

# 2012 ANNUAL REPORT



## Te Manga Maori

Te Ūranga Waka the new administration, lecturer and research building for EIT's Te Manga Māori was launched in the early hours of Monday May 7th with due ceremony and tradition.

The \$2.5m-plus project is the first in a three-stage, medium term redevelopment of Te Manga Māori, EIT's Faculty of Māori Studies. Future stages will provide classrooms and a large area for Māori crafts such as greenstone carving, and a language laboratory and a further three classrooms.

> Senior EIT academics, from left, Dr Roger Maaka, Pareputiputi Nuku and Derek Lardelli with an artwork presented by Derek to mark the opening of the Māori Studies building, Te Ūranga Waka.



# **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.



## EIT fashion show a runway success

EIT fashion students showcased a stunning selection of designs at their traditional end-ofyear event staged at the Hawke's Bay Opera House.

Programme coordinator Cheryl Downie says the evening demonstrated a high level of mastery achieved by the Certificate in Fashion Apparel students. "After such a spectacular fashion show, I am very much looking forward to welcoming the new creatives joining the programme next year."

Fashion student Tony Tiopira's stunning collection of garments is paraded at the Hawke's Bay Opera House.



# **EIT** Highlights

Accreditation received to the first ITP in New Zeala

Five degrees offered at t

Development of EIT's Ma an Institute-wide approa

Significantly increased ca utilisation of video confe

Launch of the largest reg

Official opening of new in Te Manga Māori.

Accreditation for a Post-

Official opening of a stat on the Tairāwhiti campu Education, Skills & Empl

Trades training qualifica only ITP outside of the m gas-fitting qualification.

Successful implementat IT access for staff and st

Establishment of a joint Otago and EIT to improv professionals in the Tair

Associate Professor Dere New Zealand delegation from France.

Dr John Maxted awarde

Launch of Professor Kay "Who Cared? Childhood Homes and Orphanages

Eight graduates from th for the Institute.

Appointment of new Int Anglia Ruskin University

Rebranding of School of

Launch of Trades Crusad employment in Christch

o deliver Bachelor of Teaching (Primary) – and given accreditation to do so.
he Tairāwhiti campus.
āori Student Success Framework to support ach to improved outcomes for Māori.
apacity for blended delivery including the erencing technologies.
gionally based Trades Academy in New Zealand.
Faculty administration and office complex
graduate qualification in Information Technology.
e-of-the-art trades building extension Is by Hon Steven Joyce, Minister for Tertiary oyment.
tion in plumbing completed for delivery – nain centres to offer a plumbing and
ion of network architecture project to enhance udents.
initiative between the University of e the recruitment and retention of health āwhiti region.
k Lardelli assigned as Cultural Adviser to returning of 20 moko mōkai (tattooed heads)
d a Fullbright Scholarship.
Morris Matthews' latest book s within Hawke's Bay Children's 1892-1988".
e BA (Honours) Māori ; an all-time high
ernational Director, Philippa Jones, from , UK.
Visual Arts & Design to ideaschool.
e transitioning EIT graduates to urch for the rebuilding of the city.



# Brenton O'Riley

Bachelor of Viticulture and Bachelor of Wine Science Concurrent degree student

Brenton recently worked on a research project for Mission Estate, comparing parasitism by mealybugs in organic and conventional grape growing systems. Upon graduation Brenton hopes to gain employment in Hawke's Bay focusing on viticulture.

> EIT Chief Executive Chris Collins with Andrew Bao, winner of the Best Student Wine trophy at the Hawke's Bay A & P Mercedes-Benz Wine Awards. From China, Andrew completed his Diploma in Grapegrowing and Winemaking in 2012.



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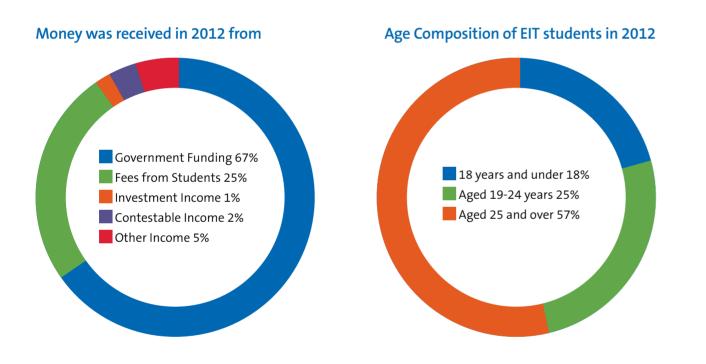
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# **Key Activities** & Performance

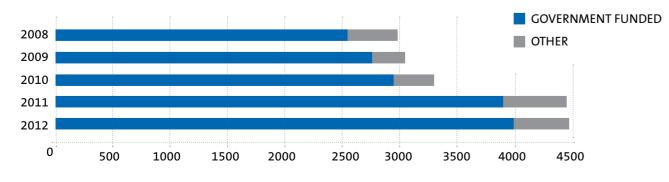
## 10,190 students studied at EIT in 2012.

This translates to 4,472 EFTS (equivalent full-time students)

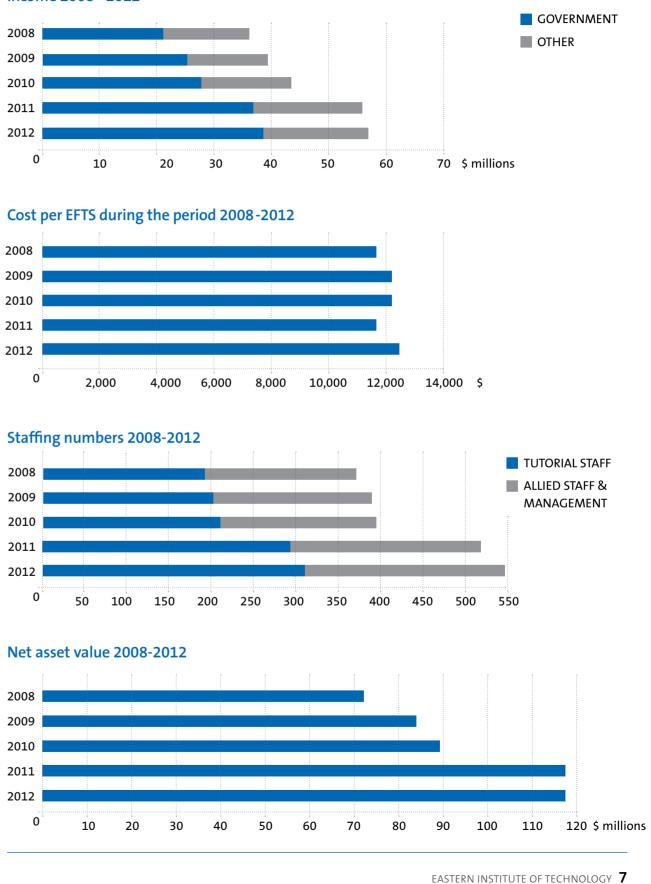
The following graphs relate to the parent organisation only and include the impact of the merger with Tairāwhiti Polytechnic from 1 January 2011, but exclude merger funding and expenditure.

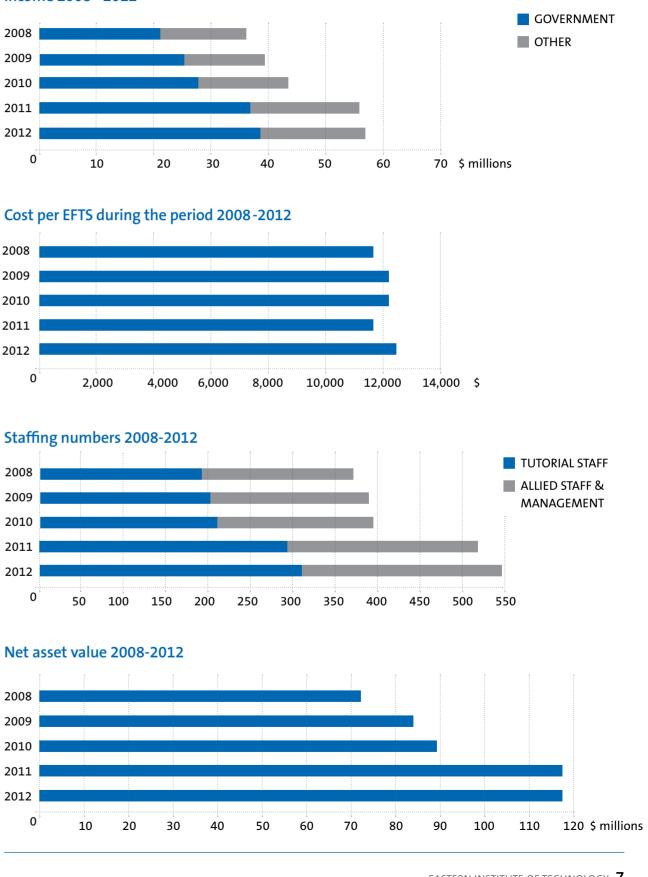


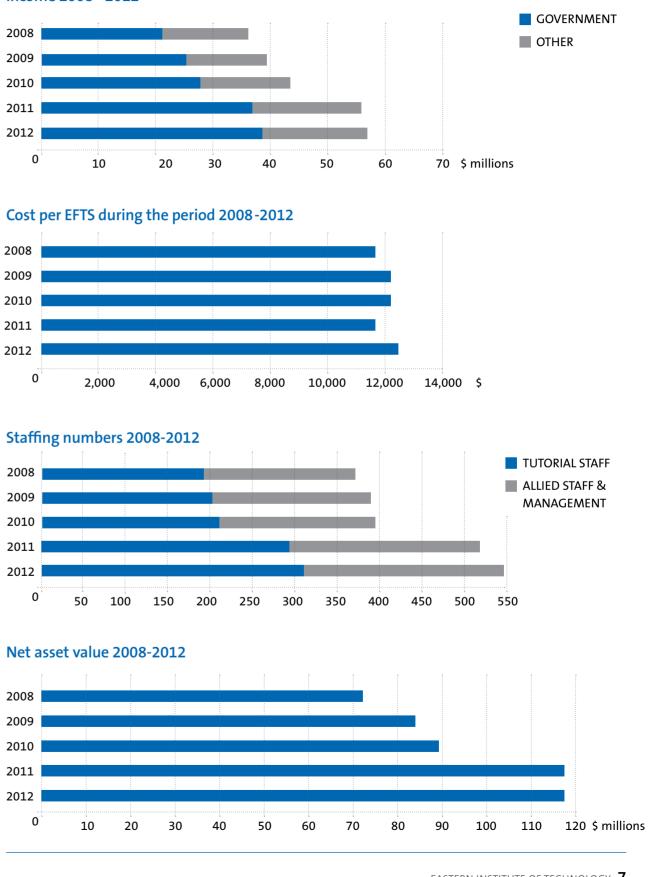
### **EFTS growth 2008-2012**

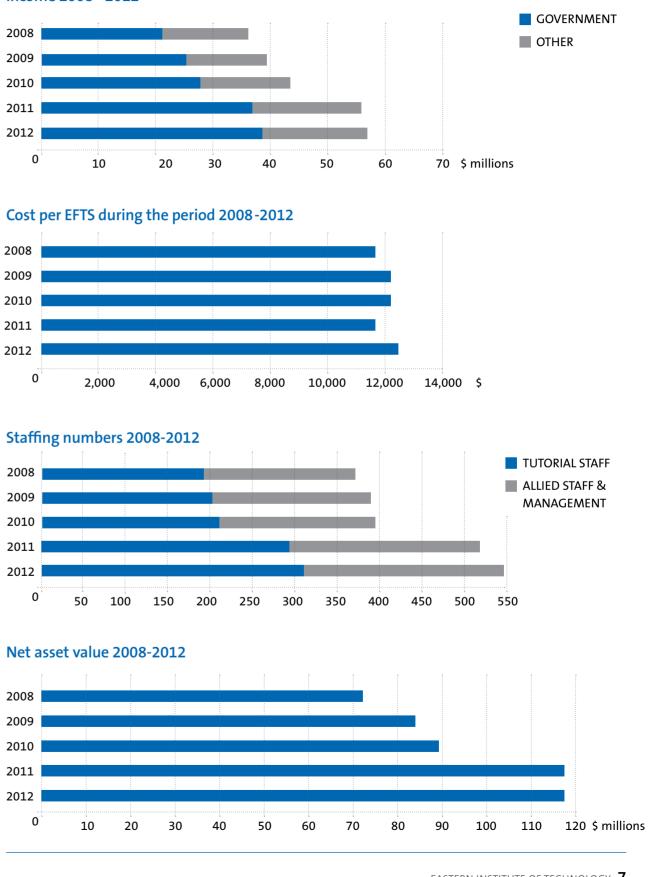


Income 2008 - 2012









# **Statement of Responsibility**

## Annual financial report for year ended 31 December 2012

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 2012.

**Council Chairman** 25 March 2013

**Chief Executive** 25 March 2013

N handle

**Corporate Services Director** 25 March 2013

# Acknowledgements

EIT gratefully acknowledges grants received from the following organisations during 2012.

- Otatara Trust
- Lottery Health Research Committee

# **EIT** Council Membership 2012

David Pearson

Michael Morgan

Kate Radburnd Deputy Chair Ministerial

Nori Parata

Sheryl Smail

Ross McKelvie

**Karen Coutts** Secretary to Council

**KAUMATUA** (Hawke's Bay) Matiu Eru

KUIA (Hawke's Bay) Makere Paul-Hoetawa, QSM Pauline Tangiora, JP, QSO, QSM

**KAUMATUA** (Tairāwhiti) Taina Ngarimu

# **EIT Executive**

**Christopher Collins** Chief Executive

**Patrick Jones** Director – Policy & Projects

**Claire Hague** Deputy Chief Executive

Brenda Chapman

Dean - Faculty of Health Sciences

Susan Jacobs

Jo Blakeley **Bill Kimberley** 

> Fred Koenders Dean – Faculty of Humanities, Arts & Trades

Roger Maaka Dean – Faculty of Māori Studies Tracee Te Huia

**Geraldine Travers** 

Jan Mogford Campus Director – Tairāwhiti

Philippa Jones (from August 2012)

lan Ritchie Dean - Faculty of Applied Science,

Victor Saywell **Director - Corporate Services** 

# Chairman's Foreword

2012 was another strong year for EIT. As Chair of Council, and on behalf of fellow Council members, it was satisfying to be involved with the continued development of the institution. Considerable time and activity throughout the year was focused on consolidating progress following the 2011 merger with Tairāwhiti Polytechnic. It was a particularly pleasing outcome to have growth in student numbers at Tairāwhiti, alongside increased higher level programme delivery in the region.



David Pearson

The institution continues to invest in academic programme development and capital expenditure in Tairāwhiti and Hawke's Bay, and it was pleasing to have the Hon Steven Joyce, Minister of Tertiary Education, open the newly upgraded Tairāwhiti Trades Training facilities on the main Gisborne campus in June 2012. Also completed early in 2012 was the new Te Manga Māori facilities in Hawke's Bay which provide impressive administrative, research, meeting and display areas for the Faculty. Council also approved other substantial capital expenditure across both regions, significant information technology investment, new plumbing trades training facilities, and the start of work on upgraded student amenities facilities in both Tairāwhiti and Hawke's Bay.

During the year work was undertaken across the institution to develop a Maori Student Success Framework. Council engaged strongly in the development of the framework and supported its aim of continuing to focus on success for Māori students and communities. The Framework emphasises the importance of community engagement, teacher development and student support in order to further raise the educational achievement levels of Māori students. At EIT Māori participation is very high at 44% across both campuses, and Māori student course completions track above sector averages; nonetheless, EIT aims to continue to strengthen these outcomes. Partnership opportunities with iwi and taiwhenua continue to grow, such as with Ngati Porou on the East Coast and with Ngati Kahungunu in Waimarama, Porangahau, Maraenui and Waipukurau amongst others. Feedback from iwi indicates that key to the success of these partnerships is the willingness of EIT management and staff to listen to iwi aspirations and concerns, and respond accordingly.

Research within EIT continues to be of strategic importance for Council. The work of the Research Office this year has been particularly focused on submitting quality portfolios for the Performance-Based Research Fund. EIT is fortunate to have research professors along with research active staff who cover a wide range of research activity from that which supports our degree and post-graduate-delivery to research focused on the needs of local industry, communities and other government organisations.

Collaboration with other organisations regionally, nationally and internationally has continued strongly during 2012. EIT's partnership with the Ministry of Social Development resulted in a number of programme delivery and research activities designed to address good practice in supporting at risk youth

into training and education. EIT's partnership with other tertiary providers including Victoria University of Wellington and Taratahi Agricultural Training continued to focus on the benefits of collaboration and pathways for tertiary learners in the region. International partnerships have continued to grow including those based on EIT's expertise in areas such as viticulture and wine science.

EIT continues with significant success in supporting the Youth Guarantee initiative of Government, with numbers growing strongly and participating students enjoying considerable educational success. While the final results are still being analysed, early indications are for a 78% completion rate for these students - a particularly strong result for students who previously may have had very limited educational success. Similarly, the Trades Academy in Hawke's Bay and Tairāwhiti was outstandingly successful, with demand very high and with most schools in the two regions participating. The EIT Trades Academy is now one of the largest in New Zealand, and is enjoying very strong educational outcomes. Council has committed to the strategic intent of such youth initiatives in terms of contributions to capital developments and advocacy into the community.

Council was pleased to see further accreditation achieved for higher level programmes, such as accreditation for EIT's new practice based primary teaching degree, the first institute of technology in New Zealand to achieve such accreditation. There were also numerous other new academic accreditations achieved, with EIT committed to the provision of a wide range of vocational and applied higher education provision that meets the needs of both regions.

Financially EIT remains a strong and sound institution, though it is increasingly challenging to maintain that position with a number of policy shifts impacting on the future of the institution, particularly given the institution's recent merger. The 2012 end of year result was sound, whilst below budget, with a \$1.1m surplus recorded. Working capital was positive at \$7.9m and a sound cash flow position maintained. The future, however, becomes very challenging for the institution given the loss of funding of nearly \$2m for



2013 alongside inflationary expenditure pressures. This will impact on the institution over the next two years significantly and will be an area of considerable focus for Council and management across 2013 and 2014.

It is important to acknowledge the strong contribution of fellow members of Council. It is a very capable, strong and constructive group of Council members who sit around EIT's Council table and all are deeply committed to both regions and for successful education provision into our communities. In particular I wish to acknowledge Nori Parata, Principal of Tolaga Bay Area School, who stepped down from her Council role in December. Nori not only provided an important contribution to the governance activities of Council, but was also a powerful advocate into the East Coast communities and was, in particular, instrumental in the success of partnerships with East Coast secondary schools in the Trades Academy at Tairāwhiti. A number of other Council positions come up for renewal in 2013, and Council will be carefully considering these as the continuance of strong governance capabilities and understanding of our regions and communities remains critical for the on-going success of governance at EIT.

Finally, I wish to thank and acknowledge the commitment of the many people who make the educational provision of EIT so strong and relevant. To iwi, businesses, industry, service agencies and community organisations – thank you for the partnerships you engage in with EIT. To staff and management of the institution - thank you for the commitment you give to ensuring educational opportunity and success for our students in our region. And importantly, 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 contribution you can make to your families and the communities in which we all live.

**David Pearson** 

# Chief Executive's Report

2012 was a significant year of consolidation and development for EIT, following the success of the merging of Tairāwhiti Polytechnic and EIT Hawke's Bay in 2011. Academic programme harmonisation and academic developments continued across the two regions, educational performance remained strong, significant campus developments were completed, and the institution recorded a positive financial result and remains in a sound financial position. EIT continues to build on its reputation as one of the leading institutes of technology within New Zealand.



**Christopher Collins** 

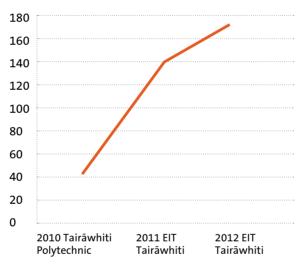
## **Merger Implementation**

Significant activity across the two regions of Tairāwhiti and Hawke's Bay continued in line with the merger implementation plan. More than 78% of all planned academic blended learning development was completed by the end of 2012 comprising 63 of the 80 courses across five degree programmes for delivery into Tairāwhiti. Programme harmonisation across the two campuses continues, though in some areas the timing of mandatory reviews of qualifications by NZQA will impact on when this work stream will be completed.

The success of the merger to date is largely due to the way in which staff across both regions have worked so strongly together with mutual respect and support, and the way in which the wider community and key stakeholders have embraced the newly merged institution. Recruitment into Tairāwhiti programmes grew with student demand increasing. Tairāwhiti SAC funded EFTS grew from 949 in 2011 to 1011 in 2012.

The merger goal of bringing higher level programmes to the Tairāwhiti region is being realised.

### EFTS Level 7+ Degree Study - Tairāwhiti



Experience and learning from Tairāwhiti also continues to benefit Hawke's Bay, most particularly in the delivery of programmes to more remote communities, and responsibility for oversight of all of EIT's regional learning centres is now led by the Tairāwhiti Campus Director.

"The success of the merger to date is largely due to the way in which staff across both regions have worked so strongly together with mutual respect and support."



#### **EIT's Regional Centres**

### Commitment to a wide range of tertiary education provision

A key goal for EIT has been to provide a wide range of programmes to our regions so that people don't have to leave to gain access to relevant education. This means EIT remains committed to a wide range of provision, from lower level foundation educational programmes through to vocationally oriented certificate and diploma programmes, alongside provision of degree and post graduate applied and professional qualifications.

In 2012 Level 7 degree courses remain the single most significant area of enrolment at 35%, followed by foundation and pre-employment qualifications at 26%.



In 2012 accreditation was received for the delivery of a new practice-based primary teacher training degree – the first primary teacher training degree in New Zealand to be delivered by an institute of technology. This was in response to strong demand and support from school principals throughout our regions. Accreditation was also received for a new post-graduate qualification in Information Technology and for delivery of a plumbing trades training qualification, again as a result of strong demand from local industry for local access to training. The table on the following page shows these and other developments that occurred during the year in the field of accreditation and new programme approvals. In trades education EIT now provides training for construction, engineering, automotive, electrical and plumbing trades, with strong support and partnerships from regional industries. This has further strengthened EIT's ability to strongly support the government's "Skills for Canterbury" initiative. In 2012, EIT implemented an employment transition project to guide graduates who had trained under "Skills for Canterbury" funding to employment in the Canterbury rebuild. Initial results were extremely positive in terms of the success of graduates in making the transition as was employer feedback regarding the skills and aptitudes they displayed at the work face.

### Accreditations and New **Programme Approvals**

#### **NEW PROGRAMME ACCREDITATIONS**

Bachelor of Teaching (Primary) Post Graduate Diploma in Information Technology

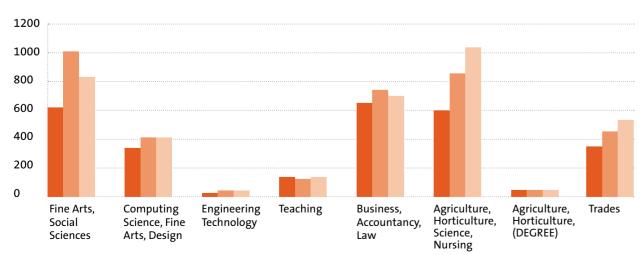
#### **EXTENSIONS OF ACCREDITATION**

Bachelor of Teaching (Early Childhood Education) (Tairawhiti) Graduate Diploma in Business (all Endorsements) Graduate Diploma in Business (Auckland) Bachelor of Business Studies (Auckland)

#### NEW PROGRAMMES APPROVED

Diploma in Tertiary Learning and Teaching (Level 6) Certificate in Tertiary Learning and Teaching (Level 5) National Certificate in Horticulture (Level 4) Bachelor of Teaching (Primary) National Certificate in Motor Industry (Automotive Electrical and Mechanical Engineering) Light Vehicle Strand Level 3 – Version 1 Certificate in Automotive Technology (Vehicle Servicing) Level 2 National Certificate in Construction Trades (Supervisor) Level 4 National Certificate in Construction Trades (Main Contract Supervisor) Level 5 Certificate in Plumbing and Gas Fitting Level 3

### **EFTS by Funding Category**



Nationally reported tertiary sector Educational Performance Indicators (EPIs) continue to signal EIT as one of New Zealand's leading institutions for progressing students from lower level study to higher levels. Successful progression of students is important for EIT if we are to effectively serve our communities given the high level of education need that exists across Hawke's Bay and Tairāwhiti.

## Building strong partnerships with Secondary Schools

A strategically important area of activity continues in the growing and significant partnerships and links with the regions' secondary schools. In 2012 EIT formally launched the largest regionally-based Trades Academy in New Zealand based at its Hawke's Bay and Tairāwhiti campuses. In partnership with the region's secondary schools, the Academy built on successful pilot programmes from previous years and the participation from schools was almost overwhelming. Initial demand from schools and students significantly outstripped funded places, with 140 trades academy students from 13 secondary schools in Hawke's Bay and 105 students from ten schools in Tairāwhiti. EIT is grateful to the Ministry of Education for agreeing to fund the increased demand demonstrated by the regions' school partners.

The commitment from EIT and school staff, and the enthusiastic engagement from students resulted in significant student success in the programmes with 82% of students retained and 70.4% of available

#### 2010 EIT (Pre-Merger)

2011 EIT 2012 EIT



EIT's first "trades crusaders" prepare for employment in Christchurch.

credits achieved. The high commitment from students was perhaps nowhere demonstrated better than by the students who travelled a six hour return journey by bus between Hicks Bay and Gisborne to attend their Trades Academy programmes at the Tairāwhiti campus in Gisborne.

## "In 2012 EIT formally launched the largest regionally-based Trades Academy in New Zealand based at its Hawke's Bay and Tairāwhiti campuses."

While an outstanding success in 2012, the MOE signalled changes to Trades Academy funding as a result of trying to better align secondary and tertiary funding policy mechanisms and this will pose some uncertainty for 2014 and beyond for Trades Academies.

#### Students

Student recruitment and participation remained strong with student targets being met and EIT achieving 100% of its planned recruitment. The overall mix of course provision was also in line with plans. As in previous years, Māori participation remains very strong, well ahead of regional population demographics and the sector average, at 31% in Hawke's Bay and 70% in



Tairāwhiti. Overall in 2012 44% of all SAC funded EFTS were Māori, up from 42% in 2011. The development of a Māori Student Success Framework was important in continuing to strengthen Māori student success and partnership opportunities with iwi such as the marae restoration project at Te Horo Marae, Ruatoria. This was the first marae to be restored and waterproofed by the Level 3 Carpentry students; work will begin on a second marae during 2013.

The age profile of the student population continues to trend towards younger students with 52% of SAC funded EFTS being under the age of 25 (up from 49% in 2011). In addition to this EIT delivered 214 Youth Guarantee and Trades Academy EFTS, all of these students being 18 years old or younger.

Student success continues to strengthen which is encouraging given the institutional focus on effective student learning and the challenges of the wide range of educational provision EIT is engaged in. Student success at higher levels has strengthened further, particularly at Tairāwhiti, and student success in degree and postgraduate programmes is in line with that achieved across the University sector. Continuing to strengthen student success remains a key priority across the institution, whilst at the same time, ensuring on-going maintenance and achievement of rigorous academic standards and requirements.



Minister for Tertiary Education Steven Joyce unveils a plaque to open Tairāwhiti's new Trades and Technology Complex as EIT Chair David Pearson (middle) and Chief Executive Chris Collins look on.

### **Campus developments**

EIT continues to invest in ensuring campus facilities and technologies are world class for the nature of educational delivery on offer from the institution. In Tairāwhiti a newly remodelled trades training facility was opened on 6 June by Hon Steven Joyce, Minister for Tertiary Education, Skills & Employment, based on the success of the Hawke's Bay facilities. These facilities provide flexible and more integrated projectbased trades training education delivery with a strong resurgence of trades training at both campuses. In both Hawke's Bay and Tairāwhiti, EIT's Council has committed significant expenditure to enlarging and modernising the student amenities facilities and to create more integrated spaces that support the changing student study approaches and the use of mobile technologies and informal learning spaces. New Te Manga Māori facilities were also completed and opened in May with a dawn ceremony led by Kaumatua Matiu Eru. The new facilities provide modernised facilities for teaching and research staff.

Seismic assessment was also undertaken to evaluate campus buildings, with more detailed engineering analysis undertaken where necessary. Council is committed to ensuring remedial strengthening is undertaken where required, and Council is working through reports as they are completed.



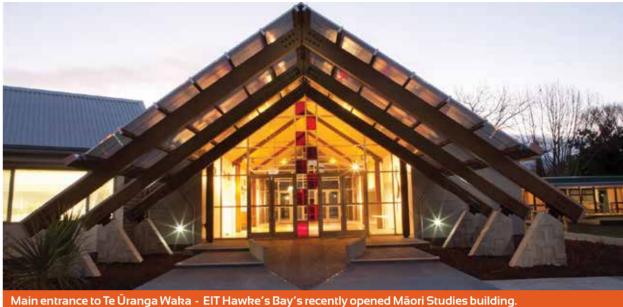
Hawke's Bay Science Fair 2012.

### Finances

2012 posed some challenges for the institution in absorbing inflationary and other cost increases alongside an unexpected decline in student fee revenue, all in the context of completing a merger. The end of year resulted in the achievement of a positive but below budget surplus of \$1.1 million. The financial position of the institution remained strong with a positive working capital of \$7.9 million and sound cash flow. EIT has consistently benchmarked strongly against the wider sector, and has continued with low risk rankings from central agencies.

"EIT has consistently benchmarked strongly against the wider sector, and has continued with low risk rankings from central agencies."

There are, however, some significant challenges ahead. EIT, alongside the majority of the ITP sector, lost considerable funding through TEC's competitive tendering process for foundation education L1&2 provision in 2013 and 2014. This was unexpected and, to be frank, was a shock given EIT's strong



education in our region. However, the national purchasing approach adopted in the tendering process gave little priority to regional demand and need which resulted in our regions, most particularly Hawke's Bay, faring particularly poorly with a low level of purchase of provision from this process. The outcome means that EIT has lost significant funding for 2013 and 2014 and, while all other aspects of the Investment Plan negotiations with TEC progressed positively and supportively, final funding confirmed in December means that EIT will go into 2013 with a very challenging budget position. This position will impact significantly on the institution as measures are taken throughout 2013 to address this loss of funding.

### Conclusion

2012 proved to be a highly successful year for the institution, on almost all fronts. The continued success of the merger, academic and campus developments, and continued strengthening of student success made 2012 a year from which considerable satisfaction can be taken.

The commitment and enthusiasm of staff across both campuses, the strength of our Council, and the high level of support and engagement from business, regional industries and community organisations mean that, for me, it is a privilege to be associated with EIT. Given the loss of funding for 2013 and 2014,

Nonetheless the commitment remains high; that EIT continues to provide high quality, relevant and applied professional education to our regions' communities, that our students are successful in their programmes and in gaining employment, and that our educational provision supports the social and economic well-being and growth of the Hawke's Bay and Tairāwhiti regions.



however, the immediate future does pose some significant challenges for the institution with the potential to undermine successes achieved thus far in the merger.

## "2012 proved to be a highly successful year for the institution, on almost all fronts."

Mithi

Chris Collins Chief Executive

# **Merger Implementation**

### Tairāwhiti/ EIT Merger Implementation

On 1 January 2011, Tairāwhiti Polytechnic was formally disestablished and merged with EIT. In the Annual Report for 2011 the merger represented a significant area of activity for staff across the two campuses. 2012 has been a year of consolidation and completion of the majority of remaining milestones. The purpose of this section is to give an update on progress of the implementation activities throughout 2012.

### **Principles Underpinning Success**

In developing a shared vision together, a number of key principles were identified as being important if the merger was to be successful. The institute's work on the merger in 2012 endeavoured to ensure these principles continued to underpin and shape the activity and management of the merger implementation process:

- focus on student success in quality educational provision
- build genuine partnership with open and transparent processes
- respect histories, acknowledge 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 to make hard decisions
- be prepared to accept change
- ensure effective open communication.

### Major Workstreams

The Merger Implementation Work Plan was based on a comprehensive plan agreed with the Tertiary Education Commission, featuring activities and reporting against key milestones. Throughout the year, milestone

achievements have been reported via Council to TEC and the Minister. The reports do not always highlight the complexity of what has been achieved, and it is not possible to include the details of all that has been implemented within this Annual Report. What follows, then, is a brief overview of the range and nature of the milestones and progress against those during the year.

• Governance: effective transition of the EIT and Tairāwhiti Councils into a single Council providing governance of the merged institution. A level of community representation is expected in both Tairāwhiti and Hawke's Bay on the Council at the time of the merger and into the future.

**Result:** All four milestones in this workstream have been completed. A strong and effective Council and governance support structures are now installed.

• Human Resources: includes a Human Resources plan to cover all of the HR matters needing to be addressed by the date of the merger as well as considering all of the organisational capability and integration issues in the merged institution.

**Result:** All seven milestones in this workstream have been completed. As part of this workstream, comprehensive reviews of the institute's core services were completed and recommendations implemented. However, recent significant policy and funding shifts means that there will be a need to revisit many of these areas again in 2013.

• Academic: includes an academic plan of how programmes will be delivered at Tairāwhiti in a merged institution. This includes the integrating of academic policy, processes and structures; developing an integrated programme portfolio, and academic support systems and services.

**Result:** eight of the ten milestones in this workstream have been completed. Blended delivery development has been significant with 63 of the 80 courses that comprise five degrees offered at Tairāwhiti now completed. NZOA's Mandatory Review of Oualifications (MRoO) has affected completion of some of the programme harmonisation work.

• Administrative Systems and Services: includes the development of an Administration Systems and Services Plan that covers all administration



Blended learning with Associate Professor Michael Verhaart (right).

matters that needed to be addressed before the merger and in the merged institution. There are three sub-projects involving IT Systems, Student Management Systems and the Finance System.

**Result:** eight of the nine milestones in this workstream have been completed. Work continues on full integration of the merged institution's IT system.

Facilities and Capital: identifies and includes 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.

Result: two of the four milestones in this workstream have been completed. Work continues to reduce deferred maintenance at, and develop a long term capital plan for, the Tairāwhiti campus.

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

Result: All six milestones in this workstream have been completed, however it has become apparent that a more integrated budgeting tool and process is required across the merged institution and work will progress in 2013 on this.

Communications: will deliver a Communications Plan which will include how the community will be informed about the merger. This includes

Result: All four milestones in this workstream have been completed.

Result: The three milestones in this workstream constitute on-going work for the institute. Valuable partnerships are being formed with iwi and hapū throughout the merged regions. Maori student participation rates are significantly higher than regional demographics and sub-sector averages. Tairāwhiti's iconic visual arts degree, Toihoukura, continues to receive strong support and deliver strategically significant work. On-going efforts across all three milestones will seek to further improve outcomes in this workstream.

Council and management have been committed to delivering on the implementation plan and have closely monitored progress against all of the milestones. The merged EIT is already different from either Tairāwhiti Polytechnic or EIT pre-merger, although full integration of all systems and processes and, more importantly, the development of a single organisational culture, will take more time.



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.

• **Māori/lwi:** this work stream is designed to ensure that appropriate relationships with Iwi and other Māori stakeholders of the EIT region are built and maintained. It includes work to improve Māori recruitment and retention in higher level programmes.

# EIT Tairāwhiti campus highlights

## **Campus Developments**

One of the early highlights of 2012 for EIT's Tairāwhiti campus was the much anticipated trades building extension opened on 6 June 2013 by Hon Steven Joyce, Minister for Tertiary Education, Skills & Employment accompanied by local MP Hon Anne Tolley. The building had earlier been blessed by the Archbishop of Aotearoa New Zealand, the Most Reverend William Brown Turei.

## "One of the early highlights of 2012 for EIT's Tairawhiti campus was the much anticipated trades building extension."

The trades extension has enabled new programmes to be developed, including a Level 3 Automotive programme due to commence in 2013, and Tairāwhiti's new Trades Academy students relished the opportunity to work alongside full-time tertiary students in an industry-styled setting.

Refurbishment of the campus's student support area was completed in September and houses the nurse and disabilities co-ordinator, and provides space for a chaplain along with meeting rooms.

The EIT Council held two meetings in Tairāwhiti in 2012. This gave Council members the opportunity to see first-hand the extensions and building work that had taken place.

## Community

Level 3 carpentry students joined up with students from the Hawke's Bay campus to travel to Christchurch for two weeks to help with the rebuild organised through Habitat for Humanities. This was an initiative that allowed the students to gain invaluable work experience, along with exposure to the effect the earthquakes had had on the Christchurch community. Contact with potential employers was made to increase opportunities for employment post-study.

A partnership with Ngati Porou resulted in the first Level 3 Carpentry programme being offered on the



A Toihoukura arts student works on a canvas.

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.

## "A partnership with Ngati Porou resulted in the first Level 3 Carpentry programme being offered on the East Coast."

Regional learning centres 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 and Wairoa. Programmes in the primary industry sector, namely Agriculture and Horticulture were in demand in the Regional Centres along with computing and Te Reo. 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.



## Staff and Student Activities

Wide-ranging activities occurred across the campus' staff and student body during 2012. A sample of these included:

- Te Whatukura degree students embarked on a week-long research trip to Wellington where they visited Te Papa Tongarewa. Staff and students were privileged to sight cloaks that were at least 200-300 years old.
- Associate Professor Derek Lardelli participated in Tā Moko symposium as part of the Aotearoa/New Zealand delegation at the 2012 Pacific Arts Festival, Honiara, Solomon Islands.
- Associate Professor Steve Gibbs was involved in the very successful Ngāti Porou/East Coast Schools (Te Rangitawaea) Digital Photography Project and Exhibition "Ā Tatou Kōrero".
- Students attended and supported the resource consent hearing for the C Company 28 Māori Battalion proposal for a facility to house the memorabilia and oral collection of this region's battalion that fought in World War 2. This included a key presentation from

## **Business and Industry Links**

Many events were supported by the marketing team in 2012, with a notable standout being the Wine and Food Festival in October; this was even more successful than in 2011 almost doubling sales volumes. Feedback on the day was extremely positive toward both the Waimata and Cognoscenti varieties of wines produced by EIT, with both varieties picking up additional sales in restaurants as far away as Waiheke Island. Commerce Business After 5' meeting in the new Trades Complex showcasing this building development, and also the business/nursing facilities. The evening was catered by EIT's Hospitality students and EIT's Waimata Wines were sampled.

• As part of orientation week, students participated in a hikoi around prominent landmarks of the Gisborne region with historical background relevant to each site.

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

Several new sponsorship opportunities were available in 2012, and EIT Tairāwhiti used those opportunities to promote programmes.

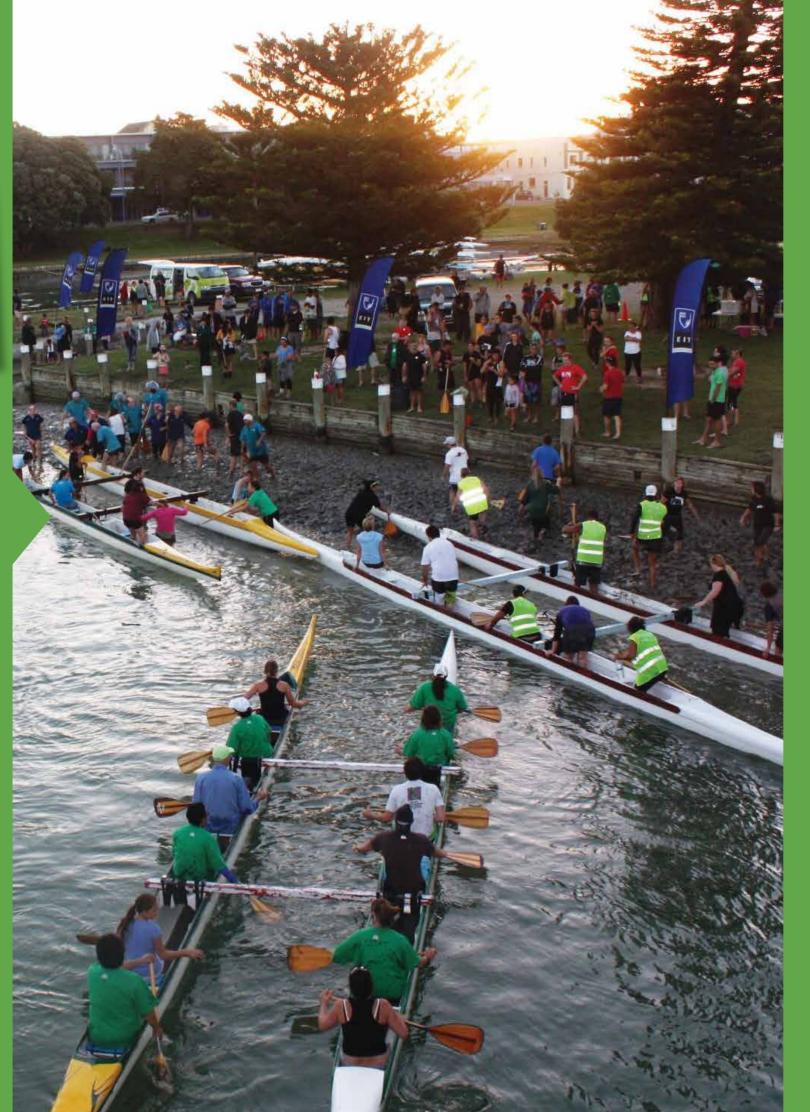


# EIT Tairāwhiti Corporate Waka Ama Challenge

the region to take part in the Corporate Waka Ama Races in February.

Held at the convergence of the city's three rivers, the race evening was held to raise funds for Kaiarahi Toa, the Horouta Waka Hoe Club's open women's team which was heading to the world championships in Canada in August.

EIT Tairāwhiti's own team, including the youngest paddler at the event, was second in the preliminary final.



### Sponsorship included:

- Professional & Service Excellence.
- Gisborne Regional Wine Awards sponsor of the Viognier section.
- including gold medal at World Champs in Canada.
- Kiwanis Junior Masterchef competition for primary and intermediate children.
- Uawanui re-vegetation project for Transit of Venus event. This sponsored students doing the planting as part of their horticulture programme.
- Sport Gisborne, Sportsman of the Year Awards.
- Tauawhi Men of the Year celebrating men in our community as good role models.

## Secondary/Tertiary Links

attended by many proud whānau and friends.

day were also hosted at the campus.

attendance and positive employment results.

## To the Future

At the end of the academic year, work began on the upgrade of the student vibrant area for students to socialise between classes. The area will include additional computer hubs making available more computers for student use on campus, an upgraded café which will include a fresh new menu with barista coffee, indoor and outdoor seating areas and a new 50 seat lecture theatre allowing for blended learning for the larger programmes such as nursing. Other projects included the Toihoukura upgrade of the kitchen and studio areas and general repairs to buildings across campus. All of this activity will ensure a positive start to 2013 for both students and staff.

## Business and Industry Links (continued)

- Westpac Gisborne Business Excellence Awards
- EIT Kaiarahi Toa Waka Ama team achieved several medals

- The inaugural year of the Tairāwhiti Schools' Trades Academy was extremely successful. Nearly 100 students from Hicks Bay to Wairoa attended programmes one day per week at EIT's Gisborne campus to add a tertiary component to their Level 2 NCEA programmes. A graduation ceremony in December included guest speaker Hon Anne Tolley, and was
- 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
- Youth Guarantee numbers continued to increase, with strong interest
- An increase in FFTO (Foundation Focussed Training Opportunities) numbers in 2012 saw more places available in catering, trades, driving and retail. The increased places were as a result of strong student

# **Faculty highlights**

## Faculty of Applied Science, **Business and Computing**

The 2012 year was a critical year for the Faculty from an academic and teaching perspective. In order to consolidate work on the merger of EIT and Tairāwhiti Polytechnic, both blended learning and harmonisation of programmes became a reality.

#### PROGRAMME DEVELOPMENTS

The Bachelor of Business Studies (BBS) and Bachelor of Computing Systems (BCS) were delivered at both the Hawke's Bay and Tairāwhiti campuses in a variety of ways ranging from traditional face to face, video conferencing, online and a mixture of various mediums. This was a new learning experience for all concerned: teaching staff, students, technicians, administration and managers, but was well received, and rendered the Faculty well positioned for growth on both campuses in coming years.

Harmonisation of diploma and certificate programmes across both campuses and Regional Centres continued, with the Faculty Academic Committee taking responsibility for all programmes in the Applied Science, Business and Computing areas. As a result EIT is now delivering the same programme in these areas across its campuses, and this is leading to further efficiencies in the development of learning support materials, teacher development and assessments. This has been of particular benefit to staff and students in the Certificate in Grapegrowing and Wine Production at both campuses.

## "During 2012 significant progress was made in the business, agriculture, horticulture and animal care/veterinary nursing areas."

From an academic development perspective a highlight was the approval of the Post Graduate Diploma in Information Technology and the very positive feedback received from external evaluations of this programme and both international and local stakeholders. Changes were also made to the Graduate Diploma in Business with an endorsement of Entrepreneurship added following requests



Head of School of Computing, Steve Corich helped develop the Post Graduate Diploma in Information Technology.

from the Hawke's Bay business community, and an unendorsed BBS option was completed. In addition the EIT Graduate Diploma in Professional Accounting was added to the long-term skills shortage list by Immigration New Zealand.

#### **EXTERNAL RELATIONSHIPS**

From the beginning of 2012, EIT entered into a new relationship with Charles Sturt University in Wagga Wagga, Australia, concerning the Bachelor of Wine Science and Bachelor of Viticulture whereby the current equivalency will be phased out over the coming 5 years. This will have the advantage of EIT being able to further customise both its degrees for New Zealand growing conditions and winemaking needs while still maintaining links concerning academic and research matters.

Faculty staff have played a significant and timeconsuming role in the New Zealand Qualifications Authority (NZOA) led initiative to review gualifications at Levels 1-6 (TRoQ). During 2012 significant progress was made in the business, agriculture, horticulture and animal care/veterinary nursing areas.

The Faculty's three advisory committees (Applied Science, Business and Computing) have operated very effectively in 2012, especially in giving advice and guidance on the initiatives mentioned earlier in this report. Both the Business and Computing School Advisory Committees now have active participation from Tairāwhiti members via video conferencing, with the Applied Science Committee to come on-stream in a similar way in early 2013.



Visiting EIT Hawke's Bay's wine facilities, the Constellation Brands New Zealand senior leadership group with Head of School Applied Science, Diane Marshall (bottom right).

#### RESEARCH

Research continues to be an important component of the culture within the Faculty and very much underpins teaching. Significant external funding was sourced as follows:

- An Institutes of Technology and Polytechnics (ITP) Research and Development and Technology Transfer grant shared by the Schools of Applied Science and Business.
- The Sustainable Farming Fund and NZ Winegrowers over 2012-2013 for a grapevine defoliation project.
- Notification has been received from NZ Winegrowers that they have approved funding for a new viticulture project on the effects of under-vine mowing which will be a three year project with funding for that period. This project will be carried out in four NZ Wine regions.

During the year, staff continued to play an active role in presenting at international research conferences and publishing with six international presentations, 10 refereed journal articles and one book chapter.

#### STAFF ACHIEVEMENTS

The Faculty's academic staff continue to be recognised for their abilities and their contribution to the body of knowledge around their area of expertise and student learning. Of particular note are:

- Associate Professor Dr Michael Verhaart was awarded the CEO Teaching Excellence Award;
- Dr Djavlonbek Kadirov was awarded the CEO Research Excellence Award;

- Dr David Skelton won the NZACE Conference best paper award (Allister McLay Memorial Cup);
- Trophy for services to the Horticulture industry; Dr Mark Krasnow was awarded a 2012 Romeo Bragato Research fellowship for travel and accommodation to work collaboratively with viticulture researchers in Italy in 2013;
- Malcolm Reeves was invited as a guest lecturer and research advisor to China Agriculture University, Beijing for the fourth successive year;
- Dr David Skelton was appointed to the position of Principal Academic Staff Member;
- Dr Kathryn MacCallum completed her PhD.
- A visit by the senior leadership group for Constellation Wines and the offer to EIT of a Scholarship worth \$5,000 plus paid work experience for a degree student in viticulture;
- A visit to EIT by representatives from Bayer Cropscience Australia and 11 leading Australian Agronomists/Viticulturists as part of a study tour of NZ;
- Hosting the annual ITP National Business Administration Forum conference;

Brian Calcinai was presented with the Joe Bell

In addition the Faculty received recognition through:

Sponsorship of the Hawke's Bay Science in Schools annual Science and Technology Fair and oncampus practical workshops;

- Mentoring students involved in the Hawke's Bay Young Enterprise Scheme;
- Sponsorship of Landwise conference and Hawke's Bay Young Viticulturist of the Year;
- Assistance with judging the Hawke's Bay Fruitgrower and A&P Mercedes-Benz Wine Awards;
- Hosting a Year 9-10 secondary school computing symposium.

#### INTERNATIONAL

From an international perspective, EIT progressed a growing relationship with Hebei Normal University of Science and Technology in the area of Business, Computing and Wine Science. Early in 2013, EIT will host senior staff from Hebei, with a view to developing opportunities for Hebei students to spend time at EIT.

Earlier on in 2012, Rod Chittenden and Tim Creagh visited the University of Horticultural Science (UHS), Kanitika, India, in order to advise on the development of a wine science/viticulture teaching/research plan. The Faculty looks forward to following through on this project in 2013.

During the year the Faculty has been investigating student exchange/study abroad opportunities (one semester of study) for students from Germany. As a result, an agreement has been signed with Heilbronn University (wine business management) and Furtwangen University (Business). Early in 2013 EIT staff are expecting visits from senior staff at both universities to further this opportunity.

2012 was a successful year for the Faculty of Applied Science, Business and Computing. Academic development, both merger and non-merger related, staff research and teaching expertise, and international partnerships all contributed to that success.

## **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**

Following an intense period of staff development, preparation, and online course development, nursing lecturers working across both campuses implemented year one of the new blended/online Bachelor of Nursing curriculum, denoting the transition to truly 21st century pedagogy. Key features of the blended

curriculum include online clinical scenarios and the enhancement of Clinical Arts and Technology Centre clinical simulation workshops to ensure students are well-prepared for critical-thinking, decisionmaking and management of nursing care in complex and rapidly changing situations. Alongside this, a longitudinal research project was initiated to explore the quality of the student learning experience, the demands on the teaching staff, and the levels of satisfaction of both students and lecturers. As the research project leader, Dr Shona Thompson noted, "the innovation to deliver blended online learning was embraced by staff with apparently equal amounts of excitement and trepidation."

Other programme developments during 2012 included the implementation of blended delivery in selected courses of the Certificate in Sport and Health Massage and Certificate in Health Science programmes across the Tairāwhiti and Hawke's Bay campuses, as well as courses shared by the Certificate/Diploma in Health Promotion and the Bachelor of Nursing.

"the innovation to deliver blended online learning was embraced by staff with apparently equal amounts of excitement and trepidation."

This year also saw the commencement of the Tairāwhiti Interprofessional Education Programme (TIPE) – a joint initiative between the University of Otago and EIT which 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, involving five disciplines – dentistry, physiotherapy, medicine, pharmacy 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. While only a small number of students across each discipline (six year three Bachelor of Nursing students) are able to participate, the initial formative evaluation indicated the aims and objectives of the programme were being met.

As part of the TANZ Accord, the School of Nursing and schools of nursing at Otago Polytechnic, CPIT, and UCOL continued to develop their online "Health

Professional Postgraduate Programmes" collaborative project. Twelve EIT postgraduate courses were offered in a blended eLearning mode in 2012. Skype, virtual classrooms and face-to-face workshops complement the teaching and learning via online 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 were particularly notable this year and included book chapters, many refereed journal publications and several international conference presentations:

- Dr Elaine Papps, Rachael Vernon and Dr John Maxted each contributed peer-reviewed book chapters to published texts.
- Chris Ball, Nursing Lecturer on the Tairāwhiti campus presented his recent research at the 2nd International Conference on the Patient in Prague.
- Jennifer Roberts presented at the NET/NEP 4th International Nurse Education conference in Baltimore USA.
- Helen Riden presented at the NET Networking for Healthcare Education conference, at Cambridge University, England.
- Ruth Crawford presented at the European Association of Communication in Healthcare conference in St Andrews.
- Dr John Maxted was awarded a Fulbright Travel Award enabling him to travel to the USA in November to speak at the Association for Outdoor Recreation and Education conference in Utah.
- Marcus Agnew was selected to provide performance analysis for the Manu Samoa rugby football team on its northern hemisphere tour.
- Dr Carl Paton and PhD research student, Vitor Costa from the University of Santa Catarina Brazil spent several months collecting data from cyclists on training and pacing.
- Rachael Vernon was the invited keynote speaker at the Sigma Theta Tau 23rd International Nursing Research Congress in Brisbane in August.
- Faculty research awards were made to Mary Wafula and Judy Hayes.

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, smokefree schools and safe sleeping for infants.

On behalf of Nurse Education in the Tertiary Sector (NETS), the School of Nursing hosted a NETS Thesis Supervision and Thesis Examination workshop. Professor Bob Marshall, Dr Elaine Papps, Dr Shona Thompson, and CPIT colleague Dr Leslie Seaton conducted the successful two-day workshop.

Research recognition was not limited to lecturers this year. Kaylia Byford, year three Bachelor of Nursing student, received the award for Best Student Research poster at the New Zealand Nursing Organisation Research Conference in Nelson.

Year three Bachelor of Recreation and Sport (BRS) students developed noteworthy projects for their course Whakawatea: Industry Cooperative. 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".

## "Twelve EIT postgraduate courses were offered in a blended eLearning mode in 2012."

Faculty Research Excellence Award went to Dr John Maxted in recognition of his Fulbright Travel Award and the numerous and varied presentations he gave at universities and conferences during his travels through the United States and Canada in November.

#### STAFF AND STUDENT ACHIEVEMENTS

The Diploma in Beauty and Body Therapy graduating students continued to excel in the international CIDESCO examinations. The success of our students in these rigorous two-day exams, conducted by different



Tutor Nicci Higgs, right, with Trades Academy hair and beauty students.

overseas CIDESCO examiners each year, is testament to the quality of the programme and its expert lecturers.

The following staff were recognised for their expertise as well:

- Yvonne Jenkinson, Learning Facilitator in the Hairdressing programmes was one of seven national finalists in the Wella Colour competition.
- Marcus Agnew, Lecturer in Sport and Recreation, was selected as the skills coach in biomechanical technique for the Manu Samoa rugby football team on their northern hemisphere tour this year.

The success of this first year of the EIT Hawke's Bay Schools' Trades Academy brought particular delight to Faculty staff involved in teaching and coordinating the sport and recreation stream and the hair and beauty services stream. Led by Renata Lander and Nicci Higgs, respectively, overall the students in the programmes achieved between 89-92% pass rates.

Mid-year, Glen Harkness, Head of School, Health and Sport Science, was seconded to a new position as Academic Integration Manager, Tairāwhiti campus. While appreciative of the importance of Glen's new role, the Faculty faced the search for a new Head of School. It was a great pleasure to welcome Dr Patrick Lander to this position.

A special feature of the year was the collaborative work among colleagues across both campuses. Most importantly, we recognise that while this is year two of our merged organisation, there is always more to learn and to improve, and we greatly value the efforts and patience of all concerned.



Retiring Kuia Reverend Makere Paul-Hoetawa.

#### FACULTY KAUMATUA AND KUIA

On a sad note, November of this year saw the retirement of Kuia. Rev. Makere Paul-Hoetawa and Kaumatua Percy Hohipa. Mr Hohipa joined the Faculty of Health Sciences in 2001 as chair of its Komiti Kawa Whakaruruhau. His role grew to include guidance and support for staff and students at Faculty whānau evenings welcoming incoming students, accompanying Māori nursing students to National Council of Māori Nurses-sponsored hui and taking part in on-campus powhiri. Widely known as Nanny Makere or Nan, Reverend Makere Paul-Hoetawa retired after 25 years' service to EIT. Although employed part-time, Nanny Makere gave much more of her time, providing cultural support to Māori and Pacific students across the Faculty, supporting students on marae, lending her beautiful voice to waiata sessions, officiating at EIT's diploma and degree graduations and guiding and supporting staff and students with regard to Māori culture. For both Percy and Nan, their work was always marked by warmth and wisdom and an over-arching commitment to service.

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



Retiring Kaumātua Percy Hohipa, flanked by Mrs Maidi Hohipa (left) and Health Science Faculty Dean Dr Susan Jacobs.

Faculty to provide high-quality, meaningful education and training. EIT's collaboration with you will always be a special highlight for the Faculty.

### Faculty of Humanities, Arts and Trades

#### PROGRAMME PORTFOLIO

The year was significant for the Faculty with a number of new programmes achieving accreditation and approval. The most significant was the Bachelor of Teaching (Primary). This is EIT's thirteenth degree and EIT is the only ITP in New Zealand to offer its own primary teaching undergraduate degree. The impetus for a Hawke's Bay degree came from principals of four local primary schools who approached EIT with the proposal. Wide ranging consultation followed, giving the community a real voice in shaping this practice-based degree. Students enrolled in the fulltime three-year programme will spend two days a week at EIT and two days at schools partnering with EIT for the qualification – Te Mata School, Havelock North Primary School, Frimley School, Arthur Miller School, Taradale Intermediate School and Tamatea Intermediate School.

Other new programmes that were completed for delivery in 2013 were: the National Certificate in Motor Industry, Level 3; the National Certificate in Construction (Supervisor), Level 4; the National Certificate in Construction (Main Contract Supervisor), Level 5; and the Certificate in Plumbing and Gas Fitting. The Certificate in Plumbing and Gas Fitting programme is a significant and long term investment

• Twenty three participants from as far afield as Scotland attended a summer school of the Central Print Council of Aotearoa utilising the print facilities of the School of Arts and Design.

• The School of Arts and Design was involved in running the inaugural dDawards - the Design Distinction awards, in conjunction with UCOL and NMIT.

• The School also hosted the Tautai Fresh Horizons Pacific Arts Workshops free for senior Pacific secondary school students on 3-5 October. The workshops gave Pacific students an opportunity to work with Pacific artists with whom they otherwise may not have an opportunity to engage.

for EIT requiring the establishment of a customdesigned plumbing workshop. EIT will be the only ITP outside of the main centres to offer a Plumbing and Gas Fitting qualification and has strong support from local industry to offer this qualification locally.

The Bachelor of Visual Arts and Design underwent significant modernisation during the year and has been re-launched under the same name but will be New Zealand's first fully project learning-based Arts and Design degree. Already significant interest from other Arts degree providers is evident.

In addition, an exemption to the moratorium on the delivery of new initial teacher education programmes was granted by the Minister of Education for EIT to offer the Bachelor of Teaching (Early Childhood Education) upgrade pathway for students in the Tairāwhiti region.

#### **EXTERNAL RELATIONSHIPS**

The Faculty values its relationships with a diverse range of external organisations. Some key examples from the year include:

• The School of Trades and Technology played host to the Department of Building and Housing road show in March.

• The ECANZ Electrical apprenticeship Challenge, the industry recognised competition used to identify and reward excellence in the electrical industry was held at the Unison Centre of Excellence based at EIT. in April.

• The Faculty supported the restoration of a historic Goldie painting by becoming the adoptive parent of a recently restored Goldie painting that will be among the treasures showcased when the upgraded Hawke's Bay Art Gallery and Museum reopens in early 2013.



A star attraction at EIT Hawke's Bay's Trades Expo.

- A hospitality section has been added, for the first time, to the Greenmeadows Rotary Trades Awards with four hospitality prizes being awarded.
- Celebrated New Zealand film maker Gaylene Preston accepted the role of patron of the School of Arts and Design Screen Production Programme. Gaylene's career has spanned three decades. Her generosity and mentorship has been a huge factor in growing a strong and diverse New Zealand filmmaking community. Her work has ranged across fiction, nonfiction, and advertising.

In addition to these highlights, on 26-27 October the School of Trades and Technology held the inaugural Trades Expo on the Hawke's Bay campus. The Trades Expo was combined with Information Day and resulted in good attendance by the public and potential students onto campus. The School also launched another significant initiative, the "Trades Crusade" to direct trades graduates into jobs that will help rebuild Christchurch. The Government's "Skills for Canterbury" funding has enabled additional trades' programmes at EIT. Christchurch employers have greeted the Trades Crusade initiative with enthusiasm with trades graduates making the most of the opportunity to assist with the Christchurch reconstruction. EIT helped find jobs for the graduates and helped them with the relocation and associated costs and arranged pastoral support.

#### RESEARCH

Research was a strong contributor to Faculty activity and teaching during the year.



Professor Kay Morris Matthews and John Mckinnon explore material collected on children's homes in Hawke's Bay.

In November Professor Kay Morris Matthews launched her latest book, "Who Cared? Childhoods within Hawke's Bay Children's Homes and Orphanages 1892-1988". This 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 Hawke's Bay. The book was launched by John McKinnon, a Hastings resident who grew up in France House, a home in the Esk Valley for teenage boys.

The School of Education and Social-Sciences hosted the New Zealand Association of Counsellors Research Conference and a very well attended and well received Early Childhood Research Symposium in September. Over 110 people attended the latter, and the feedback was glowing, with high appreciation of the quality of the presentations by Bachelor of Teaching (Early Childhood Education) staff and students.

A history of EIT research project was initiated during the year and is being led by Research Professor Kay Morris Matthews in association with School of Business lecturer and historian, Michael Fowler. An associated research project also launched was the history of the School of Arts and Design titled Otatara: People and Place. A hui was held that brought together many people who founded the School of Arts and Design. Interviews were conducted with key figures from the early days of the school including John Wise, Para Matchitt, Jacob Scott, John Harré and Ray Thorburn, as well as guests from the Waiohiki Marae.

Four School of Arts and Design staff members Nigel Roberts, Peter Baker, Wellesley Binding and



A silver medal-winning team at the Toque d'Or culinary competition held in Auckland - from left, EIT students Hilary Wroe, Jamie O'Malley and Emma Druitt.

Linda Bruce were selected for the premier invitation only art exhibition EAST 2012 at the Hastings City Art Gallery that features the top local artists in the region.

Externally commissioned research was undertaken by the School of Education and Social Sciences for Dove Hawke's Bay, the Royston Trust and the Ministry of Social Development.

#### STAFF ACHIEVEMENTS

The Faculty held a successful 'Welcome Back Professional Development Half Day' on 31 January focussing on the strategic issue of student engagement. The key note speaker, Linda Hutchings was very successful and over 100 staff from both the Taradale and Tairāwhiti campuses attended.

Individual staff achievements are numerous and include the following:

- EIT lecturer Peter Janes' 40-year career in the NZ Film and Television industry featured in the Technicians Guild bi-monthly journal.
- School of Arts and Design Technician Alan Neilson was awarded the 2012 CEO General Excellence award as recognition for his outstanding technician work over his past 25 years of service.
- School of Arts and Design and new Certificate in Contemporary Music Performance tutor Tom Pierard, and School of Tourism and Hospitality programme leader, Celia Kurta, were runner up and winner respectively of a 2012 CEO Teaching and Learning Award.



#### STUDENT ACHIEVEMENTS

Darryl Grant, a Bachelor of Visual Arts and Design graduate, was awarded the John Harré Award for 2012.

Bachelor of Visual Arts and Design Level 6 students were asked to develop design concepts for the Guthrie-Smith Trust Board for the redevelopment of the Arboretum at Tutira.

 Bachelor of Visual Arts and Design students, Jay Wright and Josh Weeks were invited to exhibit as EIT emerging artists in the Rotary Club of Greenmeadows National Art Exhibition and Sale. The event was hosted by Ngatarawa Wines and was held in the Pan Pac Foyer of the Napier Municipal Theatre.

Front of House student Jamie O'Mallev and two chef students Hilary Wroe and Emma Druitt entered the Torque d'Or culinary competition in Auckland and won a silver award. As a result of this success both chef students have secured jobs at Vidal Estate Winery and Restaurant.

• The David Fine Scholarship winner for 2012 was final year Bachelor of Visual Arts and Design student Rosina Millman. As part of the prize Rosina was able to exhibit at the Hastings Community Art Centre in August.

 Certificate of Fashion Apparel student Tory Tiopira received a highly commended entry for the Hokonui Fashion Design Awards in the Avante Garde section, and two of the Year One Certificate in Fashion Apparel students were successful in coming runner up in each of their sections in the Cult Couture Fashion Awards. Tessa Paaymans and Hinei Chadwick came runners up in their respective sections of the Cult Couture Fashion Awards.



ubilant visual arts and design students join Head of School Dr Suzette Major for the November 2012 launch of ideaschool.

Finally and significantly, after a year or more in the making the School of Arts and Design announced to the world its new brand and new school name on 9 November in a ceremony well attended by industry stakeholders, past and current staff and students. The school will rebrand in 2013 to be known not only nationally but internationally as ideaschool, a fresh approach that was well received by those present at the launch. The new name encompasses the spectrum of arts programmes offered on the Hawke's Bay campus, from visual arts and design, screen production and fashion design through to contemporary music performance. The new brand and new name reflect a new philosophy which is based on three central pillars creativity, collaboration and convergence, pillars which also reflect the work and achievements of the entire Faculty during 2012.

### 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

2012 will remain a significant year in the history books of Te Manga Māori. On the 7th of May, the new faculty administration and office complex was officially opened in a dawn ceremony officiated by Matiu Eru (EIT Kaumātua), Derek Lardelli (Associate Professor at Toihoukura), and Jeremy Tātere-MacLeod, Ngāti Kahungunu Iwi Incorporated, Director Māori, Tikanga, Mātauranga. Many from the community along with a



Opening of Te Ūranga Waka in May <u>2012</u>.

number of EIT staff including staff and students of Te Whatukura, joined Te Manga Māori in celebrating this long awaited event. The building was named Te Ūranga Waka which is also the name of the Ōtātara based School of Māori Studies.

If the institute's marae, Te Ara o Tāwhaki, was feeling abandoned due to its closure from late 2011 to May 2012 with the building project in progress, it was to be short-lived. From May onwards hosting visitors to the Faculty and to EIT became a common activity very near to one powhiri per week! However, while ultimately academic and vocational achievement are paramount for our students, the ability to stand on their marae and perform the key roles that only a dwindling few can fulfil is equally as important to the students themselves, their whānau, hapū, iwi and marae.

Te Ūranga Waka was also kept busy hosting and representing EIT at various events at local marae such as the powhiri to Lieutenant General Sir Jerry Mateparae, Governor General, in October at his first official welcome back to his own marae at Tangoio; the powhiri to the Maori King and other guests at Waimārama marae to support Dr Tīmoti Kāretu, the recipient of Te Waka Toi supreme award for his contribution to the Māori language, and the powhiri by the Hawke's Bay District Health Board to Matiu Eru as their new kaumātua.

Further afield, in September eight students attended the Coronation celebrations at Tūrangawaewae, Ngāruawāhia as part of the Ngāti Kahungunu contingent. As with many of the powhiri attended by the Faculty, Te Manga Māori students were asked to



Pareputiputi Nuku (left) and Parekura Rohe-Belmont researched the value of tablet technology for Te Manga Māori student learning.

take on the role of kaikaranga, leading their iwi onto one of the most prominent marae in the country. This year's Level 7 tikanga class, though quite young, confidently accepted these key leadership roles - so much so, they relieved staff in many instances. This is an aspect that is very encouraging for the wellbeing of our traditional knowledge and the many paepae of local marae. Needless to say, at the Faculty graduation held on 6 December, this class, rather than an individual, were presented with the Tuahine Northover 'Maimai Aroha' award for commitment to te reo Māori, tikanga Māori – a very high commendation from the Faculty's elders.

2012 saw four graduates from the BA (Māori) and an all-time high in terms of graduates from the BA Honours (Māori) – eight in total. One of these students achieved a First Class Honours pass, the second since 2004. Graduation also saw significant numbers of students receiving certificates for Level 2 and 4 Te Reo studies.

As in previous years, Level 2 Te Reo was offered in Taradale, Flaxmere, Maraenui and Waipukurau and a degree tikanga paper was offered for the first time in Waipukurau. Based on the success rates, a Level 5 reo Māori paper will be delivered to this class in 2013.

Pakake Winiata, Te Wānanga o Raukawa who is the degree monitor, visited Te Ūranga Waka in early November. During his visit, Pakake met with all Māori Studies staff, and then students, by way of video conferencing and he was pleased with the progress made to meet his 2011 recommendations. In particular, students had asked for wananga learning to be

"On the 7th of May, the new faculty administration and office complex was officially opened in a dawn ceremony..."

integrated into their curriculum. Two such wānanga were held in 2012: a two day waiata wānanga held in May; and a kura reo (week-long total immersion Māori language course) in collaboration with the local Kōhanga Reo Trust and Ngāti Kahungunu Iwi Incorporated, was held in July. This wananga not only went some way to meet the students' needs but strengthened the relationship between Te Manga Maori and NKII, but initiated a new relationship with kohanga reo both locally and at management level, with the CEO, Tītoki Black, in attendance.

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

Puti Nuku and Parekura Rohe-Belmont are in the final stages of completing a research report on the introduction of tablet technology in Te Ūranga Waka and Te Whatukura. Puti and Adrienne Moyle (Learning Technologist) presented interim findings at the Shar-E-Fest in Hamilton in October. In terms of research, another highlight for the school was that it hosted the annual Māori Historians' Symposium – He Rau Tumu Kōrero in July. All staff and Honours students attended the symposium and feedback from external participants was very positive in regard to the presentations, the food and venue.

At the beginning of the year, Materoa Haenga was selected as te reo Māori editor of the new Ngāti Kahungunu lwi Incorporated magazine, 'Matangi Rau', which is published quarterly. Te Ūranga Waka has contributed an article to each of this year's publications; Materoa Haenga, Parekura Rohe-Belmont and Hiria Tumoana continued to be involved in a project with Brian Morris of Huia Publishing to translate local legends into Māori for primary, secondary and tertiary teaching, and Materoa and Parekura were selected on to the Ngāti Kahungunu Reo Strategy Committee in late 2012.

Although only part-time now Professor Roger Maaka continued with his research activities which included: three key international presentations and four local public presentations, serving as a member on the Marsden Research Fund board, the 28th Māori Battalion Ngarimu Scholarship Board and the PBRF Māori Knowledge Development panel. He also managed one publication in the 2012 Biennale (Sydney) catalogue.

## Te Whatukura – School of Māori Studies. Tairāwhiti

In late June, the decision to shift Te Whatukura, the School of Māori Studies at EIT Tairāwhiti, to sit with the management of Te Manga Māori was met very positively by all involved, as a strong relationship had already been formed. 2012 began with a staff retreat between Te Whatukura and Te Ūranga Waka in Porangahau and finished with another retreat in December at Taradale, specifically to work together on improving paper descriptors and collaborate on the blended learning aspect of the BA (Māori).

At Te Whatukura, 26 students from Gisborne and Ōpoutama received their Level 2 certificates; 17 Level 4; and seven, the National Certificate in Te Reo Māori (Level 4). Two students who were part of the final cohort of five students to complete their BA with The University of Waikato, were jointly awarded the overall Te Whatukura award for excellence and top achievement. The relationship between Tairāwhiti Polytechnic and the University spans 20 years so it was fitting that in 2011 a Te Whatukura staff member presented a Toihoukura art piece to Vice Chancellor, Linda Tuhiwai Smith, in recognition of this union.

Level 7 will be introduced to Te Whatukura in 2013 meaning the first group of graduates of the EIT BA (Māori) will be acknowledged at the end of the year. The Certificate in Maori Studies (Level 2) continued to be delivered full-time at Te Whatukura this year as well as part-time offerings at Ruatoria, Ngāti Porou Rūnanganui, New Zealand Police and at EIT Tairāwhiti for staff. A new full-time cohort began in July at Ōpoutama and will go on to Level 4 in 2013.

Staff members Maria Wynyard, Angela Tibble, Wayne Ngata and two graduates of the BA (Māori) are working on a project whereby they will utilise oral recordings unique to Te Tairāwhiti, to produce teaching resources for their students and the wider community. Other activities involving Te Whatukura staff and students are detailed in the EIT Tairāwhiti campus report.

### Toihoukura – School of Contemporary Visual Māori Arts, Tairāwhiti

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

Toihoukura celebrated all of its successful graduates in 2012. Five students graduated with their Certificate in Studio Workshop (Art & Design Māori) Level 6; seven with the Certificate in Māori Visual Arts (Foundations) Level 4; two with the Diploma in Māori Visual Arts (Tipu te Whaihanga) Year 2; and nine with Te Toi o Ngā Rangi (Bachelor of Visual Arts) Year 3. Kingi Pitiroi, 2011 graduate of the degree and valedictorian at the EIT Tairāwhiti graduation in 2012, was awarded a Creative New Zealand Te Waka Toi scholarship in September, worth \$4000. This was to allow him to further pursue tā moko, visual arts, kapa haka and te reo Māori.

## "The opportunity to explore some of the finest carved houses in the Waiapu, and arguably Aotearoa/New Zealand, district was exploited."

A range of art exhibitions were held throughout the year celebrating both the students' and staff artworks. Te Matatuhi, Mata-Ariki and the various senior students' group and individual exhibitions focussed on student works as they developed over the year. Particularly in the last term, senior Year 3 students displayed their final, major exhibitions, and there was a plethora of significant but varied views on display through artworks. Huri Katau o te Rā – Turn Right at the Sun, and the exhibition appropriately dubbed Toihoukura saw staff and students exhibit together.

Throughout the year, the school embarked on haerenga around the Gisborne region which focused on prominent landmarks including wharenui and the painted and carved art forms held within. The East Coast was then visited in June as part of Toi Reo studies which included an immersion wananga allowing students to use Te Reo Māori in an art context while extending their individual level of language skill. The opportunity to explore some of the finest carved houses in the Waiapu, and arguably Aotearoa/New Zealand, district was exploited.

Toihoukura continues to hold its high profile locally, nationally and internationally through its involvement in these communities. In August, students and staff curated A Tātou Korero – Our Stories, Our Voices in Toihoukura's Maia Gallery. This is a digital photography project that East Coast High Schools undertake as part of the Ministry of Education's Te Rangitawaea Digital Strategy. This is the third exhibition of its kind that Toihoukura has supported. Derek Lardelli and Steve Gibbs were commissioned to carve six waka pou to commemorate the Māori Battalion C Company and these will be unveiled when the official building is opened.

Nationally, Toihoukura held the Uhi Mataora AGM in conjunction with Toi Māori. This hui launched wānanga tā moko, an annual event which sees high profile exponents of the tā moko art form come together and display their skills and expertise to the local community. The Kura Gallery student/staff exhibition, Toihoukura, which is traditionally held in Wellington, moved to Kura's Auckland gallery in 2012 and received very valuable feedback at its conclusion.

## "Toihoukura continues to enjoy the expertise and support of many local, national and international artists who contribute to its ongoing development..."

On an international stage, Associate Professor Derek Lardelli was assigned the role of Cultural Advisor to a NZ delegation which returned 20 moko mokai (tattooed heads) from France. He also travelled to the Solomon Islands with a small contingent of students as part of the biennial Festival of Pacific Arts where they participated in all cultural aspects of the event and displayed their tā moko skills.

Staff member Christina Wirihana enjoyed a year of exciting challenges having contributed to, and participated in a major exhibition held at Te Papa Tongarewa called Kahu Ora – Living Cloaks. Following this event, Christina then launched a book of the same name. Weaving students attended the exhibition and the resulting symposium over a week long period. Another of Christina's major projects is the commissioning of tukutuku panels for the United Nations chambers in New York. There are several

Toihoukura continues to enjoy the expertise and support of many local, national and international artists who contribute to its ongoing development as a quality Māori art school.

students who are assisting in the production of artworks for this project, and one student was given the opportunity to travel with Christina to the United States to explore various art forms.

#### FACULTY-WIDE ACTIVITIES

In August, after student representatives had been selected by each class, one representative from both Te Ūranga Waka and Te Whatukura was then chosen to attend the staff fortnightly hui and the Faculty Advisory Committee hui. This is a new incentive aimed at providing students with more input into the Faculty's programmes.

The majority of staff took on extra responsibilities in 2012, meeting training commitments in order to redevelop their papers/courses for partial online delivery. The Faculty is grateful to those staff for their willingness to take on new challenges, and to the TiLT team, Scott Casely (Tairāwhiti) and Lynda Corner (Hawke's Bay), e-learning technologists, for their ongoing support and patience.

Materoa Haenga and Hiria Tumoana ran specialised reo Māori classes in Semester Two for both Te Ūranga Waka and Te Whatukura staff utilising either Lync or video conferencing, with the goal of continuing these on a fortnightly basis in 2013.

Sadly, at the end of the year the Faculty bid farewell to Matariki Brown. We wish her well in her new role as teacher at Richmond School.

The Faculty also bid farewell to Tania Pattison, Administration Manager who had played a key role in the smooth and efficient running of all three schools. The Faculty warmly welcomed back Nianna Paku who replaces Tania and who also worked in the Faculty 2003-2005 on the radio programmes project. Fortunately also, Apiata Tapine was employed as the Faculty's Administration Assistant at the beginning of the year and his support to the Faculty was invaluable.

The Faculty is pleased that it met EFTS projections for the year and other goals set for 2012. While there is always room for improvement, the Faculty is confident that the graduates of all programmes continue to support the ultimate objective - the retention of te reo Māori, tikanga Māori, toi Māori.

## International Section

"We cannot control the winds but we can adjust our sails"

Immigration changes, a strong New Zealand dollar and the world financial situation have made 2012 more difficult than recent years to recruit international students. While those winds have created some challenges, adjustments to its sails have given EIT opportunities for growth and development across the international agenda for 2013 and beyond.

#### RECRUITMENT

The international section has been busy both onshore and offshore as it continues to raise EIT's profile to generate more international student enguiries and applications and identify links with potential partner institutions. Recruitment visits in 2012 covered India, Nepal, Sri Lanka, Thailand, Japan, Taiwan, China, Hong Kong, UK and South Korea. Staff have undertaken institutional visits, participated in Education New Zealand organised fairs, commercial fairs and recruitment agent events as well as meeting EIT alumni. The India Liaison Office in Bangalore (a joint EIT-UCOL facility) is more established and it is hoped to grow our Indian student numbers and offshore activities through this presence.

EIT's international student community is getting more diverse. In 2012 students came from 44 different countries and studied across a range of programmes although programmes in Business, Computing, Viticulture and Wine, and Nursing continued to be the most popular. There was a 57% increase in students studying for the Diploma in Recreation and Sport.

### **Top Six Countries Contributing to EIT** International Student Numbers





Chief Executive Chris Collins with Andrew Bao, winner of the Hawke's Bay A & P Mercedes-Benz Wine Awards Best Student Wine trophy.

Chinese student numbers continue to grow. They now represent the largest international student group on campus, overtaking India, with 65 students in 2012 (50.7 EFTS).

Courses need to be attractive to international students and to suit the changing global market demands. The successful development of the Postgraduate Diploma in Information Technology is already generating interest particularly in the Indian sub-continent. English language study continues to be a key entry point for international students into New Zealand, both for those who are looking to further their studies or those who simply want to improve their English communication skills.

EIT once again welcomed two intakes of the South East Asian Government Officials (English Language Training for Officials) which is run through the New Zealand Government Aid programme. These groups of 16 government officials come to EIT for two months before they embark on an advanced programme at Victoria University for 14 weeks. This gives them a chance to learn about the regional economy and local government. They also learn about life in New Zealand regions which is a culturalisation programme along with English improvement, before getting more involved in politics and governance when in Wellington.

#### INSTITUTIONAL PARTNERSHIPS

Relationships with partner institutions will play an increasingly important role in any institution's



Students celebrate at the International section dinner.

international development. EIT wants to increase its international partnerships and in 2012 it signed new Memoranda of Understanding with two institutions in Germany, one in China and one in Taiwan. These links are intended to help increase international student numbers on campus as well as foster broader international relationships to benefit EIT.

EIT also values its existing partnerships. This year saw the institute welcome 32 students from Tomakomai's National College of Technology who studied at EIT in June for two weeks. This was the largest group from Tomakomai at EIT to date.

#### INTERNATIONAL STUDENTS

Cultural activities are always fun events and this is a real focus for EIT, providing opportunities to appreciate other cultures and what they have to offer in the way of traditions and food. The International dinner night was very successful with musical items, national costumes and food being shared. This is always a great opportunity for the host families and staff of EIT to meet all international students in a wonderful colourful atmosphere. Students from EIT's Faculty of Māori Studies performed during the evening encouraging the various cultures to participate.

In terms of individual student achievement, International staff were very proud when the Hawke's Bay Mercedes-Benz Wine Awards Best Student Wine was won by one of EIT's Chinese student, Andrew Yin Bao.



NEW INTERNATIONAL DIRECTOR

The export education industry in NZ has now been a crown entity for over a year. This has seen many changes in personnel and it has been a year of readjusting to new staff, systems and communications. Crown funding has been committed to achieving the NZ Government targets of doubling the annual economic value of international students in NZ to \$5 billion.

In this context, 2012 saw the appointment of a new International Director, Philippa Jones, who arrived in July from the United Kingdom where she has worked in the field of international education for most of her career, most recently as Head of International Recruitment at Anglia Ruskin University, UK. The primary focus for Philippa and the international team is strategic planning and implementation to improve international student numbers in the institute's programmes.

With new structures and processes in place in the International Section, EIT is well placed to contribute to the New Zealand government's strategy to increase the number of international students in New Zealand.

# Advisory, Consultative **Committees and Reference Groups**

## Māori Consultative Committee

TThe Māori Consultative Committee represents tangata whenua (Article II of Te Tiriti o Waitangi), taura here (Article III of Te Tiriti o Waitangi) and the communities they live in and serve.

The Committee provides advice and guidance to Council and the Chief Executive in regard to issues relating to: tikanga; kawa; te reo Māori; and Te Tiriti o Waitangi.

#### Membership in 2012:

- Pauline Tangiora (Chair)
- Chris Collins
- Matiu Eru
- Materoa Haenga
- Matiiria Hawaikirangi-Pomana
- Heitia Hiha

Anne Hiha

- Kararaina Kire
- Audrey Robin Tracee Te Huia
  - Steve Tipu
- Roger Maaka David Pearson
- 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 2012:

- Jo Ashwell
- Lillian Baldwin
- George Brown
- Judy Campbell
- Meng Foon
- Phil Grogan

- - Taina Ngarimu
  - Kerry Proctor

  - Victor Walker

- 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 2012 were:
- Philip Rowden (Chair)
- Mabel Aiolupotea
- Tevivi Daniel
- Claire Hague
- Maryanne Marsters
- Lee Olsen
- Grant Rogers
- Taime Samuel
- Talalelei Taufale
- 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

David Hildreth Sheep/Beef Farmer

Peter Holley **Mission Estate Winery** 

Cath Kingston

Philip Irwin Deer Industry Rep

Xan Harding Hawke's Bay Winegrowers' Association Inc

Hayden Higgins Rabobank

Hastings District Council

Hilton Collier

AgFirst

Ru Collin

Plant and Food Research Chris Looii Hastings District Council

#### Art Advisory Committee

June Clifford Creative Hawke's Bay

**Rick Hopkinson** 

Alan Rowden **OCS Solutions** 

Murray Sawyer Channel 51 Lynne Trafford

**Trafford Consulting** 

Simon Nixon Simon Nixon Productions

## Beauty, Body, Spa and Hairdressing Advisory Committee

Anna Jepson Urban Retreat

**Rachel Jones** Beauty Secrets Day Spa

Hairdressing Industry Training Organisation

## **Business Advisory Committee**

Sue Boys BDO Chartered Accountants & Advisers

Damian Connolley Future Products Group Ltd

Graham Edwards Graham Edwards Ltd

Erin Gibson Willis Toomey Robinson Bruce Robertson Export New Zealand

Pan Pac Forest Products Ltd

Taradale High School

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Hannah Hohapata Trevor Helson

Geoff Hornblow

Paul McGuiness

Jackalin Manuel

Sharon Maynard

- Geoff Meade

- Maria Samoa
- Penny Walsh

Adplus

Visage

Kay Deakin

Fiona Nelson

Chris Guillemot

Peter Miller

WHK Stephen Hensman

Bart Mulder Pro Arbore Simon Nash

Consultant

Martin O'Grady Karamu High School

Kate Radburnd C J Pask Winery

**Billy Scott** SSF Orchards Ltd

Dave Waugh Hawke's Bay High School Art Teachers Association

Melissa Williams-Lamb Kilt

Sharne Pearson Decadence

Meg Rodel Napier Inner City Marketing

Carol Shepherd **BDO Business Training and HR Services** 

Wayne Urry Flavell & Chamberlain Ltd

Trevor Woodburn Heinz Wattie's Ltd

### **Computing Advisory Committee**

Rohan Bowyer CodeBlue

Jill Cochrane Napier City Council

**Charles Forman** Pan Pac Forest Products Ltd

Andrew Friedlander FX Networks

**Russell Holland** E-C Internet Solutions

**Education Advisory Committee** 

**Cheryl Ellison** Sunny Days Centre

**Cherreen Exeter** Ministry of Education Napier Kindergarten Association Fran Hurworth

**Beth Huddleston** 

Markus Lloyd

Mogul

Matthew Miller

Jenine Ritchie

Eastland Group

Guy Rosvall Heinz Wattie's Ltd

Johann Oosthuizen

Napier Boys' High School

Te Runanganui o Ngati Porou

Heretaunga Kindergartens

#### **Nursing Education Advisory Committee**

Ana Apatu Hawke's Bay District Health Board

Katherine Durrant Student Representative

Robyn Dymock Tairāwhiti District Health

Sonia Gamblen Tairāwhiti District Health

Helen Garton Postgraduate Student Representative Barbara Haywood College of Nurses, Aotearoa

Karen Hicks Hawke's Bay District Health Board

Mati Laksman Pacifica Representative Chris McKenna

Hawke's Bay District Health Board

Makere Paul-Hoetawa FIT Kuia

#### Sport, Massage & Health Promotion Advisory Committee

Peter Anderson **YMCA Hastings** 

Ross Brown Napier Boys' High School

Julia Haydon-Carr Hawke's Bay District Health Board Jock MacIntosh Hawke's Bay Regional Sports Park Donna O'Brien

Muscle Mechanics Massage

Brendon Rope Pettigrew.Green Arena

Andrew Siddles

Napier City Council

Paul Thompson

Gerard Van de Ven

**Red Jungle Software** 

Steve Watson

Irene McAllister

Miranda Smith

Carol Pedersen

Vicki Simpson

Dianne Wepa

Student Representative

Laureen Sutherland

Anglican Care (Waiapu) Ltd

Miranda Smith Homecare

New Zealand Nurses Organisation

Hawke's Bay District Health Board

Private Sector

Port of Napier

EIT

Colin Stone Sport Hawke's Bay

### **Social Services Advisory Committee**

Lisa Harrington Child, Youth & Family

Gilda Morganti Counsellor

Paula O'Boyle Psychotherapist

DOVE Hawke's Bay Lorraine Sayer Hawke's Bay District Health Board

Marie Roser

Monica Stockdale Awhina Whānau Services Davina Wainohu Child, Youth and Family **Support Programmes Advisory Committee** 

Huia Beattie Kawa Whakaruruhau Representative

Lucy Dever Otatara Restcare & Rehabilitation

Nicky Gardner Hohepa

Taradale High School

Jude Knight

Jackie Ham

Kim Hennker Hawke's Bay District Health Board

> Dianne Wepa Hawke's Bay District Health Board

Anthea Lowe

**Community Connections** 

Te Taiwhenua o Heretaunga

Virginia MacEwan

Helen MacPherson

Cheryl Robinson

Waiapu House

### Te Manga Māori Advisory Committee

Tryphena Cracknell Hawke's Bay Museum and Art Gallery

Ngäti Kahungunu lwi Incorporated Alice McMillan

Careers New Zealand

Lewis Rātapu

**Bob Hawley** 

Grant Lower

Jeremy Tatere-MacLeod

Te Wänanga o Aotearoa Kenny Jones Flaxmere College

### **Trades & Technology Advisory Committee**

Grayson Allen Peak Plumbing and Gas Ltd

Andrew Crompton Eastbridge Ltd

Lans Hasselmann Titan Buildings Ltd

EMF Electrical Ltd

**Darron Mathews** 

Red Steel New Zealand

Stichbury Automotive Care

#### **Tourism & Hospitality Advisory Committee**

Glen Fulcher City and Guilds

Hawke's Bay Tourism

Mangapapa Lodge

Megan Harris

Keith Price Napier City Council

Shane Pugh Vidal Winery Restaurant

Rebecca Rameka Pacifica Restaurant

> Jenny Ryan Takoro Trails Cycle Tours

Kim Saber Trattoria alla Toscana

Reza Saber Trattoria alla Toscana



Catherine Hobbs-Turner

Food Hawke's Bay Carolyn Neville Napier I-Site Visitor Centre

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Jim Whaanga Kaumatua

Naomi Whitewood Te Kupenga-Hauora

Paul Wright **IDEA** Services

Taradale Masonic Rest Home & Village

Donna Whitiwhiti Te Taiwhenua o Heretaunga

Hawke's Bay District Health Board

Dale Prebble Karamu High School

Gordon Sanson Homeworx Design and Build Ltd

Jackie Setz Travelsmart

Sarah Shand Napier Girls' High School

**Bill Sheppard** Best Travel

Anne Worley United Travel

# Statement of Service Performance

## Preamble

This is a transitional year for Statement of Service reporting in the tertiary education sector. The Office of the Auditor General is requiring a fuller depiction of the "story" of an institution's performance within the context of outcomes desired by government across the public sector and within the tertiary sector. With this in mind, EIT has developed an Outcomes Framework as part of its 2013–2015 Investment Plan which will inform future annual reporting. This Outcomes Framework is reprinted below. For the purposes of this 2012 Annual Report, steps have been taken to move toward the desired state which will be the subject of further work in future annual reporting cycles.

## Eastern Institute of Technology Outcomes Framework

Government Strategic Direction	<ul> <li>TERTIARY EDUCATION STRATEGY 2010 - 2015: PRIORIT</li> <li>Increasing the number of young people (aged under 25) ad</li> <li>Increasing the number of Maori students enjoying success</li> <li>Increasing the number of Pasifika students achieving at</li> <li>Increasing the number of young people moving success</li> <li>Improving literacy, language, and numeracy skills outco</li> <li>Improving the educational and financial performance of</li> <li>Strengthening research outcomes</li> </ul> APPLICABLE PUBLIC SERVICE TARGETS <ul> <li>In 2017, 55% of 25 – 34 year olds will have a qualification</li> <li>In 2017, 85% of 18 year olds will have NCEA Level 2 or an</li> </ul> INVESTMENT PLAN 2013 - 2015: GUIDANCE FOR INST AND POLYTECHNICS - TERTIARY EDUCATION COMMISS <ul> <li>More explicit matching of skills supply and demand in E</li> <li>A step change in educational performance, especially for</li> <li>A comprehensive approach to meeting the needs of you</li> <li>Significantly improved pathways and transitions for you</li> </ul>
EIT's Mission	"To provide high quality, relevant and accessible tertiary
EIT Strategic Priorities: Outcomes / Impacts	Pursuing Success - All students engage, participate and acl Enquiring Minds - EIT is an ITP sector leader in applied rese Thinking Smarter - EIT delivers high quality education in an Flourishing People - EIT is regarded as an institution that v Being Connected - EIT is meaningfully engaged with local, and using 21st century technology and resources.
Outcome Impact / Measures	<ul> <li>Plan performance commitments for student outcomes especially priority students</li> <li>Financial targets</li> <li>Research targets</li> </ul>
EIT's Outputs Activities / to achieve government and EIT outcomes /	<ul> <li>Implementation of EIT's plans for improving education         <ul> <li>Māori Student Success Framework</li> <li>Teaching and Learning Plan</li> <li>Y</li> <li>Capability plan for self-assessment and evaluati</li> </ul> </li> <li>Embedded Literacy and Numeracy monitored for impa</li> <li>Targeted interventions to support student success e.g.</li> <li>An increase in advanced trades and technical qualifica</li> <li>Further participation in the Skills for Canterbury initia</li> </ul>
impacts.	<ul> <li>Consultation with industry over the outcome of the ta</li> <li>Collaboration with the school sector to create demand</li> </ul>
	<ul> <li>Improved learner information and careers systems and</li> <li>Increased participation and educational outcomes for T</li> <li>Regional pathways with other TEOs and secondary sch</li> <li>Foundation delivery is effectively and efficiently mana</li> </ul>
	<ul> <li>Partnerships with Universities to improve pathways to</li> <li>Blended delivery further rolled out to support EIT/Taira</li> <li>International partnerships increased.</li> <li>Formalised pathways with PTEs for foundation and high</li> </ul>
EIT's Inputs	People, Processes, Infrastructure, Risk Management, Go

#### TIES

- chieving qualifications at levels four and above, particularly degrees. cess at higher levels.
- t higher levels.
- fully from school into tertiary education.
- omes from levels 1 to 3 study.
- of providers.

on at Level 4 or above. In equivalent qualification.

## TITUTES OF TECHNOLOGY

- EIT's area.
- or TES priority groups.
- uth.
- ung people.
- ional education and training.

y education for the well-being of diverse communities."

- hieve.
- earch and innovation.
- in effective and sustainable manner.
- values, nurtures and affirms people.
- , national and international communities of interest, face to face
  - Staff and student experience surveys
  - External review results
  - Graduate destination targets
  - Internationalisation targets
- nal performance especially for TES priority groups.
- Pacific Strategy
- Youth Success Framework
- ion
- act and Compliance.
- mentoring, careers advice, transitions to employment.
- tions at levels 4 and above.
- tive.
- argeted review of qualifications.
- d for STEM programmes.
- d services.
- Trades Academy and Youth Guarantee students.
- nools for NEETS and other young people are established. nged.
- o complementary degree offerings.
- āwhiti Polytechnic merger outcomes.
- gher level delivery at various sites.

overnment and Non Government Funding Sources

## **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: Maori and Pacific student learning outcomes exceed the national average for the sector each year:

#### **RESULT: (SAC ELIGIBLE EFTS)**

COURSE COMPLETION		EIT 2010	SUB- SECTOR 2011	EIT 2011	EIT ACTUAL 2012*
Course completion rate for all students	74.9%	77.0%	78.1%	78.4%	80.0%
Course completion rate for all students at Level 1 to 3	70.6%	68.5%	73.6%	73.8%	75.5%
Course completion rate for all students at Level 4 and above	76.9%	80.2%	80.0%	81.2%	82.6%
Course completion rate for Māori students at Level 1 to 3		56.8%	66.9%	68.3%	71.2%
Course completion rate for Māori students at Level 4 and above		73.9%	72.6%	75.3%	76.5%
Course completion rate for Pacific students at Level 1 to 3		58.1%	71.9%	70.5%	68.3%
Course completion rate for Pacific students at Level 4 and above	66.2%	62.1%	70.6%	73.2%	77.1%
STUDENT RETENTION / STUDENT PROGRESSION					
Student retention rate for all students	47.6%	51.7%	49.2%	48.0%	Not
Progression rate for all students at Level 1 to 3	30.2%	45.9%	27.6%	42.4%	available
PARTICIPATION					
Proportion enrolled at the TEO who are Māori at Level 1 to 3	8.5%	11.4%	7.8%	20.0%	21.2%
Proportion enrolled at the TEO who are Māori at Level 4 and above	12.1%	21.2%	13.1%	22.0%	22.4%
Proportion enrolled at the TEO who are Pacific at Level 1 to 3	2.9%	1.6%	3.4%	1.8%	1.5%
Proportion enrolled at the TEO who are Pacific at Level 4 and above	5.5%	2.1%	6.2%	2.3%	2.3%

\*Course completion results are only calculated on those courses that ended in 2012 for which a result has been provided. Approx. 3% of results were not available at the time of printing.

NB. The results for 2010 and 2011 are now finalised and may differ from those printed in previous annual reports.

#### **COMMENT:**

Since this measure was established the TEC has implemented Educational Performance Indicators as the key performance measures for student achievement outcomes. These measures show:

- Course completion rates for all SAC eligible students at Level 4 and above have already exceeded the 2014 success measure.
- EIT is a subsector leader with regard to progression rates from foundation to higher level study.
- Māori student EPIs exceeded the subsector average for course completion and participation (with the exception of Level 1 - 3 in 2010).
- Pacific students exceeded the subsector average for course completion (Level 4 and above).

#### Student experience survey indicators are maintained and improved: **RESULT:**

The graduate destination survey conducted in 2012 of EIT's 2011 graduates showed 95.2% of respondents were satisfied with the quality of the programme from which they graduated. Historic comparative data is not available as EIT has investigated different student experience surveys during the 2010 – 2012 period including the AUSSE survey.

## Activities that supported these success measures were:

Completion of review of EIT's Strategic Plan 2010 – 2014.	Not Achieved Due to timing constraints around In
Implementation of the Teaching and Learning Plan, with particular emphasis on piloting the graduate profile within selected programmes.	<ul> <li>Achieved</li> <li>Teaching and Learning Plan implet Teaching and Learning Steering G</li> <li>Graduate profile piloted with four</li> <li>Resource bank to support graduate available online to all staff.</li> </ul>
Utilisation of EPI data to identify and develop action plans for underperforming programmes.	Achieved 2011 EPI data was analysed and di Underperforming programmes ide
Utilisation of EPI data to analyse and develop plans for Māori and Pacific student achievement.	<ul> <li>Achieved</li> <li>Achievement data for all programs Māori students was collated and p</li> <li>Pacific achievement data has been reported in the six-monthly updat</li> <li>Targets and actions to support Mā selected from the Māori and Pacifi 2013 – 2015.</li> <li>Performance commitments have b EIT's desire to "close the gap" betw students and non-Māori and Pacifi</li> </ul>
Commencement of implementation of Academic Integrity Policy and associated staff development.	<ul> <li>Achieved</li> <li>Relevant policies, procedures and a</li> <li>Staff "champions" trained and a co</li> <li>Support Resources (e.g. Academic a</li> <li>Implementation and monitoring o commenced in several programmes in 2013.</li> </ul>

nvestment Plan and policy shifts, this was deferred.

- ementation continued, monitored by the Group.
- r programmes and report completed.
- te profile implementation developed and

discussed by Council and Executive team. lentified and action plans developed.

- nmes with more than 15 EFTS enrolled who are provided to faculties for analysis.
- n presented to the Pacific Reference Group, and ate of the Pacific Strategy.
- āori and Pacific student success have been ific Plans for inclusion in EIT's Investment Plan

been set for the Investment Plan that reflect tween the performance of Māori and Pacific ific.

- related documents in place.
- community of practice established.
- Writing Guide) available for staff.
- of the use of text-matching software (Turnitin) nes in Semester 2. This will be extended to other

## **Strategic Plan Priority - 5 Year Outcome statement**

# **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. **RESULT:** 

	2010	2011	2012
Internally offered	5	37	23
Externally received	10	11	13
QUALITY ASSURED RESEARCH OUTPUTS INCREASE BY 5 IN EACH OF THE FIVE YEARS:	2010	2011	2012
Total outputs	187	180	201

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

#### **RESULT:**

The most recent PBRF quality evaluation (2006) ranking shows EIT in 8th place in relation to other ITPs. Results of the 2012 PBRF ranking will be available in 2013.

In 2012, 49 portfolios were submitted out of 142 eligible staff to the PBRF quality evaluation process.

#### 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. 2012 statistics were affected by the emphasis on preparation for the PBRF round resulting in a decrease in refereed outputs and internal scholarships offered to support those outputs.

## Activities that supported these success measures were:

Submission of the PBRF application in June.	Achieved <ul> <li>Forty-nine portfolios were submitted, out of 142 eligible staff.</li> </ul>
Evaluation of the outcomes of the 2 year Research Office pilot	Not Achieved <ul> <li>Two year pilot end date is March 2013. Evaluation to be conducted early 2013.</li> </ul>
Showcasing of innovation internally at EIT.	<ul> <li>Achieved</li> <li>Staff demonstrated innovation in teaching and learning, research and community / business links within: <ul> <li>Professorial Lecture Series.</li> <li>Staff Education and Development courses.</li> <li>Academic and Allied Professional Development fora.</li> <li>Faculty and School meetings.</li> <li>Full staff meetings.</li> </ul> </li> </ul>
Establishment of a presence / involvement with the Innovating New Zealand initiative.	<ul> <li>Achieved</li> <li>30,000 research contract achieved as part of Innovating New Zealand initiative.</li> <li>Presence on INZ website in progress.</li> </ul>

## **Strategic Plan Priority - 5 Year Outcome statement**

# **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: **RESULT:** 

#### **TEC Financial Monitoring Framework results**

#### COMMENT:

Since this measure was established, TEC has utilised a financial monitoring framework to assess institutional viability and sustainability. EIT's 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 during 2011 and has been maintained at low during 2012 due to the successful completion of merger implementation milestones.

#### 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. 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:

Implementation and monitoring of the core service review outcomes as per milestone plans.	<ul> <li>Partially Achieved</li> <li>Implementation plans for all revi</li> <li>Steering group established to mo</li> <li>Active monitoring of early stages</li> </ul>
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2010	2011	2012
Low	Moderate/Low	Low

views completed. nonitor core service review implementation plans. es of implementation occurred.

## **Strategic Plan Priority - 5 Year Outcome statement**

# *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':

#### **RESULT:**

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. The 2009 education benchmark was 65.9, so this is one external indicator against which EIT's performance could be measured.

## Activities that supported these success measures were:

Implementation of Leadership and Management development framework.	<ul> <li>Achieved</li> <li>Implementation commenced.</li> <li>A number of leadership and management courses established.</li> <li>External facilitation used where appropriate.</li> <li>Communities of practice approach taken utilising a cross-organisational approach.</li> </ul>
Development of a Māori strategic framework for EIT.	<ul> <li>Achieved</li> <li>Māori Student Success Framework developed and approved by Council in July.</li> <li>Implementation begun and progress report to December 2012 prepared for Executive team and Council.</li> </ul>
Review of Director Māori role completed and outcome determined for the merged institution.	<ul> <li>Achieved</li> <li>Director Māori role review completed.</li> <li>Outcome determined but now deferred and placed on hold in the light of a pending wider institutional review required as a result of funding losses.</li> </ul>

## **Strategic Plan Priority - 5 Year Outcome statement**

# **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.

#### 300 International EFTS by 2012:

**RESULT:** 

#### **Total International EFTS**

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CO	M	NE	NI	:

### 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

0

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

**RESULT: (SAC ELIGIBLE EFTS)** 

#### COURSE COMPLETION

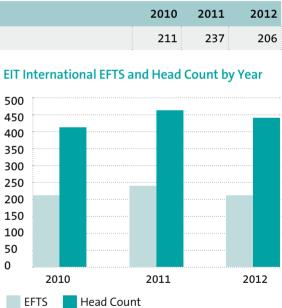
Course completion rate for students aged under 25 at Level 1 to 3

Course completion rate for students aged under 25 at Level 4 and above

#### PARTICIPATION

Proportion enrolled at the TEO who are aged under 25 at Level 1 to 3

Proportion enrolled at the TEO who are aged under 25 at Level 4 and above



SUB- SECTOR 2010	EIT 2010	SUB- SECTOR 2011	EIT 2011	EIT ACTUAL 2012
67.9%	68.1%	71.1%	73.1%	70.4%
75.3%	76.7%	78.3%	79.1%	81.3%
15.3%	14.8%	14.7%	19.2%	19.4%
33.4%	35.2%	36.1%	30.1%	32.3%

#### **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%	15th (from 28)
2011	156	4th (from 34)	72%	13th (from 34)	66%	12th (from 34)
2012	142	Not available	79%	Not available	Not available	Not available

#### TRADES ACADEMY 2012

	TARADALE	TAIRĀWHITI
Enrolled Students	140	105
Contributing Schools	13	10
Student Retention		82%
Credits Achieved		74%

## Activities that supported these success measures were:

Implementation of blended learning development and delivery plans.	<ul> <li>Achieved</li> <li>Programme implementation and delivery plans on schedule.</li> <li>79% of total development achieved by Jan 2013. 2013 development scheduled.</li> <li>23 courses developed and on target for delivery Semester 1, 2013.</li> <li>Four degrees will be completed by Semester 2, 2013 and the BA Māori in Semester 1 2013.</li> <li>Nine research projects to evaluate various aspects of blended learning underway.</li> <li>65 academic staff participated in the Blended Learning Development training; and many have completed the Online Facilitation course.</li> </ul>
Implementation of the first year of the Hawke's Bay/Tairāwhiti Schools Trades Academy @ EIT with full occupancy.	<ul> <li>Achieved</li> <li>Hawke's Bay and Tairāwhiti Schools Trades Academy @ EIT achieved full occupancy.</li> <li>140 students from 13 Hawke's Bay Schools.</li> <li>105 students from 10 Tairāwhiti Schools.</li> </ul>
Appointment of and support for the new international director position to drive achievement of international targets and quality as per the core service review recommendations.	<ul> <li>Achieved</li> <li>Director appointed in August and has commenced role.</li> <li>Strategic approach in development to address achievement of international targets and quality.</li> </ul>

## 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 2012, Educational Performance Indicators continued to be analysed and utilised to identify and address areas where student performance could be improved. A focus on Māori, Pacific and young learners and the particular barriers that they encounter in tertiary education resulted in a number of initiatives to address those barriers. These included the development of a Māori Student Success Framework guided by Council members, and research into best practice in teaching and learning for young people across the secondary and tertiary sectors. A Youth Success framework was also developed to enhance this work.

## "EIT's delivery of programmes in partnership with rural communities has flourished this year..."

A position to support implementation of the institute's Pacific Strategy was created and the appointee has worked with staff, students and communities to improve participation and achievement rates amongst this relatively small student cohort within EIT. Youth Liaison and Link work was further enhanced at both campuses to mentor and support young learners in their studies and link them to potential employers and work, with very successful outcomes. In particular, a "Trades Crusade" linking EIT trades graduates to the Christchurch rebuild work has assisted with mitigating the current challenging economic and employment environment in EIT's regions for EIT graduates, and ensured that recipients of the government's Skills for Canterbury funding to support priority trades training gained appropriate employment opportunities.

The implementation of an EIT-wide Teaching and Learning Plan established an ideal 21st century Graduate Profile and associated actions to remove barriers to achievement of this profile across the EIT student body. In 2012 selected programmes trialled embedding these attributes within their educational outcomes, and a resulting report has recommended next steps for a wider institutional approach.

As part of the merger of EIT with Tairāwhiti Polytechnic, a concerted effort to remove barriers to learning caused by the physical distance between main campuses was launched. The blended learning project has continued to roll out, focussed on the development of several programmes into a format that improved access to higher level learning for EIT's students, whether they were based in Hawke's Bay or Tairāwhiti.

EIT's delivery of programmes in partnership with rural communities has flourished this year under the leadership of the Tairāwhiti campus director. Some of these programmes are delivered at EIT's established regional learning centres while others utilise community facilities. This activity reflects Council's commitment to removing barriers to learning for dispersed and often deprived communities, and the development of programmes in genuine consultation with regional partners has proved invaluable in achieving a collaborative approach to community transformation and well-being.

Council consulted closely with EIT's Student Association during 2012 about the future provision of student support services post the legislative changes to compulsory student membership. A key principle underpinning these discussions was the need to ensure on-going support for and removal of any barriers to full student participation and achievement in the life of EIT. EIT's Council and Management have valued the constructive partnership that has developed with the Association, and look forward to on-going developments in the area of student support and advocacy.

# **Academic Outcomes**

## Academic Outcomes for 2011

				QUALIFICATIO	ONS AWARDED
FACULTY	CERTIFICATE (LEVEL 1 -4)	DIPLOMA (LEVEL 5 -6)	DEGREE (LEVEL 7)	POSTGRAD (LEVEL 8+)	<b>TOTAL</b> 2011
Humanities, Arts & Trades	477	88	66	0	631
Applied Science, Business & Computing	301	144	70	0	515
Health Sciences	403	54	83	74	614
Māori Studies	113	2	24	0	139
EIT Hawke's Bay Total	1,294	288	243	74	1,899
EIT Tairāwhiti Total	155	288	9	0	452
EIT Total	1,449	576	252	74	2,351

## Academic Outcomes for 2012\*

				QUALIFICATION	IS AWARDED
FACULTY	CERTIFICATE (LEVEL 1 -4)	DIPLOMA (LEVEL 5 -6)	DEGREE (LEVEL 7)	POSTGRAD (LEVEL 8+)	<b>TOTAL</b> 2012
Humanities, Arts & Trades	732	150	76	0	958
Applied Science, Business & Computing	740	189	87	0	1,016
Health Sciences	105	248	165	88	606
Māori Studies	85	39	2	7	133
EIT Hawke's Bay Total	1,064	414	316	95	1,889
EIT Tairāwhiti Total	742	**68	14	0	824
EIT Total	1,662	626	330	95	2,713

\*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.

\*\* The apparent drop in Diploma qualifications at Tairāwhiti in 2012 is due to an inconsistency in 2011 where Tairāwhiti Level 4 certificates were included in the "Diploma" figure

# **Research Office Report**

In 2012 the Research Office continued to provide institution-wide support for staff research to meet the Education Act's imperative of degree teaching being underpinned by research.

A key focus of the year was to facilitate a high quality response to the Tertiary Education Commission's (TEC) Performance Based Research Funding (PBRF) evaluation and to promote research communication within EIT and externally. Alongside this, research to benefit various organisations in the region and the maintenance and development of collaborative research partnerships with regional, national and international tertiary and other organisations took place.

EIT's participation in the PBRF evaluation culminated in 2012 with the submission of portfolios from eligible staff. The process involved identifying staff who met TEC's criteria for PBRF eligibility, providing guidance and support for the development of their portfolios and checking those portfolios for accuracy and completeness. A number of staff then supported data entry for the staff portfolio and census data. This was followed by the Research Office's response to a small number of queries raised by the PBRF auditors (KPMG).

In 2012 the awarding of EIT's competitive internal research grants and scholarships was retained. There were three Research Scholarships and fourteen Research Grants awarded for Semester Two 2012 research projects. Twelve Research Grants were awarded for Semester One 2013 research projects. Grant and Scholarship recipients are expected to present a summary of their research and approximately 15 staff provided presentations to colleagues over the year.

In addition, EIT staff were awarded 13 externally funded research grants in 2012, totalling over \$350,000. These included grants from the Lotteries Health Board, New Zealand Winegrowers, Innovating New Zealand, Work and Income New Zealand, Hawke's Bay District Health Board, Dove Hawke's Bay, Royston Trust, Stewart Centre Trust and the Hawke's Bay Medical Research Foundation. EIT staff continue to maintain and develop research links with researchers in other institutions, including the University of Otago, Massey University, Lincoln University, Auckland University of Technology, University of Waikato, China Agricultural University, University of California Davis, University of London, Leeds Metropolitan University, University of Middlesex, University of Western Australia, University of La Trobe, University of Adelaide, Hawke's Bay District Health Board,

Bob Marshall, PhD EIT Research Director

Tu Meke First Choice Primary Healthcare Organisation, Plunket New Zealand, and DOVE Hawke's Bay.

In late 2011 six EIT staff were promoted to Associate Professorships. This was noted and reported by the National Business Review as well as Napier and Hastings local newspapers. These appointments were also profiled in EITNews. Five of the Associate Professors (Bray, Forrest, Gibb, Paton, Verhaart) gave public lectures about their research in the 2012 Professorial Lecture Series which were very well attended. Between 30-120 people came on campus for each lecture and enjoyed the presentations. This proved to be a very useful approach to promoting the research which occurs at EIT.

The Research Office published EIT Research Bulletins in March, August and December, providing information on upcoming research grant opportunities, publicising internal research grant and scholarship recipients, PBRF updates and other research-related information.

EIT's 2012 Research Showcase highlighted 15 research projects in a high quality, attractive magazine. As a research promotion exercise, the Research Office supported the development of posters from the work of staff featured in both the 2012 and 2011 Research Showcase editions. These posters were then displayed in the Taradale and Tairāwhiti campus libraries before being returned to staff for display in their School.

Refereed publications in 2012 dropped compared with 2011, reflecting the significant amount of time devoted to the preparation of PBRF portfolios in 2012. As one of the objectives of the Research Office is to promote research, another factor of note is that there were 46 applications to the Research Ethics and Approvals Committee in 2012 vs 32 in 2011 and 26 in 2010. This indicates an increasing number of research projects being undertaken by staff and the potential for increased research outputs in the future.

Finally, a project was initiated and completed which coordinated the aims and objectives of the Research Office and the Strategic Research Committee. EIT's research policy documents were also reviewed, and EIT staff were polled for comments. These were collated and documents were prepared for Academic Board. The revisions have subsequently been approved by Academic Board and uploaded to the website.

# **Research Outputs In 2012**

#### Book

Leberman, S., Collins, C., & Trenberth, L. (Eds.). (2012). Sport business management in New Zealand and Australia. Melbourne, Australia: Cengage Learning.

Morris Matthews, K. (2012). Who cared? Childhoods within Hawke's Bay children's homes and orphanages 1892-1988. Napier, New Zealand: Eastern Institute of Technology.

#### **Book Chapter**

Hinge, S., & Dreyer, W. (2012). Crucible influences on leadership: Reflections on Northland leaders' surthrival experiences. In P. Miller & W. Dreyer (Eds.), Doctoral research in management and business in New Zealand (pp. 91-100). Lismore, Australia: Southern Cross University Press

Leberman, S., Collins, C., & Trenberth, L. (2012). The sport business industry. In S. Leberman, C. Collins & L. Trenberth (Eds.), Sport business management in New Zealand and Australia (pp. 2-23). Melbourne, Australia: Cengage Learning.

Maaka, R. (2012). Indigeneity and locating indigenous peoples: To all our relations: Ki ō tātau karangataha maha. In C. de Zegher & G. McMaster (Eds.), In all our relations: 18th Biennale of Sydney (pp. 365-370). Sydney, Australia: Biennale of Sydney

Maxted, J. (2012). Small beginnings: From the clinic gym to a career outdoors. In M. Miyahara (Ed.), *Learning from individual* movement development (2nd ed.). Dunedin, New Zealand: University of Otago, Movement Development Clinic.

Papps, E. (2012). Legal implications in nursing practice: New Zealand. In J. Crisp, C. Taylor, C. Douglas & G. Rebeiro (Eds.), Potter and Perry's Fundamentals of nursing (4th ANZ ed., pp. 180-192). Sydney: Elsevier Australia.

Trenberth, L., Leberman, S., & Collins, C. (2012). Emerging trends and developments for sport management in the future. In S. Leberman, C. Collins & L. Trenberth (Eds.), Sport business management in New Zealand and Australia (pp. 378-395). Melbourne, Australia: Cengage Learning.

Vernon, R., Papps, E., & Dignam, D. (2012). Continuing competence: Preparing for practice. In E. M. L. Chang & J. Daly (Eds.), Transitions in nursing: Preparing for professional practice (3rd ed., pp. 341-356). Sydney: Elsevier Australia.

## Journal Article

#### Refereed

Abel, S., Marshall, B., Riki, D., & Luscombe, T. (2012). Evaluation of Tu Meke PHO's Wairua Tangata Programme: A primary mental health initiative for underserved communities. Journal of Primary Health Care, 4(3), 242-248. Available from http://www.rnzcgp.org. nz/jphc-september-2012/

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facility inpatients. International Journal of Mental Health Nursing. [Advance online publication]. doi: 10.1111/j.1447-0349 2012 00871 x

Driller, M., & Paton, C. (2012). The effects of respiratory muscle training in highly trained rowers. Journal of Exercise Physiology online, 15(6), 93-102. Available from http://www.asep.org/asep/ asep/JEPonlineDECEMBER2012.html

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He, F., Liang, N.-N., Mu, L., Pan, Q.-H., Wang, J., Reeves, M. J., & Duan, C.-Q. (2012). Anthocyanins and their variation in red wines I. Monomeric anthocyanins and their color expression. Molecules, *17*(2), 1571-1601. doi: 10.3390/molecules17021571

He, F., Liang, N.-N., Mu, L., Pan, Q.-H., Wang, J., Reeves, M. J., & Duan, C.-Q. (2012). Anthocyanins and their variation in red wines II. Anthocyanin derived pigments and their color evolution. *Molecules, 17*(2), 1483-1519. doi: 10.3390/molecules17021483

Hedley, C., Thompson, S., Morris Matthews, K., Pentecost, M., Wivell, J., Stockdale Frost, A., & Morris, H. (2012). The B4 School Check behaviour measures: Findings from the Hawke's Bay evaluation. Nursing Praxis in New Zealand, 28(3), 13-23.

Kadirov, D., & Varey, R. J. (2012). Neo-structuralist analysis of green-marketing discourse: Interpreting hybrid car manufacturers and consumers. Consumption, Markets & Culture, 1-24. [Advance online publication]. doi: 10.1080/10253866.2012.668367

King, P. D., McClellan, D. J., & Smart, R. E. (2012). Effect of severity of leaf and crop removal on grape and wine composition of Merlot vines in Hawke's Bay vineyards. American Journal of Enology and Viticulture, 63(4), 500-507

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Prince, C. M. (2012). Brooke's day: One child's experience in an early childcare and education centre in New Zealand. New Zealand Research in Early Childhood Education, 15, 120-131.

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#### Non-refereed

Bruce, L. (2012). [Exhibition review of Bruce and Estelle Martin: Kamaka Anagama – Pots from the collection, Black Barn Gallery, Havelock North, 12 April to 6 May, 2012]. Ceramics Quarterly, 32(2), 10.

Mapel, T. (2012). Through a glass darkly: Coming face to face with mirroring in psychodrama. Australian and New Zealand Psychodrama Journal, 21, 9-20.

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Department

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#### **Conference Contribution**

#### Published conference proceedings

Bray, O., & Bray, P. (2012, March). "Why can't I stop looking?" A therapeutic and performative debate on performed trauma. Paper presented at the 2nd Global Trauma: Theory and Practice Conference, Prague, Czech Republic, Available from http://www. inter-disciplinary.net/at-the-interface/evil/trauma/projectarchives/2nd/session-3-performing-trauma/

Chittenden, R. (2012). The Tannin Portal: Red wine and grape colour, phenolics and tannin analysis. in Proceedings: Pushing the envelope: New Zealand Society for Viticulture and Oenology Pinot Noir Workshop, Blenheim, New Zealand, 21 August 2012 (pp. 42-49). Havelock North, New Zealand: New Zealand Society for Viticulture and Oenology.

Erturk, E. (2012). A case study in open source software security and privacy: Android adware. In World Congress on Internet Security (WorldCIS-2012), Guelph, Canada: Proceedings (pp. 189-191). New York, NY: IEEE.

Giles, L. (2012). Metaliteracy [Abstract]. In New Zealand Applied Business Education Conference: Conference proceedings 1-3 October 2012. Available from http://www.nzabe.ac.nz/nzabe-2012-conference

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Greville, G., & Skelton, D. (2012). A GIS experience in the capital: EIT internship [Poster]. In M. Lopez & M. Verhaart (Eds.), CITRENZ 2012: Proceedings of the 3rd Annual Conference of Computing and Information Technology Research and Education New Zealand, incorporating the 25th Annual Conference of the National Advisory Committee on Computing Qualifications, Christchurch, New Zealand, 8th-10th October 2012. (p. 37). Available from www.citrenz.ac.nz

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Hu. M., Winikoff, M., & Cranefield, S. (2012). Programming process for goals and plans. In Postgraduate Day 24 August 2012 Information Science Department University of Otago (pp. 41-42). Dunedin, New Zealand: University of Otago, Information Science

Pascoe, R. (2012). Learning on the move: Learning spaces and technology [Abstract]. In New Zealand Applied Business Education Conference: Conference proceedings 1-3 October 2012. Available from http://www.nzabe.ac.nz/nzabe-2012-conference

Roy, R. (2012). Don't work hard, work smart: Use classification and coding system for enhanced inventory management. In New Zealand Applied Business Education Conference: Conference proceedings 1-3 October 2012. Available from http://www.nzabe. ac.nz/nzabe-2012-conference

Skelton, D. (2012). Seven barriers to graduate transition: Does cooperative education help students find jobs? In K. Zegwaard (Ed.), New Zealand Association for Cooperative Education 2012 Conference Proceedings: Refereed Proceedings of the 15th New Zealand Association for Cooperative Education Conference. held 18-20 of April, 2012, at the University of Waikato, Hamilton, New Zealand (pp. 39-42). Available from http://www.nzace.ac.nz/ conferences/papers/Proceedings 2012.pdf

Tuapawa, K., & Erturk, E. (2012). KIWI WORLD: PC-Training our nation [Poster]. In M. Lopez & M. Verhaart (Eds.), CITRENZ 2012: Proceedings of the 3rd Annual Conference of Computing and Information Technology Research and Education New Zealand, incorporating the 25th Annual Conference of the National Advisory Committee on Computing Qualifications, Christchurch, New Zealand, 8th-10th October 2012. (p. 171). Available from http://www.citrenz.ac.nz

Tuapawa, K., & Skelton, D. (2012). Virtual world technology adoption and potential in tertiary education: A review of the literature. In M. Lopez & M. Verhaart (Eds.), CITRENZ 2012: Proceedings of the 3rd Annual Conference of Computing and Information Technology Research and Education New Zealand, incorporating the 25th Annual Conference of the National Advisory Committee on Computing Qualifications, Christchurch, New Zealand, 8th-10th October 2012. (pp. 105-110). Available from http://www.citrenz.ac.nz

Verhaart, M. (2012). Curating digital content in teaching and learning using wiki technology. In IEEE International Conference on Advanced Learning Technologies (pp. 191-193). doi. ieeecomputersociety.org/10.1109/ICALT.2012.61

Verhaart, M., & Hagen-Hall, K. (2012). gxLearning, teaching to geographically extended classes. In M. Lopez & M. Verhaart (Eds.), CITRENZ 2012: Proceedings of the 3rd Annual Conference of Computing and Information Technology Research and Education New Zealand, incorporating the 25th Annual Conference of the National Advisory Committee on Computing Qualifications, Christchurch, New Zealand, 8th-10th October 2012. (pp. 111-118). Available from http://www.citrenz.ac.nz

Wakeling, C., & Skelton, D. (2012). An IT software development internship: A programming project at Palomatech [Poster]. In New Zealand Association for Cooperative Education Conference 2012: Nurturing the learning: Getting stuck in together: 18th - 20th April University of Waikato, Hamilton: Abstracts (p. 26). Available from http://www.nzace.ac.nz/conferences/papers/ Abstracts 2012.pdf

Yahanpath, N., & Singh, S. (2012, February). Creative drafting of bond covenants – A New Zealand case. Paper presented at the 16th New Zealand Finance Colloquium, Auckland, New Zealand. Available from http://www.nzfc.ac.nz/archives/2012/ programme/

#### **Conference oral presentation – refereed**

Crawford, R., Stein-Parbury, J., & Dignam, D. (2012, September). Emotional communication between nurses' and parents' of a child *in hospital*. Paper presented at the International Conference on Communication in Healthcare 2012, St Andrews, Scotland.

Erturk, E. (2012, June). An overview of mobile application design and artificial intelligence in blended learning. Paper presented at the Canada International Conference on Education (CICE), Guelph, Canada.

Erturk, E., & George, A. (2012, April). The importance of social media skills for students' future job performance. Paper presented at the 15th New Zealand Association for Cooperative Education (NZACE) Conference, Hamilton, New Zealand.

Maxted, J. (2012, November). Boys go bush: Pedagogical insights to the experiences of (NZ) adolescents on solo. Paper presented at the Association of Outdoor Recreation and Education (AORE) Conference, Snowbird, UT, USA.

McConnell, C. (2012, January). Paid or voluntary in field based practicum: Does it make a difference? Paper presented at the 13th New Zealand Early Childhood Research Conference, Wellington, New Zealand

Morris Matthews, K. (2012, November-December). Locating the real Colenso: The results of intersecting narratives between researchers and archivists. Paper presented at the Australian and New Zealand History of Education Conference, Melbourne, Australia

Moyle, A., Nuku, P., & Rohe-Belmont, P. (2012, October). He pito mata: Tablet technology in Te Manga Māori. Paper presented at Shar-E-Fest 2012, Hamilton, New Zealand.

Nuku, P. (2012, July). Kī au i nohoia anō tēnei poraka e aku tūpuna: I repeat, these are my ancestral lands. Paper presented at He Rau Tumu Korero, Maori Historians' Symposium, Napier, New Zealand.

Paton, C. D. (2012, April). The effects of cycling cleat position on subsequent running performance in a simulated duathlon. Paper presented at the 5th Exercise & Sports Science Australia Biennial Conference, Gold Coast, Australia.

Prince, C. M. (2012, January). Lighting the way: Advances in sustainable practices in early childhood centres. Paper presented at the 6th Biennial New Zealand Association for Environmental Education (NZAEE) Conference, Hamilton, New Zealand.

Riden, H. (2012, September). The preparedness and support of registered nurses preceptoring internationally educated nurses for whom English is a second language. Paper presented at NET2012 23rd International Networking for Healthcare Education Conference, Cambridge, England.

Roberts, J., & Scrymgeour, G. (2012). Responding to local and national educational expectations within the Faculty's Health Professionals Postgraduate Programmes: The shift to online learning and partnership courses. Paper presented at the 4th International Nurse Education Conference (NETNEP), Baltimore, MD. USA

Roy, R. (2012, April). ABC, VED and FSN analysis with a twist: Can they tango together to entertain inventory managers? Paper presented at the 23rd Annual POMS Conference, Chicago, IL, USA.

Roy, R. (2012, April). Shipping disaster of the Rena in the New Zealand waters: Looking into the possible causes and ongoing recovery operations? Paper presented at the Australian & New Zealand Disaster and Emergency Management Conference, Brisbane, Australia.

Vernon, R., & Nelson, J. (2012, July-August). Clarity of self. CIRC Special Session presented at the 23rd International Nursing Research Congress, Brisbane, Australia.

Vernon, R., Chiarella, M., & Papps, E. (2012, September). Continuing competence: Consensus or not? Paper presented at the National Council of State Board of Nursing 2012 Scientific Symposium, Alexandria, VA, USA.

Yahanpath, N., & Mahbubul, M. A. M. (2012, November). Evaluating the performance measurement system (PMS) in the financial service industry in a developing country: The case of Bangladesh. Paper presented at the 8th Asia-Pacific Management Accounting Association Conference 2012, Xiamen, China

Yahanpath, N., & Mahbubul, M. A. M. (2012, December). Balanced scorecard without strategic risk management: Is it really balanced? Paper presented at the World Business and Economics Research Conference 2012, Auckland, New Zealand.

#### Conference oral presentation - non-refereed

Ball, C., & Thompson, S. (2012, May). Who are the insane and what do we do with them? Paper presented at the 2nd Global Conference: The Patient, Prague, Czech Republic.

Bray, P. (2012, December). 'All the world's a stage?' Goffman's social psychological perspective on counselling. Paper presented at the NZAC Research Conference, Napier, New Zealand.

Collins, C. (2012, March). Mergers and rationalization and lessons learned on the journey. Paper presented at the New Zealand Higher Education Summit 2012, Auckland, New Zealand.

King, P. D. (2012, May). Leaf and crop removal effects on Merlot grape and wine quality. Paper presented at the LandWISE 2012 10th Annual Conference, Havelock North, New Zealand.

Krasnow, M., King, P., Yahanpath, N., Petry, D., & Albertyn, F. (2012, November). Mechanised early defoliation as a non-chemical means to reduce rot in vineyards - Applied research for industry. Paper presented at the ITP Conference 2012, Wellington, New Zealand.

Leslie, A., & Ehrhardt, P. (2012, December). Evaluation of the independent purposeful benefits project. Paper presented at the Foundation and Bridging Educators New Zealand (FABENZ) Conference, Auckland, New Zealand,

Maaka, R., & Gonzales, C. (2012, June). "The last full-blooded one *died in....": The invisible indigenous peoples.* Paper presented at the Fourth Annual Meeting of the Native American and Indigenous Studies Association, Uncaseville, CT, USA

Maaka, R. (2012, July). Articulating Actearoa. Paper presented at He Rau Tumu Korero, Maori Historians' Symposium, Napier, New Zealand

Maaka, R. (2012, September). Transforming the 'c's from comparative to critical, indigenous studies and the politics of indigeneity. Paper presented at the Indigenous Studies Research Network 2012 Annual Symposium, Brisbane, Australia.

Mapel, T. (2012, December). Kaupapa Maori mindfulness based stress programme project: Phase one. Paper presented at the NZAC Research Conference, Napier, New Zealand.

Maxted, J. (2012, November). Towards a philosophy for outdoor recreation. Workshop presented at Outdoor Recreation Forum, Department of Health & Welfare, Province of Nova Scotia, Halifax, . Canada.

Maxted, J. (2012, November). The Mangatepopo river tragedy: Lessons learned and implications for outdoor leadership. Presented at Outdoor Recreation Forum, Department of Health & Welfare, Province of Nova Scotia, Halifax, Canada.

Papps, E. (2012, November). Research and ethics – Doing no harm. Paper presented at the NZNO Nursing Research Section Conference, Nelson, New Zealand,

Pentecost, M. (2012, December). Dilemmas arising as I plan a poetic autoethnographic exploration. Paper presented at the NZAC Research Conference, Napier, New Zealand.

Reeves, M. J. (2012, November). Risk management in the bottling and labelling of wine. Paper presented at the Asia Pacific Economic Cooperation Forum on Wine Regulations, Auckland, New Zealand.

Wafula, M., & Hayes, J. (2012, December). Does a bridging course matter? A comparison of academic performance between students who attended a bridging course and direct entry students in Bachelor of Nursing (BN) year one science. Paper presented at the Foundation and Bridging Educators of New Zealand (FABENZ) Conference 2012, Auckland, New Zealand.

#### Thesis

Mac Callum, K. S. (2011). Influences on the adoption of mobile technology by students and teachers. (PhD thesis, Massey University, Albany, New Zealand). Available from http://mro. massey.ac.nz/handle/10179/3684

#### Report

Taylor, L. (2012). Smoke-free @EIT. 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. (2012). Formative evaluation of the Safe Sleep Action project. Report prepared for the Hawke's Bay District Health Board.

#### **Conference poster presentation**

McKinlay, E., Vernon, R., Crawford, R., Ashworth, N., McHugh, P., Pullon, S., ... Broughton, J. (2012, August). Interprofessional education: Establishing common ground to build interprofessional practice. Poster session presented at the NZ College of Primary Health Care Nurses, NZNO, Inaugural Conference 2012, Hamilton, New Zealand.

McKinlay, E., Vernon, R., Crawford, R., Ashworth, N., McHugh, P., Pullon, S.,... Broughton, J. (2012, August). Interprofessional education: Establishing common ground to build interprofessional practice. Poster session presented at the Interprofessional Health Studies Poster Conference, Auckland, New Zealand.

Vernon, R., & Reed, C. (2012, September). Public safety. confidence and competence. Poster session presented at the National Council of State Board of Nursing 2012 Scientific Symposium, Alexandria, VA. USA.

#### **Conference** - other

Rutgers, W., & Cameron, M. J. (2012, October). Rapporteur report. Paper session: Grudnoff, L., & Simpson, M. How do we strengthen the links between initial teacher education, teacher registration and early career learning? TEFANZ 2012 Conference, Palmerston North, New Zealand,

Riden, H. (2011). The preceptor experience: The preparedness and support of registered nurses preceptoring international nurses for whom English is a second language (Unpublished master's thesis). Eastern Institute of Technology, Hawke's Bay, New Zealand.

Thompson, S., Manhire, K., & Abel, S. (2012). Changing the next generation: An evaluation of the Well Child/ Tamariki Ora service for teenage mothers in Hawke's Bay. Taradale, New Zealand: Eastern Institute of Technology.

Agnew, M. (2012). Toward a Hawke's Bay high performance sporting pathway: Converting talent into high performance. Report prepared for High Performance Sport New Zealand.

Ehrhardt, P. (2012). Independent purposeful benefits project -Outcomes report. Report prepared for Work and Income, East Coast Region, Ministry of Social Development.

Ehrhardt, P., & Coulton, S. (2012). Evaluation of the Incredible Years, Hawke's Bay parenting programme as a model of interagency collaboration. Report prepared for the Incredible Years Hawke's Bay Stewardship Group.

King, P. D., & Krasnow, M. R. (2012). Grapevine water relationships - Defoliation effects on seasonal vine water use. Report prepared for Villa Maria Wine Estates.

Leslie, A. (2012). Independent purposeful benefits project – Interim evaluation. Report prepared for Work and Income, East Coast Region, Ministry of Social Development.

Marshall, B., & Forrest, R. (2012). Flaxmere College: Smokefree School Project. Report prepared for the Population Health Unit, Hawke's Bay District Health Board.

Marshall, B., Forrest, R., & Kirton, D. (2012). Hawke's Bay healthcare workforce stocktake 2011. Report prepared for the Turuki Maori Workforce Development Team, Hawke's Bay District Health Board.

Marshall, B., Forrest, R., Thompson, S., Maclaren, O., & Maddison, R (2012). Final report on the 2010 and 2011 Bikes in Schools Project at St. Mary's School, Peterhead School and Maraenui Bilingual School. Report prepared for Bike On New Zealand and the Healthy Populations Group, Hawke's Bay District Health Board.

### Exhibition

#### Refereed

Baker, P. (2012). This, That and the Other [Sculptural installation], EAST 2012 [Group exhibition]. Hastings City Art Gallery, Hastings, New Zealand, October 26-January 13, 2013.

Binding, W. (2012). The Works [Painted artwork]. EAST 2012 [Group exhibition]. Hastings City Art Gallery, New Zealand, October 26-January 13, 2013.

Binding, W. (2012). View; Rapture; Study for a Corporate Crime Act [Painted artworks]. Collections [Group exhibition]. No 13 O'Connell St, Auckland, New Zealand, November 23-December 23.

Binding, W. (2010-2012). The Gorge; @headquarters; Studies for Waterviews, and other selected works [Painted artworks]. Times [Group exhibition]. 5b High Street, Auckland, New Zealand, July

Bruce, L. (2012). Transporters V, VI, VII, VIII [Ceramic sculpture]. EAST 2012 [Group exhibition]. Hastings City Art Gallery, Hastings, New Zealand, October 26-January 13, 2013.

Bruce, L. (2012). Twinning Portal [Sculpture]. New Zealand Sculpture OnShore 2012 [Group exhibition]. Fort Takapuna, Auckland, New Zealand, November 8-18.

Gibbs, S. (2012). Whakapono (Faith) [Painting on un-stretched canvas]. Toihoukura [Group exhibition]. Kura Gallery, Auckland, New Zealand, December 7-January, 6, 2013.

Hawksworth, M. (2012). Strife Knot 1 – 6 [6 drawn artworks]. 150 x 150 x 150 [Group exhibition]. Sanderson Contemporary Art, Auckland, New Zealand, August 7-12.

Hawksworth, M. (2012). 1. Transport. 2. Weaxan [Drawn artworks]. Advent [Group exhibition]. Sanderson Contemporary Art, Auckland, New Zealand, November, 2012-January, 2013.

Koopu, E. (2012). Tawera (The transit of Venus) [Acrylic on unstretched canvas]. Toihoukura [Group exhibition]. Kura Gallery, Auckland, New Zealand, December 7-January, 6, 2013.

Lardelli, D. (2012). Kaitiaki [Multimedia]. Toihoukura [Group exhibition]. Kura Gallery, Auckland, New Zealand, December 7-January, 6, 2013.

Lardelli, D. (2012, July). Tā moko [Live exhibit]. Tā Moko symposium, 11th Festival of Pacific Arts, Honiara, Solomon Islands. Roberts, N. (2012). E2-abzu [Sculptural artwork]. East 2012 [Group exhibition]. Hastings City Art Gallery, Hastings, New Zealand, October 27-Janurary 13, 2013.

Solomon, M. (2012). Ruaumoko (Deity of Ta Moko, God of earthquakes) [Wall sculpture]. Toihoukura [Group exhibition]. Kura Gallery, Auckland, New Zealand, December 7-January, 6, 2013. Wirihana, C. (2012). Kete Whakairo. Toihoukura [Group exhibition]. Kura Gallery, Auckland, New Zealand, December 7-January, 6, 2013.

#### Non-refereed

Baker, P. (2012). Re-Location (Piiata Lights) [Scripted font in minimalist illumination boxes]. Aroha and Friends, Ahuriri, Napier, New Zealand, November 2012.

Baker, P. (2012). Southwards (Piiata Lights) [Scripted font in minimalist illumination boxes]. Struth Design 1, Martinborough, New Zealand, November 2012.

Chiappin, A. (2012). HuiHui Wha [Group exhibition]. 50a Ossian Street, Napier, New Zealand, November 23-January 2013.

Gibbs, S. (2012). Huri Katau o Te Ra. Ka Huri Tau o Te Ra [Group exhibition]. Maia/Kotuku Galleries, Toihoukura, Gisborne, New Zealand.

Gibbs, S. (2012). Manu Korero series [Works on harakeke paper]. Matatuhi [Group exhibition]. Maia/Kotuku Galleries, Toihoukura, Gisborne, New Żealand.

Gibbs, S. (2012). Whitiriea [Acrylic on board]. Te Aho Matariki [Group exhibition]. Maia/Kotuku Galleries, Toihiukura, Gisborne, New Zealand.

Kelly, R. (2012). Study for Talisman [Installation]. HuiHui Wha [Group exhibition]. 50a Ossian Street, Napier, New Zealand, November 23-January 2013

Koopu, E. (2012). He Whetu i te Pō [Acrylic on canvas drop]. Te Aho Matariki [Group exhibition]. Maia/Kotuku Galleries, Toihoukura, Gisborne, New Zealand

Koopu, E. (2012). Tawera [Acrylic on unstretched canvas]. Ka Huri Tau o Te Ra [Group exhibition]. Maia/Kotuku Galleries, Toihoukura, Gisborne, New Zealand.

Koopu, E. (2012). Tiaho Mai [Acrylic on stretch canvas]. Matatuhi [Group exhibition]. Maia/Kotuku Galleries, Toihoukura, Gisborne, New Zealand

Roberts, N. (2012). Ferromagnetic Bloom [Sculptural artwork]. Wildflower Sculpture Exhibition [Group exhibition]. Round Pond Garden, Hastings, New Zealand, November 7-11.

Sutherland, B. (2012). Experiment of Green [Photo & painted art works]. HuiHui Wha [Group exhibition]. 50a Ossian Street, Napier, New Zealand, November 23-January 2013.

Webster, J. (2012). Cumulo-strategem [Screenprint and heat transfer on die-cut cardboard]. Boundless [Group exhibition]. New Zealand Academy of Fine Arts, Wellington, New Zealand, May 6-27; Community Arts Centre, Hastings, New Zealand, March 19-30.

Wardle, J. (2012). Neke Atu Neke Mai Sculptural installation. Solo exhibition]. Hastings Community Arts Centre, Hastings, New Zealand, October 28-November 8

#### Curation

Baker, P. (Curator). (2012). Showcase1 [Group exhibition]. Hastings City Art Gallery, Hastings, New Zealand, November 17-December 2.

Gibbs, S. (Curator). (2012). Ā Tatou Kōrero: Our Stories, Our Voices [Group exhibition (Ngāti Porou/East Coast Schools (Te Rangitawaea) Digital Photography Project)]. Toihoukura, Gisborne, New Zealand, August 31-September 13.

Gibbs, S. (Curator). (2012). Toi Ora (Toihoukura) [Group exhibition]. Tairawhiti Museum, Gisborne, New Zealand, November 23-January 23, 2013.

#### Design

Chiappin, A., & Gull, J. (2012). ideaschool branding [Design package]. School of Arts and Design, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Chiappin, A., & Gull, J. (2012). IS 1 idea showcase brand and collateral [Design package]. School of Arts and Design, Eastern Institute of Technology, Hawke's Bay, New Zealand.

#### Film/Video

#### Refereed

Sutherland, B (Producer/Director). (2011). Infinity on trial: Anish Kapoor and the making of Dismemberment Site 1 [Motion picture]. New Zealand: Far Away Films. Screened at Anish Kapoor exhibition, Museum of Contemporary Art Australia, Sydney December 2012-April 2013; NZ Film Archive as part of The Obstinate Object, in association with the Adam Art Gallery & the City Gallery, Wellington, March 31, 2012.

Sutherland, B. (Director/Co-Producer) & Judge, P. (Co-Producer). (2012). Twelve hours of daylight [Abstract film]. New Zealand: Far Away Films. Screened at Bilbao Arte, September 12, 2012 & Letra Chica, Argentina, September 29-November 11, 2012; IV Festival Internacional de Videopoesia "por la Tierra", Buenos Aires, November 2012; Frankfurt book fair media launch, Saatchi & Saatchi, New York, August 14, 2012.

#### Commission

Binding, W. (2012). Falling Down Together [Painted artwork]. Commissioned by K. Seward, London, England.

Lardelli, D., & Gibbs, S. (2012). Waka Maumahara [Carving]. Commissioned by C Company Building Committee, Gisborne, New Zealand.

Page, S. (Producer/Director) & Sutherland, B. (Director). (2012). The story of the poetry poster [Documentary short film]. New Zealand: Brilliant Films. Commissioned by Phantom Billstickers. Available from http://vimeo.com/46121046

#### **Oral Presentation**

#### External

Collins, C. (2012, January). Tertiary education system in ITPs in New Zealand: Trends & developments. Presented to the TAFE Australia Board, Sydney, Australia.

Maaka, R. (2012, September). He tirohanga a ngā marae ā takiwā; A local marae perspective on the Ruataniwha Water Project. Presented at the Hawke's Bay Regional Council public meeting, Memorial Hall, Napier, New Zealand.

Maaka, R. (2012, October). Maori and GM. Presented at the Hastings District Council, Regional & Stakeholder Forum on Genetic Modification, Hastings Opera House, Hastings, New Zealand

Maaka, R. (2012, November). Karangatanga: Wai penei i nga kawai a te wheke - Relationships: Maori, local government, and water. Presented to the Hastings District Council, Hastings, New Zealand.

Maxted, J. (2012, November). Case study in outdoor leadership: The Mangatepopo river tragedy and implications for outdoor *leadership.* Presented to Movement Science graduate students and faculty, University of Idaho, Moscow, ID, USA.

Maxted, J. (2012, November). The Mangatepopo river tragedy: Lessons learned and implications for outdoor leadership. Presented to faculty and students, Department of Kinesiology, University of New Hampshire, NH, USA.

Maxted, J. (2012, November). The nature-based solitude experience: Educational and personal development implications. Presented to Movement Science faculty and students, University of Idaho, Moscow, ID, USA.

Maxted, J. (2012, November). Oh, the places you will go!: Outdoor recreation in Aotearoa New Zealand. Presented to Community Studies students, Cape Breton University, Nova Scotia, Canada.

Maxted, J. (2012, November). Oh, the places you will go !: Outdoor recreation in New Zealand. Public presentation at Escape Outdoors, Halifax, Nova Scotia, Canada.

New **Zealand** New Zealand. New Zealand. Bangladesh.

Maxted, J. (2012, November). Philosophical reflections: Two decades of outdoor education leadership in Aotearoa New Zealand. Presented to Community Studies students, Cape Breton University, Nova Scotia, Canada.

Maxted, J. (2012, November). Wilderness solitude for adolescents: Educational and personal development implications. Presented to faculty and graduate students, Department of Kinesiology, University of New Hampshire, NH, USA.

Meyer, S. (2012, July). BN blended online. Presented at the Universal College of Learning (UCOL) Staff Symposium, Palmerston North, New Zealand.

Morris Matthews, K. (2012, September). Asking the `hard to ask questions'. Presented at the Before School Check Nurse Education , Training, Te Taiwhenua O Heretaunga, Hastings, New Zealand.

Otis, E. (2012, November). Controlling sideline behaviour of fans and parents at youth sporting events. Presented at the Regional RSO meeting, Napier, New Zealand.

Otis, E. (2012, February). Controlling sideline behaviour of fans and parents at youth sporting events. Presented at the Sport Hawkes Bay Coaches Forum, Napier, New Zealand.

Otis, E. (2012, August). Instant zone - A new paradigm for peak performance. Presented at the Sport Hawkes Bay Coaches Forum, Napier, New Zealand.

Reeves, M. J. (2012, November). An overview of the development of the fruit wine industry in New Zealand. Presented at the Fruit Wine and Cider Makers of New Zealand Awards Ceremony, Napier,

Reeves, M. J. (2012, November). Wine gets better with age -Reflections on changes in the New Zealand industry. Presented at Auckland University, New Zealand.

Taafe, P. (2012, December). From Victorian scrapbooking to contemporary collage. Presented to the Havelock North Collectors Group, Havelock North, New Zealand.

Taylor, L. (2012). Smoke-free @EIT. Presented to the Hawke's Bay District Health Board Smoke-free team, Hastings, Hawke's Bay,

Verhaart, M. (2012, April). 21st century teaching techniques. Presented at the National Business Administration Forum, Napier,

Verhaart, M. (2012, July). Technology in 21st century education: Academic learning and teaching. Presented to government education officials and university representatives, Dhaka,

Verhaart, M. (2012, September). 21st century technology in teaching & learning. Presented at the Star and Careers Advisors seminar, Napier, New Zealand.

Wirihana, C. (2012). Guest lecture. Presented at Kahu Ora - Living Cloaks Exhibition, Te Papa Tongarewa, Wellington, New Zealand.

Wirihana, C. (2012, July). Guest lecture. Presented at Ngā Whakatipuranga - Generations of Weaving Exhibition, Rotorua Museum of Art and History, Rotorua, New Zealand.

Abel, S. (2012, June). Evaluation of the Wairua Tangata Programme: A Hawke's Bay primary mental health initiative. Presented at the Brown Bag Research Forum, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Agnew, M. (2012, September). Toward a Hawke's Bay high performance sporting pathway: Converting talent into high performance. Presented at the Faculty of Health Sciences Health Research Forum, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Bray, P. (2012, October). Exploring the relationships between experiences of loss, spirituality and post-traumatic growth. Professorial lecture presented at Eastern Institute of Technology, Hawke's Bay, New Zealand.

Crawford, R., Bavidge, D., Eriksen, M., & Monson, K. (2012, October). Project Incubator research. Presented at the Faculty of Health Sciences Health Research Forum, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Forrest, R., & Meyer, S. (2012, June). Keeping sciences alive online. Presented at the Academic Staff Expo, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Gibbs, S. (2012, September). Toihoukura – Comparative creative genius. Professorial lecture presented at Eastern Institute of Technology, Hawke's Bay, New Zealand.

Grogan, A., & Meyer, S. (2012, June). Let's get active. Presented at the Academic Staff Expo, Eastern Institute of Technology, Hawke's Bav. New Zealand.

Hantler, A., & Monson, K. (2012, September). Too many cooks in the kitchen? An exploration of the impact for nursing students of working with many different RNs on clinical placements. Presented at the Faculty of Health Sciences Research Forum, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Lawrence, J., & Govers, E. (2012, September). Implementation of institutional graduate attributes. Presented at the Faculty of Health Sciences Health Research Forum, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Maaka, R. (2012, September). He tirohanga a ngā marae ā takiwā: A local marae perspective on the Ruataniwha Water Project. Presented at a public forum, Eastern Institute of Technology, Hawke's Bay, New Zealand.

MacKenzie, H. S. (2012, September). Self-soothing and neuroscience: The implications. Presented at the EIT Early Childhood Education Research Symposium, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Manhire, K., Gardiner, J., Searle, J., & Rutgers, W. (2012, October). Understanding post graduate nurses perceptions of online *learning*. Presented at the Faculty of Health Sciences Health Research Forum, Eastern Institute of Technology, Hawke's Bay, New Zealand

Maxted, J. (2012, July). Beyond the grunts & silences: Insights into the experiences of nature-based solitude for adolescent males. Presented at the Brown Bag Research Forum, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Maxted, J. (2012, June). Boys go solo: Creative writing and the adolescent bush-solo experience. Presented at the Faculty of Health Sciences Health Research Forum, Eastern Institute of Technology, Hawke's Bay, New Zealand.

McConnell, C., & Postlewaight, G. (2012, September). Living with uncertainty: Working with a new approach to practice in artistic languages. Presented at the EIT Early Childhood Education Research Symposium, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Meyer, S. (2012, May). An investigation into the affective experiences of students in an online learning environment. Presented at Faculty of Health Sciences Health Research Forum, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Morris Matthews, K., & Hedley, C. (2012, September). The Before School Check: Further findings from the Hawke's Bay evaluations. Presented at the EIT Early Childhood Education Research Symposium, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Otis, E. (2012, November). Controlling sideline behaviour of fans and parents at youth sporting events. Presented at the Health Research Forum, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Prince, C. M. (2012, September). Sustainable practices in early childhood settings. Presented at the EIT Early Childhood Education Research Symposium, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Roberts, J., Floyd, S., & Thompson, S. (2012, May). The characteristics of the Clinical Nurses Specialist role in New Zealand. Presented at the Faculty of Health Sciences Health Research Forum, Eastern Institute of Technology, Hawkes Bay, New Zealand.

Taylor, L. (2012, October). Smoke-free @EIT. Presented at the Faculty of Health Sciences Health Research Forum, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Verhaart, M. (2012, June). Improving student interaction using Adobe Connect. Presented at the Academic Staff Expo 2012, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Verhaart, M. (2012, May). 21st Century teaching: The geographically extended classroom. Presented at the EIT Full Staff Meeting, Eastern Institute of Technology, Hawke's Bay, New Zealand.

Verhaart, M. (2012, September). An introduction to cloud based tools used in teaching, learning and collaborating. Presented at the EIT Allied Staff Forum. Eastern Institute of Technology. Hawke's Bay, New Zealand.

Verhaart, M. (2012, November). Teaching and learning in a digital age. Professorial lecture presented at Eastern Institute of Technology, Hawke's Bay, New Zealand. Available from http:// www.virtualmv.com/wiki/index.php?title=2012 Professorial lecture

#### Other Output

Bruce, L. (2012). ideaschool launch video (archival images and video footage). Hawke's Bay, New Zealand: Eastern Insitute of Technology.

Saenger, C. (2012). [Supplemental educator PowerPoint slides for all chapters of Accounting practices: The New Zealand context (3rd ed.). by Ruth McIntosh (2011)]. Available from http://www.pearsoned.co.nz/search-results/productdetails/?isbn=9781442562554

	2007	2008	2009	2010	2011	2012
Research Outputs (refereed & non-refereed)	194	214	163	185	180	201
Outputs per Academic FTE	0.97	1.07	0.79	0.89	0.61	0.64

# EIT Representation on National/ International Organisations, **Grants and Awards**

#### Abel, Sally

Member, Association of Social Anthropologists Aotearoa/New Zealand.

#### Agnew, Marcus

- Performance Analyst for Manu Samoa, Pacific Nations Cup 2012

- Skills Analyst NZ U20 Rugby Team 2012
- Judge, Hawke's Bay Secondary Schools Sports Awards.

#### Albertyn, Frina

- Moderator UCOL Bachelor of Information and Communication Technology courses
- Review Panel, IADIS international conference E-Society.

#### Blakeley, Jo

- Member, Editorial Board, International Journal of Environment and Sustainable Development
- Member, NZ ITP Academic Managers' Forum
- Member, Tertiary Accord of New Zealand Academic Committee
- Member, Association of Tertiary Education Managers
- External Evaluator, NZQA.

#### Bray, Peter

- 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*
- External examiner, University of Auckland MEd Counselling
- Programme Member, Conference Steering Committee and Review Panel,
- 2nd Global Trauma: Theory and Practice Conference, Prague, Czech Republic, 2012
- Organising committee NZAC Research Conference, EIT, 2012
- Committee member, New Zealand Association of Counsellors, Hawke's Bay.

#### Calcinai. Brian

- NZ Agrichemical Education Trust, Trainer representative
- Member, GROWSAFE Advisory Committee.

#### Chittenden. Rod

Senior Judge, National Fruit Wines & Cider Makers of NZ Wine Show, Napier, 2012.

- Learning Technologies, 2012
- Review Panel, *Educational Technology & Society Journal*, 2012 Review Panel, Cognition and Exploratory Learning in Digital Age, 2012.
- Review Panel, Computing Information Technology Education & Research New Zealand Conference, 2012.

- Member, Educational Operations Group, Interprofessional Education Project, University of Otago, Tāirāwhiti DHB, EIT
- Member, Paediatric Society of New Zealand
- Member, European Association of Communication in Healthcare

#### Dench, Adrienne

• Member, New Zealand Film and Video Technicians Guild Inc.

#### **Collins**. Chris

- Chair, CEO Committee, New Zealand Institutes of Technology and Polytechnics (NZITP)
- Trustee, Regional Indoor Sports and Events Centre Trust, Pettigrew.Green Arena
- Board Member, Tertiary Accord of New Zealand (TANZ Ltd) Trustee. Õtātara 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
- Chair, Student Liaison Committee of Association of Computing Machinery (ACM) New Zealand

#### Crawford, Ruth

- Member, Nurses for Children and Young People of Aotearoa section, New Zealand Nurses Organisation.
- Examiner, IELTS for British Council.

#### Dobson, Wayne

- Member, EIT Health and Safety Consultative Group
- Kodak Express New Zealand Steering Committee
- Member, Rotary District Grants Committee.

#### Edmunds, Lesley

Member, Association of Administrative Professionals (NZ) Inc.

#### **Ehrhardt**, Penny

- Member, New College, University of Oxford
- Accredited LEADR mediator, LEADR Association of Dispute Resolvers
- Enrolled Barrister and Solicitor of the High Court of New Zealand.

#### Erturk, Emre

- Member, Royal Society of New Zealand
- Member, Informing Science and Information Technology Education Institute
- Session Chair, World Congress on Internet Security, Guelph, Canada
- Session Chair, Canada International Conference on Education, Guelph, Canada
- Reviewer, Computing and Information Technology Research and Education New Zealand
- Reviewer, Springer Verlag Book Series on Eco-Production.

#### Field, Robbie

- Member, New Zealand Psychological Society
- Member, Small Enterprises Association of Australia & New Zealand.

#### Forrest, Rachel

- Member, NZ Society for Biochemistry and Molecular Biology
- Member, NZ Institute of Agricultural and Horticultural Sciences
- Reviewer, Journal of Agricultural Science and Technology
- Reviewer, Animal Genetics.

#### Gibbs, Steve

- Curator, Ā Tatou Körero Exhibition, Ngāti Porou/East Coast Schools (Te Rangitawaea) Digital Photography Project
- Curator, Toi Ora (Toihoukura) Exhibition and Ruanuku
   Scholarship Presentation, Tairāwhiti Museum and Arts Centre
- Curator and Lead Researcher, Toi Ta Manuhiri Exhibition, Tairāwhiti Museum and Arts Centre
- C Company Building Committee, Gisborne District Council and Te Rūnanganui o Ngāti Porou, Commission of carved 'Waka Maumahara'.

#### **Govers**, Elly

- Convenor and Executive member, ITP Foundation Education Forum
- Secretary, Hawke's Bay Tertiary Chaplaincy Trust Board
- ITP representative TLRI symposium.

#### Haenga, Materoa

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- Te Reo Māori Quality Assurance for Ngāti Kahungunu lwi written text and short stories
- Te Reo Māori Quality Assurance, Editor for Ngāti Kahungunu 'Kahungunu Mātangi Rau' iwi magazine
- Ngāti Kahunungunu Iwi Te Ropu Matarae Advisory group
   Translator/Interpreter, Māori Language Commission
- Wellington
- Māori Consultative Committee, Faculty of Māori Studies staff representative
- Kuia/Kaikaranga/Advisor role and kaikorero for Maori Studies EIT Hawke's Bay

- Kura Reo Tutorial staff (specialist topic kīwaha/colloquial language) for National Kura Reo
- Writer of Kīwaha/colloquial language (specialist topic) dialogues for National Kura Reo
- Quality Assurance Assessor, Radio Kahungunu Māori Language
- NZQA subject checker for Secondary Schools Te Reo Māori National examinations – (Level 1-4; Te Reo Rangatira)
- NZQA appointed Te Reo Māori Whakaruruhau Panel member (Field Te Reo Māori)
- NZQA appointed Tikanga Māori Whakaruruhau Panel member ((Field Te Reo Māori Tikanga)
- Quality Assurance/Advisor for all Māori text used by EIT Hawke's Bay
- Te Reo Māori translator of EIT Hawke's Bay campus signage.

#### Hagen-Hall, Kim

- Reviewer, Educational Technology & Society Journal
- Reviewer, 12thIEEE International Conference on Advanced Learning Technologies (ICALT 2012)
- Reviewer, Informing Science + Information Technology Education Joint Conference (In SITE 2012), Montreal, Canada.
- Reviewer, 25th Annual CITRENZ Conference, Christchurch, New Zealand. 2012.

#### Hague, Claire

- NZITP representative, Leaders' Forum (MoE and NZQA)
- Trustee, Youth Futures Trust, Hawke's Bay.

#### Hamilton, Fin

 Moderator, Nelson Marlborough Institute of Technology Bachelor of Business courses.

#### Hartley-Smith, Jacqui

Member, New Zealand Communication Association

### Moderator, NZQA Core Skills.

#### Heath, Robin

Examiner, IELTS for British Council.

#### Hesseling, Naomi

- Member, Governance Board, DOVE Hawke's Bay
- Member, Aotearoa New Zealand Association of Social Work
- Registered Social Worker, Social Workers' Registration Board.

#### Hilton, Dick

#### Board of Directors, Coastguard New Zealand.

#### 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
- Editor, *Humanistic Marketing* (book); ed. Richard Varey
- Reviewer, Journal of Macromarketing
- Reviewer, Journal of Customer Behaviour
- Reviewer, 2013 AMA Winter Marketing Educators' Conference

- Reviewer, 2013 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

#### Keech, Anne

- Member, New Zealand Tourism Industry Association [TIA]
   Member, New Zealand Institute of Travel and Tourism
- (MNZITT).

#### Kemp, Helen

- Examiner, IELTS for British Council
- Member, ITPNZ International Forum.

#### King, Petra

- External examiner, Master's Hort. Sci. theses, Lincoln University, NZ.
- Member, Hawke's Bay Winegrowers Focus Research Group.

#### Kirton, Diana

Kurta, Celia

Exercise.

Lander, Patrick

School Forum.

Lardelli, Derek

Lawrence, Jan

Lloyd, Nikki

Wellness Governance Group

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

Member, NZ Tertiary Council for Physical Activity, Sport and

ITP representative, Sports Science, Physical Activity, Health &

ITP Representative, Beauty Therapy and Hairdressing Heads of

Aotearoa/New Zealand delegation, Tā Moko symposium, 2012

Cultural Advisor, NZ Delgation to France, Return of 20 Moka Mokai

Toi Māori – Te Uhi Mataora, Annual AGM for Tā Moko collective

of artists and wānanga tā moko, hosted by and at Toihoukura

proceedings for the duration of the hearings held at Te Poho o

Hikurangi Hikoi (in association with Te Rūnanga o Ngāti Porou),

Member, New Zealand Institute of Travel and Tourism (MNZITT)

Member, New Zealand Tourism Industry Association (TIA).

visit to the site where the 'Maui' millenium pou were erected in

Pacific Arts Festival, Honiara, Solomon Islands

Waitangi Tribunal – WAI Claim, Overseer of paepae

Board member Trustee: Whatever it takes Trust (WIT)

Reviewer, Patricia Barkway's *Psychology for Health* 

Rawiri Marae regarding Mangatu Blocks

celebration of Y2K by Toihoukura.

Professionals Elsevier Australia, 2012.

Member, Hastings Girls' High School Board of Trustees.

#### Maaka, Roger

- Member, 2012 PBRF Māori Knowledge Panel, NZ Tertiary Education Commission
- Member, Ruataniwha Water Basin Leadership Group, Hawke's Bay Regional Council
- Member, Ngarimu VC and 28th (Māori) Battalion Memorial Scholarship Fund Board
- Chairman, He Toa Takitini, Heretaunga Tamatea districts Treaty claims.
- Referee, Marsden research Fund
- Reviewer, *Ethnicities*, an interdisciplinary journal published by Sage publishers, UK.

#### MacCallum, Kathryn

- Executive Committee Member of New Zealand association for professionals working in flexible, open and networked education (DEANZ)
- Reviewer, Australasian Journal of Educational Technology
   Reviewer, Journal of Information Technology Education
   Conference Referee IADIS International Conference on Mob
- Conference Referee IADIS International Conference on Mobile Learning
- Conference Referee ICALT IEEE International conference on Advanced Learning Technologies
- National Computing Degree Moderator, National Advisory Committee on Computing Qualifications
- Moderator, Auckland Institute of Studies, Bachelor of Information Technology.

#### McCarthy, Sue

Member, New Zealand Tourism Industry Association (TIA).

#### **McConnell**, Cheryl

- New Zealand Teachers' Council Monitor, Bachelor of Teaching (Early Childhood Education), UNITEC
- New Zealand Teacher's Council, Panel Member for Approval and Review of Initial Teacher Education
- Moderator for Bachelor of Teaching, Early Childhood Education, MIT
   Moderator for Bachelor of Teaching, Early Childhood Education, WINTEC
- Reviewer, New Zealand Research In Early Childhood Education Journal.

#### **McCormick**, Claire

Member, Film Hawke's Bay Board.

#### **McHenry**, Grant

Member, New Zealand Chefs' Association.

## Major, Suzette

Member, Creative Hawke's Bay Board.

#### Manhire, Kathy

- Reviewer, Midwifery Journal
- Reviewer, Neonatal Paediatric and Child Health Nursing Journal
   Member, Lactation Consultants Association Australia and New Zealand.

#### Mapel, Tim

- Member, New Zealand Association of Counsellors
   Associate member Australian New Zealand Psychodrama Association
   Device New Zealand Journal of Educational Chudies
- Reviewer, New Zealand Journal of Educational Studies.

#### Marshall, Bob

- Executive Committee, Hawke's Bay Medical Research Foundation
- Member, Scientific Committee, Hawke's Bay Medical Research Foundation
- Member, 2012 PBRF Health Panel, NZ Tertiary Education Commission
- Editorial Review Board, Clinical Nursing Studies
- Reviewer, Auckland Medical Research Foundation Grant
- Reviewer, Journal of Applied Biomechanics
- Reviewer, Current Gerontology and Geriatrics Research
- 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.

#### Merchant, Raema

 Member, Aotearoa New Zealand Association of Social Workers Educators (Field Educators sub-group).

#### Meyer, Salomé

- Panel member, International Scientific Advisory Panel (ISAP) for the Royal College of Nursing UK, international nursing research conference
- Associate Editor, Continental Journal of Nursing Science, Wilolud Online Journals
- Reviewer, Online Brazilian Journal of Nursing
- Reviewer, Health RSA Gesondheid
- Reviewer, Curationis
- Member, New Zealand Instructional Designers (NZID) group
- Member, Central Region of Instructional Designers (CRID) group
   Member, New Zealand Association for Simulation in Healthcare (NZASH)
- Member, Australia New Zealand Association for Health Professionals Education (ANZAHPE)
- Member, Collaboration in clinical simulation Leading the way group
- Member, Higher Education Research and Development Society of Australasia (HERDSA).

#### Minor, Pamela

- Examiner, IELTS for British Council
- Member, Teachers of English to Speakers of Other Languages, Aotearoa/New Zealand.

#### **Morris Matthews, Kay**

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- 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'education* Reviewer, *History of Education*
- Member, Before School Check Advisory Group (Hawke's Bay) Hawke's Bay District Health Board/Health Hawke's Bay
- Member, 2012 PBRF Education Panel, NZ Tertiary Education Commission.

#### Nuku, Pareputiputi

External Evaluator NZQA.

#### Papps, Elaine

- Auditor, Nursing Council of New Zealand for Postgraduate Nursing Programmes
- Panel Chair, nurse practitioner applicants' panel interview process, Nursing Council of New Zealand
- Submission coordinator and writer for Nurse Education in the Tertiary Sector (NETS)
- Reviewer, International Nursing Review
- External monitor, Postgraduate Diploma in Health and Bachelor of Nursing, Southern Institute of Technology.

#### Pascoe, Robyn

- Member of TRoQ working group for business qualifications
- NZQA Review Panel Member, New Zealand Diploma in Business Level 5 and 6 prescriptions.

#### Paton, Carl

- Editorial Board, Journal of Science and Cycling
- Reviewer, Medicine Science, Sport and Exercise Journal
- Reviewer, Journal of Sport Science
- Reviewer, European Journal of Sport Science
- Reviewer, Journal of Science in Medicine and Sport
- Reviewer, International Journal of Sports Nutrition and Exercise Metabolism
- Reviewer, International Journal of Sports Medicine.

#### Pattison, Judy

Examiner, IELTS for British Council.

#### 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.

#### Petersen, Lesley

- Review Panel member, Ako Aotearoa National Project Fund
- Member of Ako Aotearoa Central Hub Advisory Group
- Member Ako Aotearoa Central Region Teacher Development Advisors group.

#### **Reeves, Malcolm**

 Visiting Professor, Wine Science, China Agricultural University, Beijing.

#### Ritchie, Ian

 ITP representative, NZQA National Advisory Committee on Business Studies.

#### **Roberts**, Jennifer

 Member, Nursing Entry to Practice Programme (NEtP) Advisory Committee, Hawke's Bay District Health Board.

#### Rodgers, Jonathan

Member, Film Hawke's Bay Board.

#### Roy, Ram

- IBL (Industry Based Learning) Student Project Coordinator, 2012
- Coordinator, Graduate Diploma Programme, 2012
- Reviewer, Journal of Shipping and Ocean Engineering
   Session Chair, Australian-New Zealand Disaster Management Conference (ANZDMC), Brisbane, 2012
- Session Chair, Production Operations Management Society (POMS) International Conference, Chicago, USA, 2012
- Session Chair, New Zealand Applied Business Education (NZABE)
   Conference, Hamilton, New Zealand, 2012.

#### **Rutgers**, Walt

Advisory Committee member, National Aquarium of New Zealand Education.

#### Saywell, Victor

 Member, Institutes of Technology and Polytechnics (ITP) Finance Forum.

#### 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, Eastern Netball
- Board member, Central Netball Zone
- Targeted review of qualifications working party, Recreation and Sport.

#### Toomey, Chris

Member, New Zealand ITP Tourism and Hospitality Forum.

#### Tumoana, Hiria

Verhaart, Michael

Societv

Technology (JACIT)

- Examiner, Māori Language Commission Interpreters Licence Examination
- Tutorial staff, National Kura Reo wananga; Māori Language Commission, Wellington
- Panel member, Te Mata o te Tau, Academy for Māori Research & Scholarship, Massey University, Palmerston North

Executive Editor, Journal of Applied Computing and Information

Executive Peer Reviewer, Journal of Educational Technology &

Co-editor: M. Lopez & M. Verhaart (Eds.) (2012) Proceedings of

(Incorporating the 25th National Advisory Committee on

International Board of Reviewers, Informing Science + IT

the 3rd Annual Conference of the Computing and Information

Technology Research and Education of New Zealand Conference

Member, Program Committee, IADIS International Conference on

Cognition and Exploratory Learning in Digital Age, Madrid, 2012

Computing Qualifications Conference), Christchurch, New Zealand

Member, International Board of Reviewers, Journal of

Information Technology Education

Education Conference, Montreal, 2012

- Member, Ngā Kaitiaki I Te Wao Tapu Nui A Tāne
- Hawke's Bay Representative for the Tuhoe Land Claims.

- Member, Program Committee, 12th IEEE International Conference on Advanced Learning Technologies, Rome, 2012
   Member, Program Committee, International Conference on Technology for Education, Hyderabad, 2012.
- Member, Computing and Information Technology Research and Education of New Zealand (CITRENZ), Research and Support Working Group
- Member, Information Systems and Technology Discipline Advisory Committee, Open Polytechnic, New Zealand
   NZQA Panel member for Approval to teach EIT Bachelor of Teaching (Primary), EIT Staff representative.

#### Vernon, Rachael

- Fulbright New Zealand: Fulbright Campus Adviser role at EIT
   Executive member of Nurse Education in the Tertiary Sector (NETS)
- 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.

#### Williams, Mike

- Examiner, IELTS for British Council.
- Williamson, Alasdair
- Treasurer, NZNO Nursing Research Section.

#### Wirihana, Christina Hurihia

- Specialist, Restoration Project: Rauru Meeting House:
- Volkendunde Museum: Hamburg Germany
- Specialist, Whatu Raranga, Biennial Māori Art Market International Indigenous Arts Symposium, Te Rauparaha Arena, Porirua
- Specialist, Te Roopu Whatu Raranga O Aotearoa Representative: Evergreen State College: State of Washington: USA
- Consultant, United Nations Chambers Tukutuku/Turapa Panel
- commission.

#### Wohlers, Shane

Member, ITP eLearning Forum.

#### 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 2012.
- Steering Committee member Asia Pacific Management Accounting Association.

## 2012 EIT Research Grants & Scholarships

#### Abel, S., Thompson, S. & Tipene-Leach, D.

#### The wahakura: a qualitative study

#### Bray, P.

 Development of three international conference presentations and chapters.

#### Field, R.

 The effects of the organisational socialisation process on newcomer learning.

#### King, P.; Krasnow, M.; Reeves, M. & students

Effects of canopy defoliation on vine water use.

#### Krasnow, M.

The effect of undervine vegetation management on vine performance and yield, soil properties and grape composition.

#### Krasnow, M.; King, P.; Reeves, M. & Lusk, K.

 Descriptive sensory analysis of wines from the early defoliation mechanisation trial.

#### Krasnow, M. & Caves, M.

The effect of vacuum on texture, flavour and consumer acceptance of controlled temperature cooked beef.

#### Lardelli, D. & Gibbs, S.

Toihoukura: Rua Tekau – Two Decades (Version 2).

#### MacCallum, K.; Verhaart, M. & Hagen-Hall, K.

The affordance and suitability of mobile technology in a rural HB School.

#### MacCallum, K.

 Investigating the affordance and suitability of mobile technology in a rural Hawke's Bay school: part 2

## Morris Matthews, K. Hukarere Endowment Project.

#### Major, S. & Bruce, L.

Otatara: People and Place: part 2.

## External Research Grants

Staff	GRANT BODY	
Krasnow, M., King, P., Reeves, M., Yahanpath N., Petry, D. & Albertyn, F.	Innovating NZ	Improving Sustainability
Marshall, B., Forrest, R. & Kirton, D.	HB District Health Board	Turuki Stocktake
Marshall, B. & Forrest, R.	HB Medical Research Foundation	Bikes in Schools – Phase 2
Marshall, B. & Forrest, R.	Kahungunu Hikoi Whenua	KHW Bikes in Schools
Abel, S. & Tipene-Leach, D.	Lottery Health Research	The wahakura (flax bassinet) for safe infant sleeping: A qualitative study
Abel, S., Marshall, B. & Tipene-Leach, D.	HB District Health Board	Safe Sleep Action Project
Krasnow, M.	New Zealand Winegrowers	Mechanisms of defoliation

#### Mapel, T.

 Developing, delivering and evaluating a mindfulness-based health programme for Māori.

#### Mapel, T.

 Kaupapa Māori Mindfulness based health programme: design and delivery.

#### Paton, C. & Costa, V.

 The effects of short-term high-intensity training on cycling performance.

#### Petersen, L.

How useful are the leadership development experiences for formal leaders in higher education?

#### Vernon, R.; Papps, E. & Fail, A.

 Enablers in quality and service development initiatives (What happens to a good idea?)

#### Williamson, A. & Papps, E.

What happens to recommendations made in Master of Nursing theses?

#### Wivell, J.

 Blended delivery of the Bachelor of Applied Social Sciences, Social Work Stream.

#### Wynyard, B. & Ngata, W.

Te hu o te puoro.

#### Yahanpath, N. & Steel, D.

### Longitudinal cost-benefit analysis.

#### Yahanpath, N. & Islam, M.

 Evaluating the financial and non-financial performance measurement system.

#### Yahanpath, N.

Balanced Scorecard: is it really balanced?

## External Research Grants continued

Staff	GRANT BODY
Krasnow, M.	New Zealand Winegrow
Ehrhardt, P., Little, G., Pentecost, M., Nauer, G., Stockdale-Frost, A., Wivell, J., Marsters, M. & Morris Matthews, K.	DOVE
Ehrhardt, P & Coulton, S.	Royston Trust
Ehrhardt, P. & Leslie, A.	Work and Income New Ze
Ehrhardt, P.	HRC subcontract
Johnstone, J.	Stewart Centre Trust

## Awards

#### 2011 EIT Research Scholarships

Associate Professor Michael Verhaart Chief Executive's Award for Teaching Excellence 2012

Dr Djavlonbek Kadirov

Chief Executive's Award for Research Excellence 2012

Alan Neilson Chief Executive's Award for General Excellence 2012

Celia Kurta Teaching and Learning Award 2012: Student Engagement for Priority Groups

#### **Fuji Xerox Quality Improvement Award**

Shelley Heath, Sarah Pilcher, Tracey Webster for Contract Database Project

## 2012 Hawke's Bay A & P Society Mercedes-Benz Wine Awards

Wine	VINTAGE	Wine Maker	Medal Awarded
Chardonnay	2011	Andrew Bao	Bronze and Student Wine Awards Trophy
Little Vineyard Sauvignon Blanc	2012	Jaime Smart	Bronze
Mothball Sauvignon Blanc	2012	Richard Tollenaar, Sam Johnson, Dan Andrews	Bronze
Merlot Malbec	2011	Damian Birchman	Bronze
Little Vineyard Merlot, Cabernet Sauvignon, Cabernet Franc	2010	Jaime Smart	Bronze

	Medal Awarded
ers	Undervine vegetation management
	The Impact of Family Violence Prevention Programmes run by DOVE Hawke's Bay
	Evaluation of the Incredible Years Hawke's Bay parenting programme as a model of interagency collaboration
ealand	Independent purposeful benefits project
	Nga Kanohi Kitea
	History of the Stewart Centre

#### Russell McManus (Tairāwhiti Campus)

Teaching and Learning Award 2012: Embedding Literacy and Numeracy

#### Teaching and Learning Innovation Scholarship 2012

- Mark Caves
- Paul Cudby
- Grant Millar
- Robyn Pascoe
- Jill Webster



## Tash Hau

Programme: Bachelor of Arts Honours (Māori) Te Pikitanga Ki Awarua

Formerly from Wairoa, valedictorian Natasha Hau graduated with a Bachelor of Arts (Māori). Tash is now studying for her honours degree at EIT's Te Manga Māori.

 Graduation parade in Hastings.



# Financial Statements

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## Balance Sheet

### as at 31 December 2012

		CONSOL	IDATED		PARENT	
		2012 Actual	2012 Budget	2011 Actual	2012 Actual	2011 Actual
	NOTES	\$000	\$000	\$000	\$000	\$000
CURRENT ASSETS						
Cash and Cash Equivalents	1A	3,262	2,039	6,548	3,236	6,522
Short Term Investments	1A	12,000	15,000	13,000	12,000	13,000
Trade and Other Receivables	4	761	547	699	759	699
Inventories		597	732	732	597	732
Prepayments		272	295	295	272	295
TOTAL CURRENT ASSETS		16,892	18,613	21,274	16,864	21,248
LESS CURRENT LIABILITIES						
Trade and Other Payables	5	3,521	4,376	3,817	3,513	3,807
Other Trading Liabilities	5	277	-	249	277	249
Fees and Income in Advance		2,237	5,181	2,479	2,237	2,479
Employee Entitlements	9	2,933	3,322	3,112	2,933	3,112
Other Financial Liabilities held for Trading		-	-	-	3	3
TOTAL CURRENT LIABILITIES		8,968	12,879	9,657	8,963	9,650
NON-CURRENT ASSETS				1		
Investments held to Maturity	2	796	747	731	15	15
Long Term Investments	1B	1,000	-	-	1,000	-
Investments in Subsidiaries	3	-	-	-	3	3
Land and Buildings	7	98,932	99,345	95,045	98,932	95,045
Other Assets	7	6,967	6,781	6,309	6,967	6,309
Intangible Assets	7A	1,426	1,542	1,796	1,426	1,796
Capital Works in Progress	8	874	2,086	2,086	874	2,086
TOTAL NON-CURRENT ASSETS		109,995	110,501	105,967	109,217	105,254
LESS NON-CURRENT LIABILITIES	Ĩ					
Lease – Make Good Provision		40	-	-	40	-
Employee Entitlements	9	253	129	129	253	129
TOTAL NON-CURRENT LIABILITIES		293	129	129	293	129
NET ASSETS	<u>1</u>	117,626	116,106	117,455	116,825	116,723
EQUITY						
General Funds		82,352	79,863	81,152	81,551	80,420
RISEC Capital Fund Reserve		-	-	60	-	60
Asset Revaluation Reserve		35,274	36,243	36,243	35,274	36,243
TOTAL EQUITY		117,626	116,106	117,455	116,825	116,723

THE ACCOMPANYING ACCOUNTING POLICIES AND NOTES FORM AN INTEGRAL PART OF THESE FINANCIAL STATEMENTS

## Income Statement

### for the year ended 31 December 2012

	CONSOLIDATED			PARENT		
	NOTES	2012 Actual \$000	2012 Budget \$000	2011 Actual \$000	2012 Actual \$000	2011 Actual \$000
REVENUE	· · ·					
Government Funding		37,451	37,188	36,000	37,451	36,000
Merger Funding		1,000	2,500	5,000	1,000	5,000
Fees from Students		14,099	14,941	14,573	14,099	14,573
Contestable Funding		1,064	1,158	1,220	1,064	1,220
Interest Income		888	746	1,111	839	1,064
Other Income	10	2,910	2,838	2,788	2,861	2,780
TOTAL OPERATING REVENUE		57,412	59,371	60,692	57,314	60,637
EXPENDITURE				÷		
Cost of Services		54,941	55,053	51,590	54,912	51,550
Merger Expenses		1,331	2,500	2,468	1,331	2,468
Finance Costs		-	-	-	-	-
TOTAL COST OF SERVICES	11	56,272	57,553	54,058	56,243	54,018
NET SURPLUS	i	1,140	1,818	6,634	1,071	6,619

## Statement of Comprehensive Income

for the year ended 31 December 2012

		CONSOLIDATED			PARENT	
	NOTES	2012 Actual \$000	2012 Budget \$000	2011 Actual \$000	2012 Actual \$000	2011 Actual \$000
NET SURPLUS		1,140	1,818	6,634	1,071	6,619
OTHER COMPREHENSIVE INCOME						
Gains on Property Revaluations		-	-	-	-	-
Building Impairment		(969)	-	-	(969)	-
TOTAL OTHER COMPREHENSIVE INCOME		(969)	-	-	(969)	-
TOTAL COMPREHENSIVE INCOME		171	1,818	6,634	102	6,619

THE ACCOMPANYING ACCOUNTING POLICIES AND NOTES FORM AN INTEGRAL PART OF THESE FINANCIAL STATEMENTS.

## Statement of Cash Flows

### for the year ended 31 December 2012

	CONSOL	IDATED		PARENT	
NOTES	2012 Actual \$000	2012 Budget \$000	2011 Actual \$000	2012 Actual \$000	2011 Actual \$000
CASH FLOWS FROM OPERATING ACTIVITIES	·				
CASH WAS PROVIDED FROM:					
Government Funding	38,544	39,688	40,812	38,544	40,812
Operating Revenue	3,911	5,577	4,034	3,910	4,026
Student Fees	13,719	14,941	15,087	13,719	15,087
Interest Income	887	746	1,111	840	1,064
	57,061	60,952	61,044	57,013	60,989
CASH WAS PAID TO:					
Employees & Suppliers	50,402	53,248	49,978	50,371	49,953
	50,402	53,248	49,978	50,371	49,953
NET CASH FLOW FROM OPERATING ACTIVITIES 12	6,659	7,704	11,066	6,642	11,036

	CONSOL	IDATED		PARENT	
NOTES	2012 Actual \$000	2012 Budget \$000	2011 Actual \$000	2012 Actual \$000	2011 Actual \$000
CASH WAS PROVIDED FROM:					
Sale of Assets	41	-	433	41	295
Realisation of Investments	13,171	-	12,500	13,000	12,500
TOTAL	13,212	-	12,933	13,041	12,795
CASH WAS PAID FOR:					
Short Term Investments	12,000	2,013	13,000	12,000	13,000
Long Term Investments	1,188	-	-	1,000	-
Capital Expenditure - Property, Plant & Equipment - Intangibles	9,905 64	10,200	6,397 9	9,905 64	6,246 9
TOTAL	23,157	12,213	19,406	22,969	19,255
NET CASH FLOW TO INVESTING ACTIVITIES	(9,945)	(12,213)	(6,473)	(9,928)	(6,460)

## Statement of Cash Flows

### for the year ended 31 December 2012

		CONSOLI	DATED		PARENT	
	NOTES	2012 Actual \$000	2012 Budget \$000	2011 Actual \$000	2012 Actual \$000	2011 Actual \$000
CASH FLOWS FROM FINANCING ACTIVITIES						
CASH WAS PROVIDED FROM:						
Tairāwhiti Polytechnic Bank Balance on incorporation, 1 January 2011		-	-	1,047	-	1,047
NET CASH FLOW FROM FINANCING ACTIVITIES		-	-	1,047	-	1,047
Total Increase (Decrease) in Cash Flows		(3,286)	(4,509)	5,640	(3,286)	5,623
Add Opening Balance		6,548	6,548	908	6,522	899
CLOSING BALANCE		3,262	2,039	6,548	3,236	6,522
				ſ		

COMPRISING:					
Cash and Cash Equivalents	3,262	2,039	6,548	3,236	6,522

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 2012

	CONSOL	IDATED		PARENT	
NOTES	2012 Actual \$000	2012 Budget \$000	2011 Actual \$000	2012 Actual \$000	2011 Actual \$000
OPENING BALANCE	117,455	114,288	89,758	116,723	89,041
Tairawhiti Equity 1 January 2011	-	-	21,063	-	21,063
	117,455	114,288	110,821	116,723	110,104
Comprehensive Income					
Net Surplus	1,140	1,818	6,634	1,071	6,619
Other Comprehensive Income	(969)	-	-	(969)	-
Total Comprehensive Income	171	1,818	6,634	102	6,619
CLOSING BALANCE	117,626	116,106	117,455	116,825	116,723

## Statement of Changes in Asset Revaluation Reserve

for the year ended 31 December 2012

	CONSOLIDATED			PARENT	
NOTES	2012 Actual \$000	2012 Budget \$000	2011 Actual \$000	2012 Actual \$000	2011 Actual \$000
OPENING BALANCE	36,243	36,243	26,573	36,243	26,573
Tairāwhiti Revaluation Reserve 1 January 2011	-	-	9,670	-	9,670
Building Impairment	(969)	-	-	(969)	-
CLOSING BALANCE	35,274	36,243	36,243	35,274	36,243

## Statement of Changes in General Fund

for the year ended 31 December 2012

	CONSOLI	DATED		PARENT	
NOTES	2012 Actual \$000	2012 Budget \$000	2011 Actual \$000	2012 Actual \$000	2011 Actual \$000
OPENING BALANCE	81,152	78,045	63,145	80,420	62,428
Tairāwhiti General Fund 1 January 2011	-	-	11,393	-	11,393
Net Surplus	1,140	1,818	6,634	1,071	6,619
Transfer from/(to) RISEC Capital Fund Reserve	60	-	(20)	60	(20)
CLOSING BALANCE	82,352	79,863	81,152	81,551	80,420

THE ACCOMPANYING ACCOUNTING POLICIES AND NOTES FORM AN INTEGRAL PART OF THESE FINANCIAL STATEMENTS

## Statement of Commitments

as at 31 December 2012

### **Capital Works**

EIT is undertaking the following capital works:

Tairāwhiti Campus – Toihoukura Kitchen Upgrade and Studio Upgrade: Remodelling of Toihoukura kitchen and also studio space. There was a \$106K commitment in regard to these projects at balance date.

Tairāwhiti Campus – Cafeteria, Amenities and Lecture Theatre Upgrade: Remodel of the kitchen facilities, amenities area, Student Association space and lecture theatre. There was a \$245K commitment in regard to this project at balance date.

### Hawke's Bay Campus – Amenities Upgrade:

Stage 1 refurbishment and remodelling of amenities area. Stage 2 new building between lecture theatre, library and amenities building providing additional hub space including some student computers. There was a \$2,089K commitment in regard to this project at balance date.

### Hawke's Bay Campus – Trades Plumbing Project:

Conversion of woodwork workshop to a specialised plumbing training facility. There was a \$129K commitment in regard to this project at balance date.

NON-CANCELLABLE: OPERATING CONTRACTS	2012	2011
Operating commitments in respect of motor vehicles, cleaning, photocopying and accommodation are as follows:	\$000	\$000
Due within one year	410	731
Due later than one year, but not later than five years*	56	351
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 2012

### **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 Otatara 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 2012. The financial statements were authorised for issue by the Council on 25 March 2013.

### 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 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\$).

#### **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 TEC, 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.

 Leasehold improvements, plant and equipment, motor vehicles, and computer hardware are stated at cost less accumulated depreciation and any accumulated impairment in value.

#### **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 DTZ NZ). The Hawke's Bay Campus was last valued as at 30 June 2009 and the Tairawhiti Campus was last valued as at 31 December 2010. All land has been valued at fair value as determined from marketbased 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 is as follows:

 Land is valued on a market basis which is considered to reflect fair value while all buildings are valued on the basis of 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.

#### 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.

#### Depreciation

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
<b>Building Services</b>	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	33.30%	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 RISEC stadium for educational purposes, is recorded at an amount initially determined by independent valuation and subsequently amortised on a straight-line basis over fifteen 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 debtors and other receivables) Impairment of a loan or a receivable is established when there is objective evidence that the Institute and Group will not be able to collect amounts due according to the original terms of the debt. Significant financial difficulties of the debtor, probability that the debtor will enter into bankruptcy, and default in payments are considered indicators that the asset is impaired. The amount of the impairment is the difference between the asset's carrying amount and the present value of estimated future cash flows, discounted using the original effective interest rate. For debtors and other receivables, the carrying amount of the asset is reduced through the use of an allowance account, and the amount of the loss is recognised in the surplus or deficit. When the receivable is 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 marketbased 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 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

#### **11** Financial Assets

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.

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 Otatara 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 Otatara Trust have been consolidated into Eastern Institute of Technology's financial statements for the years ended December 2011 and 2012.

#### Investments in subsidiaries are measured at cost.

	CONSOLI	DATED	PARENT		
	2012 \$000	2011 \$000	2012 \$000	2011 \$000	
ECollege Limited	-	-	1	1	
Eastern Institute of Technology Ltd	-	-	1	1	
Eastern UT Ltd	-	-	1	1	
TOTAL	-	-	3	3	

#### **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
- RISEC Capital Fund Reserve
- Asset Revaluation Reserve

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.

prior years.

### **21** Critical Judgements in Applying **Accounting Policies**

Management has exercised the following critical judgements in applying accounting policies for the year ended 31 December 2012:

#### **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**

#### **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

The Institute has adopted the following revisions to accounting standards during the financial year, which have had only a presentational or disclosure effect:



## Shane Flynn

Orchard Manager for Crasborn Group, Horticulture Cadetship National Certificate in Horticulture (Advanced) (Fruit Production) (Level 4)

"I chose EIT's horticulture cadetship as it is a good programme and it met my needs (part-time study). It was high quality with the small classes meaning more one-on-one time with the lecturer."

FRS-44 New Zealand Additional Disclosures and Amendments to NZ IFRS to harmonise with IFRS and Australian Accounting Standards (Harmonisation Amendments) - The purpose of the new standard and amendments is to harmonise Australian and New Zealand accounting standards with source IFRS and to eliminate many of the differences between the accounting standards in each jurisdiction. The main effect of the amendments on the Institute is that donations are no longer required to be separately disclosed and certain information about property valuations is no longer required to be disclosed. The Annual Report has been updated to reflect these changes

#### 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.

### Notes to the Financial Statements

for the year ended 31 December 2012

1 CASH, CASH EQUIVALENTS AND SHORT TERM INVESTMENTS							
	CONSOLI	DATED	PARE	NT			
	2012 \$000	2011 \$000	2012 \$000	2011 \$000			
A) CURRENT							
ASB Bank	-	2,200	-	2,200			
Bank of New Zealand	4,000	6,000	4,000	6,000			
Forsyth Barr for Otatara Trust	22	26	-	-			
Kiwi Bank	3,000	2,000	3,000	2,000			
ANZ Bank	3,000	2,017	3,000	2,017			
Westpac	5,240	7,305	5,236	7,305			
TOTAL	15,262	19,548	15,236	19,522			
THESE FUNDS ARE HELD FOR:							
Operating Purposes	15,186	19,469	15,160	19,443			
Specific Purposes	76	79	76	79			
	15,262	19,548	15,236	19,522			
THESE FUNDS ARE CLASSIFIED AS:	:						
Cash and Cash Equivalents	3,262	6,548	3,236	6,522			
Short Term Investments	12,000	13,000	12,000	13,000			
	15,262	19,548	15,236	19,522			
B) LONG TERM INVESTMENTS		E.					
ASB Bank	1,000	-	1,000	-			
TOTAL	1,000	-	1,000	-			
C) INTEREST RATES							
The average interest rate and associated maturity of investm		2012	2011				
Current Average Interest Rate			4.33%	4.68%			
		Less than 6 months \$000	6-12 months \$000	12 -24 months \$000			
Current – maturity at 31 December 2012 for the Group		12,262	3,000	1,000			

2 INVESTMENTS HELD TO MATURITY						
	CONSOLIDATED		PARENT			
	2012 \$000	2011 \$000	2012 \$000	2011 \$000		
Forsyth Barr for Otatara Trust	781	716	-	-		
Polytechnics International NZ Ltd	15	15	15	15		
TOTAL	796	731	15	15		

3 INVESTMENT IN SUBSIDIARIES						
	CONSOLIDATED		PARENT			
	2012 \$000	2011 \$000	2012 \$000	2011 \$000		
ECollege Limited	-	-	1	1		
Eastern Institute of Technology Ltd	-	-	1	1		
Eastern UT Ltd	-	-	1	1		
TOTAL	-	-	3	3		

4 TRADE AND OTHER RECEIVABLES				
	CONSOLI	DATED	PAREN	T
	2012 \$000	2011 \$000	2012 \$000	2011 \$000
STUDENT RECEIVABLES				
Student Fee Receivable	143	138	143	138
Less: Provision for Impairment	(70)	(66)	(70)	(66)
Net Student Fee Receivables	73	72	73	72
OTHER RECEIVABLES				
Other Debtors and Receivables	728	655	726	655
Less: Provision for Impairment	(40)	(28)	(40)	(28)
Net Other Receivables	688	627	686	627
TOTAL DEBTORS AND OTHER RECEIVABLES	761	699	759	699

#### 4 TRADE AND OTHER RECEIVABLES CONTINUED 2012 **GROSS** IMPAIRMENT \$000 \$000 INSTITUTE AND GROUP Due 1-30 days 5 -Due 31-60 days 3 Due 61-90 days 4 Greater than 90 days 70 131 TOTAL 143 70

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.

5 TRADE AND OTHER PAYABLES					
	CONSOLI	CONSOLIDATED		ENT	
	2012 \$000	2011 \$000	2012 \$000	2011 \$000	
Creditors	2,555	3,207	2,547	3,197	
Accrued Expenses	638	333	638	333	
Contract Retentions	148	197	148	197	
GST Payable	180	80	180	80	
TOTAL CREDITORS AND OTHER PAYABLES	3,521	3,817	3,513	3,807	

OTHER TRADING LIABILITIES						
	CONSOLID	CONSOLIDATED		PARENT		
	2012 \$000	2011 \$000	2012 \$000	2011 \$000		
Special Funds	76	79	76	79		
Statutory Liability	201	170	201	170		
TOTAL OTHER TRADING LIABILITIES	277	249	277	249		

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

### 6 BANKING FACILITIES (PARENT & CONSOLIDATED)

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

		2011	
NET \$000	GROSS \$000	IMPAIRMENT \$000	NET \$000
5	3	-	3
3	11	-	11
4	11	-	11
61	113	66	47
73	138	66	72

	OPENING COST	OPENING ACCUM DEPN	OPENING CARRYING AMT	TAIRĀWHITI ASSETS 1 JAN 2011	ADDITIONS	DISPOSALS COST	NET BOOK* RECLASSIFICATION	CLOSING COST	DISPOSALS ACCUM DEPN
	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000
Land & Infrastructure Institute	6,953	269	6,684	929	676	31	376	8,903	-
Land & Infrastructure Crown	4,900	-	4,900	2,914	-	-	1,198	9,012	-
TOTAL LAND & INFRASTRUCTURE	11,853	269	11,584	3,843	676	31	1,574	17,915	-
Building and Services - Institute	51,062	1,542	49,520	10,096	364	-	(938)	60,584	-
Building and Services - Crown	14,602	678	13,924	6,373	1,096	152	(609)	21,310	45
Leasehold Improvements	269	109	160	-	138	-	-	407	-
TOTAL BUILDING, SERVICES AND LEASEHOLD IMPROVEMENTS	65,933	2,329	63,604	16,469	1,598	152	(1,547)	82,301	45
Motor Vehicles	754	341	413	143	111	-	-	1,008	-
Plant & Equipment	9,204	6,909	2,295	768	2,292	66	(38)	12,160	56
Other Assets	3,110	1,177	1,933	245	418	1	11	3,783	1
TOTAL OTHER ASSETS	13,068	8,427	4,641	1,156	2,821	67	(27)	16,951	57
2011 TOTAL	90,854	11,025	79,829	21,468	5,095	250	-	117,167	102

### 7 LAND AND BUILDINGS AND OTHER ASSETS: CURRENT YEAR 2012

	OPENING COST	OPENING ACCUM DEPN	OPENING CARRYING AMT	IMPAIRMENT	ADDITIONS	DISPOSALS COST	NET BOOK* RECLASSIFICATION	CLOSING COST	DISPOSALS ACCUM DEPN
	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000
Land & Infrastructure Institute	8,903	480	8,423	-	312	-	(9)	9,206	-
Land & Infrastructure Crown	9,012	19	8,993	-	-	-		9,012	-
TOTAL LAND & INFRASTRUCTURE	17,915	499	17,416	-	312	-	(9)	18,218	-
Building and Services - Institute	60,584	3,061	57,523	969	2,608	-	-	62,223	-
Building and Services - Crown	21,310	1,467	19,843	-	4,650	-	-	25,960	-
Leasehold Improvements	407	144	263	-	136	-	-	543	-
TOTAL BUILDING, SERVICES AND LEASEHOLD IMPROVEMENTS	82,301	4,672	77,629	969	7,394	-	-	88,726	-
Motor Vehicles	1,008	532	476	-	482	98	-	1,392	73
Plant & Equipment	12,160	8,550	3,610	-	2,294	443	8	14,019	393
Other Assets	3,783	1,557	2,226	-	460	8	1	4,236	1
TOTAL OTHER ASSETS	16,951	10,639	6,312	-	3,236	549	9	19,647	467
2012 TOTAL	117,167	15,810	101,357	969	10,942	549	-	126,591	467

\* Net Book Reclassifications are reported net of accumulated depreciation

DEPN	CLOSING ACCUM DEPN	CLOSING CARRYING AMOUNT
\$000	\$000	\$000
211	480	8,423
19	19	8,993
230	499	17,416
1,519	3,061	57,523
834	1,467	19,843
35	144	263
2,388	4,672	77,629
191	532	476
1,697	8,550	3,610
381	1,557	2,226
2,269	10,639	6,312
4,887	15,810	101,357

DEPN	CLOSING ACCUM DEPN	CLOSING CARRYING AMOUNT
\$000	\$000	\$000
233	713	8,493
19	38	8,974
252	751	17,467
1,611	4,672	57,551
926	2,393	23,567
52	196	347
2,589	7,261	81,465
219	678	714
1,898	10,055	3,964
391	1,947	2,289
2,508	12,680	6,967
5,349	20,692	105,899

7A INTANGIBLE ASSETS: 2011, 2012											
	OPENING COST	OPENING ACCUM. AMORTISATION & IMPAIRMENT	OPENING CARRYING VALUE	TAIRĀWHITI ASSETS 1 JAN 2011	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	\$000
Software	1,901	1,636	264	582	25	-	2,508	-	376	2,012	496
Risec Trust prepayment	3,100	1,600	1,500	-	-	-	3,100	-	200	1,800	1,300
2011 TOTAL	5,001	3,236	1,764	582	25		5,608		576	3,812	1,796
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 30 June 2018

### 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.

8 CAPITAL WORKS IN PROGRESS (PARENT & CON	ISOLIDATED)			
	OPENING	PROGRESS	TRANSFER	CLOSING
	BALANCE	PAYMENT	TO FIXED	BALANCE
	1.1.12	MADE	ASSETS	31.12.12
	\$000	\$000	\$000	\$000
TOTAL ALL PROJECTS	2,086	6,494	7,706	874

9 EMPLOYEE ENTITLEMENTS				
	CONSOLI	CONSOLIDATED		NT
	2012 \$000	2011 \$000	2012 \$000	2011 \$000
CURRENT PORTION				
Salary Accrual	594	920	594	920
Annual Leave Accrual	2,339	2,192	2,339	2,192
TOTAL	2,933	3,112	2,933	3,112
NON CURRENT PORTION	·			
Long Service Leave	161	31	161	31
Retirement Gratuities	92	98	92	98
TOTAL	253	129	253	129
TOTAL EMPLOYEE ENTITLEMENTS	3,186	3,241	3,186	3,241

### **10 OTHER INCOME**

Included in Other Operating income is a grant received from the NZ Lottery Grants Board – Health Research Committee. The grant was for \$61,873 gst exclusive and is to be used for a Heath Research Project.

11 OTHER E	
	uire that certain minimum information shoul te has included the following expenses in the
ine institut	
Audit Fees	External
Audit Fees	External 2010 Tairāwhiti
Audit Fees	Internal - PwC
Audit Fees	PBRF
TOTAL AUDI	r FEES
Depreciatio	n – Buildings
-	n – Services
Depreciatio	n – Other
TOTAL DEPRI	ECIATION
Amortisatio	n of RISEC Trust Prepayment
	n of Computer Software
	Council Members – Refer Note 16
•	ehicles and Electronic Equipment
Renting of B	
•	osal of Assets or Assets Written Off
Bad Debts	
Salaries and	Wages
Employee D	efined Contribution Plan
Change in P	rovision for Impairment on Receivables
Other costs	

### TOTAL COSTS

ovided in respect of	some	types	of	expenditure.
Statement:				

Statemer			
CONSOLI	DATED	PAR	ENT
2012 \$000	2011 \$000	2012 \$000	2011 \$000
104	126	99	124
-	25	-	25
21	-	21	-
3	-	3	-
128	151	123	149
1,580	1,449	1,580	1,449
562	537	562	537
3,207	2,901	3,207	2,901
5,349	4,887	5,349	4,887
200	200	200	200
234	376	234	376
133	133	133	133
2	6	2	6
198	195	198	195
2	106	2	106
49	91	49	91
34,594	32,075	34,594	32,075
479	424	479	424
(18)	38	(18)	38
14,922	15,367	14,898	15,338
50,795	49,011	50,771	48,982
56,272	54,049	56,243	54,018

#### 12 RECONCILIATION OF THE NET CASH FLOW FROM OPERATING ACTIVITIES WITH THE NET OPERATING SURPLUS

	CONSOLIDATED		PARENT	
	2012 \$000	2011 \$000	2012 \$000	2011 \$000
Net Operating Surplus	1,140	6,634	1,071	6,619
Add back Non-Cash Depreciation & Other Items	5,829	5,399	5,877	5,390
+/(-) Movements in Working Capital Items				
(Increase)/decrease in Accounts Receivable and Prepayments	(39)	246	(37)	246
(Increase)/decrease in Inventory	135	(381)	135	(381)
(Decrease)/increase in Accounts Payable and Provisions	(164)	(1,011)	(162)	(1,017)
(Decrease)/increase in Income in Advance	(242)	179	(242)	179
NET CASH FLOW FROM OPERATING ACTIVITIES	6,659	11,066	6,642	11,036

#### **13 FINANCIAL INSTRUMENTS**

13A FINANCIAL INSTRUMENT CATEGORIES					
The accounting policies for financial instruments have bee	en applied to the	line items be	low:		
	CONSOLID	ATED	PAREN	NT	
	2012 \$000	2011 \$000	2012 \$000	2011 \$000	
FINANCIAL ASSETS - LOANS AND RECEIVABLES					
Cash and Cash Equivalents	3,262	6,548	3,236	6,522	
Trade and Other Receivables	761	699	759	699	
Other Financial Assets - Term Deposits	13,000	13,000	13,000	13,000	
TOTAL LOANS AND RECEIVABLES	17,023	20,247	16,995	20,221	
INVESTMENTS HELD TO MATURITY	796	731	15	15	
FINANCIAL LIABILITIES - AT AMORTISED COST					
Cash and Cash Equivalents	3,521	3,817	3,513	3,807	
Trade and Other Receivables	277	249	277	249	
TOTAL FINANCIAL LIABILITIES AT AMORTISED COST	3,798	4,066	3,790	4,056	

#### **13B 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 Institutes and Group's investment policy. Term investments are also managed by the Institutes 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.

#### 14 SUBSEQUENT EVENTS

There were no subsequent events.

#### **15 CONTINGENT ASSETS AND LIABILITIES**

As at 31 December 2012 the Institute has no known contingent assets or liabilities that would materially affect the financial statements, which is the same as the previous year.

#### **16 RELATED PARTY INFORMATION**

The Institute is the parent of the Group and controls four entities, being Otatara 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 \$38.5M (2011 \$41.0M) to provide education and research services for the year ended 31 December 2012.

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 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 2012 are small when compared to the Institute's total expenditure and revenue and have all been conducted on an arm's length basis.

#### **16 RELATED-PARTY INFORMATION (CONTINUED)**

#### **OTATARA TRUST**

Interest paid to EIT Accounting services provided by EIT

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

Services provided by EIT

STEWART CENTRE @EIT

Services provided to EIT

Rental and other building services, etc, provided by EIT

Accounts payable to EIT

Accounts receivable from EIT

#### Eastern Institute of Technology Ltd

Eastern UT Ltd

KEY MANAGEMENT AND COUNCIL RELATED PARTY PAYMENTS

AH Mower & Chainsaw Services

Silky Oak Chocolate Factory

Sport Hawke's Bay

Tertiary Accord of NZ

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 \$13K and were supplied on normal commercial terms.

During the year, the Institute and Group purchased services from the Silky Oak Chocolate Factory, a business which the Council Chairman is a shareholder of. These services cost \$2K and were supplied on normal commercial terms.

During the year, the Institute and Group purchased services from Sport Hawke's Bay, a business which the Dean of the Faculty of Humanities, Arts and Trades is the Chairman of. These services cost \$10K and were supplied on normal commercial terms.

During the year, the Institute and Group paid levies to Tertiary Accord of NZ, a business which the Chief Executive Officer is a Board member of. This levy cost \$90K and was supplied on normal commercial terms.

ACTUAL	ACTUAL
2012 \$000	2011 \$000
-	- 1
1	L .
_	_
_	_
42	15
-	-
-	-
152	130
-	-
-	-
_	
-	-
13	18
2	-
10	9
90	90

16 RELATED-PARTY INFORMATION (CONTINUED)		
	ACTUAL	ACTUAL
	2012 \$000	2011 \$000
KEY MANAGEMENT PERSONNEL		
Salaries and other short term employee benefits	1,863	1,624
Post employment benefits	-	-
Other long term benefits	-	-
Termination benefits	-	-

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.

#### **17 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:

	2012 Meeting Attendance	2012 \$	2011 \$
COUNCIL MEMBER			
D Pearson	15	28,800	28,800
R McKelvie	10	14,400	14,400
M Morgan	12	14,400	14,400
N Parata	6	14,400	14,400
K Radburnd	12	18,000	18,000
S Smail	11	14,400	14,400
T Te Huia	6	14,400	14,400
G Travers	8	14,400	14,400
TOTAL		133,200	133,200

#### **18 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 reserves:

- Asset Revaluation Reserve
- RISEC Capital Fund Reserve

**19 COMPULSORY STUDENT SERVICES FEES** 

The Institute did not charge a student services levy in 2012.

Operating grants - MOE
Fees – staff, students, public
Family assistance (WINZ)
EXPENSES

	2012 Actual \$000	2012 Budget \$000	2011 Actual \$000
INCOME	·		
Operating grants - MOE	602	636	667
Fees – staff, students, public	135	178	148
Family assistance (WINZ)	121	134	118
	858	948	933
EXPENSES	·		
Personnel	756	823	787
Other	58	75	63
	814	898	850
NET SURPLUS Note	1 44	50	83

Note 1: 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.

#### **21 EXPLANATION OF MAJOR VARIANCES AGAINST BUDGET**

#### **INCOME STATEMENT**

#### Revenue

Total consolidated operating revenue was below budget by \$2.0M. The major variance was merger funding which was \$1.5M lower than budget. EIT intends applying for the remainder of the merger funding in 2013. Government funding was \$0.3M higher than budget. Student fees were \$0.8M lower than budget mostly as a result of fewer international students and lower course related cost recoveries from students.

#### Cost of Services

Total consolidated cost of services was below budget by \$1.3M. The major variance was merger operating expenditure, which was \$1.2M lower than budget, some of which will now occur in 2013.

#### **BALANCE SHEET**

Institute consolidated cash and cash equivalents are above budget by \$1.2M and short term investments are below budget by \$3.0M, partly reflecting a greater proportion of interest bearing deposits being for original maturities of less than 3 months than budgeted.

The institute also holds an unbudgeted long term investment of \$1.0M, which reduces the combined unfavourable variance for cash and cash equivalents, plus short and long term investments, to \$0.6M below budget, broadly in line with the lower than budgeted surplus.

Other non-current assets are lower than budget primarily because of an impairment for leaky buildings of \$1.0M, which has also reduced the asset revaluation reserve.

The higher general funds primarily reflects a higher opening balance by \$3.1M than budgeted, \$2.5M of which related to recognition of more merger funding in 2011 than assumed in the budget, with the remaining opening variance from 2011 offsetting the lower than budgeted surplus in 2012.

The higher opening balance variance referred to above is also the main reason for lower current liabilities than budgeted, primarily because of lower income in advance arising from the increased merger funding recognition in 2011.

#### **STATEMENT OF CASH FLOWS**

Refer to the explanations provided above for the balance sheet with respect to Institute cash and cash equivalents, and short term investments, and long term investments. The decrease in net cash flow from consolidated operating activities primarily reflects the lower surplus, referred to in the explanations provided above for the income statement.

Investment Plan Key Performance Indicators

SAC PERFORMANCE COMMITMENTS									
	ACTUAI	ACTUAL (FROM 2010 FIGURES ARE MERGED)	010 RGED)		TARGET	TARGET RESULT			
	2008	2009	2010	2011	2012	2012	<b>EIT COMMENTARY</b>	TES RELATIONSHIP	EIT RATIONALE
PARTICIPATION									
The proportion of SAC Eligible EFTS enrolled at the TEO who are Māori								Increasing the number of Māori students enjoying	Overall participation above demographic levels, but
Level 1 to 3	11%	11%	19%	20%	13%	21%	Achieved	success at nigner levels.	neea to snint to nigner levels.
Level 4 and above	18%	20%	22%	22%	29%	22%	Not Achieved		
The proportion of SAC Eligible EFTS enrolled at the TEO who are Pacific Peoples								Increasing the number of Pacific Peoples students	
Level 1 to 3	1%	1%	1%	2%	1%	2%	Achieved	achieving at higher levels.	
Level 4 and above	2%	2%	2%	2%	2%	2%	Achieved		
The proportion of SAC Eligible EFTS enrolled at the TEO who are aged under 25								Increasing the number of young people (aged under	Modest growth overall, with emphasis on higher
Level 1 to 3	13%	13%	17%	19%	15%	19%	Achieved	25) achieving qualifications at levels 4 and above,	levels.
Level 4 and above	36%	36%	31%	30%	37%	32%	Not Achieved	particularly degrees.	
THE NUMBER OF INTERNATIONAL EFTS			211	237		206			

	ACTUAI FIGURE	ACTUAL (FROM 2010 FIGURES ARE MERGED)	2010 RGED)		TARGET	RESULT			
	2008	2009	2010	2011	2012	2012	<b>EIT COMMENTARY</b>	TES RELATIONSHIP	EIT RATIONALE
Educational Performance Measurement of the 4 EPIs is as defined in "Revised educational perfor	'Revised e	ducation	al perforn	nance in	dicators fo	or SAC fu	nance indicators for SAC funded tertiary education organisations" of March 2010	anisations" of March 201	Q
Successful course completion rate for all students (SAC Eligible EFTS)*	67%	67%	75%	77%	74%	80%	Achieved	Improving the educational and	Steady improvement warranted.
Level 1 to 3	49%	46%	%69	72%	%69	76%	Achieved	tinancial performance of providers	
Level 4 and above	75%	77%	78%	81%	77%	83%	Achieved		_
Qualification completion rate for all students (SAC Eligible EFTS)	48%	43%	52%	58%	51%		Qualification completion results are not available		Qualification completion shows only modest
Level 1 to 3	30%	33%	47%	52%	39%		until confirmed in the April 2013 SDR.		improvement because of the likely impact of the new
Level 4 and above	55%	48%	56%	62%	56%		-		degree programmes.
Student retention rate for all students (SAC Eligible EFTS)	48%	48%	44%	48%	68%				Modest improvement warranted.
Student progression for students (SAC Eligible EFTS) at levels 1 - 3	49%	20%	35%	42%	50%				EIT already has quality progression results so focus is on maintenance.
Successful course completion for Māori students (SAC Eligible EFTS)*								Increasing the number of Māori students	Māori student success already compares well with the sector
Level 1 to 3	38%	39%	62%	67%	62%	71%	Achieved	enjoying success at higher levels	but EIT's aim is to close the gap between Māori and all student
Level 4 and above	67%	72%	72%	74%	72%	77%	Achieved	0	performance.
Qualification completion for Mãori students (SAC Eligible EFTS)							Qualification completion results are not available		
Level 1 to 3	26%	25%	40%	47%	32%		until confirmed in the April 2013 SDR.		
Level 4 and above	42%	45%	46%	57%	54%				

SAC PERFORMANCE COMMITMENTS									
	ACTUAL	ACTUAL (FROM 2010 FIGURES ARE MERGED)	010 RGED)		TARGET	TARGET RESULT			
	2008	2009	2010	2011	2012	2012	<b>EIT COMMENTARY</b>	<b>TES RELATIONSHIP</b>	EIT RATIONALE
Educational Performance (continued) Measurement of the 4 EPIs is as defined in "Revised educational perf	Revised e	ducationa	l perforn	nance ind	licators fo	or SAC fur	ormance indicators for SAC funded tertiary education organisations" of March 2010.	sations" of March 2010	
Successful course completion for Pacific Peoples students (SAC Eligible EFTS)*							While not required to set a target for Pacific Peoples	Increasing the number of Pacific Peoples	EIT is not setting EPI targets for Pasifika
Level 1 to 3	36%	40%	62%	%69		68%	course and qualification completion these results	stuaents acnieving at higher levels.	students as numbers are too low to make EPIs
Level 4 and above	59%	71%	61%	74%		77%	are pleasing. Qualification completion results are not		meaningful. EIT's Pasifika strategy revolves around
Qualification completion for Pacific Peoples students (SAC Eligible EFTS)							available until commented in the April 2013 SDR.		increased participation and achievement.
Level 1 to 3	20%	24%	43%	47%					
Level 4 and above	31%	48%	50%	51%					
Successful course completion for students (SAC Eligible EFTS) aged under 25*								Increasing the number of young people (aged	EPI targets for under 25 year olds reflect the
Level 1 to 3	51%	50%	68%	72%	66%	70%	Achieved	under 25) achieving qualifications at levels 4	increased participation at all levels and the
Level 4 and above	73%	73%	76%	79%	72%	81%	Achieved	and above, particularly degrees.	expected improvement in course and qualification
Qualification completion for students (SAC Eligible EFTS) aged under 25							Qualification completion results are not available		student body.
Level 1 to 3	31%	35%	48%	53%	35%		until confirmed in the April 2013 SDR.		
Level 4 and above	43%	38%	47%	53%	47%				

	ACTUAL (FROM 2010 FIGURES ARE MERGED)	FROM 20 ARE MER	010 (GED)		TARGET RESULT	RESULT			
	2008	2009	2010	2011	2012	2012	<b>EIT COMMENTARY</b>	<b>TES RELATIONSHIP</b>	EIT RATIONALE
Educational Performance (continued) Measurement of the 4 EPIs is as defined in "Revised educational performance indicators for SAC funded tertiary education organisations" of March 2010	ƙevised edu	lcational	perform	ance ind	icators fo	ır SAC fun	nded tertiary education organis	sations" of March 2010	
The proportion of level 1 - 3 courses offered that contain embedded literacy and numeracy			65%	82%		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	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							Use of the tool is occurring at the programme level. Work is underway to collate data at an organisational level to allow EIT to set and report against targets. Data regarding use of the assessment tool is currently being collated (in consultation with TEC).	one to three study.	

SAC PERFORMANCE COMMITMENT

\*2012 Course Completion Results are only calculated on those courses that ended in 2012 for which a result has been provided. Approx. 3% of results were not available at the time of printing.

SAC PERFORMANCE COMMITMENTS								
	ACTUAL (FROM 2010 FIGURES ARE MERGED)	V 2010 AERGED)		TARGET	RESULT			
	2008 2009	2010	2011	2012	2012	<b>EIT COMMENTARY</b>	TES RELATIONSHIP	EIT RATIONALE
Financial								
TEO risk rating against the Financial Monitoring Framework		Low	Medium / Low	Low	Low	TEO risk rating returned to low during 2011 following the merger and this was maintained in 2012.	Low/Medium	
		1						
Your Investment Manager will discuss any commitments from	ny commitmen		:his area wi	th you a	as releva	this area with you as relevant to your programme of delivery	of delivery	
What processes do you have in place to ensure quality teaching and learning?						See Investment Plan context section.	Improving the educational and financial performance	See Investment Plan context section.
How are you showing that your programmes meet the vocational needs of students, industry and employers?							of providers.	
Extent of improvements in Attributes as per CAMS Improvement Plan	CAMS plan will be impl TEC.	ll be imple	lemented in agreement with	agreemei	nt with			
How do you know that you have effective engagement with the secondary schools in your area?	One new school added Tertiary partnership in		each year to Secondary/ Hawke's Bay.	Seconda	ry/		Increasing the number of young people moving successfully from school into tertiary education.	

# Statement of **Resources**

#### for the year ended 31 December 2012

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 the overall gross floor area of all EIT operations is now 55,264 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 Otatara 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 in Hastings, Flaxmere, Maraenui, Wairoa, and in Waipukurau, Central Hawke's Bay.

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

The main Tairäwhiti 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.

## 2. Buildings

#### Hawke's Bay Campus

Buildings at this campus include the trades & technology open plan workshop facilities, 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 17 re-locatable units of temporary accommodation.

During the 2011-2012 period the main cafeteria facilities were remodelled to improve operational efficiencies; a new administration building was constructed for Te Manga Māori Faculty and a new Trades Academy complex was constructed within the old workshop block.

#### 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.

#### 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 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.

#### **Onekawa Centre (Leyland Street)**

The leased facilities at the Onekawa Centre were closed at the beginning of 2012 and the training programmes relocated to the main Hawke's Bay campus.

#### 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 remodel and expansion of the Trades Training Workshop complex was completed changing the internal layouts to accommodate open plan project based teaching and learning programmes.

#### 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 <sup>2</sup>	TEACHING M²	ADMINIS- TRATION M <sup>2</sup>	AMENITIES M <sup>2</sup>	SERVICES M²	TOTAL NET AREA M²
Taradale	1,856	16,496	5,566	7,515	6,640	38,073
Maraenui	0	254	0	34	14	302
Hastings	0	273	58	43	37	411
Flaxmere	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	6,172	1,734	2,149	995	11,050
RSU Stout Street	0	1,604	201	1,032	39	2,876
Tokomaru Bay	0	133	12	28	3	176
Ruatoria	0	506	81	187	86	860
TOTALS	1,890	26,528	7,780	11,184	7,882	55,264

## General Statistical Data on Space Utilisation

**Gross Floor Area** The total floor area for all EIT facilities is 55,264m<sup>2</sup> which equates to a floor area of 12.35<sup>2</sup> per EFTS for 2012.

### Human Resources

#### (Expressed as Equivalent Full Time Staff)

	2008	2009	2010	2011	2012
Tutorial Staff	199.0	206.1	208.9	292.8	312.0
Allied Staff and Management	175.1	180.2	182.9	230.5	234.1
TOTAL STAFF	374.1	386.3	391.8	523.3	546.1

### **Net Floor Area**

The combined net area of all EIT teaching spaces is 26,528m<sup>2</sup> which equates to an area of 5.93m<sup>2</sup> per EFTS.

# Statement of Statistics

### for the year ended 31 December 2012

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	%
2008	3,029	2,985	99
2009	3,026	3,097	102
2010	3,285	3,298	100
2011	4,458	4,449	100
2012	4,454	4,472	100

## **Efficiency Indicators**

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

TUTORIAL STAFF : STUDENT RATIO	2008	2009	2010	2011	2012
FTE Tutorial Staff : EFTS	1:15.0	1:15.0	1:15.8	1:15.2	1:14.3
NET TEACHING AREA PER EFTS					
Ratio of teaching area per equivalent full time student (m²)					5.9
GROSS OPERATING COSTS PER EFTS					
Operating Costs					
EFTS	\$11,627	\$12,123	\$12,120	\$11,587	\$12,279

## Equal Employment Opportunity Indicators

COMPOSITION OF STAFF	2011 Teaching	2011 Non Teaching	2011 Total	2012 Teaching	2012 Non Teaching	2012 Total
% of full time staff who identify themselves as Māori	16%	20%	18%	19%	16%	17%
% of female staff	56%	71%	62%	57%	65%	61%
% of full-time staff who identify themselves as having disabilities	4%	8%	6%	4%	7%	5%

## Equal Employment Opportunity Indicators

WOMEN AND MAORI STAFF IN SENIOR POSITIONS	WOMEN
2008	43%
2009	45%
2010	50%
2011	50%
2012	50%

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.

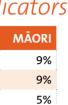
## Financial Performance Indicators

	2008	2009	2010	2011	2012
SHORT-TERM LIQUIDITY					
Current Assets					
Current Liabilities	182%	176%	194%	220%	188%
DEBT : EQUITY RATIO	-	-	-	-	-
CHANGE IN FINANCIAL VALUE					
Net Assets (\$000)	74,414	85,251	89,041	116,723	116,825
Change (%)	4.0%	14.6%	4.4%	31.1%	0.1%
RETURN ON ASSETS	1.7%	2.4%	4.0%	5.7%	0.9%
NET SURPLUS (BEFORE EXTRAORDINARIES)					
As % of Income	3.5%	5.1%	8.2%	10.9%	1.9%

## **EFTS Numbers**

	2008 Actual	2009 Actual	2010 Actual	2011 Actual	2012 Actual	2012 Target
Humanities, Arts & Trades	529	588	659	952	1045	1,066
Applied Science, Business & Computing	838	825	727	922	807	878
Health Sciences	535	597	667	800	815	787
Māori Studies	153	146	173	173	156	186
Science & Technology *	512	544	711			
Tairāwhiti Campus				1038	1092	1022
Trades Academy					72	52
TOTAL EFTS ON MINISTRY-						
FUNDED PROGRAMMES	2,567	2,700	2,937	3,885	3,987	3,991
International Students	203	228	211	237	206	238
Other	215	169	150	327	279	225
TOTAL EFTS ALL SOURCES	2,985	3,097	3,298	4,449	4,472	4,454

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



9%

14%

Mana Arotake Aotearoa

### 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 2012

The Auditor-General is the auditor of Eastern Institute of Technology (the Institute) 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 the Institute and group on her behalf.

We have audited:

- the financial statements of the Institute and group on pages 70 to 97, that comprise the statement of financial position as at 31 December 2012, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year ended on that date and the notes to the financial statements that include accounting policies and other explanatory information; and
- the non-financial performance information of the Institute and group in the statement of service performance on pages 42 to 51 and pages 98 to 102.

### Opinion

In our opinion:

- the financial statements of the Institute and group on pages 70 to 97:
  - 0 comply with generally accepted accounting practice in New Zealand; and
  - fairly reflect the Institute and group's: 0
    - financial position as at 31 December 2012; and
    - financial performance and cash flows for the year ended on that . date;
- the non-financial performance information of the Institute and group on pages 42 to 51 and pages 98 to 102 fairly reflects the Institute and group's service performance achievements measured against the performance targets adopted in the investment plan for the year ended 31 December 2012.

Our audit was completed on 25 March 2013. This is the date at which our opinion is expressed.

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

### **Basis of opinion**

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

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

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

An audit also involves evaluating:

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

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

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

### **Responsibilities of the Council**

The Council is responsible for preparing financial statements that:

comply with generally accepted accounting practice in New Zealand; and

fairly reflect the Institute and group's financial position, financial performance and cash flows.

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

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

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

### **Responsibilities of the Auditor**

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

### Independence

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

In addition to the audit we have carried out an assurance engagement with respect to Performance Based Research Funding, which is compatible with those independence requirements. Other than the audit and this assignment, we have no relationship with or interests in the University or any of its subsidiaries.

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



Matters relating to the electronic presentation of the audited financial statements and nonfinancial performance information

This audit report relates to the financial statements and nonfinancial performance information of the Eastern Institute of Technology (the Institute) and group for the year ended 31 December 2012 included on the Institute's website. The Council is responsible for the maintenance and integrity of the Institute's website. We have not been engaged to report on the integrity of the Institute's website. We accept no responsibility for any changes that may have occurred to the financial statements, nonfinancial performance information and the other requirements since they were initially presented on the website.

The audit report refers only to the financial statements and nonfinancial performance information named above. It does not provide an opinion on any other information which may have been hyperlinked to or from the financial statements, nonfinancial performance information and the other requirements. If readers of this report are concerned with the inherent risks arising from electronic data communication they should refer to the published hard copy of the audited financial statements and nonfinancial performance information as well as the related audit report dated 25 March 2013 to confirm the information included in the audited financial statements and nonfinancial performance information presented on this website.

Legislation in New Zealand governing the preparation and dissemination of financial information may differ from legislation in other jurisdictions.





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