



2013

ANNUAL REPORT



EASTERN INSTITUTE OF TECHNOLOGY
TE AHO A MAUI

2013

ANNUAL REPORT



Front Cover Image: Capturing the light at the end of the day, Makorori Beach, Tairāwhiti. *Te Aho a Māui* – the new Māori name for EIT refers to Māui's capturing of the light, and the human connectedness and interrelationships which bind people through whakapapa, geography and light, to each other and to the world in which we live.

Inside Cover Image: New student atrium building



EIT MISSION STATEMENT

EIT's Mission is to provide high quality, relevant and accessible tertiary education for the well-being of diverse communities.

EIT VISION

Educate – Innovate – Transform



Amanda Gray

EIT Graduate

Business Analyst,
Fastway Global

Bachelor of Business
Studies and Bachelor
of Computing Systems
Concurrent Degree

“You can’t go wrong at EIT!
The support is amazing, the
range of qualifications is
diverse, lecturers are second
to none and hey... you get
to enjoy the awesome East
Coast weather, restaurants,
wineries and beaches!”



► Student Tessa Paayman (front) alongside her collection showcased at the 2013 EIT Fashion Show

EIT HIGHLIGHTS

Successful completion of the three year Merger Implementation Plan following the merger of Tairāwhiti Polytechnic and EIT Hawke's Bay in 2011.

Te Aho a Māui is adopted as the new Māori name for the merged institution.

The Bachelor of Teaching (Primary), EIT's twelfth degree and the first institute of technology to be accredited for primary teacher education, commenced with a full cohort of students.

Two new Masters degree programmes received accreditation from NZQA – the Master of Information Technology approved for commencement in 2014 and the interdisciplinary Master of Health Science. Both programmes build on well established post graduate programmes.

EIT ranked one of the top two institutes of technology in New Zealand in the Performance Based Research Fund results for 2013 - EIT was one of only three institutions outside the major universities where institutional academic staff achieved 'world class' 'A' research rankings.

Provision of the Certificate in Plumbing and Gas-fitting commenced in response to local industry demand.

Strong recruitment and participation of students in 2013 with EIT achieving 102% of SAC EFTS in 2013 (comprising achievement of 105% of Level 1 and 2 EFTS and 102% of Level 3 and above EFTS).

Successful completion of priority trades programme recruitment - 100% of target achieved.

Degree level (Level 7) programmes formed the largest single level of education programme delivery at EIT.

Participation in provision of higher level programmes continues to grow in Tairāwhiti region.

EIT was successful in gaining Ako Aotearoa National Project funding, in partnership with other institutions, that focuses on professional development for teachers of under-25 year olds.

High Māori student participation across the Institute as a percentage of the student population - well above sector averages.

Strengthened Māori student achievement and increased Māori student participation in higher level programmes.

Successful training for work contracts secured with the Ministry of Social Development, with strong employment outcomes.

More than 400 international students from 44 different countries studying at EIT.

A new partnership was formed with the Cook Island Tertiary Training Institute to build capability for tertiary provision in the Cook Islands.

Associate Professor Derek Lardelli was promoted to Professor/Ahorangi; the first internal promotion to professorial status, reflective of Professor Lardelli's international and national standing in his field.

Dr Clare Harvey, senior lecturer in postgraduate programmes in the Faculty of Health Sciences, was promoted to Associate Professor.

Two significant capital works projects (over \$3m) around student facilities were completed – the Atrium in Hawke's Bay and the Student Hub in Tairāwhiti.

A major project was launched to reorganise EIT to strengthen future sustainability and viability.



Grace Patterson

EIT Graduate

Business Analyst,
Fastway Global

Bachelor of Computing
Systems

“The lecturers are very hands on and want you to succeed. They were also very flexible and helped me plan my studies around the travel I wanted to do one semester. The experience gained from my final internship/project helped me obtain the job I am currently in.”

► Māroa Haenga, Senior Lecturer, Te Ūranga Waka - with her award Te Ahorangi o te Kupu (Teacher) awarded to the supreme language teacher within Ngāti Kahungunu

Ngā Tohu Reo Māori o Ngāti
TE AHORANGI O TE

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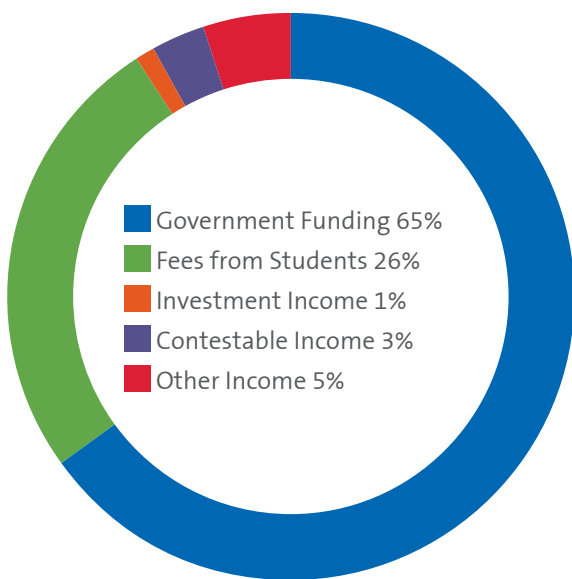
KEY ACTIVITIES & PERFORMANCE

9,747 students studied at EIT in 2013.

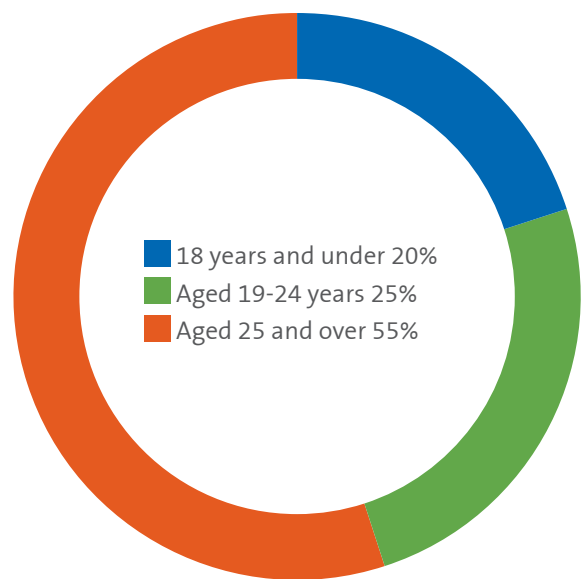
This translates to 4,388 EFTS (equivalent full-time students)

THE FOLLOWING GRAPHS RELATE TO THE PARENT ORGANISATION ONLY AND EXCLUDE MERGER FUNDING AND EXPENDITURE

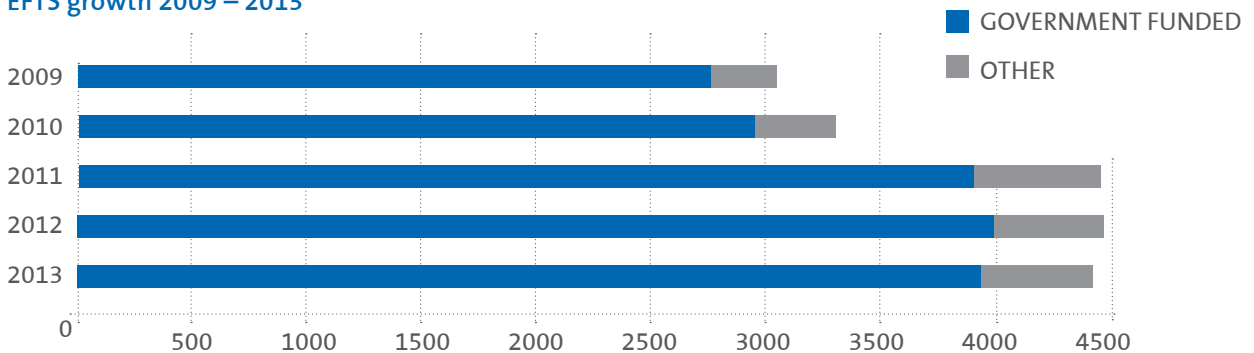
Money was received in 2013 from:



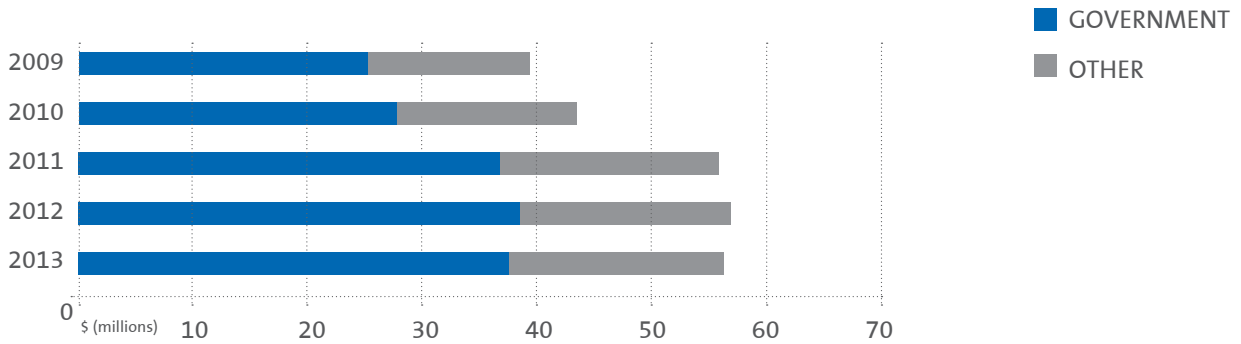
Age Composition of EIT students in 2013:



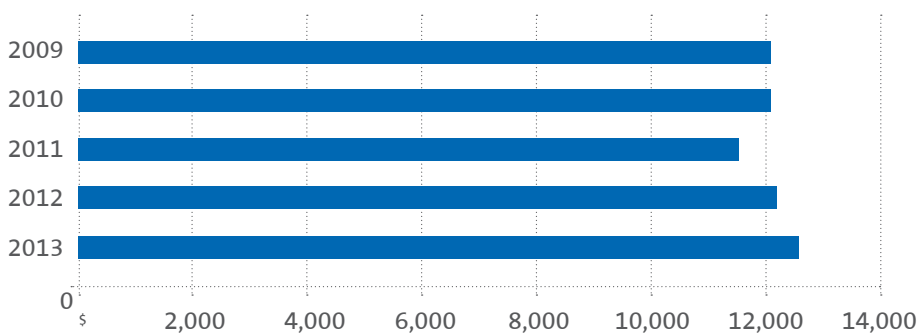
EFTS growth 2009 – 2013



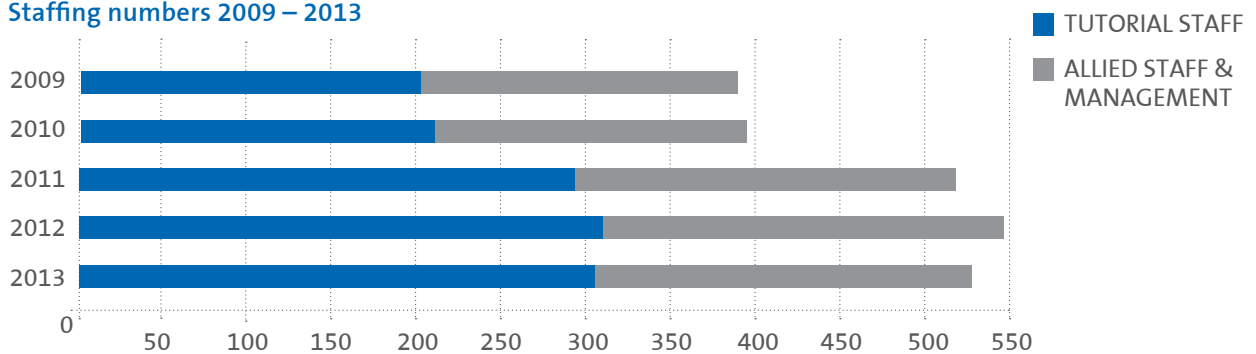
Income 2009 – 2013



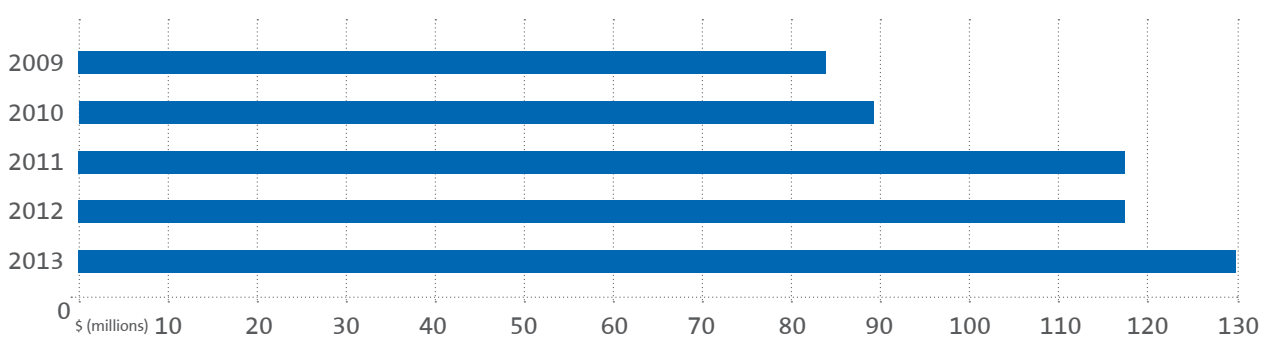
Cost per EFTS during the period 2009 – 2013



Staffing numbers 2009 – 2013



Net asset value 2009 – 2013



STATEMENT OF RESPONSIBILITY

ANNUAL FINANCIAL REPORT FOR YEAR ENDED 31 DECEMBER 2013

In terms of Section 220 of the Education Act 1989 and Section 155 of the Crown Entities Act 2004, we hereby certify that:

- we have been responsible for the preparation of these financial statements and statement of service performance and the judgements used therein; and
- we have been responsible for establishing and maintaining a system of internal control designed to provide reasonable assurance as to the integrity and reliability of financial reporting; and
- we are of the opinion that these financial statements and statement of service performance fairly reflect the financial position and operations of this institution for the year ended 31 December 2013.



Council Chairman
11 April 2014



Chief Executive
11 April 2014



Corporate Services Director
11 April 2014

ACKNOWLEDGEMENTS

EIT GRATEFULLY ACKNOWLEDGES GRANTS RECEIVED FROM THE FOLLOWING ORGANISATIONS DURING 2013

- Ōtātara Trust
- Lottery Health Research Committee
- Union of Students Tairāwhiti Trust Board

EIT 2013 COUNCIL MEMBERSHIP

David Pearson

Chair
Ministerial

Kate Radburn (until August)

Deputy Chair
Ministerial

Hilton Collier (from October)

Community

Ross McKelvie

Ministerial

Michael Morgan

Community

Sheryl Smail

Community

Tracee Te Huia

Community

Geraldine Travers

Ministerial

Karen Coutts

Secretary to Council

KAUMATUA (Hawke's Bay)

Matiu Eru

KAUMATUA (Tairāwhiti)

Taina Ngarimu

KUIA (Hawke's Bay)

Makere Paul-Hoetawa, QSM
Pauline Tangiora, JP, QSM, QSO

EIT EXECUTIVE

Christopher Collins

Chief Executive

Patrick Jones

Director – Policy & Projects

Jan Mogford

Campus Director – Tairāwhiti

Claire Hague

Deputy Chief Executive

Philippa Jones

Director - International

Ian Ritchie (until 19.12.13)

Dean - Faculty of Applied Science,
Business and Computing

Jo Blakeley

Director - Academic & Student
Services

Bill Kimberley

Director – Human Resources

Victor Saywell

Director - Corporate Services

Brenda Chapman

Director – Marketing

Fred Koenders

Dean – Faculty of Humanities, Arts
& Trades

Susan Jacobs

Dean - Faculty of Health Sciences

Roger Maaka

Dean – Faculty of Māori Studies

CHAIRMAN'S FOREWORD

I am pleased to report on another successful year for EIT.

It was a year of a number of significant achievements.

EIT was ranked as one of the top performing institutes of technology in New Zealand for research performance in the external Performance Based Research Fund evaluation round. Accreditation of two new Masters degrees was awarded. New programmes such as primary teacher training, and plumbing and gas-fitting were launched. Contracts were awarded for further Training for Work programmes. Successful delivery of programmes occurred across the entire region from Hicks Bay at the top of the East Coast, down through to Porangahau in southern Central Hawke's Bay. Māori student participation remains one of the highest in New Zealand with increasing success of Māori students also. The merger of Tairāwhiti and Hawke's Bay into an integrated and effective institution continues strongly with key milestones being achieved and strong support from businesses and communities across the two regions.

These are just a snap shot of the many significant examples of educational achievements that occurred across the institution during 2013. The year was also not without its challenges given funding changes impacting during the year. This required the adoption of prudent and carefully thought through strategies to maintain and continue to strengthen EIT's sound financial position. None of this was easy, but staff and Council worked diligently throughout the year on a Future Sustainability Project to address these challenges. I am pleased to report that the end of year result was significantly better than the budgeted deficit position, with a small end of year surplus being recorded despite significant one-off change costs having been incurred during the year. Working capital of \$8.9m (ratio of 204%) was \$2m ahead of budget as was the year end cash flow from operating activities which was \$1.8m ahead of budget, with year-end cash and term deposits totalling \$15.8m. These were strong results in a challenging context and maintain EIT's sound financial position going forward.

During 2013 there were a number of changes to Council. Deputy Chair of Council, Ms Kate Radburnd, stepped down due to personal commitments in August after a long and significant contribution to the Institute. Ms Radburnd had served on Council since 2001, serving as a Ministerial appointee and then as Deputy Chair from June 2005. Her contribution has been significant. Ms Radburnd brought sound business and governance wisdom to the Council table which is missed, and her role as one of New Zealand's leading wine makers was particularly relevant to our national role in viticulture and wine science education. As Chair of Council I was greatly appreciative of having someone of Kate's calibre in the role of Deputy Chair.



► Jacoby Poulain, Ministerial Appointee

Council was pleased to have two new Ministerial Appointments during the course of the year with Michael Morgan being appointed to the role of Deputy Chair, and Jacoby Poulain as a Ministerial Appointee. Mr Morgan's experience in the legal and business community, his involvement on Council since 2007, and his role as Chair of Council's Employer Committee make him a strong appointment to the role of Deputy Chair. Likewise, Ms Poulain's experience in governance as a member of the Hastings District Council and the Hawke's Bay District Health Board combined with her strong and active networks into the community, particularly in Flaxmere, make her another very strong appointment to Council.

► Hilton Collier, Council Appointee



The final Council vacancy was filled with the appointment of Mr Hilton Collier as a Council appointee. Mr Collier brings a strong professional and governance background from the primary sector industries which are particularly important to the Hawke's Bay and Tairāwhiti regions. Importantly he also brings significant understanding of Māori interests and aspirations, and active knowledge of the Tairāwhiti region where he is currently based. We were particularly pleased to have someone of Mr Collier's experience and capability join Council.

EIT's reputation continues to grow as one of New Zealand's leading institutes of technology and Council members consider it a privilege to be involved as governors of such a sound institution. We know we could not achieve what is being achieved without the committed work of staff, alongside the active support and partnership of businesses, industry, social service and health agencies, iwi and the wider community.

On behalf of my Council colleagues thank you all for the contribution you provide to making EIT the institution it is today.

Finally, to the students participating in our many programmes – thank you for the commitment and sacrifice you have made to pursue and strengthen your qualifications; on behalf of Council, we sincerely trust these qualifications will bring further success to your future and in the contributions you can make to your families and the communities in which we all live.

A handwritten signature in black ink, appearing to read 'D. Pearson', with a horizontal line underneath.

David Pearson
Council Chair



David Pearson

Council Chair

"EIT's reputation continues to grow as one of New Zealand's leading institutes of technology and Council members consider it a privilege to be involved as governors of such a sound institution."

CHIEF EXECUTIVE'S REPORT

While 2013 proved to be a challenging year it was ultimately a year of significant progress and major achievements.

Student success continued at high levels, recruitment remained strong with EIT meeting all, and exceeding some, delivery targets and strong employment outcomes were achieved from training for work programmes.

Investment continued strongly across the institution into programme development, teaching and learning, research capabilities, educational technologies and campus infrastructure. EIT continued to strengthen its position as one of New Zealand's leading institutes of technology.

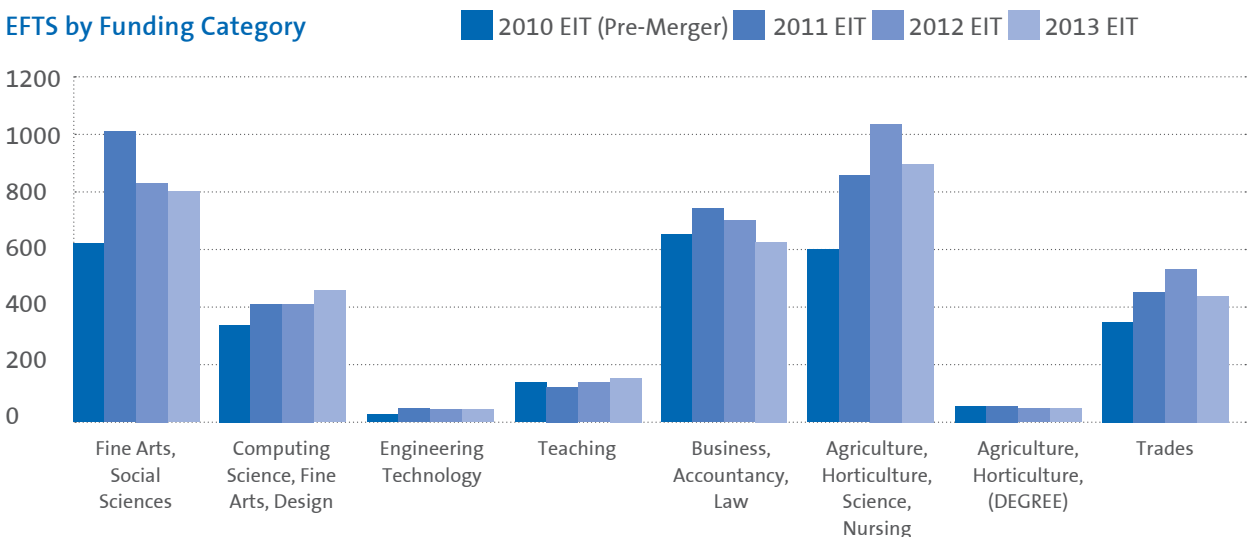
EDUCATION PROVISION

Student recruitment and success continued strongly in 2013. Achievement of planned enrolment targets is relatively complex given the mix of different funding streams. Overall EIT achieved 102% of planned SAC EFTS. Within this overall result, 105% SAC L1-2 EFTS and 102% SAC L3+ EFTS were achieved and the Institute met all of its Priority Trades funding provisions and filled almost 100% of Youth Guarantee (YG) places. As with past years overall provision aligned well against the agreed mix of provision (levels and study areas). [Refer to graphs at the bottom of these two pages.]

Also, as in previous years, degree level (level 7 & above) programmes formed the largest single level of education programme delivery at EIT. This reflects the strong demand for higher education delivery across both regions, as well as being a reflection of the strength of EIT's applied professionally orientated degree portfolio. Strong demand for vocational certificate and diploma programmes continued, particularly at levels 2 and 3, reflecting the foundation level and vocational skill demand from our communities and industries.

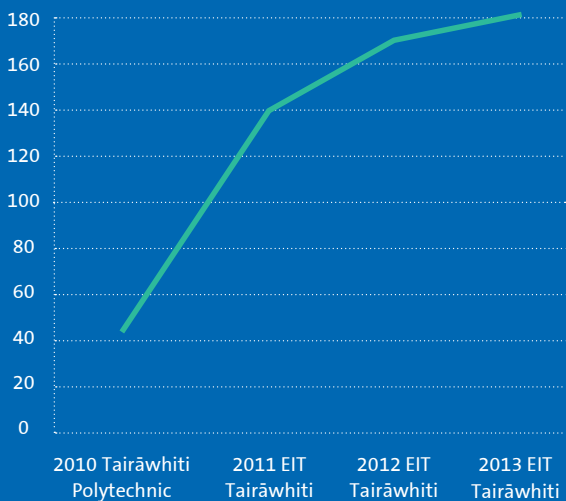
As an educational institution EIT continues to aim to provide a range of relevant educational provision – from foundation to vocational and applied professional higher education. Where viable and sufficient demand exists our goal is for people to be able to access 'in-region' quality, relevant education provision.

EFTS by Funding Category



Māori participation remained high at 43% of the student population, well above sector averages and ahead of our regional population percentages. Participation of Māori at EIT Tairāwhiti (70% of EFTS) is higher than in any other ITP in New Zealand and degree level study at Tairāwhiti continued to grow in 2013.

EFTS Level 7+ Degree Study – Tairāwhiti



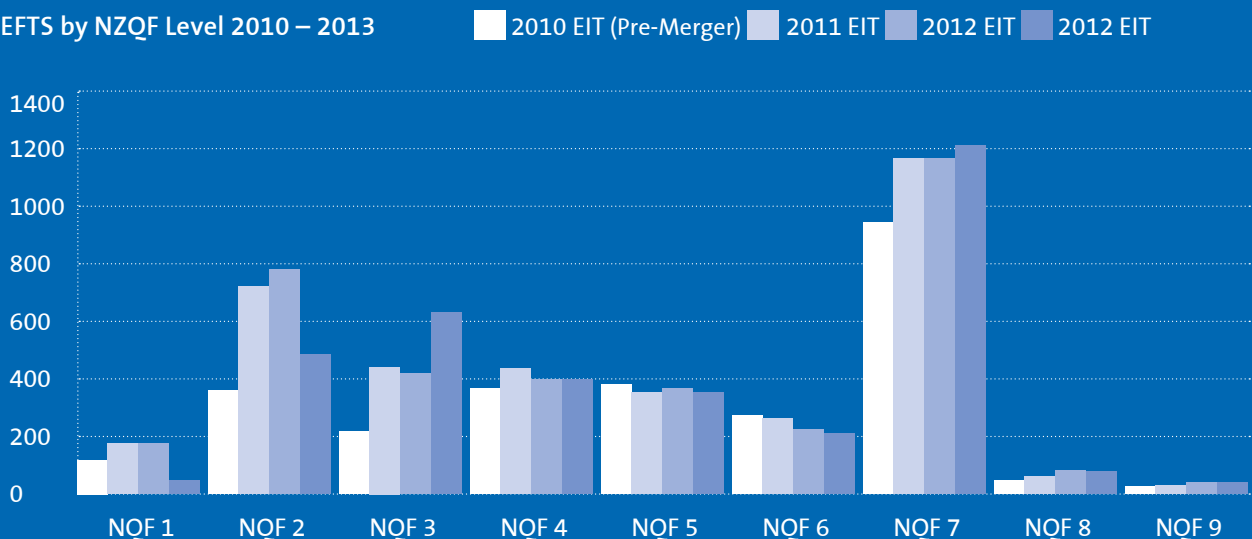
Importantly, Māori student success also continued to strengthen with course completion up from 73% to 75% in 2013. Furthermore, increasing numbers of Māori students are studying at higher levels and are also achieving greater success with higher level course

completion - up from 76% to 79%. EIT's Māori Student Success Framework continues as an area of focus and it is pleasing to observe continued strengthening of Māori participation and success, in line with government's national education priorities.

Government's Youth Guarantee initiative continues very successfully at EIT with a 43% increase in YG delivery in 2013. This makes EIT one of the larger YG providers nationally. Staff have actively worked to reach out into communities to re-engage educationally-at-risk youth in educational opportunities with a wide range of vocationally focused foundation education programmes. This can result in challenging cohorts of young students who may have experienced minimal previous educational success. Youth participation also continues to grow in higher-level study, in line with government education priorities, with under 25 year olds in level 4 and above programmes increasing from 31% to 35% of EFTS in 2013.

Creating more effective learning and teaching environments for youth remains an area of institutional priority and EIT has been successful in gaining Ako Aotearoa National Project funding, in partnership with other institutions, that focuses on professional development for teachers of under-25 year olds. The project will promote reflective learning and teaching practices that are sustainable and responsive to the needs of under-25 year old students, will add to the body of knowledge in this field and be explicitly integrated into teaching and learning approaches and course design.

EFTS by NZQF Level 2010 – 2013



NEW PROGRAMME DEVELOPMENTS

During 2013 a number of new programmes were delivered and new areas of accreditation were achieved. Two new Masters degree programmes were accredited – the Master in Health Science, reflecting EIT’s strengths and reputation in health related fields of study, and the Master in Information Technology. Both of these postgraduate degrees build on well-established undergraduate degree and graduate programmes.

NEW PROGRAMME ACCREDITATIONS

Master of Health Science

Master of Information Technology

NEW PROGRAMMES APPROVED

Certificate in Foundation Studies [Levels 1-4]

The programme of study relating to the Certificate in Foundation Studies [Level 3] (Special Discipline)

Training for Work

Certificate in General Farm Skills [Level 3]

New Zealand Certificate in English Language (Foundation) [Level 1]

New Zealand Certificate in English Language [Levels 1-5]

Certificate in Foundation Studies [Level 2] (Allied Trades)

Certificate in Foundation Studies [Level 2] (Construction)

Training Scheme Programmes (work-based) (10)

2013 was the first year of delivery of a practice based primary teacher training degree programme – the first institute of technology to receive accreditation in primary teacher training. Recruitment was strong into the first year and partnerships with local schools where students are based forms a key aspect to EIT’s practice based teacher education.

Following significant investment in facilities and demand from local industry, programme provision in plumbing and gas fitting was launched in 2013. In addition to a new scaffolding focused programme, EIT now covers a wide area of trades training provision all supported by modern integrated project based facilities. Programme provision now covers electrical, engineering, construction, plumbing, scaffolding and automotive engineering. Students, apprentices and cadets engage in real world projects, work based learning with trade qualifications that lead to work ready graduates. During 2013 EIT continued to actively support the government’s Priority Trades initiative, and strategies were pursued to link graduates with opportunities for employment such as Canterbury’s rebuild through EIT’s ‘Trades Crusade’ initiative.



► Trades Academy student and tutor, Hawke’s Bay campus

Partnerships with secondary schools continued strongly in 2013 through highly successful initiatives such as the EIT based Hawke’s Bay Schools Trades Academy and EIT’s Tairāwhiti Trades Academy. Almost all secondary schools in Hawke’s Bay and Tairāwhiti now participate making EIT’s Trades Academy one of the largest in New Zealand. The leadership provided by Deputy Chief Executive, Claire Hague and the Trades Academy Manager, Paul Hursthouse, alongside the support of participating School Principals and teachers is particularly noteworthy in the success of this initiative here at EIT. Student success in the Academy has continued strongly with 82% student retention and students achieving 74% of credits available.

During the year EIT was also visited by an educational delegation from the Cook Islands. The purpose of the visit was to discuss the development of a partnership that would support the Cook Islands to establish their own Tertiary Training Institute. As a result, the Cook Islands Tertiary Training Institute will deliver EIT's Certificate in Applied Practical Skills in semester one 2014, followed by staircasing programmes and support for assisting their current students to complete a range of trades programmes. Through the building of strong relationships and some early successful outcomes, the scope of the partnership has continued to grow, and EIT looks forward to supporting the Cook Islands to develop tertiary education that enables young people to succeed and contribute to their island communities.

A significant lift in research ranking in the 2013 Performance Based Research Funding Evaluation round was achieved with EIT ranked one of the top two institutes of technology in New Zealand. This is a result of a significant focus over several years to strengthen and support applied research activity across the institution through the establishment of a Research Director role, the appointment of research professors, associate professors, research mentors, and research scholarship programmes to support staff research activities.

EIT was also one of only three institutions outside the major universities where members of academic staff achieved 'world class' 'A' research rankings; only 13.2% of all academics in New Zealand obtained such a ranking. EIT's Research Professors were also appointed to PBRF Peer-Review Evaluation Panels, reflecting their standing in their respective fields of study. It is important to also acknowledge the work of research active staff across the institution for their commitment and passion to their research activities. I also wish to acknowledge the work of Research Director, Professor Bob Marshall, and Professor Kay Morris Matthews, for their assistance in supporting and guiding academic staff in the submission of research portfolios for the PBRF evaluation round.

2013 was also a first for EIT in the internal promotion of a staff member, Derek Lardelli, to the position of Professor. The awarding of professorial status following recommendations from a Professorial Panel involving external scholars, reflects Professor Lardelli's international and national standing in his field, his leadership of Toihoukura and the widely recognised reputation of Toihoukura in the field of Māori Visual Arts and Design.



FINANCES AND CAPITAL WORKS

While 2013 was a year of major achievements and progress on almost all fronts, from a financial perspective 2013 was one of the most challenging years ever faced by EIT. Importantly, however, the financial position of the institution remains strong with a positive working capital of \$8.9m, giving a ratio of 204%, and a sound cash flow position continues.

As a result of a significant loss of funding for Level 1 and 2 provision however, there was a significant drop in revenue in 2013 with little time to adjust cost structures. This meant adopting a deficit budget for 2013, a first for the institution, with plans put in place to pursue a Future Sustainability Project during the course of the year to address institutional viability issues. This project formed a major piece of work across the year and staff and managers are to be commended for the constructive way in which they worked through this difficult project. Such projects are never easy as they impact on good programme provision and staffing positions. Nonetheless, the project was necessary in order for EIT to remain a strong, viable and effective institution.

Staff and managers across the institution worked diligently and prudently to achieve a significantly better than budgeted position for 2013 with the end of year operating surplus coming in at \$0.6m before merger costs (\$548K). This was a strong result given the circumstances and included one-off change costs flowing from the Future Sustainability Project. Whilst clearly below the desired minimum operating surplus of 3%, given the institution's strong financial position, EIT adopted a longer term approach to address the changed financial sustainability issues.



Chris Collins

Chief Executive

"EIT will look back on 2013 as a challenging year from a financial perspective, but one in which many achievements and significant progress occurred."



► New student atrium building

Two major capital works projects around student facilities were also completed during 2013: the Atrium in Hawke's Bay which connects the student centre, library, learning hub and lecture theatres; and the Student Hub in Tairāwhiti which modernised the student centre facilities providing for improved informal learning and cafē spaces, as well as creating a small lecture theatre with video conferencing facilities. Significant expenditure also continues around technology related investments to provide enhanced IT capability and connectivity in teaching spaces and for the wide array of student devices.



► MP for Napier and Minister of Internal Affairs, Hon Chris Tremain at the Atrium opening, October 2013

EIT continues to provide, particularly on the Hawke's Bay campus, one of the leading institutes of technology campuses in New Zealand with modern, integrated and technology-connected facilities. Investment continues to be committed into upgrading the Tairāwhiti campus.

MERGER IMPLEMENTATION

2013 was the last year of the three-year Merger Implementation Plan, following the merger with Tairāwhiti Polytechnic on 1 January 2011. All evidence to date shows that this has been a highly successful merger of two separate institutions. Feedback from the two regions' communities and businesses continues to be overwhelmingly positive. Staff are constructively and actively engaged in building an integrated institution whilst at the same time building on local identities and different histories.

Following consultation with iwi and other stakeholders across Tairāwhiti and Hawke's Bay, a new Māori name was adopted for the merged institution – Te Aho a Māui. This name captures the significance of Māui

in Māori stories of old, particularly in both Tairāwhiti and Hawke's Bay, his endeavours to capture the light, and implies the human connectedness and interrelationships which bind us all through whakapapa, geography and light to each other and to the universe in which we live. It is important to acknowledge Professor Derek Lardelli and Mateoroa Haenga for their role in leading this process.

EIT's region is now extensive and complex, incorporating sizable urban populations, numerous small towns and some of New Zealand's most remote isolated rural communities with programme delivery and provision occurring across this entire region. A more detailed report sits within the Annual Report on merger activities and it is very satisfying to see a complex merger go as well as it has gone to date. Merger implementation plan objectives have been completed on time and with success. EIT is a stronger and more effective institution as a result of the merger with both Tairāwhiti and Hawke's Bay bringing strengths to the partnership. Significant credit for the merger success is due to Council, staff and key stakeholders in the community and industries across the two regions, as well as the financial support from the Crown.

CONCLUSION

EIT will look back on 2013 as a challenging year from a financial perspective, but one in which many achievements and significant progress occurred. As Chief Executive I am thankful for the quality of our Council who provide wise counsel and governance, for the quality and commitment of students, staff, managers and executive of the institution, and for the support and partnership of numerous businesses, schools, organisations, iwi and other communities of interest. Collectively it is these people who enable EIT to be the successful institution it is today. It is a privilege to work alongside such people and our goal is to be an even more effective institution successfully serving the people, businesses and communities in Tairāwhiti and Hawke's Bay.

Chris Collins
Chief Executive

MERGER IMPLEMENTATION

INTRODUCTION

The end of 2013 saw the completion of three years as a merged institute and also the closure of the official reporting period for the implementation of the merger of Tairāwhiti Polytechnic into the Eastern Institute of Technology (EIT).

The reporting period for the merger covered activity that occurred from 29 November 2010 to 31 December 2013, and included financial targets and forecasting, and milestone reporting covering a range of activities from governance to academic developments. During this time, update reports were provided to the EIT Council and the Tertiary Education Commission on a monthly basis, and at six-monthly intervals for more detailed reporting.

As has been reported previously, in 2010 the Tairāwhiti Polytechnic Council sought Expressions of Interest from potential tertiary education partners to address the Institute's declining sustainability. The Eastern Institute of Technology was selected by the Council from four interested parties to further explore options. After discussion and analysis, the respective Councils of Tairāwhiti Polytechnic and EIT proposed the disestablishment of Tairāwhiti Polytechnic and the merger of that Institute into the Eastern Institute of Technology. A supporting Business Case was developed and presented to government agencies for consideration. Subsequently, the merger was supported and approved by the Minister of Tertiary Education, Hon Steven Joyce, at the end of November 2010, with the merger taking place a month later on 1 January 2011, a year earlier than the Business Case had proposed.

At the outset the following key underpinning principles were identified as important for achievement of success in the merger and EIT has used these principles to shape activities, management of the merger and the on-going life of the merged institution:

- Focus on student success in quality education provision
- Build genuine partnership with open and transparent processes
- Respect the different histories, acknowledging strengths and weaknesses
- Build shared vision, organisational values and cultures
- Ensure strong local identity, but an integrated institution
- Ensure effective decision making and influence at local level
- Build effective decision making across the institution
- Ensure effective pooling of resources
- Focus on people
- Be prepared for hard decisions
- Be prepared to accept change
- Ensure effective open communication.

A project based approach was developed to prepare the merger implementation plan, with eight work streams established to manage merger activities.



▶ Tairāwhiti campus, Palmerston Road, Gisborne

SUMMARY OF MERGER WORK STREAMS

1. Governance: The purpose of this work stream was to ensure an effective transition of the EIT and Tairāwhiti Councils into a single Council that would provide the governance of the merged institution. A level of community representation was expected in both Tairāwhiti and Hawke's Bay on the Council at the time of the merger and into the future.

2. Human Resources: This work stream included a Human Resources plan that covered all of the HR matters that needed to be addressed by the date of the merger as well as addressing all the organisational capability and organisational integration issues in the merged institution.

3. Academic: This work stream included an academic plan of how programmes would be delivered at Tairāwhiti in a merged institution. It included the integration of academic policy, processes and structure; developing an integrated programme portfolio and integrating academic support systems and services.

4. Administrative Systems and Services: This work stream included the development of an Administration Systems and Services Plan that covered all administration matters that needed to be addressed before the merger and in the merged institution. There were three sub-projects involving IT Systems, Student Management Systems and the Finance System.

5. Facilities and Capital: This work stream identified and included in an overall plan the development of facilities and equipment necessary to deliver the merged programme portfolio and to improve the overall level of capital assets located at Tairāwhiti to EIT standards over time.

6. Finance: This work stream included a Finance plan to address financial matters that needed to be addressed by the date of the merger, as well as in the merged institution. This included budgets, financial reporting and auditing, cash flow management, insurance and financial policies and delegations.

7. Communications: This work stream developed a Communications Plan which included how the community would be informed about the merger. This included communication with the Tairāwhiti and Hawke's Bay communities; current Tairāwhiti and EIT students and staff; Iwi and other Māori groups in both communities and with future Tairāwhiti students.

8. Māori/Iwi: This work stream was designed to ensure that appropriate relationships with Iwi and other Māori stakeholders of the EIT region were built and maintained. It included work to improve Māori recruitment and retention in higher level programmes.

THE MERGER JOURNEY

At the end of the three year reporting period, it is worth noting that significant initial merger activity took place very quickly across all work streams. Over December 2010 – February 2011 a complex set of challenges was overcome via collaborative efforts between agencies, EIT, Tairāwhiti Polytechnic, and other regional organisations to ensure that students from both Tairāwhiti and Hawke's Bay could enrol smoothly into academic programmes in 2011 at the newly merged Institute.

While most of this work was behind the scenes using existing systems from both institutes, given the very short lead time to merger date and the start of semester one, some initial changes to processes and the way teams worked across both campuses were important to the success of the immediate transition. A variety of compliance, governance and other tasks were undertaken with urgency, and communication and relationship initiatives set in place internally and externally. Other work was more visible with new programmes made available to students and over \$1M of capital expenditure incurred in upgrading of facilities and IT resources ready for semester one.

The Human Resource teams worked quickly and professionally to ensure that staffing matters were processed to ensure transparency and certainty for Tairāwhiti staff in particular. While some redundancies were inevitable, the merger provided the opportunity for EIT to benefit from new staff and ideas, both from those transferring to EIT from the previous Tairāwhiti Polytechnic, and from new positions arising as a result of the merger. Significant support was received from the outgoing Chief Executive of Tairāwhiti Polytechnic, Judy Campbell, to achieve this end.

Following the initial preparations for semester one, considerable effort over the remainder of 2011 went into the substantive tasks of most work streams to move from two sets of systems, procedures and teams towards a merged and integrated institution. The systems integration work needed to be accomplished to achieve this objective across student management systems, financial, payroll, IT and programme administration areas cannot be underestimated. It is a credit to all staff involved that these integration tasks progressed so well and from a student perspective they occurred relatively seamlessly.

Significant planning and works also occurred around facilities and other capital expenditure including IT, to meet the needs of blended delivery of higher level

programmes, as well as address deferred maintenance issues and to implement general improvements, such as more computers and wireless connectivity on the Tairāwhiti campus. Reviews of each of the core services across the institute were also undertaken to ensure service integration was appropriate for the future needs of the merged institute.

A key focus area was working to identify and meet student, regional and iwi needs and aspirations. Significant progress also occurred towards academic harmonisation of programmes, implementation of governance changes, organisation planning and development, and merged institutional and financial planning.

Work continued into 2012 and 2013, particularly around continued rollout of new higher level programmes and blended delivery, developing common IT platforms and systems, facilities work, organisational development and growing relationships within and across our regions. Policy and funding changes required further focus on financial viability and educational performance, with sound progress made.

MERGER OBJECTIVES

As part of the merger agreement with the Crown, EIT was responsible for achieving the objectives of the merger by:

- being a credible and financially sustainable tertiary education provider serving the identified skills and training needs of the Hawke's Bay and Tairāwhiti regions;
- providing an academic portfolio that allowed people to stay in their region for most tertiary education where provision was sustainable and viable both financially and educationally;
- performing better than average across the relevant education performance indicators;
- being a leader in education and training for land-based industries in the Hawke's Bay and Tairāwhiti regions;
- Tairāwhiti providing meaningful local input into EIT's major decisions.

Commentary on the progress that has been made in achieving these objectives has been implicit in previous Annual Reports, but the following provides a high level summary of key activities and outcomes pertaining to these objectives.

I. Being a credible and financially sustainable tertiary education provider serving the identified skills and training needs of the Hawke's Bay and Tairāwhiti regions.

Credibility with the communities of the Tairāwhiti region was considered critical to the success of the merger, as was ensuring the future financial sustainability of the merged institute. EIT's work to build this credibility included:

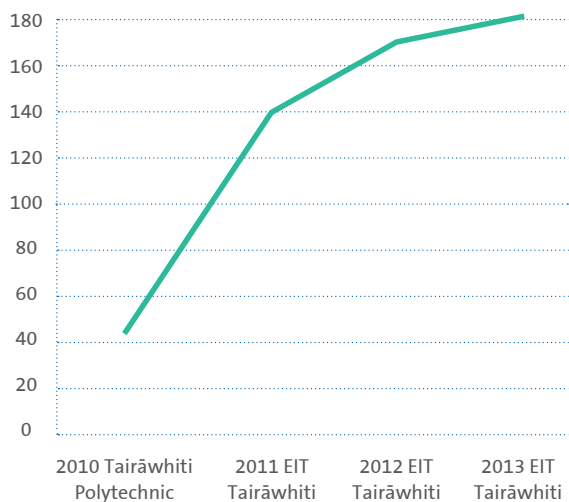
- the appointment of two Tairāwhiti council members to EIT's eight-member council;
- the establishment of a Tairāwhiti stakeholder forum chaired by Tairāwhiti council members;
- ensuring there was effective high level leadership on the Tairāwhiti Campus;
- reviewing and refreshing the Tairāwhiti region's Statement of Tertiary Needs, Gaps and Priorities in consultation with community leaders, business and industry, and other providers;
- introducing higher level programmes into the Tairāwhiti region from 2011 to meet identified needs;
- working across the two regions and with key iwi to develop a new Māori name for the Institute;
- undertaking community, staff and student surveys to ascertain the level of satisfaction with and credibility of the emerging merged organisation;
- managing expenditure of the merger financial support received together with EIT funds to ensure a successful merged institute emerged from the process.
- implementing changes identified in the merger business case to achieve financial viability and sustainability over time;
- revising plans, budgets and actions to take account of changes in policy and funding to maintain viability and sustainability of the institution as the merger proceeded.

II. Providing an academic portfolio that allows people to stay in their region for most tertiary education where provision is sustainable and viable both financially and educationally.

A major academic harmonisation project was undertaken to underpin this objective. Programmes across the portfolios of both institutions were examined for relevance to the merged institution and the respective regions.

- Academic programme clusters were identified and decisions were jointly made by the respective campus staff to retain, change or cease delivery of programmes within these clusters.
- Analysis included financial, academic and strategic information.
- This harmonisation project adapted its timeframes to align with NZQA's Targeted Review of Qualifications Levels 1-6.
- Alongside this, a major blended delivery project occurred to ensure that programmes could be delivered sustainably across both campuses in a manner that was also educationally sound.
- This included significant capability development and the development of new course material and technologies.
- Eight new programmes were offered in Tairāwhiti in 2011, which have subsequently been added to each year.
- The result of the work above was an increase in higher level programme provision and uptake in the Tairāwhiti region, especially at degree level. The following graph shows the growth of that provision:

EFTS Level 7+ Degree Study – Tairāwhiti



Of particular note is that while EIT Hawke's Bay was able to offer higher level programmes to complement EIT Tairāwhiti's extensive foundation level portfolio, the Hawke's Bay region also adopted foundation programmes and delivery methods from the Tairāwhiti

campus and communities that have significantly improved EIT's service to its rural communities in Hawke's Bay.

III. Performing better than average in the relevant education performance indicators.

EIT was already a strong educational performer before the merger. The introduction of new Educational Performance Indicators (EPIs) by the TEC coincided with the merger, and there was concern that EIT's outcomes could be worse as a result of the merger, given factors such as student demographics and the mathematical complexities of comparing EIT's performance trends pre-and post-merger. In addition, comparisons to the subsector have altered in format since 2011, from a split between foundation and higher level comparisons to amalgamated course and qualification completion results.

In spite of these complexities, key areas of success include:

- EIT continues to rank near the top of the sector for progression of students from foundation to higher level study.
- Māori participation rates (at 70% in Tairāwhiti and 43% across the merged Institute) are significantly higher than the sub-sector average (22%).
- Increasing numbers of Māori students are studying at higher levels and are also achieving greater success with higher level course completion (79% in 2013).
- The gap between the achievement of Māori and non-Māori students has decreased during the merger period.
- Māori achievement rates at the Tairāwhiti campus, where participation is high, are high.
- Course completion rates for all students have improved and/or been maintained following the merger.

To further support these and other key indicators such as qualification completion, EIT has developed a Māori Student Success Framework, and Pacific strategies in both regions to guide the efforts of the Institute to better support priority groups. Additionally, a very strong youth focus, recognised by the Minister for Tertiary Education in his letter to the EIT Council of 6 May 2013, has seen burgeoning growth of under 25s across Trades Academy, Youth Guarantee, and SAC funded learning at all levels including higher levels. This has occurred across both campuses, and has, in particular, featured as part of EIT Tairāwhiti's changing



▶ Students engaging in team building activities

demographic profile with 44% of Tairāwhiti students now aged under 25.

IV. Being a leader in education and training for land-based industries in the Hawke’s Bay and Tairāwhiti regions.

Tairāwhiti Polytechnic had a strong history of delivery of foundation level agriculture and horticulture pre-merger, and this has continued and informed development in the Hawke’s Bay region. Highlights of developments in the provision of land-based training include:

- Partnership with marae across the whole merged region to deliver horticulture programmes focused on community sustainability and foundation skills acquisition.
- Renewed dialogue with the forestry industry in Tairāwhiti to explore ways forward for improved forestry training in the region.
- A strong partnership with Taratahi in the Hawke’s Bay region for agriculture delivery at Levels 2-4.
- Partnership with key horticulture industry employers in the Hawke’s Bay region to trial work-based training in Flaxmere – the success of this partnership in terms of academic and employment outcomes will see this mode of delivery further extended with other industry partners in 2014.
- Ongoing work with the wine and viticulture industry to maintain and strengthen current viticulture programmes in both regions.

“Tairāwhiti Polytechnic had a strong history of delivery of foundation level agriculture and horticulture pre-merger, and this has continued and informed development in the Hawke’s Bay region.”

V. Tairāwhiti providing meaningful local input into EIT’s major decisions.

This began before the merger was officially signed with significant input from Tairāwhiti Polytechnic’s outgoing CEO and management team as to priorities for focus within the implementation plan. One of the three senior managers was appointed as Campus Director

at the new EIT Tairāwhiti campus in order to ensure continuity of local knowledge and leadership. The Campus Director is a key member of the EIT Executive team, reporting directly to the CEO, and was one of three senior managers aside from the CEO attending Council meetings.

From a Council perspective, work also began at an early stage to appoint two members from the Tairāwhiti region ready for the first meeting of 2011. Post 1 January 2011, the following steps were taken to ensure that Tairāwhiti had the opportunity to shape whole-of-organisation decisions. These included:

- The induction of the two new council members from the Tairāwhiti region.
- The establishment of a Tairāwhiti stakeholder forum chaired by Tairāwhiti Council members and attended by the Chair of Council and EIT CEO.
- Renewal of the Tairāwhiti Regional Statement of Tertiary Education Needs, Gaps and Priorities in consultation with industry and community.

- Regular and frequent periods of time spent by the CEO working from the Tairāwhiti campus and meeting local community individuals and groups, including meetings with local iwi.
- Establishment of a “matrix” management model across the two campuses to ensure a balance of local autonomy and whole-of-organisation decision-making and change.
- Secondment of a senior EIT staff member to the Tairāwhiti campus to support integration and report to EIT Executive team on barriers or issues being experienced by the Tairāwhiti campus as the merger was implemented.
- Planned approaches to cultural and organisation integration that respected Tairāwhiti’s unique culture and approach while embracing that culture as part of the merged EIT.

In summary, significant progress has been made across all of the objectives originally agreed as part of EIT’s agreement with the Crown governing priorities for the merger. Further specific information relating to these objectives can be found within the progress report against the Merger Implementation Plan in Section 3.

MERGER FUNDING AND EXPENDITURE

The merger business case identified that \$9.2M of merger expenditure was likely to be incurred, mostly for operational costs (\$6.9M) in the areas of personnel changes, integration, programme development, deferred maintenance and staff development to enable the two institutes to successfully merge. Some capital investment (\$2.4M) was also identified to maintain reasonable operating capability in Tairāwhiti, but also to support increased EFTS volumes and new and higher level programmes.

An operational grant to support the merger transition was negotiated with TEC of \$7.5M, with \$5.0M received early in 2011, \$1.0M in late 2012 and the remainder applied for early in 2014. Payments of these amounts were subject to a number of conditions, including independent certification that amounts claimed were incurred on qualifying expenditure, and successful progress and reporting against the merger implementation plan.

While operational merger costs were close to the business case estimates in total, EIT chose to invest considerably more capital expenditure in the merger than identified in the business case, with in excess of \$4M expended within 14 months of the merger and in excess of \$6M over the three years of the

merger implementation plan. In particular, projects included a major expansion and redevelopment of the trades training facilities, new nursing clinical suites, new computer laboratories, upgraded classrooms and regional learning centre facilities. Subsequent expenditure has included further computers, laptops and video conference facilities, wireless on campus, improved studio spaces for Toihoukura and a significantly improved student hub facility and new lecture theatre. Additionally, as we have moved from having two separate IT structures to integrated multi campus IT networks and systems, there has been significant IT investment over the three years to support the students and staff of the merged institute.

MERGER IMPLEMENTATION HIGHLIGHTS SPECIFIC TO 2013

In 2013 EIT undertook a project to manage its future sustainability, which included a significant review of its portfolio and structures, and of its opportunities for saving costs and generating new revenue. A clear underlying principle articulated as part of that project was the need to ensure that the Tairāwhiti campus remained viable, balanced by the need to ensure that the whole organisation was financially secured for the future.

NEW INSTITUTIONAL MĀORI NAME

Against this backdrop, the merger continued to provide benefits for the students of the regions served by the new EIT. EIT adopted a new Māori name agreed by key stakeholders of both regions: Te Aho a Māui. In addition, iwi groups in Tairāwhiti, particularly Ngāti Porou, continued to work actively and constructively with EIT Executive to develop programmes for delivery to benefit Māori in the region, and to recognise the emerging force of Māoridom in the post-Treaty settlements environment. EIT in Hawke’s Bay learned much about engagement with Māori from this work in the Tairāwhiti region, informing ongoing work with iwi, hapū and marae in Hawke’s Bay.

BLENDED DELIVERY AND TEACHER DEVELOPMENT

On the academic front, the merger imperatives for blended delivery options in particular continued to widen the scope and possibilities for teaching practice, and this occurred at a faster pace than would have otherwise been the case. It is yet to be determined whether economies of scale will be generated as a result of blended delivery, which will be necessary to support EIT’s future sustainability. Clearly it is important that

quality and outcomes are maintained or improved. A plan to review the success of the blended delivery project was developed for implementation in 2014.

UTILISING TAIRĀWHITI'S EXPERTISE IN THE REGIONS

Tairāwhiti's previous experience in the delivery of Foundation-Focused Training Opportunities (FFTO) programmes brought benefits, and in 2013 EIT was awarded a substantial contract with the Ministry of Social Development to deliver Training for Work programmes in both regions. This was an example of new funding opportunities that were able to be pursued post-merger utilising the capability of the Tairāwhiti campus personnel. Similarly, EIT's Regional Learning Centres in Hawke's Bay evolved into a suite of programmes developed and delivered into rural communities, often using community facilities as well as EIT's physical centres. Long-term, there should be less need for "bricks and mortar" as EIT incorporates Tairāwhiti's experience and success in delivering into numerous rural and isolated areas.

OTHER HIGHLIGHTS OF 2013

Although 2013 was largely dominated by EIT's Future Sustainability Review, completion of work across the various workstreams and milestones continued. Highlights included:

- Self-assessment and evaluation of the implementation of the core service reviews.
- Completion of all blended learning course development planned for the three year milestone period.
- Completion of all academic harmonisation work, aside from hospitality and primary industries which were delayed to align with the TRoQ schedule for these areas.
- Merger of the IT Help Desks along with systems and process changes, and staff training.
- The move of EIT's disaster recovery servers out of the region from Hawke's Bay to Palmerston North to improve EIT's access to its systems via KAREN in the event of a disaster.
- Development and implementation of an integrated budgeting tool for the merged Institute.
- Partnership with Ngāti Porou established to train and employ Level 3 and 4 carpentry students and apprentices within a marae-based model.

- Development of partnerships with Uawa (marae-based delivery in Tolaga Bay), Turanganui a kiwa (ACE EFTS delivery) and Rongowhakaata (discussions re treaty settlement aspirations for education).
- Delivery of marae-based sustainable horticulture programmes in Hawke's Bay.
- The PBRF research ranking of EIT as one of the leading Institutes of Technology in New Zealand, including research ranked Tairāwhiti staff, as well as the achievement of 'A' ranked staff members on both campuses.
- EIT leadership of and involvement in consortia successfully bidding for Māori and Pacific Trades Training funding from the Ministry of Business, Innovation & Employment (MBIE) and TEC in both regions.

REFLECTIONS ON THE MERGER JOURNEY

There were many and various learnings for EIT in the merger process and reflecting back on the journey there are number of areas worthy of note regarding the successful outcomes to date.

At the outset it is important to acknowledge the support of Government. The additional resources provided by the Crown as part of the merger agreement were vital, most particularly when one of the partnering institutions was in a challenging financial position and also requiring significant campus facility investment. The merger funding allowed EIT to demonstrate commitment and investment into the Tairāwhiti region. This was important in building community support for the merger and in working towards more sustainable provision and funding key merger implementation activities.

The speed of change in the merger also proved to be important, and in hindsight, it was fortunate that the merger date was brought forward a year – it's important to not take too long over such change. Managers are easily tempted to think the more time they have, the more carefully actions can be directed and managed, but additional time is not always advantageous.

The starting place of each partnering institution was also important. Most notably in this case was that both institutions chose this path and chose to partner with each other. It was important too that senior managers, leaders and governors owned the change and modelled behaviours required to successfully integrate. It was also important to respect the different histories of each institution, to build on those whenever possible, but to also be open to significant change, new directions and, when necessary, to making hard decisions.

► Gisborne City, Tairāwhiti campus to the Port



In merger implementation it was important to keep focusing on the genuinely material matters and to not get caught up in less material issues. It is not necessary to harmonise all differences; if necessary differences will align over time, and in fact, local difference and identity can be, and are, important.

Mergers always create potential for wide-ranging uncertainties, and it was important to address these wherever possible with staff, stakeholders and the wider community. Open and regular communication was vital, and it was always better to err on the side of being more open and transparent. In reality, mergers are about bringing people together, be they communities, staff or students. Therefore strategies that focus on people are vital.

Finally at the heart of the merger approach adopted was the principle of partnership. This was about building a shared vision together and working through together the implementation process. Whilst it was critical to have broad project management structures and strategies in place, it was also important to allow for emergent and organic approaches to occur as the implementation project progressed.

CONCLUSION

At the end of 2013, the merger to date had been a highly constructive and positive process. While there were no doubt always things that could have been done

more effectively, EIT is a stronger and more effective institution on many fronts as a result of this merger: student participation and success is higher; a wider range of educational delivery is occurring in both regions; business, iwi and community organisations are actively partnering with EIT; and EIT's capability has strengthened. Learnings have genuinely flowed both ways which benefited both regions in terms of educational delivery and successful outcomes.

The challenges around institutional sustainability following tertiary education policy shifts clearly had impact and potentially negative consequences for the merger, but EIT has continued to work through these changes with TEC and endeavoured to continue to ensure successful merger outcomes.

At the beginning of 2014 ongoing work remains to further enhance organisational and cultural integration and to continue to build positive relationships across campuses and regions. EIT continues to build for the future to ensure it is a successfully merged and integrated institution that is better placed to meet the educational needs of businesses, communities, social and iwi agencies in the Tairāwhiti and Hawke's Bay regions.

EIT TAIRĀWHITI CAMPUS HIGHLIGHTS

CAMPUS DEVELOPMENTS

One of the early highlights of 2013 for EIT's Tairāwhiti campus was the much anticipated refurbishment of the Student Centre - now officially known as The Hub. This refurbishment included a new commercial kitchen, computer hubs, outdoor dining area and a whole new image. Within the same building, office space was created for the Students' Association, plus a fifty seat lecture theatre, fully equipped with video conference facilities.

Further renovation work was undertaken at Toihoukura (School of Contemporary Visual Māori Arts), including renovations in the studio space, plus kitchen renovations to enable large events - such as the Tā Moko Wānanga - to be catered for.



► Alex McMenamin, 2014 Graduate looks at his artwork - Pōtikirua ki te Toka a Taiāu - as part of the 2013 Māta-a-riki exhibition

Work has started on the student centre at the Rural Studies campus, and several computers have been installed for student use.

The EIT Council held two meetings in Tairāwhiti in 2013. This gave Council members the opportunity to see first-hand the refurbishments that had taken place.

COMMUNITY

EIT Tairāwhiti's valued and ongoing relationship with Ngati Porou has resulted in the first graduates from the Level 3 Marae Restoration Carpentry programme offered on the East Coast. The focus of the programme was to work on marae in need of repair. This initiative enabled the students to not only gain skills required in the workplace, but also give back to their communities through the work on the marae. Te Horo Marae was the focus for 2012 and 2013. Graduating students have now commenced employment with Tikapa Marae, and are continuing with their Level 4 Managed Apprenticeship in Carpentry. A second group of Level 3 students began mid-year, also based at Tikapa Marae.

REGIONAL LEARNING CENTRES

EIT's Regional Learning Centres, now led by the Tairāwhiti Campus Director, continued to perform strongly and were well supported by their communities. Programmes were offered in Hicks Bay, Te Araroa, Ruatoria, Tokomaru Bay, Tolaga Bay, Opoutama, Raupunga, Tuai, Wairoa, Maraenui, Flaxmere, Hastings and Central Hawke's Bay. Programmes in the primary industry sector, namely agriculture and horticulture were in demand in the regional learning centres along with computing, te reo, trades, health, disability and aged support, retail and Training for Work. The Level 3 Certificate in Business has been offered for the first time in Ruatoria and has had strong enrolments.

A new offering of horticulture (fruit production) has been trialled this year at Flaxmere. The programme runs from an orchard-based classroom, and students learn "on the job" utilising the resources and equipment available on the orchard. Many of the students have gained employment as a result of this, and other orchardists in the area are requesting the same programme in 2014.

The Training for Work contract with Ministry of Social Development focuses on training into employment, and is suited to the regional learning centre students. There have been many successful placements into employment since the programme commenced in July.

To complement the community outreach, a range of ACE (Adult and Community Education) programmes ran, covering a large variety of community groups with a particular focus on Māori and Pacific and improving literacy and numeracy levels to enable people to be confident in applying for full time study. These programmes, "Get Started" proved popular either as a taster or an opportunity to gain confidence in learning

levels before embarking on a full time course. They covered a range of vocational areas, from catering to aged care, carpentry to engineering, horticulture to business studies. There is already a strong demand for these programmes in 2014.

Other activities within the regional learning centres have been:

- Employers Expo
- Connect Youth for Employment, based at the Central Hawke's Bay centre
- Stewart Centre, Salvation Army based at the Central Hawke's Bay centre for specific courses
- WINZ employment seminars
- Central Hawke's Bay Economic Development strategy team meetings
- MITO night classes
- Pacific Language Courses
- Families studying together (homework club)
- Safer communities

plus numerous community group meetings.

STAFF AND STUDENT ACTIVITIES

A milestone was reached this year with the first graduates from the EIT three year degree programmes, plus a range of other activities which occurred across the campus' staff and student body during 2013.

Three students completing EIT's Bachelor of Computing undertook IT internships/projects for Ngati Porou under the guidance of Chief Information Officer, Marcus Lloyd. Haydon Haenga and Cris Kiri developed an Android App 'Health Avatar' prototype for the iwi while completing this Semester 2 internship. This allows people throughout the district to monitor their own health and tap into health providers online for themselves. Nicholas Freeman developed a range of e-business reports, blog and website advice for Ngati Porou – demonstrating the strategic guidance needed for IT systems in the 21st century. This is the first opportunity for local industry to harness EIT's computing students as interns, and this will provide Ngati Porou and other organisations in Gisborne ongoing opportunities to enhance their IT development work using the Gisborne-based IT (Bachelor of Computing) students.

Other highlights included:

- The first graduating cohort of BASS (Bachelor of Applied Social Sciences) students based on the Tairāwhiti campus. These students were part of the first cohort of BASS students to study on the degree using the blended delivery approach;
- The Year 1 Certificate of Fashion Apparel students' trip to Auckland provided them with exposure to the various facets of the fashion industry in New Zealand, and the Year 2 trip to Wellington for the Wellington Fashion Week were again highlights in this year's calendar;
- Year 1 and 2 students entered Cult Couture, competing against many experienced designers throughout New Zealand. Designing to a brief requires thorough research of a chosen culture and interpretation of the findings into a designer outfit suitable for streetwear. Four outfits were selected to be modelled on the catwalk in Auckland.

Further highlights of staff and student activity within Toi Houkura and Te Whatukura can be found within the Te Manga Māori Faculty of Māori Studies report.

BUSINESS AND INDUSTRY LINKS

Many events were supported by EIT Tairāwhiti in 2013. Some notable standouts were The Feast Gisborne Wine and Food Festival which was even more successful than the 2012 festival, almost doubling wine sales. Feedback on the day was extremely positive toward both the Waimata and Cognoscenti brands. EIT sponsored a section in the Gisborne Regional Wine Awards and also hosted some participating wineries and Regional Wine Awards judges at a luncheon held in the Winery, and catered for by the Hospitality students.

EIT Tairāwhiti hosted the Gisborne Rotary Club for breakfast prepared by the catering students, followed by a campus tour of the new and refurbished facilities, showcasing the Trades facility, and also the Business/ Nursing facilities, student centre and lecture theatre. Around 35 people attended and there was a high level of interest from members and compliments around the quality of facilities.

Several new sponsorship opportunities were available in 2013, and EIT Tairāwhiti used those opportunities to promote programmes. Sponsorship included:

- Westpac Gisborne Business Excellence Awards – Professional & Service Excellence;
- Gisborne Regional Wine Awards - sponsor of the Viognier section;



▶ NZ Masterchef Brent McGregor visits Tairāwhiti campus

- Sport Gisborne, Sportsman of the Year Awards;
- Ngati Porou ICT Awards sponsorship – Te Rangi Tawae Festival;
- More FM Gizzy Awards – sponsored Best Youth and Best Tradesman categories;
- Gisborne A & P show – sponsorship of the education section of the show;
- Gisborne Careers Expo;
- Tairāwhiti Computer Hub Trust – sponsorship of TechXpo Conference.

SECONDARY/TERTIARY LINKS

The second year of the Tairāwhiti Schools' Trades Academy was extremely successful. Over 100 students from Hicks Bay to Wairoa attended programmes one day per week at EIT's Gisborne campus to integrate a tertiary component into their Level 2 NCEA programmes. A graduation ceremony in November was attended by many proud whānau and friends.

A record number of Year 13 Scholarships were awarded this year for high school students enrolling on degree programmes, and presentations were made to all regional schools for Year 11-13 students. A careers advisor day, WINZ breakfast, Youth Workers Collective, taster courses and open day were also hosted at the campus.

Youth Guarantee numbers continued to increase, with strong interest particularly in the Trades area.

MARKETING

A range of marketing/sponsorship opportunities were available in 2013, and EIT Tairāwhiti used those opportunities to promote programmes. Events included:

- Masterchef (Brent McGregor) cooking demonstration and launch of his new book in The Hub. EIT hosted this event and provided catering and wine. As a result a \$600 scholarship, provided by Paper Plus, will be awarded to a Hospitality and Catering student in 2014;
- Hospice Tairāwhiti, an inaugural "Girls Day Out" event, focussed on opportunities for women in tertiary education;
- Various high profile Public Lecture series via Toihoukura and Te Whatukura;
- Pacifica Day – hosting High Schools' Pacific Island students on campus for a day – presentations and tours;
- Hosting all local WINZ employees at a breakfast to promote programmes and opportunities at EIT.

An open day was held in Ruatoria in December to promote the new programme offerings for 2014 and presentations were made to all regional schools, including Gisborne, Wairoa, Te Karaka and the East Coast for Year 11-13 students.

FACULTY HIGHLIGHTS

FACULTY OF APPLIED SCIENCE, BUSINESS AND COMPUTING

The Faculty enjoyed a very busy and successful year, with notable achievements by staff, students and graduates across the Schools of Applied Science, Business and Computing on the Hawke's Bay, Tairāwhiti and Auckland campuses.

Programme Development and Delivery

The Faculty was very pleased to welcome its first postgraduate students in Information Technology and to have its Master of Information Technology approved to commence delivery in 2014. Additionally, plans were well advanced for the launch of the Master of Business Studies for Semester 2, 2014.



► Academic staff, School of Computing

Following much hard work, EIT enrolled its first international students in the Bachelor of Business Studies and Graduate Diploma in Business in Auckland at the beginning of 2013. In 2014, the Faculty is set to see considerable growth in Auckland in the Bachelor of Business Studies, Postgraduate Diploma in Business, Bachelor of Computing Systems, Postgraduate Diploma in Computing and English Language.

Additionally at the Taradale Campus the Faculty introduced the Certificate in Business Administration Level 4, which has been delivered at Tairāwhiti for many years. This initiative proved to be very successful.

External Relations

The Faculty's three school advisory committees have had a busy year supporting the development of new initiatives in existing programmes and in the development of the postgraduate programmes mentioned previously. A special thanks goes to Graham Edwards, who retired this year from chairing the Business Advisory Committee since its inception. Prior to that, Graham was Chair of the Faculty of Business and Computing Advisory Committee. Additionally during that time he was a member of the EIT Council.

The Faculty continues its strong relationships with local secondary schools through offering opportunities for professional development for computing teachers, advanced computing learning for students, hosting the "Programming 4 Girls" competition and, most significantly, hosting the annual Hawke's Bay Schools Science Fair.

Faculty staff have played a significant and time consuming role in the NZQA led initiative to review qualifications at levels 1-6. During 2013, significant progress was made in the business, computing, agriculture, horticulture and animal care/veterinary nursing areas.

Research

Research continues to be an important component of the culture within the Faculty and very much underpins the teaching. This is best demonstrated by the Faculty gaining 7 "C" grades in the Performance-based Research Fund (PBRF).

Early in 2013, the Faculty was pleased to welcome Associate Professor, Dr Carmo Saunders-Vasconcelos, to lead our growing international reputation in Viticulture research.



► Associate Professor, Dr Carmo Saunders-Vasconcelos

Staff Achievements

The Faculty's staff continue to be recognised for their abilities and their contribution to the body of knowledge within their areas of expertise and student learning.



▶ Dr Kathryn MacCallum, IT Lecturer, School of Computing

Of particular note:

- Dr Kathryn MacCallum was awarded the CEO's Research Excellence Award, in addition to her PhD earlier in the year;
- Dr Steven Hinge graduated with his doctorate from the Southern Cross University in Australia;
- Dr Djavlon Kadirov was awarded the George Fisk Award for the best conference paper – Kadirov D., Varey R. & Wooliscroft B. "Authenticity: Macromarketing Perspective". Macromarketing Conference 2013, Toronto, Canada;
- Malcom Reeves, Senior Lecturer Wine Science was invited to give guest lectures and assist with research at China Agriculture University, Beijing for the fifth consecutive year;
- Dr Michael Verhaart and Kim Hagen-Hall won the CITRENZ (Computing and Information Technology Research and Education New Zealand) Conference Award for best paper in Educational Innovation, and runner-up best paper;
- Dr Michael Verhaart won the Wiki Educator Award for October (a global award given each month to the most influential wiki educator).

International

From an international perspective the highlight of the year was the enrolment of international students in Auckland into EIT's Bachelor of Business and Graduate

Diploma in Business. As a result, 12 students will graduate with EIT's Graduate Diploma in Business early in 2014. During 2014, further offerings will be added in the form of the Bachelor of Computing Systems, Master of Information Technology and English language qualifications.

The Faculty's relationship with Hebei Normal University in China continued to grow in 2013, with a visit by their President and Deans of Finance and Economics, Computing and Wine Science. For 2014 the Faculty is expecting to welcome students in all three discipline areas.

As a result of growing relationships with universities in Germany, where there is a strong interest in "study abroad" from German students, EIT was pleased to welcome three students studying within the Business School, one student in Wine Science, and senior staff from Hochschule Furtwangen University, Hochschule Coburg and Heilbronn University. As a result of these relationships the Faculty is hopeful of welcoming a number of students for a semester each in 2014.

FACULTY OF HEALTH SCIENCES

The Faculty of Health Sciences enjoyed a very busy and successful year, with notable achievements by staff, students and graduates across both the School of Health and Sport Science and the School of Nursing on the Hawke's Bay and Tairāwhiti campuses.

Programme Developments

One of the highlights of the year was the NZQA approval of EIT's second Masters degree – the interdisciplinary Master of Health Science. Following an intense period of consultation, staff workshops and discussions, staff across two schools – the School of Health and Sport Science and the School of Nursing collaborated to create one of the first 180-credit Masters degrees. With emphasis on leadership, reducing health disparities, and interdisciplinary collaboration, this new blended/on-line Masters degree will enable health practitioners to extend and advance their knowledge to improve integration of care.

The blended Bachelor of Nursing curriculum progressed into Year 2 of the programme, with extensive activity as staff also developed the on-line components for Year 3 courses to commence in 2014. It was especially pleasing for staff to receive several comments from registered nurses in the practicum setting as to how well-prepared Year 2 students were for their clinical practicum.

A number of staff have continued to serve on either

the governance groups or working parties as part of the Targeted Review of Qualifications this year. The expertise and perspectives of Jewelle Lloyd, Dr Patrick Lander, Lee-Anne Taylor and Sheryl-Lee Judd have been important to the hairdressing, beauty therapy, sport and recreation and massage review groups.

The Tairāwhiti Interprofessional Education Programme (TIPE) completed its second year in 2013. This joint initiative between the University of Otago and EIT aims “to improve the recruitment and retention of health professionals in rural localities by providing students with an opportunity to live, study and work together in a rural Māori community.” This inter-professional project, which now involves six disciplines – dentistry, physiotherapy, medicine, pharmacy, dietetics and nursing - also focuses on increasing students’ understanding of health care provision in rural communities; Māori communities; roles and responsibilities of each other’s disciplines; and health care for people with chronic conditions.

As part of the TANZ Accord, the EIT School of Nursing along with those at Otago Polytechnic, CPIT and UCOL continued to develop their on-line “Health Professional Postgraduate Programmes” collaborative project. Seventeen EIT postgraduate courses were offered in a blended eLearning mode in 2013. Skype, virtual classrooms and face-to-face workshops complement the teaching and learning via on-line case studies, critical-thinking scenarios, wikis and blogs for students to share perspectives on advancing clinical practice and leadership. The Faculty is most appreciative of our TANZ partners for their on-going commitment to this endeavour.

Research

Research achievements this year were outstanding and, in addition to a number of research grants and commissioned research projects, staff achievements also included book chapters, many refereed journal publications and international conference presentations:

- Associate Professor Carl Paton presented his research on *The effects of caffeinated chewing gum on simulated race performance in competitive female cyclists* at the 17th Annual European College of Sport Science Conference in Barcelona, Spain;
- Ruth Crawford presented a paper arising from her PhD thesis in progress, *Emotional communication: The needs of parents are a nursing concern*, at the Australian College of Children and Young People’s Nurses (ACCYPN) Conference 2013 in Melbourne, Australia;
- Dr Rachael Vernon presented *Re-inventing the wheel - Consensus, continuing competence and public safety* at the Sigma Theta Tau International Honor Society of Nursing, 24th International Research Congress, at Prague, Czech Republic;
- Ruth Crawford, Alannah Meyer, Kathy Monson and Dr Shona Thompson presented papers at the Australasian Nurse Educators’ Conference, Wellington, New Zealand;
- Dr Clare Harvey and Jennifer Roberts presented *Missed care in New Zealand: Stepping into the arena*, at the Visiting Scholar Presentations on Rationalised Care in New Zealand, Texas and South Australia, Flinders University, South Australia;
- Dr Elaine Papps and Dr Rachael Vernon each contributed peer-reviewed book chapters to published texts (in press);
- Rachael Vernon was also conferred Doctor of Philosophy from the University of Sydney for her thesis *Relationships between legislation, policy and continuing competence requirements for registered nurses in New Zealand*;
- Dr Clare Harvey was awarded a Hawke’s Bay Medical Research Foundation grant for her research project, *A Nurse-led Skin Cancer Screening Programme – Contributing to Primary Health Care Reform*;
- Associate Professor Rachel Forrest and Dr John Maxted were awarded a Health Research Council, Māori Health Research grant for their project, *Fighting for Māori Health: the PATU Initiative*;
- Donna Foxall, Dr Clare Harvey, Judy Searle, Clare Buckley, Dr Elaine Papps, Jennifer Roberts, Alannah Meyer, Helen Riden, Alasdair Williamson, Sue Floyd, Dr Shona Thompson and Associate Professor Rachel Forrest were all recipients of EIT research grants;
- A significant number of staff achieved peer-reviewed journal publications including Associate Professor Rachel Forrest, Sue Floyd, Dr Clare Harvey, Dr Shona Thompson, Dr Rachael Vernon, Professor Bob Marshall and Dr Elaine Papps;
- Professor Bob Marshall, Dr Sally Abel and colleagues are completing externally-funded projects related to fitness of school children as part of the Bikes in Schools project, stent failure in peripheral vascular disease, smoke free schools and safe sleeping for infants;
- On behalf of Nurse Education in the Tertiary Sector (NETS), the School of Nursing once again hosted a NETS Thesis Supervision and Thesis Examination workshop.

New Staff, and Staff and Student Achievements

The Faculty was delighted to welcome Dr Lucy Nguma to the position of Senior Lecturer in the School of Nursing, where Lucy teaches primarily in the postgraduate programmes. We were also very pleased to have Olivia Maclaren re-join the Faculty in the School of Nursing as anatomy and physiology lecturer.

Ruth Crawford accepted the role of EIT Nursing Entry to Practice (NETP) programme coordinator, in the collaborative NETP programmes with Hawke's Bay District Health Board, Tairāwhiti District Health and Mercy Hospital in Dunedin.

A number of celebrations of staff achievement were held. Dr Clare Harvey, a senior lecturer in the postgraduate programmes was promoted to Associate Professor, and was also appointed to the role of Postgraduate Health Sciences Programmes Coordinator.

Dr John Maxted received the 2013 Chief Executive's Award for Excellence in Teaching. John and Clare each received a Faculty award for outstanding research productivity in 2013.

Head of School of Nursing, Rachael Vernon, was conferred Doctor of Philosophy from University of Sydney in November.

Kathy Manhire, Bachelor of Nursing Programme Coordinator, was promoted to Principal Lecturer.

"A Resource from a Māori Perspective for the School of Health and Sport Science and the School of Nursing" – this is the modest name of a beautiful te reo Māori resource for staff developed by Huia Beattie, with support from Dr Patrick Lander and Lloyd Gabriel.

Once again the Year 3 Bachelor of Recreation and Sport (BRS) students developed noteworthy projects for their course Whakawatea: Industry Cooperative, but this year they were celebrated in a booklet developed by Assistant Head of School and Practicum Manager, Diana Kirton which beautifully showcased fourteen students' projects with a wide range of community agencies. Among these were ground-breaking projects including an exercise and fitness programme with renal patients in collaboration with the Hawke's Bay District Health Board; a healthy lifestyle programme for people with diabetes; and exercise and education for teen parents. Other projects involved coach and player development and several event development studies. This work reflects, in part, the significant redevelopment of the BRS, and noted by the external monitor, Dr Bevan Grant in his report, as the "celebratory tale" of the "transformational efforts of the past".

The Diploma in Beauty and Body Therapy graduating students continued to excel in the international CIDESCO examinations, achieving a 100% pass rate. The student cohorts completing the Bachelor of Nursing in July and November achieved a 100% and a 94% pass rate on the Nursing Council Examination for Registration respectively. The success of our students in these exams is testament to the quality of the programme and its expert lecturers.



This second year of the EIT Hawke's Bay Schools' Trades Academy brought further achievements for participating students and delight to Faculty staff. Students in the hair and beauty services stream achieved very well and several students in the sport and recreation stream were able to achieve the Certificate in Health & Fitness (Level 3) over a two-year period.

A special feature of 2013, as in recent years, has been the collaborative work among colleagues across both campuses. We are enriched by each other's perspectives and expertise.

Finally, a critical factor in the work of the Faculty, as for the whole of the Institute, is the advice, support and critical comment from members of our advisory committees and the many individuals in agencies with whom we collaborate. Many thanks to staff from Hawke's Bay and Tairāwhiti District Health Boards, Sport Hawke's Bay, the many community health agencies, as well as the wide range of professional groups, agencies, and businesses who assist the Faculty to provide high-quality, meaningful education and training. EIT's collaboration with you will always be a special highlight for the Faculty.



▶ Trades Academy Hair and Beauty students, Hawke's Bay Campus

FACULTY OF HUMANITIES, ARTS AND TRADES

Programme Portfolio

The Bachelor of Teaching (Primary), EIT's twelfth degree and the only primary teaching degree offered by an ITP, got off to a successful start with a full cohort of students and total support from the Hawke's Bay partnership schools.

The Certificate in Plumbing and Gasfitting was another significant new programme development for 2013. This programme began in March and gained strong industry and ITO support as the year progressed. Both of these programmes extend and strengthen EIT's programme portfolio.



▶ Primary Schools principals signing MoU for Bachelor of Teaching (Primary)

The Faculty gained accreditation for Otago Polytechnic's Certificate in Foundation Studies and launched a scaffolding programme of study in April to meet an identified labour market need during the year. The same base qualification has been developed into programmes

of study in allied trades and construction ready for delivery in 2014.

After a thorough consultation with staff, students and industry stakeholders it was decided to withdraw from offering counselling as a major in the Bachelor of Applied Social Sciences, due to low numbers of enrolments and hence graduates. The Social Work Registration Board's requirement to move the social work component to a four year degree prompted this review. By year's end the conceptual framework for EIT's four-year social work degree was well underway. Existing counselling students will be able to complete their degree over the next three years.

Following a staff member's resignation from their teaching position on Massey University's Graduate Diploma of Teaching (Secondary), Massey University decided to exit the programme from the EIT site and deliver it only extramurally into Hawke's Bay.

The Faculty achieved NZQA accreditation for the first suite of post Mandatory Review Qualifications, namely the New Zealand Certificates in English Language which will be taught in both the Hawke's Bay and Auckland Campuses in 2014.

Research

External research was conducted by the Faculty during the year, including an evaluation of Dove's programmes, a history of the Stewart Centre and an evaluation of intensive case management with young people for the Ministry of Social Development.

Suzette Major, Head of School, and the Visual Arts and Design team were awarded an Ako Aotearoa Research Grant to fund a research project entitled: *Project Based Learning in Arts and Design – What Makes it Work?* The research study will document the success of the new Visual Arts and Design courses with the outcome of producing an online manual on Project Based Learning in Arts and Design.

Former children from St Hilda's and Abbotsford Homes were special guests at a 3 May opening of an exhibition at the Central Hawke's Bay Settlers Museum in Waipawa. The exhibition *St Hilda's and Abbotsford: Our Children's Homes* has grown out of a book researched and written by Dr Kay Morris Matthews. The book, *Who Cared? Childhoods within Hawke's Bay Children's Homes and Orphanages 1892-1988*, is a snapshot of the experiences of thousands of youngsters – orphaned, illegitimate, abandoned or destitute – who lived part or all of their childhoods in eight institutions that operated in the region.

The Bachelor of Teaching (Early Childhood) Research Symposium was held on 19 October and the theme was “Research Informing and Transforming Practice” - Kia puawai koe ki te ao. Ka kitea ō painga. A massive one hundred and twenty participants from the Early Childhood community (teachers, managers, graduates, students and friends) joined the Bachelor of Teaching (ECE) teaching team to make this a very successful and inspiring day. Brenda Soutar from Mana Tamariki Te Kōhanga Reo me Te Kura Kaupapa Māori in Palmerston North, the keynote speaker, opened the symposium with a presentation on the importance of whānau within early childhood settings in engaging Māori whānau. As well as staff, third year students presented their action research and Heretaunga Kindergarten Association Education Manager, Dave Mudford and pouawhina Papara Wano presented the story of their Association’s steps forward in developing their bicultural aspirations.

External Relationships

ideaschool and The Cabana Hotel entered a formal Memorandum of Understanding centred around the Contemporary Music Performance programme which outlines the support of each other’s activities including access to The Cabana for some of the live music performances during the year.



► Students and Tom Pierard, Lecturer, Contemporary Music Performance – Atrium opening

In May, the Rotary Club of Greenmeadows hosted the 36th annual EIT Apprentice Awards in the following trades: carpentry, electrical, automotive, engineering, hairdressing, hospitality. The tutors were well recognised for all they do to get their students across

the line. The awards are a great example of huge industry support with many scholarships and prizes donated. Employers were overwhelmingly effusive in their support for EIT.

ideaschool, in conjunction with the Hastings City Art Gallery, ran a Winter Arts Symposium on 12-14 July. The weekend of keynotes and workshops, held at ideaschool and the Gallery, was attended by artists from across Hawke’s Bay and beyond.

The alumni from the Bachelor of Visual Arts and Design called, eXit, exhibited at the Hastings Community Art Centre from 15-27 April. This art collective now includes graduates from across four years who work together in their arts practice.



► Top Art student, top Design student and top overall Bachelor of Visual Arts and Design student 2013

Graduate Bachelor of Visual Arts and Design student and now local art teacher Ashton Northcott, curated an exhibition in ideaschool’s Vent Gallery entitled *Shaping Edges*, which was a collaborative exhibition of arts educators across Hawke’s Bay. *Shaping Edges* was opened on 17 May and was well attended by primary, secondary and tertiary art teachers across the region.

The Mayors’ Task Force Apprentice Graduation was held in May at EIT and Head of School of Trades and Technology, Todd Rogers, was the Master of Ceremonies.

The Hawke’s Bay Food and Wine Society gave a donation to the School of Tourism and Hospitality as they enjoyed the degustation dinners so much. The donation was used to commission a Visual Arts and Design student to create a French themed sculpture to go in Scholars Restaurant for the 2013 degustation dinners.

In conjunction with the Art Deco Trust, the EIT Hawke’s Bay fashion programme sponsors a design competition

for secondary schools called 'Sew BE IT'. Students are asked to design a garment to be worn to an organised event over the Art Deco weekend, and then the winning design is created by the fashion team including students. This year Charmaine Lewis from Tamatea High School was the winner and her design was a contemporary silhouette incorporating design details inspired by the Chrysler Building in New York.

The first intake of English Language Training for Officials arrived on 28 January, a double group of 32 officials. They were with EIT for seven weeks in the English Language Centre. They came from Cambodia, Laos, Myanmar, Timor Leste, Mongolia and Vietnam. The main objective while at EIT was to improve their English speaking and writing skills. Also, by staying with Kiwi families and visiting community and business organisations they have a unique opportunity to learn about the cultural and commercial aspects of Hawke's Bay. The second group arrived on 15 July.

The School of Trades and Technology has worked closely this year with the Cook Islands Technical Training Institute to develop a partnership which will see EIT's Certificate in Applied Practical Skills (Trades Skills) and Certificate in Foundation Studies (Construction) being delivered in Rarotonga in 2014.

Staff Achievements

Suzette Major, Head of School, ideaschool, was appointed to the Governance Group for the Creative Arts Mandatory Review of Qualifications.

Mandy Pentecost chaired the organising committee for the New Zealand Association of Counsellors Conference to be held in Napier in May.

Associate Professor Dr Peter Bray was appointed to the Core Executive of IDN as the chair of their advisory board on conferences - one of four groups designed to take an overview of the way IDN evolves, operates, conducts itself and is managed. IDN stands for Inter Disciplinary Net and has been established as a not-for-profit research and publications network that is internationally focused.

Student Achievements

Graduates from the 2012 Contemporary Music Performance programme gave a number of live performances at Church Road Winery during January, entitled the EIT Summer Series.

Visual Arts and Design student Hayden Maunsell was selected for *Talente*, an annual international trade fair for skilled trades in Munich and received Creative New

Zealand funding to attend the event during February. He also won the top overall prize for the ECC NZ Student Craft/Design Award at the Dowse Art Museum in Wellington.

Level 6 Design students from the Bachelor of Visual Arts and Design developed design concepts for the National Aquarium for personnel from the Hawke's Bay Regional Council, Napier City Council and Civil Defence in April. The proposed designs were for a new education centre and were well received.



The Diploma in Professional Chef Practice and Certificate in Front of House students between them won 11 medals at the Regional Salon Culinaire competitions organised by the NZ Chefs' Association. Of these, three students attended the national competitions in Auckland in August. Front of House student, Stacey McCann-Avison won a gold medal and Diploma in Professional Chef Practice students, Cassandra Hall and Andrea Davis won silver medals in the Torque d'Or National Hospitality Team Competition.



ideaschool student Sophie Watkins was invited to exhibit at the Rotary Club of Greenmeadows Art-x event, which opened on 21 June.

Robert Stockley, Electrical Level 4 apprenticeship student, gained the highest marks in New Zealand for the Electrical Regulations Examination.

The David Fine Scholarship recipient for 2014 was announced at the Hastings Community Arts Centre in October, the award going to Level 6 Visual Arts and Design student Susan Mabin.

Screen Production Graduate, Mathew Watkins, was accepted into the Atlanta Horror Film Festival with his short film *Divide* and was invited to attend the screening in the US. His film received the gold award at the festival – a truly international success story!



Over the weekend of 27-28 August the Hokonui Fashion Awards were held in Gore. This is a huge fashion competition that students from high schools through to graduating degree students, industry professionals and past winners, enter. The ideaschool students did exceptionally well with all students' entries being accepted, and Tessa Paaymans winning the "Silver" section, Victoria Notoa runner up in "Streetwear" and Year 2 2012 student, Tory Tiopira, gaining highly commended in the "Collections" section.

Te Manga Māori: Faculty of Māori Studies

'Piki ake, kake ake i te toi huarewa, te Ara o
Tāwhaki i piki ai ki runga'

TE ŪRANGA WAKA – SCHOOL OF MĀORI STUDIES, HAWKE'S BAY

2013 was a mixed year for Te Ūranga Waka (TUW) staff and students with many highlights to celebrate along with some difficulties and sadness.

As is customary the School hosted a number of pōwhiri throughout the year to manuhiri (visitors) from local secondary schools for the Manu Kōrero regional speech competitions: approximately 80 teachers who attended the second annual Kura Reo (total immersion Māori language course) collaboratively organised by Ngāti Kahungunu Iwi Incorporated (NKII), local Kōhanga Reo and TUW; Māori Land Court staff from various branches around the country to attend a Kura Reo specifically developed for them by TUW staff; NZQA approval panels for new qualifications at EIT; along with internal classes such as the BASS class, He Kuhunga ki te Ao Māori, completing their noho marae (marae stayover) component.



A significant highlight of the year was Materoa Haenga, senior lecturer, being recognised by Ngāti Kahungunu for her contribution as a teacher of te reo Māori. Materoa has been a part of Te Manga Māori since 1994 and goes above and beyond what is required in order to support students to reach their academic aspirations. Furthermore Materoa teaches on national Kura Reo and is actively involved in local and other national initiatives that promote and strengthen te reo Māori.

In 2013, the BA Honours (Māori) was taught to five students based in Gisborne, two being Te Whatukura lecturers on the BA (Māori) Maria Wynyard and Mārei Norris. Both of these staff achieved First Class Honours passes. Materoa Haenga taught this programme and was able to put much training she had completed in previous years to the test by teaching components of the programme online. Feedback was very positive from the students and in September approval was granted by the Academic Board that the Honours could be delivered both face to face and online from 2014. This was approved by NZQA in January 2014.

Sixty-six students successfully completed one or more courses of the BA (Māori) with 14 completing their degrees in 2013. Crystal Edwards was awarded the Robin Albert Memorial Award for all-round achievement and Donna Walsh and Misty Ratima were jointly awarded the supreme award – the Tuahine Northover He Maimai Aroha Award for Excellence and Commitment to Te Reo Māori, Tikanga Māori. Misty was also awarded a scholarship from the Taradale Rotary Club earlier in the year.

The Certificate in Māori Studies (Level 2) was offered in Taradale and Waipukurau in Semester 1 and Level 4 in Taradale only. Due to high interest, an alternative delivery of Level 2 was introduced and trialled in Semester 2 whereby classes ran in the evenings with one monthly noho marae. Two classes were held at the Hawke's Bay District Health Board, another with various childcare staff from Hastings and Napier and one final class for the general public based at Te Ūranga Waka. 50 day students achieved the Level 2 certificate, and another 51 students through the night/weekend delivery. 18 students in total completed the Level 4 certificate. A new day class cohort began in Raupunga in Semester 2 taught by Howard Niania, a graduate of the BA (Māori). The alternative delivery of Level 2 was approved late in the year by EIT's Academic Board.

Materoa Haenga, Hiria Tumoana, Rāwiri Andrews and Puti Nuku continue to be involved with a research project that began in 2009, under the direction of Dr Joseph TeRito, Ngā Pae o te Māramatanga, The University of Auckland and previous Dean of Te Manga Māori whereby they are working to produce a textbook based on actual conversations between two Ngāti Kahungunu kuia recorded on Radio Kahungunu.

Puti Nuku continues with an historical research project on Te Manga Māori and is part way through another study of waka in Ngāti Kahungunu in collaboration with local waka ama club and Sport Hawke's Bay representatives.

Various staff continue to be very active within the community: Materoa is editor of the NKII magazine, Matangi Rau; and she and Parekura Rohe-Belmont continue to sit on the NKII Strategic Reo Committee; Rāwiri Andrews was translator for a NZ Fire Services project to compile fire safety resources for Kōhanga Reo and continues with another similar project under the Hastings District Council.

TE WHATUKURA – SCHOOL OF MĀORI STUDIES, TAIRĀWHITI

Staff of both Te Whatukura and Te Ūranga Waka continued to work together as a strong team. Monthly staff meetings were held via Lync as well as staff development sessions facilitated by senior staff.

At Te Whatukura, 34 students from Gisborne and Tokomaru Bay received their Level 2 certificates and 34 Level 4 graduates from the same venues and Ōpoutama. The School celebrated its first four graduates from the BA (Māori) since it was introduced into Te Tairāwhiti in 2011. As previously mentioned, five BA (Māori) Honours students were Gisborne based – a wonderful development. Rebecca Nuttall achieved the top Certificate student award; Pat Dewes for the degree; and Raniera Watene took the supreme award for his commitment to Te Reo and Tikanga Māori.

Maria Wynyard, Angela Tibble, Wayne Ngata and two graduates of Te Whatukura, Joedine Birch and Gayleen Walker, continued with their project whereby they will utilise oral recordings unique to Te Tairāwhiti, to produce teaching resources for their students and the wider community. An update on the project was presented during the EIT Brown Bag research series at the end of the year.

The staff also hosted Walton Walker and his Maunga Kōrero lectures on local history throughout Semester 2. Maria and Angela attended He Manawa Whenua – an indigenous research conference at Waikato University.

TOIHOUKURA – SCHOOL OF CONTEMPORARY VISUAL MĀORI ARTS, TAIRĀWHITI

In 2013 Toihoukura celebrated its 20th year as a contemporary Māori arts school.

The year commenced with Te Matatini o te Rā, the national traditional performing arts biennial competition hosted by Te Arawa whānui in Rotorua. The student population of Toihoukura is generously peppered with kapahaka performers from different

roopu across the country, and with three staff also being well known exponents in this field, the School was well represented in the high profile event.

The Auckland Arts Festival (AAF) was held in March. Derek Lardelli gave a public lecture – *Tā Moko: Between the Lines* which outlined how tā moko is a representation of bloodlines etched into the skin. In addition, a contingent of past and present Toihoukura moko artists operated a live tā moko studio for three days.

Toihoukura successfully co-ordinated a series of Public Lectures that were also live streamed over the internet. Steve Gibbs invited artists Lyonel Grant, Fred Graham and Manos Nathan to provide insights on the future of Māori Visual Arts moving towards the next millennium. Dr Richard Nunns - tohunga taonga puoro - and close associate, Horomona Horo, both lectured and gave a public, practical demonstration of traditional instruments to an audience that filled Maia Gallery.

Shane Cotton engaged in a painting wānanga themed *Spaces between Spaces*, and introduced his methodologies as an artist. To have someone of Shane's calibre lecturing in the School was a privilege.



The exhibition schedule for students and staff was phenomenal in 2013. The School boasted its largest number of Year 3 degree students the School has ever had. Individual exhibitions were forfeited in favour of group shows. The Year 1 and 2 Diploma and Year 1 Degree students exhibited a selection of works in their own dedicated exhibition in the Kotuku Gallery. *Te Rea* equalled that of any other event and the students welcomed King Tuheitia and a contingent from Waikato/Tainui, esteemed Kaumātua from Ngāti Porou/ Tairāwhiti and other districts.

The Ruānuku Top Student Award was shared between Steve Smith (tā moko) and Maiko Lewis (painting/ installation). Awards and scholarships financed by longstanding Toihoukura benefactor, Dr Jack Richards, the Ruānuku also recognises the enduring relationship that Toihoukura has with the Tairāwhiti Museum and Art Centre through the acquisition of Toihoukura artworks for the permanent Māori contemporary art collection.



In September, the Chief Executive formally announced the promotion of Associate Professor Derek Lardelli to Professor. This was significant for EIT as the role was appointed internally. It is a reflection of the esteem that Toihoukura is held in nationally and internationally. Lardelli delivered his inaugural Professorial lecture in October. Drs Bob Marshall, Kay Morris Matthews and Roger Maaka of the Institute's research panel have been instrumental in supporting the School's research aspirations.

All academic staff were actively involved in research, community events/activities and exhibitions. Erena Koopu completed the first year of her Master's degree with an impressive exhibition, *Whakatekau*. Christina Hurihia Wirihihana undertook a two-week Artist in Residency programme in Evergreen, Washington and guest lectured at the Pacific Arts Alliance Conference in Vancouver. The 50 weaved panels for the United Nations in New York drew to a close with 12 of these panels being associated with Tairāwhiti. The panels, which are a mix of contemporary thoughts and interpretations founded by the study and practice of traditional patterns, will be mounted in the United Nations General Assembly in New York. In 2014, Wirihihana will travel to the US to assist in the unveiling formalities. Wirihihana's weaving expertise is sought after by other organisations both nationally and internationally.

Ruth Smith was engaged as the Reo Toi tutor. She also assisted with Kapahaka, Mōteatea and the academic writing components of the School's programmes. Smith was invited to attend Te Panekiretanga o te Reo Māori: Institution of Excellence in the Māori Language and will graduate in 2014. Smith is also looking towards commencing her Masters qualifications in 2014.

Derek Lardelli added to his existing memberships, his role as a Trustee to the NZ Arts Council, and Cultural Advisor for the United Nations Educational, Scientific and Cultural Organisation (UNESCO). He also attended the New Zealand Olympic Committee event held in Auckland on the invitation of Lt Gen The Rt Hon Sir Jerry Mateparae, Governor-General.

Gibbs' 2-year project with the Tairāwhiti Museum and his Ngai Tamanuhiri culminated in the output *Toi Tamanuhiri*. Three exhibitions were launched, the first a historical perspective of the tribe at the museum, followed closely by contemporary works launched at Verve Cafē, and finally the Ngai Tamanuhiri Marae at Muriwai which celebrates the many artists of Ta Manuhiri both past and present. Gibbs, in the role of head coordinator and curator, developed every aspect of the journey along with dedicated museum staff and Tamanuhiri kinsfolk.

Students have had a wide range of art and cultural experiences. From visiting the Auckland Museum, and curating the Kura Gallery exhibition to attending Shane Cotton's exhibition opening in Wellington, they have been fully engaged in what is currently happening within the art realm of Aotearoa/New Zealand.

Finally, it is with pride that Toihoukura reports another year of consistently high achievement. Particularly in the degree programme, 18 of the 19 (95%) students who have studied in the School will successfully graduate in 2014.

"He toi whakairo, he mana tangata" – where there is artistic excellence, there is human dignity.

Faculty Matters

ACE courses in Taradale consisted of te reo Māori night classes (both beginners and intermediate) being offered all year; Mahi Pounamu (traditional greenstone carving); Flax Weaving; Karanga and Kapa Haka.

The year was not without sadness for the Faculty of Te Manga Māori with the tragic death of degree lecturer, Kare Roger's partner and ex Te Whatukura tutor, Jamie Berry in June. Then in August, degree lecturer, Ahuriri Houkamau, lost his brother after a long illness.

Staff and students travelled to Jamie's tangihanga at Rātana Pā, Wanganui and to Rongomaraeroa marae, Pōrangahau for the Houkamau tangihanga. Other losses this year included one of our Semester 2 Level 2 students in November.

Administration Assistant, Apiata Tapine, left to take up a new position at the EIT Maraenui centre and was replaced by Ariana Frost in July. Ariana, an ex-teacher and EIT researcher, left at the end of 2013 to live in Australia permanently. Joedine Birch, Administration Assistant at Te Whatukura, moved to Wellington to live and graduate, and Gayleen Walker has taken on that role.

The Faculty is pleased that it surpassed its EFTS projections for the year by 121% and met other goals set for 2013. This is a reflection of great teamwork and commitment to te reo and tikanga Māori, toi Māori.

INTERNATIONAL SECTION

The International Section undertook a number of key activities in supporting and improving EIT's international development in 2013. These included consolidating recruitment numbers in a competitive landscape, growing strategic alliances and collaborative relationships, and the development of new academic programmes to meet the demands of the international market. Customer focused improvements to the international student experience were also implemented.

International Recruitment

Overall EIT's international student recruitment position was maintained in 2013. The Institute delivered a slight growth in the number of international students studying mainstream programmes, which was unfortunately offset by a decline in English language students. The latter decline appeared to be a reflection of changing patterns of study destinations for previously strong markets for EIT.

China and India continued to be key international markets for EIT, with the aim to grow links in these markets further by increasing the number and nature of partnerships, and through the activities of the EIT/UCOL India Liaison Office in Bangalore (a joint initiative with UCOL).

The role of EIT's international campus in Auckland also developed in 2013. Auckland provision was further enhanced and EIT now delivers Bachelor and Graduate Diploma programmes in business and computing as well as English language programmes through the newly established EIT Auckland English Language School.

International Student Experience

A growing aim for many of EIT's on-campus international student experience activities is to link with domestic students and increase informal communications with EIT staff and academics. This was achieved in 2013 through closer engagement with EITSA (EIT Students Association) and the running of various on-campus events: Diwali celebration, Campus Connect events throughout the academic year and Taste of Cultures Day.



International student involvement in regional festivals was also encouraged - International Cultures Day, Diwali (Napier Soundshell) and national Thai and Sri Lankan festivals were examples of events that featured strong participation from EIT's international student community.

Partnerships and External Relationships

- Memoranda of Understanding were signed with institutions in India, Germany and Taiwan.
- EIT welcomed groups of international students from Japan, and its first exchange students from Germany.
- International visitors came to EIT from China, Germany, Indonesia, Thailand, India, Japan, Korea and Taiwan. Strategic engagement with education providers, local government, Tourism Hawke's Bay and Business Hawke's Bay occurred to develop regional destination promotion for international study through Education Hawke's Bay.
- EIT welcomed two intakes of the South East Asian Government Officials (ELTO - English Language Training for Officials), which is run through the NZ Government Aid programme. This year the Ministry of

Foreign Affairs & Trade increased the numbers from 32 to 48, which demonstrates their commitment to the programme. EIT also hosted 16 senior government officials under the same scheme for four days over a long weekend.

- EIT welcomed two groups of English Language students from Tomakomai National College of Technology and Asahikawa National College of Technology in Hokkaido, Japan. Tomakomai, Hokkaido is a sister city to Napier City.

Student Achievements

The Institute is proud of its international students' achievements as they work towards meeting their individual potential and personal aspirations. Some examples in 2013 include:

- Mahbuubul Islam, Bangladesh (Graduate Diploma Professional Accounting) was selected as one of 20 international students from across New Zealand to represent their interests at the ENZ Student Voice Forum in Wellington (October 2013).
- Jadmika Teng, Indonesia (EIT graduate of Viticulture and Wine Science) who is currently employed at Terrace View Winery in Hawke's Bay had his student story showcased by the Indonesian media to storyboard New Zealand as a study destination.
- Anne-Lise Tolofua, an NZAID Scholarship recipient from New Caledonia joined EIT to study English Language in 2013 and will enter the Certificate in Tourism and Travel programme in Semester 1, 2014.
- Asli Odman Gilder from Turkey joined EIT in 2013 to study English language, progressing to complete a Bachelor of Viticulture. She is now studying the Graduate Diploma in Viticulture and has become a tutor in the School of Applied Science.

EIT's international student successes are the result of collaborative efforts involving many partners. EIT has committed to an international growth agenda to increase its international student population and develop broader international interests in 2014. This will enable the Institute to reap the diverse benefits that international students bring across three campuses.

ADVISORY, CONSULTATIVE COMMITTEES AND REFERENCE GROUPS

MĀORI CONSULTATIVE COMMITTEE

During 2013 a new draft terms of reference was developed for a revised strategic Māori Advisory Group. Potential members were identified and approached to ascertain their interest in participating in this role. A first meeting of the Group will occur early in 2014.

TAIRĀWHITI STAKEHOLDER FORUM

The Tairāwhiti Stakeholder Forum was chaired by Nori Parata and Sheryl Smail (Tairāwhiti Council members) on behalf of Council. A wide range of community, business and educational organisations were invited to participate in discussions about merger-related activities and the tertiary education needs and concerns of the region. This provided an opportunity to engage with Council and senior executive directly and, in particular, David Pearson (Council Chair), Chris Collins (Chief Executive), Claire Hague (Deputy Chief Executive) and Jan Mogford (Tairāwhiti Campus Director).

Attendees in 2013:

- Edwina Ashwell
- George Brown
- Jodie Cook
- Allan Hall
- Trevor Helson
- Kim Holland,
- Sharon Maynard
- Geoff Meade
- Pat Seymour
- Jack Tomoana

PACIFIC ISLAND REFERENCE GROUP

The Pacific Island Reference Group was established to provide Council and Executive with advice relating to Pasifika matters and to assist in developing relationships with the Pacific Island communities that EIT serves. Current members of the Reference Group, along with invited community members for 2013 were:

- Talalelei Taufale (Chair)
- Mabel Aiolupotea
- Claire Hague
- Maryanne Marsters
- Lee Olsen
- Taime Samuel
- Steve Tipu
- Faaki Tuanaki
- Alieta Uelese
- Lillian Waigth
- Richard Walford
- Margaret Young

FACULTY ADVISORY COMMITTEES

Advisory Committees are tasked with providing strategic advice and industry based perspectives to EIT's Council, management and staff. They have been formulated with the aim of achieving strategic discussions about industry needs and tertiary directions, alongside operational input to individual programmes.

Advisory Committees are shaped around EIT School structures, with a broad membership. Specific industry expertise and knowledge relating to programme detail is sought on an as-needed-basis, where this is not available within the membership of the Advisory Committees.

In Tairāwhiti, a range of programme specific committees provide advice and guidance from an industry perspective to tutors. These committees and individuals from the region also feed into the wider advisory committee structure.

External Advisory Committee members are:

APPLIED SCIENCE ADVISORY COMMITTEE

Jonathan Bell
Farmlands Trading
Society Ltd

Hilton Collier
AgFirst

Xan Harding
Hawke's Bay
Winegrowers'
Association Inc

Hayden Higgins
Rabobank

David Hildreth
Sheep/Beef Farmer

Peter Holley
Mission Estate Winery

Philip Irwin
Deer Industry Rep

Cath Kingston
Plant and Food Research

Chris Looij
The Real Garden
Company

Bart Mulder
Pro Arbore

Simon Nash
Wine Business
Consultant

Martin O'Grady
Karamu High School

Kate Radburn
C J Pask Winery

Billy Scott
SSF Orchards Ltd

BACHELOR OF TEACHING (PRIMARY) ADVISORY COMMITTEE

Shona Burrough
Havelock North Primary
School

Malcolm Dixon
Frimley Primary School

James Graham
Ngati Kahungunu Iwi
Incorporated

Greg Riceman
Raureka School

BEAUTY, BODY, SPA AND HAIRDRESSING ADVISORY COMMITTEE

Natasha Bird
Mphosis Hair

Kay Deakin
Visage

Anna Jepson
Urban Retreat

Rachel Jones
Beauty Secrets Day Spa

Amanda Murray
Makeup Artist

Fiona Nelson
Hairdressing Industry
Training Organisation

Sharne Pearson
Decadence

BUSINESS ADVISORY COMMITTEE

Sue Boys
BDO Chartered
Accountants & Advisers

Erin Gibson
Willis Toomey Robinson

Chris Guillemot
WHK

Stephen Hensman
Taradale High School

Peter Miller
Pan Pac Forest Products
Ltd

Bruce Robertson
Gibson Management Ltd

Meg Rodel
Napier Inner City
Marketing

Carol Shepherd
BDO Business Training
and HR Services

Wayne Urry
Flavell & Chamberlain
Ltd

Trevor Woodburn
Business Central



▶ Tutor and student in science lab

COMPUTING ADVISORY COMMITTEE

Rohan Bowyer
CodeBlue

Jill Cochran
Napier City Council

Leisa Epplett
Gen-I

Charles Forman
Pan Pac Forest Products
Ltd

**Andrew
Friedlander**
FX Networks

Matthew Miller
Mogul

**Johann
Oosthuizen**
Napier Boys' High School

Guy Rosvall
Heinz Wattie's Ltd

Andrew Siddles
Napier City Council

Paul Thompson
EIT

Gerard Van de Ven
Red Jungle Ltd

Steve Watson
Port of Napier

EDUCATION ADVISORY COMMITTEE

Cheryl Ellison
Sunny Days Centre

Cherreen Exeter
Ministry of Education

Papara Wano
Heretaunga Kindergarten
Association

IDEASCHOOL ARTS AND THINKING ADVISORY COMMITTEE

June Clifford
Creative Hawke's Bay

Richie Jackman
Music Machine

Caroline Lawrence
Sew Unlimited

Kevin Murphy
Sport Hawke's Bay

**Makiko
Sakamoto**
David Trubridge Design

Tessa Tylee
Film Hawke's Bay

Patrick Tyman
Iona College

MASTER OF HEALTH SCIENCE ADVISORY COMMITTEE

Tania Depree
Hawke's Bay District
Health Board

Julia Ebbett
Te Taiwhenua o
Heretaunga

Robert Haas
Quakebake Ltd

Kim Henneker
Hawke's Bay District
Health Board

Lee Pepping
Stewart Centre @ EIT

Rob Robinson
Hawke's Bay District
Health Board

Liz Stockley
Health Hawke's Bay –
Te Oranga Hawke's Bay

Shayne Walker
Hawke's Bay District
Health Board

NURSING EDUCATION ADVISORY COMMITTEE

Ana Apatu
Hawke's Bay District
Health Board

**Katherine
Durrant**
Student Representative

Robyn Dymock
Tairāwhiti District Health
Board

Sonia Gamblen
Tairāwhiti District Health
Board

Vicki Klein
Duart Rest Home
Hospital Care

Mati Laksman
Pacific Representative

Chris McKenna
Hawke's Bay District
Health Board

Sara Mason
New Zealand Nurses
Organisation

Sue Redmond
Abano Rehabilitation
Limited

**Lauren
Sutherland**
Anglican Care (Waiapu)
Ltd

Dianne Wepa
Hawke's Bay District
Health Board



▶ Signing of the MoU, Colin Stone of Sport Hawke's Bay and Chris Collins

SPORT, MASSAGE AND HEALTH PROMOTION ADVISORY COMMITTEE

Ross Brown
Napier Boys' High School

Donna O'Brien
Muscle Mechanics
Massage

Dahl Gurdit-Singh
Pettigrew.Green Arena

Wi Ormsby
Health Hawke's Bay –
Te Oranga Hawke's Bay

Julia Haydon-Carr
Hawke's Bay District
Health Board

Moana-Lee Raihania
Sport Hawke's Bay

Jock MacIntosh
Hawke's Bay Regional
Sports Park

Colin Stone
Sport Hawke's Bay

SOCIAL SERVICES ADVISORY COMMITTEE

Alayne Cullen
Napier Family Centre

Lorraine Sayer
Hawke's Bay District
Health Board

Lisa Harrington
Child, Youth & Family

Monica Stockdale
Awhina Whānau Services

Gilda Morganti
Counsellor

Davina Wainohu
Child, Youth and Family

Marie Roser
DOVE Hawke's Bay

SUPPORT PROGRAMMES ADVISORY COMMITTEE

Huia Beattie
Kawa Whakaruruhau
Representative

Virginia MacEwan
Te Taiwhenua o
Heretaunga

Liz Beattie
Taradale Masonic Rest
Home & Village

Cheryl Robinson
Waiapu House

Lucy Dever
Ōtātara Restcare &
Rehabilitation

Dianne Wepa
Hawke's Bay District
Health Board

Nicky Gardner
Hohepa Hawke's Bay

Jim Whaanga
Kaumatua

Kim Hennker
Hawke's Bay District
Health Board

Naomi Whitewood
Te Kupenga-Hauora

Jude Knight
Taradale High School

Paul Wright
IDEA Services

Anthea Lowe
Community Connections

TE MANGA MĀORI ADVISORY COMMITTEE

Tryphena Cracknell
Hawke's Bay Museum
and Art Gallery

Jeremy MacLeod
Ngāti Kahungunu Iwi
Incorporated

Crystal Edwards
Student Representative

Lewis Ratapu
Hawke's Bay District
Health Board

Jackie Ham
Te Wānanga o Aotearoa

Donna Whitiwhiti
Te Taiwhenua o
Heretaunga

Kenny Jones
Flaxmere College

Alice McMillan
Careers New Zealand

TRADES & TECHNOLOGY ADVISORY COMMITTEE

Grayson Allen
Peak Plumbing and Gas Ltd

Grant Lower
Stichbury Automotive Care

Andrew Crompton
Eastbridge Ltd

Darron Mathews
EMF Electrical Ltd

Lans Hasselmann
Titan Buildings Ltd

Dale Prebble
Karamu High School

Bob Hawley
Red Steel New Zealand

Gordon Sanson
Homeworx Design and Build Ltd

TOURISM & HOSPITALITY ADVISORY COMMITTEE

Glen Fulcher
City and Guilds

Vicky Rope
Food Hawke's Bay

Megan Harris
Hawke's Bay Tourism

Jenny Ryan
Takoro Trails Cycle Tours

Catherine Hobbs-Turner
Mangapapa Lodge

Kim Saber
Trattoria alla Toscana

Gareth Kelly
Odyssey Tours

Jackie Setz
Travelsmart

Jane Libby
Napier I-Site Visitor Centre

Sarah Shand
Napier Girls' High School

Keith Price
Napier City Council

Bill Sheppard
Best Travel

Rebecca Rameka
Pacifica Restaurant

Anne Worley
United Travel

STATEMENT OF SERVICE PERFORMANCE

EASTERN INSTITUTE OF TECHNOLOGY OUTCOMES FRAMEWORK

<p>GOVERNMENT STRATEGIC DIRECTION</p>	<p>TERTIARY EDUCATION STRATEGY 2010 - 2015: PRIORITIES</p> <ul style="list-style-type: none"> Increasing the number of young people (aged under 25) achieving qualifications at levels four and above, particularly degrees. Increasing the number of Māori students enjoying success at higher levels. Increasing the number of Pacific students achieving at higher levels. Increasing the number of young people moving successfully from school into tertiary education. Improving literacy, language, and numeracy skills outcomes from levels 1 to 3 study. Improving the educational and financial performance of providers. Strengthening research outcomes. <p>APPLICABLE PUBLIC SERVICE TARGETS</p> <ul style="list-style-type: none"> In 2017, 55% of 25 – 34 year olds will have a qualification at Level 4 or above. In 2017, 85% of 18 year olds will have NCEA Level 2 or an equivalent qualification. <p>INVESTMENT PLAN 2013 — 2015:</p> <p>GUIDANCE FOR INSTITUTES OF TECHNOLOGY AND POLYTECHNICS - TERTIARY EDUCATION COMMISSION OUTCOMES</p> <ul style="list-style-type: none"> More explicit matching of skills supply and demand in EIT's area. A step change in educational performance, especially for TES priority groups. A comprehensive approach to meeting the needs of youth. Significantly improved pathways and transitions for young people. Greater collaboration with other ITPs and TEOs in vocational education and training.
<p>EIT'S MISSION</p>	<p>"To provide high quality, relevant and accessible tertiary education for the well-being of diverse communities."</p>
<p>EIT STRATEGIC PRIORITIES: OUTCOMES/ IMPACTS</p>	<p>Pursuing Success – All students engage, participate and achieve. Enquiring Minds – EIT is an ITP sector leader in applied research and innovation. Thinking Smarter – EIT delivers high quality education in an effective and sustainable manner. Flourishing People – EIT is regarded as an institution that values, nurtures and affirms people. Being Connected – EIT is meaningfully engaged with local, national and international communities of interest, face to face and using 21st century technology and resources</p>
<p>OUTCOME IMPACT/ MEASURES</p>	<ul style="list-style-type: none"> Plan performance commitments for student outcomes especially priority students. Financial targets. Research targets. Staff and student experience surveys. External review results. Graduate destination targets. Internationalisation targets.
<p>EIT'S OUTPUTS ACTIVITIES/ TO ACHIEVE GOVERNMENT AND EIT OUTCOMES/ IMPACTS</p>	<ul style="list-style-type: none"> Implementation of EIT's plans for improving educational performance especially for TES priority groups. <ul style="list-style-type: none"> Māori Student Success Framework Pacific Strategy Teaching and Learning Plan Youth Success Framework Capability plan for self-assessment and evaluation Embedded Literacy and Numeracy monitored for impact and compliance. Targeted interventions to support student success e.g. mentoring, careers advice, transitions to employment. <ul style="list-style-type: none"> An increase in advanced trades and technical qualifications at levels 4 and above. Further participation in the Skills for Canterbury initiative. Consultation with industry over the outcome of the targeted review of qualifications. Collaboration with the school sector to create demand for STEM programmes. <ul style="list-style-type: none"> Improved learner information and careers systems and services. Increased participation and educational outcomes for Trades Academy and Youth Guarantee students. Regional pathways with other TEOs and secondary schools for NEETS and other young people are established. Foundation delivery is effectively and efficiently managed. <ul style="list-style-type: none"> Partnerships with Universities to improve pathways to complementary degree offerings. Blended delivery further rolled out to support EIT/Tairāwhiti Polytechnic merger outcomes. International partnerships increased. Formalised pathways with PTEs for foundation and higher level delivery at various sites.
<p>EIT'S INPUTS</p>	<p>People, Processes, Infrastructure, Risk Management, Government and Non Government Funding Sources.</p>

STRATEGIC PLAN PRIORITY – 5 YEAR OUTCOME STATEMENT

Pursuing Success – All students engage, participate and achieve

SUCCESS MEASURES

Retention and completion rates for EIT students at 80% by 2014:

Māori and Pacific student learning outcomes exceed the national average for the sector each year:

Result:

COURSE COMPLETION*	Subsector 2010	EIT 2010	Subsector 2011	EIT 2011	Subsector 2012	EIT 2012	EIT Actual 2013**
Course completion rate for all students	74%	77%	78%	78%	79%	79%	79%
Course completion rate for all Māori students	66%	67%	70%	72%	73%	73%	75%
Course completion rate for all Pacific students	65%	60%	71%	72%	73%	72%	71%
STUDENT RETENTION / STUDENT PROGRESSION*	Subsector 2010	EIT 2010	Subsector 2011	EIT 2011	Subsector 2012	EIT 2010	EIT Actual 2013**
Student retention rate for all students	48%	52%	49%	48%	60%	61%	Not yet
Progression rate for all students at Level 1 to 4	29%	46%	29%	42%	37%	43%	available
PARTICIPATION*	Subsector 2010	EIT 2010	Subsector 2011	EIT 2011	Subsector 2012	EIT 2012	EIT Actual 2013**
Proportion enrolled at the TEO who are Māori	21%	33%	21%	42%	22%	44%	43%
Proportion enrolled at the TEO who are Pacific	8%	4%	10%	4%	10%	4%	4%

*SAC Eligible EFTS

**Course completion results are only calculated on those courses that ended in 2013 for which a result has been provided. Approx. 2% of results were not available at the time of printing.

NB: See Section 2 Investment Plan Targets for further information on EPI outcomes.

Comment:

Since this measure was established the TEC has implemented Educational Performance Indicators for student achievement outcomes. The measurement for retention is very different from that suggested by the terminology, and does not reflect the meaning of “retention” as it was understood when this measure was set. Course completion however is still relevant within the new EPIs, and 80% is still an achievable target for 2014, given EIT’s 79% result in 2012 and 2013.

- Course completion rates for all SAC eligible students equalled or exceeded the subsector average.
- EIT is a subsector leader with regard to progression rates from foundation to higher level study.
- Māori student EPIs equalled or exceeded the subsector average for course completion.
- Māori student participation was substantially higher than the subsector average.
- Pacific students’ participation figures reflect the regional demographic.

Student experience survey indicators are maintained and improved:

Result:

The graduate destination survey conducted in 2013 of EIT's 2012 graduates showed 95% of respondents were satisfied with the quality of the programme from which they graduated. Historic comparative data shows no change from the 2012 data which was 95.2%.

ACTIVITIES THAT SUPPORTED THESE SUCCESS MEASURES WERE:

OBJECTIVE	EIT'S Teaching and Learning Plan 2010 – 2014 is renewed to drive the implementation of EIT's Model for Effective Learning, and ensure alignment with EIT's Investment Plan 2013 – 2015	ACHIEVED <ul style="list-style-type: none"> ■ Teaching and Learning Plan renewed: <ul style="list-style-type: none"> ▶ Intended to operationalise EIT's Model for Effective Learning. ▶ Aligned with TES and Investment Plan goals. ■ Six focus areas are: <ul style="list-style-type: none"> ▶ Staff development ▶ Employment outcomes ▶ Blended and online learning ▶ Ako Aotearoa Under 25s Project ▶ Māori World Pedagogy ▶ Utilisation of data for improved teaching and learning practice ■ Plan was discussed, reviewed and approved by Executive Team [21 Oct] and Academic Board [11 Nov]. ■ Implementation will occur 2014 – 2015.
SUCCESS MEASURES	Updated Teaching and Learning Plan approved by Academic Board and Executive Team by 31 December.	
OBJECTIVE	An evaluation is undertaken of current learner information, guidance and employment transition structures and processes within EIT	ACHIEVED <ul style="list-style-type: none"> ■ Evaluation report with recommendations discussed and approved by Executive team and Academic Board in October and November respectively. Timeframe extended because of institutional prioritisation of Future Sustainability Project. ■ Recommendations focus on: <ul style="list-style-type: none"> ▶ The best structure for front-end enrolment processes and counselling ▶ Revised orientation programme ▶ Optimum structure for mentoring of priority students ▶ More flexible Learning Pathways ▶ A focus on employment transitions ■ In 2014 implementation will focus on employment transitions and support for priority students.
SUCCESS MEASURES	Evaluation report with recommendations approved by Academic Board and Executive Team by 31 October.	
OBJECTIVE	EIT continues to implement its self-assessment plan in order to ensure a culture of continuous self-improvement and to prepare for the 2014 External Evaluation and Review	ACHIEVED <ul style="list-style-type: none"> ■ Self-assessment completed by all service sections as part of the evaluation of the implementation of the Core Services Review. ■ Executive Team received progress updates on self-assessment activities throughout 2013. Highlights included: <ul style="list-style-type: none"> ▶ 8 Programmes (involving about 90 staff, students and staff from other EIT sections/schools) completed EER preparation workshops. ▶ 4 sessions delivered to 66 staff on gathering and analysing self assessment information. ▶ Structure of programme self-assessment reports strengthened to ensure key findings inform decision making at Executive level. ▶ Reports on student evaluations reviewed by Executive team and/or Academic Board including Graduate Destination Surveys 2012 and 2013; 2013 First Impressions Survey; 2012 Programme self-assessment.
SUCCESS MEASURES	Self-assessment report completed by all service sections by 31 December. Report on EIT's progress toward self-assessment with recommendations for next steps, received and considered by Executive Team by 31 December.	

Enquiring Minds – EIT is an ITP Sector leader in applied research and innovation

SUCCESS MEASURES

Increase in number of internally offered and externally received awards for innovation in each of the next five years.

Results:

	2010	2011	2012	2013
Internally offered	5	37	23	29
Externally received	10	11	13	13

Quality assured research outputs increase by 5 in each of the five years:

	2010	2011	2012	2013
Total outputs	187	180	201	216
Refereed outputs	115	105	92	91

EIT maintains or improves its PBRF quality evaluation ranking in relation to other ITPs:

Result:

In 2012, 49 portfolios were submitted out of 142 eligible staff to the PBRF quality evaluation process. When results were published in 2013, EIT achieved the second highest ranking of Institutes of Technology in New Zealand as compared to placing eighth among ITPs in the 2006 evaluation. The number of staff whose research was recognised with a formal PBRF ranking increased from 10 in 2006 to 34 in 2012, and these staff represented all faculties and both campuses. Furthermore, EIT staff ranked in each category (with A, B and C rankings achieved), with EIT being one of only three polytechnics where staff achieved an A ranking.

Comment:

EIT has placed considerable emphasis on developing capability in applied research and innovation. This has included the establishment of a research office, associate professorial positions, and an increased number of research and innovation scholarships. EIT's PBRF research ranking is testament to the effectiveness of these inputs, and the expertise and commitment of staff.

ACTIVITIES THAT SUPPORTED THESE SUCCESS MEASURES WERE:

OBJECTIVE	The future positioning and direction of research at EIT, post PBRF results, is developed.	ACHIEVED <ul style="list-style-type: none"> ■ Report on the evaluation of the Research Office pilot received and considered by the CEO by 31 July. ■ All goals set for the Office and evaluated within the report had been achieved, with two partially achieved. ■ Recommendations included formal acknowledgement of the achievements of the Office and continuation of the Office as part of EIT's reorganisation. ■ Executive team approved the EIT Research and Knowledge Exchange Strategy at its meeting of 8 November.
SUCCESS MEASURES	Report on the evaluation of the Research Office pilot received and considered by the CEO by 31 July. Future direction of research approved by Executive Team by 31 December.	

*NB: For further information on EIT's research quality outcomes, see the Research Office Report page 59 and the CEO's Report page 14

Thinking Smarter – EIT delivers high quality education in an effective and sustainable manner

SUCCESS MEASURES

EIT meets aggregated sustainability and viability targets set by TEC:

Results:

	2010	2011	2012	2013
TEC Financial Monitoring Framework results – Overall risk assessment	Low	Moderate/Low	Low	Low

Comment:

Since this measure was established, TEC has utilised a financial monitoring framework to assess institutional viability and sustainability, together with an overall risk assessment. EIT’s risk rating rose to moderate during 2011 to reflect increased risk as a result of the merger with Tairāwhiti Polytechnic, which took place in that year. The risk level returned to low later in 2011 and was maintained at low during 2012 due to the successful completion of merger implementation milestones. Despite some loss of funding for 2013, EIT’s risk rating was maintained as low in 2013 by TEC based on EIT’s planned future actions in response.

Graduate profiles include outcomes that support environmental sustainability:

Result:

Achieved. EIT’s graduate profile was developed during 2011 and trialled in selected programmes during 2012 and 2013. The graduate attributes include the following:

“People who have studied at EIT have been able to develop towards being active participants in and contributors to Aotearoa/New Zealand society.”

- Acts in an environmentally sustainable manner.
- Can define environmental sustainability, and can explain how it relates to their daily lives, their values and their work.
- Can apply the principles of environmental sustainability to study and work situations.
- Embraces the shifts needed to commit to an environmentally sustainable society.

ACTIVITIES THAT SUPPORTED THESE SUCCESS MEASURES WERE:

OBJECTIVE	A project is implemented to address EIT’s financial situation resulting from Level 1 and 2 and other funding losses in 2012.	PARTIALLY ACHIEVED <ul style="list-style-type: none"> ■ Proposed process approved by Council in March. ■ Implementation occurred throughout 2013. ■ Reporting date to TEC for three year forecasts for the subsector has been shifted to February 2014.
SUCCESS MEASURES	Proposed process approved by Council by 31 March. Evidence of improved financial performance contained in revised three year forecasts by 31 December.	

*NB: Further financial information can be found in Part 2 of this Annual Report.

Flourishing People – EIT is regarded as an institution that values, nurtures and affirms people

SUCCESS MEASURES

EIT benchmarks in the top 25% for the ‘Best Places to Work Survey - Public Sector’:

Results:

The decision to merge EIT and Tairāwhiti Polytechnic disrupted the annual cycle for distribution of this survey. In 2011, the year of the merger, EIT achieved a 67.8 performance index for the ‘Best Places to Work Survey – Public Sector’. The main purpose of the 2011 survey was to compare the campuses following the initial merger activity. External benchmark data was therefore not sought. In 2012 and 2013, a decision was made not to implement the ‘Best Places to Work Survey – Public Sector’ because of the extensive changes that EIT was experiencing through the implementation of the Future Sustainability Project. While EIT has not had a measure in place to track staff satisfaction during that period, initiatives that have been implemented to support staff have included:

- Development and implementation of a leadership and management framework to support managers to work effectively in a changing environment. These have taken the form of communities of practice based on key leadership and management themes, some supported by external experts and mentors.
- Development and implementation of a communications plan around the Future Sustainability Project to ensure staff suggestions and ideas were captured, and to keep staff informed of progress and rationale for proposals.

ACTIVITIES THAT SUPPORTED THESE SUCCESS MEASURES WERE:

OBJECTIVE		ACHIEVED
SUCCESS MEASURES	<p>The merger implementation plan is completed.</p> <p>Progress against Core Service Review recommendations evaluated and documented by 30 June.</p> <p>Core HR processes aligned across both campuses by 31 December.</p>	<ul style="list-style-type: none"> ■ Evaluation report regarding Core Service Review recommendations received. Timeframe extended because of institutional prioritisation of Future Sustainability Project. ■ Core HR processes aligned across both campuses. These are: <ul style="list-style-type: none"> ■ Recruitment ■ Induction ■ Rewards and recognition ■ Performance management

Being Connected – EIT is meaningfully engaged with local, national and international communities of interest, face to face and using 21st century technology and resources

SUCCESS MEASURES

Increased number of significant partnerships at local, national and international levels:

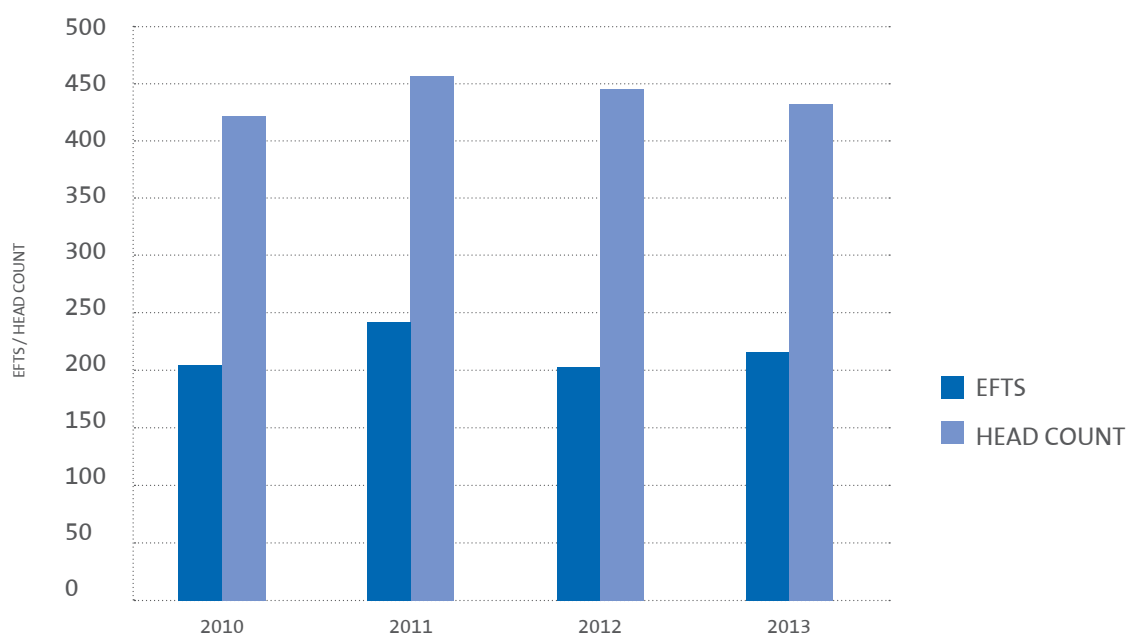
Comment:

EIT maintains a wide range of significant partnerships across all areas of institutional activity and across faculties and service sections. The volume and complexity of such partnerships has made this output difficult to define and quantify. This Annual Report contains numerous examples of such partnerships and the impact they are expected to have on student achievement (see in particular pages 29 - 43). While many partnerships are being maintained and

increased at programme level, institute-wide partnerships also continue to grow. The Trades Academy in Hawke’s Bay and Tairāwhiti included 27 school partners in 2013, up from 23 in 2012. A significant partnership with EDENZ, a PTE in Auckland was established in 2013 to deliver EIT’s business programmes to international students. A new partnership was also established with the Cook Islands for delivery of trades training to youth in the islands. As one of EIT’s largest degree level programmes, the Bachelor of Nursing continues to work closely with District Health Boards in Hawke’s Bay and Tairāwhiti for the training and employment of nursing students and graduates.

	2010	2011	2012	2013
300 International EFTS by 2012:	211	237	206	213

EIT International EFTS and Head Count by Year



Comment:

External policy shifts and economic factors have impacted on the achievement of EIT’s international recruitment targets. During 2012 EIT appointed a new international director to develop and drive a renewed strategic approach to international recruitment and service quality.

50% of EIT students are aged under 25 by 2014:

Result:

COURSE COMPLETION*	Subsector 2010	EIT 2010	Subsector 2011	EIT 2011	Subsector 2012	EIT 2012	EIT Actual 2013**
Course completion rate for students aged under 25	73%	74%	76%	77%	78%	77%	77%
PARTICIPATION*							
Proportion enrolled at the TEO who are aged under 25	48%	50%	51%	49%	52%	51%	52%

*SAC Eligible EFTS

**Course completion results are only calculated on those courses that ended in 2013 for which a result has been provided. Approx. 2% of results were not available at the time of printing.

Comment:

EIT has already met this performance target. In addition, EIT has seen increased participation of additional students under the age of 25 through both the Youth Guarantee scheme and the Trades Academy which was formally opened in 2012. Participation and achievement statistics within these additional student cohorts of young people are as follows:

YOUTH GUARANTEE EDUCATIONAL PERFORMANCE						
YEAR	EFTS	RANK	COURSE COMPLETION	RANK	QUAL COMPLETION	RANK
2010	74	7th (from 28)	70%	8th (from 28)	45%	15 (from 28)
2011	156	4th (from 34)	72%	13th (from 34)	66%	12th (from 34)
2012	142	Not available	79%	10th (from 37)	71%	11th (from 37)
2013	204	Not available	74%	Not available	Not available	Not available

HAWKE'S BAY AND TAIRĀWHITI TRADES ACADEMY				
	2012		2013	
	TARADALE	TAIRĀWHITI	TARADALE	TAIRĀWHITI
Enrolled Students	140	105	231	137
Contributing Schools	13	10	16	11
Student Retention	82%		81%	
Credits Achieved	74%		74%	

ACTIVITIES THAT SUPPORTED THESE SUCCESS MEASURES WERE:

OBJECTIVE	EIT's connections with hapū, iwi and Māori communities are further enhanced.	ACHIEVED
SUCCESS MEASURES	<p>Delivery partnership with Ngati Porou implemented by 31 December.</p> <p>Agreement achieved with Turanganui a Kiwa for a joint initiative by 31 October.</p> <p>Meetings of four Ngati Kahungunu Taiwhenua (Wairoa, Te Whanganui-a-Orotu, Heretaunga, and Tamatea) attended by EIT personnel and educational needs analysis completed for at least two.</p>	<ul style="list-style-type: none"> Delivery partnership with Ngati Porou commenced at Level 3 (July) and Level 4 (October) Employment for apprenticeships established with Ngati Porou at Tikapa Marae. EIT and Ngati Porou notified of "preferred provider" status for the Māori and Pacific Trades Training RFP issued by MBIE. Active relationship established with Turanganui a Kiwa re ACE delivery. Meetings of all four Ngati Kahungunu Taiwhenua attended by EIT personnel. Agreement with Heretaunga to transition youth to Horticulture Level 3 programme. Project Manager Māori Hawke's Bay has been invited to sit on the Tamatea Taiwhenua Education Review Panel.
OBJECTIVE	An international strategy is developed for EIT to further increase international recruitment and student outcomes.	ACHIEVED
SUCCESS MEASURES	Investment Plan target for 2013 international student recruitment achieved.	<ul style="list-style-type: none"> International strategy completed and presented to Executive Team and Council. Investment Plan target was 10% growth in international fee revenue over 2012. 12% growth achieved.

ADDITIONAL ANNUAL REPORTING INFORMATION

EIT's Council has a statutory responsibility to ensure that it strives to eliminate barriers to the progress of students, and that it does not create any unnecessary barriers as a result of its activities.

In 2013, the Institute continued its strong focus on teaching and learning matters in order to maximise academic outcomes for all students. EIT's Model for Effective Learning was refreshed with the input of the Tairāwhiti staff, resulting in a more comprehensive model that explicitly referenced the support required for successful outcomes for all students, and Māori students in particular. To operationalise the Model, EIT's Teaching and Learning Plan was renewed, with priorities established for the next three years. These included: boosting explicit links with employment outcomes within programme delivery; refining blended and online delivery developments to ensure successful outcomes for students; and further assisting all staff to analyse and utilise data relating to their own programme portfolios to identify areas for improvement.

"Firmly focused on student outcomes and experiences, panels of staff from across the Institute worked with programme staff and students to review teaching and learning effectiveness."

The Teaching and Learning Plan also included a strong focus on Māori World pedagogy, to complement and support other initiatives that EIT has introduced to support the achievement of its Māori students. A Community House was established to support Māori and Pacific students and communities, from which support and tutorial working groups emerged. At iwi level, EIT cemented a strong partnership with Ngati Porou in Tairāwhiti to deliver training and employment opportunities for East Coast communities in the trades, addressing barriers to tertiary education and employment in those communities. In Hawke's Bay, EIT and Ngati Kahungunu worked together as part of a regional consortia that was successful in gaining funding from the Ministry of Business Innovation and

Employment to support Māori and Pacific people aged 18–34 to access trades training and employment.

During the year, EIT undertook an evaluation of current learner information, enrolment and orientation processes, and the guidance and transitions to employment that are part of the student experience at the Institute. Entitled the "Learner Journey", this self-evaluative process identified areas of strong practice within the Institute that contributed to removing barriers to student progress, and also recommended next steps. Combined with other student, community and employer evaluations, such processes contributed significantly to identifying current and future areas of focus for the EIT Council and management.

Self-evaluation was also to the fore in the implementation of EIT's self-assessment plan. Firmly focused on student outcomes and experiences, panels of staff from across the Institute worked with programme staff and students to review teaching and learning effectiveness in the light of data and feedback from various programme areas. Including a range of teaching, support staff and managers in these panels provided for an organisation-wide approach to self-evaluation that emphasised the various responsibilities that all areas of EIT have for supporting student achievement.

Along with its ongoing leadership of EIT's youth, Māori and Pacific initiatives, many of which are focused at Levels 1-6 on the NQF, EIT's Council oversaw the introduction of a number of post-graduate and Masters programmes during 2013. These programmes served to meet student demand for higher level progression opportunities from EIT's already strong degree portfolio. Research is critical in underpinning excellent teaching at higher levels. EIT's investment and success in the PBRF competitive process was testament to its commitment to research that benefits not only the wider academic community, but also its own student body in supporting access to excellent post-graduate teaching and learning programmes within a regional ITP environment.

As in previous years, EIT's Council focused strongly on its statutory responsibility to remove barriers to student progress during 2013, as outlined above. This work occurred across the organisation, and involved students from foundation to post-graduate level, and staff across all levels and disciplines. The Institute's consistently strong student participation and achievement results are testament to the success of those endeavours.

ACADEMIC OUTCOMES

ACADEMIC OUTCOMES FOR 2012

FACULTY	QUALIFICATIONS AWARDED				Total 2012
	Certificate (L1-4) 2012	Diploma (L5-6) 2012	Degree (L7) 2012	Postgrad (L8+) 2012	
HUMANITIES, ARTS & TRADES	732	150	76	0	958
APPLIED SCIENCES, BUSINESS & COMPUTING	740	189	87	0	1016
HEALTH SCIENCES	105	248	165	88	606
MĀORI STUDIES	85	39	2	7	133
EIT TOTAL	1662	626	330	95	2713
EIT HB TOTAL	1064	414	316	95	1889
EIT TAIRĀWHITI TOTAL	742	68	14	0	824

ACADEMIC OUTCOMES FOR 2013*

FACULTY	QUALIFICATIONS AWARDED				Total 2013
	Certificate (L1-4) 2013	Diploma (L5-6) 2013	Degree (L7) 2013	Postgrad (L8+) 2013	
HUMANITIES, ARTS & TRADES	728	153	99	4	984
APPLIED SCIENCES, BUSINESS & COMPUTING	259	144	228	82	713
HEALTH SCIENCES	711	123	97	0	931
MĀORI STUDIES	176	12	38	5	231
EIT TOTAL	1874	432	462	91	2859
EIT HB TOTAL	1193	360	419	86	2058
EIT TAIRĀWHITI TOTAL	681	72	43	5	801

*Note; these figures are collated based on application to graduate requests approved by Faculties during the beginning of the academic year. The final graduation figures reported to TEC in the April SDR can differ due to applications to graduate being received and approved after the Annual Report date of printing.

RESEARCH OFFICE REPORT

The dividends from EIT's commitment to research over recent years have become readily apparent this year. The Tertiary Education Commission's Performance Based Research Fund evaluation, held every six years, has placed EIT as the second most highly ranked research ITP/Polytechnic in New Zealand.

The 2012 PBRF Results (which were announced in April 2013) included a number of highlights for EIT. The number of staff who were recognised as producing quality research increased from 10 in 2006 to 34 in 2012, and were from across all Faculties. This clearly indicates our 13 degrees are underpinned by quality research. Less than 1% of ITP researchers were ranked as 'A', and EIT had 46% of those 'A' ranked researchers.

For an Evidence Portfolio to be assigned an "A" it would normally be expected that the staff member has, during the assessment period in question, produced research outputs of a world-class standard, established a high level of peer recognition and esteem within the relevant subject area of their research, and made a significant contribution to the New Zealand and/or international research environments. (Tertiary Education Commission, 2013, p.109).

This increase in the number of recognised staff will more than double the research funding which will be received from TEC for the 2013-2018 period. Our research ranking within the tertiary sector and amongst the Institutes of Technology and Polytechnics has increased significantly from our 2006 ranking.

The EIT Research Office continued to support research via competitive internal grants in 2013, with 22 grants awarded over the year. In addition, staff were successful in obtaining over \$280,000 of research support from external agencies such as the Health Research Council, Hawke's Bay Medical Research Foundation, Hawke's Bay District Health Board, Hastings District Council, Ministry of Social Development, New Zealand Winegrowers, Sport Hawke's Bay and Ngā Pae o te Māramatanga. This indicates both success at national level in competitive research grants as well as maintenance of close links with local and regional industry.

EIT celebrated its first internal promotion to Professor/Arohangi in 2013, with Toihoukura's Derek Lardelli's international level leadership, research and teaching

being recognised. Dr Clare Harvey in the School of Nursing was promoted to Associate Professor, and Dr Carmo Saunders-Vasconcelas was appointed as an Associate Professor in the School of Applied Sciences.

Staff have continued to produce an impressive number of research outputs such as books, book chapters, refereed journal articles, artworks, conference presentations and reports for local and national bodies. This reflects an increasing level of staff research skills, as well as EIT's ability to attract experienced researchers to work here. Applications to EIT's Research Ethics and Approvals Committee increased over 2012, another indication of growing research activity.

"Our research ranking within the tertiary sector and amongst the Institutes of Technology and Polytechnics has increased significantly from our 2006 ranking."

Research highlights for the year included Toihoukura's Celebration of twenty years of Māori Creative Arts with five public lectures in the Maia Gallery from Lyonel Grant, Fred Graham, Dr Richard Nunns and Horomona Horo, Manos Nathan, and Associate Professor Steve Gibbs, Christina Wirihana and Professor Derek Lardelli. In November, Professor Kay Morris Matthew's book *Who Cares? Childhoods within Hawke's Bay Children's Homes and Orphanages 1892-1988* was launched. It is a snapshot of the experiences of thousands of youngsters – orphaned, illegitimate, abandoned or destitute – who lived part or all of their childhoods in eight institutions that operated in the region. The Chief Executive's annual Research Excellence award went to Dr Kathryn MacCallum from the School of Information Technology. Kathryn is actively working in the area of mobile technology in education, and has been instrumental in not just doing research in this area, but actively supporting and facilitating knowledge transfer, particularly in the primary education sector.

Professor Bob Marshall, PhD
EIT Research Director

RESEARCH OUTPUTS IN 2013

BOOK

Bray, O., & Bray, P. (Eds.). (2013). *Voicing trauma and truth: Narratives of disruption and transformation*. Oxford, England: Inter-Disciplinary Press.

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Conference Contribution

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Verhaart, M., & Hagen-Hall, K. (2013). Room for improvement: The effect of changing learning spaces. In M. Lopez & M. Verhaart (Eds.), *Proceedings of the 4th Annual Conference of Computing and Information Technology Education and Research in New Zealand (incorporating the 26th Annual Conference of the National Advisory Committee on Computing Qualifications), Hamilton, New Zealand. October 6-9, 2013* (pp. 97-104). Available from http://www.citrenz.ac.nz/conferences/2013/pdf/2013CITRENZ_1_Verhaart26-Environments.pdf

PUBLISHED CONFERENCE PROCEEDINGS — NON-REFEREED

Brown, L., Mac Callum, K., & Lunny, D. (2013). An IT internship & website project at Heretaunga Intermediate School [Poster paper]. In M. Lopez & M. Verhaart (Eds.), *Proceedings of the 4th Annual Conference of Computing and Information Technology Education and Research in New Zealand (incorporating the 26th Annual Conference of the National Advisory Committee on Computing Qualifications), Hamilton, New Zealand. October 6-9, 2013* (pp. 150-151). Available from http://www.citrenz.ac.nz/conferences/2013/pdf/2013CITRENZ_3_Poster_Brown_18_Internship.pdf

Ng, D., & Hagen-Hall, K. (2013). Improving the learning experience [Poster paper]. In M. Lopez & M. Verhaart (Eds.), *Proceedings of the 4th Annual Conference of Computing and Information Technology Education and Research in New Zealand (incorporating the 26th Annual Conference of the National Advisory Committee on Computing Qualifications), Hamilton, New Zealand. October 6-9, 2013* (p. 241). Available from http://www.citrenz.ac.nz/conferences/2013/pdf/2013CITRENZ_4_Poster_Ng_Learning%20Experience.pdf

Patterson, G., & Hagen-Hall, K. (2013). Internship at ALTO Packaging Hastings [Poster paper]. In M. Lopez & M. Verhaart (Eds.), *Proceedings of the 4th Annual Conference of Computing and Information Technology Education and Research in New Zealand (incorporating the 26th Annual Conference of the National Advisory Committee on Computing Qualifications)*, Hamilton, New Zealand. October 6-9, 2013 (p. 242). Available from http://www.citrenz.ac.nz/conferences/2013/pdf/2013CITRENZ_4_Posters_Patterson_ALTO.pdf

Saunders-Vasconcelos, M. C., Penazzi, F., Sherman, E., Harker, R., & Robertson, S. (2013). Effect of variability in maturity level on Pinot noir berry architecture, wine composition and sensory profile. In *Conference Proceedings: Romeo Bragato 2013: 19th Annual Conference, Blenheim, 28-30 August 2013* (p. 142). Auckland: New Zealand Winegrowers.

Verhaart, G., Erturk, E., & Skelton, D. (2013). Computer service company internship [Poster paper]. In M. Lopez & M. Verhaart (Eds.), *Proceedings of the 4th Annual Conference of Computing and Information Technology Education and Research in New Zealand (incorporating the 26th Annual Conference of the National Advisory Committee on Computing Qualifications)*, Hamilton, New Zealand. October 6-9, 2013 (p. 232). Available from http://www.citrenz.ac.nz/conferences/2013/pdf/2013CITRENZ_3_Posters_Verhaart_17_Internship.pdf

CONFERENCE ORAL PRESENTATION — REFEREED FULL PAPER

Yahanpath, N. (2013, July). *A sustainable performance management system embedded with risk perspective: Meeting the challenges of the 21st Century*. Paper presented at the 2013 AFAANZ Conference, Perth, Australia.

CONFERENCE ORAL PRESENTATION — REFEREED ABSTRACT

Ansell, H., Meyer, A., & Thompson, S. (2013, October). *What influences RN's practice not to take or record respiratory rate?* Paper presented at the Australasian Nurse Educators Conference 2013, Wellington, New Zealand.

Costa, V. P., Guglielmo, L. G. A., & Paton, C. D. (2013, June). *The effects of caffeinated chewing gum on simulated race performance in competitive female cyclists*. Paper presented at the 17th Annual European College of Sport Science Conference Barcelona, Spain.

Crawford, R., & Monson, K. (2013, October). *Project Incubator: Student mentoring at the Eastern Institute of Technology*. Paper presented at the Australasian Nurse Educators Conference, Wellington, New Zealand.

Crawford, R., Stein-Parbury, J., & Dignam, D. (2013, August). *Emotional communication: The needs of parents are a nursing concern*. Paper presented at the Australian College of Children and Young People's Nurses (ACCYPN) Conference 2013, Melbourne, Australia.

Crawford, R., Stein-Parbury, J., & Dignam, D. (2013, November). *The effects of culture on nurse-parent communication: Findings from a nursing ethnographic study*. Paper presented at the Paediatric Society of New Zealand 65th Annual Scientific Meeting, Dunedin, New Zealand.

Edwards, A., & Lander, P. J. (2013, November). *Influence of intervals of warming during self-paced rowing exercise*. Paper presented at the Science of Sport, Exercise and Physical Activity in the Tropics Conference, Cairns, Australia.

He, F., Duan, C.-Q., Reeves, M. J., & Jun-Wang. (2013, April). *Accumulation of anthocyanins in the skin and pulp of five different Teinturier grapes*. Paper presented at the Ninth International Symposium on Grapevine Physiology and Biotechnology, La Serena, Chile.

Kadirov, D. (2013, December). *Reconciling marketing and society: The necessity of good faith*. Paper presented at the Australian and New Zealand Marketing Academy Conference (ANZMAC 2013), Auckland, New Zealand.

Maxted, J. (2013, November). *Solitude speaks: Solo (for adolescents) as fear, apprehension, and uncertainty*. Paper presented at the 6th International Outdoor Education Research Conference, Dunedin, New Zealand.

Merchant, R. (2013, February). *The reporting of child abuse in the media: Re-framing public attitudes that are punitive and destructive*. Paper presented at the 2nd Global Conference: Reframing Punishment: Opportunities and Problems, Sydney, Australia.

Merchant, R. (2013, November). *Educating for our future: Instilling the concepts of social change*. Paper presented at the Social Work Registration Board Conference, Wellington, New Zealand.

Morris Matthews, K. (2013, December). *The medium or the message: Ours or theirs at the museum*. Keynote address presented at the Australia and New Zealand History of Education Association Conference, Brisbane, Australia.

Roy, R. (2013, November). *Process capability approaches for the process improvement of a meal line: Some experiments and observations*. Paper presented at the Applied Business and Entrepreneurship Association International Conference, Honolulu, Hawaii.

Vernon, R. (2013, July). *Re-inventing the wheel: Consensus, continuing competence and public safety*. Paper presented at the Sigma Theta Tau International Honor Society of Nursing 24th International Nursing Research Congress, Prague, Czech Republic.

Wivell, J. (2013, November). *Beyond violence: Signposts for practice*. Paper presented at the Social Work Registration Board Conference, Wellington, New Zealand.

Wivell, J., & Day, S. (2013, November). *Blended delivery of social work education: The integration of face-to-face, and online, teaching and learning*. Paper presented at the Social Work Registration Board Conference, Wellington, New Zealand.

Yahanpath, N., & Burns, E. A. (2013, November). *Cost, plagiarism and pedagogy tensions in digital-era assessment*. Paper presented at the RMIT Accounting Educators' Conference, Melbourne, Australia.

CONFERENCE ORAL PRESENTATION — NON-REFEREED

Bray, P. (2013, July). *A spiritual framing of a personal account of bereavement and growth*. Paper presented at the Finding Our Place in the World: Working with Unfamiliar Spiritualities Conference, Auckland, New Zealand.

Bray, P. (2013, May). *The loss of a family: A post-traumatic growth perspective*. Paper presented at the NZAC (New Association of Counsellors) Conference 2013, Napier, New Zealand.

Corich, S. (2013, October). *Massive open online courses: Threat or opportunity?* Invited panel presentation at the CITRENZ 2013 Conference, Hamilton, New Zealand.

Corich, S. (2013, November). *Encouraging critical thinking for 21st century employment*. Paper presented at the ATLAANZ (Association of Tertiary Learning Advisors Aotearoa New Zealand) 2013 Conference, Napier, New Zealand.

Field, R. (2013, March). *The role of proactive personality in newcomer learning and adjustment during socialisation in small firms*. Paper presented at the The 1st World Conference on Personality, Stellenbosch, South Africa.

Johnson, L., & Mac Callum, K. (2013, October). *Using iPad technology to demonstrate learning*. Workshop presented at ULearn 13, Hamilton, New Zealand.

Johnson, L., & Mac Callum, K. (2013, October). *Using iPad technology to demonstrate learning*. Workshop presented at ULearn Mobile, Hamilton, New Zealand.

Mapel, T. (2013, May). *All in the family: Integrating the Conference into our lives*. Workshop presented at the NZAC (New Zealand Association of Counsellors) Conference 2013, Napier, New Zealand.

Marsters, M., & Walford, R. (2013, November). *Towards a Pacific Strategy*. Workshop presented at the ATLAANZ (Association of Tertiary Learning Advisors Aotearoa New Zealand) 2013 Conference, Napier, New Zealand.

Maxted, J. (2013, July-August). *Open spaces as wellbeing places*. Keynote address presented at Thinking Recreation! 2013: New Zealand Recreation Association Conference, Napier, New Zealand.

Maxted, J. (2013, November). *The pleasures (and occasional perils) of solitary recreation in nature*. Paper presented at the The World Outdoors Summit, Rotorua, New Zealand.

McConnell, C., & Postlewaigh, G. (2013, October). *Creative possibilities: Perceptions of a collaborative project*. Paper presented at the EIT Early Childhood Education Research Symposium, Napier, New Zealand.

Pentecost, M. (2013, December). *Mum, me and Alzheimers: The beginnings of a poetic auto-ethnography*. Paper presented at the NZAC (New Zealand Association of Counsellors) Research Conference, Hamilton, New Zealand.

Pentecost, M. (2013, May). *"I'm not going to ever have to use them again": Women's experiences of a domestic violence education and support service*. Paper presented at the NZAC (New Zealand Association of Counsellors) Conference 2013, Napier, New Zealand.

Pentecost, M. (2013, November). *Using poetry in research*. Paper presented at the Hawke's Bay Poetry Conference, Havelock North, New Zealand.

Prince, C. (2013, October). *Sustainability initiatives in Hawke's Bay early childhood settings*. Paper presented at the EIT Early Childhood Education Research Symposium, Napier, New Zealand.

Roy, R. (2013, July). *Blended teaching and learning technology: Feedback from users of virtual tools*. Paper presented at the Higher Education Research & Development Society of Australasia (HERDSA) Conference, Auckland, New Zealand.

Symons, J., Crawford, R., Isaac, D., & Thompson, S. (2013, November 19). *A new normal: Parenting a child with type 1 diabetes*. Paper presented at the Nurses for Children and Young People of Aotearoa Satellite Day to The Paediatric Society of New Zealand Annual Scientific Meeting, Dunedin, New Zealand.

Verhaart, M. (2013, November). *Web tools for communication*. Workshop presented at the ATLAANZ (Association of Tertiary Learning Advisors Aotearoa New Zealand) 2013 Conference, Napier, New Zealand.

Wirihana, C. (2013, August). *An individual perspective on the journey of the exhibition Toi Maori - The Eternal Thread - Te Aho Mutunga Kore*. Paper presented at the PAA (Pacific Arts Association) XI International Symposium, Vancouver, Canada.

Wirihana, C. (2013, August). *Tangible and intangible dialogue fused within the constructs of a kakahu*. Paper presented at the PAA (Pacific Arts Association) XI International Symposium, Vancouver, Canada.

Yahanpath, N., & Neal, M. (2013, July). Role of real options in higher education decision: Accounting. In L. Lombardi (Chair), *Integrated thinking: Challenging the future of accounting education at university*. Accounting Education Special Interest Group Symposium conducted at the 2013 AFAANZ Annual Conference, Perth, Australia.

CONFERENCE POSTER PRESENTATION — REFEREED ABSTRACT

Gray, L., McHugh, P., Wilson, C., Parsons, R., Pullon, S., Gallagher, P., McKinlay, E., Vernon, R., Crawford, R., Ashworth, N., Skinner, M., Windle, J., Foster Page, L., Broughton, J., & Beckingsdale, L. (2013, August). *Building interprofessional health promoting practice in rural New Zealand*. Poster session presented at the 21st International Union of Health Promotion & Education (IUHPE) World Conference on Health Promotion, Pattaya, Thailand.

CONFERENCE POSTER PRESENTATION — NON-REFEREED

King, P. D., & Krasnow, M. R. (2013, August). *Defoliation effects on vine water use and grape ripeness*. Poster session presented at Romeo Bragato 2013, 19th Annual Conference, Blenheim, New Zealand.

OTHER CONFERENCE CONTRIBUTION

Nelson, E. (2013, June). *'Is this student voice?' Teachers' and students' joint work at the boundaries of power*. PhD research summary distributed at the third Student

Voice Seminar: Linking Across the Lines: Works in Progress, Cambridge, England.

REPORT

Ehrhardt, P., Little, G., Marsters, M., Nauer, G., Pentecost, M., Stockdale-Frost, A., & Wivell, J. (2013, May). *Report on the effectiveness of services delivered by DOVE Hawke's Bay Inc*. Napier, New Zealand: Eastern Institute of Technology.

Ehrhardt, P., Little, G., Marsters, M., Nauer, G., Pentecost, M., Stockdale-Frost, A., & Wivell, J. (2013, May). *Report on the effectiveness of services delivered by DOVE Hawke's Bay Inc.: Summary report*. Napier, New Zealand: Eastern Institute of Technology.

Floyd, S., Manhire, K., Marshall, B., Meyer, S., Roberts, J., & Thompson, S. (2013). *Capturing early experiences of blended online delivery: EIT's Bachelor of Nursing*. Unpublished report, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Taylor, L. (2013). *Smoke-free@EIT: Staff and student perceptions*. Unpublished report, Eastern Institute of Technology, Hawke's Bay, New Zealand.

REPORT FOR EXTERNAL BODY

Abel, S., Stockdale Frost, A., Marshall, B., & Tipene-Leach, D. (2013). *Outcome evaluation of the Hawke's Bay District Health Board's Safe Sleep Action Project*. Report prepared for the Hawke's Bay District Health Board.

Bullock, A., Verry, H., & Morris Matthews, K. (2013). *The Hukarere Endowment Project*. Report prepared for the Hukarere Girls' College Board of Trustees, and the Te Aute Trust Board.

Henderson, J., Blackman, I., Hamilton, P., Willis, E., Toffoli, L., Verrall, C., Abery, E., & Harvey, C. (2013). *After hours nurse staffing, work intensity and quality of care – Missed care study: South Australia*. Final report to the Australian Nursing and Midwifery Federation South Australian Branch.

Maclaren, O., Forrest, R., & Marshall, B. (2013). Final report: *Kahungunu Hiko Whenua 2012 Bikes in Schools Project at Richmond Primary School, Flaxmere Primary School and Te Kōhanga Reo o Ngā Paharakeke*. Report provided to Kahungunu Hiko Whenua (Hawke's Bay District Health Board) and Bike On New Zealand.

Maclaren, O., Forrest, R., & Marshall, B. (2013). *Final report on the 2012 Bikes in Schools Project – Year 2 at St. Mary's School, Peterhead School and Maraenui Bilingual School, compared to data from Irongate School (non-BIS*

participant). Report provided to the Hawke's Bay Medical Research Foundation and Bike On New Zealand.

Otis, E. (2013, July 17). The "Simple Solution" to the sideline behaviour problem: With recommendations for regional follow-up and implementation. Report prepared for Sport Hawke's Bay.

EXHIBITION — REFEREED

Baker, P. (2013). Piiata Lights, nau mai harere mai, Aroha & Friends, Napier, New Zealand, 2013.

Binding, W. (2013). Five of My Most Successful Lies [Assemblage artwork]. *Shaping Edges* [Group exhibition]. Vent Gallery, ideaschool, Eastern Institute of Technology, Hawke's Bay, New Zealand, May 17-31, 2013.

Binding, W. (2013). Re-enactment (Open Home); Reconstruction; The Beat; The Giant [Painted artworks]. *Early to Mid Life Career* [Group exhibition]. Hastings Community Art Centre, March 26-30, 2013.

Binding, W. (2013). View; The Works; Study for a Corporate Crime Act [Painted artworks]. [Group exhibition]. JV Gallery, No 13 O'Connell St Auckland, New Zealand, August 8-22, 2013.

Binding, W. (2013). Vivian Girls Reunion; The Drain; Sleeping Arrangements, and other selected tondos [Painted artworks]. *The Art Pop Up* [Group exhibition]. Wellwood Terrace, Te Awanga, Hawke's Bay, New Zealand, March 22-24, 2013.

Bruce, L. (2013). Illusionary Machinations: Clouds [Sculpture]. *The Portage Ceramic Awards 2013* [Group exhibition]. Silo Park, Auckland, New Zealand, October 12-20, 2013 and Te Awamutu Museum, Te Awamutu, New Zealand, November 15, 2013-January 19, 2014.

Bruce, L. (2013). Rainbows I [Ceramic sculpture]. *Celebrating Ceramics: 54th National Exhibition of New Zealand Potters* [Group exhibition]. Expressions Gallery, Upper Hutt, New Zealand, March 23-May 12, 2013.

Gibbs, S. (2013). No Ordinary Bird [ink, acrylic on handmade flax paper]. *Toi Tamanuhiri* [Group exhibition]. Muriwai Marae, Tairāwhiti Museum, and Verve Cafe, Gisborne, New Zealand, December 14, 2013–March 31, 2014.

Koapu, E. (2013). Whakatekau [Masters exhibition]. Maia Gallery, Toihoukura, Eastern Institute of Technology, Tairāwhiti, New Zealand.

Morris Matthews, K. (2013). *St Hilda's and Abbotsford: Our Children's Homes*. Central Hawke's Bay Settlers Museum, Waipawa, New Zealand, May 4 -July 26, 2013.

Webster, J. (2013). Sex, drugs and rock'n'roll [Screen print on cork tile]. *Shaping Edges* [Group exhibition]. Vent Gallery, ideaschool, Eastern Institute of Technology, Hawke's Bay, New Zealand, May 17–31, 2013.

EXHIBITION — NON-REFEREED

Baker, P. (2013). Piiata Lights. Labour Party Fundraising auction.

Baker, P. (2013). Study for So it Is [Light boxes]. *What Cezanne Knew* [Group exhibition]. Vent Gallery, ideaschool, Eastern Institute of Technology, Hawke's Bay, New Zealand, April 22-May 10, 2013.

Binding, W. (2013). Trap 1, Trap 2 [Painted artworks]. *What Cezanne Knew* [Group exhibition]. Vent Gallery, ideaschool, Eastern Institute of Technology, Hawke's Bay New Zealand, April 22-May 10, 2013.

Chiappin, A. (2013). Face 1 & 2 [Painted artworks]. *What Cezanne Knew* [Group exhibition]. Vent Gallery, ideaschool, Eastern Institute of Technology, Hawke's Bay, New Zealand, April 22-May 10, 2013.

Hawksworth, M. (2013). Improvisation no. 13 [Drawing]. *Parkin Drawing Prize Exhibition* [Group exhibition]. New Zealand Academy of Fine Arts, Queen's Wharf, Wellington, New Zealand, July 27-August 25, 2013.

Lardelli, D. (2013). Tā moko - Between the lines [Live exhibition]. *Auckland Arts Festival*. Aotea Centre, Auckland, New Zealand, March 22-24, 2013.

Lardelli, D. (2013). *Wānanga Tā Moko*. Maia Gallery, Toihoukura, Eastern Institute of Technology, Tairāwhiti, New Zealand, October 29-November 1, 2013.

Major, S. (2013). Marketing New Zealand Film [Digital installation]. *What Cezanne Knew* [Group exhibition]. Vent Gallery, ideaschool, Eastern Institute of Technology, Hawke's Bay, New Zealand, April 22-May 10, 2013.

Solomon, M. (2013). *Wānanga Tā Moko*. Maia Gallery, Toihoukura, Eastern Institute of Technology, Tairāwhiti, New Zealand, October 29-November 1, 2013.

EXHIBITION MONOGRAPH

Morris Matthews, K. (2013). *Abbotsford at Waipawa (1926-1986)*. Napier, New Zealand: Eastern Institute of Technology.

Morris Matthews, K. (2013). *St Hilda's Home at Otane (1919-1958)*. Napier, New Zealand: Eastern Institute of Technology.

CURATION

Gibbs, S. (2013). *Toi Tamanuhiri* [Group exhibition]. Muriwai Marae, Tairāwhiti Museum, and Verve Cafe, Gisborne, New Zealand, December 14, 2013– March 31, 2014.

DESIGN

Bahho, M. (2013). Kahungunu Innovation Hub, Pandora Road, Napier [Architectural design concept].

Chiappin, A. (2013). Model for Effective Learning, Eastern Institute of Technology.

Chiappin, A. (2013). *Nikki Gabriel Construction 4* [Poster].

Gull, J. R., & Chiappin, A. (2013). ideaschool branding guidelines, 2013 School of Arts and Design, Eastern Institute of Technology, Hawke's Bay, New Zealand, February 2013.

Gull, J. R., & Chiappin, A. (2013). IS2 idea showcase brand and collateral [Design package], 2012 School of Arts and Design, Eastern Institute of Technology, Hawke's Bay, New Zealand, November 2013.

Lardelli, D. (2013). Te Taura Whiri i Te Reo Māori – Māori Language Commission Māori Language Awards, November 15, 2013. [Co-ordination of manufacturing of trophies and function decor and set].

Solomon, M. (2013). Te Taura Whiri i Te Reo Māori – Māori Language Commission Māori Language Awards, November 15, 2013. [Design and creation of 12 trophies].

Te Hau, D. (2013). Te Taura Whiri i Te Reo Māori – Māori Language Commission Māori Language Awards, November 15, 2013. [Design and creation of function decor].

Webster, J. (2013). [Catalogue design] *The heron migrates: How a Japanese anagama kiln came to New Zealand*, by B. Martin, Hastings, New Zealand: Kamaka Pottery.

COMMISSION

Baker, P. (2013). Piiata Lights. Kura Gallery, Taupo, New Zealand.

Baker, P. (2013). *Prize Bacon Big Potatoes* [Sculpture]. Scholars Restaurant, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Binding, W. (2013). Carfe signage [Design]. Carfe, Greenlane, Auckland, New Zealand, July 2013.

Binding, W. (2013). The Ridge-Binding Family [Painted artwork]. Commissioned family portrait. Hung July 20, 2013, Auckland private residence.

OTHER ARTWORK

Koopu, E. (2013). [Tihema 2014 artwork]. In *Ngā ruānuku o Toihoukura maramataka 2014-2015*. Gisborne, New Zealand: Toihoukura, Eastern Institute of Technology Tairāwhiti.

FILM

Sutherland, B. (Co-Producer/Editor), & Judge, P. (Director). (2013). *Don Driver: Magician* [Documentary film]. New Zealand: Far Away Films & Three-to-One Films. Premiered at the New Zealand International Film Festival, 2013.

PERFORMANCE

Koopu, E. (2013, February). Te Matatini National Kapa Haka Festival (Ngai-Tauira-Mai-Tawhiti Kapa Haka Roopu), Rotorua, New Zealand.

Lardelli, D. (2013, February). Te Matatini National Kapa Haka Festival (Whāngārā-mai-Tawhiti Cultural Group), Rotorua, New Zealand.

Smith, R. (2013, February). Te Matatini National Kapa Haka Festival (Waihirere Māori Club), Rotorua, New Zealand.

THESIS

Hinge, S. (2013). *Crucible influences on leadership: Reflections on Northland community leaders' 'Survival' experiences*. (DBA thesis, Southern Cross University, Lismore, NSW, Australia). Available from <http://epubs.scu.edu.au/theses/313/>

Vernon, R. (2013). *Relationships between legislation, policy and continuing competence requirements for Registered Nurses in New Zealand*. (PhD thesis, University of Sydney, Australia).

ORAL PRESENTATION — EXTERNAL

Agnew, M. (2013, March 13). *Toward a Hawke's Bay high performance sporting pathway: Converting talent into high performance*. Presented at the Hawke's Bay Regional Sports Organisation Forum, Napier, New Zealand.

Agnew, M. (2013, April 3). *Skill analysis*. Presented at the Hawke's Bay Rugby Union Coaches Seminar, Hastings, New Zealand.

Agnew, M. (2013, May 15). *Coaching a skill*. Presented at the Hawke's Bay Rugby Union Coaches Seminar, Hastings, New Zealand.

- Agnew, M. (2013, May 16). *Toward a Hawke's Bay high performance sporting pathway: Converting talent into high performance*. Presented at the Hawke's Bay RSO Talent Development Forum, Napier, New Zealand.
- Agnew, M. (2013, May 17). *An introduction to biomechanics for rugby*. Presented at the NZRU High Performance Coaches Workshop, Wellington, New Zealand.
- Agnew, M. (2013, June 7). *Toward a Hawke's Bay high performance sporting pathway: Converting talent into high performance*. Presented to Board of Trustees, Sport Hawke's Bay, Napier, New Zealand.
- Ball, C., & Grogan, A. (2013, December 4). *How happy are Gisborne retirees?* Presented to The Gisborne Positive Ageing Trust, Gisborne, New Zealand.
- Friis, D. L. (2013, November). *Merge like a zip: The successful merger of two regional polytechnic library and learning centres*. Presented at the Tertiary Library Special Interest Group of LIANZA (TeL-SIG) Forum, University of Auckland, New Zealand.
- Harvey, C., & Roberts, J. (2013). *Missed care in New Zealand: Stepping into the arena*. Presented at Missed and Rationed Care: A Cross-Cultural Perspective, School of Nursing and Midwifery Visiting Scholar presentations on rationalized care in New Zealand, Texas and South Australia, Flinders University, Adelaide, South Australia.
- Johnson, L. (2013, April 10). *Planning for e-learning in your classroom*. Presented at the Learning @ School Roadshow 2013, Napier, New Zealand.
- Major, S. (2013, August 14). *The [ir]relevancy of the arts*. Presented at Pecha Kucha Hamilton, SPARK Festival, WINTEC, Hamilton, New Zealand.
- Major, S. (2013, December 11). *Preparing students of today for our rapidly changing tomorrow*. Presented at Woodford House Prizegiving, Havelock North, New Zealand.
- Otis, E. (2013). *Instant zone: A new paradigm for peak performance*. Presented at the Sport Hawke's Bay Coaches Forum, Napier, New Zealand.
- Otis, E. (2013). *Instant zone: A new paradigm for peak performance*. Presented at the Sport Hawke's Bay Professional Sport Development Forum, Napier, New Zealand.
- Otis, E. (2013). *Persuasive communication skills for coaches*. Presented at the Sport Hawke's Bay Professional Sport Development Forum, Napier, New Zealand.
- Otis, E. (2013, June 7). *The "Simple Solution" to the sideline behaviour problem*. Presented at the Hawke's Bay Regional Sports Organisation Forum, Napier, New Zealand.
- Otis, E. (2013). *Understanding group dynamics for coaches*. Presented at the Sport Hawke's Bay Professional Sport Development Forum, Napier, New Zealand.
- Pavlovich, A. (2013, August). *Taxation of foreign pension funds in New Zealand*. Presented at the Financial Migration Group Limited presentation to Hawke's Bay accountants, Napier, New Zealand.
- Reeves, M. J. (2013). *New wine making technologies employed in New Zealand*. Presented to staff and students of the Beijing Forestry University, Beijing, China.
- Reeves, M. J. (2013, November 23). *Future directions for the fruit wine industry*. Presented at the Fruit Wine and Cider Makers of New Zealand annual awards function, Auckland, New Zealand.
- Roberts, J. (2013, October). *Life after NETP: The journey to nurse education*. Presented to the Hawke's Bay District Health Board Nurse Entry to Practice Programme, Hawke's Bay, New Zealand.
- Taylor, L. (2013, May 10). *Nutrition for netball*. Presented at the Hawke's Bay Netball forum, Hastings, New Zealand.
- Vernon, R. (2013, May). *Confidence in competence: Consensus, continuing competence and public safety*. Keynote presented at Hawke's Bay District Health Board International Nurses Day, Hastings, New Zealand.
- Wirihana, C. (2013, June 21). Exhibition opening address presented at the *Star and Cloaks* exhibition, New Zealand Academy of Fine Arts, Wellington, New Zealand.
- Yahanpath, N. (2013, November). *Globalisation benefitting all*. Keynote presented at the Annual General Meeting of the Multicultural Association Hawke's Bay Incorporated, Hastings, New Zealand.

ORAL PRESENTATION — INTERNAL

Agnew, M. (2013, November 8). *Application for a global model for integrated mass participation and high performance sport development to regional New Zealand*. Presented at the Faculty of Health Sciences Research Forum, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Bahho, M. (2013, August 15). *To shed a light on the significance of demonstration projects for sustainable building in the process of moving towards sustainable environment practices*. Presented at the Brown Bag Research Lunch Session, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Bray, P. (2013, April 18). *From traumatic loss to positive thriving: An autobiographical account*. Presented at the Brown Bag Research Lunch Session, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Chittenden, R. (2013, October 17). *Shining the light on wine shows*. Presented at the Brown Bag Research Lunch Session, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Erturk, E. (2013, July 25). *A feasible blueprint for a mobile learning institute*. Presented at the Brown Bag Research Lunch Session, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Gibbs, S. (2013, October 30). *Waituhi: Toihoukura and its influence in shaping the future of painting in a contemporary Māori Art environment*. Professorial lecture presented at Maia Gallery, Toihoukura, Eastern Institute of Technology, Tairāwhiti, New Zealand.

Hantler, A. (2013, November 8). *Progress to date: Gaining ethical approval for research involving 'vulnerable' participants*. Presented at the Faculty of Health Sciences Research Forum, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Harvey, C. (2013, May 23). *Population based skin screening: Working with voluntary organizations to improve access to primary health care services*. Presented at the Brown Bag Research Lunch Session, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Johnstone, J. (2013, August 15). *Evaluation of the Trades Academy programme which ran at Tairāwhiti and Taradale in 2012*. Presented at the Brown Bag Research Lunch Session, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Johnstone, J. (2013, November 21). *A history of the Stewart Centre @ EIT*. Presented at the Brown Bag Research Lunch Session, Eastern Institute of Technology, Hawke's Bay, New Zealand.

King, P. (2013, July 25). *Defoliation of grapevines: What happens when you pull the leaves off?* Presented at the Brown Bag Research Lunch Session, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Maclaren, O., Schofield, G., Zinn, C., & Hopkins, W. (2013, October 7). *The link between metabolic dysregulation and non-exercise activity thermogenesis – Potentiality and actuality*. PhD seminar presented to the Faculty of Health Sciences, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Major, S. (2013, August 2). *From Bogota to San Francisco Bay*. Presented at Friday Lunchbox Session, ideaschool, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Major, S., & Sutherland, B. (2013, May 10). *It might be art, but is it research?* Presented at Friday Lunchbox Session, ideaschool, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Mapel, T. (2013, May 23). *Mindfulness: A journey to a Kaupapa Maori approach*. Presented at the Brown Bag Research Lunch Session, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Morris Matthews, K., & Bullock, A. (2013, September 19). *Kia u ki te pai: Hukarere at Eskdale: Ten years on*. Presented at the Brown Bag Research Lunch Session, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Nelson, E. (2013, October 17). *'Is this student voice?' Students and teachers re-negotiate the boundaries of power in the classroom*. Presented at the Brown Bag Research Lunch Session, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Otis, E. (2013, November 8). *Anti-social sport sideline behaviour*. Presented at the Faculty of Health Sciences Research Forum, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Petersen, L. (2013, September 19). *Becoming effective teachers for under-25 students: A model for professional development decision-making*. Presented at the Brown Bag Research Lunch Session, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Searle, J. (2013, November 8). *Does university entrance subject selection impact on success in Bachelor of Nursing sciences?* Presented at the Faculty of Health Sciences Research Forum, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Taylor, L. (2013, November 8). *Smokefree @ EIT: Staff and student perceptions.* Presented at the Faculty of Health Sciences Research Forum, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Wirihana, C. (2013, October 30). *Whatu Rāranga: The journey to bringing an international project to fruition.* Public lecture presented at Maia Gallery, Toihoukura, Eastern Institute of Technology, Tairāwhiti, New Zealand.

Wivell, J. (2013, June 20). *Blended delivery of the Bachelor of Applied Social Sciences, Social Work.* Presented at the Brown Bag Research Lunch Session, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Wynyard, M. (2013, November 21). *“Te Hu o te Puoro, Te tira te roreka”.* Presented at the Brown Bag Research Lunch Session, Eastern Institute of Technology, Tairāwhiti, New Zealand.

Yahanpath, N. (2013, April 18). *Balanced Scorecard without strategic risk management: Is it really balanced?* Presented at the Brown Bag Research Lunch Session, Eastern Institute of Technology, Hawke's Bay, New Zealand.

OTHER OUTPUT

Giles, L. (2013). Case study 15: Communication at NZ Fleece. In L. Liddicoat (Ed.), *Contemporary small business cases: Case studies with a New Zealand focus* (Version 2.0, pp. 92-96). Nelson, New Zealand: NMIT Press.

	2008	2009	2010	2011	2012	2013
Research Outputs (refereed & non-refereed)	214	163	185	180	201	216
Outputs per Academic FTE	1.07	0.79	0.89	0.61	0.64	0.70

EIT REPRESENTATION ON NATIONAL / INTERNATIONAL ORGANISATIONS, GRANTS AND AWARDS

Agnew, Marcus

- Consultant for High Performance Player and Coach Development, Samoa Rugby Union, 2013.

Bray, Peter

- Member, Core Executive, Interdisciplinary Net
- Chair, Conference Advisory Board, Interdisciplinary Net
- Member, Editorial Board and Reviewer, *The New Zealand Journal of Counselling*
- Reviewer, *Journal of Religion and Health*
- Reviewer, *Mental Health, Religion and Culture*
- Reviewer, *Death Studies*
- Reviewer, *Psychology of Religion and Spirituality*
- Project Leader and Chair, *1st Global Crisis and Opportunity Conference*, Sydney, Australia, February, 2013
- Project Leader and Chair, *3rd Global Trauma: Theory and Practice Conference*, Lisbon, Portugal, March, 2013
- Project Leader and Chair, *3rd Global, The Patient: Therapeutic Approaches Conference*, Lisbon, Portugal, March, 2013
- Member, Organising committee – NZAC Research Conference, EIT, 2012
- External examiner, University of Auckland MEd Counselling Programme
- Board member, DOVE Hawke's Bay
- Committee member, New Zealand Association of Counsellors, Hawke's Bay.

Collins, Chris

- Board Member, Business Hawke's Bay
- Member, CEO Committee, NZ Institutes of Technology and Polytechnics (NZITP)
- Trustee, Regional Sports Indoor and Events Centre Trust, Pettigrew.Green Arena (until August 2013)

- Board Member, Tertiary Accord of New Zealand (TANZ)
- Trustee, Ōtātara Trust
- Chair, International Executive Committee, International Federation of Evangelical Students (IFES).

Corich, Stephen

- Executive Board Member, Computing Information Technology Research New Zealand (CITRENZ)
- Degree Monitor, Bachelor of Information Technology, Wintec
- Degree Monitor, Bachelor of Information Technology, Whitireia
- Degree Monitor, Bachelor of Information Systems, Manukau Institute of Technology
- Degree Monitor, Bachelor of Information and Communications Technology, CPIT
- Academic Expert, NZQA Master of Management Accreditation Panel, Waiariki Institute of Technology
- Chair, Student Liaison Committee of Association of Computing Machinery (ACM) New Zealand
- Review Panel, 13th IEEE International Conference on Advanced Learning Technologies, 2013
- Review Panel, Cognition and Exploratory Learning in Digital Age, 2013.

Crawford, Ruth

- Associate Editor, *Neonatal, Paediatric and Child Health Nursing Journal*
- Reviewer, *Contemporary Nurse*
- Member, Educational Operations Group, Tairāwhiti Interprofessional Education Project, University of Otago, Tairāwhiti DHB, EIT
- Member, Paediatric Society of New Zealand Member, European Association of Communication in Healthcare

- Member, Nurses for Children and Young People of Aotearoa section, New Zealand Nurses Organisation
- Reviewer, 12th IEEE International Conference on Advanced Learning Technologies (ICALT 2012).

Hague, Claire

- Board member, Ako Aotearoa National Centre for Tertiary Teaching Excellence
- Trustee, Hawke's Bay Youth Futures Trust.

Jacobs, Susan

- Member, Nurse Education in the Tertiary Sector (NETS)
- Reviewer, *Nursing Praxis in New Zealand*
- Fellow, College of Nurses, Aotearoa, (NZ)
- Chair, Stewart Centre @ EIT Trust
- Board member, New Zealand Stewart Centre Trust.

Kadirov, Djavlonbek

- Member, Editorial Board, *International Journal of Marketing Studies*
- Member, Australian and New Zealand Marketing Academy
- Member, Macromarketing Society
- Member, American Marketing Association
- Editor, *Humanistic Marketing* (book); ed. Richard Varey
- Reviewer, *Journal of Macromarketing*
- Reviewer, *Applied Mathematical Modelling*
- Reviewer, *Journal of Customer Behaviour*
- Reviewer, AMA Winter Marketing Educators' Conference
- Reviewer, AMA Marketing & Public Policy Conference
- Reviewer, *International Journal of Marketing Studies*
- Reviewer, *SpringerPlus Journal*
- Reviewer, *Management Research Review*
- Reviewer, Sage Open Journal
- Reviewer, Australian and New Zealand Marketing Academy Conference
- Reviewer, New Zealand Business Education Conference
- Reviewer, New Zealand Wine Business Symposium
- Reviewer, Social Marketing Forum, University of Western Australia
- Supervisor, a PhD student, University of Waikato
- Award, George Fisk Award for the best conference paper, the 38th Macromarketing Conference, Toronto, Canada
- Award, ANZMAC/EMJ Early Career Research 2013.

Kirton, Diana

- Elected Board Member, Hawke's Bay District Health Board Governance Board.

Lawrence, Jan

- Board member Trustee: Whatever it takes Trust (WIT)
- Reviewer, Patricia Barkway's *Psychology for Health Professionals* Elsevier Australia, 2013.

MacCallum, Kathryn

- Executive Committee Member of New Zealand Assn for professionals working in flexible, open and networked education (DEANZ)
- Reviewer, *Australasian Journal of Educational Technology*
- Reviewer, *Journal of Information Technology Education: Research*
- Reviewer, *Journal of Information Technology Education: Innovations in Practice*
- Reviewer, *Journal of Information Technology Education: Discussion Cases*
- Reviewer, Informing Science and Information Technology Education Conferences
- Reviewer, IADIS International Conference on Mobile Learning
- Reviewer, ICALT IEEE International Conference on Advanced Learning Technologies
- Moderator, National Advisory Committee on Computing Qualifications
- Moderator, Auckland Institute of Studies, Bachelor of Information Technology.

Marshall, Bob

- Executive Committee, Hawke's Bay Medical Research Foundation
- Member, Scientific Committee, Hawke's Bay Medical Research Foundation
- External member, Otago Polytechnic Professorial Promotions Committee
- Moderator, Auckland University of Technology Postgraduate Biomechanics course
- Editorial Review Board, *Clinical Nursing Studies*
- Reviewer, Auckland Medical Research Foundation Grant
- Reviewer, *Journal of Biomechanics*
- Reviewer, *Journal of Applied Biomechanics*
- Reviewer, *Sports Biomechanics*
- Reviewer, *International Journal of Sports Medicine*
- Reviewer, *Journal of Primary Health Care*.

Maxted, John

- Editorial Board member, *New Zealand Journal of Outdoor Education*
- Editorial Committee member, *Australian Journal of Outdoor Education*.

Mellor, Linda

- Associate, Library and Information Association of New Zealand Aotearoa
- Chair, EIT Branch, Tertiary Institutes Allied Staff Association.

Meyer, Salomé

- Panel member, International Scientific Advisory Panel (ISAP) for the Royal College of Nursing UK, international nursing research conferences
- Associate Editor, *Continental Journal of Nursing Science*, Wilolud Online Journals
- Reviewer, Online *Brazilian Journal of Nursing* Reviewer, *Health RSA Gesundheit*
- Reviewer, *Curationis*
- Member, New Zealand Instructional Designers (NZID) group
- Member, Central Region of Instructional Designers (CRID) group.

Morris Matthews, Kay

- Editorial Board member, *History of Education*
- Editorial Board member and reviewer, *History of Education Review*
- Editorial Board member and reviewer, *Historical Studies in Education Journal/revue d'histoire de l'éducation*
- Reviewer, *History of Education*
- Member, Before School Check Advisory Group (Hawke's Bay) Hawke's Bay District Health Board/Health Hawke's Bay.

Paton, Carl

- Member, *European College of Sport Sciences*
- Editorial Board, *Journal of Science and Cycling*
- Reviewer, *International Journal of Sports physiology and performance*
- Reviewer, *International Journal of Sports Medicine*
- Reviewer, *Journal of Biomechanics*
- Reviewer, *Journal of Science and Cycling (2)*
- Reviewer, *Journal of Sport Sciences (2)*
- Reviewer, *Journal of Sport Science and Medicine*
- Reviewer, *Journal of Strength and Conditioning Research*
- Reviewer, *Research in Sports Medicine*
- Reviewer, *Sports Medicine*

Pentecost, Mandy

- East Coast/ Hawke's Bay regional representative, National Executive of NZ Association of Counsellors
- NZ Association of Counsellors representative, Governance group for the Targeted Review of Human Welfare Studies and Services Qualifications
- Chair of the Organising Committee, New Zealand Association of Counsellors National Conference, 2013.

Roberts, Jennifer

- Member, Nursing Entry to Practice Programme (NETP) Advisory Committee Hawke's Bay District Health Board
- Member of The International Consortium to Study of Rationing of Health Care (ICSRHC)

Roy, Ram

- Coordinator, Industry Based Learning (IBL) Projects
- Coordinator, Graduate Diploma in Business & Graduate Diploma in Professional Accounting Programme
- Reviewer, *Journal of Shipping and Ocean Engineering*.
- Reviewer, *Academia Journal of Agricultural Research*, UK.
- Session Chair, New Zealand Applied Business Education (NZABE) Conference, Hamilton, New Zealand
- External Examiner, two PhD Theses from National Institute of Technology, Kurukshetra, India
- Member, Production Operations Management Society (POMS), USA
- Member, Local Advisory Committee of EIT, Hawke's Bay, New Zealand
- Member, Master in Business Programme Development Committee, EIT, Hawke's Bay
- National External Moderator for 632 Operations Management (appointed by NZQA), 2013
- Award, Best paper, 'Process Capability Approaches for the Process Improvement of a Meal Line: Some Experiments and Observations', at Applied Business and Entrepreneurship Association International Conference, Hawaii, USA, November 16-20, 2013.

Saywell, Victor

- Member, Institutes of Technology and Polytechnics (ITP) Finance Forum
- Trustee, Stewart Centre @ EIT Trust.

Searle, Judy

- Member of the College of Nurses Aotearoa NZ Inc.

Skelton, David

- Council member, NZ Association of Cooperative Education

- Reviewer, *Asia-Pacific Journal of Cooperative Education*
- Reviewer, The Computing and Information Technology Research and Education of NZ (CITRENZ) Conference.

Taylor, Lee-Anne

- Committee member, Physiotherapy New Zealand, Hawke's Bay Branch
- Board member, Central Netball Zone
- Target review of qualifications working party, Recreation and Sport and Pan group Exercise, Recreation and Sport.

Verhaart, Michael

- Executive Editor, *Journal of Applied Computing and Information Technology* (JACIT)
- Executive Peer Reviewer, *Journal of Educational Technology & Society*
- Member, International Board of Reviewers, Journal of Information Technology Education
- Editor: M. Lopez & M. Verhaart (Eds.) (2013) Proceedings of the 4th Annual Conference of the Computing and Information Technology Research and Education of New Zealand Conference (Incorporating the 26th National Advisory Committee on Computing Qualifications Conference), October 6-9, Hamilton, New Zealand
- Member of the program committee: CELDA2013, IADIS International Conference on Cognition and Exploratory Learning in Digital Age, 22 - 24 October 2013, Fort Worth, Texas, USA
- Member of Program Committee: ICALT2013, 13th IEEE International Conference on Advanced Learning Technologies, July 15-18, 2013, Beijing, China
- Program Committee. T4E 2013. 5th IEEE International Conference on Technology for Education, Kharagpur, India, 18-20 December 2013
- Program committee: ISEI'13. International Symposium on Education Informatics (affiliated with Second International Conference on Advances in Computing, Communications and Informatics (ICACCI-2013)). August 22-25, 2013, Mysore, India
- NZQA Panel member for approval and accreditation of the EIT Master of Health Science (EIT Senior academic representative)
- Member, Computing and Information Technology Research and Education of New Zealand (CITRENZ), Research and Professional Development Focus Group
- Member, Information Systems and Technology Discipline Advisory Committee, Open Polytechnic, New Zealand

- Award, Best paper Educational Innovation, Commendation for Best paper, Verhaart, M. & Hagen-Hall, K. (2013). *Room for Improvement: the effect of changing learning spaces*. 4th Annual Conference of the Computing and Information Technology Research and Education of New Zealand Conference (Incorporating the 26th National Advisory Committee on Computing Qualifications Conference), Hamilton, New Zealand
- Award, 2013, Sep: Wikieducator User page expo. <http://wikieducator.org/UPE>.

Vernon, Rachael

- Fulbright New Zealand: Fulbright NZ Campus Adviser EIT
- Executive member of Nurse Education in the Tertiary Sector (NETS)
- President, NETS Aotearoa (New Zealand) STTI Honor Society-at-large Board/Steering Committee
- Board Member Healthcare Environment, Inc. USA
- Member of Sigma Theta Tau International Honor Society of Nursing, Xi Omicron Chapter
- Member of the College of Nurses Aotearoa New Zealand Inc
- Member of Alumni of Fulbright Scholars (NZ)
- Member of Council for International Exchange of Scholars (CIES) USA State Alumni
- Member of Collaborative Research Organisation for Nurses and Inter-professional Educators (CRONIE) Reviewer, *International Nursing Review*.

Yahanpath, Noel

- Reviewer, *Qualitative Research in Financial Markets*
- Reviewer, *Australian Accounting Business and Finance Journal*
- Committee Member, BAI2012 International Conference on Business and Information
- Member, the Australasian Banking and Finance Institute
- External Moderator, Course 71303 Corporate Finance, Open Polytechnic
- External Moderator, Course 700-level Corporate Finance, NMIT
- Member, Emerald Literati Network Committee Member, International Conference on Business and Information
- Steering Committee member - Asia Pacific Management Accounting Association
- Award, Best Practicing Asian Professional, 2013.

2013 EIT RESEARCH GRANTS

APPLICANT	SCHOOL	PROJECT TITLE
Derek Lardelli & Steve Gibbs	Toihoukura	Toihoukura: Rua Tekau – Two Decades
Mark Krasnow	Applied Science	The effect of undervine vegetation management on vine performance and yield, soil properties and grape composition
Kathryn MacCallum	Computing	To investigate the affordance and suitability of mobile technology in a rural Hawke's Bay school
Maria Wynyard & Wayne Ngata	Te Whatukura, Te Manga Māori ki Te Tairāwhiti	Te hu o te puoro
Peter Bray	Education and Social Sciences	Development of three international conference presentations and chapters
Judy Wivell	Education and Social Sciences	Blended delivery of the Bachelor of Applied Social Sciences, Social Work Stream
Tim Mapel	Education and Social Sciences	Kaupapa Māori Mindfulness based health programme: design and delivery
Lesley Petersen	Academic and Student Services	How useful are the leadership development experiences for formal leaders in higher education
Noel Yahanpath	Business	Balanced Scorecard: is it really balanced?
Kay Morris Matthews	Education and Social Sciences	Hukarere Endowment Project
Mark Krasnow & Mark Caves	Applied Sciences, Tourism and Hospitality	The effect of vacuum on texture, flavour and consumer acceptance of controlled temperature cooked beef
Carmo Saunders-Vasconcelos, David Moore, Rod Chittenden	Applied Sciences, Tourism and Hospitality	Upgrade sensory facilities and establishment of a wine sensory evaluation panel to evaluate research wines from EIT, (other research providers, and industry?)
Carmo Saunders-Vasconcelos & Petra King	Applied Sciences, Tourism and Hospitality	The impact of cultural practices on wood carbohydrate reserves of grapevines
Puti Nuku	Te Manga Māori	Tū mai awa, Tū mai moana: Kahungunu history pertaining to waka - A Literature Review.
Maria Wynyard & Dr Wayne Ngata	Te Manga Māori	Te hū o te puoro
Petra King	Applied Sciences, Tourism and Hospitality	Effects of pre-flowering anti-transpirant sprays on Merlot vine and grape development, ripening and composition.
Dr Clare Harvey	Nursing	After Hours Nurse Staffing, Work Intensity and Quality of Care.
Dr Clare Harvey	Nursing	Nurse Practitioner Practice and their Impact on Primary Health Care Delivery
Prof. Kay Morris Matthews and colleagues	Education and Social Sciences	The Ruataniwha Water Storage Project - Labour Projections and Social Well-Being.
Prof. Kay Morris Matthews and Jean Johnston	Education and Social Sciences	Celebrating 40 Years of Higher Education on the East Coast 1975-2015 (The EIT History Project)

2013 EXTERNAL RESEARCH GRANTS

STAFF	GRANT/COMMISSIONING BODY	PROJECT
Lesley Peterson	Ako Aotearoa	Becoming effective teachers for under-25 students: A model for professional development decision-making
Suzette Major & ideaschool staff	Ako Aotearoa	Project-based learning in Arts and Design: What makes it work?
Wayne Ngata	Nga Pae o Maramatanga	Te Ahikāroa: Ancient futures for sustainable communities – building iwi learning communities through digital taonga relationships
Rachael Forrest & John Maxted	Health Research Council Māori Health Research Development Grant	Fighting for Māori Health: The PATU [®] initiative
Clare Harvey	Hawke's Bay Medical Research Foundation	A Nurse Led Skin Cancer Screening Programme - Contributing to Primary Health Care Reform
Maxine Bevan & colleagues	Stewart Centre @ EIT	Development of 'identity'
Petra King	New Zealand Winegrowers	Methods to improve synchronization of budburst in Merlot grapevines.
Kay Morris Matthews	Ministry of Social Development	MSD 108 Caseloads Review
Kay Morris Matthews	Ministry of Social Development	Youth unemployment in the East Coast area
Sally Abel & Bob Marshall	Hawke's Bay District Health Board	Evaluation of Hawke's Bay DHB Tūruki Māori Workforce Strategy 2011-2014
Bob Marshall	Hastings District Council	Atomic Events Centre evaluation
Bob Marshall	Sport Hawke's Bay	Improving maternal and child nutrition and physical activity
Bob Marshall	Sport Hawke's Bay	Activating Maraenui, Activating Camberley

2013 HAWKE'S BAY A&P SOCIETY BAYLEY'S WINE AWARDS

WINE	VINTAGE	WINEMAKER	MEDAL AWARDED
Cert Research American Truancy Merlot 2013	2013	Eleisha George, Madeline Crozier, Qi Wei, Andrew Gorman	Bronze
WP1 Group A Chardonnay 2013 Wine B	2013	Wes Johnson, Jim Quigg, Ross Anderson	Bronze
WP1 Group C Chardonnay 2013	2013	Sunny Park, Vanilla Peng, Jenny Wang	Bronze
Touriga Port	2013	Kate Douglas	Bronze

AWARDS

DR JOHN MAXTED

Chief Executive's Award for Teaching Excellence 2013

DR KATHRYN MACCALLUM

Chief Executive's Award for Research Excellence 2013

STEVE BLUCK

Chief Executive's Award for General Excellence 2013

STEPHEN SPOONER

Teaching and Learning Award 2013:
Student Engagement for Priority Groups

SCOTT CASLEY

Tairāwhiti Teaching and Learning Special Award 2013

TEACHING AND LEARNING INNOVATION SCHOLARSHIPS 2013

Maryanne Marsters/Nikki Wawatai
Wellesley Binding
Chris Verburg

FUJI XEROX QUALITY IMPROVEMENT AWARD

IT Services for the Network Architecture Project



Aiden Ria

EIT Graduate

Engineering Apprentice,
Pultron Composites

Certificate in
Engineering Trades

“Mum put me into the engineering course and ever since I learnt about machining, that’s all I want to do. I like working with numbers and tolerances, and that it is very particular.”



FINANCIAL STATEMENTS

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BALANCE SHEET

AS AT 31 DECEMBER 2013

	Notes	CONSOLIDATED			PARENT	
		2013 Actual \$000	2013 Budget \$000	2012 Actual \$000	2013 Actual \$000	2012 Actual \$000
ASSETS						
CURRENT ASSETS						
Cash and Cash Equivalents	1A	2,837	1,553	3,262	2,798	3,236
Short Term Investments	1A	13,051	12,000	12,000	13,000	12,000
Trade and Other Receivables	4	612	759	761	603	759
Inventories		722	597	597	722	597
Prepayments		249	272	272	249	272
TOTAL CURRENT ASSETS		17,471	15,181	16,892	17,372	16,864
LESS CURRENT LIABILITIES						
Trade and Other Payables	5	2,786	3,323	3,521	2,773	3,513
Other Trading Liabilities	5	314	277	277	314	277
Fees and Income in Advance		2,234	1,637	2,237	2,234	2,237
Employee Entitlements	9	3,176	3,015	2,933	3,176	2,933
Other Financial Liabilities held for Trading		-	-	-	3	3
TOTAL CURRENT LIABILITIES		8,510	8,252	8,968	8,500	8,963
NON-CURRENT ASSETS						
Investments held to Maturity	2	812	784	796	15	15
Long Term Investments	1B	-	-	1,000	-	1,000
Investments in Subsidiaries	3	-	-	-	3	3
Land and Buildings	7	112,864	99,220	98,932	112,864	98,932
Other Assets	7	6,343	6,792	6,967	6,343	6,967
Intangible Assets	7A	1,385	1,173	1,426	1,385	1,426
Capital Works in Progress	8	218	2,086	874	218	874
TOTAL NON-CURRENT ASSETS		121,622	110,055	109,995	120,828	109,217
LESS NON-CURRENT LIABILITIES						
Lease – Make Good Provision		40	40	40	40	40
Employee Entitlements	9	138	253	253	138	253
TOTAL NON-CURRENT LIABILITIES		178	293	293	178	293
NET ASSETS		130,405	116,691	117,626	129,522	116,825
EQUITY						
General Funds		82,465	81,417	82,352	81,582	81,551
Asset Revaluation Reserve		47,940	35,274	35,274	47,940	35,274
TOTAL EQUITY		130,405	116,691	117,626	129,522	116,825

The accompanying accounting policies and notes form an integral part of these financial statements.

INCOME STATEMENT

FOR THE YEAR ENDED 31 DECEMBER 2013

	Notes	CONSOLIDATED			PARENT	
		2013 Actual \$000	2013 Budget \$000	2012 Actual \$000	2013 Actual \$000	2012 Actual \$000
REVENUE						
Government Funding		36,404	35,644	37,451	36,404	37,451
Merger Funding		-	1,500	1,000	-	1,000
Fees from Students		14,599	15,262	14,099	14,599	14,099
Contestable Funding		1,232	1,166	1,064	1,232	1,064
Interest Income		839	605	888	793	839
Other Income		2,824	2,694	2,910	2,718	2,861
TOTAL OPERATING REVENUE		55,898	56,871	57,412	55,746	57,314
EXPENDITURE						
Cost of Services		55,237	57,251	54,941	55,167	54,912
Merger Expenses		548	500	1,331	548	1,331
TOTAL COST OF SERVICES	10	55,785	57,751	56,272	55,715	56,243
NET SURPLUS*		113	(880)	1,140	31	1,071

*Net Surplus for the past three years has been affected by the timing differences for the recognition of merger income & expenditure.

STATEMENT OF COMPREHENSIVE INCOME

FOR THE YEAR ENDED 31 DECEMBER 2013

	Notes	CONSOLIDATED			PARENT	
		2013 Actual \$000	2013 Budget \$000	2012 Actual \$000	2013 Actual \$000	2012 Actual \$000
NET SURPLUS		113	(880)	1,140	31	1,071
OTHER COMPREHENSIVE INCOME						
Building Impairment		-	-	(969)		(969)
Gains on Property Revaluations		12,666	-	-	12,666	-
TOTAL OTHER COMPREHENSIVE INCOME		12,666	(880)	(969)	12,666	(969)
TOTAL COMPREHENSIVE INCOME		12,779	(880)	171	12,697	102

The accompanying accounting policies and notes form an integral part of these financial statements.

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED 31 DECEMBER 2013

	Notes	CONSOLIDATED			PARENT	
		2013 Actual \$000	2013 Budget \$000	2012 Actual \$000	2013 Actual \$000	2012 Actual \$000
CASH FLOWS FROM OPERATING ACTIVITIES						
CASH WAS PROVIDED FROM:						
Government Funding		36,168	36,544	38,544	36,168	38,544
Operating Revenue		4,015	3,860	3,911	3,960	3,910
Student Fees		14,978	15,262	13,719	14,978	13,719
Interest Income		840	605	887	793	840
TOTAL		56,001	56,271	57,061	55,899	57,013
CASH WAS PAID TO:						
Employees & Suppliers		49,989	52,041	50,402	49,956	50,371
NET CASH FLOW FROM OPERATING ACTIVITIES	11	6,012	4,230	6,659	5,943	6,642
CASH FLOWS FROM INVESTING ACTIVITIES						
CASH WAS PROVIDED FROM:						
Sale of Assets		45	-	41	45	41
Realisation of Investments		13,079	13,000	13,171	13,000	13,000
TOTAL		13,124	13,000	13,212	13,045	13,041
CASH WAS PAID FOR:						
Short Term Investments		13,000	12,039	12,000	13,000	12,000
Long Term Investments		135	-	1,188	-	1,000
Capital Expenditure						
– Property, Plant & Equipment		6,194	6,900	9,905	6,194	9,905
– Intangibles		232	-	64	232	64
TOTAL		19,561	18,939	23,157	19,426	22,969
NET CASH FLOW TO INVESTING ACTIVITIES		(6,437)	(5,939)	(9,945)	(6,381)	(9,928)
CASH FLOWS FROM FINANCING ACTIVITIES						
CASH WAS PROVIDED FROM:						
Capital Funding		-	-	-	-	-
NET CASH FLOW FROM FINANCING ACTIVITIES		-	-	-	-	-
Total Increase (Decrease) in Cash Flows		(425)	(1,709)	(3,286)	(438)	(3,286)
Add Opening Balance		3,262	3,262	6,548	3,236	6,522
CLOSING BALANCE		2,837	1,553	3,262	2,798	3,236
COMPRISING: CASH AND CASH EQUIVALENTS		2,837	1,553	3,262	2,798	3,236

The accompanying accounting policies and notes form an integral part of these financial statements.

STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 31 DECEMBER 2013

	Notes	CONSOLIDATED			PARENT	
		2013 Actual \$000	2013 Budget \$000	2012 Actual \$000	2013 Actual \$000	2012 Actual \$000
OPENING BALANCE		117,626	117,571	117,455	116,825	116,723
COMPREHENSIVE INCOME						
Net Surplus		113	(880)	1,140	31	1,071
Other Comprehensive income		12,666	-	(969)	12,666	(969)
TOTAL COMPREHENSIVE INCOME		12,779	(880)	171	12,697	102
CLOSING BALANCE		130,405	116,691	117,626	129,522	116,825

STATEMENT OF CHANGES IN ASSET REVALUATION RESERVE FOR THE YEAR ENDED 31 DECEMBER 2013

	Notes	CONSOLIDATED			PARENT	
		2013 Actual \$000	2013 Budget \$000	2012 Actual \$000	2013 Actual \$000	2012 Actual \$000
OPENING BALANCE		35,274	35,274	36,243	35,274	36,243
Land & Buildings Revaluation		12,666	-	-	12,666	-
Building Impairment		-	-	(969)	-	(969)
CLOSING BALANCE		47,940	35,274	35,274	47,940	35,274

STATEMENT OF CHANGES IN GENERAL FUND FOR THE YEAR ENDED 31 DECEMBER 2013

	Notes	CONSOLIDATED			PARENT	
		2013 Actual \$000	2013 Budget \$000	2012 Actual \$000	2013 Actual \$000	2012 Actual \$000
OPENING BALANCE		82,352	82,297	81,152	81,551	80,420
Net Surplus		113	(880)	1,140	31	1,071
Transfer from/(to) RISEC Capital Fund Reserve		-	-	60	-	60
CLOSING BALANCE		82,465	81,417	82,352	81,582	81,551

The accompanying accounting policies and notes form an integral part of these financial statements.

STATEMENT OF COMMITMENTS

AS AT 31 DECEMBER 2013

Capital Works

EIT is undertaking the following capital works:

Hawke's Bay Campus – Children's Centre Alterations:

Remodelling of children's centre. There was a \$26K commitment in regard to this project at balance date.

Hawke's Bay Campus – Wine Science Upgrade:

Upgrade of Wine Science Building. There was a \$586K commitment in regard to this project at balance date.

Total Capital Works commitment:

2013 - \$612K (2012 - \$2,569K)

NON-CANCELLABLE: OPERATING CONTRACTS	2013 \$000	2012 \$000
Operating commitments in respect of motor vehicles, cleaning, photocopying and accommodation are as follows:		
Due within one year	526	410
Due later than one year, but not later than five years*	128	56
Due later than five years	-	-

*The duration of these leases varies between 24 and 60 months.

The accompanying accounting policies and notes form an integral part of these financial statements.

STATEMENT OF ACCOUNTING POLICIES FOR THE YEAR ENDED 31 DECEMBER 2013

REPORTING ENTITY

The Eastern Institute of Technology (the Institute or EIT) is a TEI domiciled in New Zealand and is governed by the Crown Entities Act 2004 and the Education Act 1989.

The consolidated financial statements of the Group consist of Eastern Institute of Technology ('the parent'), ECollege Ltd, Eastern Institute of Technology Ltd, Eastern UT Ltd (wholly owned subsidiaries) and Ōtātara Trust (a charitable trust). All subsidiaries, associates, and jointly controlled entities are incorporated and domiciled in New Zealand.

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

The financial statements of the Institute and Group are for the year ended 31 December 2013. The financial statements were authorised for issue by the Council on 8 April 2014.

SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of preparation

- a. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand and the requirements of the Crown Entities Act 2004 and the Education Act 1989.
- b. Eastern Institute of Technology is a public benefit entity for the purpose of complying with generally accepted accounting practice in New Zealand. This set of financial statements has been prepared using NZ IFRS and other applicable financial reporting standards. The accounting policies set out below have been applied consistently to all periods presented in these financial statements.
- c. The financial statements have also been prepared on an historical cost basis, except for land, infrastructure, buildings and services that have been measured at fair value.
- d. The preparation of financial statements in conformity with NZ IFRS requires management to make judgements, estimates and assumptions that affect the application of policies and reported amounts of assets and liabilities, income and expenses. The estimates and associated assumptions are based on historical experience and various other factors that are believed to be reasonable under the circumstances, the results of which form the basis of making the judgements about carrying values of assets and liabilities that are not readily apparent from other sources. Actual results may differ from these estimates.
- e. The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised if the revision affects only that period, or in the period of the revision and future periods if the revision affects both current and future periods.
- f. Judgements made by management in the application of NZ IFRS that have significant effect on the financial statements and estimates with a significant risk of material adjustment in the next year are discussed in the notes to the financial statements.
- g. The financial statements are presented in New Zealand dollars and all values are rounded to the nearest thousand dollars (\$000). The functional currency of the Institute and its subsidiaries is New Zealand dollars (NZ\$).
- h. A decision was made by the Council on 2 December 2013 to place ECollege and Eastern UT Limited into voluntary liquidation. Accordingly it is not appropriate for the financial statements of these subsidiaries to be prepared on a going concern basis. Instead the subsidiaries' financial statements have been prepared on a disestablishment basis. The measurement basis for assets and liabilities is net realisable value. All functions and operations of these subsidiaries will transfer and be carried out by EIT. The assets and liabilities of these non-trading subsidiaries will transfer to EIT as at 1 January 2014 at their carrying book value upon conclusion of the liquidation.

ACCOUNTING POLICIES

The accounting policies set out below have been applied consistently to all periods presented in these consolidated financial statements.

The accounting policies have been applied consistently by Group entities.

1. Revenue

Revenue is recognised and carried at original receivable amount less an allowance for any uncollectible amounts. Revenue is recognised to the extent that it is probable that the economic benefits will flow to the Group and the revenue can be reliably measured and the following specific recognition criteria must also be met before revenue is recognised:

a) Government Funding

EIT receives government funding from the Tertiary Education Commission, which funds part of EIT's costs in providing tertiary education to the Hawke's Bay and Tairāwhiti regions.

Government tuition funding is recognised when eligibility to receive the funding has been established and it is recognised over the period in which the course is taught by reference to the stage of completion of the course as at the balance sheet date. Stage of completion is measured by reference to the months of course completed as a percentage of total months for each course. Where funds have been received but not earned at balance date a revenue in advance liability is recognised.

b) Student Tuition Fees

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

c) Sale of Materials

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

d) Interest Income

Revenue is recognised as the interest accrues.

2. Budget Figures

The budget figures are those approved by the Council at the beginning of the financial year. The budget figures relate to the combined group. The variance between the Group and parent is immaterial.

The budget figures have been prepared in accordance with generally accepted accounting practice and are consistent with the accounting policies adopted by the Council for the preparation of the financial statements.

3. Property, Plant and Equipment

The land, buildings, infrastructure and services were valued by C W Nyberg (an independent, registered valuer of Darroch Ltd). The Hawke's Bay Campus and Tairāwhiti Campus were last valued as at 31 December 2013. All land has been valued at fair value as determined from market-based evidence.

Revaluations will be carried out at intervals not exceeding five years. Additions are recorded at cost.

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

- Land is valued on a market basis which is considered to reflect fair value while all buildings, services and infrastructure are valued on the basis of Optimised Depreciated Replacement Cost which is considered to reflect fair value. Revaluations will be carried out at intervals not exceeding five years. Additions are recorded at cost.
- Leasehold improvements, plant and equipment, motor vehicles, and computer hardware are stated at cost less accumulated depreciation and any accumulated impairment in value.
- **Additions**

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

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

4. Capital Work in Progress

Capital work in progress is calculated on the basis of expenditure incurred and certified gross progress claim certificates up to balance date. Work in progress is not depreciated. The total cost of a project is transferred to the relevant asset class on its completion and then depreciated.

5. Depreciation

Depreciation is calculated on the following basis over the estimated useful life of the asset:

Buildings	1.25% to 20%	Straight Line
Building Services	1.67% to 20%	Straight Line
Building Fitout	1.60% to 20%	Straight Line
Motor Vehicles	20%	Straight Line
Plant & Tools	10%	Straight Line
Furniture & Fittings	10%	Straight Line
Equipment	20%	Straight Line
Electronic Equipment	33.3%	Straight Line
Musical Instruments	10%	Straight Line
Collectors' Items	Nil	
Library Collection	10% to 33.3%	Straight Line

6. Intangibles

Computer software is capitalised at cost at its date of acquisition and is subsequently amortised over three years.

The Regional Indoor Sports and Events Centre Trust (RISEC) prepayment which relates to access rights to the Pettigrew.Green Arena for educational purposes, is recorded at an amount initially determined by independent valuation and subsequently amortised on a straight-line basis over fifteen years. After ten years new arrangements were negotiated from 1 January 2013 and the remaining prepayment is being amortised over twenty-one years. The carrying value of this asset will be tested for impairment and where indicators of impairment exist an impairment expense will be recognised.

7. Impairment

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

Loans and receivables (including cash and cash equivalents, and trade and other receivables)

Impairment of a loan or a receivable is established when there is objective evidence that the Institute and Group will not be able to collect amounts due according to the original terms of the debt. Significant financial difficulties of the debtor, probability that the debtor will enter into bankruptcy, and default in payments are considered indicators that the asset is impaired. The amount of the impairment is the difference between the asset's carrying amount and the present value of estimated future cash flows, discounted using the original effective interest rate. For trade and other receivables, the carrying amount of the asset is reduced through the use of an allowance account, and the amount of the loss is recognised in the surplus or deficit. When the receivable is uncollectible, it is written-off against the allowance account. Overdue receivables that have been renegotiated are reclassified as current (i.e. not past due). For other financial assets, impairment losses are recognised directly against the instruments carrying amount.

Property, Plant, Equipment and Intangibles

Assets held for educational and related matters and related activities are assessed for impairment by considering the assets for obsolescence, changes in useful life assessments, optimisation and other related matters. This review will be done when events or circumstances indicate that the carrying value may not be recoverable. Impairment is measured as the difference between the recoverable amount and the carrying value. Impairment gains or losses are recognised in the Income Statement in the other income or expenses line item. An impairment loss on a revalued asset is recognised directly against any revaluation surplus for that asset.

8. Revaluations

Following initial recognition at cost, land, infrastructure, buildings and services are carried at a revalued amount which is the fair value at the date of the revaluation less any subsequent accumulated depreciation on buildings and accumulated impairment losses.

Fair value of land is determined by reference to market-based evidence, which is the amount for which the assets could be exchanged between a knowledgeable willing buyer and a knowledgeable willing seller in an arm's length transaction as at the valuation date. Where buildings have been designed specifically for educational purposes they are valued at optimised depreciated replacement cost which is considered to reflect fair value for such assets.

Revaluation of property is carried out on a class of asset basis by an independent registered valuer.

Any net revaluation surplus is credited to the asset revaluation reserve included in the equity section of the Balance Sheet unless it reverses a net revaluation decrease of the same asset previously recognised in the Income Statement.

Any net revaluation decrease is recognised in the Income Statement unless it directly offsets a previous net revaluation increase in the same asset revaluation reserve.

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

Upon disposal, any revaluation reserve relating to the particular asset being sold is transferred to retained earnings.

Independent valuations are performed with sufficient regularity to ensure that the carrying amount does not differ materially from the asset's fair value at the balance sheet date or on a period not exceeding five years.

An item of property, plant and equipment is de-recognised upon disposal or when no future economic benefits are expected to arise from the continued use of the asset. Any gain or loss arising on de-recognition of the asset (calculated as the difference between the net disposal proceeds and the carrying amount of the item) is included in the Income Statement in the year the item is de-recognised.

9. Receivables

Student Fees, and other receivables, are recognised and carried at original receivable amount less an allowance for any uncollectible amounts.

A provision for impairment is made when collection of the full amount is no longer probable. Bad debts are written off when identified.

10. Inventories

Inventories are valued at the lower of cost and net realisable value. The cost of inventory is based on a first-in, first-out basis and includes expenditure incurred in acquiring the inventories and in bringing them to their existing location and condition. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale.

11. Financial Assets

EIT classifies its financial assets into the following four categories: financial assets at fair value through profit or loss, held-to-maturity investments, loans and receivables, and financial assets at fair value through equity. The classification depends on the purpose for which the investments were acquired. Management determines the classification of its investments at initial recognition and re-evaluates this designation at every reporting date.

All investments are recognised at cost, being the fair value of the consideration given and, in the case of an investment not at fair value any profit or loss, including acquisition charges associated with the investment, is recognised in the statement of income and expenditure.

After initial recognition, investments which are classified as available - for sale, are measured as fair value or at cost in cases where fair value cannot be reliably measured.

Gains or losses on available – for sale investments are recognised as a separate component of equity until the investment is sold, collected or otherwise disposed of, or until the investment is determined to be impaired, at which time the cumulative gain or loss previously reported in equity is included in the income statement.

12. Goods and Services Tax (GST)

The Financial Statements are prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated GST inclusive. Group accounts include GST on Ōtātara Trust balances.

The net amount of GST recoverable from, or payable to, the Inland Revenue Department (IRD) is included as part of receivables or payables in the Balance Sheet.

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

Commitments are contingencies and disclosed exclusive of GST.

13. Taxation

Tertiary institutes are exempt from the payment of income tax as they are treated by IRD as charitable organisations. Accordingly, no charge for income tax has been provided.

14. Leases

Finance leases, which effectively transfer to EIT substantially all the risks and benefits incidental to ownership of the leased item, are capitalised at the present value of the minimum lease payments. The leased assets and corresponding lease liabilities are disclosed and the leased assets are depreciated over the period EIT is expected to benefit from their use.

Operating lease payments, where the lessor effectively retains substantially all the risks and benefits of ownership of the leased items, are included in the determination of the operating surplus in equal instalments over the lease term.

15. Employee Entitlements

Provision is made in respect of the EIT liability for annual leave, sick leave, long service leave and retirement gratuities.

Annual leave has been calculated on an actual entitlement basis for current rates of pay.

Long service leave and retirement gratuities are calculated based on the present value of estimated future cash flows. The discount rate is the market yield on relevant New Zealand Government Stock at the Balance Sheet date.

A provision for the likelihood of sick leave being taken in excess of entitlement will, when material, be calculated in accordance with Treasury guidelines.

Obligations for contributions to defined contribution pension plans are recognised as an expense in the Income Statement as incurred.

16. Financial Instruments

EIT and its subsidiaries are party to financial instruments as part of their normal operations. These financial instruments include bank accounts, investments, trade payables, trade receivables and loans.

All financial instruments are recognised in the Balance Sheet and all revenue and expenses in relation to financial instruments are recognised in the Income Statement.

Except for those items covered by a separate accounting policy, all financial instruments are shown at their estimated fair value.

17. Cash Flows, Cash and Cash Equivalents

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

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

Operating Activities:

Transactions and other movements that are not investing or financing activities.

Investing Activities:

Activities relating to acquisition, holding and disposal of fixed assets and of investments, not falling within the definition of cash.

Financing Activities:

Activities that change the equity and debt capital structure of EIT.

18. Basis of Consolidation

The consolidated financial statements comprise the financial statements of Eastern Institute of Technology and its subsidiaries as at 31 December each year ('the Group'). The financial statements of subsidiaries are prepared for the same reporting period as the parent entity. All have been prepared using consistent accounting policies.

Subsidiaries are entities that are controlled, either directly or indirectly, by the parent and are consolidated by aggregating like items of assets, liabilities, revenues, expenses and cashflows on a line-by-line basis. All inter-entity balances and transactions, including unrealised profits arising from intra-group transactions, have been eliminated in full. Unrealised losses are eliminated unless costs cannot be recovered.

The results of ECollege Ltd, Eastern Institute of Technology Ltd, Eastern UT Ltd and the Ōtātara Trust have been consolidated into Eastern Institute of Technology's financial statements for the years ended December 2012 and 2013.

Investments in subsidiaries are measured at cost.

	CONSOLIDATED		PARENT	
	2013 \$000	2012 \$000	2013 \$000	2012 \$000
ECollege Limited	-	-	1	1
Eastern Institute of Technology Ltd	-	-	1	1
Eastern UT Ltd	-	-	1	1
TOTAL	-	-	3	3



Angela Beattie

EIT Graduate

Job Title, KTB Wine Brokerage

Graduate Diploma in Oenology, Graduate Diploma in Viticulture

“I really enjoyed my EIT experience. I also think Hawke’s Bay is a great place for learning about wine because it’s such a versatile region in terms of what it can produce by way of different styles.”

A decision was made by Council on 2 December 2013 to place ECollege and Eastern UT Limited into voluntary liquidation. All functions and operations of these subsidiaries will transfer to, and be carried out, by EIT. All assets and liabilities will transfer to EIT at 1 January 2014 at their carrying book value upon calculation of the liquidation.

19. Borrowing Costs

Borrowing costs are recognised as an expense in the period in which they are incurred.

20. Equity

Equity is the community’s interest in EIT and is measured as the difference between total assets and total liabilities. Equity is disaggregated and classified into a number of reserves.

The components of equity are:

- General Funds
- Asset Revaluation Reserve

21. Critical Judgements in Applying Accounting Policies

Management has exercised the following critical judgements in applying accounting policies for the year ended 31 December 2013:

Property Revaluations

Note 8 provides information about the estimates and assumptions exercised in the measurement of revalued assets.

Crown owned land and buildings

Property in the legal name of the Crown that is occupied by the Institute and Group is recognised as an asset in the balance sheet. The Institute and Group consider it has assumed all the normal risks and rewards of ownership of this property despite legal ownership not being transferred and accordingly it would be misleading to exclude these assets from the financial statements. These lands and buildings were first recognised on 31 December 1994.

Distinction between revenue and capital contributions

Most Crown funding received is operational in nature and is provided by the Crown under the authority of an expense appropriation and is recognised as revenue. Where funding is received from the Crown under the authority of a capital appropriation, the Institute and Group accounts for the funding as a capital contribution directly in equity.



▶ Chamber of Commerce Business Awards November 2013

Measurement of assets and liabilities

There are no significant accounting judgements or key sources of estimation uncertainty in measuring assets and liabilities.

Changes in Accounting Policy

There have been no changes in accounting policies which have been applied on a basis consistent with prior years.

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

The Minister of Commerce has approved a new Accounting Standards Framework (incorporating a Tier Strategy) developed by the External Reporting Board (XRB). Under this Accounting Standards Framework, the Institute is classified as a Tier 1 reporting entity and it will be required to apply full public sector Public Benefit Entity Accounting Standards (PAS). These standards are being developed by the XRB and are mainly based on current International Public Sector Accounting Standards. The effective date for the new standards for public sector entities is expected to be for reporting periods beginning on or after 1 July 2014. This means the Institute expects to transition to the new standards in preparing its 31 December 2015 financial statements. As the PAS are still under development, the Institute is unable to assess the implications of the new Accounting Standards Framework at this time.

Due to the change in the Accounting Standards Framework for public benefit entities, it is expected that all NZ IFRS and amendments to existing NZ IFRS will not be applicable to public benefit entities. Therefore,

the XRB has effectively frozen the financial reporting requirements for public benefit entities up until the new Accounting Standard Framework is effective. Accordingly, no disclosure has been made about new or amended NZ IFRS that exclude public benefit entities from their scope.

Standards, amendments, and interpretations issued but not yet effective that have not been early adopted, and which are relevant to the Council and Group, are:

NZ IFRS 9 Financial instruments will eventually replace NZ IAS 39 Financial Instruments: Recognition and Measurement. NZ IAS 39 is being replaced through the following 3 main phases: Phase 1 Classification and Measurement, Phase 2 Impairment Methodology, and Phase 3 Hedge Accounting. Phase 1 on the classification and measurement of financial assets has been completed and has been published in the new financial instrument standard NZ IFRS 9. NZ IFRS 9 uses a single approach to determine whether a financial asset is measured at amortised cost or fair value, replacing the many different rules in NZ IAS 39. The approach in NZ IFRS 9 is based on how an entity manages its financial instruments (its business model) and the contractual cash flow characteristics of the financial assets. The financial liability requirements are the same as those of NZ IAS 39, except for when an entity elects to designate a financial liability at fair value through the surplus/deficit. The new standard is required to be adopted for the year ended 30 June 2016. However, as a new Accounting Standards Framework will apply before this date, there is no certainty when an equivalent standard to NZ IFRS 9 will be applied by public benefit entities.

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2013

	CONSOLIDATED		PARENT	
	2013 \$000	2012 \$000	2013 \$000	2012 \$000
1. CASH, CASH EQUIVALENTS AND SHORT TERM INVESTMENTS				
A) CURRENT				
ASB Bank	2,000	-	2,000	-
Bank of New Zealand	4,000	4,000	4,000	4,000
Forsyth Barr for Ōtātara Trust	7	22	-	-
Investments – Current Portion	51	-	-	-
Kiwi Bank	2,000	3,000	2,000	3,000
ANZ Bank	4,000	3,000	4,000	3,000
Westpac	3,830	5,240	3,798	5,236
TOTAL	15,888	15,262	15,798	15,236
THESE FUNDS ARE HELD FOR:				
Operating Purposes	15,729	15,186	15,690	15,160
Specific Purposes	159	76	108	76
	15,888	15,262	15,798	15,236
THESE FUNDS ARE CLASSIFIED AS:				
Cash and Cash Equivalents	2,837	3,262	2,798	3,236
Short Term Investments	13,051	12,000	13,000	12,000
	15,888	15,262	15,798	15,236
B) LONG TERM INVESTMENTS				
ASB Bank	-	1,000	-	1,000
TOTAL	-	1,000	-	1,000
C) INTEREST RATES				
THE AVERAGE INTEREST RATE AND ASSOCIATED MATURITY OF INVESTMENTS ARE:				
Current Average Interest Rate			2013 4.14%	2012 4.33%
		Less than 6 months \$000	6-12 months \$000	12 -24 months \$000
Current – maturity at 31 December 2013 for the Group		13,837	2,000	-
2. INVESTMENTS HELD TO MATURITY				
Forsyth Barr Held to maturity	514	527	-	-
Forsyth Barr for Fair Value through PL	283	254	-	-
Polytechnics International NZ Ltd	15	15	15	15
TOTAL	812	796	15	15

	CONSOLIDATED		PARENT	
	2013 \$000	2012 \$000	2013 \$000	2012 \$000
3. INVESTMENT IN SUBSIDIARIES				
ECollege Limited	-	-	1	1
Eastern Institute of Technology Ltd	-	-	1	1
Eastern UT Ltd	-	-	1	1
TOTAL	-	-	3	3

4. TRADE AND OTHER RECEIVABLES				
STUDENT RECEIVABLES				
Student Fee Receivable	118	143	118	143
Less: Provision for Impairment	(76)	(70)	(76)	(70)
Net Student Fee Receivables	42	73	42	73
OTHER RECEIVABLES				
Other Debtors and Receivables	626	728	617	726
Less: Provision for Impairment	(56)	(40)	(56)	(40)
Net Other Receivables	570	688	561	686
TOTAL DEBTORS AND OTHER RECEIVABLES	612	761	603	759

	2013			2014		
	Gross \$000	Impairment \$000	Net \$000	Gross \$000	Impairment \$000	Net \$000
INSTITUTE AND GROUP						
Due 1-30 days	8	-	8	5	-	5
Due 31-60 days	3	-	3	3	-	3
Due 61-90 days	4	-	4	4	-	4
Greater than 90 days	103	76	27	131	70	61
TOTAL	118	76	42	143	70	73

Student fees, and other receivables, are recognised and carried at original receivable amount less an allowance for any uncollectible amounts. A provision for impairment is made when collection of the full amount is no longer probable. Bad debts are written off when identified.

	CONSOLIDATED		PARENT	
	2013 \$000	2012 \$000	2013 \$000	2012 \$000
5. TRADE AND OTHER PAYABLES				
Creditors	1,980	2,555	1,967	2,547
Accrued Expenses	476	638	476	638
Contract Retentions	66	148	66	148
GST Payable	264	180	264	180
TOTAL CREDITORS AND OTHER PAYABLES	2,786	3,521	2,773	3,513
OTHER TRADING LIABILITIES				
Special Funds	108	76	108	76
Statutory Liability	206	201	206	201
TOTAL OTHER TRADING LIABILITIES	314	277	314	277

Special funds, held for the purpose of providing scholarships to students are classified as current liabilities.



► Hawke's Bay Graduation Ceremony 2013

6. BANKING FACILITIES (PARENT & CONSOLIDATED)

The Institute has a credit card facility of \$88K with Westpac.

7. LAND AND BUILDINGS AND OTHER ASSETS: CURRENT YEAR 2013

	Opening Cost	Opening Accum Depn	Opening Carrying Amt	Re-valuation	Additions	Disposals Cost	Net Book* Reclassification	Closing Cost	Disposals Accum depn	Depn	Closing Accum Depn	Closing Carrying Amount
	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000
Land & Infrastructure Institute	9,206	713	8,493	1,239	3	-	(17)	9,477	-	234	-	9,477
Land & Infrastructure Crown	9,012	38	8,974	957	-	-	-	9,912	-	19	-	9,912
TOTAL LAND AND INFRA-STRUCTURE	18,218	751	17,467	2,196	3	-	(17)	19,389	-	253	-	19,389
Building and Services - Institute	62,223	4,672	57,551	7,276	3,911	-	8	67,031	-	1,715	-	67,031
Building and Services - Crown	25,960	2,393	23,567	3,195	358	-	(8)	26,070	-	1,042	-	26,070
Leasehold Improvements	543	196	347	-	76	-	-	619	-	49	245	374
TOTAL BUILDING, SERVICES AND LEASEHOLD IMPROVEMENTS	88,726	7,261	81,465	10,471	4,345	-	-	93,720	-	2,806	245	93,475
Motor Vehicles	1,392	678	714	-	213	121	-	1,484	66	227	839	645
Plant & Equipment	14,019	10,055	3,964	-	1,484	709	24	14,818	697	1,988	11,346	3,472
Other Assets	4,236	1,947	2,289	-	306	-	(7)	4,535	-	362	2,309	2,226
TOTAL OTHER ASSETS	19,647	12,680	6,967	-	2,003	830	17	20,837	763	2,577	14,494	6,343
2013 TOTAL	126,591	20,692	105,899	12,667	6,351	830	-	133,946	763	5,636	14,739	119,207

* Net Book Reclassifications are reported net of accumulated depreciation

7. LAND AND BUILDINGS AND OTHER ASSETS: PRIOR YEAR 2012												
	Opening Cost	Opening Accum Depn	Opening Carrying Amt	Impairment	Additions	Disposals Cost	Net Book* Reclassification	Closing Cost	Disposals Accum depn	Depn	Closing Accum Depn	Closing Carrying Amount
	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000
Land & Infrastructure Institute	8,903	480	8,423	-	312	-	(9)	9,206	-	233	713	8,493
Land & Infrastructure Crown	9,012	19	8,993	-	-	-	-	9,012	-	19	38	8,974
TOTAL LAND AND INFRA-STRUCTURE	17,915	499	17,416	-	312	-	(9)	18,218	-	252	751	17,467
Building and Services - Institute	60,584	3,061	57,523	969	2,608	-	-	62,223	-	1,611	4,672	57,551
Building and Services - Crown	21,310	1,467	19,843	-	4,650	-	-	25,960	-	926	2,393	23,567
Leasehold Improvements	407	144	263	-	136	-	-	543	-	52	196	347
TOTAL BUILDING, SERVICES AND LEASEHOLD IMPROVEMENTS	82,301	4,672	77,629	969	7,394	-	-	88,726	-	2,589	7,261	81,465
Motor Vehicles	1,008	532	476	-	482	98	-	1,392	73	219	678	714
Plant & Equipment	12,160	8,550	3,610	-	2,294	443	8	14,019	393	1,898	10,055	3,964
Other Assets	3,783	1,557	2,226	-	460	8	1	4,236	1	391	1,947	2,289
TOTAL OTHER ASSETS	16,951	10,639	6,312	-	3,236	549	9	19,647	467	2,508	12,680	6,967
2012 TOTAL	117,167	15,810	101,357	969	10,942	549	-	126,591	467	5,349	20,692	105,899

* Net Book Reclassifications are reported net of accumulated depreciation

7A. INTANGIBLE ASSETS: 2013, 2012										
	Opening Cost	Opening Accum. Amortisation & Impairment	Opening Carrying Value	Additions	Disposals	Closing Cost	Disposals Accum. Amortisation	Impairments & Amortisation	Closing Accum. Amortisation & Impairment	Closing Carrying Amount
	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000
Software	2,572	2,246	326	232	-	2,804	-	220	2,466	338
Risec Trust prepayment*	3,100	2,000	1,100	-	-	3,100	-	53	2,053	1,047
2013 TOTAL	5,672	4,246	1,426	232	-	5,904	-	273	4,519	1,385
Software	2,508	2,012	496	64	-	2,572	-	234	2,246	326
Risec Trust prepayment*	3,100	1,800	1,300	-	-	3,100	-	200	2,000	1,100
2012 TOTAL	5,608	3,812	1,796	64	-	5,672	-	434	4,246	1,426

* The amortisation of the Trust prepayment ends on 31 December 2033

7. LAND AND BUILDINGS AND OTHER ASSETS CONTINUED

Crown assets have been included in the Balance Sheet. Refer Statement of Accounting Policy Number 21. These assets comprise the land on which the Taradale campus is situated and 94 buildings together with part of the Tairāwhiti campus land and 58 buildings.

No consolidated figures have been presented for Land and Buildings and Other Assets as they do not change from the Parent Company.

There are no restrictions on assets.

	Opening Balance 1.1.13	Progress Payments Made	Transfer to Fixed Assets	Closing Balance 31.12.13
	\$000	\$000	\$000	\$000
8. CAPITAL WORKS IN PROGRESS (PARENT & CONSOLIDATED)				
TOTAL ALL PROJECTS	874	5,928	6,584	218

	CONSOLIDATED		PARENT	
	2013 \$000	2012 \$000	2013 \$000	2012 \$000
9. EMPLOYEE ENTITLEMENTS				
CURRENT PORTION				
Salary Accrual	819	594	819	594
Annual Leave Accrual	2,357	2,339	2,357	2,339
	3,176	2,933	3,176	2,933
NON CURRENT PORTION				
Long Service Leave	38	161	38	161
Retirement Gratuities	100	92	100	92
	138	253	138	253
TOTAL EMPLOYEE ENTITLEMENTS	3,314	3,186	3,314	3,186



► International students dinner

10. OTHER EXPENSES

NZ IFRS require that certain minimum information should be provided in respect of some types of expenditure. The Institute has included the following expenses in the Income Statement:

	CONSOLIDATED		PARENT	
	2013 \$000	2012 \$000	2013 \$000	2012 \$000
Audit Fees – External	103	104	100	99
Audit Fees – PBRF	3	3	3	3
TOTAL AUDIT FEES	106	107	103	102
Depreciation – Buildings	1,717	1,580	1,717	1,580
Depreciation – Services	570	562	570	562
Depreciation – Other	3,349	3,207	3,349	3,207
TOTAL DEPRECIATION	5,636	5,349	5,636	5,349
Amortisation of RISEC Trust Prepayment	53	200	53	200
Amortisation of Computer Software	220	234	220	234
Fees paid to Council Members – Refer Note 16	116	133	116	133
Leasing of Vehicles and Electronic Equipment	4	2	4	2
Renting of Buildings	211	198	211	198
Loss on Disposal of Assets or Assets Written Off	5	2	5	2
Bad Debts	65	49	65	49
Salaries and Wages	34,656	34,594	34,656	34,594
Employee Defined Contribution Plan	759	479	759	479
Change in Provision for Impairment on Receivables	22	(18)	22	(18)
Other costs	13,932	14,943	13,865	14,919
	50,043	50,816	49,976	50,792
TOTAL COSTS	55,785	56,272	55,715	56,243

11. RECONCILIATION OF THE NET CASH FLOW FROM OPERATING ACTIVITIES WITH THE NET OPERATING SURPLUS

Net Operating Surplus	113	1,140	31	1,071
Add back Non-Cash Depreciation & Other Items + / (-) Movements in Working Capital Items	5,795	5,829	5,806	5,877
(Increase)/decrease in Accounts Receivable and Prepayments	172	(39)	179	(37)
(Increase)/decrease in Inventory	(125)	135	(125)	135
(Decrease)/increase in Accounts Payable and Provisions	60	(164)	55	(162)
(Decrease)/increase in Income in Advance	(3)	(242)	(3)	(242)
NET CASH FLOW FROM OPERATING ACTIVITIES	6,012	6,659	5,943	6,642

12. FINANCIAL INSTRUMENTS

12A. FINANCIAL INSTRUMENT CATEGORIES

The accounting policies for financial instruments have been applied to the line items below:

	CONSOLIDATED		PARENT	
	2013 \$000	2012 \$000	2013 \$000	2012 \$000
FINANCIAL ASSETS				
LOANS AND RECEIVABLES:				
Cash and Cash Equivalents	2,837	3,262	2,798	3,236
Trade and Other Receivables	612	761	603	759
Other Financial Assets – Term Deposits	13,000	13,000	13,000	13,000
TOTAL LOANS AND RECEIVABLES	16,449	17,023	16,401	16,995
INVESTMENTS HELD TO MATURITY	863	796	15	15
FINANCIAL LIABILITIES				
FINANCIAL LIABILITIES AT AMORTISED COST:				
Trade and Other Payables	2,786	3,521	2,773	3,513
Other Trading Liabilities	314	277	314	277
TOTAL FINANCIAL LIABILITIES AT AMORTISED COST	3,100	3,798	3,087	3,790

12B. FINANCIAL INSTRUMENT RISKS

The Institute and Group have a series of policies to manage the risks associated with financial instruments. It is risk adverse and seeks to minimise exposure from its treasury activities. These policies do not allow any transactions that are speculative in nature to be entered into.

MARKET RISK

Price Risk

Price risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate as a result of changes in market prices. The Institute and Group's managed fund is exposed to price risk because it invests in listed investments. This price is managed by diversification of the managed fund portfolio in accordance with the limits set out in the Institute's and Group's investment policy. Term investments are also managed by the Institute's and Group's investment policy.

Fair Value Interest Rate Risk

Fair value interest rate risk is the risk that the cash flows from a financial instrument will fluctuate because of changes in market interest rates. Borrowings and investments issued at variable interest rates create exposure to cash flow interest rate risk. The Group has no borrowings and term investments are invested with fixed interest rates.

CREDIT RISK

Financial instruments which potentially subject the Institute to credit risk principally consist of bank balances, accounts receivable, accounts payable and term borrowing and are recognised in the Balance Sheet.

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

The Institute limits the amount of credit exposure to any one financial institute for term deposits to no more than 33% of total investments held. The Group invests funds only with registered banks that have a Standard and Poor's credit rating of at least A2 for short-term and A- for long-term investments. There are no other financial assets that have credit quality information available.

In the normal course of its business the Institute incurs credit risk from debtors. There are no significant concentrations of credit risk and the Institute has a credit policy which is used to manage this exposure.

The fair value of other financial instruments is equivalent to the carrying amount disclosed in the Balance Sheet.

LIQUIDITY RISK

Liquidity risk is the risk that the Institute and Group will encounter difficulty raising liquid funds to meet commitments as they fall due. Liquidity risk is not significant for the Institute due to sufficient cash balances.

All financial liabilities are due within the next six months.

CURRENCY AND INTEREST RATE RISK

The Institution has no significant exposure to currency risk and interest rate risk on its remaining financial assets and liabilities.

13. SUBSEQUENT EVENTS

There were no subsequent events.

14. CONTINGENT ASSETS AND LIABILITIES

As at 31 December the Institute has no known contingent liabilities (2012: Nil) and one contingent asset of \$1.5m (2012: Nil) relating to the merger, due from the Tertiary Education Commission, which was subject to review.

15. RELATED PARTY INFORMATION

The Institute is the parent of the Group and controls four entities, being Ōtātara Trust, ECollege Limited, Eastern Institute of Technology Ltd and Eastern UT Ltd. Eastern Institute of Technology is a wholly owned entity of the Crown.

SIGNIFICANT TRANSACTIONS WITH GOVERNMENT-RELATED ENTITIES

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

The Institute has received funding and grants from the Tertiary Education Commission totalling \$36.4M (2012 \$38.5M) to provide education and research services for the year ended 31 December 2013.

The Institute also leases, at a nil rental amount, land and buildings legally owned by the Crown. Further information on the accounting for Crown-owned land and buildings is disclosed in accounting policy note 21 under the heading "critical judgements in applying accounting policies".

COLLECTIVELY, BUT NOT INDIVIDUALLY, SIGNIFICANT TRANSACTIONS WITH GOVERNMENT-RELATED ENTITIES

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

The Institute purchases goods and services from entities related to the Crown and it also provides services to entities related to the Crown. The purchase and provision of goods and services to government-related entities for the year ended 31 December 2013 are small when compared to the Institute's total expenditure and revenue and have all been conducted on an arm's length basis.

	Actual 2013 \$000	Actual 2012 \$000
ŌTĀTARA TRUST		
Interest paid to EIT	-	-
Accounting services provided by EIT	1	1
Loans payable to EIT	-	-
Accounts payable to EIT	-	-
Accounts receivable from EIT	-	-
REGIONAL INDOOR SPORTS AND EVENTS CENTRE TRUST		
Asset renewal & operating services provided to EIT	117	42
Services provided by EIT	34	-
STEWART CENTRE @EIT		
Services provided to EIT	-	-
Rental and other building services, etc, provided by EIT	168	152
Accounts payable to EIT	-	-
Accounts receivable from EIT	-	-
ECollege Limited	-	-
Eastern Institute of Technology Ltd	-	-
Eastern UT Ltd	-	-
KEY MANAGEMENT AND COUNCIL RELATED PARTY PAYMENTS		
AH Mower & Chainsaw Services	18	13
Silky Oak Chocolate Factory	-	2
Sport Hawke's Bay	64	10
Tertiary Accord of NZ	88	90

15. RELATED PARTY INFORMATION (CONTINUED)

During the year, the Institute and Group purchased materials and services from AM Mower & Chainsaw Service, a business which the Campus Director's husband owns. These materials and services cost \$18K and were supplied on normal commercial terms.

During the year, the Institute and Group purchased services from Sport Hawke's Bay, a business of which the Dean of the Faculty of Humanities, Arts and Trades is the Chairman. These services cost \$64K and were supplied on normal commercial terms.

During the year, the Institute and Group purchased services from Pivotal Professional & Business Services, a business which S Smail (Council member) owns. These services cost \$1K and were supplied on normal commercial terms.

During the year, the Institute and Group paid levies to Tertiary Accord of NZ, a business of which the Chief Executive Officer is a Board member. This levy cost \$88K and was supplied on normal commercial terms.

	Actual 2013 \$000	Actual 2012 \$000
KEY MANAGEMENT PERSONNEL		
Salaries and other short term employee benefits	1,927	1,863
Post employment benefits	-	-
Other long term benefits	-	-
Termination benefits	95	-

Key Management personnel include the Council, Chief Executive, Deputy Chief Executive, Service Section Directors, Tairāwhiti Campus Director and Faculty Deans. There were no other related-party transactions.

16. COUNCIL MEMBER FEES

Cabinet Office Circular CO (09) 05 "Fees Framework for Members of Statutory and Other Bodies Appointed by the Crown" requires the disclosure of the fees and other benefits paid to each member or former member of the Council. The following amounts were paid to Council members in the reporting period:

COUNCIL MEMBER	2013 (\$)	2012 (\$)
D Pearson	28,800	28,800
H Collier	3,600	-
R McKelvie	14,400	14,400
M Morgan	14,400	14,400
N Parata	-	14,400
K Radburnd	12,000	18,000
S Smail	14,400	14,400
T Te Huia	14,400	14,400
G Travers	14,400	14,400
TOTAL	116,400	133,200

17. CAPITAL MANAGEMENT

The EIT's capital is its equity which comprises retained earnings in the general fund and reserves. Equity is represented by net assets.

The Education Act 1989 requires EIT to manage its revenues, expenses, assets, liabilities, investments, and general financial dealings prudently and in a manner that promotes the current and future interests of the community. Taxpayers' funds are largely managed as a by-product of managing revenues, expenses, assets, liabilities, investments, and general financial dealings.

EIT has the following reserve:

- Asset Revaluation Reserve

18. COMPULSORY STUDENT SERVICES FEES

The Institute began charging a student services levy in 2013.

19. EXPLANATION OF MAJOR VARIANCES AGAINST BUDGET

INCOME STATEMENT

Revenue

Total consolidated operating revenue was below budget by \$1.0M. The major variance was merger funding, which was \$1.5M lower than budget and EIT is now applying for this funding in 2014. Government funding was \$0.8M higher than budget, including increased PBRF research income achieved and a new training for work contract. Student fees were \$0.6M lower than budget, partly as result of domestic student programme choices, but partly course related cost recoveries were less and international student fees numbers were a little lower than budget. Investment income and other income contributed \$0.3M more than budget.

Cost of Services

Total consolidated cost of services were below budget by \$2.0M. The major variance was operating expenditure, which was \$2.1M lower than budget. While some related to lower income e.g. course related costs, the majority represented a wide range of types of operating expenditure savings, reflecting efforts by staff across the Institute to reduce costs. Personnel costs were slightly higher than budget as a result of one-off restructuring costs exceeding savings to budget. Depreciation was close to budget.

BALANCE SHEET

Institute consolidated cash and cash equivalents are above budget by \$1.3M and short term investments are above budget by \$1.0M, reflecting the better operating result, the lower capital expenditure and a small increase in current liabilities.

Non-current assets are significantly higher (\$11.6M) than budget, primarily because a revaluation of land and buildings carried out in December 2013 resulted in a \$12.7M increase, but was partly offset by lower than budgeted capital expenditure.

The \$1.0M higher general funds reflects the small net surplus achieved, rather than the budgeted deficit and the land and buildings revaluation has increased the asset revaluation reserve by \$12.7M.

STATEMENT OF CASH FLOWS

Refer to the explanations provided above for the Balance Sheet with respect to Institute cash and cash equivalents, short term investments and capital expenditure. The increase in net cash flow from consolidated operating activities primarily reflects the better operating surplus, referred to in the explanations provided above for the income statement together with the increase in current liabilities.

ŌTĀTARA CHILDREN'S CENTRE

	2013 Actual \$000	2013 Budget \$000	2012 Actual \$000
ŌTĀTARA CHILDREN'S CENTRE INCOME AND EXPENDITURE FOR THE YEAR ENDED 31 DECEMBER 2013			
INCOME			
MINISTRY OF EDUCATION			
ECE – 20 hours Funding	345	326	327
ECE – Funding Subsidy Under 2	120	181	149
ECE – Funding Subsidy Over 2	132	138	126
	597	645	602
Fees – staff, students, public	119	165	135
Family assistance (WINZ)	117	127	121
	236	292	256
	833	937	858
EXPENSES			
Personnel	821	821	756
Other	50	64	58
	871	885	814
NET SURPLUS/(DEFICIT)	(38)	52	44

Note: The accounts presented above are required to be presented separately for Ministry of Education purposes to support the funding provided. There is no reflection of the portion of occupancy costs or depreciation of buildings and equipment used by the childcare centre, which are included in the main accounts of the Institute.



► Nigel Hill, tutor, overseeing an engineering student

COMPULSORY STUDENT SERVICES LEVY

EIT has consulted with students on the student services levy introduced in 2013. The consultation covered the level of fees, the type of services, the procurement of services and the authorisation of expenditure. The fee for 2013 for a full time equivalent student was \$209 including GST and \$64 including GST for distance students only, with pro rata fees for part time students. Income and expenditure associated with the provision of these services is separately accounted for in our accounting system. Details of the types of service and of the income and expenditure for the year are set out in the table below.

Advocacy and legal advice

Impartial advisors (EIT staff and contracted staff through the EIT Students' Association (EITSA)) provide an advocacy support service to students needing assistance with academic grievances, income support problems, and other related matters to their study.

Careers information, advice and guidance

Students are guided into employment through support from the EIT Careers Councillor and other staff, and through a contracted service to the EITSA. Good working relationships with industry and agencies have been developed and continue to be fostered.

Counselling services

A chaplaincy service is available in Hawke's Bay to provide students with pastoral care and counselling.

Employment information

A service providing information on employment opportunities for students while they are studying is undertaken. Support to students from EITSA include

assistance with holiday employment applications, communicating opportunities to students, supporting programme(s) or event(s) that assist students with employment information or opportunities and resources to assist students in their preparation of job applications to prospective employers.

Financial support and advice

A support and advice service is provided to students, and are supported through a budgeting referral service where required. Compilation of a student support/ service directory is in development.

Health services

Access to a doctor and counsellor are available during the main academic terms on the Hawke's Bay campus and access to counselling and other health services are provided at the Tairāwhiti campus. Pastoral care is provided fulltime by a Pouwhirinaki and through contracted support from the EITSA.

Clubs and Societies

External clubs and societies are given the opportunity to promote their services to students during Orientation week and at other events. Clubs and Societies are listed in the student annual diary.

Sport, Recreation and Cultural activities

A wide range of amenities including rooms, recreation and sporting equipment, furniture, audio and visual equipment, are available to all students and student groups. Activities are scheduled in each semester and are designed to support and engage students. These include orientation events, cultural, international and whanau events, recreational and sporting activities.

	Total	Advocacy & legal advice	Careers information, advice & guidance	Counselling services	Employment information	Financial support & advice	Health services	Club & societies	Sport, recreation and cultural activities
	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000
REVENUE									
Compulsory student service fees	470	49	61	2	17	34	130	24	153
Other	-								
TOTAL REVENUE	470								
EXPENDITURE	564	52	78	4	17	36	189	26	162
SURPLUS/(DEFICIT)	(94)	(3)	(17)	(2)	-	(2)	(59)	(2)	(9)

INVESTMENT PLAN KEY PERFORMANCE INDICATORS

	ACTUAL (FROM 2010 FIGURES ARE MERGED)				TARGET	RESULT	EIT COMMENTARY	TES RELATIONSHIP	EIT RATIONALE
	2009	2010	2011	2012	2013	2013			
SAC PERFORMANCE COMMITMENTS									
PARTICIPATION									
The proportion of SAC Eligible EFTS enrolled at the TEO who are Māori									
Level 1 to 3	11%	19%	20%	22%	17%	19%	Achieved	Increasing the number of Māori students enjoying success at higher levels.	Overall participation above demographic levels, but need to shift to higher levels.
Level 4 and above	20%	22%	22%	22%	25%	24%	Not Achieved		
The proportion of SAC Eligible EFTS enrolled at the TEO who are Pacific Peoples									
Level 1 to 3	1%	1%	2%	2%	2%	1%	Not Achieved	Increasing the number of Pacific Peoples students achieving at higher levels.	
Level 4 and above	2%	2%	2%	3%	2.5%	3%	Achieved		
The proportion of SAC Eligible EFTS enrolled at the TEO who are aged under 25									
Level 1 to 3	13%	17%	19%	20%	20%	16%	Not Achieved	Increasing the number of young people (aged under 25) achieving qualifications at levels 4 and above, particularly degrees.	Modest growth overall, with emphasis on higher levels.
Level 4 and above	36%	31%	30%	31%	32%	35%	Achieved		
The number of international EFTS		211	237	206	210	213			

EDUCATIONAL PERFORMANCE									
Measurement of the 4 EPis is as defined in "Revised educational performance indicators for SAC funded tertiary education organisations" of March 2010									
Successful course completion rate for all students (SAC Eligible EFTS)*	67%	75%	77%	79%	79%	79%	Achieved	Improving the educational and financial performance of providers.	Steady improvement warranted.
Level 1 to 3	46%	69%	72%	73%	75%	73%	Not Achieved		
Level 4 and above	77%	78%	81%	82%	82%	82%	Achieved		
Qualification completion rate for all students (SAC Eligible EFTS)	43%	52%	58%	69%				Qualification completion results are not available until confirmed in the April 2014 SDR.	Qualification completion shows only modest improvement because of the likely impact of the new degree programmes.
Level 1 to 3	33%	47%	52%	60%					
Level 4 and above	48%	56%	62%	75%					
Student retention rate for all students (SAC Eligible EFTS)	48%	44%	48%	60%					Modest improvement warranted.
Student progression for students (SAC Eligible EFTS) at levels 1 - 3	50%	35%	42%	41%					EIT already has quality progression results so focus is on maintenance.

	ACTUAL (FROM 2010 FIGURES ARE MERGED)				TARGET	RESULT	EIT COMMENTARY	TES RELATIONSHIP	EIT RATIONALE	
	2009	2010	2011	2012	2013	2013				
SAC PERFORMANCE COMMITMENTS										
EDUCATIONAL PERFORMANCE (CONTINUED)										
Successful course completion for Māori students (SAC Eligible EFTS)*										
Level 1 to 3	39%	62%	67%	69%	72%	70%	Not Achieved	Increasing the number of Māori students enjoying success at higher levels.	Māori student success already compares well with the sector but EIT's aim is to close the gap between Māori and all student performance.	
Level 4 and above	72%	72%	74%	76%	78%	79%	Achieved			
Qualification completion for Māori students (SAC Eligible EFTS)							Qualification completion results are not available until confirmed in the April 2014 SDR.			
Level 1 to 3	25%	40%	47%	57%						
Level 4 and above	45%	46%	57%	58%						
Successful course completion for Pacific Peoples students (SAC Eligible EFTS)*							While not required to set a target for Pacific Peoples course and qualification completion these results are pleasing. Qualification completion results are not available until confirmed in the April 2014 SDR.	Increasing the number of Pacific Peoples students achieving at higher levels.	EIT is not setting EPI targets for Pasifika students as numbers are too low to make EPIs meaningful. EIT's Pasifika strategy revolves around increased participation and achievement.	
Level 1 to 3	40%	62%	69%	68%		70%				
Level 4 and above	71%	61%	74%	77%		72%				
Qualification completion for Pacific Peoples students (SAC Eligible EFTS)										Qualification completion results are not available until confirmed in the April 2014 SDR.
Level 1 to 3	24%	43%	47%	54%						
Level 4 and above	48%	50%	51%	63%						
Successful course completion for students (SAC Eligible EFTS) aged under 25*							Qualification completion results are not available until confirmed in the April 2014 SDR.	Increasing the number of young people (aged under 25) achieving qualifications at levels 4 and above, particularly degrees.	EPI targets for under 25 year olds reflect the increased participation at all levels and the expected improvement in course and qualification completions for the total student body.	
Level 1 to 3	50%	68%	72%	70%	75%	69%				Not Achieved
Level 4 and above	73%	76%	79%	81%	81%	81%				Achieved
Qualification completion for students (SAC Eligible EFTS) aged under 25										Qualification completion results are not available until confirmed in the April 2014 SDR.
Level 1 to 3	35%	48%	53%	58%						
Level 4 and above	38%	47%	53%	60%						
The proportion of level 1 - 3 courses offered that contain embedded literacy and numeracy		65%	82%	100%	100%	100%	Achieved. 100% of level 1 - 3 SAC funded programmes have literacy and numeracy embedded.	Improving literacy, language and numeracy and skills outcomes from levels one to three study.	Discussions are on-going with TEC about how use of the tool will be measured at an organisational level.	
The proportion of EFTS assessed as requiring additional literacy and numeracy who are enrolled in level 1 - 3 provision and make literacy and numeracy progress as measured by the Literacy and Numeracy for Adults Assessment Tool							Analysis and reporting on use of the tool is ongoing. Training for staff in interpretation of data is occurring. Discussions are occurring between TEC and the sector as to data provided via the SDR and how this should be interpreted.			

* 2013 Course Completion Results are only calculated on those courses that ended in 2013 for which a result has been provided. Approx. 2% of results were not available at the time of printing.

	ACTUAL (FROM 2010 FIGURES ARE MERGED)				TARGET	RESULT	EIT COMMENTARY	TES RELATIONSHIP	EIT RATIONALE
	2009	2010	2011	2012	2013	2013			
SAC PERFORMANCE COMMITMENTS									
FINANCIAL									
TEO risk rating against the Financial Monitoring Framework			Low	Med/Low	Low	Low	TEO risk rating returned to low during 2011 following the merger and this was maintained in 2012 and 2013.	Low/Medium.	
YOUR INVESTMENT MANAGER WILL DISCUSS ANY COMMITMENTS FROM THIS AREA WITH YOU AS RELEVANT TO YOUR PROGRAMME OF DELIVERY									
What processes do you have in place to ensure quality teaching and learning?									
How are you showing that your programmes meet the vocational needs of students, industry and employers?								Improving the educational and financial performance of providers.	
Extent of improvements in Attributes as per CAMS Improvement Plan			CAMS plan will be implemented in agreement with TEC.				See Investment Plan context section.		See Investment Plan context section.
How do you know that you have effective engagement with the secondary schools in your area?			One new school added each year to Secondary/Tertiary partnership in Hawke's Bay.					Increasing the number of young people moving successfully from school into tertiary education.	



► Recreation and Sport students complete a dissection

STATEMENT OF RESOURCES FOR THE YEAR ENDED 31 DECEMBER 2013

In addition to the resources in the Balance Sheet, the Eastern Institute of Technology utilised the following resources:

The merger of EIT with Tairāwhiti Polytechnic in 2011 increased the overall gross floor area from 39,700 m² to 54,280 m². Following some capital development at the Hawke's Bay campus, Wairoa centre, Tairāwhiti campus and the Ruatoria centre late 2011 and 2012 as well as the lease of some facilities in Auckland during 2013, the overall gross floor area of all EIT facilities is now 55,306 square metres.

1. SITE AND LOCATION

EIT occupies land in Taradale, the main campus being located part way between Napier and Hastings and sharing a common boundary with the significant Ōtātara Pa site. The campus comprises 27 hectares, which was gifted to the people of Hawke's Bay by the late Mrs H M Hetley. The land is vested in the Crown.

EIT also has established centres within the Hawke's Bay region in Hastings, Maraenui, Wairoa, and in Waipukurau, Central Hawke's Bay.

The main Tairāwhiti Campus located in the Gisborne CBD area is Crown owned, while the Rural Studies Unit located in Stout Street, Gisborne, is owned by EIT.

Other centres operating on the East Coast are leased properties and include Ruatoria and Tokomaru Bay.

Land opposite the Hawke's Bay campus is the site for the student village consisting of twelve residential villas each with a capacity of six bedrooms.

2. BUILDINGS

Hawke's Bay Campus

Buildings at this campus include the trades & technology open plan workshop facilities, a specialty plumbing workshop, a multi-functional science laboratory complex, the tourism & hospitality complex, student amenities facilities, lecture theatres, Whare Matoro meeting house, Marae, reception building, children's centre, five multi-storey buildings, and a modern library with adjoining learning centre complex, along with administration offices, art and craft complex, winery, a video production complex, and farming buildings. These buildings are supplemented by 16 relocatable units of temporary accommodation.

During the 2012-2013 period the campus amenities facilities were further remodelled and extended as the first stage to a major redevelopment of the amenities areas and library hub operation extension to improve student access to computing and self-learning facilities. The old carpentry workshop building was remodelled into a specialised plumbing training workshop ready for new programmes being offered during 2013.

Pettigrew.Green Arena

The Institute leases permanent specialist areas at the Pettigrew.Green Arena such as the exercise science laboratory facilities, group theatre, massage teaching facilities as well as periodically leasing other spaces such as the gymnasium, aerobics room and main stadium floor for Institute programmes.

Hastings Centre

The Hastings campus consists of leased premises situated on the first floor of the Tower Building. They include computer rooms, lecture rooms, public reception and information area, offices and student amenities.

Flaxmere Centre

EIT leases a teaching facility at the Flaxmere Shopping Centre which includes a computing suite, office area and a teaching classroom. These facilities were closed at the end of semester one 2013 following a review of the centre operations, with programmes relocated to the Hastings Regional Learning Centre.

Maraenui Centre

The centre provides an open plan computer teaching room, a seminar room, a separate large classroom with attached kitchen facilities and a reception/office area.

Central Hawke's Bay Centre

The centre at Waipukurau occupies leased premises comprising classrooms, an IT Suite, a common room, office and service spaces.

Wairoa Centre

EIT leases a small centre in the Wairoa CBD area which includes a computing suite and seminar room. During 2012 some remodelling of the room layouts were carried out as well as the relocation of a surplus prefabricated building from the Hawke's Bay campus to the Wairoa Centre grounds. These additions enabled some Tairāwhiti horticulture programmes to be based at the centre. Other areas of the building are being sub-leased to another complementary training organisation.

Tairāwhiti Campus (Gisborne CBD)

Buildings at this campus include an administration block and library complex, trades training workshop, Toihoukura Māori Arts & Crafts facilities, Middleton Building nursing suites and computing rooms, Te Whatukura Māori Cultural Centre, student centre and cooking teaching facilities including a public restaurant. There are a number of prefabricated buildings on campus in use. During 2011-2012 a major remodelling and expansion of the trades training workshop complex was completed changing the internal layouts to accommodate open plan project based teaching and learning programmes.

A major redevelopment and refurbishment of the campus amenities facilities including the installation of a student computer hub within the cafeteria area was completed during 2013.

Rural Studies Unit – Stout Street, Gisborne

This Unit consists of a training winery and laboratory complex, plant propagation and rural facilities as well as prefabricated classrooms and administration offices.

Ruatoria

Leased buildings in Ruatoria include workshop areas, classrooms and administration offices. An upgrade and refurbishment of these facilities was completed for the start of the 2012 academic year.

Tokomaru Bay

The leased Tokomaru Bay site consists of classroom facilities, computer room, office and outdoor under-cover horticulture working area.

Space Allocation

LOCATION	Rented Spaces m ²	Teaching m ²	Administration m ²	Amenities m ²	Services m ²	Total Net Area m ²
Taradale	1,861	16,487	5,607	7,378	6,651	37,984
Maraenui	0	254	0	34	14	302
Hastings	0	273	58	43	37	411
Flaxmere (6 months)	0	141	10	26	16	193
Central Hawke's Bay	0	229	76	53	7	365
Wairoa	34	233	42	85	45	439
Pettigrew.Green Arena	0	487	0	32	0	519
Tairāwhiti	0	6,163	1,652	2,128	995	10,938
RSU Stout Street	0	1,604	201	1,046	45	2,896
Tokomaru Bay	0	133	12	28	3	176
Ruatoria	0	506	81	187	86	860
Auckland	0	191	32	0	0	223
TOTALS	1,895	26,701	7,771	11,040	7,899	55,306

General Statistical Data on Space Utilisation

Gross Floor Area

The total floor area for all EIT facilities is 55,306m² which equates to a floor area of 12.60m² per EFTS for 2013.

Net Floor Area

The combined net area of all EIT teaching spaces is 26,701m² which equates to an area of 6.09m² per EFTS.

3. HUMAN RESOURCES

(Expressed as Equivalent Full Time Staff)

	2009	2010	2011	2012	2013
Tutorial Staff	206.1	208.9	292.8	312.0	306.8
Allied Staff and Management	180.2	182.9	230.5	234.1	224.3
Total Staff	386.3	391.8	523.3	546.1	531.1

STATEMENT OF STATISTICS

FOR THE YEAR ENDED 31 DECEMBER 2013

These indicators relate to the performance of the parent entity only. From 2011 onwards these figures include Tairāwhiti.

EFFECTIVENESS INDICATORS

EFTS TARGET : ACTUAL	TARGET	ACTUAL	%
2009	3,026	3,097	102
2010	3,285	3,298	100
2011	4,458	4,449	100
2012	4,454	4,472	100
2013	4,236	4,388	104

EFFICIENCY INDICATORS

Targets for these efficiency indicators were not set as part of the budget process.

TUTORIAL STAFF : STUDENT RATIO

	2009	2010	2011	2012	2013
FTE Tutorial Staff : EFTS	1:15.0	1:15.8	1:15.2	1:14.3	1:14.6

NET TEACHING AREA PER EFTS

	2009	2010	2011	2012	2013
Ratio of teaching area per equivalent full time student (m ²)	5.4	5.6	6.2	5.9	6.1

GROSS OPERATING COSTS PER EFTS

OPERATING COSTS	2009	2010	2011	2012	2013
EFTS	\$12,123	\$12,120	\$11,587	\$12,279	\$12,573

WOMEN AND MĀORI STAFF IN SENIOR POSITIONS

	2009	2010	2011	2012	2013
Women	45%	50%	50%	50%	50%
Māori	9%	5%	14%	9%	9%

This information is drawn from EIT personnel database and is based on the responses made by staff to relevant questions at the time of appointment. Senior positions now include Heads of School positions within Faculties.



Rosie Dennis

EIT Student

Bachelor of Arts (Māori)

Ko Hikurangi te maunga,
Ko Mangaporo te awa,
Ko Horouta te waka, Ko
Ngāti Porou te iwi, Ko
Te-Whānau a te Uruahi te
hapū, Ko Tinatoka
te marae

“I want to bring my children up surrounded by Te Ao Māori and do my part to uplift and preserve our beautiful language and culture. I would also like to look into ways of getting young people into learning the way of our ancestors.”

EQUAL EMPLOYMENT OPPORTUNITY INDICATORS

COMPOSITION OF STAFF	2013			2012		
	Teaching	Non Teaching	Total	Teaching	Non Teaching	Total
% of full time staff who identify themselves as Māori	19%	15%	17%	19%	16%	17%
% of female staff	56%	71%	63%	57%	65%	61%
% of full-time staff who identify themselves as having disabilities	3%	5%	4%	4%	7%	5%

FINANCIAL PERFORMANCE INDICATORS

	2009	2010	2011	2012	2013
SHORT-TERM LIQUIDITY					
Current Assets					
Current Liabilities	176%	194%	220%	188%	204%
DEBT : EQUITY RATIO					
	-	-	-	-	-
CHANGE IN FINANCIAL VALUE					
Net Assets (\$000)	85,251	89,041	116,723	116,825	129,522
Change (%)	14.6%	4.4%	31.1%	0.1%	10.9%
RETURN ON ASSETS					
	2.4%	4.0%	5.7%	0.9%	0.0%
NET SURPLUS (BEFORE EXTRAORDINARIES)					
As % of income	5.1%	8.2%	10.9%	1.9%	0.0%

EFTS NUMBERS

	2009 Actual	2010 Actual	2011 Actual	2012 Actual	2013 Target	2013 Actual
Humanities, Arts & Trades	588	659	952	1,045	999	973
Applied Science, Business & Computing	825	727	922	807	787	813
Health Sciences	597	667	800	815	788	844
Māori Studies	146	173	173	156	154	167
Science & Technology *	544	711				
Tairāwhiti Campus			1,038	1,092	1,005	991
Trades Academy				72	75	108
Total EFTS on Ministry Funded Programmes	2,700	2,937	3,885	3,987	3,808	3,896
International Students	228	211	237	206	210	213
Other	169	150	327	279	218	279
Total EFTS all sources	3,097	3,298	4,449	4,472	4,236	4,388

* In 2011 Science & Technology was merged into Arts & Social Sciences, Business & Computing and Health & Sport Science

Independent Auditor's Report

To the readers of Eastern Institute of Technology and group's financial statements and non-financial performance information for the year ended 31 December 2013

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

We have audited:

- the financial statements of EIT and group on pages 78 to 99 that comprise the balance sheet as at 31 December 2013, the income statement, statement of comprehensive income, statement of cash flows and statement of changes in equity for the year ended on that date and the notes to the financial statements that include accounting policies and other explanatory information; and
- the non-financial performance information of EIT and group in the statement of service performance on pages 47 to 54 and 102 to 104.

Opinion

In our opinion:

- the financial statements of EIT and group on pages 78 to 99:
 - comply with generally accepted accounting practice in New Zealand; and
 - fairly reflect EIT and group's:
 - balance sheet as at 31 December 2013; and
 - income statement, statement of comprehensive income and statement of cash flows for the year ended on that date;
- the non-financial performance information of EIT and group on pages 47 to 54 and 102 to 104. fairly reflects EIT and group's service performance achievements measured against the performance targets adopted in the investment plan for the year ended 31 December 2013.

Our audit was completed on 11 April 2014. This is the date at which our opinion is expressed.

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

Basis of opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the International Standards on Auditing (New Zealand). Those standards require that we comply with ethical requirements and plan and carry out our audit to obtain reasonable assurance about whether the financial statements and non-financial performance information are free from material misstatement.

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

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

An audit also involves evaluating:

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

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

We have obtained all the information and explanations we have required and we believe we have obtained sufficient and appropriate audit evidence to provide a basis for our audit opinion.

Responsibilities of the Council

The Council is responsible for preparing financial statements that:

- comply with generally accepted accounting practice in New Zealand; and
- fairly reflect EIT and group's balance sheet, income statement, statement of comprehensive income and cash flows.

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

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

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

Responsibilities of the Auditor

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

Independence

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

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



Clint Ramoo
Audit New Zealand
On behalf of the Auditor-General
Palmerston North, New Zealand

www.eit.ac.nz

501 Gloucester Street, Taradale, Napier
Private Bag 1201, Hawke's Bay Mail Centre, Napier 4142

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