey
C Park N Kusari
C Theunissen P Hollings

IN ATTENDANCE
Lydia Pillay (Secretary)

APOLOGIES
G Gilmore P Lotu-Iiga R Sullivan

WELCOME
M Carroll opened the meeting with a karakia.

PRELIMINARIES

AB02/1 APOLOGIES

IT WAS RESOLVED THAT THE ACADEMIC BOARD ACCEPT THE APOLOGIES FROM G GILMORE, P LOTU-IIGA AND R SULLIVAN.

PROPOSED: M CARROLL
SECONDED: B LAYCOCK
CARRIED
CONFIRMATION OF MINUTES

It was noted that the minutes of the December meeting be amended to reflect the following changes:

- Include Resolution under AB12/14
- Amend statement under Assessment procedures to state that a set of Assessment Procedures (including examinations) would be drafted.
- Amend statement under RPL procedures to read “The Chair discussed the need for an added quality check to ensure all staff across the Institute follow a robust process when conducting RPL. It was noted that a clear and transparent process would be put in place to mitigate any risks.”
- Note that C Theunissen was an apology for the meeting.


PROPOSED: M CARROLL
SECONDED: B LAYCOCK
CARRIED

MATTERS ARISING

a. Review of Academic Board and its Sub-Committees

A paper would be provided to the Board in 2019 to discuss and tick off recommendations outlined in the P Coolbear report.

b. Review of Complaints and Harassment Policy

It was noted that the following two policies would be dealt with separately. The Complaints policy had been rewritten and approved last year, it will not undergo further changes unless recommended by Council. The Harassment Policy falls under People and culture and this could possibly be removed off the action list.

c. The process to motivate students and acknowledge work completed

It was noted that the working group be extended to include Leanna Van de Sluis-Rose, Liz Keneti and Connor McCormick. The working group would meet to formulate a recognition process and present this to the Board.

d. Programme cancellation notification process

It was noted that the working had met and a paper would be provided to the Academic Board meeting in May.
e. **Nomination Sub-Committee for vacant positions**
   This item was noted as work in progress. The Chair noted that time allocation would be considered for the Academic Standards Committee. The Board agreed that a budget for time allowance was needed, M Carroll noted this as an action as this would be explored further.

f. **Review of quarter’s system used at MIT Manukau**
   It was noted that an update of this review was provided by the Campus General Manager. A report would be provided to M Carroll for consideration and action.

g. **Draft Conduct of Assessment Procedures (AC4/5)**
   It was noted that the draft Conduct of Assessment Procedures would be ready for consultation in April. The final report would be provided to the Board in September.

h. **Annual Service Centre Reports**
   Library, Academic Centre and Student Success Annual Reports would be provided to the March Board meeting.

i. **Circulate Academic Sub-Delegations for feedback**
   Academic Board Secretary to circulate register to all relevant staff for feedback.

j. **Update List of Current Awards of the Institute**
   Update List of Current Awards to include missed programmes (MN4564, MN4565, and MN4566)

k. **Increase staff engagement on Academic Board**
   Academic Board Chair to organise workshop/roadshow to inform staff of the functions and governance of the Academic Board.

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**AB02/4 CORRESPONDENCE**

IT WAS RESOLVED THAT THE ACADEMIC BOARD RECEIVE THE INWARDS CORRESPONDENCE.

PROPOSED: M CARROLL
SECONDED: B LAYCOCK
CARRIED
REGULAR REPORTS

AB02/5 ACADEMIC BOARD CHAIR UPDATE

The Chair addressed the Board and the following key areas were discussed:

Reform of Vocational Education

The proposed reform consisted of three main areas:

1. The 16 ITPs are to be merged into one overarching body known as the NZ Institute of Skills and Technology
2. Replacement of ITOs with industry skills bodies, with the management of apprenticeships coming to the providers
3. A unified VET funding system.

The Board was reassured that these reforms were just proposals at this stage and would be followed by six weeks of public consultation. During this period, TEC would speak to staff, students, iwi and the wider community. The feedback will then go back to Cabinet in the middle of the year for consideration. The Board noted the importance of MIT actively contributing to the consultation process. Further information about the reform would be provided by the Chief Executive at the “Town hall” meeting on Friday, 15 February 2019.

Education Performance Indicators (EPI)

The Board discussed the Education Performance Indicators (EPI). It was noted that in most cases EPI Results had remained the same or reduced slightly. It was also noted that Course Success rates were lower, whilst Retention rates had increased.

Massively Open Online Courses (MOOCS)

The Board discussed the pilot project that was currently underway to identify relevant MOOCS and provide them to applicants. The aim of using open online courses was to keep students engaged in the period between applying and waiting to begin their programme. Many of these MOOCs come at no cost and add value in staying connected with leading online education practices.

AB02/6 EXTERNAL EVALUATION REVIEW UPDATE (EER)

The Chair noted that as part of the preparation for the upcoming EER, the minutes of the EER working groups would be an added item on the Academic Board agenda.

It was also noted that the working groups were currently being established and quality assurance training was underway for their members. The EER was likely to proceed even with the proposed Review of Vocational Education.

AB02/7 ACADEMIC STANDARDS SUB-COMMITTEE REPORT
B Laycock spoke to the report and it was taken as read. It was noted that an end of year summary report was attached for the Boards information. The summary consisted of applications revived by the Academic Standards Committee in 2018.

**IT WAS RESOLVED THAT** THE ACADEMIC BOARD ACCEPTED THE ACADEMIC STANDARDS COMMITTEE REPORT.

PROPOSED: B LAYCOCK
SECONDED: S ASHAAT
CARRIED

**AB02/8** SELF-ASSESSMENT, EVALUATION AND REVIEW SUB-COMMITTEE REPORT *(no meeting)*

**AB02/9** ETHICS SUB-COMMITTEE REPORT *(no meeting)*

**AB02/10** TE KOMITI TANGATA WHENUA REPORT *(no meeting)*

**AB02/11** PASIFIKA ACADEMIC SUB-COMMITTEE REPORT *(no meeting)*

**AB02/12** INTERNATIONAL STUDENTS ADVISORY SUB-COMMITTEE REPORT *(no meeting)*

**AB02/13** THE UNIVERSITY OF AUCKLAND / MANUKAU INSTITUTE OF TECHNOLOGY JOINT BOARD REPORT *(no meeting)*

**ITEMS FOR DECISION**

**AB02/14** ANNUAL REVIEW OF ACADEMIC BOARD DELEGATIONS

B Laycock spoke to the report and it was taken as read.

The draft Academic Board register of Academic Sub-Delegations would be circulated to relevant staff for feedback.

**IT WAS RESOLVED THAT** THE ACADEMIC BOARD THAT THE ACADEMIC BOARD REVIEW THE DRAFT ACADEMIC BOARD REGISTER OF ACADEMIC SUB-DELEGATIONS AND PROVIDE ANY FEEDBACK FOR CHANGES TO THE ACADEMIC BOARD SECRETARY BY FRIDAY, 1 MARCH 2019.

PROPOSED: B LAYCOCK
SECONDED: S WILKINSON
CARRIED
AB02/15  ANNUAL PROGRAMME CLOSURES
C Park spoke to the report and it was taken as read.

IT WAS RESOLVED THAT THE ACADEMIC BOARD APPROVE PROGRAMMES LISTED FOR CLOSURE ON THE SPREADSHEET.

PROPOSED: C PARK
SECONDED: C HANDSCOMB  CARRIED

AB02/16  LIST OF CURRENT AWARDS OF THE INSTITUTE
C Park spoke to the report and it was taken as read.

It was noted that the following programmes noted below did not appear on the list of Current Awards. C Park addressed the Board and noted that the report would be updated to include missed programmes, the report would be provided to the March meeting.

- MN4564 - Graduate Diploma in Networking (Level 7)
- MN4565 - Graduate Diploma in Software and Web Development (Level 7)
- MN4566 - Graduate Diploma in Data Analytics (Level 7)

IT WAS RESOLVED THAT THE ACADEMIC BOARD DEFER THE 2019 LIST OF AWARDS AND NON-AWARDS OF THE INSTITUTE TO THE MARCH MEETING.

PROPOSED: C PARK
SECONDED: C THEUNISSEN  CARRIED

AB02/17  2019 GUIDELINES FOR MIT STRATEGIC RESEARCH FUND
D Ahmed spoke to the report and it was taken as read.

IT WAS RESOLVED THAT THE ACADEMIC BOARD APPROVE THE 2019 GUIDELINES FOR MIT STRATEGIC RESEARCH FUND.

PROPOSED: D AHMED
SECONDED: C DICKEY  CARRIED

ITEMS FOR INFORMATION
AB02/18 **ACADEMIC BOARD SELF-ASSESSMENT** *(responses)*

The Board discussed the 2018 Self-Assessment, it was agreed that an Academic Board update would be provided to all staff after each meeting. The update would include key points discussed and raised at the meeting, the time and date for the following meeting and the link the minutes and papers on MITNet. The Chair also discussed the following ways to increase staff engagement on Academic Board:

- Annual or biannual roadshows
- Dedicated Academic Board updates
- Adding key information regarding Academic Board into the onboarding process and allowing staff to attend
- Memberships list with contactable information.

It was agreed that the above methods of increasing staff participation would be discussed and confirmed by the Chair.

AB02/19 **REPORT ON MĀORI AND PASIFIKA INTERVENTION STRATEGIES** *(R Sullivan and P Lotu-Iiga)*

This item was deferred to the next Academic Board meeting.

**IT WAS RESOLVED THAT** THE ACADEMIC BOARD DEFER THE UPDATE ON MĀORI AND PASIFIKA INTERVENTION STRATEGIES TO THE NEXT MEETING.

PROPOSED: M CARROLL  
SECONDED: B LAYCOCK  
CARRIED

**ANY OTHER BUSINESS**

C Theunissen discussed the Higher Education Academy, whereby staff could receive formal accreditation through a process that requires the preparation and submission of portfolios. It was noted that this is currently being done at AUT and in order for staff to participate, MIT would need to become a subscribing Institute.

M Carroll closed the meeting with a karakia. The meeting closed at 2.50pm

CONFIRMED: ____________________________  DATE: __________________
C03/28

Financial Report for the period ended 28 February 2019

Author
Michelle Teirney, Executive General Manager, Strategy and Support Services

Contributor
Stephen Drumm, Finance Manager and Simone Fernandes, Head of Finance and Business Services

Endorser
Gus Gilmore, Chief Executive

Date
28 March 2019

Request to Council
Please note the Financial Report for the period ended 28 February 2019 attached.
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<table>
<thead>
<tr>
<th>Category</th>
<th>YTD Actual MIT $'000s</th>
<th>YTD Target MIT $'000s</th>
<th>YTD Variance % / $'000s</th>
<th>Full Year Budget MIT $'000s</th>
<th>Full Year Forecast MIT $'000s</th>
<th>Full Year Target MIT $'000s</th>
<th>FY Forecast vs FY Target Variance % / $'000s</th>
<th>Full Year Last Year Actual MIT $'000s</th>
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<tr>
<td>Government funding</td>
<td>5,543</td>
<td>5,394</td>
<td>149</td>
<td>47,988</td>
<td>47,662</td>
<td>47,662</td>
<td>326</td>
<td>49,317</td>
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<td>Domestic student receipts</td>
<td>2,065</td>
<td>1,629</td>
<td>436</td>
<td>15,564</td>
<td>15,564</td>
<td>15,564</td>
<td>2,966</td>
<td>17,795</td>
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<td>International student receipts</td>
<td>1,604</td>
<td>1,692</td>
<td>(88)</td>
<td>16,728</td>
<td>16,728</td>
<td>16,728</td>
<td>(4,188)</td>
<td>17,617</td>
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<td>Other base income</td>
<td>882</td>
<td>1,024</td>
<td>(142)</td>
<td>7,174</td>
<td>7,174</td>
<td>7,174</td>
<td>(40)</td>
<td>7,645</td>
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<tr>
<td>Non base income</td>
<td>695</td>
<td>970</td>
<td>(275)</td>
<td>9,046</td>
<td>9,046</td>
<td>9,046</td>
<td>(642)</td>
<td>9,356</td>
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<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>10,789</strong></td>
<td><strong>10,709</strong></td>
<td><strong>80</strong></td>
<td><strong>95,238</strong></td>
<td><strong>96,816</strong></td>
<td><strong>96,816</strong></td>
<td><strong>(1,578)</strong></td>
<td><strong>101,730</strong></td>
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<td>Academic Operations base staff costs</td>
<td>3,978</td>
<td>4,285</td>
<td>307</td>
<td>27,566</td>
<td>28,326</td>
<td>26,932</td>
<td>(634)</td>
<td>31,958</td>
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<td>Academic Operations base other expense</td>
<td>504</td>
<td>1,036</td>
<td>532</td>
<td>7,051</td>
<td>7,481</td>
<td>7,466</td>
<td>415</td>
<td>8,242</td>
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<tr>
<td>Service Directorates base staff costs</td>
<td>3,742</td>
<td>4,502</td>
<td>760</td>
<td>28,149</td>
<td>28,343</td>
<td>28,343</td>
<td>194</td>
<td>28,035</td>
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<tr>
<td>Service Directorates base other expenditure</td>
<td>2,849</td>
<td>2,782</td>
<td>(67)</td>
<td>16,917</td>
<td>17,400</td>
<td>17,400</td>
<td>483</td>
<td>16,430</td>
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<tr>
<td>Non base staff costs</td>
<td>498</td>
<td>631</td>
<td>133</td>
<td>3,874</td>
<td>3,992</td>
<td>3,992</td>
<td>118</td>
<td>4,405</td>
</tr>
<tr>
<td>Non base other expenditure</td>
<td>35</td>
<td>110</td>
<td>75</td>
<td>926</td>
<td>926</td>
<td>926</td>
<td>131</td>
<td>442</td>
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<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>11,606</strong></td>
<td><strong>13,346</strong></td>
<td><strong>1,740</strong></td>
<td><strong>84,352</strong></td>
<td><strong>85,059</strong></td>
<td><strong>85,059</strong></td>
<td><strong>707</strong></td>
<td><strong>89,512</strong></td>
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<tr>
<td>Net Operating Surplus / (Deficit) (EBITDA)</td>
<td>(617)</td>
<td>(2,637)</td>
<td>1,820</td>
<td>10,886</td>
<td>11,757</td>
<td>11,757</td>
<td>(871)</td>
<td>12,217</td>
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<tr>
<td>Contribution Margin %</td>
<td>(8%)</td>
<td>(25%)</td>
<td>11%</td>
<td>12.1%</td>
<td>12.1%</td>
<td>(6%)</td>
<td>12.0%</td>
<td></td>
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<tr>
<td>Depreciation expense</td>
<td>1,857</td>
<td>1,921</td>
<td>64</td>
<td>11,341</td>
<td>11,405</td>
<td>11,405</td>
<td>64</td>
<td>12,028</td>
</tr>
<tr>
<td>EBIT</td>
<td>(2,674)</td>
<td>(4,558)</td>
<td>(1,884)</td>
<td>(455)</td>
<td>352</td>
<td>352</td>
<td>(807)</td>
<td>189</td>
</tr>
<tr>
<td>Interest expense</td>
<td>225</td>
<td>254</td>
<td>29</td>
<td>1,463</td>
<td>1,526</td>
<td>1,526</td>
<td>63</td>
<td>1,449</td>
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<tr>
<td>Net Surplus/ (Deficit) (excl One Off Items)</td>
<td>(2,899)</td>
<td>(4,812)</td>
<td>(1,913)</td>
<td>(1,918)</td>
<td>(1,174)</td>
<td>(1,174)</td>
<td>(744)</td>
<td>(1,260)</td>
</tr>
<tr>
<td>One off expenditure</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1,717</td>
</tr>
<tr>
<td>One off revenue</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Unrealised losses</td>
<td>(59)</td>
<td>0</td>
<td>59</td>
<td>(59)</td>
<td>0</td>
<td>0</td>
<td>59</td>
<td>(461)</td>
</tr>
<tr>
<td>Net Surplus / (Deficit)</td>
<td>(2,840)</td>
<td>(4,812)</td>
<td>(1,972)</td>
<td>(1,859)</td>
<td>(1,174)</td>
<td>(1,174)</td>
<td>(685)</td>
<td>(2,516)</td>
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<tr>
<td>Permanent FTE</td>
<td>562</td>
<td>562</td>
<td>0</td>
<td>638</td>
<td>610</td>
<td>610</td>
<td>(28)</td>
<td>608</td>
</tr>
<tr>
<td>Fixed Term FTE</td>
<td>101</td>
<td>101</td>
<td>0</td>
<td>65</td>
<td>72</td>
<td>72</td>
<td>8</td>
<td>58</td>
</tr>
<tr>
<td>Casual FTE</td>
<td>39</td>
<td>39</td>
<td>0</td>
<td>30</td>
<td>43</td>
<td>43</td>
<td>13</td>
<td>54</td>
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<tr>
<td>Total FTE</td>
<td>702</td>
<td>702</td>
<td>0</td>
<td>733</td>
<td>726</td>
<td>726</td>
<td>(7)</td>
<td>720</td>
</tr>
</tbody>
</table>

* YTD FTE represents current Payroll FTE & Forecast FTE is the projection for Dec 2019
### EQUIVALENT FULL-TIME STUDENTS (EFTS) SUMMARY
FOR THE PERIOD ENDING 28 FEBRUARY 2019

<table>
<thead>
<tr>
<th></th>
<th>YTD Actual</th>
<th>YTD Target</th>
<th>YTD Variance</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>FY Forecast vs FY Target Variance</th>
<th>Full Year Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OTARA &amp; CITY</strong></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>SAC L1-2</td>
<td>89</td>
<td>87</td>
<td>2%</td>
<td>195</td>
<td>202</td>
<td>202</td>
<td>(3%)</td>
<td>212</td>
</tr>
<tr>
<td>SAC L3+</td>
<td>1,018</td>
<td>917</td>
<td>11%</td>
<td>1,455</td>
<td>1,399</td>
<td>1,399</td>
<td>4%</td>
<td>1,406</td>
</tr>
<tr>
<td>Youth guarantee</td>
<td>8</td>
<td>20</td>
<td>(58%)</td>
<td>16</td>
<td>33</td>
<td>33</td>
<td>(51%)</td>
<td>49</td>
</tr>
<tr>
<td>International</td>
<td>108</td>
<td>97</td>
<td>11%</td>
<td>167</td>
<td>147</td>
<td>147</td>
<td>14%</td>
<td>216</td>
</tr>
<tr>
<td>Total EFTS</td>
<td>1,223</td>
<td>1,122</td>
<td>9%</td>
<td>1,834</td>
<td>1,761</td>
<td>1,761</td>
<td>3%</td>
<td>1,883</td>
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<tr>
<td><strong>TECHNOLOGY PARK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>SAC L1-2</td>
<td>11</td>
<td>25</td>
<td>(53%)</td>
<td>11</td>
<td>50</td>
<td>50</td>
<td>(78%)</td>
<td>70</td>
</tr>
<tr>
<td>SAC L3+</td>
<td>681</td>
<td>524</td>
<td>30%</td>
<td>871</td>
<td>718</td>
<td>718</td>
<td>21%</td>
<td>743</td>
</tr>
<tr>
<td>Youth guarantee</td>
<td>73</td>
<td>112</td>
<td>(35%)</td>
<td>96</td>
<td>146</td>
<td>146</td>
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<td>177</td>
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<tr>
<td>International</td>
<td>171</td>
<td>141</td>
<td>22%</td>
<td>253</td>
<td>317</td>
<td>317</td>
<td>(20%)</td>
<td>349</td>
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<tr>
<td>Total EFTS</td>
<td>937</td>
<td>801</td>
<td>17%</td>
<td>1,232</td>
<td>1,231</td>
<td>1,231</td>
<td>0%</td>
<td>1,341</td>
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<tr>
<td><strong>MANUKAU</strong></td>
<td></td>
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<td></td>
</tr>
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<td>SAC L1-2</td>
<td>19</td>
<td>27</td>
<td>(32%)</td>
<td>32</td>
<td>39</td>
<td>39</td>
<td>(17%)</td>
<td>20</td>
</tr>
<tr>
<td>SAC L3+</td>
<td>1,395</td>
<td>1,258</td>
<td>11%</td>
<td>1,722</td>
<td>1,572</td>
<td>1,572</td>
<td>10%</td>
<td>1,568</td>
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<td>Youth guarantee</td>
<td>7</td>
<td>27</td>
<td>(73%)</td>
<td>12</td>
<td>44</td>
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<td>(72%)</td>
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<td>International</td>
<td>189</td>
<td>233</td>
<td>(19%)</td>
<td>270</td>
<td>452</td>
<td>452</td>
<td>(40%)</td>
<td>461</td>
</tr>
<tr>
<td>Total EFTS</td>
<td>1,609</td>
<td>1,546</td>
<td>4%</td>
<td>2,036</td>
<td>2,106</td>
<td>2,106</td>
<td>(3%)</td>
<td>2,097</td>
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<tr>
<td><strong>GRAND TOTAL</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>SAC L1-2</td>
<td>119</td>
<td>139</td>
<td>(14%)</td>
<td>239</td>
<td>291</td>
<td>291</td>
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<td>3,689</td>
<td>3,689</td>
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<td>Youth guarantee</td>
<td>89</td>
<td>159</td>
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<td>124</td>
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<td>222</td>
<td>(44%)</td>
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<td>468</td>
<td>472</td>
<td>(1%)</td>
<td>691</td>
<td>916</td>
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<td>9%</td>
<td>5,102</td>
<td>5,118</td>
<td>5,118</td>
<td>(0%)</td>
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*Actual EFTS may be larger than forecast EFTS due to estimated student withdrawals based on historical precedence.
## EQUIVALENT FULL-TIME STUDENTS (EFTS) BY SCHOOL
### FOR THE PERIOD ENDING 28 FEBRUARY 2019

<table>
<thead>
<tr>
<th>School</th>
<th>YTD Actual</th>
<th>YTD Target</th>
<th>YTD Variance</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>FY Forecast vs FY Target Variance</th>
<th>Full Year Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Otara &amp; City</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
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<td>165</td>
<td>11%</td>
<td>225</td>
<td>223</td>
<td>223</td>
<td>1%</td>
<td>230</td>
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<tr>
<td>Hospitality and Tourism</td>
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<td>170</td>
<td>(15%)</td>
<td>256</td>
<td>272</td>
<td>272</td>
<td>(6%)</td>
<td>270</td>
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<tr>
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<td>183</td>
<td>(34%)</td>
<td>125</td>
<td>180</td>
<td>180</td>
<td>(31%)</td>
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<td>54</td>
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<td>164</td>
<td>164</td>
<td>7%</td>
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<td>148</td>
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<td>194</td>
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<td>154</td>
<td>15%</td>
<td>175</td>
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<td>241</td>
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<td>384</td>
<td>344</td>
<td>344</td>
<td>12%</td>
<td>367</td>
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<tr>
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<td>1,122</td>
<td>9%</td>
<td>1,834</td>
<td>1,781</td>
<td>1,781</td>
<td>3%</td>
<td>1,883</td>
</tr>
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<td></td>
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</tr>
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<td>148</td>
<td>(4%)</td>
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<td>176</td>
<td>176</td>
<td>(13%)</td>
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<td>460</td>
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<td>374</td>
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<td>214</td>
<td>31%</td>
<td>231</td>
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<tr>
<td>Total EFTS</td>
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<td>801</td>
<td>17%</td>
<td>1,232</td>
<td>1,231</td>
<td>1,231</td>
<td>0%</td>
<td>1,341</td>
</tr>
<tr>
<td><strong>Manukau</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td>Business</td>
<td>391</td>
<td>410</td>
<td>(5%)</td>
<td>632</td>
<td>806</td>
<td>806</td>
<td>(22%)</td>
<td>768</td>
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<td>294</td>
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<td>308</td>
<td>346</td>
<td>346</td>
<td>(11%)</td>
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<td>426</td>
<td>322</td>
<td>322</td>
<td>32%</td>
<td>317</td>
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<tr>
<td>Nursing</td>
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<td>614</td>
<td>3%</td>
<td>670</td>
<td>633</td>
<td>633</td>
<td>6%</td>
<td>642</td>
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<tr>
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<td>1,546</td>
<td>4%</td>
<td>2,036</td>
<td>2,106</td>
<td>2,106</td>
<td>(3%)</td>
<td>2,097</td>
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<td><strong>Grand Total</strong></td>
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</tr>
<tr>
<td>Otara &amp; City</td>
<td>1,223</td>
<td>1,122</td>
<td>9%</td>
<td>1,834</td>
<td>1,781</td>
<td>1,781</td>
<td>3%</td>
<td>1,882</td>
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<tr>
<td>Technology Park</td>
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<td>801</td>
<td>17%</td>
<td>2,036</td>
<td>1,231</td>
<td>1,231</td>
<td>66%</td>
<td>1,341</td>
</tr>
<tr>
<td>Manukau</td>
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<td>1,546</td>
<td>4%</td>
<td>2,106</td>
<td>2,106</td>
<td>2,106</td>
<td>(41%)</td>
<td>2,097</td>
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<tr>
<td>Total EFTS</td>
<td>3,770</td>
<td>3,469</td>
<td>9%</td>
<td>5,102</td>
<td>5,118</td>
<td>5,118</td>
<td>(0%)</td>
<td>5,320</td>
</tr>
</tbody>
</table>

*Actual EFTS may be larger than forecast EFTS due to estimated student withdrawals based on historical precedence.*
<table>
<thead>
<tr>
<th></th>
<th>YTD Actual</th>
<th>YTD Target</th>
<th>YTD Variance</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>FY Forecast vs FY Target Variance</th>
<th>Full Year Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
<td>MIT % / $'000s</td>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
<td>MIT % / $'000s</td>
<td>MIT $'000s</td>
</tr>
<tr>
<td>OTARA &amp; CITY</td>
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<td>25,332</td>
<td>25,332</td>
<td>552</td>
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<td>12</td>
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<td>10,945</td>
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<td>2,314</td>
<td>2,311</td>
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<td>2,622</td>
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<td>908</td>
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<td>12,073</td>
<td>12,658</td>
<td>(169)</td>
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<td>33%</td>
<td>48%</td>
<td>48%</td>
<td>50%</td>
<td>42%</td>
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<td>302</td>
<td>302</td>
<td>(1)</td>
<td>123</td>
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<tr>
<td>Overhead</td>
<td>138</td>
<td>146</td>
<td>8</td>
<td>931</td>
<td>939</td>
<td>939</td>
<td>8</td>
<td>1,186</td>
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<tr>
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<td>185</td>
<td>(53)</td>
<td>1,137</td>
<td>1,230</td>
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<td>(93)</td>
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<td>1,905</td>
<td>61</td>
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<td>12,598</td>
<td>12,016</td>
<td>(476)</td>
<td>14,449</td>
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<td>(60)</td>
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<td>2,616</td>
<td>2,613</td>
<td>(199)</td>
<td>2,745</td>
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<tr>
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<td>138</td>
<td>146</td>
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<td>931</td>
<td>939</td>
<td>939</td>
<td>8</td>
<td>1,186</td>
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<tr>
<td>Campus Surplus/(Deficit)</td>
<td>1,038</td>
<td>1,093</td>
<td>(55)</td>
<td>13,626</td>
<td>13,303</td>
<td>13,888</td>
<td>(262)</td>
<td>12,620</td>
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<tr>
<td>Total Contribution Margin %</td>
<td>31%</td>
<td>32%</td>
<td>46%</td>
<td>45%</td>
<td>47%</td>
<td>41%</td>
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<tr>
<td>Permanent FTE</td>
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<td>126</td>
<td>0</td>
<td>128</td>
<td>129</td>
<td>129</td>
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<td>141</td>
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<td>19</td>
<td>19</td>
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<td>9</td>
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<td>9</td>
<td>9</td>
<td>2</td>
<td>24</td>
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<td>146</td>
<td>156</td>
<td>156</td>
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<td>175</td>
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## FINANCIAL PERFORMANCE BY CAMPUS
### FOR THE PERIOD ENDING 28 FEBRUARY 2019

<table>
<thead>
<tr>
<th></th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>FY Forecast vs FY Target Variance</th>
<th>Full Year Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MIT $'000s</td>
<td>MIT % / $'000s</td>
<td>MIT $'000s</td>
<td>MIT % / $'000s</td>
<td>MIT $'000s</td>
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<tr>
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<td>10,215</td>
<td>9,909</td>
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</tr>
<tr>
<td>Base Contribution Margin %</td>
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<td>49%</td>
<td>50%</td>
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</tr>
<tr>
<td>Total overhead</td>
<td>50</td>
<td>103</td>
<td>53</td>
<td>1,399</td>
<td>1,549</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>Campus Surplus/(Deficit)</td>
<td>678</td>
<td>252</td>
<td>426</td>
<td>10,952</td>
<td>10,804</td>
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<td></td>
</tr>
<tr>
<td>Total Contribution Margin %</td>
<td>28%</td>
<td>10%</td>
<td>44%</td>
<td>42%</td>
<td>43%</td>
</tr>
<tr>
<td>Permanent FTE</td>
<td>73</td>
<td>73</td>
<td>0</td>
<td>88</td>
<td>82</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>Fixed Term FTE</td>
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<td>36</td>
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<td>25</td>
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<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>FY Forecast vs FY Target Variance</th>
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<td>MIT $'000s</td>
<td>MIT $'000s</td>
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<td>60%</td>
<td>62%</td>
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FINANCIAL PERFORMANCE BY CAMPUS
FOR THE PERIOD ENDING 28 FEBRUARY 2019
# Financial Performance by Campus

## For the Period Ending 28 February 2019

<table>
<thead>
<tr>
<th></th>
<th>YTD Actual</th>
<th>YTD Target</th>
<th>YTD Variance</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>FY Forecast vs FY Target</th>
<th>Full Year Last Year Actual</th>
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<tbody>
<tr>
<td><strong>CAMPUS TOTAL</strong></td>
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<td></td>
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<td></td>
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<tr>
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<td>307</td>
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<td>7,466</td>
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<td>40,639</td>
<td>42,048</td>
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<td>2,570</td>
<td>2,570</td>
<td>158</td>
<td>2,649</td>
</tr>
<tr>
<td>Non base Surplus/(Deficit)</td>
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<td>(23)</td>
<td>(26)</td>
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<td>2,570</td>
<td>2,570</td>
<td>158</td>
<td>2,649</td>
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## FINANCIAL PERFORMANCE BY SERVICE DIRECTORIES

FOR THE PERIOD ENDING 28 FEBRUARY 2019

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<th>YTD Actual $’000s</th>
<th>YTD Target $’000s</th>
<th>YTD Variance $’000s</th>
<th>Full Year Forecast $’000s</th>
<th>Full Year Budget $’000s</th>
<th>Full Year Target $’000s</th>
<th>FY Forecast vs FY Target Variance $’000s</th>
<th>Full Year Last Year Actual $’000s</th>
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<tr>
<td>Base revenue</td>
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<td>486</td>
<td>51</td>
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<td>2,907</td>
<td>2,907</td>
<td>(15)</td>
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<td>6,628</td>
<td>6,581</td>
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<td>143</td>
<td>58</td>
<td>895</td>
<td>782</td>
<td>849</td>
<td>(46)</td>
<td>620</td>
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<td>Base Surplus/(Deficit)</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non base Surplus/(Deficit)</td>
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<td>0</td>
<td>15</td>
<td>(3)</td>
<td>0</td>
<td>0</td>
<td>(3)</td>
<td>(177)</td>
</tr>
<tr>
<td>Total revenue</td>
<td>537</td>
<td>486</td>
<td>51</td>
<td>2,892</td>
<td>2,907</td>
<td>2,907</td>
<td>(15)</td>
<td>2,871</td>
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<td>58</td>
<td>895</td>
<td>782</td>
<td>849</td>
<td>(46)</td>
<td>620</td>
</tr>
<tr>
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<td>(709)</td>
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<td>(4,523)</td>
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## FINANCIAL PERFORMANCE BY SERVICE DIRECTORATES
### FOR THE PERIOD ENDING 28 FEBRUARY 2019

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<th>Service Department</th>
<th>YTD Actual $'000s</th>
<th>YTD Target $'000s</th>
<th>YTD Variance $'000s</th>
<th>Full Year Forecast $'000s</th>
<th>Full Year Budget $'000s</th>
<th>Full Year Target $'000s</th>
<th>FY Forecast vs FY Target Variance $'000s</th>
<th>Full Year Last Year Actual $'000s</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base revenue</strong></td>
<td>1,134</td>
<td>1,189</td>
<td>(55)</td>
<td>7,458</td>
<td>7,775</td>
<td>7,775</td>
<td>(317)</td>
<td>9,313</td>
</tr>
<tr>
<td><strong>Base staff costs</strong></td>
<td>2,847</td>
<td>3,450</td>
<td>(603)</td>
<td>21,612</td>
<td>22,321</td>
<td>21,762</td>
<td>150</td>
<td>23,332</td>
</tr>
<tr>
<td><strong>Base other expenditure</strong></td>
<td>2,764</td>
<td>2,639</td>
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<td>16,551</td>
<td>529</td>
<td>15,810</td>
</tr>
<tr>
<td><strong>Overhead</strong></td>
<td>(189)</td>
<td>(252)</td>
<td>(63)</td>
<td>(2,412)</td>
<td>(2,570)</td>
<td>(2,570)</td>
<td>(158)</td>
<td>(2,649)</td>
</tr>
<tr>
<td><strong>Base Surplus/(Deficit)</strong></td>
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<td>(4,648)</td>
<td>360</td>
<td>(27,764)</td>
<td>(28,579)</td>
<td>(27,968)</td>
<td>204</td>
<td>(27,181)</td>
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<td>0</td>
<td>6</td>
<td>15</td>
</tr>
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<td>0</td>
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<td>(2)</td>
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<td>0</td>
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<td>2</td>
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<td>0</td>
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<tr>
<td><strong>Total revenue</strong></td>
<td>1,139</td>
<td>1,189</td>
<td>(50)</td>
<td>7,464</td>
<td>7,775</td>
<td>7,775</td>
<td>(311)</td>
<td>9,328</td>
</tr>
<tr>
<td><strong>Total staff costs</strong></td>
<td>2,847</td>
<td>3,450</td>
<td>603</td>
<td>21,612</td>
<td>22,321</td>
<td>21,762</td>
<td>150</td>
<td>23,334</td>
</tr>
<tr>
<td><strong>Total other expenditure</strong></td>
<td>2,762</td>
<td>2,639</td>
<td>(123)</td>
<td>16,022</td>
<td>16,603</td>
<td>16,551</td>
<td>531</td>
<td>15,812</td>
</tr>
<tr>
<td><strong>Total overhead</strong></td>
<td>(189)</td>
<td>(252)</td>
<td>(63)</td>
<td>(2,412)</td>
<td>(2,570)</td>
<td>(2,570)</td>
<td>(158)</td>
<td>(2,649)</td>
</tr>
<tr>
<td><strong>Total Surplus/(Deficit)</strong></td>
<td>(4,281)</td>
<td>(4,648)</td>
<td>367</td>
<td>(27,756)</td>
<td>(28,579)</td>
<td>(27,968)</td>
<td>212</td>
<td>(27,170)</td>
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<tr>
<td><strong>Permanent FTE</strong></td>
<td>209</td>
<td>209</td>
<td>0</td>
<td>241</td>
<td>249</td>
<td>249</td>
<td>(9)</td>
<td>218</td>
</tr>
<tr>
<td><strong>Fixed Term FTE</strong></td>
<td>27</td>
<td>27</td>
<td>0</td>
<td>16</td>
<td>15</td>
<td>15</td>
<td>0</td>
<td>17</td>
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<tr>
<td><strong>Casual FTE</strong></td>
<td>11</td>
<td>11</td>
<td>0</td>
<td>6</td>
<td>10</td>
<td>10</td>
<td>(3)</td>
<td>15</td>
</tr>
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<td><strong>Total FTE</strong></td>
<td>247</td>
<td>247</td>
<td>0</td>
<td>263</td>
<td>274</td>
<td>274</td>
<td>(12)</td>
<td>250</td>
</tr>
</tbody>
</table>

Page 10
## FINANCIAL PERFORMANCE BY SERVICE DIRECTORIES
FOR THE PERIOD ENDING 28 FEBRUARY 2019

<table>
<thead>
<tr>
<th></th>
<th>YTD Actual</th>
<th>YTD Target</th>
<th>YTD Variance</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>FY Forecast vs FY Target</th>
<th>Full Year Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MIT</strong> $'000s</td>
<td><strong>MIT</strong> $'000s</td>
<td><strong>% / $'000s</strong></td>
<td><strong>% / $'000s</strong></td>
<td><strong>% / $'000s</strong></td>
<td><strong>% / $'000s</strong></td>
<td><strong>% / $'000s</strong></td>
<td><strong>% / $'000s</strong></td>
<td><strong>% / $'000s</strong></td>
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</table>

### GRAND TOTAL

<table>
<thead>
<tr>
<th></th>
<th>MIT $'000s</th>
<th>MIT $'000s</th>
<th>MIT $'000s</th>
<th>MIT $'000s</th>
<th>MIT $'000s</th>
<th>MIT $'000s</th>
<th>MIT $'000s</th>
<th>MIT $'000s</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YTD Actual</strong></td>
<td>10,093</td>
<td>9,739</td>
<td>354</td>
<td>86,192</td>
<td>87,128</td>
<td>87,128</td>
<td>(936)</td>
<td>92,374</td>
</tr>
<tr>
<td><strong>Base revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Base staff costs</strong></td>
<td>7,720</td>
<td>8,787</td>
<td>1,067</td>
<td>55,714</td>
<td>55,275</td>
<td>55,275</td>
<td>(439)</td>
<td>59,993</td>
</tr>
<tr>
<td><strong>Base other expenditure</strong></td>
<td>3,353</td>
<td>3,818</td>
<td>465</td>
<td>23,988</td>
<td>24,866</td>
<td>24,866</td>
<td>898</td>
<td>24,672</td>
</tr>
<tr>
<td><strong>Overhead</strong></td>
<td>(189)</td>
<td>(252)</td>
<td>(63)</td>
<td>(2,412)</td>
<td>(2,570)</td>
<td>(2,570)</td>
<td>(158)</td>
<td>(2,649)</td>
</tr>
<tr>
<td><strong>Base Surplus/(Deficit)</strong></td>
<td>(791)</td>
<td>(2,614)</td>
<td>1,823</td>
<td>9,922</td>
<td>9,557</td>
<td>9,557</td>
<td>(635)</td>
<td>10,358</td>
</tr>
<tr>
<td><strong>Base Contribution Margin %</strong></td>
<td>(8%)</td>
<td>(27%)</td>
<td>10.4%</td>
<td>11.0%</td>
<td>11.0%</td>
<td>11.2%</td>
<td></td>
<td></td>
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<tr>
<td><strong>Non base revenue</strong></td>
<td>695</td>
<td>970</td>
<td>(275)</td>
<td>9,046</td>
<td>9,688</td>
<td>9,688</td>
<td>(642)</td>
<td>9,356</td>
</tr>
<tr>
<td><strong>Non base staff costs</strong></td>
<td>498</td>
<td>631</td>
<td>133</td>
<td>3,874</td>
<td>3,992</td>
<td>3,992</td>
<td>118</td>
<td>4,405</td>
</tr>
<tr>
<td><strong>Non base other expenditure</strong></td>
<td>35</td>
<td>110</td>
<td>75</td>
<td>794</td>
<td>926</td>
<td>926</td>
<td>(442)</td>
<td></td>
</tr>
<tr>
<td><strong>Overhead</strong></td>
<td>189</td>
<td>252</td>
<td>63</td>
<td>2,412</td>
<td>2,570</td>
<td>2,570</td>
<td>158</td>
<td>2,649</td>
</tr>
<tr>
<td><strong>Non base Surplus/(Deficit)</strong></td>
<td>(27)</td>
<td>(23)</td>
<td>(4)</td>
<td>1,966</td>
<td>2,200</td>
<td>2,200</td>
<td>(234)</td>
<td>1,860</td>
</tr>
<tr>
<td><strong>Total revenue</strong></td>
<td>10,788</td>
<td>10,709</td>
<td>79</td>
<td>95,238</td>
<td>96,816</td>
<td>96,816</td>
<td>(1,578)</td>
<td>101,730</td>
</tr>
<tr>
<td><strong>Total staff costs</strong></td>
<td>8,218</td>
<td>9,418</td>
<td>1,200</td>
<td>59,588</td>
<td>59,267</td>
<td>59,267</td>
<td>(321)</td>
<td>64,398</td>
</tr>
<tr>
<td><strong>Total other expenditure</strong></td>
<td>3,388</td>
<td>3,928</td>
<td>540</td>
<td>24,762</td>
<td>25,792</td>
<td>25,792</td>
<td>1,030</td>
<td>25,114</td>
</tr>
<tr>
<td><strong>Total overhead</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Surplus/(Deficit)</strong></td>
<td>(818)</td>
<td>(2,537)</td>
<td>1,819</td>
<td>10,888</td>
<td>11,757</td>
<td>11,757</td>
<td>(869)</td>
<td>12,218</td>
</tr>
<tr>
<td><strong>Total Contribution Margin %</strong></td>
<td>(8%)</td>
<td>(25%)</td>
<td>11%</td>
<td>12.1%</td>
<td>12.1%</td>
<td>12.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Permanent FTE

|                  | 562        | 562        | 0          | 638        | 610        | 610        | 28         | 608        |

### Fixed Term FTE

|                  | 101        | 101        | 0          | 65         | 72         | 72         | (8)        | 58         |

### Casual FTE

|                  | 39         | 39         | 0          | 30         | 43         | 43         | (13)       | 54         |

### Total FTE

|                  | 702        | 702        | 0          | 733        | 726        | 726        | 7          | 720        |

---

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STATEMENT OF FINANCIAL POSITION
FOR THE PERIOD ENDING 28 FEBRUARY 2019

<table>
<thead>
<tr>
<th>YTD Actual</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>FY Forecast vs FY Target</th>
<th>Full Year Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
<td></td>
</tr>
</tbody>
</table>

**ASSETS**

Current Assets
- Cash and Cash Equivalents: 6,037 (1,567) 2,189 2,189 (622) 1,304
- Student Fees prepayments and Other Receivables: 5,794 3,671 3,714 3,714 (43) 5,664
- Inventory: 893 893 762 762 131 809
- Assets Held for Sale: 42,989 42,989 0 42,989 0 42,989

Total Current Assets: 55,713 49,120 6,665 49,655 (535) 50,766

Non Current Assets
- Property, Plant and Equipment: 233,857 237,384 279,699 236,709 675 235,657
- Intangible Assets - Computer Software: 4,701 4,701 3,862 3,862 839 4,685

Total Non Current Assets: 238,558 242,085 283,561 240,571 1,514 240,342

Total ASSETS: 294,271 291,205 290,226 290,226 979 291,108

**LIABILITIES**

Current Liabilities
- Trade and Other Payables: (11,941) (9,249) (11,152) (11,152) 1,903 (9,719)
- Employee Benefit Liabilities: (3,354) (3,900) (3,837) (3,837) (63) (4,587)
- Revenue Received in Advance: (17,158) (7,872) (9,495) (9,495) 1,623 (10,325)
- Borrowings: (24,000) (30,058) 0 (30,058) 0 (25,787)
- Trust Funds: (640) (640) (633) (633) (7) (612)

Total Current Liabilities: (57,094) (51,718) (25,116) (55,174) 3,456 (51,030)

Non Current Liabilities
- Employee Benefit Liabilities: (427) (427) (179) (179) (248) (427)
- Long-term Debt: 0 0 (30,058) 0 0 0
- Derivative Financial Instruments: (1,042) (1,042) (1,234) (1,234) 192 (1,101)

Total Non Current Liabilities: (1,469) (1,469) (31,470) (1,412) (57) (1,528)

Total LIABILITIES: (58,563) (53,187) (56,586) (56,586) 3,399 (52,558)

**NET ASSETS**

Working Capital: (1,381) (2,598) (18,451) (5,519) 2,921 (264)
Net Non Current Assets: 237,089 240,617 252,091 239,159 1,457 238,814


**EQUITY**

General Equity: 74,960 76,404 73,182 73,182 3,223 77,801
Crown Asset Reserve: 29,957 29,957 29,957 29,957 0 29,957
Revaluation Reserves: 130,792 130,792 130,502 130,502 290 130,792

Total EQUITY: 235,709 237,153 233,640 233,640 3,513 238,550
CASHFLOW POSITION
FOR THE PERIOD ENDING 28 FEBRUARY 2019

Net cash inflows/(outflow) from operations $7,038
Net investment cashflows $(268)
Cashflow before borrowings $6,769
Increase/(decrease) in gross debt $0
Movement in cash and cash equivalents $6,769
(Net debt) / Cash on hand $17,963

COVENANTS
FOR THE PERIOD ENDING 28 FEBRUARY 2019

TEC Covenants
Maximum Aggregate Borrowing ($'000s) 17,963
Further Reporting triggers
Interest Hedging target at Year End (Fixed Min. %) 105.8%
Interest Hedging target at Year End (Fixed Max. %) 105.8%
ANZ bank term covenants
Maximum Debt / Debt plus equity 9.2%
EBITDA to interest costs ratio -.34
Guaranteeing group total assets 100.0%
Average Interest Rate 5.0%

MIT net debt position is $17.9 million, below the debt position at year end December 2018 by $6.5 million.

We are forecasting to be within ANZ convenant requirements.
MIT's interest hedging at year end will be $19.0 million, therefore ratio is 67% which is within parameters.
# Capital Programme

## For the Period Ending 28 February 2019

### Major Investment Projects

<table>
<thead>
<tr>
<th>Project Description</th>
<th>YTD Actual</th>
<th>YTD Target</th>
<th>YTD Variance</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>Full Year vs FY Target Variance</th>
<th>Full Year Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quad Upgrade Phase 3</td>
<td>0</td>
<td>108</td>
<td>3,320</td>
<td>0</td>
<td>2,000</td>
<td>3,320</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Technology Park Fit out</td>
<td>0</td>
<td>98</td>
<td>3,000</td>
<td>0</td>
<td>3,000</td>
<td>3,000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other major projects</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3,617</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>0</td>
<td>206</td>
<td>6,320</td>
<td>5,000</td>
<td>6,320</td>
<td>6,320</td>
<td>0</td>
<td>3,617</td>
</tr>
</tbody>
</table>

### Annual Allocations

<table>
<thead>
<tr>
<th>Allocation</th>
<th>YTD Actual</th>
<th>YTD Target</th>
<th>YTD Variance</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>Full Year vs FY Target Variance</th>
<th>Full Year Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property &amp; Campus Services Annual Replacement</td>
<td>0</td>
<td>208</td>
<td>1,834</td>
<td>2,000</td>
<td>1,834</td>
<td>0</td>
<td>1,559</td>
<td></td>
</tr>
<tr>
<td>Furniture Annual Allocation</td>
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<td>0</td>
<td>130</td>
<td>130</td>
<td>130</td>
<td>0</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>Motor Vehicles</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>21</td>
<td>30</td>
<td>9</td>
<td>400</td>
<td>400</td>
<td>0</td>
<td>308</td>
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</tr>
<tr>
<td>Information Technology Allocation</td>
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<td>113</td>
<td>1,700</td>
<td>2,000</td>
<td>1,700</td>
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<td>1,719</td>
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</tr>
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<td>Academic Departments</td>
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<td>750</td>
<td>750</td>
<td>750</td>
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<td>Enterprise Service Management (ESM)</td>
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<td>0</td>
<td>466</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Nursing Maori</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>HRIS System Implementation</td>
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<td>464</td>
<td>0</td>
<td>442</td>
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<td>Timetabling optimisation</td>
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<td>16</td>
<td>219</td>
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<td>Contestable Capital Projects</td>
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<td>49</td>
<td>645</td>
<td>1,500</td>
<td>683</td>
<td>(38)</td>
<td>234</td>
<td></td>
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<td><strong>TOTAL</strong></td>
<td>209</td>
<td>469</td>
<td>6,900</td>
<td>6,900</td>
<td>6,900</td>
<td>0</td>
<td>5,521</td>
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</table>

### Total Capital Plan

<table>
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<tr>
<th>Total Capital Plan</th>
<th>YTD Actual</th>
<th>YTD Target</th>
<th>YTD Variance</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>Full Year vs FY Target Variance</th>
<th>Full Year Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>209</td>
<td>675</td>
<td>467</td>
<td>13,220</td>
<td>11,900</td>
<td>13,220</td>
<td>0</td>
<td>9,139</td>
</tr>
</tbody>
</table>

### Investment Fund - OPEX Projects

<table>
<thead>
<tr>
<th>Project Description</th>
<th>YTD Actual</th>
<th>YTD Target</th>
<th>YTD Variance</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>Full Year vs FY Target Variance</th>
<th>Full Year Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni 2019</td>
<td>6</td>
<td>22</td>
<td>16</td>
<td>130</td>
<td>0</td>
<td>130</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hokule'a 2019</td>
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<td>23</td>
<td>(0)</td>
<td>140</td>
<td>0</td>
<td>140</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor of Nursing Maori</td>
<td>0</td>
<td>16</td>
<td>97</td>
<td>0</td>
<td>97</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Pasifika Cultural Competency 2019</td>
<td>0</td>
<td>4</td>
<td>25</td>
<td>0</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ask Me! One Stop Shop enrolment model</td>
<td>101</td>
<td>18</td>
<td>(83)</td>
<td>106</td>
<td>0</td>
<td>106</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>HRIS System Implementation</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Investment projects</td>
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<td>0</td>
<td>1</td>
<td>500</td>
<td>1</td>
<td>0</td>
<td>1,062</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL OPEX</strong></td>
<td>130</td>
<td>63</td>
<td>(47)</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>0</td>
<td>1,062</td>
</tr>
</tbody>
</table>
## DEBTOR ANALYSIS
### FOR THE PERIOD ENDING 28 FEBRUARY 2019

### Outstanding Debtors

<table>
<thead>
<tr>
<th>Period</th>
<th>&lt;30 days</th>
<th>30-60</th>
<th>60-90</th>
<th>90+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>February 2019</strong> ($000s)</td>
<td>1,022</td>
<td>356</td>
<td>475</td>
<td>2,089</td>
<td>3,942</td>
</tr>
<tr>
<td>% Total</td>
<td>26%</td>
<td>9%</td>
<td>12%</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td><strong>January 2019</strong></td>
<td>620</td>
<td>483</td>
<td>1,171</td>
<td>1,595</td>
<td>3,688</td>
</tr>
<tr>
<td><strong>December 2018</strong></td>
<td>229</td>
<td>1,804</td>
<td>540</td>
<td>548</td>
<td>3,121</td>
</tr>
<tr>
<td><strong>November 2018</strong></td>
<td>2,181</td>
<td>793</td>
<td>1,801</td>
<td>290</td>
<td>5,067</td>
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### Bad Debts Written Off

<table>
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<th>Year to Date</th>
<th>Feb 19</th>
<th>Jan 19</th>
<th>Dec 18</th>
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<tbody>
<tr>
<td>($000s)</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</table>

### Total debt has increased by $0.1m from last month with more than 50% of total debt 90 days and over, relating mainly to student debt.

We have provisioned 63% of all debt over a year plus.

Top three non students debtors 90 days and over are:

- **The Skills Organisation** $102k  Full payment received in March.
- **COMPETENZ ITO** $18k  Enquiries pending into outstanding invoice.
- **Silver Fern Shipping Ltd** $15k  Enquiries pending into outstanding invoice.
MIT Council Paper

APPROVE ☐ AGREE ☐ COMMENT ON ☐ NOTE ☒

C03/29 Report on Te Rautaki Mātauranga Māori

Author Robert Sullivan, DCE Māori
Date 21 March 2019

Request to Council

Please note the information which I am supplying as a status report on Te Rautaki Mātauranga Māori because of our strategic interest in Māori achievement at MIT.
Report to MIT Council on Te Rautaki Mātauranga Māori

TARGETS

1. That by 2022, participation of Māori in MIT will be at least equal to the Māori demographic of the community.

   Working with academic leadership team to better understand programmes that require enhanced academic and pastoral support.

   We continue to raise community awareness of MIT’s offerings through participation in key Māori community events. We are hosting the 20th anniversary celebration of Ngā Kete Wānanga Marae on May 2nd, and the national conference of Māori allied staff, Te Toi Tauira Mō Te Matariki in October.

2. That by 2019, Ngā Kete Wānanga Marae will have developed a suite of courses which proactively promotes Māori language skills and cultural knowledge and competence among all students, staff and members of the community.

   The Level 2 te reo Māori programme has 33 learners enrolled at two sites: Serco Wiri Men’s Correctional Facility, and Ngā Kete Wānanga Marae at Otara Campus. The Serco cohort have just completed their first assessment.

   We are the largest education partner in the Auckland Māori and Pasifika Trades Training consortium and support its success by monitoring and contributing initiatives including the consortium’s submission to the RoVE.

   The Bachelor of Nursing Māori programme development is underway with consultation hui. Successful consultations have occurred with CMDHB, Waitemata DHB and ADHB.

3. That by 2022, Māori success in MIT programmes at all levels is equal to or ahead of the institution performance.

   Investment in Hokule’a Project is BAU in 2019. Māori partners are focused on improving staff-student engagement via cultural competency training and pedagogy, regular engagement with academic leadership teams, and reviewing programme data.

4. That by 2019, Māori student progression to employment or further education and training is equal to or ahead of the institution performance.

   Working with Head of External Engagement on a number of areas.

   Māori and Pacific Trades Training have a focus on apprenticeship outcomes. There are also benefits associated with progression to higher education and employment.

5. That by 2018, a Māori staff recruitment, retention and progression plan has been developed and is being implemented across MIT.

   Has been developed in collaboration with DCE Pasifika, EGM People and Culture. Draft plan has been circulated to ELT. 2019 focus on Tech Park.

6. By 2018 an action plan will be in place to enhance internal MIT and external community engagement in support of Māori educational outcomes.
Working with Head of External Engagement. Māori Business Development role is in place. Half the staff of Competenz have been trained in cultural competency. Auckland Council's Culture and Heritage unit received training in January. Counties Manukau DHB begin training in April which is potentially a very large contract. EMA have expressed strong interest through their new Chief Executive, Brett O’Riley. Internal staff training is under way.
C03/30 Reretahi Project Report

Author: Martin Carroll, EGM Academic
Endorser: Gus Gilmore, Chief Executive
Date: 25 February 2019

Request to Council

Please note the attached report.
1 Introduction

During 2017, the Academic Restructure established three Campuses from seven Faculties. The Campuses were intended to strengthen the consistent implementation of institutional policies and processes, while enabling a focus on generating new business and providing quality education.

This work was followed in 2018 with the Reretahi Project, which was designed to achieve two primary objectives:

(a) To radically reform the admissions and enrolment processes (of which there were seven disparate approaches – legacies of the previous Faculty model), which were proven to be suboptimal in terms of the student experience (particularly an average enrolment processing time of over 30 days) and success rates in converting admissions into enrolments; and

(b) To establish a new academic administrative configuration that would best support the Campuses and the new admissions & enrolment processes.

$580k was invested from the Strategic Investment Fund ($474,600 in 2018; $105,800 in 2019) to support Reretahi. It is expected that the final expenditure will be under budget.

2 Current status

2.1 Ask Me!

A new Ask Me! brand has been established, signalling a fresh and student-oriented philosophy. This is manifest in the logo, staff training, service design, physical space concepts, team uniforms and more.

The Ask Me! teams have been formed, with all positions currently filled except for a training consultant (currently under recruitment). Initial training has been provided to all Ask Me! staff, and Team Leaders have had additional leadership training. While the Ask Me! organisational configuration has only been in place since 4 February, the momentum and training commenced in late 2018.

Cushla Howie has been appointed as the Head of Ask Me! Cushla brings significant and substantial experiences in retail leadership roles.
A new Ask Me! centre has been opened on the Ground Floor at the Manukau Campus (student reception was previously located on Level 2, where it was difficult to find). Plans are underway to establish an Ask Me! centre in the Dilworth Building by the end of 2019 (and move out of Otara South). In the interim, a pop-up centre is operating out of the cafeteria at Otara North and is processing a high volume of student traffic.

New marketing collateral has been developed to support student recruitment and onboarding.

Systems and process work continues regarding:

- building a Knowledge Base that will assist Ask Me! staff to manage a broader range of student requirements without the need for referral;
- integrating the NZ Maritime School operations into the standard processes (including use of the CRM);
- streamlining the exchange of information between Ask Me! and campuses. This is expected to take about another 6 months (thereafter, maintaining the Knowledge Base will be continuous business);
- introducing self-services;
- improving enrolment processes.

2.2 Campus Admin Teams

All three Campus Admin Teams have been formed and are fully staffed and operational (noting that Campus Admin Teams are continuing to Assist Ask Me! staff during the transition phase).

3 Benefits to Date

The volume of new applications to be processed has increased from 5,535 in S1 2018 to 6,607 in S1 2019. This is a 24% increase in enrolment processing productivity. Overall, domestic EFTS are up 292 (8.6%), which equates to about an additional $3M revenue (obviously, not all of this gain is solely attributable to Reretahi). It is expected that the productivity benefits will continue to improve as the system and process changes are introduced.

Feedback from students— including Student Voice representatives — has been strongly and consistently positive.

The investment in staffing post transition has, as planned, stayed approximately the same at pre-transition: the potential for further savings may be explored once the system changes are substantively completed. However, opportunities presented by the transition process were leveraged to bring about some tactical changes in personnel in key positions.

4 Next Steps

The project formally concludes on 31 March. It is expected that the ongoing system and process improvement work discussed above can be undertaken as BAU, as the Ask Me! structure now has ongoing specialist resources for those purposes.

Now that Ask Me! centres have been established, it is anticipated that the will become a one-stop-shop for all initial student queries, expanding the range of information services they provide beyond admissions and enrolments.
Constitution of the [name of ITP] Council

1. This constitution is determined under Part 15A of the Education Act 1989.

**Name of the Council**

2. The name of the Council is the [name of ITP] Council.

**Date of Effect**

3. This constitution comes into effect on 24 October 2019.

**Number of members of the Council**

4. The Council comprises [eight, nine or 10] members.

**Membership of council [optional]**

5. Four members are appointed by the Minister of Education and [four, five or six] members are appointed by the Council. At least one member appointed by the Council will be a permanent member of the general or teaching staff who has been elected by the permanent general or teaching staff to represent them, and at least one member will be an enrolled student who has been elected by the student body to represent them. Appointments will be made in accordance with the Education Act 1989 and the Council's Statute.
Council of Manukau Institute of Technology

Authorisation

In accordance with the Manukau Institute of Technology Student Regulations, the Council of Manukau Institute of Technology authorises the Deputy Chair of Council to confer awards at any 2019 Manukau Institute of Technology student graduation ceremonies in the Chair of Council’s absence, and do all things required to be done by the Deputy Chair of Council in order to give effect to this authorisation.

This authorisation shall continue until otherwise revoked by the Council of Manukau Institute of Technology.

Signed under seal for and on behalf of the Manukau Institute of Technology Council:

____________________________  _____________________________  ________________
Member of Council  
Signature  Name  Date

____________________________  _____________________________  ________________
Member of Council  
Signature  Name  Date
## Appendix 1: Names of Graduands and their relevant awards - as of 08/02/2019 to 08/03/2019

<table>
<thead>
<tr>
<th>Certificate No.</th>
<th>Person Code</th>
<th>Forename</th>
<th>Surname</th>
<th>Award Code</th>
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<th>Level</th>
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<td>Hannah</td>
<td>Hope</td>
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<td>(Level 4)</td>
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<td>Jayeshkumar</td>
<td>Baldevbhai</td>
<td>MN4547</td>
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<td>(Level 7)</td>
<td>28 February 2019</td>
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<td>Ullah</td>
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<td>160013841</td>
<td>Yi</td>
<td>Zhang</td>
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<td>Nicholas John</td>
<td>George</td>
<td>Huybens</td>
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<td>(Level 7)</td>
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MANUKAU INSTITUTE OF TECHNOLOGY
PASIFIKA COMMUNITY ADVISORY BOARD (PCAB)

Terms of Reference

These Terms of Reference are effective from the date that the Manukau Institute of Technology (MIT) Council resolves to establish the Pasifika Community Advisory Board (PCAB) as a committee of the MIT Council. These Terms of Reference supercede and replace any previous versions.

1. Purpose

To give advice to Council on matters that impact Pasifika at MIT.

2. Membership

PCAB will consist of up to 12 members:

a) 4 members appointed by Council where nominations are drawn from a general call for applications from Pasifika communities.

b) 4 members with one appointed by Council representing each of the following groups:
   i. Leader from a Pasifika Faith-based Organisation (i.e. Church)
   ii. Pasifika Community Organisation
   iii. Pasifika Education Sector
   iv. Leader from the wider Counties Manukau Community

c) 4 ex-officio members made up of MIT staff representation (which includes the DCE Pasifika or designate as well as representatives of the MIT Pasifika Development Office (PDO) and a member from the Pasifika Staff Network.

d) A member may be appointed for up to a four-year term, except where otherwise indicated for the purpose of continuity.

e) The Chair and Deputy chair of PCAB will be appointed by MIT Council for a four year term.

f) Members are able to be reappointed to a maximum of two (2) consecutive terms.

g) Where there are gaps in skills and expertise within the PCAB, the PCAB may co-opt advisors.

h) Members may resign from the PCAB by giving no less than 4 weeks’ notice to the PCAB Chairperson/Deputy Chairperson in writing.

i) PCAB member selection will be considered by the PCAB Chair and PDO on agreed eligibility criteria that align with key MIT Policies: Recruitment and Selection Policy, Drug and Alcohol Policy and Employment Equity Policy. Members will be recommended for appointment to the PCAB with any formal appointments being approved by MIT Council.

3. Role of the Pasifika Community Advisory Board (PCAB)

The role of the PCAB is to provide advice to MIT Council by:

1. Pasifika Student Success: Developing and recommending to the MIT Council strategies for the recruitment, retention and success of Pasifika students and staff at MIT.

2. Pasifika Engagement: Representing the voice of Pasifika to MIT Council and providing advice to the MIT Council on matters that impact on Pasifika at MIT.

3. Pasifika Strategic Priorities: Supporting the PDO to achieve the goals set out in the MIT Pasifika Strategic Plan 2018-2023.

4. Pasifika Community Advocacy: Working closely alongside the PDO to ensure that Pasifika communities’ needs are being heard. Building strong relationships between MIT and the Pasifika communities of Auckland, Tamaki Makaurau.
4. Responsibilities of PCAB

Members of PCAB are expected to:

a. Contribute the time needed to study and understand the papers provided.
b. Apply good analytical skills, objectivity and good judgment.
c. Express opinions frankly, ask questions that go to the core of the issue and pursue independent lines of enquiry.
d. Be knowledgeable of the daily challenges of Pasifika students, staff and the MIT eco-system.
e. Be able to offer free and frank advice to MIT while maintaining discretion about that advice in wider circles.
f. Maintain a high level of integrity and confidentiality of sensitive commercial information or internal policy issues privy to the PCAB.

5. Reporting

a. The minutes of meetings of the PCAB will be circulated to all members within one week of meeting date and tabled at Council meetings.
b. The PCAB shall report to the Council twice per year on its activities. The actual dates will be identified when the workplan is set.
c. PCAB Reports to Council shall include any updates on membership and proposed terms of reference of any PCAB sub-committees established by Council.
d. The Deputy Chief Executive Pasifika or delegate will report at each PCAB meeting on matters pertaining to Pasifika at MIT.

6. Administrative Arrangements

6.1 Meetings

a. PCAB will meet regularly throughout the year. From time to time, meetings can include site/campus visits, consultation with faculty, lecturers and student bodies.
b. PCAB meetings are to be held at least two weeks prior to Council meetings to allow for timely communications.

6.2 Attendance at meetings and quorum

a. A quorum of five (5) appointed members (being members appointed pursuant to section 2a or 2b) from PCAB will be required to convene a meeting or workshop.
b. The PCAB may also ask other MIT employees to attend PCAB meetings or participate for certain agenda items.
c. Members must make reasonable efforts to attend every scheduled PCAB meeting.
d. If a PCAB attendance problem exists regarding a member, the PCAB Chairperson will promptly contact the member to discuss the problem. The member’s response will be shared by the Chairperson with the entire PCAB at the next meeting. In that meeting, the PCAB will consider what actions to take regarding the committee member’s continuance on the PCAB, and make a recommendation to the MIT Council.

6.3 Secretariat

PDO will provide administrative and secretarial support to PCAB.

6.4 Fees

Members will receive sitting fees and allowances in accordance with MIT guidelines.

a. Fees and allowances will apply to work performed by PCAB members in pursuance of their official duties as PCAB members (this includes attending regular meetings, additional sub-committees and workshops meetings required by PCAB).
b. Fees and allowances will be reviewed bi-annually and approved by MIT Council.

6.5 Conflicts of interest

a. Once a year, PCAB members will provide written declarations to the Chair stating they do not have any conflicts of interest that would preclude them from being members.

b. Members must declare any conflicts of interest at the start of each meeting or before discussion of the relevant agenda item or topic.

c. Details of any conflicts of interest should be appropriately recorded in the minutes.

d. Where any member is deemed to have a real, or perceived, conflict of interest at a PCAB meeting, it may be appropriate that they are excused from deliberations on the issue where the conflict interest exists.

6.6 Induction

New members will receive relevant information and briefings on their appointment to assist them in meeting their PCAB responsibilities.

6.7 Assessment arrangements

The Chairperson of the PCAB, in consultation with the Chairperson of Council, will initiate a self-assessment review of the performance of the PCAB at least once every two years.

6.8 Review of terms of reference

a. At least once a year, the PCAB will review these terms of reference.

b. Any substantive changes to the terms of reference will be recommended by the PCAB and formally approved by Council.

Document Control

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Drafted: 30 January 2019 / Updated: 15 March 2019 Blake Wong-Ling
CORRESPONDENCE
– OPEN SESSION
29 November 2018

Mr Peter Winder
Chairperson
Manukau Institute of Technology
Private Bag 94006
Manukau
Auckland 2241

Dear Mr Winder

Tertiary Education Institutions: Results of the 2017 audits

Please find attached a copy of a report we tabled in Parliament today. The report summarises our findings and observations from the 2017 audits of universities, institutes of technology and polytechnics, and wānanga.

Our report highlights that all TEIs are operating in a changing student and policy environment with a decline in domestic student enrolments and changes in the demographics and number of international students.

Universities and wānanga were, for the most part, financially stable in 2017. Although not all ITPs are experiencing financial difficulties, the effect of the changes in student numbers have been more strongly felt by ITPs. The operating environment for ITPs in particular is challenging, and concerns about the viability of any institution is likely to adversely affect its student population. The quality of governance and robust financial management are always important but, in the current environment, both need to be exemplary.

In our report, we highlight four areas for ITP councils to pay particular attention to: the robustness of financial forecasts; the quality of significant business cases for investment in capital assets; strong governance oversight of financial controls and management; and transparent non-financial performance reporting. Although Universities and wānanga were less financially challenged in 2017, we think the Councils of these institutions should consider how these messages apply to their organisations too.

It's been good to meet several of you in 2017, and the Auditor-General (or Deputy Auditor-General) and I will continue our programme of visits in the New Year. In the meantime, if there is anything you think this office can do to support good governance and financial management in your organisation please let us know.

Yours faithfully

Pat Johnson
Sector Manager for Education and Primary Production
Mobile: 021 222 6257
E-mail: patricia.johnson@oag.govt.nz
Tertiary education institutions: Results of the 2017 audits
Tertiary education institutions: Results of the 2017 audits

Presented to the House of Representatives under section 20 of the Public Audit Act 2001.

November 2018

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Auditor-General’s overview

Tertiary education is important to New Zealanders’ personal development and economic well-being. Young people, their whānau, adults looking to rettrain or learn a new skill, and employers all rely on the quality and stability of tertiary education providers. Tertiary education is also important to New Zealand’s economy and is a significant area of public expenditure, with about $3 billion each year invested in about 650 tertiary training providers.

This report sets out our observations from our audits of the 27 public tertiary education institutions (TEIs). They consist of eight universities, 16 institutes of technology and polytechnics (ITPs), and three wānanga. There were 405,000 people, including 56,000 international students, enrolled at these institutions in 2017.

Main findings

All TEIs are operating in an increasingly challenging environment.

Domestic student enrolments rise and fall relative to unemployment rates — enrolments go down when unemployment rates go down. About 7000 fewer full-time domestic students enrolled at TEIs in 2017 compared to 2016. The Tertiary Education Commission’s analysis shows the number of domestic students enrolling at TEIs has fallen by a third in the last 10 years.

The demographics and number of international students are changing, and there is increased domestic and global competition for international students. The Government also expects that its 2018 changes to post-study work visa entitlements might mean fewer international students applying to study some diploma or certificate-level courses in New Zealand.

The operating environment affected each type of TEI differently

Universities and wānanga were, for the most part, financially stable in 2017. The universities’ combined surplus in 2017 increased by $18 million to $188 million. Although demand from domestic students dropped by 1.1% overall, the number of full-time international students enrolled increased by an average of 6.9%. Only one university had fewer international students in 2017 than in 2016.

Not all ITPs are experiencing financial difficulties. However, the effect of the changes in student numbers have been more strongly felt by ITPs. Demand from domestic students dropped by 8.1% overall, and 10 of the 16 ITPs had fewer international students in 2017 than they had in 2016.

As a result, just seven ITPs broke even or better, down from 11 in 2016. The remaining nine recorded a combined deficit of $71 million.

For some time, ITPs have relied on increases in revenue from international students to offset the costs of running the ITPs and to provide new facilities.
However, that reliance brought risks of dependency on students from some countries. The decline in students from those countries, coupled with falling domestic enrolments, has meant that some ITPs were no longer able to cover their expenses. The Crown has had to provide support to these ITPs — sometimes with little warning.

My views

All TEIs are operating in a changing student and policy environment. However, the operating environment for ITPs in particular is challenging, and concerns about the viability of any institution is likely to adversely affect its student population.

The quality of governance and robust financial management are always important but, in the current environment, both need to be exemplary. In particular, I expect ITP councils to focus particular attention on four aspects — the robustness of financial forecasts, the quality of significant business cases for investment in capital assets, strong governance oversight of financial controls and management, and transparent non-financial performance reporting.

Financial forecasts

Student numbers are a critical element of ITP forecasts. My staff noted that some ITPs were optimistic when forecasting the likely number of student enrolments; for example, projecting increases that were not in keeping with previous trends.

Councils need to be aware of this optimism bias and the risks it carries. Some ITPs have been slow to reflect foreseeable changes in demand, such as the cyclical nature of the domestic economy and changing patterns of demand for international education.

Councils should be ensuring they get good quality financial forecasts that include well-evidenced trend and risk analysis at the local, regional, national, and international level. Scenario planning and sensitivity analysis are important aspects of that forecasting.

Business cases to support investment in capital assets

Many ITPs have embarked on capital programmes to build or upgrade facilities. These are long-term investments that carry both opportunity and risk for an institution. ITPs often measured the affordability of these programmes based on increasing student numbers, particularly international students.

We analysed business cases for our 2017 report Investment in tertiary education assets. Our analysis showed that the planning assumptions about expected student numbers were not robust, because they failed to take account of the national and global competitive environment for students.
We also saw a lack of "whole-of-sector" thinking for investment decisions more broadly. For example, many ITPs develop their own course content, despite similar courses running elsewhere. There are also multiple information technology systems for managing student enrolments, information and services, and payroll and financial management.

Some TEIs told us that the competitive funding model and regulatory environment made it unlikely that they would work with others. By 2017, few had done so and that continues to be the case.

I encourage councils to thoroughly test investment business cases, especially the financial assumptions underlying the recommended options. Further, because of mounting financial pressures, I encourage ITPs to work together where capital investment is required and it makes good sense to do so.

**Strong governance oversight of financial controls**

Councils need to be satisfied that financial management controls, including budget monitoring, are working well. Twelve ITPs did not achieve their budgets for 2017.

Of the seven ITPs that returned a financial surplus in 2017, just two met or exceeded the Tertiary Education Commission's low-risk threshold for financial return relative to revenue.

The main reason for budget shortfalls was ITPs not achieving their forecast student numbers. When those enrolments fell short of targets, the ITPs affected did not receive as much funding as planned, but had already committed to costs based on the expected number of student enrolments.

Some ITPs have not been quick to adjust their spending in line with falling income, spending more than planned on expenses at the same time that revenue was decreasing. This has eroded the financial "headroom" ITPs need to be able to invest in meeting the changing expectations of students and employers.

**Non-financial reporting**

As public organisations, TEIs are accountable for their performance as well as the money they spend. Consequently, TEIs are required to prepare a statement of service performance for their annual reports. A statement of service performance should set out what the TEI expected to achieve, and its actual performance.

Most TEIs' performance reporting gives a reasonable account of their academic results. However, most reported only on the Investment Plan measures (or a sub-set of them) aligned to the funding they receive from the Tertiary Education Commission. Not many of the TEIs have a robust set of measures for their wider strategic goals and objectives. For example, one TEI has an objective to enhance stakeholder relationships, but its measure is to hold two meetings a year:
A few TEs are also failing to properly highlight significant performance results in their annual reporting. For example, my auditors found discrepancies between the sentiments expressed in the foreword of an annual report and the actual results in the statement of service performance. Often, limited or no explanation was given for a variance from what was expected. In my view, TEs need to report more transparently when results do not meet targets.

Recent changes to the Education Act 1989 means that the TEs’ 2019 statements of service performance need to comply with generally accepted accounting practice (GAAP). GAAP aims to improve the consistency and transparency of reporting.

If some TEs do not improve the content of their statements of service performance in keeping with GAAP, they risk receiving a qualified audit opinion.

In our experience, changes in reporting requirements like this take time to settle in and need the commitment of senior management. Councils should consider asking their chief executives to report on the state of readiness for the new requirements. I have asked my auditors to assess the TEs’ 2018 annual reports against GAAP on a “dry-run” basis, to help in identifying any improvements needed. I encourage TEs to start their own improvement plan now, so that they are better placed to meet the new requirements in 2019.

Possible changes to the organisation of institutes of technology and polytechnics

The Government has asked the Tertiary Education Commission to look at possible changes for ITPs. The Tertiary Roadmap 2020 project is considering reshaping the ITP sector. The project aims to improve sustainability while preserving the strengths of ITPs and regional access to tertiary education. The Minister of Education expects to report to Cabinet on alternatives by the end of 2018.

We will continue to provide assurance on TEs’ financial statements and performance reporting, alert council members to risks where we see them, and recommend improvements where they are needed.

John Ryan
Controller and Auditor-General
21 November 2018
Main campus or headquarters of the 27 tertiary education institutions
Types of tertiary education institution

The characteristics of tertiary education institutions are set out in the Education Act 1989.

### Universities (8)
- University of Auckland
- University of Canterbury
- University of Otago
- University of Waikato
- Massey University
- Lincoln University
- Victoria University of Wellington
- Auckland University of Technology

### Polytechnics (including Institutes of Technology) (16)
- Unitec Institute of Technology
- Ara Institute of Canterbury
- Eastern Institute of Technology
- Wellington Institute of Technology
- Universal College of Learning
- Manukau Institute of Technology
- Nelson Marlborough Institute of Technology
- Northland Polytechnic
- Otago Polytechnic
- Southern Institute of Technology
- Western Institute of Technology at Taranaki
- Waikato Institute of Technology
- Whakatāne District Polytechnic
- The Open Polytechnic of New Zealand
- Tai Poutini Polytechnic
- Toi Ohomai Institute of Technology

### Wānanga (3)
- Ta Wānanga o Raukawa
- Te Wānanga o Aotearoa Te Kuratini o Ngā Waka
- Te Whare Wānanga o Awanuiarangi
Introduction

1.1 Tertiary education is important to New Zealand's economy and to New Zealanders' personal development and economic wellbeing. The Tertiary Education Strategy 2014-2019 states that:

Skilled, knowledgeable individuals are essential to the success of businesses and other organisations. Access to skilled workers allows businesses to increase the value of their products and services and to pay higher wages. In turn, people are better off, healthier and happier, and New Zealand is a more attractive place to live and work.¹

1.2 A 2017 working paper prepared for the Organisation for Economic Co-operation and Development on adapting to the changing labour market in New Zealand states that:

Young New Zealanders will need to continue their education to higher levels than in the past and acquire skills that are more highly valued in the labour market. To maintain valuable skills, workers of all ages will need to engage more in lifelong learning. Some will need to retrain when their occupation becomes obsolete.²

1.3 Tertiary education includes all types of post-school education and training, such as adult community education, vocational education and training, degree-level study, and research. The Tertiary Education Commission (TEC) invests more than $3 billion annually into about 650 tertiary education organisations, including 216 private training establishments and 11 industry training organisations.

1.4 This report summarises our audits of the 27 public tertiary education institutions (TEIs) that provide training, education, and research services. These 27 TEIs consist of eight universities, 16 institutes of technology and polytechnics (ITPs), and three wānanga. The quality of teaching and learning at TEIs is outside the scope of this report.³

1.5 Appendix 1 explains the governance and funding arrangements for TEIs.

1.6 Wherever possible, data in this report comes from audited financial statements and statements of service performance in the TEIs' annual reports. However, some TEIs do not report separately on domestic and international full-time students, and we have had to calculate those numbers from other published but unaudited information in the TEIs' annual reports.

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¹ Published by the Ministry of Education and the Ministry of Business, Innovation and Employment, March 2014, Wellington.
³ The New Zealand Qualifications Agency uses external evaluation and review (EER) to review the current quality of performance within tertiary education organisations. After each EER, NZQA publishes a report on its website.
Audit reports for 2017

Responsibilities of tertiary education institutions for financial statements

2.1 Under the Crown Entities Act 2004, TEIs are responsible for preparing annual financial statements for their organisations.

2.2 Two members of the governing body (the council) must sign a "statement of responsibility" that says that those members were responsible for:
- the preparation of the financial statements and statement of service performance and for the judgements in them;
- providing reasonable assurance on the integrity and reliability of the financial and performance reporting, which fairly reflected the financial position and operations of the TEI; and
- any end-of-year information provided by the TEI under the Public Finance Act 1989, regardless of whether that information was included in the TEI's annual report.

2.3 By default, TEIs prepare their annual reports using the "going concern" assumption. This means that, in preparing its financial statements, the TEI had assessed that it did not intend or need to stop or materially cut back its operations in the foreseeable future. The foreseeable future is defined as 12 months from the TEI's reporting date.4

2.4 If, when making this assessment, the TEI was aware of uncertainties related to events or conditions that could cast significant doubt on the TEI's ability to continue as a going concern, it should disclose those uncertainties in notes to the financial statements.

Our audits of the financial statements

2.5 The Auditor-General appoints auditors to carry out annual audits on his behalf. An annual audit in the public sector includes:
- examining a public organisation's financial statements, performance information, and other information that must be audited, including a statement of service performance;
- assessing the results of that examination against a recognised framework — for TEIs' financial statements, this is generally accepted accounting practice (GAAP); and
- expressing an audit opinion.

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4 The definition is in an international public sector accounting standard on the presentation of financial statements, referred to as IPSAS1.
2.6 Auditing TEIs involves obtaining reasonable assurance that the financial statements and other information are not materially misstated. Where we are satisfied, we issue a standard audit report with an unmodified opinion.

**Standard audit reports – unmodified audit opinions**

2.7 We issued standard audit reports with unmodified opinions for 25 of the 27 TEIs. This means that, in our view, the financial statements that we audited complied with GAAP and fairly reflected each TEI's financial position and the results of its operations and cash flows for 2017.

**Non-standard audit report – unmodified audit opinion**

2.8 If we consider a TEI to be in serious financial difficulty based on the information presented for audit, we will check that the TEI has disclosed this uncertainty in its financial statements. We draw attention to these disclosures by issuing a non-standard audit report containing an "emphasis of matter" paragraph. Using an emphasis of matter paragraph does not change, or modify, the audit opinion because the information is still fairly represented.

2.9 We issued a non-standard audit report for Unitec Institute of Technology (Unitec), drawing attention to disclosures in the financial statements about the ongoing financial viability of Unitec.

**Non-standard audit report – qualified opinion**

2.10 We qualify the audit opinion only where we consider that the financial statements or statements of service performance could be misleading. Where this happens, we issue a qualified audit opinion, and explain why in our audit report. We issued one qualified audit opinion for Tai Poutini Polytechnic (Tai Poutini), because of the way it had accounted for revenue and debt in 2016 and 2017.

2.11 We also included an emphasis of matter paragraph in Tai Poutini's audit report, drawing attention to disclosures in the financial statements about Tai Poutini's ongoing financial viability.

2.12 Appendix 2 describes in more detail the events that led us to issue non-standard reports for Tai Poutini and Unitec.
Our audits of the service performance information

2.13 We also audit the statement of service performance in the TEIs' annual reports. This means that readers can be confident that the information reported by TEIs in their statements of service performance fairly reflect their achievement of the performance targets they have chosen to report on.

2.14 We have been auditing the content of statements of service performance for some years, but there has been no legal compulsion for these statements to comply with GAAP. This meant that we could not qualify our audit opinion unless we considered there were serious deficiencies in the information reported. We were limited to making recommendations for change.

2.15 For example, we made several suggestions to individual TEI councils and managers to further improve their performance reporting. These suggestions included:

- more clearly reporting on progress against the TEIs' strategic objectives, as well as achievement of investment plan measures;
- providing more context to inform the reader about why certain measures were important, and what good performance would look like; and
- providing clearer explanations where there was variation between actual results and targets.

2.16 A few TEIs were falling to highlight significant performance results in their annual reporting. We saw some discrepancies between the sentiments expressed in the forewords of annual reports and the actual results in the statements of service performance. Often, limited or no explanation was given for a variance from what was expected. We expect more transparency when results do not meet targets.

2.17 In compiling the analysis for this report, we noticed that some non-financial information is expressed in ways that makes comparison difficult. For example, not all TEIs consistently report the number of students enrolled. Some report on headcounts and others use the "Full-time equivalent student" measure.⁶

2.18 Recent changes to the Education Act 1989 mean that the TEIs' statements of service performance will have to comply with GAAP for 2019 and beyond. Consequently, some TEIs may be at risk of having their audit opinions qualified because of inadequate statements of service performance.

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⁵ Examples of a serious deficiency would be the complete omission of any service performance information, significant and persistent errors in what was presented, or an inability to show how the information had been calculated.

⁶ The equivalent full-time student measure is for funding purposes. Headcounts count the actual number of students. For example, two half-time students would be counted as one equivalent full-time student, but a headcount would count them separately.
2.19 We encourage TEIs to discuss the new reporting requirements with their auditors. We have asked auditors to assess the TEIs' 2018 audit reporting to highlight where improvements are needed before the new requirements are in place. This should give TEIs some time to realign their reporting with the new requirements.

Providing timely financial and performance information

2.20 It is important that TEIs recognise that accountability is not achieved until audited financial and service performance information is made publicly available. Consequently, an important part of the performance and accountability of public organisations is issuing audited financial statements and performance information within statutory time frames. For the 2017 TEI audits, the statutory deadline was 30 April 2018.

2.21 Three TEIs breached the statutory reporting deadline – Unitec, Tai Poutini, and Southern Institute of Technology. Unitec and Tai Poutini's breaches were related to the going concern issues referred to above. Southern Institute of Technology was late because one of its subsidiaries was unable to prepare its financial statements for audit in a timely way.
3

Financial performance of tertiary education institutions

Overall financial performance for 2017

3.1 It is important that TEIs are financially stable, to support the consistent delivery of high-quality education that students can have confidence in. An operating surplus is one indicator of financial health. Figure 1 shows the aggregated surplus or deficit returned by each part of the tertiary education sector in 2017.

Figure 1
Aggregated operating surpluses and deficits for tertiary education institutions, by type, 2015 to 2017

The financial results for ITPs show a decline from a combined $26 million surplus in 2016 to a combined $36 million deficit in 2017.

![Graph showing aggregated operating surpluses and deficits](image)

Source: Office of the Auditor-General database of financial statements.

Note: The aggregated figures in Figure 1 reflect the total surpluses and deficits recorded at the TEIs' 'group' level. This might include revenue and expenditure from activities other than teaching, learning, and research.

3.2 The TEC has a framework to monitor the financial viability of TEIs. One measure the TEC uses is operating surplus as a percentage of revenue. The TEC sets its low-risk threshold at 3% or above.7

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7 The TEC's measures are guidelines and the TEIs are not obliged to achieve them.
Financial performance of universities and wānanga

3.3 Most of the universities are financially sound. Figure 1 shows they collectively increased their operating surpluses from $170 million in 2016 to $188 million in 2017. Two universities are in their last year of receiving Crown support after the Canterbury earthquakes of 2010 and 2011. These two universities are below the 3% operating surplus guideline, but the remainder are meeting or exceeding it.

3.4 The three wānanga also returned a combined surplus in 2015, 2016, and 2017. None recorded a deficit for 2017, although the combined surplus declined to $5.5 million from $9.9 million in 2016. Two wānanga did not achieve their own budgeted surplus or the TEC’s operating surplus guideline.

Financial performance of the institutes of technology and polytechnics

3.5 In Figure 1, the financial results for ITPs show a decline from a combined $40 million surplus in 2015 to $26 million in 2016, and then a deficit of $56 million in 2017.

Figure 2
The number of institutes of technology and polytechnics in surplus or deficit, and the combined value of those surpluses and deficits, 2009 to 2017

Not all ITPs are in financial difficulty, but the combined deficit for nine of the 16 ITPs in 2017 was almost $70 million.

![Bar chart showing financial performance of ITPs]

Source: Office of the Auditor-General database of financial statements.
Note: The number of ITPs has reduced through mergers since 2009.

8 The Crown agreed that the University of Canterbury and Lincoln University would not have to repay funding received if those universities did not achieve the funded number of student enrolments after the Canterbury earthquakes, up to and including 2018. These two universities are discussing potential partnership options.
3.6 Not all ITPs are in financial difficulty, but Figure 2 shows an increasing number of ITPs in deficit since 2009, with a significant increase between 2016 and 2017. Figure 2 also shows that the combined deficit is getting bigger. In 2017, nine ITPs (up from four in 2016) returned a combined deficit of almost $70 million (up from a $30 million deficit in 2016).

3.7 Just seven ITPs returned a surplus in 2017, and one of those was marginal. This result was down from 12 ITPs in surplus in 2016. Only two ITPs (Southern Institute of Technology and Otago Polytechnic) returned an operating surplus of 3% of revenue or more. Figure 3 shows which ITPs returned a surplus or deficit in 2017, together with the size of that surplus or deficit.

**Figure 3**
Institutes of technology and polytechnics in surplus or deficit in 2017

In 2017, Unitec Institute of Technology had the largest deficit and Southern Institute of Technology had the largest surplus.

Source: Office of the Auditor-General database of financial statements.
3.8 By October 2018, four ITPs were subject to intervention from the Crown because of severe financial difficulty. Others had enhanced support in place, such as Crown-appointed financial advisors.

3.9 We were concerned by the sudden deterioration in financial outlook for two of these ITPs, after the financial year-end and after we had issued our audit report. Our concerns related to the quality and timeliness of the financial forecasts provided to the ITPs' council. Our annual audits give reasonable assurance that TEIs have appropriate financial controls and systems in place to produce their financial statements. However, it is the role of council members to ensure that the chief executive and their staff use these systems to provide the good quality and timely information that council members need to oversee performance.

3.10 The TEC forecasts that most ITPs and one university will be in a deficit position by 2020. The TEC is leading a project called the ITP Roadmap 2020, to explore options for reshaping the ITP sector. The project is partly to improve the financial viability of ITPs while retaining their strong regional contribution to skills and the economy. The Minister of Education expects to report to Cabinet by the end of 2018.

3.11 As a consequence of the increasing financial pressures in the ITP sector, we expect consideration of going concern issues will feature more in our work and our reporting on the 2018 audits. In Part 4, we discuss the causes of the financial pressures in more detail, and highlight areas where councils need to remain vigilant.
Financial pressures in institutes of technology and polytechnics

Summary of our observations

4.1 As well as drawing attention to going concern issues at two ITPs, our reporting to the councils of several other ITPs highlighted increasing financial pressures.

4.2 In our view, financial sustainability is the most significant challenge for many of the TEs, but in particular the ITPs. These financial challenges are contributing to a climate of pressure that can increase risks to the delivery of high-quality education and training for students.

4.3 The main causes of those pressures were:
   - declining domestic student enrolments;
   - changes in international student participation in New Zealand tertiary education;
   - operating costs increasing while revenue was declining; and
   - the effects of previous decisions to invest in assets, made when revenue was higher.

4.4 ITPs need to improve their financial forecasting, governance oversight of financial controls, and investment in assets.

Declining revenue from domestic full-time students

4.5 The number of domestic students has been declining overall for some years. TEC analysis shows that the number of domestic students has fallen by a third in the last 10 years. The TEC notes that more young people are choosing to directly enter the labour market or choosing to stay longer at secondary school.

4.6 The TEC allocates government funding to TEIs based on domestic full-time student enrolments set out in their investment plans. This Student Achievement Component funding is agreed in advance, based on projected enrolments in TEIs' investment plans, and revised as actual enrolment data becomes available.

4.7 If data gathered during the year suggests that a TEI will fail to achieve the agreed number of enrolments, an "in-plan" adjustment is made to reduce the amount of funding due. If the funding has already been paid, the TEI needs to repay any overfunded amount to the TEC. In some instances, amendments during the year can increase funding because of higher demand. The TEC determines the final funding amounts, along with any repayments, after the end of the year, when TEIs submit their final enrolment data.

9 TEIs have to pay back funding if the total dollar value of the provision that was delivered within the funding year is less than 90% of the total value.
Observations from our audits

4.8 Nationally, about 200,000 domestic full-time students enrolled in TEIs in 2017, which is about 7000 fewer than the number of domestic full-time student enrolments in 2016.

4.9 The decrease of more than 7000 domestic student enrolments was not evenly spread between the three types of TEIs or within them. Domestic full-time student enrolments declined by 1243 at universities, by 555 at Wānanga, and by 5356 at the ITPs. Only the University of Canterbury and Te Wānanga o Raukawa had more domestic students in 2017 than in 2016.

4.10 In our view, some of the enrolment projections we have seen in the investment plans are overly optimistic, and some TEIs are not meeting their forecasts in successive years. As Crown entities, TEIs are responsible for the quality of the information and forecasts they produce. However, we understand that the TEC is increasingly challenging the basis for these projections.

Changes in international student participation in New Zealand tertiary education

4.11 TEIs have historically made up all, or some, of the shortfall in revenue from declining domestic student numbers by attracting international students who pay full fees. Attracting international students has been part of the Tertiary Education Strategy 2014-2019.

4.12 Figure 4 shows that, overall, Immigration New Zealand issued 46,685 student visas to first-time, full-fee-paying international students in 2017/18. This was 1453 fewer than in 2016/17, but the fourth highest in the last 10 years. The total number of visas approved for students from all nations except for China and India was just more than 30,000, the highest in the last nine years. We show these nations separately because they have been the largest and second-largest nationalities accessing education in New Zealand in the recent past.

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10 Where we use the term "domestic full-time students", we are using the EFTS measure.
11 The number of first-time student visas issued does not equate to student enrolments in the same year. Most full-time students will start studying in the year after their visa is approved. Some students might defer their study or not study at all. Also, some students might take courses that are calculated to be less than one equivalent full-time student. The number of students holding a "Valid Student Visa" is higher than the number of students with first-time student visas. This is because the number of valid student visas includes people in all years of study. There were 75,578 valid student visa holders on 30 June 2017.
Figure 4

Number of visas approved for first-time, full-fee-paying students, by nationality and year, 2008/09 to 2017/18

First-time student visas for Chinese students dropped by about 18% in 2017/18. The decrease in first-time student visa approvals for Indian students started in 2015/16.

Source: Immigration New Zealand.

Note: School-age children of other visa holders have a special category of visa (a dependent child student visa) and are not included in these figures.

4.13 Figure 4 also shows the decrease in visa approvals for Indian students started in 2015/16. In 2014/15, there were 13,246 first-time student visa approvals, 11,422 in 2015/16, and 7735 in 2016/17. Education New Zealand considers that most of this decrease was students who might have otherwise intended to study at private training establishments. However, a number of ITTPs also had fairly high exposure to changes in demand from India.

4.14 The number of approved first-time student visas for 2017/18 was marginally higher at 7942. Recent information from Education New Zealand suggests first-time student visa approvals for Indian students have now stabilised.

4.15 The other country that provides a large number of international students is China. Figure 4 shows that approvals of first-time student visas for Chinese students dropped by about 18% in 2017/18. The number of visas approved is now just below the number of approvals for study visas in 2014/15.
4.16 An independent analysis by the ICEF Monitor\(^{12}\) highlights that "the college-aged population in China – that is, the 18-24-year-old group – is projected to decrease by more than 40%, from 176 million to 105 million, between 2010 and 2025". The Government stated in its **International Education Strategy 2018-2030** that it expects the number of Chinese students to decrease further after 2025.\(^{13}\) The Government also expects that some countries will move from being providers of international students to providing tertiary education in their own countries. This means that there will be increased competition for international students. Education New Zealand highlights that there is not a single cause for the recent reduction in visa approvals for Chinese students.

4.17 The **New Zealand International Education Strategy** stated that the quality of New Zealand’s education experience should be a priority. The Government also announced changes to post-study work visa entitlements. The full effect of the strategy and of the visa changes might not be apparent until the 2019 enrolment numbers are released.

**Observations from our audits**

4.18 In 2017, 1051 more international full-time students enrolled to study in New Zealand than in 2016, but that increase was not evenly distributed among the TEs.

4.19 Seven of the eight universities attracted more full-fee-paying international students in 2017 than in 2016, with the number of full-fee-paying international students up by 1129 or 6.9%.

4.20 Overall, there were 12,461 full-fee-paying international students studying at ITPs in 2017, a number largely unchanged from 2016. However, Southern Institute of Technology, Eastern Institute of Technology, and Otago Polytechnic had significant increases, while nine ITPs had fewer students than expected.

**Why accurately forecasting student numbers is important for ITPs**

4.21 Student numbers are a critical element of forecasts. Some ITPs were optimistic when forecasting the likely number of student enrolments. For example, projections for increases for domestic or international students looked optimistic compared to previous trends and some related indicators of future demand. These related indicators, such as the unemployment rate and first-time international student visa approvals, are updated regularly.

4.22 Councils need to be aware of this optimism bias and the risks it carries. In our view, some ITPs have been slow to reflect foreseeable changes in demand.

\(^{12}\) ICEF Monitor is an independent market intelligence resource for the international education industry.

4.23 Councils should be ensuring they get good quality financial forecasts that include well-evidenced trend and risk analysis at the local, regional, national, and international level. As part of the forecasting information, TEs should be preparing possible scenarios and carrying out sensitivity analysis on those scenarios.

4.24 Although some of the ITPs' delivery costs will vary depending on the number of students, many costs are fixed, such as staff costs and course development costs. If the ITP does not attract as many students as it forecast, it will incur losses.

4.25 It is important that the ITP understands the factors behind demand for its courses and does not over-invest in capacity that might not be needed. This means maintaining a good understanding of what students want, what employers want, what other ITPs are offering, and the ITP's likely share of that demand.

Operating costs increasing while revenue is declining

Observations from our audits

4.26 We looked at actual 2017 group surplus or deficit results against what the ITPs expected to achieve — their budgeted surplus or deficit.

4.27 Twelve of the sixteen ITPs did not achieve their budgets for 2017, up from eight in 2016.

4.28 The main reason for budget shortfalls was ITPs not achieving the forecast number of enrolled students. When those enrolments fell short of targets, the ITPs affected did not receive as much funding as they had expected. They had often committed to spending based on the expected number of student enrolments.

4.29 Some ITPs have not been quick to adjust their spending in line with falling income, spending more than planned on expenses at the same time that revenue was decreasing. This has eroded the financial "headroom", or working capital, those ITPs need to be able to invest in meeting the changing expectations of students and employers.

4.30 Working capital is the amount of readily available cash, or assets that can quickly be turned into cash, to pay liabilities due in the next 12 months. A working capital ratio of one or more means the ITP has enough funds from its current assets to pay for its current liabilities. A ratio of less than one means current liabilities exceed current assets, and the ITP might struggle to pay its debts when they are due. The TEC sets an indicator for this ratio in its financial monitoring framework (which it calls the quick ratio) of 1.5. Eleven ITPs have a quick ratio of less than 1.5.
Why is financial monitoring important?

4.31 Good financial monitoring should enable the ITPs to make changes during the year if the number of enrolments falls. ITP councils need to be satisfied that financial management controls, including budget monitoring and variance reporting, are working well.

4.32 Our analysis indicates that most ITPs struggle to align their operational costs to changes in revenue that happen during the year. For some ITPs, this is probably less concerning in the short-term – but, for ITPs that already have low working capital, it can be a significant issue.

4.33 Positive working capital is not just important for paying bills when they are due. It also provides ITPs with some flexibility to make changes to their operations – for example, increasing expenditure in the short term (such as redundancy payments or retraining costs) to achieve long-term savings.

4.34 Having low working capital does not mean the ITP is insolvent; it might have significant non-current assets, access to overdraft or loan facilities, and healthy capital reserves. But low working capital can mean ITPs need to borrow money to support current operations while organisational changes are made, and this adds to their overall operational costs. We have noted in some of our audits that ITPs are borrowing to meet operational costs and the costs of organisational change, rather than for investments in long-term assets. In our view, this is unsustainable where the return from organisation change takes too long to achieve.

Investment decisions

4.35 In 2017, we published a report Investing in tertiary education assets. For that report, we analysed 14 business cases for investments in assets that TEIs had prepared in 2013 and 2014.

4.36 The business cases were generally of a high standard. Benefits, risks, and risk-management approaches for the individual university or polytechnic were usually described in detail, and most sections dealing with risk included comments about a range of financial indicators.

4.37 However, there was little evidence of the aim in the Tertiary Education Strategy 2014–2019 to improve the effectiveness of the sector as a whole. In most of the business cases, TEIs did not take account of the investments planned or made by other TEIs, nor did they consider how to make the most of their investments by sharing or using the existing assets of other TEIs.

4.38 We reported that, in our view, there was an opportunity for more sector-based investment decisions. However, some TEIs believed that a competitive funding model and regulatory environment made it unlikely that they would work together to improve the efficiency of their investments in assets. Others pointed
Financial pressures in institutes of technology and polytechnics

to examples where joint investments had been successfully made and the complexities of the funding and regulatory environment were worked through. These diverse views posed both a challenge to the implementation of the Tertiary Education Strategy 2014-2019 and an opportunity for the sector to consider how to better give effect to the strategy through their investment decisions.

Observations from our audits

4.39 During 2017, many TEIs had major campus development projects under way or planned. We noted a substantial amount of spending as TEIs implemented plans to maintain and develop their campuses.

4.40 Only a few TEIs were collaborating on campus investments, such as Wellington Institute of Technology and Whitireia Community Polytechnic’s arrangement for the Te Kāhui Auaha creative campus in Wellington.14 Lincoln University, with government support, is collaborating with AgResearch for a new facility at the Lincoln University campus. Five TEIs are investing in a joint online campus (Tertiary Accord New Zealand).

4.41 Most of the other capital investment we saw was going into maintaining or expanding existing campus assets, or setting up new campuses in other towns and cities. We are not yet seeing the level of collaboration envisaged by the TEC in 2015/16. In our view, this represents a missed opportunity when viewed from a national perspective.

4.42 We also noted reasonably large amounts of capital spending on course development and information technology systems for student management, payroll, and financial management.

4.43 Some ITPs were experiencing cash flow challenges related to their capital investment decisions. Some of these decisions had been made when the ITPs expected student numbers to rise.

Why is this important?

4.44 Many ITPs have embarked on capital programmes to build or upgrade facilities. These are long-term, intergenerational investments that carry both opportunity and risk for an institution.

4.45 In our view, there is a need for greater scrutiny of the business cases to support investment in capital assets. The long-term affordability of capital investments, including depreciation and maintenance, will depend on accurate forecasting of future use. Although we often see a strong educational case for capital investment, councils need to ensure that the financial assumptions are subject to rigorous challenge.

14 Whitireia Community Polytechnic and Wellington Institute of Technology operated under a combined council. A proposal to integrate the two institutes was announced on 6 November 2018.
Appendix 1
Governance and funding arrangements

Governance arrangements

Tertiary education institutions (TEIs) are Crown entities, independently governed by councils with functions that are set out in the Education Act 1989. The Act supports and preserves TEIs' academic freedom and autonomy. TEIs need to balance operating autonomously with being accountable to the public and to the Crown. The Crown monitors the performance and viability of TEIs through the activities of the Ministry of Education, the Tertiary Education Commissioner (TEC), and the New Zealand Qualifications Authority (NZQA).

A university or wānanga council can have between eight and 12 members, and the required number or range is set out in its constitution. In councils of eight or nine members, three of those members are appointed by the Minister of Education (the Minister). The Minister appoints four members in larger university and wānanga councils, and four of the eight council members (including the chairperson) in institutes of technology and polytechnics (ITPs). Appointments are usually for four years. Council members who are appointed by the Minister are not directly accountable to the Minister.

In certain circumstances, the Crown may actively support TEI councils to govern their TEIs. Sections 195A to 195D and 222A to 222F of the Act set out formal intervention powers for the Crown that allow for different levels of support, according to the TEIs' individual situations. The powers range from requiring a TEI to provide specified information about its operation, management, or financial position at a given time, to dissolving the TEI council and appointing a commissioner to govern the TEI.

TEI councils employ only one staff member: the chief executive. Unlike almost all other public organisations, the State Services Commissioner does not have powers to set minimum standards of integrity and conduct for TEIs. Therefore, it is important that councils diligently oversee chief executives, and understand that it is the council's responsibility to set the tone and culture at the top of the organisation. This matters because New Zealanders expect integrity from their public servants. Public trust in government and the public sector can be easily lost.

Roles and responsibilities of tertiary education institutions

Section 159A of the Act sets out the planning, funding, and monitoring framework of the tertiary education sector. This framework requires TEIs to prepare plans (currently called investment plans) that set out their responses to the Government's tertiary education priorities and to stakeholder needs. The TEC uses these investment plans to determine the amount of Crown funding for TEIs. TEIs are also required to prepare an annual report that includes, among other information, financial statements and a statement of service performance, which we audit.
Appendix 1
Governance and funding arrangements

How tertiary education institutions are funded by the Crown

Most funding is distributed through a bulk funding arrangement, involving a few separate but closely related funds. These funds are mostly based on TEIs’ investment plans and have a three-year baseline that is updated at each budget.

The Student Achievement Component (SAC) funding is the largest source of revenue for TEIs (about $2 billion in 2017/18). It provides subsidies for teaching and learning for approved tertiary qualifications. Most students pay some tuition or other course-related fees.

SAC funding allocations are based on projected total student enrolments agreed in the TEIs’ investment plans. The unit of funding allocation is an “equivalent full-time student” or EFTS. We use the term full-time student when talking about EFTS. The full-time student value is calculated using a formula with funding rates that vary significantly by the type of qualification and its level and duration.

Other funds support a range of core roles, capability needs, and innovation not directly related to student enrolments. The largest of these is the Performance-based research fund ($309 million for 2017/18). The Performance-based research fund is used to allocate the bulk of the Crown’s research funding to TEIs. The TEC allocates this fund based on assessments of research quality. It aims to raise the quality of research done and to help ensure that teaching at the degree level and above is supported by research.

Other sources of revenue for tertiary education institutions

TEIs also receive revenue from research, contracts, fees, and other sources. Student fees are a considerable source of revenue for universities and polytechnics, but make up only a small proportion of revenue for wānanga. International students and other full-fee-paying students bring in additional revenue from fees, but not SAC funding.
Appendix 2
Non-standard audit reports for 2017

Tai Poutini Polytechnic
In August 2018, we issued a non-standard audit report for Tai Poutini for both 2016 and 2017. We qualified our opinion on the financial statements because we considered the financial statements contained material errors. We also drew attention to disclosures in the annual report about Tai Poutini’s ability to fund its activities in the future. Tai Poutini also breached the statutory reporting deadlines for 2016 and 2017.

We qualified our opinion because we disagreed with how Tai Poutini accounted for:
- funding it over-claimed from 2010 to 2015; and
- the TEC’s debt forgiveness for under-delivering on student numbers projected in its investment plan in 2016.

Funding over-claimed
An investigation by the TEC in 2017 found that Tai Poutini had over-claimed its student achievement component funding in the years 2010 to 2015 by $1.85 million. Tai Poutini had included the amounts as revenue in the relevant financial years, and so for those years the revenue and the surpluses were overstated (or the deficits were understated).

To correct this overstatement, Tai Poutini should have retrospectively reduced the equity brought forward into its 2016 financial statements by $1.85 million, and also recorded that it owed the TEC $1.85 million. This would then have flowed on to the 2017 financial statements.

In 2018, the TEC decided not to seek recovery of any of the amount over-claimed. The effect of TEC’s forgiveness of the debt was to restore Tai Poutini’s results as though it had not over-claimed any SAC funding. Because Tai Poutini became aware of the decision before it completed its 2016 and 2017 financial statements, it decided not to adjust these financial statements to reflect the overstated revenue in previous years. However, because the TEC made this decision after the 2017 balance date, it should be accounted for in Tai Poutini’s 2018 financial statements.

Fewer students than funded for in 2016
In 2018, the TEC also decided not to seek recovery of $3.1 million, which was repayable because of Tai Poutini having delivered courses to fewer students than it was funded for in 2016.

Tai Poutini decided to recognise the effect of the TEC’s decision in its 2017 financial statements by including the $3.1 million as a capital injection. The correct action would have been for Tai Poutini to make this adjustment in its 2018 financial statements, the year when the TEC made the decision.
Appendix 2
Non-standard audit reports for 2017

Serious financial difficulties
In our audit reports for Tai Poutini, we drew attention to disclosures in its financial statements about its ability to continue as a going concern. Tai Poutini’s ability to continue as a going concern is dependent on it meeting all of the funding conditions set by the Crown to receive all of the capital injection. Tai Poutini has submitted a business case to the Minister of Education with options for its future governance and organisational structure. The Minister has deferred his decision pending the Government’s decision on the future of the ITP sector.

Unitec Institute of Technology
Unitec’s audit report included an explanatory paragraph to highlight the way it had applied the going concern assumption in preparing its financial statements. This paragraph drew attention to Unitec’s explanation in its financial statements about uncertainties relating to achieving its financial forecasts and meeting any future cash flow shortfalls. Unitec reported a deficit of $31 million in 2017.
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14 February 2019

Peter Winder
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2241

Tēna Koe Mr Winder

As public organisations, Tertiary Education Institutions (TEIs) are accountable to New Zealanders for their performance and the money they spend. Because of this, you are required to prepare a statement of service performance (SSP) for your annual report.

Recent changes to the Education Act 1989 require your SSPs for 2019 to comply with generally accepted accounting practice (GAAP). GAAP is a set of objective principles and requirements for improving the consistency and transparency of performance reporting.

In this letter we:

- describe why you are required to prepare an SSP;
- discuss the upcoming changes to SSP requirements for your annual report;
- provide some guidance on performance reporting that we expect to see in your SSP; and
- recommend next steps and where you can get further information and support.

We will publish an electronic version of this letter on our website, which will contain hyperlinks through to the reference material.

1. **Statement of service performance**

A TEI that prepares an Investment Plan is required to include an SSP in its annual report.\(^1\)

Your SSP should describe your strategic goals and objectives and provide an easily understood picture of your organisation’s performance during the year, showing the relationship between your core services, associated costs, and how you achieved your objectives. Your SSP should give a sense of your progress, noting where you have made improvements and where you need to make further improvements.

Your SSP should set out what you expected to achieve and your actual performance, measuring performance against the proposed outcomes and performance indicators, including those described in your Investment Plan.\(^2\)

In previous years, the information in your SSP was reviewed as part of our annual audit work. However, because there was no requirement for SSPs to comply with GAAP, our audit opinion did not report on this part of the annual report. Instead, we made recommendations in our management letter to you, identifying any deficiencies.

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\(^1\) See section 220(2)(A)(i) of the Education Act 1989.

\(^2\) See section 159P of the Education Act 1989 sets out statutory requirements for investment plans.
2. Upcoming changes

The Education (Tertiary Education and Other Matters) Amendment Act 2018 introduced a new subsection (section 220(2C)) to the Education Act 1989. The new subsection requires your SSP to comply with GAAP. This will apply to SSPs for financial years beginning on or after 1 January 2019.3

For any financial year beginning on or after 1 January 2019, our audit opinion will report on whether your SSP complies with GAAP. If your SSP does not comply with GAAP, you risk receiving a modified audit opinion.

For an SSP to comply with GAAP, it must meet the requirements of the relevant financial accounting standard. Currently, the relevant accounting standard is PBE IPSAS 1 Presentation of financial statements (PBE IPSAS 1), particularly paragraphs 150.1 to 150.10.4

You need to ensure that your staff who prepare SSPs are familiar with the PBE IPSAS 1 reporting requirements for SSPs, including the requirement to describe and disclose the cost of each output (paragraph 150.4).5 Few TEIs currently disclose their output costs.

For reporting periods beginning on or after 1 January 2021, a new standard, PBE FRS 48 Service performance reporting, will apply. This will replace the paragraphs in PBE IPSAS 1.

When applying PBE FRS 48, you should consider how you will meet the requirement to link the service performance information and financial statements in order to convey a coherent picture about your TEI's performance. If you have more than one output class and do not plan to do this through output cost disclosures, you should discuss with your auditor how you will meet this requirement.

Early adoption of PBE FRS 48 is permitted. If you are considering early adoption, discuss this with your auditor.

3. Performance measures we expect to see

We expect that your SSP will include a range of performance measures, covering strategic goals and objectives, as well as measures directly relating to your outputs.

Your performance measures in your SSP should identify both the quantity (how much was provided) and quality (how well it was provided) of your service delivery.

In general, performance measures in your SSP should include targets. Targets are the specific levels or results that you intend to achieve. You might align targets to:

- an external benchmark or required tertiary sector standard;
- a level that represents a meaningful improvement on past performance; or
- an aspirational level, if you anticipate a significant change in the relevant service's performance.

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3 Clause 11E of Part 5A of Schedule 1 of the Education Act 1989.
4 For the accounting standards, see www.xrb.govt.nz.
5 Where a TEI has only one output (teaching/learning), a breakdown of costs does not necessarily need to be provided. This might apply to some wānanga and institutes of technology and polytechnics. There might, however, be value in reporting costs in a different way, such as by faculty. In our view, all universities have more than one output (teaching/learning and research as a minimum).
If a performance measure does not have a target or it has not been reported on, you should explain why in the SSP’s commentary. Your reporting should be transparent when results do not meet targets and explain any variance from what you expected.

Performance measures and associated commentary should be: understandable, relevant, reliable, comparable, and complete. Comparing performance with other TEIs in the sector would be good practice, but this is not a requirement.

Figure 1: Principles of performance reporting

**Understandable** The SSP, its measures, and associated commentary are presented in a clear and concise format in a way that engages its users. Measures and commentary are easy to read and use minimal jargon and technical terms. Users can readily identify and understand the key performance issues.

**Relevant** There is a clear link between the measure and its particular outcome, impact, or output. The measure and associated commentary provides meaningful information about the TEI’s performance and progress towards its outcomes, meets the information needs of its users, and is useful for decision-making.

**Reliable** The measure and its commentary are free of errors, omissions, and bias that fairly represents the TEI’s performance in a balanced way. The measure represents what it purports to, and informed users would reach the same, or similar, conclusions to those made in the associated commentary.

**Comparable** A measure should include some comparison to required standards, forecasted or target values, previous years, and/or other TEIs. The commentary can then identify whether suitable targets were set, if there has been a decline or improvement in performance, and the TEI’s performance relative to standards and other TEIs in the sector.

**Complete** The performance information should cover the significant activities and all important aspects (including identifying the important dimensions of performance), and give them suitable emphasis to present fairly, in all material respects, their significance to the TEI’s performance.

Your SSP must include the Educational Performance Indicators that you report to the Tertiary Education Commission (TEC). The TEC website provides further details.

You should also include performance measures for your wider strategic goals and objectives that go beyond the Educational Performance Indicators, which focus on student achievement. A more complete picture of a TEI’s performance might also include, but is not limited to, measures of:

- research products for research-active TEIs (such as post-graduate research, external research income, publications, research recognitions);
- users’ views (often through student and/or graduate satisfaction measures);
- post-study/employment status (often through graduate destination surveys and the TEC post-study information products), recognising that there can be a lag in this data being available;
- employers’ views (typically through employer satisfaction measures);
- contributions to broader economic, social, and cultural outcomes (including community engagement, community support, and knowledge-sharing activities); and
- results of independent external evaluations and reviews (such as those done by the New Zealand Qualifications Authority and the Academic Quality Agency for New Zealand Universities).

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6 See [www.tec.govt.nz](http://www.tec.govt.nz).
4. **Recommended next steps**

Changes in performance reporting requirements can take time to settle in and need the commitment of senior management. We recommend that you consider asking your Chief Executive Officer to report on the TEI’s state of readiness for the SSP in your annual report to comply with GAAP.

Our auditors will review your SSP’s compliance with GAAP in your 2018 annual report on a "dry-run" basis to help identify any improvements you need to make. We encourage you to start your own improvement plan now, so you are better placed to meet the new requirements in 2019.

5. **Further information and support**

The Auditor General's Auditing Standard AG-4 The audit of performance reports[^6] provides insight into what our auditors are looking for in a public organisation’s performance reporting.

If you require further information or have any questions, please speak to your appointed auditor in the first instance.

Yours sincerely

Patricia Johnson
Sector Manager, Parliamentary Group
Patricia.johnson@oag.govt.nz
c.c Gus Gilmore Chief Executive Officer

[^6]: See The Auditor-General’s Auditing Standards at www.oag.govt.nz
19 February 2019

Gus Gilmore
Chief Executive Officer
Manukau Institute of Technology
Private Bag 94006
Manukau
Auckland 2241

Dear Mr Gilmore

AUDIT ARRANGEMENTS: MANUKAU INSTITUTE OF TECHNOLOGY

The contract for Audit New Zealand to complete the audit of your organisation on behalf of the Auditor-General expires with the completion of the audit for the financial year ended 31 December 2018. Normally at the completion of an audit contract, the Auditor-General (who is your organisation’s statutory auditor) would renew the auditor’s appointment for a further term of 3 years unless there were compelling reasons not to. You will be aware of the announcement last week by the Minister of Education about the plans for the merger of polytechnics. In view of that announcement, and until we have more information about those plans, the Auditor-General proposes to renew the current auditor’s appointment for just the 2019 financial year.

Audit Proposal

I have asked your appointed auditor to prepare a draft Audit Proposal (in due course) for discussion with you, and those discussions may have already commenced. The proposal will cover the statutory basis for the audit, key staff assigned to the audit, and the audit hours and fees for each year of the audit – together with explanations and justification for any changes from the previous contract. In view of the Minister’s recent announcement, we expect that there will be additional complexities for 2019, and the auditor will need to discuss that with you as the detail of the proposed changes becomes clear.

Importantly, the proposal also contains the appointed auditors’ key expectations of your organisation in relation to the audit. You should take the opportunity to discuss those expectations with your appointed auditor, as well as jointly looking for other factors within your control where the audit can be made less time consuming and more efficient, and possibly reduce audit costs.

Once you and the appointed auditor have agreed the terms of the audit, they will ask you to countersign the proposal as evidence of your organisation’s acceptance of the terms, and they will send it to me, leaving you a copy for your records. The proposal will eventually form part of the appointed auditor’s contract with the Auditor-General.
THE AUDITOR-GENERAL’S POLICY ON AUDITOR INDEPENDENCE

This is a summary of the Auditor-General’s statement on Independence that applies to Audit Service Providers (including all national or international affiliates of the firm providing audit services to the Auditor-General). If you are in any doubt as to whether the independence of an Audit service Provider is threatened please contact Roy Glass, Director Auditing Policy, Office of the Auditor-General, (04 917 1510 or roy.glass@oag.govt.nz).

While undertaking an audit on behalf of the Auditor-General, the Audit Service Provider and affiliated firms will be permitted to carry out Assurance Engagements at the request of the audit entity without limit. The term assurance is tightly defined, and is essentially in-depth auditing, beyond the scope of the annual audit. Certain consulting or service engagements, at the request of the audit entity, will also be permitted up to a limit of 100% of the annual audit fee in any one year. In each case the work must not:

- Violate the principles set out in the Code of Ethics and Code of Ethics: Independence in Assurance Engagements of the New Zealand Institute of Chartered Accountants; or
- Involve the Audit Service Provider’s personnel in any decision-making that should be undertaken by the management or the owner of your organisation; or
- Involve the Audit Service Provider’s personnel in both performing and auditing the same work; or
- Impair the integrity or objectivity of either the Audit Service Provider’s personnel, or that of the Auditor-General.

Even though an Audit Service Provider may be permitted to carry out an assurance, consulting or service engagement for an entity they audit, the Audit Service Provider is required to obtain the prior approval of the Auditor-General if the engagement is of a sensitive nature or may be subject to media or political interest.

In addition, because of the inherent conflict with auditor independence, certain engagements are prohibited and cannot be carried out by the Audit Service Provider or their affiliates.

Prohibited engagements include:

- Liquidation and receivership of organisations they audit on behalf of the Auditor-General or of subsidiaries or other entities controlled by those organisations;
- Taxation advice that has, or will be, applied in determining the income tax liabilities recorded in the financial statements of the audit entity, and is not in accordance with published Inland Revenue Department policy, or has not been confirmed with the Inland Revenue Department;
- Taxation advice relating to the design or implementation of tax avoidance policies or mechanisms;
• Taxation engagements involving the computation of income tax liabilities or other tax liabilities (or assets) for the purposes of the financial statements or for returns to the Inland Revenue Department;

• Valuation services that result in the product of the valuation giving rise directly to asset or liability determination in the Statement of Financial Position; and

• Roles that are properly those of management or the owner(s), including acting as an entity's internal auditor.

To maintain individual audit staff objectivity, audit personnel may not, in audits over 150 hours, undertake the same audit tasks for more than 6 consecutive years. Having completed 6 years, the Appointed Auditor shall not become eligible to act again in any capacity in relation to that audit for a period of between two and five years, depending on the nature of the entity concerned. After that, they will again be eligible for audit appointment to that entity only if they have undertaken no other professional and/or consulting engagements with the entity.
20 FEB 2019

Gus Gilmore
Chief Executive, Manukau Institute of Technology
gus.gilmore@manukau.ac.nz

Dear Gus,

Thank you for attending the launch of the Government’s proposed Reform of Vocational Education. The reform proposals take us away from a system where educational institutions and industry training compete with one another, to a system where on the job and provider-based learning is seamlessly integrated.

The Government proposes to create a New Zealand Institute of Skills & Technology to offer high-quality vocational education throughout New Zealand, building on and expanding the regional presence of the current institute of technology and polytechnic (ITP) network. We consider that the creation of a new institution that encompasses the delivery previously offered through our current 16 ITPs will allow greater and faster improvements, compared to continuing with ad-hoc mergers of competing ITPs across New Zealand, as individual institutions run into financial difficulties.

I acknowledge that if these changes proceed, they would have a significant impact on your organisation. I want to assure you that I am aware of the important contribution that your institution and its staff play in our vocational education system. Effective delivery on a regional basis will continue to play a key role in the future. In fact, the whole system needs to be geared up to better meet the needs of stakeholders in every region. I am also extremely mindful of the need to preserve local characteristics and influence. Decision rights within the proposed new institution have not been predetermined – this is all still to be worked through.

I realise that you will want to consult with your stakeholders, and fully incorporate their views when feeding back on proposals. I recognise that this will be challenging, given the six-week consultation timeframe and the number of stakeholders that you represent. It is essential however to provide certainty to learners, employers and industry, and tertiary education organisations on the core framework as quickly as possible. During this six week period, the Ministry of Education and the Tertiary Education Commission are committed to working with you intensively to understand your perspective.

I have also asked the Ministry of Education and the Tertiary Education Commission to consider how they could lighten your burden over the next six weeks, e.g. through extending deadlines for compliance. If you have any ideas on how we could free up more or your time and resources to focus on ensuring quality feedback, please make suggestions to Belinda Birchall (belinda.birchall@tec.govt.nz) at the Tertiary Education Commission.

Although the transition date to the New Zealand Institute for Skills & Technology is proposed to be 1 January 2020, substantive changes to the operation of ITPs are likely to take place over a much longer timeframe. This would allow us to ensure that transition arrangements are in place to protect the interests of learners, staff and employers. I am committed to ensuring that a smooth transition occurs if my proposals proceed. The detail of proposals, and particularly implementation details, will need to be worked through carefully and will take time.
Many existing ITPs have special arrangements in the current network and consideration would need to be given as to how these would be translated into the new system. One example is the Southern Institute of Technology’s offer to learners of zero fees or accommodation funding support. Many ITPs also have contracts, agreements and understandings with communities and stakeholders that need to be honoured throughout any transition.

I appreciate that, if the changes go ahead as proposed, there will be significant work for councils and institutions to undertake as we gear up for transformation. I also appreciate the need to maintain "business as usual" and retain your focus on continuing to make the best decisions for your ITP. Officials also hope to be able to provide additional guidance to you in due course on your business as usual activities during the consultation period and beyond.

I am confident that, with your leadership, your institution will continue to operate in a financially responsible matter to ensure the efficient use of resources and strive to maintain the highest standards of excellence in education, training and research. However, I ask that your decisions are consistent with the direction of the reforms and, for example, any plans for new significant capital expenditure are considered in the context of the proposals.

I look forward to hearing your views on my proposals, and those of your stakeholders.

Yours sincerely

Chris Hipkins
Minister of Education
1 March 2019

Gus Gilmore
Chief Executive, Manukau Institute of Technology
gus.gilmore@manukau.ac.nz

Dear Gus

Reform of Vocational Education

Firstly, I would like to thank you for the constructive and meaningful engagement you have had with the Reform of Vocational Education team, and myself, to date. I recognise that this is a time of uncertainty for you, and I appreciate your willingness to join us on this journey. Your free and frank commentary on the things that are – and aren’t – working within the vocational education sector is crucial in helping us design a new vocational education system for New Zealand.

I understand that institutes of technology and polytechnic (ITPs) have sought guidance on how to operate during the consultation period. While we cannot pre-empt any possible decision, we have considered ways that we can reduce the administrative burden on you for the time being. This letter provides information on a range of factors that we are aware are of importance during the consultation period and beyond. If you have any further questions, you are welcome to contact myself or Belinda Birchall (belinda.birchall@tec.govt.nz).

Investment Plans

A number of ITPs are required to complete new Investment Plans (Plans) for 2020. It is a legislative requirement that we gather Plans from providers. However, we are currently working through a process of identifying what level of detail we would require in terms of a Plan for 2020, and I want to reassure you that we will work to make the process simple and practical, given the current operating environment. We will come back to you in due course and confirm our Plan requirements.

In addition to this, you are welcome to continue engaging with your TEC Relationship Manager. They have been briefed on the proposals, and are working closely with the Reform of Vocational Education team.

International education

I have also heard your thoughts about some of the benefits and opportunities for international education through the Reform of Vocational Education, and we will continue to work with you in regards to these
proposals. We are currently working with Education New Zealand and the Ministry of Education to develop messaging for your key offshore relationships/agents.

**External Evaluation and Review (EER) processes**

We understand that completing an EER in 2019 can be time consuming, and that may impact on your ability to engage with the reforms, particularly during the consultation period. We can confirm that the New Zealand Qualifications Authority (NZQA) will defer any EERs for those organisations who are currently Category One or Two TEOs. For those TEOs who are not Category One or Two, you will still need to complete an EER, but we will work with the NZQA to ensure that you have sufficient time to work through this process. We will be in direct contact with individual organisations about their specific situation. The offer to defer EERs will be reviewed once final decisions have been made and more, information is known about next steps in the Reform of Vocational Education.

**Major capital expenditure or programme development**

During the consultation period, and beyond, we expect ITP councils to continue making high-quality, informed decisions that are financially responsible, and in the best interests of the institution and the tertiary education system as a whole. The same also applies to any proposed development of programmes. ITPs, of course, remain responsible for their own operations and decision making, but we strongly suggest that you consider any major decisions in light of the Minister’s proposals.

If in doubt, you are welcome to chat with us – or the NZQA – for specific advice.

**Council arrangements**

**Council appointments expiring in 2019**

We have spoken individually with the Chairs of those ITP councils that have members with appointments up for renewal in 2019.

**Constitutions remain a legal requirement**

An amendment to the Education Act 1989¹ last October introduced a new legal requirement for the Minister to approve a constitution for each ITP council. The purpose of the constitution is to set out whether the council would have eight, nine, or 10 members, to accommodate the staff and student representatives who can join the council as full members from 24 October 2019.

The Minister must receive your new constitution by 24 August 2019, and nothing has happened in recent weeks to change this requirement. However, we can confirm that the constitution can be a very simple document setting out:

- the name of the council
- the number of council members: whether eight, nine or 10
  and
- the date when the new constitution comes into effect, which will be 24 October 2019.

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¹ The Education Amendment Act 2018 received the Royal Assent on 23 October 2018; the new sections of the Education Act 1989 are: 171B(2A), 222AA(1) (as amended), 222AD(4), and 222AM(2).
Details of membership – for example who appoints the members and which members are elected – can be included in the council’s constitution, but are not essential.

We appreciate that your council is likely to be focusing on other issues at the moment. To help support you through this process, we would be happy to provide you with a template for your constitution. We have attached a copy of this template to this letter for your use.

Some flexibility exists around appointing staff and student members

The two stakeholder groups most susceptible to any change as a result of the proposals would be staff and students. In light of this, you may want to review how your council engages with these key stakeholders, and take the opportunity sooner rather than later to include elected representatives of staff and students in all council deliberations.

You may hold elections for staff and student positions immediately, for example:

- If you have a vacancy for a council-appointed member, the new section 171B(2A) applies which requires the council to ensure that one member is an elected member of the teaching staff and one member is an enrolled student elected by the students.
- If you have no vacancies you may wish to invite the elected staff and students to your council meetings as “Advisors”.

The legislation provides ITPs with six months from the end of October to have staff and students as full members of your council. I recognise, that with the present focus on reform, you may feel that adding new members to the council may be difficult. If you want to talk through this requirement with someone at TEC, please get in touch with Julia Kennedy at julia.kennedy@tec.govt.nz.

Is there anything else practical we can help with?

You will have received a letter from the Minister, which suggests that you contact the TEC if you feel there is any particular reporting requirements that would impede on your ability to actively participate in the consultation or engagement process for the Reform of Vocational Education. Please note that our standard reporting requirements, such as Single Data Return submissions or, where applicable, the supply of information to our Monitoring and Crown Ownership (MCO) team, will remain. However, if there are other additional reporting requirements that you would like us to consider, please contact us. In addition, while there is an ongoing requirement to provide some information – such as your monthly financial MCO reporting – we will review these requirements in coming months in light of any decisions made.

Following the consultation

If the consultation – and the proposals that follow – are likely to impact the activities we’ve talked about above, then we’ll be in touch with you as quickly as possible to provide more detailed guidance. At all times, our priority is to ensure we keep you informed, and work with you to ensure minimal disruption to staff, students, and delivery.

Finally, thank you for working with our events team to quickly set up engagement opportunities for you, your staff, your students and your communities. We’d like to take this opportunity to remind you that we remain flexible in how these days can operate, and if you have any specific details you want included as a part of your ITP engagement, please let us know at vocationaleducation.events@education.govt.nz.
Thank you for your hard work, dedication, and support for staff, students, and your organisation in the continued delivery of high quality vocational training.

Yours sincerely

Tim Fowler
Chief Executive
12 March 2019

Ms Jeannie Melville
Assistant General Manager
Education and Tourism
Visa Services
Immigration NZ
Ministry of Business, Innovation and Employment
PO Box 1473
Wellington 6140

Via email – Jeannie.Melville@mbie.govt.nz

Tēnā koe Jeannie

VISA PROCESSING

I am writing on behalf of my ITP Chief Executive colleagues; I provide representation from the CEs to the ITP International Group.

Firstly, thank you for the recent meeting you had with my ITPI colleagues and for working through some of the recent issues facing INZ during the major restructure of visa processing offices.

Many countries are positioning themselves as destination-of-choice for international education. Anecdotal feedback by education agents indicates that visa applications submitted for study in countries including the USA, United Kingdom, Australia, Canada and Malaysia are processed within 15 working days, and any further delays are communicated to prospective students. It appears from recent data that ITP prospective international students are experiencing extended delays in visa processing. The apparent lack of urgency by INZ is unfair to prospective students, and undermines the work the ITP sector does in positioning New Zealand as an attractive destination for applied education.

Now that the new academic year is underway, we have had time to consider the scope and impact of these slow student visa-processing times on our international business, and therefore our national and regional economies.
As of 7 March 2019, every ITP in New Zealand has reported instances of prospective international students still waiting for an outcome of their student visa application. In a number of cases, student applications for a student visa submitted in October, November, or December 2018 have not been provided with any indication of when a response is forthcoming. This has led to a number of adverse impacts, on prospective international students, education providers, and New Zealand’s reputation as a destination-of-choice for education.

Export education is New Zealand’s fourth largest export sector. The benefits of international students enrolling in New Zealand ITPs extends beyond them paying full-fees to education providers, to include collaborative learning with our domestic students and supporting diversity and vibrancy in our local communities. Data provided by INZ to ITP International – *Immigration New Zealand Information for Institutes of Technology and Polytechnics*, dated 4 March 2019 has confirmed our concerns. At an average of NZ$20,000 per headcount, the potential loss of revenue to ITPs for applications submitted to INZ’s offshore branches for the period from October 2018 to 31 January 2019 is NZ$33.36m. This figure is excluding potential lost revenue in enrolment pipeline, and corresponding economic benefits including spending on accommodation and living costs and retail patronage to New Zealand businesses.

A specific example of the impact is the case of my own institution, Ara Institute of Canterbury, as 322 applications were still not processed as of 2 March 2019.

a) The new Visa Processing Operating Model (VPOM) sees student visas processed in three INZ offices, with Mumbai and Beijing branches focused on processing applications for offshore students. Based on information provided to ITP International, Mumbai and Beijing visa processing centres appear to be achieving different outcomes, with the oldest unallocated student visa application at 11 days (Beijing) compared to 75 days (Mumbai).

India and China are the largest source markets for the ITP sector. Therefore, ITPs need some assurance that for the Semester 2 enrolment period this issue in the Mumbai office will be resolved. Many ITPs have already issued large numbers of offer letters for Semester 2 this year.

As at 4 March 2019 there were 1,069 unallocated student visa applications in Mumbai, with submitted applications unallocated for as long as 75 days.

b) As of 4 March 2019, there were a total of 9,048 accepted student visa applications submitted offshore year-to-date, being schools (954), ITPs (2,240), PTEs (2,208), universities (3,351) and unrecorded (295). Correspondingly, comparing the number of international student visa applications “on hand” between the ITPs and universities, the number of “on hand” applications for the university remained steady between 36 in November 2018 to 191 in January 2019, whereas the number of “on hand” applications for the ITPs increased from 80 in November 2018, to 1,123 in January 2019.
c) The time taken to process international student visa applications appears to have increased significantly in 2019, compared to 2017 or 2018. As per the data provided to ITP International, 53.9% of all international student visa applications were decided within 30 days compared to 87.9% (2017) and 87.3% (2018).

The significant delays in international student visa applications experienced in Semester 1 has resulted in a number of adverse flow-on impacts, including enrolment pipelines, students’ study and career pathways, and New Zealand’s reputation as a welcoming destination for international education.

d) Data provided by INZ appears to show that international student visa applications tendered offshore during peak months have taken a significantly longer time for processing. Between 1 November 2017 and 26 February 2018, 91.7% of applications were processed within 30 days; however, this figure falls to 58.1% between 1 November 2018 and 26 February 2019.

What plans have INZ put in place to ensure that these delayed visa-processing times do not occur again? The adverse impact on prospective students, ITPs, and on New Zealand’s reputation as a destination-of-choice for education is of concern to all ITP Chief Executives.

ITPs have offered support to prospective students with commencement extensions or deferred commencement to Semester 2, but not all ITPs offer dual intakes. It is important that INZ understands the adverse impact delayed processes are causing, to prospective students and their families, educational agents’ confidence of the New Zealand government’s stance on internationalisation for the vocational sector, on ITPs, and the communities and regional economies where ITPs are located.

I look forward to your response and assurance that these issues will be resolved with urgency.

Nāku, me ngā manaakitanga

Tony Gray
Chief Executive
19 March 2019

Kia ora Tony,

Re: Visa Processing

Firstly, I would like to extend my warmest regards to yourself and your organisation during this difficult and sad time. If you require any advice or support for students affected by this tragedy please do not hesitate to contact me.

Thank you for your letter regarding your concerns with Immigration New Zealand’s (INZ’s) student visa processing. I understand your concerns regarding the delays students are experiencing and the effect on the international student market. I think it would be useful for us to meet in order to talk through some of the issues and the context within which we are operating. In the meantime, I would like to provide you with an update on the actions we are currently taking and further information on INZ’s new strategy and position as a regulator.

Our new strategy, ‘Striking the Balance’ was launched in October 2018 to rebalance INZ’s focus towards our role as the regulator of the immigration system. There are increasing visible threats to the integrity of the immigration system. These include migrant exploitation, people trafficking, sophisticated fraud and increasing allegations of non-compliance. INZ will continue to perform the same core functions, but we will be putting greater importance on striking the right balance between facilitating migration and protecting migrants and New Zealand. The strategy is about refocusing ourselves as an organisation, as a lot of INZ staff already balance these considerations in their roles every day.

We are committed to processing visas as fast as practicable and generally do a good job of this when the applications are complete and low risk, but processing times will always depend on the complexity of an application. Applications where additional information or verification is needed will take longer to process to ensure good decision-making. It is critical that the right level of scrutiny is applied to ensure the right decisions are made for New Zealand. As we recalibrate between efficiency and appropriate regulatory response we are keeping a watching brief on some pressure points within the organisation.

In terms of the processing times for student visas, we are taking action to address the fact that the time to allocate some applications has increased. For this peak period we have moved applications for some offshore student cohorts to our Palmerston North office for processing. We are also hiring ten more immigration officers in our Mumbai office who will be in place and trained well before the next peak student period. Further to this, we are reviewing our visa processing capacity across the system and investigating options for improvement. This is still being worked through but we will update you and your sector in due course.

We recognise that we can do more to ensure that education providers have confidence in our systems and processes. We want to support education providers and students to use the immigration system effectively, efficiently and appropriately. We want to continue working with your sector to ensure we understand your long term demand and immigration pain points. In particular, we would welcome the
opportunity to work with providers to improve clarity for students around the documentation requirements for student visa applications.

I would like to extend an invitation to you to meet in person to discuss your concerns and INZ’s strategy. If you wish to discuss this response further or arrange a time to meet please do not hesitate to contact me.

Kind regards

[Signature]

Jeannie Melville
Assistant General Manager, Education and Tourism
Visa Services
Immigration New Zealand
6 March 2019

Gus Gilmore
Chief Executive
Manukau Institute of Technology
Private Bag 94006
MANUKAU 2241

Dear Chief Executive

Under the Official Information Act I request the following information:

What percentage of vocational education courses are taught onsite from Monday to Fridays, if any, listed by days of the week Monday to Friday, and average percentage of vocational teaching occurring onsite each day?

Where information is withheld, I request you provide the title and date of the communication/document withheld, the reason for refusal and the grounds in support of that reason as required by section 19 (a) (i) and (ii) of the Official Information Act.

I ask that you acknowledge receipt of this request and request that your acknowledgement and final response be emailed to Judith.mcresi@parliament.govt.nz and to nationaltabs@parliament.govt.nz.

Yours sincerely

Dr Shane Reti MP
MP for Whangarei
Dr Shane Reti (QSM)
PO Box 345
Whangarei 0140

Email to: shane.reti@parliament.govt.nz
Copied to: Judith.moresi@parliament.govt.nz and nationaloia@parliament.govt.nz

Friday 15 March, 2019

Dear Dr Reti

Manukau Institute of Technology (MIT) – Official Information Act 1982 (OIA) Request

I refer to your request to Gus Gilmore for information of 06 March 2019, which has been forwarded to me for response. Please note that we have found the specific questions to be ambiguous, however we have done our best to provide useful answers. In accordance with section 18f of the Official Information Act 1982, we have limited the scope of the response to the year of 2018 – being the most recent full year of data. As at 31 December 2018 the information is as follows:

1. What percentage of vocational education courses are taught onsite from Monday to Fridays, if any, listed by days of the week Monday to Friday and average percentage of vocational teaching occurring onsite each day?

<table>
<thead>
<tr>
<th>Total number of courses</th>
<th>Percentage of courses taught onsite</th>
<th>Percentage of courses taught offsite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,597</td>
<td>94.61%</td>
<td>5.39%</td>
</tr>
</tbody>
</table>

2. Total percentage of onsite classes (attached to courses) booked by day.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Weekend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>19.6%</td>
<td>22.4%</td>
<td>21%</td>
<td>20.7%</td>
<td>14%</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

Under section 28(3) of the OIA you have the right, by way of complaint to the Ombudsman, to seek an investigation and review of the above decisions.

If you require any further information, please let us know.

Yours faithfully

MANUKAU INSTITUTE OF TECHNOLOGY

[Signature]

Professor Martin Carroll
Executive General Manager Academic and Provost

Copy to: Gus Gilmore, Chief Executive
         Kara Hiron, Legal and Contracts Manager

MIT Otara, Newbury Street, Otara | Private Bag 94006, Manukau 2241, Auckland, NZ
T 09 968 8000 | F 09 968 8701 | E info@manukau.ac.nz | W manukau.ac.nz
19 March 2019

Hon Chris Hipkins
Minister of Education
Freepost Parliament
Private Bag 18 888
Parliament Buildings
Wellington 6160

By email: chris.hipkins@parliament.govt.nz

Dear Minister

Re: INVITATION

I write to invite you to officiate at the “turning of the sod” / breaking ground ceremony for the start of the new Tech Park Campus development in Manukau. You will be aware from the Press Release (attached) that this is a major development for MIT and the sector in Auckland, that will take skills training across important fields of employment to a new high level.

We are hoping that you will be available on Friday, 5 April 2019 at a time convenient to you. We see this as PR opportunity to signal the substantial investment the Government and MIT has made in Vocational Education and Training in Auckland. The event should last about an hour including a sod turning photo opportunity, short speech and meet and greet. A detailed brief will be prepared upon your acceptance of the date.

If you are not available on that date could you please suggest a day and time that would suit. This could be any time within the window of 05 April to 30 April.

This is an important development for our community and to have you, the Minister of Education present would be appreciated by the students, staff and Council of MIT, as we face change and embrace the vision of a future which will require facilities such as this if your vision for Tertiary Education is to be fulfilled.

I look forward to hearing from you.

Kind regards

Gus Gilmore
Chief Executive
22 March 2019

Charles Finny
By email: charles@sul.co.nz

Dear Charles,

Thank you for your letter on 14 March on behalf of the ITP Chief Executives. Please find my responses to your requests below.

**Request to cover 100% of travel costs**
Unfortunately, we are unable to cover this request in full.

In recognition of the short notice provided on the topics to be tested each week, and the commitment from ITPs as part of the design process, the TEC will reimburse 50% of travel and accommodation costs for sector participants to attend design workshops in Wellington. These costs are only just within the TEC’s travel policy.

TEC will cover:
- One return flight per week will reimbursed up to a maximum value of $325 (working on the assumption that regional return flights are ~$650)
- One nights accommodation per week will reimbursed up to a maximum value of $225 (working on the assumption that accommodation rates in Wellington are ~$450 per night)
- The travel reimbursement covers one representative from each ITP per week

We will communicate the process for how ITPs can claim for flight and accommodation expenses on 25 March 2019.

**Relief from consistency reviews**
We have discussed this with NZQA and as consistency reviews are not just about the individual ITP, but involves all TEOs with graduates from a specific qualification, they do not think it would be appropriate to put these reviews on hold.

Consideration may be given as to how ITPs can participate on a case by case basis. These queries should be directed to Paul Stone (Paul.Stone@nzqa.govt.nz).

**Relief from capital asset management audits**
We are willing to exempt the ITP sector from doing the Independent Assessment this year. We will still expect the ITPs to complete self-assessments. However, we will allow for these to be end of July rather than the end of May as usual.

Our expectations for the year regarding capital management audits will be communicated to the Chief Financial Officer of each ITP by the Monitoring Crown Ownership team.
I have noted your comments that there needs to be an eventual integration between the process with the ITO sector and the ITP sector. As you said in your letter, this is not the time for that integration, but I will ensure the team is aware of the risk of continuing two separate work streams for too long.

Kind regards

Tim Fowler
Chief Executive