



## ANNUAL REPORT

# 2015

Creating the experience our students need and providing the support to succeed



EASTERN INSTITUTE OF TECHNOLOGY Te Aho a Māui









EIT'S MISSION IS TO PROVIDE  
HIGH QUALITY, RELEVANT  
AND ACCESSIBLE TERTIARY  
EDUCATION FOR THE  
WELL-BEING OF OUR STUDENTS,  
WHĀNAU AND COMMUNITIES.



# OUR VISION

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ENGAGE • INSPIRE • TRANSFORM  
STUDENTS • COMMUNITIES • WORLDS





# OUR VALUES

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- ACT WITH INTEGRITY
- INSPIRE SUCCESS
- BE COMMITTED
- NURTURE WHANAUNGATANGA





# HIGHLIGHTS

Publication of External  
Evaluation Review Report  
March 2015 - Top ranking  
for EIT for Educational  
Performance and Educational  
Self Evaluation

**9,763** students  
studying at EIT in 2015

620 international students  
from 48 different countries  
studying at EIT in 2015

Opening of International  
Graduate School  
in Auckland



First Emeritus Professor  
appointed – Dr Roger Maaka

Vice Regal Visit of Governor-  
General to EIT School of  
Viticulture and Wine Science

Appointment of Mark  
Oldershaw to position of EIT  
Deputy Chief Executive

Appointment of new  
Head of School, Rebekah  
Dinwoodie to School of  
Business and School of  
Computing

Celebrating  
**40 YEARS**  
as an institution

Publication of 'First to See the Light' - EIT history by Professor Kay Morris Matthews and Jean Johnston

Award of Tuakiri EIT Medal of Distinction to EIT Kuia Pauline Tangiora

New Year and Queen's Birthday Honours awards (MNZM) in recognition of contribution to education

- Dr Susan Jacobs, EIT Executive Dean
- Geraldine Travers, EIT Council Member
- Bruce Martin, Former EIT Chief Executive (1991-2004)



Appointment to Principal Academic Staff Member in recognition of standing and contribution to field of study and institution – Lee-Anne Taylor and Gordon Reid

Design and carving work by Toihoukura Professor Derek Lardelli and Toihoukura students on the new Oneroa walkway and cycleway in Gisborne

Establishment of new School of Primary Industries

# HIGHLIGHTS

Growing Māori student participation (38% in Hawke's Bay and 72% in Tairāwhiti)

Fourth Masters degree approved – Master of Professional Creative Practice in ideaschool and Toihoukura

Two new Honours degrees approved – Bachelor of Social Work (Hons) and Bachelor of Professional Creative Practice (Hons)



Continued growth of higher education programmes in Tairāwhiti

New Strategic Priority Framework launched

Construction of new \$1m veterinary nursing facilities in Hawke's Bay

Opening of \$1m refurbishment of training restaurant and hospitality facilities at Tairāwhiti



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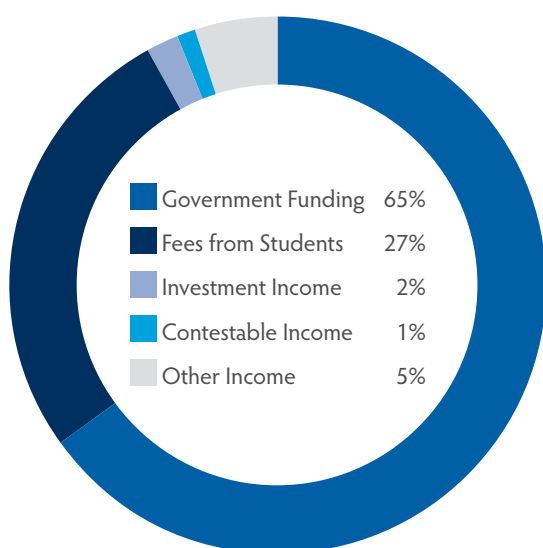
# KEY ACTIVITIES & PERFORMANCE

9,736 students studied at EIT in 2015.

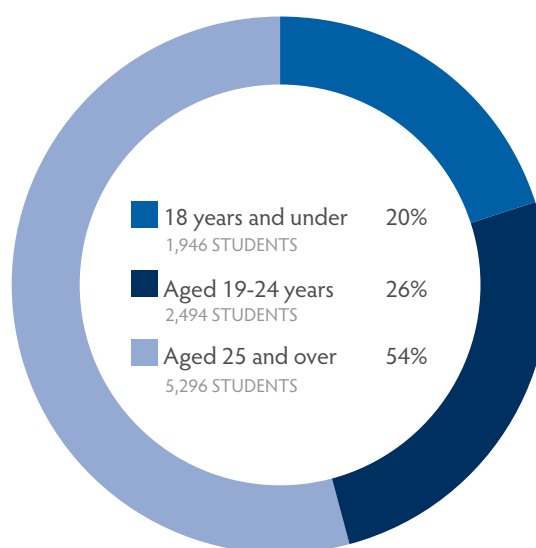
This translates to 4,398 EFTS (equivalent full-time students)

The following graphs relate to the parent organisation only and exclude merger funding and expenditure for the years 2011-2014.

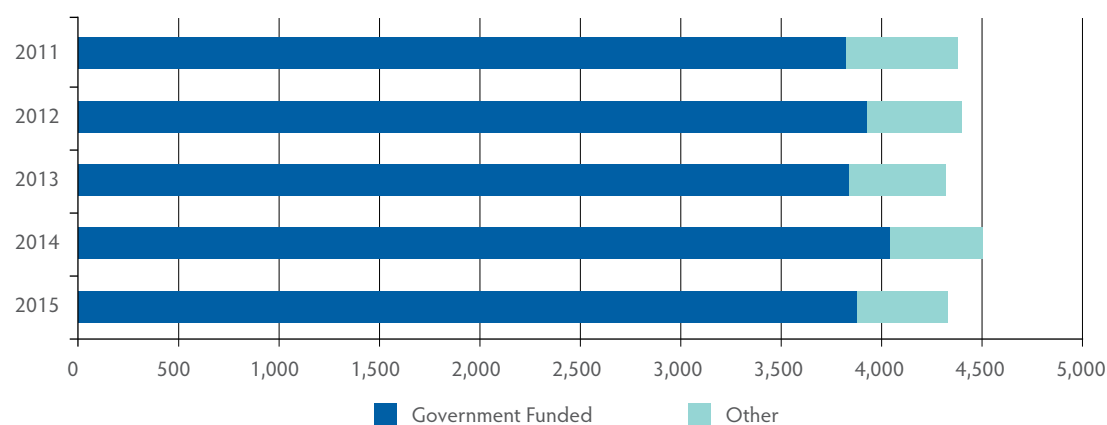
Money was received in 2015 from



Age Composition of EIT students in 2015

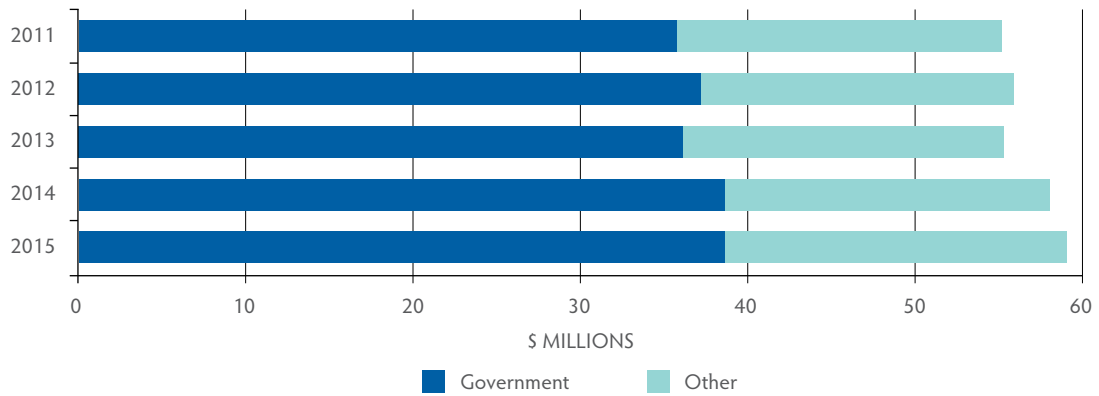


EFTS growth 2011 - 2015





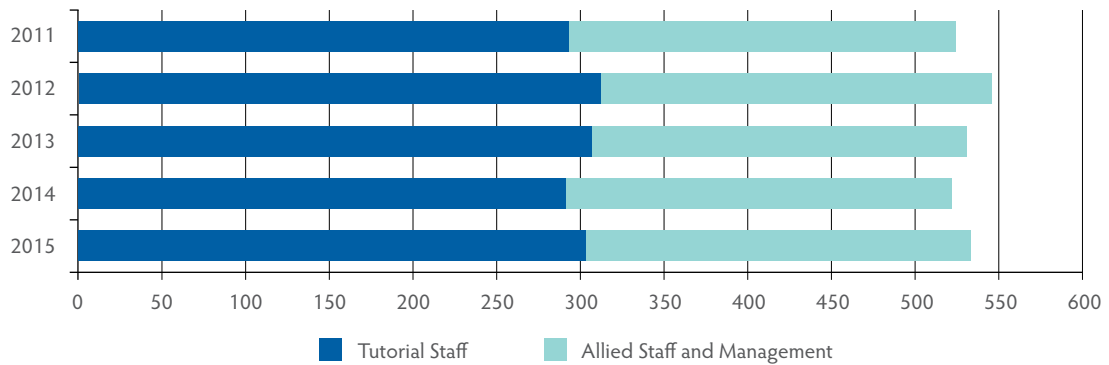
### Income 2011 - 2015



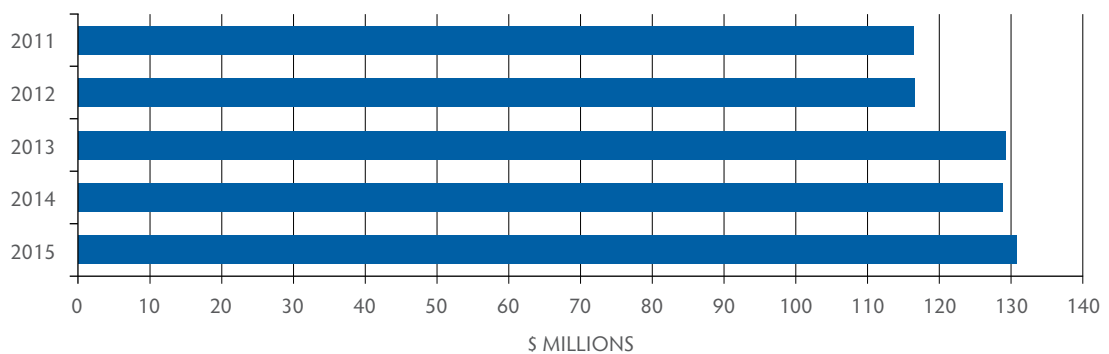
### Cost per EFTS 2011 - 2015



### Staffing numbers FTE 2011 - 2015



### Net asset value 2011 - 2015



# STATEMENT OF RESPONSIBILITY

## ANNUAL FINANCIAL REPORT FOR YEAR ENDED 31 DECEMBER 2015

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

1. we have been responsible for the preparation of these financial statements and Statement of Performance and the judgements used therein; and
2. 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
3. we are of the opinion that these financial statements and Statement of Performance fairly reflect the financial position and operations of this institution for the year ended 31 December 2015.



Council Chairman  
6 April 2016



Chief Executive  
6 April 2016



Corporate Services Director  
6 April 2016

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## ACKNOWLEDGEMENTS

EIT gratefully acknowledges grants received from the following organisations during 2015.

Ōtātara Trust



# COUNCIL MEMBERSHIP 2015

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**David Pearson**  
Chair  
Ministerial

**Michael Morgan**  
Deputy Chair  
Community

**Hilton Collier**  
Community

**Ross McKelvie**  
Ministerial

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**Karen Coutts** Secretary to Council

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

KAUMATUA (Tairāwhiti) **Taina Ngarimu**

KUIA (Hawke's Bay) **Pauline Tangiora** QSM, QSO, JP

**Jacoby Poulain**  
Ministerial

**Sheryl Smail**  
Community

**Tracee Te Huia**  
Community

**Geraldine Travers,**  
MNZM  
Ministerial

# EIT EXECUTIVE

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**Christopher Collins**  
Chief Executive

**Mark Oldershaw**  
Deputy Chief Executive

**Jo Blakeley**  
Director – Academic  
& Student Services

**Brenda Chapman**  
Director – Marketing

**Susan Jacobs, MNZM**  
Executive Dean – Faculty  
of Education, Humanities  
& Health Science

**Patrick Jones**  
Director – Policy  
& Planning

**Philippa Jones**  
Director – International

**Tuhakia Keepa**  
Director – Māori

**Bill Kimberley**  
Director – Human  
Resources

**Fred Koenders**  
Executive Dean – Faculty of  
Commerce & Technology

**Jan Mogford**  
Executive Dean & Campus  
Director – Tairāwhiti

**Victor Saywell**  
Director – Corporate  
Services



David Pearson  
COUNCIL CHAIR



Chris Collins  
CHIEF EXECUTIVE

EIT CONTINUES TO  
STRENGTHEN ITS  
POSITION AS ONE  
OF NEW ZEALAND'S  
LEADING INSTITUTES  
OF TECHNOLOGY



# 2015 ANOTHER STRONG YEAR FOR EIT



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## Council Chair and Chief Executive Report

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2015 was another strong and successful year for EIT during which we also celebrated our 40th year as an institution. Institutional performance continued strongly across a wide range of fronts - educationally, administratively and financially. EIT continues to strengthen its position as one of New Zealand's leading institutes of technology.

### ACADEMIC QUALITY AND DEVELOPMENTS

EIT achieved the highest ranking for educational quality in NZQA's External Evaluation Report (EER), which was released in March 2015. The EER process is the government mandated external educational quality evaluation process. EIT received the top ranking possible for both educational performance (highly confident) and educational self-assessment (highly confident). This was a pleasing outcome, further verifying EIT's standing and reputation as a high quality tertiary education institution.

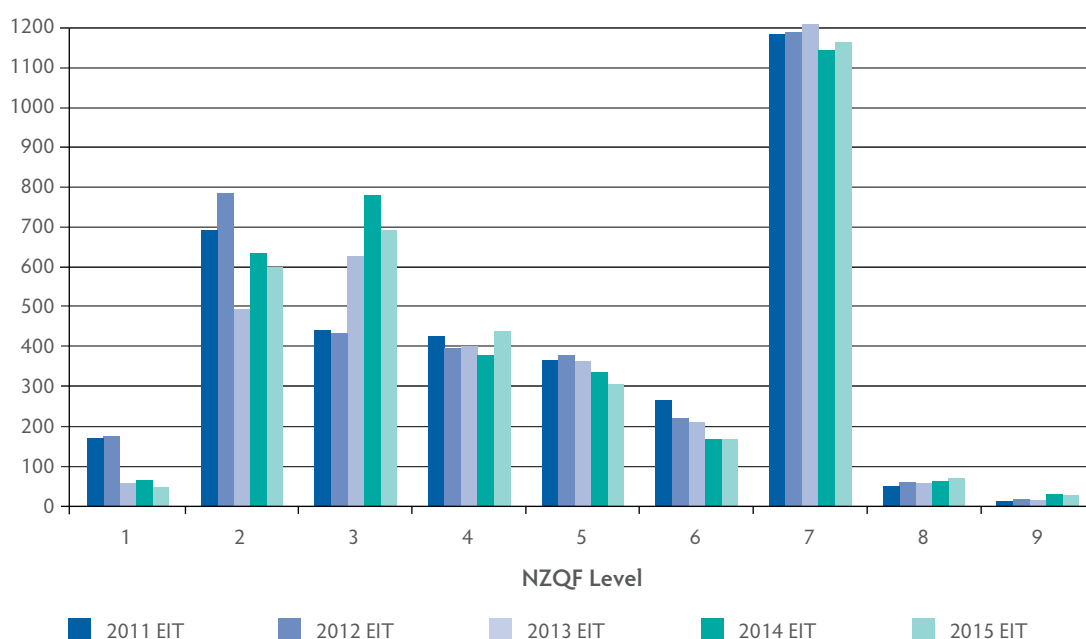
2015 was a year of significant activity across the institution in further deepening and broadening EIT's range of qualification provision.

**At the higher education level accreditation was received for:**

- Master of Professional Creative Practice
- Bachelor of Professional Creative Practice (Honours)
- Te Ara Pourewa / Graduate Diploma in Heritage & Museum Studies
- Bachelor of Social Work (Honours) and Bachelor of Social Work (both new four year qualifications).

EIT now offers four different Masters degree programmes, some 12 post-graduate and graduate qualifications and 12 degrees. Enrolment in degree programmes (Level 7) continues to represent the single highest level of enrolment at EIT reflecting demand for degree programme provision within our regions.

**Students by Qualification Level 2011 - 2015**



Further development of certificate and diploma programmes also continued, with accreditation for new offerings and new programmes of study resulting from NZQA's mandatory review of qualifications.

**During 2015 accreditation was received for:**

- NZ Diploma in Veterinary Nursing (L6)
- NZ Diploma in Architectural Technology (L6)
- NZ Diploma in Tourism & Travel (L5)
- NZ Diploma in Cookery (Advanced) (L5)
- NZ Certificate in Tourism (L4)
- NZ Certificate in Forest Harvesting Operations (L3)
- NZ Certificate in Tourism (L3)
- NZ Certificate in Animal Technology with Veterinary Nursing Assistant Strand



## STUDENT PARTICIPATION

Enrolment numbers remained strong with EIT achieving well against most enrolment targets. 9,736 students were enrolled across the institution with slightly more students pursuing part-time rather than full-time study than had occurred in 2014. Equivalent full-time student (EFTS) numbers were 4,398. The strong recruitment across 2015 was encouraging given that many institutions across the New Zealand tertiary sector struggled to reach planned enrolment targets. Demand in Hawke's Bay and Tairāwhiti has remained strong.

The number and complexity of different funding streams, however, does make it challenging to monitor and accurately forecast provision across the spread of programme activities to ensure all enrolment targets are being met. Plan targets also leave little margin for error. In 2015 EIT achieved within the 99-105% thresholds for Level 3 and above provision and Level 1-2 competitively tendered provision. Targets were also met for Youth Guarantee, Māori and Pasifika Trades Training, and Adult and Community Education provision. Levels 1-2 residual provision levels finished 20 EFTS short, the only area in which EIT did not achieve the plan target. Unfortunately this did not become evident until late in the year by which time it was too late to offer further provision.



## PRIORITY LEARNERS

In terms of Government educational priorities EIT continues to perform strongly with 76% of EIT students falling within one of the priority learner groups, one of the highest percentages within the sector. Māori participation remains very strong, well ahead of regional population demographics and sector averages. Māori participation continued to grow in Hawke's Bay at 38% in 2015 (up from 36% in 2014) and 72% in Tairāwhiti (up from 65% in 2014). Overall 46% of all SAC funded EFTS were Māori with 26% of Māori students studying at degree or higher level, and 23% of Māori students studying at levels 4-6.

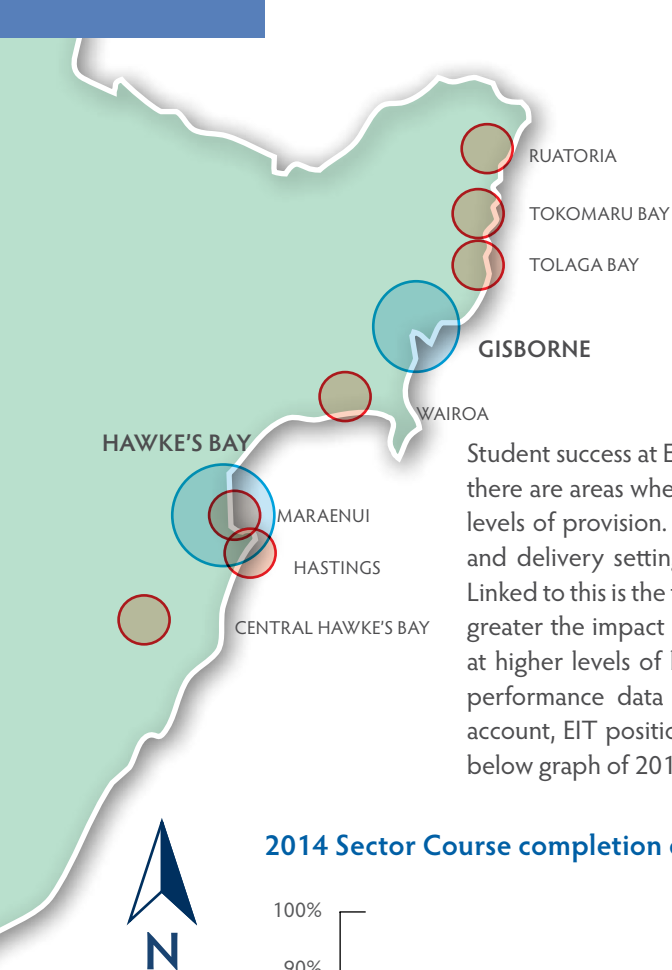
Following on from the first year of Māori and Pasifika Trades Training (MPTT), MPTT delivery increased in 2015 to 204 EFTS, up from 152 in 2014. This fund is targeted at providing level 1-4 trades qualifications to Māori and Pasifika aged 18-35, with a specific focus on transition to further study or apprenticeships/employment.

Pasifika participation across the institution is much lower at 5%, though this remains in line with regional demographic percentages.

Education provision to young people also remains strong and a key priority, with 48% of SAC EFTS being delivered to those under the age of 25 (47% in 2014). In addition EIT delivered 385 Youth Guarantee and Trades Academy EFTS (up from 380 in 2014) bringing further educational engagement with young people under the age of 18. EIT now hosts one of the largest Trades Academies in New Zealand, and is one of New Zealand's largest Youth Guarantee providers, with high levels of student success on both fronts.

## STUDENT SUCCESS

Significant focus occurred across the institution around successfully reaching out and engaging students and supporting their success. EIT has maintained a strong network of learning centres and campuses across the East Coast and down through Hawke's Bay, in some of the remotest parts of New Zealand. This represents significant delivery and resourcing challenges, but is an important priority for the institution with regard to its commitment to the regions of Hawke's Bay and Tairāwhiti.



Student success at EIT remains strong across most of the academic portfolio; however there are areas where we are actively seeking to build improvement, mainly in lower levels of provision. As noted, EIT has a high number of challenging student cohorts and delivery settings with 76% of students falling within a priority learner group. Linked to this is the fact that the higher the percentage of lower level programmes, the greater the impact on overall educational performance indicators (EPIs), as students at higher levels of learning perform more strongly. This is evident when examining performance data across the sector. If deprivation variables are also taken into account, EIT positions more strongly with regard to student success as noted in the below graph of 2014 sector data (ordered by smallest to largest deprivation factor).

**2014 Sector Course completion data taking into account deprivation variables**





2015 EPIs (from interim data) of students studying at higher levels in degree and postgraduate programmes (L7-8) is strong, mainly above most recent university sector averages, with course completion at 88% (up from 87% in 2014). This signals that students undertaking study at degree level and above at EIT perform with high levels of success.

Course completion at L5-6 is 75% and course completion at L3-4 is 71% (up from 67% in 2014). The improvement at L3-4 is pleasing as it was identified as a priority area of focus across the institution during 2015. It remains a priority, however, to achieve further improvement.

## INTERNATIONAL



During 2015 EIT continued to strengthen its partnerships with international institutions across the globe and to also grow international student recruitment across the institution. EIT values the cultural diversification that international students add to the whole institution and the benefits this has for our institutional community, students, academics and our regions.

Last year more than 620 international students came to study at EIT from more than 48 different countries around the world. In 2015 EIT established a graduate campus in Queen Street, Auckland to support its international activity, given that over 60% of international students in New Zealand choose Auckland as their study destination. The goal of EIT Auckland is to continue to grow programme provision for international students in Auckland, as well as to support and strengthen international student recruitment into the main campuses in Napier and Gisborne. In 2015 it was pleasing to see growth in international students into mainstream programmes on all EIT campuses.

## STRATEGIC PRIORITIES

A new refreshed 2015-2019 strategic priority framework was approved by Council following extensive consultation and workshops across 2014 and early 2015. This priority framework builds on the strategic priority 2010-2014 plan, and sharpens the Institute's focus on Māori success and student success in particular. It aligns strongly with government priorities and places significant focus on EIT continuing to be highly engaged and relevant to the needs and opportunities in Hawke's Bay and Tairāwhiti, as well as in national niche areas of provision specific to EIT. (See Strategic Plan summary on the following page).

# STRATEGIC PLAN FRAMEWORK 2015-2019

## OUR VISION

**ENGAGE • INSPIRE • TRANSFORM  
STUDENTS • COMMUNITIES • WORLDS**

## OUR MISSION

High quality, relevant and accessible tertiary education for the wellbeing of our students, whānau and communities.

## STRATEGIC PRIORITIES

### Success for Māori

**We are committed to Māori success:**

- Supporting and preparing Māori students and staff to succeed
- Achieving parity of outcomes
- Employing and developing more Māori staff at all levels
- Engaging and supporting Māori communities with targeted quality programmes
- Ensuring Māori responsiveness of all staff

### Student Success

**Our students:**

- Are engaged in relevant programmes
- Are successfully supported in their learner journey
- Are well-prepared and work-ready
- Achieve educational and career success
- Are sought after by employers

### Connectedness

**We build active partnerships with:**

- Iwi, hapū, marae and whānau
- Pacific communities
- Local and international communities
- Employers, industry and professions
- The wider education sector

### Enquiring Minds

**Our research:**

- Positions EIT as a sector leader
- Informs practice in industry and the professions
- Underpins teaching and learning
- Contributes to Māori knowledge and development
- Connects with local, Pacific and international communities

### Smart Thinking

**We are sustainable and effective:**

- Developing dynamic systems and services
- Using enabling technologies
- Providing accessible information
- Valuing entrepreneurial thinking and practice
- Using resources responsibly
- Being future focussed

### Ngā Kaitiaki

**We are:**

- Inspired by EIT's vision, mission and priorities
- Passionate about success for all students
- Connected across campuses and schools with each other
- Supported to train and develop
- Recognised for our expertise

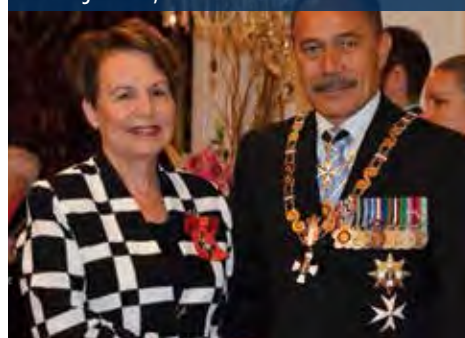
See EIT's Investment Plan 2015–2017 and Annual Plans for activities and measures that support this strategy.



## RECOGNISING CONTRIBUTION

It was satisfying to observe national recognition of people strongly connected to EIT during 2015. In the New Year Honours, Dr Susan Jacobs, Dean of the Faculty of Education, Humanities and Health Science, became a Member of the New Zealand Order of Merit in recognition of her services to nursing education. Dr Jacobs has been a key and long-serving member of the Executive at EIT and a leader in health and nursing education. Geraldine Travers, an EIT Council Member and the Principal of Hastings Girls' High School was also recognised in the New Year Honours as a Member of the New Zealand Order of Merit for her services to education. In the Queen's Birthday Honours, Bruce Martin, former CEO of EIT from 1991-2004, became a Member of the New Zealand Order of Merit in recognition of his services to tertiary education.

Susan Jacobs, MNZM



Geraldine Travers, MNZM



Bruce Martin, MNZM



EIT Kuia, Pauline Tangiora, was honoured at a Hawke's Bay Graduation ceremony with the Tuakiri EIT Medal of Distinction which was awarded in recognition of her outstanding contribution and service to EIT and the wider community.

EIT was also pleased to host a Vice-Regal visit of Their Excellencies, Lieutenant General The Right Honourable Sir Jerry Mateparae and Lady Janine Mateparae to EIT's School of Viticulture and Wine Science on 11 June. EIT is a nationally recognised leader in wine and viticulture education and Their Excellencies were keen to meet with members of EIT's Council, staff and students from the School of Viticulture and Wine Science, and with representatives of the wine industry.



Another programme area of national significance is Toihoukura, our school of Māori visual art and design, where students come from across New Zealand to study. During 2015 the Ministry of Foreign Affairs purchased several works of art from students from Toihoukura and commissioned further art work for display in New Zealand embassies around the world.

As noted earlier, 2015 was an important milestone for EIT in that we celebrated our 40th anniversary as an institution. As part of the celebration EIT commissioned the publication of 'First to See the Light', a major publication celebrating and reflecting back over the 40 years. The book was co-authored and edited by respected educational historian and EIT research professor Dr Kay Morris Matthews from Hawke's Bay, and Jean Johnston from Tairāwhiti. This was a significant publication, capturing many hours of interviews and research involving former staff and students. It provides a rich history of the challenges and joys of a long line of people involved in the establishment and delivery of tertiary education in the Tairāwhiti and Hawke's Bay regions. Our thanks go to the many people who contributed to the book, and particularly to the lead authors. 'First to See the Light' captures an important history of education delivery into Hawke's Bay and Tairāwhiti.

There is also deep sadness looking back on 2015 with the passing of Materoa Haenga in March. Materoa was a much loved and widely respected staff member and kuia of rangatira status. She made an important contribution to our institution, staff, students, and wider community. Her wisdom, insight, guidance and knowledge are greatly missed. E kui e, kia au tō moe.

Joan Twist, John Harré & Bruce Martin



Kay Morris Mathews & Jean Johnstone



**EIT celebrates it's 40th.**  
Cutting of the cake from left, former  
CEO Bruce Martin, former Director  
John Harré, CEO Chris Collins,  
Council Chair David Pearson





## FINANCES AND CAPITAL EXPENDITURE

2015 proved to be another sound year financially for the institution, though it nonetheless remains a challenging fiscal environment. Despite this the financial position of the institution remains strong with a positive working capital of \$16.8M, giving a ratio of 161%, and a sound cash flow position continues with solid cash reserves. The application of new public benefit entity (PBE) accounting standards for the first time has resulted in changes, primarily to the balance sheet and restating of last year's figures on transition, but with minimal impact to the results. The operating surplus was well above budget at \$1.8M (3.0%), and staff and managers across the institution are to be commended for the prudent and responsible way in which this was achieved.

Capital expenditure activity continued with a major refurbishment of the Tairāwhiti training kitchens and restaurant occurring across the 2014-2015 summer and the building of new veterinary nursing training facilities in Hawke's Bay across the 2015-2016 summer. The EIT Council has also been committed to ensuring the long term protection and soundness of campus facilities and has applied significant resources to investigating and addressing any water tightness issues across Hawke's Bay campus facilities. A significant proportion of the campus facilities were built during the last 20 years and it is now understood that some building industry practices and products of that era have subsequently led to water tightness issues. A similar assessment has been made of the Tairāwhiti campus and some remediation work has been planned to occur over the summer of 2016 with it expected that this will conclude on both campuses in the autumn of 2016. Council has also committed to ensuring appropriate seismic standards are met across all EIT facilities and learnings arising from the Christchurch earthquake event have been followed up, investigated and remedial work committed to, where necessary.



Following issues at other tertiary education providers related to institutional practices and adherence to funding policies, the Tertiary Education Commission instigated an independent auditing process across the sector.







# CONCLUSION

For 40 years EIT in its various forms has been committed to serving and meeting the needs of regional communities and industries. EIT is proudly focused on our regions and the people of these regions and also has a national profile in specialist niche areas such as viticulture and wine making and Māori visual art and design. Reflecting back we recognise that as either current EIT Council members, staff, students or stakeholders, we are all part of a long line of people who have been committed to ensuring that this is an institution that our regions, businesses and students can take pride in; that our students graduate with qualifications that set them up to build successful careers, or businesses and that provide opportunity for personal development and contribution to wider communities both here in New Zealand and beyond. We thank and acknowledge the many people involved, both now and across the last 40 years, at so many different levels for making this happen.

It remains a privilege to work in our respective roles and alongside so many committed individuals. We look forward to pursuing future opportunities to build on the success of EIT and to serve in an institution that is committed to meeting the needs of our community, businesses and people.



David Pearson  
Council Chair



Chris Collins  
Chief Executive







# EIT TAIRĀWHITI AND REGIONAL LEARNING CENTRE HIGHLIGHTS

2015 saw the new School of Primary Industries established. The school is focussed on Agriculture, Horticulture and Forestry across both the Hawke's Bay and Tairāwhiti regions, with many programmes running from the regional learning centres and some programmes offered in the communities. The School of Primary Industries' Head of School is based in Tairāwhiti, and staff are located from Hicks Bay in the north, to Dannevirke in the south. There are several on-farm and on-orchard training programmes in place, with the horticultural programmes leading to cadetships.

The new school held a two-day hui in September to focus on EPIs, priority learners and new programme development as a result of MROQ. The hui commenced with a powhiri at Whangara Marae, the home of Paikea (possibly more well-known to some as the home of the Whale Rider movie). It is a beautiful marae and certainly set the scene for a very busy two days.

EIT notes with sadness the passing of Dr Api Mahuika in February. Dr Mahuika was an eminent Kaumatua and rangatira and was a leader of significant mana within wider Māoridom and a key leader within Ngati Porou.



Dr Mahuika was passionately committed to the advancement of Ngati Porou and was a staunch advocate for his people. He was a keen supporter of EIT Tairāwhiti following the merger and played an important role in a number of EIT-Ngati Porou initiatives, such as the Marae restoration carpentry programmes and the establishment of Te Toka, the Māori Pasific Trade Training consortium. We acknowledge his leadership and support.

Te Toka students completed their first full year of training, and a high percentage have moved into employment or higher level learning and apprenticeships. Students participated in two noho during the year. Their graduation ceremony was held at Te Tini o Porou in December. The top overall student award was presented to Wiremu Raihania for all round excellence, and the Certificate of recognition for outstanding all round effort was presented to Maria Hiko.

## COMMUNITY/REGIONAL LEARNING CENTRES

The Regional Learning Centres continue to be a real focus for community activities. EIT has a high profile in the regions because of these centres, and it is pleasing to see the increase in enrolments to the main campuses from the Regional Learning Centre activities. It is also pleasing to see the success that the Adult and Community Education programmes are having with groups in the community that are now converting into mainstream enrolments. Adult and Community Education courses are offered at all centres, and include community computing, Te Reo, raranga, cooking on a budget and horticulture plus many other programmes of interest. The horticulture programme includes the building of a pizza oven, and students go on to learn how to cook bread and other meals in the oven. The focus for these programmes continues to be on healthy food and utilising what has been grown in the garden.

Students from Wairoa were involved in planting native trees for the Whangawehi Catchment Trust Restoration project at Lake Runanga.

Ruatorea horticulture students visited Motu Scenic Reserve, a 20 hectare kahikatea wetland forest with a unique oxbow wetland and an original swamp forest. The students planted 500 trees in the reserve and weeded over 1000 trees. The Department of Conservation officers accompanied the group and the students got to meet some of the local weka.

In Ruatorea the students are enhancing their skills and knowledge by pruning fruit trees in the township, at local pakeke homes and in a local community orchard. This has included taking wood from local heritage trees to preserve these increasingly rare strains of fruit.



In Tologa Bay, the level 2 carpentry students have been hard at work in the community, putting their trade skills to the test on numerous projects, including building a retaining wall and fences at the Police Station, fencing and other minor building work at the Kohanga. Students also took part with other community groups in a refurbishment of the Rugby Club Rooms.

From the Maraenui Regional Learning Centre, a group of students from Napier Boys' High School planted natives at Pukemokimoki. This initiative is now in its second year.



Wairoa Horticulture students got to enjoy a practical component of their plant identification module by planting 50 large Harakeke and 40 Heart Leaved Kohuhu, an endangered plant, at Waiparere. The owner turned one third of her farm into a Queen Elizabeth II Natives Bush covenant 30 years ago. The students experienced viewing a series of unique wetlands which encourage rare native birds and insect life back into the area.

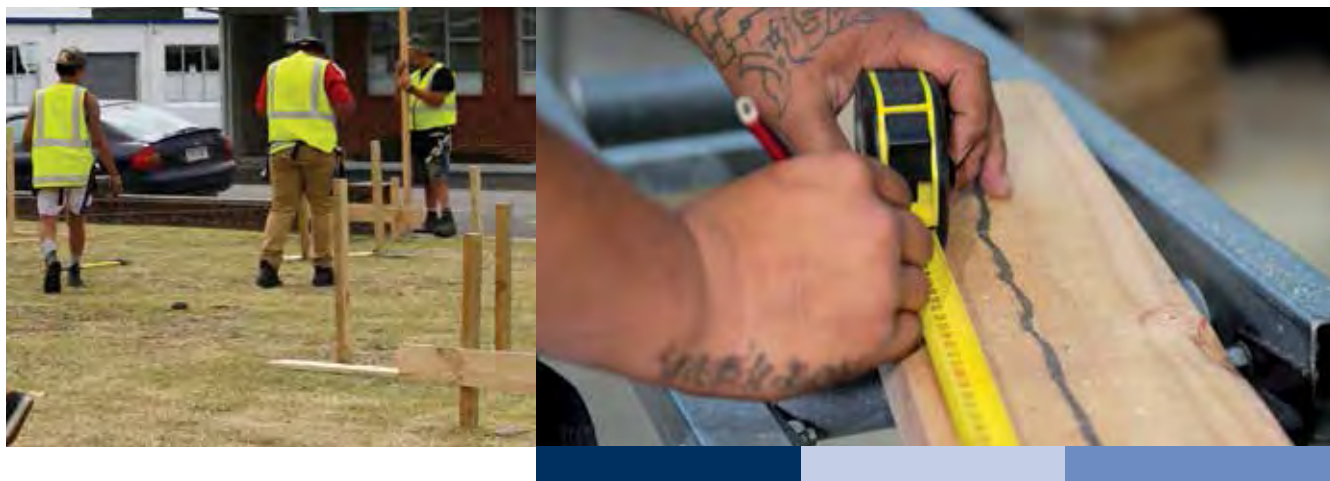
In Gisborne, at the Tyndall Road community garden, the EIT Horticulture Level 2 programme is in a partnership project with Te Runanganui o Ngati Porou that has been operating since March this year. So far they have a range of fruit trees blossoming with daffodils planted nearby to attract the bees for pollen and by the end of the year had manuka planted and a herb and vegetable garden in place. Tutor Soraya Pohatu has gone to the extent of supplying chickens and has built a chicken coop.

Bunnings Warehouse and Fulton Hogan supplied tools and resources. A neighbour donated timber that built the raised gardens and with the support of the locals the gardens are inviting, have seating and benches that creates a relaxing atmosphere.

The objective is for the community and Ngati Porou to fund and maintain the garden's future sustainability. This initiative has been identified as a project that will be rolled out across five other police districts.

### THE GISBORNE-BASED LEVEL 2 CARPENTRY PROGRAMME STUDENTS BUILT A DECK, GARDEN PLANTERS AND A SANDPIT FOR VICTORIA CHILDCARE.

In Waipukurau, the Central Hawkes Bay Branch of Business and Professional Women's Club awarded Sandra Fleming the Community Award for a self-confidence course she ran in Waipukurau aimed at young men and women wanting to gain employment. This was run as an Adult and Community Education programme.



## BUSINESS AND INDUSTRY LINKS

During the year we were visited by several Labour MPs to look at developing opportunities for the people of the East Coast.

A "Meet the Graduates" evening was held in September. The combined efforts of the Gisborne Chamber of Commerce, EIT teaching staff and our graduate students made the evening a great success.

Over 60 students attended, all looking professional, and embraced the opportunity to network with potential employers, deliver their CVs to employer representatives, and ask questions about potential employment opportunities.



Twelve different industries were represented, including BDO, Gisborne District Council, Tairāwhiti District Health, Eastland Group, Emerald Hotel, and The Gisborne Herald. Employers presented their expectations of potential employees and also covered employment opportunities within their organisations. Several students gained employment as a direct result of the evening, and some have taken up internships at the Gisborne District Council.

Also in September the School of Trades and Technology at Tairāwhiti, held a successful open evening - many enquiries were taken on the night, as were enrolments; further enrolments came in over subsequent days as a result. The evening was well attended by parents as well as potential students, who took the opportunity to look around the workshop facilities. Trades continue to go from strength to strength.

## TORU RESTAURANT

The new Tairāwhiti hospitality suite was officially opened on Thursday, 28 May. The new facility has been launched under the name "Toru" which was announced at the event. The ribbon-cutting ceremony, as part of the opening, was carried out by Trevor Helson, Chairperson of the Gisborne Chamber of Commerce. The event was well attended by representatives of local industry and other VIPs.

As part of the annual A&P show, the hospitality students and tutor Karen Johnston catered for the President's Lunch and the VIP Lunch. This year special guests at the lunch were the Prime Minister Rt Hon John Key and Hon Anne Tolley.

Work on the Oneroa walkway and cycleway started in March and the final touches were applied in September with the installation of two "featured seats" carved by students from Toihoukura, School of Māori Visual Art and Design, EIT Tairāwhiti. The navigations-inspired carvings are at the end of Grey Street and Roberts Road.

A ribbon was cut at the Midway end at noon on Saturday, August 1. From there guests made their way to Grey Street, stopping at significant locations where artist Derek Lardelli explained the cultural significance of areas and art pieces along the walkway.

The Tairāwhiti Careers Expo was held in March with over 600 enquiries received from high school students and mature students. This is the highest number of enquiries that we have achieved from the Careers Expo. The Forestry Big Day Out was also held in March, which attracted school students from across the region. The focus was on the range of roles available in the forestry industry.



Prime Minister John Key meets hospitality students at the Gisborne A&P Show

EIT was involved in sponsoring a number of community and industry awards. We continue to support the Westpac Business Awards; the Eastland Wood Council Regional Forestry Awards; the Gisborne Regional Wine Awards; the Girls Big Day Out, which is a Hospice charity event; Tauawhi Men of the Year, where Derek Lardelli received an award; Logans Sporting Excellence Award; Gizzy Food Month and TEACH expo.

EIT's Tairāwhiti graduation ceremony on Friday, 1 May was held, for the first time, at the new War Memorial Theatre. This was again a very positive occasion for Tairāwhiti students with 54 qualifications awarded at diploma level, and 36 at degree level. The graduation was well attended by staff, students and whanau. The degree programmes at Tairāwhiti were introduced following the merger five years ago, and they have proved to be popular with students and those businesses who employ the graduates. New degrees are being introduced in 2016.



PROFESSOR LARDELLI AND TOIHOUKURA  
STUDENTS WERE CLOSELY INVOLVED  
WITH THE DESIGN AND DEVELOPMENT  
OF THE ONEROA WALKWAY

# FACULTY HIGHLIGHTS

## Faculty of Commerce and Technology

### SCHOOL OF VITICULTURE AND WINE

#### Stakeholders

Twenty students and two staff from Germany's Heilbronn University's Wine Management programme visited on 19-21 February as part of an eight day study tour of Hawke's Bay and Marlborough. This highly successful visit forged stronger links for the Teaching Co-operation Agreement for the Diploma in Wine Marketing.

The New Zealand Wine magazine twice used EIT's wine sensory facilities for an evaluation of Hawke's Bay red wine.

Their Excellencies, Lieutenant General the Right Honourable Sir Jerry Mateparae, Governor-General of New Zealand and Lady Janine Mateparae visited the wine science laboratories in June.

Progress continued on building on the Memorandum of Agreement with Qi Lu University of Technology, Jinan, China. This involved developing detailed articulation plans between Qi Lu's Bachelor of Brewing Engineering and EIT's Bachelors of Viticulture and Wine Science including the possibility of EIT doing some teaching at Qi Lu University.

#### Research

The annual Bragato Wine Conference was held at Pettigrew Green Arena in August. All staff and a good number of students from the School of Viticulture and Wine Science attended the conference. Staff and students also assisted with the organisation of the Bragato Wine Awards with judging and tasting, along with conference tasks, and in stewarding for two wine-tasting workshops in EIT's Wine Sensory Laboratory.

The research of EIT staff members Petra King and Associate Professor Carmo Saunders-Vasconcelos into the sensory evaluation of lower alcohol Sauvignon Blanc is generating good interest from Villa Maria and Constellation brands.

#### Student achievement

Jascha Oldham-Selak was awarded the Constellation Group Viticulture Scholarship for 2015. Jascha is a third year student in the concurrent Bachelor of Viticulture and Bachelor of Wine Science degrees. He was also awarded the EIT Bragato student exchange scholarship for 2015/16. He will undertake his study tour of Italy in January-February 2016.

Ben Tombs, was EIT's 2014/15 Bragato Exchange student and gave a presentation on his four week exchange tour of Italian wine regions, to the award sponsors, Taradale Rotary Club, in May.

Anton Luiten and Cameron Price came second and third in the 2015 Hawke's Bay Young Viticulturist of the Year Competition.

The inaugural 2015 Hawke's Bay Young Winemaker of the Year competition was held in EIT facilities, with EIT graduates, Lauren Swift coming first, Alex Roper third and Brad Frederickson fourth.



Lauren Swift, National Young Winemaker of the Year



Culinary Arts Students & Staff, Gisborne A&P Show



Lauren Swift, Bachelor of Wine Science and Diploma in Wine Marketing graduate, won the first National Young Winemaker of the Year Competition, and was presented with her trophy and prizes at the Bragato Conference dinner. Abigail Maxwell, a Bachelor of Wine Science graduate and now working in Marlborough, was winner of the Marlborough Young Winemaker competition and was runner-up in the national competition.

Two awards were presented to EIT students at the Hawke's Bay A&P Society Bayleys Wine Awards. Lucas Percy, a third year concurrent Viticulture and Wine Science student, won the Young Vintner Award and the Best Student Wine Award went to international student Harminder Singh, a Graduate Diploma in Viticulture student.

Mark Langland, Bachelor of Wine Science, was awarded first and Scott Lanceley, Bachelor of Viticulture achieved second in the Wairarapa Young Viticulturist competition.

## CENTRE FOR VETERINARY NURSING

### Programme Portfolio

The Centre achieved NZQA accreditation for the New Zealand Certificate in Animal Technology, Veterinary Nursing Assistant strand (Level 5) and NZ Diploma in Veterinary Nursing (Level 6). The first offering of these new qualifications will be in 2016 in a refurbished facility on the Hawke's Bay Campus.



## SCHOOL OF BUSINESS

A new Head of School, Rebekah Dinwoodie, was appointed to replace Dr Frina Albertyn. Rebekah was previously the Education Partnerships Manager at Taratahi Agricultural Training Centre.

### Programme Portfolio

The new Masters in Applied Management and the Post Graduate Diploma in Applied Management were successfully launched onto both the Hawke's Bay and the Auckland campuses.

Additional endorsements were approved for the Post Graduate Diploma in Applied Business: Business Analysis, Project Management, Health Services Management, Sales and Marketing, Supply Chain and Logistics, Human Resources Management.

The School is involved in the TANZ eCampus developing courses, in association with Nelson-Marlborough Institute of Technology that will be taught completely online.

### Stakeholders

The School developed an app for mobile devices that will keep students on all EIT campuses better informed with information such as maps, contacts, news, and links. The app can also send alerts to students and acts as a portal to EIT online and timetable.

### Research

A number of Business School staff represented EIT on National and International committees and organisations such as the New Zealand Applied Business Education Forum and Chartered Accountants of Australia and New Zealand.

School Staff have had a number of research outputs in 2015 including journal articles, published conference proceedings and oral presentations at conferences.

### Staff achievements

Three staff members completed their Masters degree and one their PhD.

Raewyn Boersen (and co-author Alison Hunter) received the Collaborative Research best paper award and the Conference's Top Award for Best Paper at the CITRENTZ Conference. The paper's title was "Pragmatism not Passion: Adult Women decide on an ICT Career".

### Student achievement

Romulo Danong, Graduate Diploma in Professional Accounting student, from the Philippines was selected by Education New Zealand as one of 30 international students from across New Zealand to participate in ASEAN Student Voice in Wellington this year.

Seven Graduate Diploma in Business (Management) students were the first business students to graduate from the EIT Auckland campus.

Rebekah Dinwoodie



## SCHOOL OF COMPUTING

Head of School, Dr Stephen Corich retired from the role on 11 December. Head of School of Business, Rebekah Dinwoodie was appointed to Head the School of Computing whilst maintaining her School of Business responsibilities.

### Programme Portfolio

EIT was selected as one of six institutes to participate in the Institute of IT Professionals (IITP) international degree accreditation process. The accreditation process evaluated the Bachelor of Computing Systems degree against the Skills for the Information Age (SFIA) framework. The degree, on both the Hawke's Bay and Tairāwhiti campuses, was recognised and accredited by IITP.

Steve Corich



### Stakeholders

Professor Dietmar Bonke from Reutlingen UAS Germany gave a lecture "Building Confidence with the Help of IT" to the School of Computing students.

Kathryn Mac Callum presented a keynote at the Hawke's Bay/Tairāwhiti Regional Cross-Sector Forum hosted by the Ministry of Education focusing on 21st Century Learning.

### Research

Kathryn Mac Callum is leading an Ako Research Project about learners with mobile devices.



### Staff achievements

Principal Academic Lecturer, Dr David Skelton visited and also delivered an E-Commerce course at Regensburg University (Germany) as part of an International Articulation Agreement with that University.

Associate Professor Alison Clear won the Chief Executive's Research Award. Alison has achieved 28 research outputs over the past four years with 24 of those peer reviewed. In addition she has made a huge contribution to the research environment.

Helen Pirie won the Chief Executive's General Excellence Award for her exemplary contribution to the flexi programmes in the Schools of Business and Computing since 2006; for streamlining processes, showing initiative, being obliging and demonstrating excellent customer service.

Each year staff from EIT present papers at the annual Centre for Information Technology Education and Research New Zealand Conference (CITRENZ). At this year's conference awards ceremony EIT outperformed all other institutes receiving three commendations and winning four of the five awards categories.



The four category awards went to:

- Best Student Poster (Jyoti and Verhaart)
- Best Educational Innovation Paper (Verhaart and Day)
- Best Collaborative Paper (Boersen and Hunter)
- Best Paper (Boersen and Hunter)

At the CITRENZ AGM, Head of School, Dr Stephen Corich was made a Fellow in recognition of his contribution to CITRENZ and the IT educational sector. Associate Professor, Alison Clear, was convenor of the conference.

### Student achievements

The Taradale Rotary Club provided its annual award for "All-round Excellence" to Malcolm Blake, a second year Bachelor of Computing Systems student.

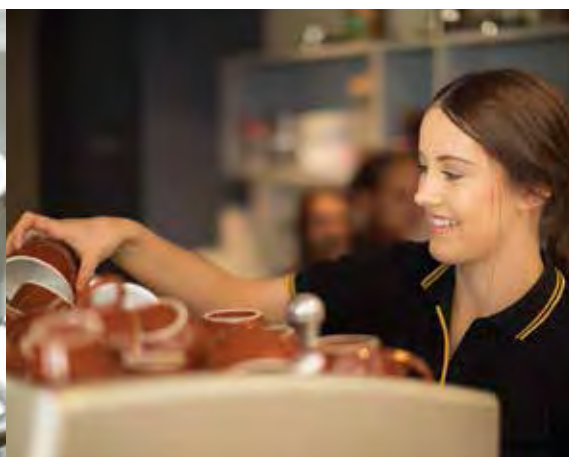
Malcolm Blake



## SCHOOL OF TOURISM AND HOSPITALITY

### Programme Portfolio

The School's hospitality programmes taught this year for the first time were all new New Zealand qualifications, post the Mandatory Review of Qualifications. The following new qualifications were offered for the first time: New Zealand Certificate in Cookery, Level 3 (Hawke's Bay and Tairāwhiti campuses); New Zealand Certificate in Cookery, Level 4 (Hawke's Bay campus); New Zealand Certificate in Hospitality, Level 2 (Hawke's Bay and Tairāwhiti campuses); New Zealand Certificate in Food and Beverage Service, Level 3 (Hawke's Bay and Tairāwhiti campuses) and the New Zealand Certificate in Food and Beverage Service, Level 4 (Hawke's Bay campus).



In 2016 the following new New Zealand qualifications will be offered in the school: The Diploma in Cookery, Advanced, Level 5; the New Zealand Certificate in NZ Certificate in Tourism (Level 3) with strands in Visitor Experience and Tourism and Travel; the New Zealand Certificate in Tourism (Level 4) with an Operations endorsement. Accreditation was also achieved for the New Zealand Diploma in Tourism and Travel (Level 5) which will be taught for the first time in 2017.

The School ran two specific Marae Cookery programmes during the year - one at Pukemokimoki Marae in Maraenui, Napier and the other at Te Pahou Marae at Manutuke, Gisborne.

### Stakeholders

The School sponsored the 'Excellence in Front of House Team' award at the Hawke's Bay Hospitality Awards. It was won by Deliciosa Tapas and Bar in Havelock North.

Fifty Gisborne people from the hospitality industry, local secondary schools, the Gisborne community and Tairāwhiti staff attended the opening of the new upgraded EIT Tairāwhiti kitchens and newly named TORU restaurant. The facility was officially opened by the President of the Gisborne Chamber of Commerce, Trevor Helson.



Scholarship winner  
Maxine Hales

A \$1,200 cookery scholarship was established at Tairāwhiti from the Gisborne A&P Society. This will enable a Level 3 Cookery student to have part of their fees paid for the New Zealand Certificate in Cookery, Level 4, in 2016. The winner was Maxine Hales.

The Hawke's Bay Food Art Wine Classic (FAWC) Degustation Dinner in Scholars was sold out and was a very successful occasion.

The New Zealand Certificate in Food and Beverage Service, Level 3 and New Zealand Certificate in Cookery, Level 4 students hosted Hawke's Bay high school principals and student leaders for its annual breakfast with local MP, Craig Foss.

### Student achievement

Three Hospitality students took part in the National Culinary Toque d'Or competitions in Auckland gaining two bronze medals.

The winner of the Noel Crawford Cookery Scholarship went to New Zealand Certificate in Hospitality, Level 4 student, Christopher Bell to pay his fees for the Diploma in Cookery, Advanced, Level 5.

The Hawke's Bay Airport Tourism and Travel Scholarship winner was Hannah Cox.

Ten tourism students assisted the Art Deco Trust with the Art Deco weekend celebrations. They helped organise tours, surveyed visitors and ran the registration desks at various events, including the Prime Minister's event at The Dome. The programme staff and students received special thanks for their contribution to the weekend from the Art Deco Trust.



Hannah Cox





## ENGLISH LANGUAGE CENTRE

The institute's English Language Proficiency Test was made available for International students offshore to be tested before they are placed in EIT mainstream programmes, depending on their level of English language proficiency.

### Stakeholders

An English language promotional DVD was developed using current international students with copies available with Korean and Chinese subtitles.

Two English Language for Training for Officials customised tours were hosted by the Centre during the year for a total of 46 students. The contract with New Zealand Aid, via Accent Learning (Victoria University) has been renewed through to 2018 with even more officials to be trained next year.

For the first time a group of English Language Senior Officials (24 students in total) were hosted from Peru.

The Tomakomai National College of Technology sent more students than ever with 29 students and three teachers compared to 25 students and three teachers in 2014.



## SCHOOL OF TRADES AND TECHNOLOGY

### Programme Portfolio

The New Zealand Diploma in Architectural Technology was accredited by NZQA to be taught in 2016. This provides EIT with another Diploma qualification at Level 6.

Two programmes were taught in Dannevirke for the first time with strong mayoral and community support. In Semester One the Certificate in Foundation Studies (Construction) attracted 16 students with a 100% pass rate. In Semester Two the EIT Certificate in Carpentry, Level 3 was taught to 15 students.

The EIT Certificate in Carpentry, Level 3 was taught at Waimarama Marae and was reported on by Māori Television.

**The Open Polytechnic contracted the School to run a drain laying block course for The Skills Organisation. This was the first such block course to be run in Hawke's Bay.**

### Stakeholders

A relationship was established with the Hastings District Council in regards to the 'Marae Fit' Initiative, a roving Marae Carpentry programme. EIT will provide the students and programmes for construction tasks on marae where they align with the programme curriculum objectives.

The School along with the School of Tourism and Hospitality and Health & Sport Science in conjunction with the Rotary Club of Greenmeadows, held the annual Trade Training Awards. Partnership with industry means that close to \$20,000 of prizes (cash and contra) were awarded to EIT trades students.

### Student achievement

Cerise Wilson, originally a Trades Academy student from Flaxmere College, went on to the EIT Certificate in Carpentry Level 3 programme and then managed to gain an apprenticeship at Prestige Limited, one of the few female carpentry apprentices in New Zealand. She also received a Matariki Living Taonga award for her success as a carpentry apprentice.



Lee Holloway, a National Certificate in Carpentry, Level 4 apprentice and also winner of the Hawkes Bay ITABs Apprentice of the Year competition won the national Apprentice of the Year title. Lee won a \$5,000 Outward Bound 8-day course and various tools and power tools to the value of \$3-4,000.

Manakura (meaning leadership) is an initiative launched by the School to provide a positive environment for Māori and Pacific Island students. As part of this initiative the students held a leadership camp in Waiouru and later, through a massive fund-raising effort, visited Vanuatu to repair damaged health facilities in the wake of Cyclone Pam. A letter of appreciation from the Director-General of Ministry of Health was received and the Vanuatu initiative was profiled on Māori Television.

Electrical Student, Joseph Morris, won The Electrical Contractors' Association New Zealand (ECANZ) National Challenge. Joe won the Industrial and Commercial Division at the National Finals in Hamilton.

## Faculty of Education, Humanities & Health Science

The year of EIT's 40th anniversary brought many celebrations as well as opportunities to not only reflect on the past, but to look forward to future challenges. As always, we are grateful for the advice and support of advisory committee members, businesses, professions and others in our regions who assist us in achieving our mission of providing high-quality, relevant and accessible tertiary education for the well-being of our students, whānau and communities.

### SCHOOL OF EDUCATION AND SOCIAL SCIENCES

#### Programme Portfolio

A major achievement for the School was the NZQA and Social Workers Registration Board accreditation and approval of the four-year Bachelor of Social Work and the Bachelor of Social Work (Honours) programmes. The BSW will have its first intake in 2016, with years 2 and 3 of the Bachelor of Applied Social Sciences being taught out over the next two years. The new programmes have taken a fresh approach to the education of social workers, adopting a strengths-based and inquiry learning pedagogy. Lecturers have undertaken extensive professional development in order to design and deliver courses using an inquiry approach. Community support for the Honours year, which high-achieving students will be invited to join in their 4th year has been strong, and the consultation has confirmed the need for EIT to enter the postgraduate market for social services professionals.

The Bachelor of Teaching (Primary) had its first cohort of graduands this year. A measure of the success of the programme is that all completing candidate teachers already have employment for 2016, quite a feat in a very tight market. This was the first year of delivery for the Bachelor of Teaching (Primary) in Tairāwhiti, where two new lecturers, Nikki O'Connor and Jan Baynes were employed. A major focus for the teaching team this year has been preparing for blended delivery of year one courses for 2016. A new Programme Coordinator, Associate Professor Dr Vivian Aitken, was welcomed in January.

The review of the Bachelor of Teaching (Early Childhood Education) has been postponed to 2016, with work progressing well towards it. The majority of third year students have secured employment prior to their completion of the programme.

Both the teaching degrees had extremely positive and affirming Monitors visits this year.

Several programmes are in a holding pattern awaiting the start of collaborative design for new national qualifications once the relevant MROQ processes are completed: the Certificate in Introduction to Social Services; the Certificate in Education and Social Sciences and the Diploma in Tertiary Learning and Teaching. In the meantime, the programmes continue to be well-received.

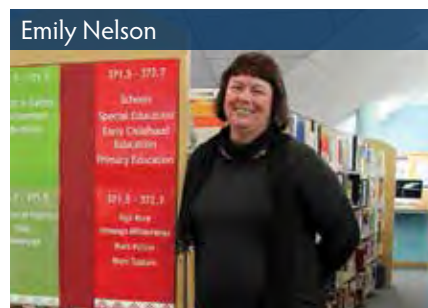
The Bachelor of Applied Social Sciences entered its phase out period, with the final intake of first year students who will complete the Social Work endorsement in 2017. The counselling stream is also in the process of discontinuing, with the final group of students entering the third year in 2016.

## External relationships

The School continues to foster and enjoy robust relationships with the sectors our programmes serve. We organised three inspiring public lectures in 2015, two given by our own staff members, Associate Professor Viv Aitken and Dr Emily Nelson, and the other by Campbell Roberts of the Salvation Army's Social Policy Unit. The Early Childhood Research Forum was again well attended, with extremely positive feedback for this event.

## Staff achievements

Bachelor of Teaching (Primary) lecturer, Emily Nelson was awarded her doctorate in April this year. A part time lecturer, Frances Corkery completed her Master's degree. Julie Whyte, BTP lecturer, commenced study towards an EdD, and Rehia Whaanga, BASS and Certificate in Social Services lecturer, began study towards a Master of Social Work. Florrie Brooking is nearing completion of her MSW thesis.



Three lecturers, Judy Wivell, Cheryl McConnell and Mandy Pentecost, are external monitors for other degree programmes, with Cheryl also serving on EDUCANZ programme approval and review panels.

## Research

We have been fortunate this year to have Dr Shona Thompson as research mentor for the School. Lecturers' research outputs have included book chapters, articles in international and national journals, and presentations at international and national conferences. Several of the School staff wrote sections of the EIT history, *First to See the Light: 40 Years of Higher Education*, with Jillian Johnstone providing editorial and writing services for large sections of the book.

## SCHOOL OF HEALTH & SPORT SCIENCE

The School of Health and Sport Science has had a rewarding year with a lot of challenges and successes across its diverse range of programmes. These were reflected in a number of strategic themes.

### Student and Staff Success



Led by Lee-Anne Taylor, Assistant Head of School, staff developed strategic plans to improve student retention and success in those programmes where students seem to struggle. In the process, a strong link was created with the newly developed Māori student mentor role within the School.

A significant number of programme student success rates were pleasingly high. These included the National Diploma and National Certificate in Mental Health, National Certificate in Health, Disability and Aged Care, Certificate in Work and Life Skills, Diploma in Beauty and Body Therapy, and Certificate in Hairdressing. However, retention of students, particularly in lower level programmes, remains a concern and a priority.

Redevelopment of the hairdressing programmes has been a particular highlight of the year, as the hairdressing team moves towards a project based learning programme.





## Connecting with the Community and Industry

In February 2015, an inaugural "Speed Networking" gave Bachelor of Sport and Recreation students and industry representatives a 'face to face' meeting opportunity. Students gained a better appreciation of the varied agencies in which they might undertake their major industry placement and potential future employment, and agency representatives learned more about students' capabilities, skills and interests.

The School of Health & Sport Science along with the School of Nursing worked with Flaxmere Primary School on a 'Future Fridays project.' For six weeks, on Friday afternoons, year 7 and 8 Flaxmere Primary girls were introduced to the world of recreation and sport as potential career and education options. Robin Isaacson (Principal, Flaxmere Primary) commented after the first session on October 16th.

"I was blown away and could not speak more highly of yourselves and EIT as a whole. I was particularly impressed at the fantastic rapport that was established with the students at a level they understood and could respond to. All students found the programmes to be interesting and engaging and they particularly enjoyed the interaction required." **ROBIN ISAACSON | PRINCIPAL | FLAXMERE PRIMARY**

EIT also engaged with Hawke's Bay Hawks Basketball in a promotional and sponsorship package. This includes scholarships for two players to study at EIT. The School of Health & Sport Science also continued to support the collaboration with the Hawke's Bay Rugby Union, and have four HBRU students in recreation and sport programmes. Interestingly several of the front row of the HB rugby team this year are past and current EIT students.

Diana Kirton, Practicum Coordinator and the Bachelor of Recreation and Sport team and Errol Newport, Reprographics were awarded the 2014 Xerox Quality Improvement Award (awarded early 2015) for their production of the BRS Industry Cooperative Booklet. The quality of the production, its promotional potential and the way in which learning outcomes and assessments of the level 7 course, BRS7.11 Whakawatea: Industry Cooperative were integrated into the production were recognised in the Quality Award.

Staff maintained valuable industry connections – among them are Edmond Otis with Sport NZ and Sideline Behaviour promotion, Lee-Anne Taylor with Netball NZ injury prevention protocols and Marcus Agnew with Pathway to Podium.

Lecturers in the National Certificate in Health, Disability and Aged Care participated in the NZQA Best Practice Moderation Workshop which saw their unit standard work be taken as exemplars for NZQA, a great reflection of the consistent teaching practice within this programme.

The Diploma in Beauty and Body Therapy students continued to perform strongly in the CIDESCO international examinations and are well placed within their industry.



Two Hairdressing students gained places in the regional hairdressing competitions, making them eligible to compete in the Nationals in Auckland. One student went on to compete in the Supreme Awards.

Several School of Health and Sport Science staff have assisted with EIT's recently launched health and wellness staff development programme, sharing their expertise and creating connections across EIT.

### Research

Two staff had the opportunity to present their research internationally - Katy Kenah presented her collaborative work with Les Blair, titled "Education Matters: Tracking a Trend" at the Asia Pacific Autism Conference in Brisbane - 'Transforming Futures'. Dr Sue Chapman presented in Paris at the International Sociology of Sport Association, World Congress of Sociology of Sport putting both EIT and PATU© on the world stage.

The School hosted the 2015 Sport Research Symposium in October which featured twenty presentations from sport and recreation lecturers/researchers around the country, including five EIT staff. One of the keynote speakers at the symposium was Levi Armstrong, an EIT Bachelor of Recreation and Sport graduate, and the owner and director of PATU© <http://www.patunz.com>. Levi has engaged with a team of researchers in the Schools of Health and Sport Science and Nursing to evaluate a range of qualitative and quantitative outcomes of the PATU© programme.

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## IDEASCHOOL

Students and staff of ideaschool have enjoyed many successes throughout the year, and ideaschool is particularly appreciative of support from its stakeholders.

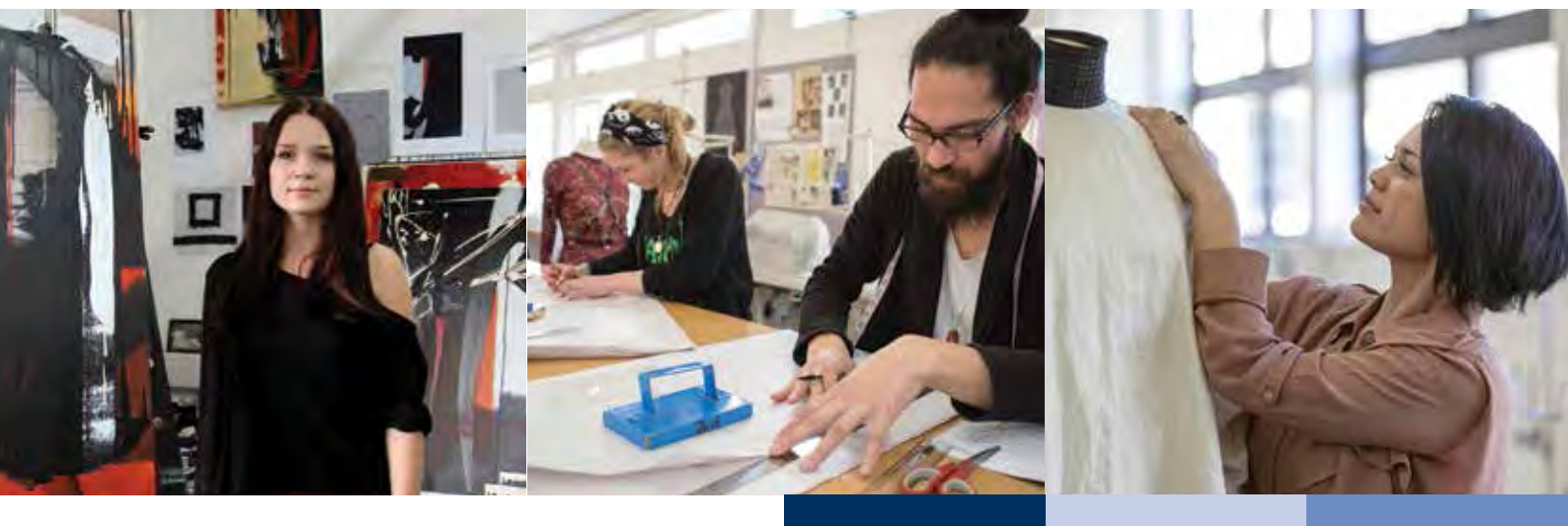
### Students, Programmes and Community/Industry Stakeholders

#### Te Hono ki Toi – New Honours and Masters programmes

A collaboration across ideaschool and Toi Houkura saw the development of two new programmes -Te Hono ki Toi/ Bachelor of Professional Creative Practice (Honours) and Master of Professional Creative Practice. The NZQA panel considered our application in early November, and we were delighted with the feedback and approval to offer the blended-delivery programmes from Tairāwhiti and Hawke's Bay in February 2016. The panel commended the development of programmes which provide a natural progression for students; the quality of the documentation; processes developed to offer the programmes; the support of the Education Development Centre; and the scholarship and expertise of staff.

#### Bachelor of Visual Arts & Design, Diploma in Visual Arts and Design and Certificate in Introduction to Visual Arts and Design

The first cohort of the project-based degree provided feedback indicating very high satisfaction, and the students have achieved to a very high level.



Two students who participated in a semester one project 'Dragons Den' received an invitation to look at taking a prototype to industry. A level 6 student was accepted into the prestigious Parkin Drawing Award final selection in Wellington, and another level 6 student was selected for the National Rotary Art Exhibition for 2015.

The BVAD "Community Project" students worked with Napier MP Stuart Nash on possible re-development of a Napier inner city commercial area into a park.

Misty Ratima, a Certificate in Introduction to Visual Arts and Design student won the wine label design award.



### Certificate in Fashion

Fashion students won both first place and runner up at the Hawke's Bay Races Avante Garde Racewear Show, and Raiatea Tahana-Reese won the Auaha Award at the Hokonui Fashion Awards.

### Certificate in Contemporary Music

During the year, students benefited from lectures and workshops given by well-known NZ music talents, Dave Dobbin and Julia Deans. Other supporters of the programme include the Cabana and Crab Farm Winery. Both have provided venues and strong linkages for staff and students.

At the final music performance of the year, Julia Morris awarded the Ian Morris Award to Nick Castles for best EP and composition. It was very exciting to learn that Amanda Weadon was signed up by a major label.



## Diploma in Screen Production

The first episode of AWA Film's webseries *The Real*, featured screen production student Crystal Edwards at Radio Kahungunu where she is a presenter.



Two past Screen Production graduates, and year two student, Crystal Edwards have been employed by AWA.

Aleisha Staples, past Screen Production graduate, became the sponsor of the "Pania Award", the top award in Screen Production.

Diploma in Screen Production graduate, Jiangyan Chen commences employment with our sponsors Photogear in Auckland in 2016.



Before leaving the Bay he worked on a 2016 Chinese New Year promotion for the Hongke Long Asian Shop with Mr You filming Lawrence Yule - the promotion will screen in China early in 2016.

Cinematographer Warrick "Waka" Attewell worked with year one screen production students.

Documentary director and tutor Tessa Tylee's film *Red Cross in Hawke's Bay Past and Present* featured in the Varna Film Festival in Bulgaria in September.

## Research

Ideaschool lecturers achieved a significant number of research outputs during the year. Four lecturers delivered papers, project based learning and internships in the arts at the Bay of Plenty Polytechnic Learning and Teaching conference. Five lecturers took part in a group exhibition, 'Ate + 1' at the Hastings Community Art Centre.

Dr Mandy Rudge co-authored "Topography - Typography" an e-publication created in cooperation with UCOL. Mandy also presented at the Brisbane conference on Design Thinking.

Michael Hawkesworth and Paula Taafe each had solo shows – Michael's exhibition, "Hard SF" was at the Hastings City Art Gallery, and Paula had two solo shows - 'Second Nature', in March at Dealer Gallery, A+E, Napier, and 'Retrospectacle', November 2015 - February 2016 at Hastings City Art Gallery.

Mazin Bahho delivered a paper arising from his PhD research at the PLEA Architecture in Revolution conference in Bologna, Italy.

Dr Bridget Sutherland presented a paper at AASG conference *Animal Publics: Emotions, Empathy, Activism* at the University of Melbourne.

Nigel Roberts had his film "T.O.T" accepted and shown in Bilbao Spain at the Bideodrome 2015 Film Festival.



Dr Bridget  
Sutherland  
and student  
Coby Zutt

Linda Bruce curated two exhibitions in the Vent Gallery - "The Pine Symposium Revisited" and "Plumb", an exhibition of work by Alan Nielson, ideaschool technician and artist.

Jerry Gull designed the layout and oversaw the printing of *First to See the Light: 40 Years of Higher Education*.



## SCHOOL OF NURSING

The year has been dovetailed by two significant highlights. The year began with a successful Nursing Council of New Zealand monitoring visit in which all three nursing specific programmes – the Bachelor of Nursing, Master of Nursing and Certificate in Contemporary New Zealand Nursing Practice – were approved for a further five years with no requirements and only one recommendation.

The year ended on a similar high note at the last EIT All Staff meeting where Donna Foxall was the recipient of the award "Teaching for Māori Success" and Becky Nichols, Del Heard, Linda Shaw and Kerrinne Donaldson, our team from the Clinical Arts and Technology Centre, were recipients of the Innovation in Teaching award.

It was also pleasing to celebrate staff achieving higher degrees: Dr Ruth Crawford (PhD), Vicki Klein (MN) and Donna Foxall (MN). It was a proud moment for the School when a second year student, Kath Kupenga, won the national Te Kaunihera O Ngā Neehi Māori o Aotearoa exemplar competition for her entry, "The Day I Met Martha". Ms Kupenga was also the recipient of a prestigious Ministry of Health scholarship.

### Bachelor of Nursing (BN)

A highlight for the BN was the movement of the Dedicated Education Unit – a collaboration with HBDHB – from a pilot initiative to an established model of clinical education which will be expanded in 2016.

### Postgraduate Certificate/Postgraduate Diploma in Health Science and Master of Nursing

The School continues to enjoy and greatly value the collaborative relationship with its Postgraduate Health Science Project partners, Otago Polytechnic, Christchurch Polytechnic and Institute of Technology and UCOL. In collaboration with the School of Health and Sport Science four new courses have been added to the Schedule: Māori Health; Health and Public Policy; Health Promotion; and Nutrition for Special Populations.

### Certificate in Health Science

Offered on both the Tairāwhiti and Hawke's Bay campuses, the Certificate in Health Science continues to provide a sound academic pathway to the Bachelor of Nursing and related health science programmes.



## Research

The number of peer-reviewed journal articles, international and national conference presentations, and internal research grants achieved by staff during the year indicates the growing strength of the School in its contribution to knowledge development. Staff from the School produced five book chapters, eleven refereed journal articles, four reports and thirteen conference presentations –national and international.

In early September the School of Nursing hosted a weeklong visit from a distinguished nursing historian, Associate Professor Pamela Wood. Associate Professor Wood is currently based at Federation University, Australia; however, is New Zealand's foremost nurse historian. During her week at EIT she met individually with a number of academic staff to discuss and advise on their current and future research activities, she gave a public lecture on nursing in Hawke's Bay and Gisborne in the decade 1910-1920, facilitated a half-day workshop on historical research methodology, and was involved in discussions with respect to possible future research collaboration. This has resulted in a collaborative research project with Assoc. Prof Wood and a number of the staff from the School to prepare a history of the School to mark the 35th Anniversary in 2016, and a proposed larger study to write a history of nursing in the Hawke's Bay and Tairāwhiti.





## TE ŪRANGA WAKA (HAWKE'S BAY) & TE WHATUKURA (TAIRĀWHITI) 'Piki ake, kake ake i te toi huarewa, te Ara o Tāwhaki i piki ai ki runga'



2015 began on a sad note with the loss of long serving staff member, John Harmer, still fresh in our hearts and minds. It was therefore devastating to also lose our beloved kuia, Materoa Haenga, in March. Despite the shock and grief, it was an honour to be able to hold her tangihanga on Te Ara o Tāwhaki for three days, and then at Toihoukura and Te Whatukura for two days. While this was an extremely sad occasion, staff and students ensured Materoa had a farewell most befitting a kuia of her rangatira status. Nā reira, e kui e, ko te aunga o te moe ki a koe. Mā mātau ō manako, ō wawata ki Te Ūranga Waka me Te Whatukura e whakatairanga.

It was with John and Materoa's high expectations fixed in our minds, that we picked ourselves up and got on with the mahi! The support from our Chief Executive, our Dean and many other staff was wonderful and while an extremely busy, and at times, difficult year, there was so much to celebrate.

### Programmes and students

As part of an ongoing review of the BA (Māori), staff are excited that courses in Māori Performing Arts and work experience have been approved for delivery in 2016.

A karanga Training Scheme was developed and approved by NZQA, and will commence in February, 2016. Another Training Scheme around Rangatahi leadership is close to submission phase.

Materoa Haenga



The annual Degree Monitor's visit in November was extremely positive – the most positive in five years.

Key events for Te Whatukura (TW) were the attendance of students at the annual Ngata lectures; workshops at the Alexander Turnbull Library; and students also visited significant land sites around the Tairāwhiti area. A Te Whatukura group came 2nd in a regional kapa haka competition, Matamini. Te Whatukura staff and students were also very much a part of their iwi leader, Apirana Mahuika's tangihanga.

Te Ūranga Waka was awarded Ngā Rōpū Whakaako I Te Reo Māori award, and Hiria Tūmoana received the Te Ahorangi o Te Kupu award at the Ngāti Kahungunu Ngā Tohu Reo award ceremony.

Te Ūranga Waka was also privileged to host 150 kaumātua from Tainui as part of Kahurānaki Marae's 100th birthday celebrations.

The 21st anniversary of Te Ara o Tāwhaki was celebrated with a day of special guest speakers including Dr Joseph Te Rito, followed by a formal dinner in the evening. In the weeks leading up to the birthday celebrations, many special preparations were in progress, including the painting of all the carvings of the wharenui and wharekai.

Four kaiwhakaako and a number of students from both Te Ūranga Waka and Te Whatukura competed at the National Matatini Kapa Haka competition in Christchurch. Throughout the year, all students demonstrated expertise in te reo and tikanga Māori during many pōwhiri both on and off site – a wonderful representation of our schools and EIT.

Both schools' graduation ceremonies in December were very special celebrations and finally, the School achieved 108% of its EFTS target, particularly due to Te Whatukura's efforts to grow their certificate programmes through wānanga delivery.

## Research

The second annual Te Ūranga Waka/Te Whatukura Research Symposium was held in November and this year presenters included other EIT staff, and BA Honours (Māori) students. Dr Joseph Te Rito represented the main sponsor of this symposium, Ngā Pae o te Māramatanga and was the keynote speaker. It was very enlightening and worthwhile event.

A research project that began in 2009 under the direction of Dr Joseph Te Rito, Ngā Pae o te Māramatanga to strengthen Kahungunu and Rongomaiwahine reo is near completion, with a planned launch of the final learning resource in February, 2016 at Te Ūranga Waka.

Rāwiri Andrews was a part of two projects that created safety resources in te reo Māori in the event of both fire and earthquake and both won awards at the 2015 National Reo Māori Awards in November.

## Staff

Jackie Te Irihuia Ham and Tash Hau commenced in January as permanent academic staff, Turei Ormsby, Honours student, was employed as part-time Learning Facilitator and Te Rina Paranihi started as Te Ūranga Waka's administration assistant in July.

Materoa Haenga and Kare Tipa taught at a national Kura Reo in Napier, and Maria Wynyard and Angela Tibble taught at the Porou Ariki Kura Reo. Pare Rohe-Belmont, Jackie Ham and Angela Tibble were judges at their regional Manu Kōrero Secondary School competitions.

## External relationships

Three very successful offerings of the Level 2 Certificate in Māori Studies took place at the Hawke's Bay Regional Prison taught by Tipene Rangihuna, two within the high security section. The final graduation ceremony aired on Te Kaea. The prison have requested Te Ūranga Waka offer Level 4 in 2016.



### **Toihoukura**

*He aha te mea nui o te Ao? He tangata, he tangata, he tangata!*

Community has always been at the heart of what makes Toihoukura tick. It has been a hub for many important events, hui, exhibitions, tangihanga or iwi/hapū/whanau wānanga, with staff and students alike, working closely with the various groups who have entered its doors. This ethos has never changed over the years. For Toihoukura, 2015 has been an opportunity to re-examine and implement ways in which we can best continue to serve the community to which we belong. In this way, we never lose contact with, or sight of, what is most important ... people!



### **Academic**

At the end of 2015, 100% of the Year 3 degree cohort passed Te Toi o Ngā Rangi: Bachelor of Māori Visual Arts. The retention rate at this level of study was also 100%. This same result is applied to the Certificate in Studio Workshop (L6) and we look forward to 16 graduands from across these programmes having their qualifications conferred in 2016.

This year saw the culmination of some years of work, as three new post-degree programmes received NZQA approval. These programmes are in direct response to the demand of the local and national community, providing higher education pathways and opportunities. Te Ara Pourewa/Graduate Diploma in Heritage and Museum Studies provides an entry into both the museum sector and heritage management. Most importantly, its emphasis is on the relationships between Māori and the sector in order to preserve a future that understands and values its indigenous roots and culture. Te Hono ki Toi (Poutiri-a-Rangi) Bachelor of Professional Creative Practice (Hons) and Te Hono ki Toi (Poutiriao) Master of Professional Creative Practice are collaborative developments across Toihoukura and ideaschool which will provide professional practice development and higher qualification pathways for EIT arts and design graduates as well as other creative arts practitioners.

### **International**

Toihoukura staff continued to build on their knowledge base in order to keep the community in touch with what is happening on a global scale.

Ahorangi/Professor Derek Lardelli was commissioned by Toi Māori to deliver a series of lectures at the University in Notre Dame, Indiana, USA. Recognised as a leader in the renaissance of Tā Moko in Aotearoa/New Zealand, Professor Lardelli's expertise in this field is sought internationally.



He immediately followed this with a cultural exchange to Canada, taking with him a group of students and staff who worked alongside and exhibited with the people of Freda Diesing Northwest Coast Art, Northwest Community College, Emily Carr University in Vancouver. While the relationship with Freda Diesing, in particular, has been longstanding - it is in 2015 that negotiations to cross credit their college's Diploma qualification with Toi Houkura's degree programme have commenced. In 2016, we hope to welcome the first of many international students from Canada.

Associate Professor Steve Gibbs with Misty Ratima



Ahonuku/Assoc Prof Steve Gibbs' PhD research took him to the UK in order to locate and study a series of waka hoe (painted canoe paddles) which he hopes to trace to his ancestral homeland of Muriwai, Ngāi Tamanuhiri.

Ruth Smith was part of a contingent of language specialists from across New Zealand that travelled to North Dakota to visit and wānanga with people of the Lakota nation. During this time, the opportunity arose for the group to

be involved with a traditional wedding. The focus, however, was meeting with people of the Cherokee nation in Tulsa, Oklahoma. Over two weeks, workshops on indigenous language revitalisation strategies were undertaken. It was an opportunity to explore where both groups considered their journey in their language to be and the discussions covered a wide range of topics including the Cherokee version of kohanga reo and kura kaupapa Māori.

### Community

Ahorangi/Professor Derek Lardelli guided the direction of community networking as part of his sabbatical with the Gisborne District Council. The development of Te Hokai o Oneroa (Waikanae Beachfront), in particular, was a project that invited staff and students to be involved with the artistic aspects of the development. This has had a significant impact on the Gisborne district. The local narratives and history, and the design and layout of traditionally carved seating have added to the community's understanding of its stories through the cultural research of Professor Lardelli.

Emphasis on the relationships between local kohanga reo, kura kaupapa Māori and High Schools have been prevalent in 2015. Students in particular have always been on hand to provide support for these institutions. Examples include a fundraising art auction hosted by Toi Houkura to raise funds for local kohanga, and having a team of students available to support the Primary and Secondary Kapa haka groups by providing tā moko design and drawing assistance as needed.

Toi Houkura has continued to work with its stakeholder groups in this way to ensure that Māori Visual Art, Te Reo me ona tikanga, Kapahaka and performing arts – all things crucial to Māori culture – survive!

# ADVISORY, CONSULTATIVE COMMITTEES AND REFERENCE GROUPS

## Māori Strategic Advisory Group (MSAG)

The primary purpose of the MSAG is to provide strategic advice to EIT in the delivery of quality tertiary education to Māori communities. In this role, the MSAG provides governance to the implementation of EIT's Māori Student Success Framework and the work of the Director of Māori.

The MSAG comprises ten representatives from the Hawke's Bay and Tairāwhiti region who are experts in their respective sectors, which range from Māori health development to Māori farm, agriculture and land management. Three of the current members are on the EIT Council. The MSAG met three times in 2015 which included two scheduled meetings and one workshop.

External membership on the MSAG in 2015 comprised:

Tracee Te Huia (Chair)	Matiu Eru
Bayden Barber	Hilton Collier
Chrissie Hape	Heke Huata
Farley Keenan	Jacoby Poulain
Jeremy Tatere-McLeod	

## Tairāwhiti Stakeholder Forum

The Tairāwhiti Stakeholder Fora were held on 30 April and 19 October and chaired by Tairāwhiti Council members, Sheryl Smail (April) and Hilton Collier (October) on behalf of Council. A wide range of community, business and educational organisations were invited to participate in discussions about the tertiary education needs, aspirations 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) and Jan Mogford (Executive Dean & Tairāwhiti Campus Director).

## Attendees in 2015:

Inspector Sam Aberahama	NZ Police, Tairāwhiti Area Commander
Kathy Andrew	Business Applications, Business Development Manager
Jodie Cook	Matapuna Chief Executive and Chair and Gisborne Boys' High School
Wiremu Elliot	Principal, Lytton High School
Leighton Evans	Eastland Community Trust, General Manager
Hine Flood	Wairoa Tairāwhiti REAP
Meng Foon	Mayor of Gisborne
Trevor Helson	Chair of Gisborne Chamber of Commerce & CEO Eastland Wood Council
Kim Holland	NZ Careers, Education to Employment Connections Advisor
Russell Holland	Gizzy Geeks and EIT Tairāwhiti Computing LAC member
Hemi Houkamau	Tairāwhiti REAP
Phil Grogan	Gisborne Development Training Centre
Prue Younger	Chair, Eastland Wood Council



### 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 2015 were:

Talalelei Taufale (Chair)	Richard Walford
Taime Samuel	Margaret Young
Alieta Uelese	Maryanne Marsters
Tevita Faka'osi	Mark Oldersahw
David Blom	Lee Olsen
Mabel Aiolupotea	Lee Kershaw
Tyson Lauulu	Okusitino Kama
Steve Tipu	

## 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.

### Bachelor of Teaching (Primary) Advisory Committee

Shona Burrough	Havelock North Primary School
Malcolm Dixon	Hastings District Council
James Graham	Ngāti Kahungunu Iwi Incorporated
Greg Riceman	Raureka Primary School
Paul Sadler	Mangapapa Primary School
Linda Tyrrell	Flaxmere Primary School



### Beauty Advisory Committee

Sam Hellyer	Beauty Haven
Natalie Pohio	Beauty Within
Kylie Hughes	Cape Kidnappers



## Hairdressing Advisory Committee

Yvonne Jenkinson	Decadence
Kathy Owen	Korr Hairdressing
Tessa Corby	Hair2Go
Yhana Smith	Industry
Gaylene Fryer	Student
Nikki Marshall	Studio 19



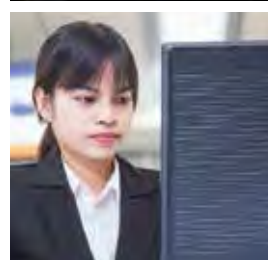
## Business Advisory Committee

Zoe Barnes	Napier Inner City Marketing
Sue Boys	BDO Chartered Accountants & Advisers
Erin Gibson	Willis Toomey Robinson
Chris Guillemot	Crowe Horwath
David Hall	Eastland Realty
Steve Halpin	Furnware
Stephen Hensman	Taradale High School
Kim Holland	Careers New Zealand
Leone Jeune	International Primary Products
Anne Muir	Office Products Depot
Bruce Robertson	Gibson Management Ltd
Carol Shepherd	BDO Business Training and HR Services
Brendan Walsh	Noel Leeming



## Computing Advisory Committee

Duncan Barr	Napier City Council
Malcolm Blake	Student Representative
Rohan Bowyer	CodeBlue
Eion Chadwick	Heinz Wattie's Ltd
Leisa Epplett	SPARK Digital
Charles Forman	Pan Pac Forest Products Ltd
Andrew Friedlander	FX Networks
Kevin Hein	NOW
Russell Holland	E-C Websites
Simon Jeune	Gisborne District Council
Gina McEwen	Hawke's Bay District Health Board
Matthew Miller	Mogul
Johann Oosthuizen	Napier Boys' High School
Andrew Siddles	CIO To Go
Gerard van de Ven	Red Jungle Ltd
Steve Watson	Port of Napier



## Education Advisory Committee

Cheryl Ellison	Napier Family Centre
Cherreen Exeter	Ministry of Education
Rachel Murray	Napier Kindergarten Association
Kali McLean	Otatara Children's Centre
April McDonald	Peterhead Kindergarten



## English Language Advisory Committee

Sanjeev Bhatia	Multicultural Society
Kana Koga	Study Abroad
Renske Speekenbrink	Napier City Council
Robin Stewart	William Colenso College



## Health and Wellbeing Advisory Committee

Kim Henneker	Hawke's Bay District Health Board
Jude Knight	Taradale High School
Caroline Lamp	Whatever It Takes Trust Inc
Anthea Lowe	Community Connections
Mark Martin	Hohepa Hawke's Bay
Bronwyn Murdoch	Richmond Services Ltd
Cheryl Robinson	Waiapu House
Manu Uriarau	Te Taiwhenua o Heretaunga
Dianne Wepa	Hawke's Bay District Health Board
Paul Wright	IDEA Services
Andrew McGarrol	Hawke's Bay District Health Board



## ideaschool Arts and Thinking Advisory Committee

June Clifford	Creative Hawke's Bay
Richie Jackman	Music Machine
Caroline Lawrence	Sew Unlimited
Kevin Murphy	Sport Hawke's Bay
Makiko Sakamoto	David Trubridge Design
Tessa Tylee	Film Hawke's Bay
Patrick Tyman	Iona College



## Master of Health Science Advisory Committee

Tania Depree	Hawke's Bay District Health Board
Julia Ebbett	Te Taiwhenua o Heretaunga
Kim Henneker	Hawke's Bay District Health Board
Lee Pepping	Stewart Centre @ EIT
Liz Stockley	Health Hawke's Bay – Te Oranga Hawke's Bay
Inez Awatere-Walker	Hawke's Bay District Health Board
Andrew Phillips	Hawke's Bay District Health Board



## Nursing Education Advisory Committee

Lee Allsop	The Doctors, Napier
Liz Beattie	Napier District Masonic Trust
Rachael Engelbrecht	Greendale Family Health
Robyn O'Dwyer	The Doctors, Hastings
Karen Franklin	Cranford Hospice
Chris McKenna	Hawke's Bay District Health Board
Sara Mason	New Zealand Nurses Organisation
Janine Palmer	Hawke's Bay District Health Board
Karen Smiley	Hawke's Bay District Health Board
Laureen Sutherland	Anglican Care (Waiapu) Ltd
Twyla Vincent	Student Representative
Dianne Wepa	Hawke's Bay District Health Board



## Sport, Massage Advisory Committee

Ross Brown	Napier Boy's High School
Rodden Dan	Sport Hawke's Bay
Jock MacIntosh	Hawke's Bay Regional Sports Park
Donna O'Brien	Muscle Mechanics Massage
Moana-Lee Raihania	Sport Hawke's Bay
Aspen Mark	Sport Hawke's Bay
Sheldrake Brent	Sport Gisborne Tairāwhiti
Ormsby Wi	PHO



## Social Sciences Advisory Committee

Alayne Cullen	Napier Family Centre
Lisa Harrington	Child, Youth & Family
Gilda Morganti	Counsellor
Heather Osborne	Napier Family Centre
Marie Roser	DOVE Hawke's Bay
Davina Wainohu	Child, Youth and Family
Bruce Green	Social Work Team Leader
Karen Harris	Community Services Manager WIT





## Te Ūranga Waka Advisory Committee

Tryphena Cracknell	Hawke's Bay Museum and Art Gallery
Kenny Jones	Flaxmere College
Alice McMillan	Careers New Zealand
Jeremy MacLeod	Ngāti Kahungunu Iwi Incorporated
Lewis Rātapu	Hawke's Bay District Health Board
Donna Whitiwhiti	Te Taiwhenua o Heretaunga



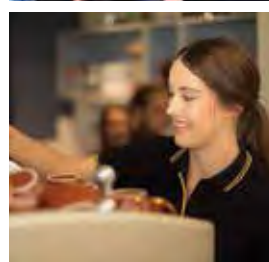
## Trades & Technology Advisory Committee

Grayson Allen	Peak Plumbing and Gas Ltd
Andrew Crompton	Eastbridge Ltd
Lans Hasselmann	Titan Buildings Ltd
Bob Hawley	Red Steel New Zealand
Craig Legarth	MITO – Industry Training Advisor
Grant Lower	Stichbury Automotive Care
Darron Mathews	EMF Electrical Ltd
Dale Prebble	Karamu High School
Gordon Sanson	Homeworx Design and Build Ltd



## Tourism & Hospitality Advisory Committee

Neil Barber	Art Deco Masonic Hotel
Glen Fulcher	City and Guilds
Megan Harris	Hawke's Bay Tourism
David Hodson	Ormlie Lodge
Chris Jarvis	Bay Espresso
Gareth Kelly	Odyssey Tours
Jane Libby	Napier I-Site Visitor Centre
Damon McGuinness	Emporium
Keith Price	Napier City Council
Jenny Ryan	Takoro Trails Cycle Tours
Kim Saber	Trattoria alla Toscana
Sarah Shand	Napier Girls' High School
Bill Sheppard	Best Travel
Greg Smith	Air New Zealand
Anne Worley	United Travel



# 2015 STATEMENT OF PERFORMANCE

During 2015 the institute updated its Strategic Plan Framework to reflect the 2015-2019 operating environment. The refreshed strategic plan framework identifies six key strategic priorities that will focus the institute over the coming 5-year period. It was agreed by Council and management that the strategic priorities form a 'framework' that all other key planning documents will derive from and as such the framework does not include any specific success measures. Success measures are incorporated in the Annual Plan.

The new strategic priorities in the 2015-2019 Strategic Plan Framework are very similar in nature to the previous strategic priorities adopted by EIT, although some have been refreshed to better reflect relevant focus areas. The current priorities are consistent with the EIT Investment Plan 2015-2017 Statement of Service Performance.

**The strategic priorities within the Strategic Plan Framework 2015-2019 are:**

- Success for Māori
- Connectedness
- Smart Thinking
- Student Success
- Enquiring Minds
- Nga Kaitiaki

Given the timing of adopting the Strategic Plan Framework 2015-2019 the 2015 Annual Plan was reflective of the previous strategic priorities as outlined below

## STRATEGIC PLAN PRIORITY – 5 YEAR OUTCOME STATEMENT:

### SUCCESS FOR MĀORI

We are committed to Māori Success:

- Supporting and preparing Māori students and staff to succeed
- Achieving parity of outcomes
- Employing and developing more Māori staff at all levels
- Engaging and supporting Māori communities with targeted quality programmes
- Ensuring Māori responsiveness of all staff

### Commentary

2015 saw an increase in Māori student participation in Hawke's Bay at 38% (up from 36% in 2014) and 72% in Tairāwhiti (up from 65% in 2014). Overall 46% of all SAC funded EFTS were Māori with 26% of Māori students studying at degree or higher level, and 23% of Māori students studying at levels 4-6.

It is particularly pleasing to see course completion rates for Māori students for levels 3 and above increase to 76% from 75% in 2013.

Activities that supported these success measures were:		
Objective	The Māori student mentoring pilot within the School of Nursing is implemented and evaluated.	<b>Completed, but evolving.</b> Within the School of Nursing the Māori student Kaitiaki role is embedded and working well. In addition the Bachelor of Nursing student group Te Roopu Whaioranga is active and endorsed by the School. EIT School of Nursing in collaboration with Te Rūnanga o Aotearoa and the HBDHB Māori Health Unit have commenced a mentoring model 'Poipoia Kia Puawai'. This model draws upon the expertise of Māori nurses to primarily provide mentorship and support for undergraduates. Planning underway to extend to Tairāwhiti region.
Success Measures	A comprehensive Māori nursing mentoring programme is developed. A Minimum of 80% of Year 1 Māori students participate in the pilot.	
Objective	Partnerships with key Māori communities/organisations for programme delivery to Māori students are further increased.	<b>Complete</b> Two new Marae Based Carpentry/Construction programmes delivered in 2015. New MPTT consortia model being developed with Ngati Kahungunu Iwi Incorporated (NKII) for 2016 implementation. Te Wiki o Te Reo Māori Activity with community providers, Māori tā moko artists, Te Wananga o Aotearoa, Sport Hawkes Bay. Kahungunu Day planned for 2016.
Success Measures	At least three new Māori community partnership activities are initiated.	
Objective	A three-year Māori workforce development strategy is developed, and Year 1 implemented.	<b>Partially complete</b> The priority in this area has changed. The key reasoning for this change was the need to have a functioning culture within the organisation that promoted Māori student success was considered a necessary first step. The focus therefore moved towards implementing three core initiatives. Māori student success KPIs for Deans, Heads of Schools and senior Managers (see below). Training programme across the institution, that engages staff in the coversation about engaging effectively with Māori – 120 staff trained by the end of November 15, 23 workshops and 339 staff booked before April 2016. Development of a Māori capability framework that would see a baseline of capability grown across all staff at Te Aho a Maui. Māori workforce development plan implementation shift to 2016. Standard Māori student success KPIs issued for all Deans and Heads of Schools have been consulted and identified. Implementation will be included in performance appraisal documentation of senior staff and monitored by their line manager from 2016.
Success Measures	Three year Māori workforce development strategy (1 July 2015 – 30 June 2018) is presented and approved by Executive Team. Activity identified for 1 July 2015 – 30 December 2015 is progressed. Māori student success KPIs are embedded into the performance management process as appropriate.	



## STUDENT SUCCESS

Our students:

- Are engaged in relevant programmes
- Are successfully supported in their learner journey
- Are well-prepared and work-ready
- Achieve educational and career success
- Are sought after by employers

### Commentary

2015 saw a small increase in overall course completions which was encouraging. The largest percentage increase was at level 3-4 which was a key focus area for EIT based on the 2014 performance. Course completions at levels 7-8 are comparable with the university sector, and again showed a moderate increase.

Level 4 and above completions for under 25 years students has increased to nearly 81%, up from 79% in 2014.

Activities that supported these success measures were:		
Objective	The Ako Aotearoa research project "Becoming Effective Teachers for Students Under 25" is completed.	Draft Report received and PD-decision-making model is in development and will continue into 2016. Key learnings are being used by Teaching and Learning Steering Group to inform the 2016-19 plan, and in the Staff Development programme for those teaching U25s.
Success Measures	Project and reporting milestones achieved. Full record of pilot outcomes and learnings provided. Professional development activities that contribute positively to Under 25s outcomes identified. Professional development decision making model produced.	
Objective	The Revive priority student early intervention pilot is further developed and trialled across the Faculty of Commerce and Technology	Technical implementation completed. Initial training to all faculty schools, Auckland Campus, International and Learning Services completed. Champions identified. Evaluation Plan remains on track.
Success Measures	Technical implementation and staff training completed and a plan to assess effectiveness developed. Staff feedback on the effectiveness of using Revive to improve the success of their engagement and monitoring is gathered. EPIs are gathered and analysed as per the plan and combined with staff feedback to provide an assessment of the effectiveness of this project.	
Objective	EIT's systems for collecting and evaluating student employment outcomes are further developed via the Learner Journey project.	Pilot completed by MoE without data being shared. Policy announcements from Minister have determined the requirement for all TEOs to have this information published from 2017 onwards.
Success Measures	Evaluate the MoE employment outcome information data pilot and determine further action required by EIT.	

## CONNECTEDNESS

We build active partnerships with:

- Iwi, hapu marae and whanau.
- Pacific communities
- Local and international communities
- Employers, industry and professions
- The wider education sector

### Commentary

International students enrolled in mainstream (not English language) in Hawke's Bay grew to almost 200 EFTS in 2015, up from 157 EFTS in 2014.

Following on from the first year of Māori and Pasifika Trades Training (MPTT), delivery increased in 2015 to 204 EFTS, up from 152 in 2014. This fund is targeted at providing level 1-4 trades qualifications to Māori and Pasifika aged 18-35, with a specific focus on transition to further study or apprenticeships/employment.

MPTT 2015 course completion = 71%

Despite comparatively low numbers of Pasifika students, which is reflective of the regional population, participation of Pasifika students at level 3 and above rose to 4.4%, up from 3.9%

Many of the schools within EIT continued to maintain and enhance their connections with industry, employers, iwi, community groups and other educational providers across the Hawke's Bay and Tairāwhiti regions. EIT staff members continued to be well represented both regionally and nationally on industry practice and research forums which have helped to ensure that EIT remains well connected to industry trends and sector developments. Specific connections to employers, iwi and pacific communities, and wider community groups are well documented in the faculty reports.

### Activities that supported these success measures were:

Objective	Mutually beneficial international education relationships are further developed.	<b>Successful</b> - international recruitment from partner institutions has grown 73% in 2014 from 22 to 38 students.
Success Measures	Increased enrolments of international students from partner Institutions compared with 2014.	
Objective	EIT's participation in regional Māori and Pacific Trades Training partnerships is further consolidated and refined.	EIT will meet all contracted obligations for 2015. New MPTT consortium arrangements are being developed for 2016 with direct engagement with iwi, pacific communities and employers.
Success Measures	Employer partnerships are created. Milestones are reported.	
Objective	EIT Tairāwhiti and Gisborne Chamber of Commerce initiative to match graduates with businesses is implemented.	<b>Complete</b>
Success Measures	Appropriate graduates/businesses identified and function held to promote students/career opportunities with employers.	
Objective	A new communications strategy for EIT's various Pacific communities is developed and implemented.	<b>Complete</b> - Plan has been developed and signed-off by the Pacific Island Advisory Group (PIAG) and currently being implemented. PIAG continues to monitor and input as needed. Measured weekly and reported in dashboard. On track.
Success Measures	A communications plan is developed and implemented for Pacific communities which focuses on community centred recruitment and engagement. Focus on increased enrolments in health, education and trades.	

## APPLIED RESEARCH

Our research:

- Positions EIT as a sector leader
- Informs practice in industry and the professions
- Underpins teaching and learning
- Contributes to Māori knowledge and development
- Connects with local and international communities.

### Commentary

Research activity and output continued at a high level at EIT with some significant contribution from our Auckland campus.

27 grants were awarded from EIT's competitive internal research grant fund during the year.

NZQA approved a new research Masters degree (Te Hono ki Toi (Poutiriao)/Master of Professional Creative Practice), to be offered by ideashool in Hawke's Bay and Toi Houkura on the Tairāwhiti campus starting in 2016.

EIT continued the Public Lecture series which has allowed research to be more accessible to the wider community.

EIT staff received external funding from Sport Hawke's Bay, Gisborne District Council, Hawke's Bay Medical Research Council, and Ako Aotearoa for research projects throughout 2015.

Further research initiatives are listed in the faculty reports.

Activities that supported these success measures were:		
Objective	International research collaborations are increased.	<p><b>Complete</b> - Twenty-seven international research collaborations were documented. The majority of these were with colleagues in Australia, although eight countries in total were involved.</p> <p>This data includes some collaborative activities initiated in 2015 as well.</p> <p>International Research Strategic Plan yet to be developed. (Delayed until early 2016)</p>
Success Measures	<p>Data regarding the number and types of international research collaborations as of 2014 is gathered and evaluated.</p> <p>A Strategic Plan to increase international research collaborations is developed.</p>	
Objective	Industry-based research projects are increased.	<p><b>Complete</b> - Twelve collaborative projects with industry were documented. The majority of these are with service providers in the health area (HBDHB, TDHB, Hastings Health Centre), although four are with private institutions.</p> <p>Industry-based Research Strategic Plan yet to be developed. (May not be until early 2016.)</p>
Success Measures	<p>Data regarding the number and types of industry-based research collaborations as of 2014 is gathered.</p> <p>A Strategic Plan to increase industry-based research collaboration is developed.</p>	
Objective	A mock PBRF panel exercise is successfully completed.	<p><b>Complete</b> - Initial results suggest EIT will have more staff members achieving a funded ranking in 2018 compared to 2012, although it is not possible to predict a comparison of funding levels.</p>
Success Measures	<p>Implementation plan is developed.</p> <p>Mock PBRF panel exercise is successfully completed.</p>	



## SMART THINKING

We are sustainable and effective:

- Developing dynamic systems and services
- Using enabling technologies
- Providing accessible information
- Valuing entrepreneurial thinking and practice
- Using resources responsibly
- Being future focused

### Commentary

Since this measure was established, TEC has utilised a financial monitoring framework to assess institutional viability and sustainability, together with an overall risk assessment. EIT's risk rating rose to moderate during 2011 to reflect increased risk as a result of undertaking the merger with Tairāwhiti Polytechnic, which took place that year. The risk level returned to low after a year and has been maintained at low since that date. TEC has not published figures for 2015.

Activities that supported these success measures were:		
Objective	Future sustainability strategies are identified and implementation begun to address long term viability challenges.	Initial planning completed but specific strategies yet to be formulated - this will flow through to 2016 as one of the key focus areas in the 2016 Annual Plan.
Success Measures	Institutional plan for improving financial performance completed. Implementation of approved strategies commenced.	
Objective	Critical parts of EIT's website are optimised for mobile devices.	Completed
Success Measures	Responsive Retrofit project is completed with Mogul.	
Objective	Implement a system that allows students to enrol online which directly interfaces with our student management system.	Application online now complete. Online enrolments will require changes to the enrolment process and will continue to be explored in 2016  Was not completed in 2015. There is still an online process for international students to apply however it does not use the same technology as in place for the domestic process. Most international applications arrive via the agent/email method so not completing this piece of work has minimal impact.  Completed by Registry in October. Operational and early indications are that internal efficiency gains are being realised as well as a more effective response to enquirers.
Success Measures	Implementation of a system that allows domestic students to enrol online completed.  System extended to allow international students to apply and provide required documentation online.  System extended to provide a more streamlined and automated response to enquiries.	
Objective	Support faculties and service sections to improve the quality of financial forecasting.	Implemented and occurring with high level of engagement.  Completed  Completed
Success Measures	Commence regular reviews of financial performance, together with budgeting and forecasting, with faculties/campuses/service sections.  The Institute completes a financial forecast post 1st Semester EFTS forecast.  The Institute completes a financial forecast post 2nd Semester EFTS forecast.	

## HE TANGATA

We are:

- Committed to EIT's vision, mission and priorities
- Passionate about success for all students
- Connected across campuses and schools with each other
- Supported to train and develop
- Recognised for our expertise

### Commentary

The Staff Wellness programme introduced in 2015 was well received by staff which resulted in a very positive uptake across the activities offered. The programme was so successful that it will be expanded on for 2016 and introduced in the Tairāwhiti campus.

A new EIT 'Values set' was developed by EIT staff through a series of surveys and face to face workshops across all campuses. The Values were formally accepted and imbedded during the year.

#### Activities that supported these success measures were:

<b>Objective</b>	A cross-campus staff engagement and well-being programme is developed, resourced, and implementation begun.	Wellness programme developed and successfully launched and implemented.
<b>Success Measures</b>	Wellness programme developed by 30 April, and implemented by year end.	
<b>Objective</b>	The new Staff Development Framework is launched and training implemented.	<b>Completed</b>  EIT is doing the development in-house. It will be tested and completed ready for implementation in the first quarter of 2016.
<b>Success Measures</b>	Staff development programme aligned with the framework. Web based staff development booking system implemented.	

## INVESTMENT PLAN KEY PERFORMANCE INDICATORS

Participation				TEO Plan Performance Commitment				
				2014 Results	2015 Target	2015 Result	2016	2017
The proportion of SAC Eligible EFTS enrolled at the TEO who are Māori	Māori	Participation	Levels 1 and 2	12.0%	10.0%	12.0%	9.0%	8.0%
			Level 3 and above	34.0%	34.0%	34.0%	35.0%	36.0%
			Level 4 and above	21.0%	24.0%	23.0%	24.0%	24.0%
The proportion of SAC Eligible EFTS enrolled at the TEO who are Pacific	Pacific	Participation	Levels 1 and 2	0.9%	0.7%	0.8%	1.1%	1.5%
			Level 3 and above	3.9%	4.3%	4.4%	4.4%	4.4%
			Level 4 and above	2.8%	3.3%	3.4%	3.5%	4.0%
The proportion of SAC Eligible EFTS enrolled at the TEO who are aged under 25	Under 25	Participation	Levels 1 and 2	N/A	N/A	N/A	N/A	N/A
			Level 3 and above	39.0%	41.0%	41.0%	43.0%	45.0%
			Level 4 and above	29.0%	31.0%	32.5%	32.0%	33.0%
The number of international EFTS	International	Participation	All levels	330	320	321	340	360

Educational Performance Measurement of the 4 EPIs is as defined in “Revised educational performance indicators for SAC funded tertiary education organisations” of March 2010				TEO Plan Performance Commitment				
				2014 Results	2015 Target	2015 Result	2016	2017
Successful course completion rate for all students (SAC Eligible EFTS)	All Students	Course Completion	Levels 1 and 2	69.0%	80.0%	70.0%	80.5%	81.0%
			Level 3 and above	76.0%	81.0%	77.7%	81.5%	82.0%
			Level 4 and above	80.0%	83.0%	80.6%	83.5%	84.0%
Qualification completion rate for all students (SAC Eligible EFTS)		Qualification Completion	Levels 1 and 2	59.0%	64.0%	Qualification Completion, Retention and Progression results are not available until confirmed in the April 2016 SDR. 2014 Figures have been added.	65.0%	66.0%
			Level 3 and above	71.0%	75.0%		76.0%	77.0%
			Level 4 and above	76.0%	76.0%		77.0%	78.0%
Student retention rate for all students (SAC Eligible student count)		Student Retention	Levels 1 and 2	56.0%	56.0%		57.0%	58.0%
			Levels 3 and above	72.0%	62.0%		64.0%	66.0%
Student progression for all students (SAC Eligible student count)		Student Progression	Levels 1 and 2, to a higher level	44.0%	50.0%		50.0%	50.0%
			Levels 1 to 3, to a higher level	36.0%	40.0%		45.0%	50.0%
Successful course completion for Māori students (SAC Eligible EFTS)	Māori	Course Completion	Level 3 and above	72.0%	78.5%	73.0%	80.0%	82.0%
			Level 4 and above	75.0%	80.0%	75.8%	82.0%	84.0%
Qualification completion for Māori students (SAC Eligible EFTS)		Qualification Completion	Level 3 and above	62.0%	64.0%	As above.	69.0%	77.0%
			Level 4 and above	64.0%	65.0%		70.0%	78.0%
Student retention rate for Māori students (SAC Eligible student count)		Student Retention	Levels 3 and above	68.0%	58.0%		62.0%	66.0%
Student progression for Māori students (SAC Eligible student count)		Student Progression	Levels 1 to 3, to a higher level	38.0%	40.0%		45.0%	50.0%
Successful course completion for Pacific students (SAC Eligible EFTS)	Pacific	Course Completion	Level 3 and above	74.0%	79.0%	69.0%	80.0%	82.0%
			Level 4 and above	80.0%	79.0%	70.2%	81.0%	84.0%
Qualification completion for Pacific students (SAC Eligible EFTS)		Qualification Completion	Level 3 and above	61.0%	64.0%	As above.	69.0%	77.0%
			Level 4 and above	65.0%	65.0%		70.0%	78.0%
Student retention rate for Pacific students (SAC Eligible student count)		Student Retention	Levels 3 and above	68.0%	58.0%		62.0%	66.0%
Student progression for Pacific students (SAC Eligible student count)		Student Progression	Levels 1 to 3, to a higher level	45.0%	40.0%		45.0%	50.0%
Successful course completion for students (SAC Eligible EFTS) aged under 25	Under 25	Course Completion	Levels 3 and above	76.0%	81.0%	78.1%	81.5%	82.0%
			Levels 4 and above	79.0%	83.0%	80.8%	83.5%	84.0%
Qualification completion for students (SAC Eligible EFTS) aged under 25		Qualification Completion	Levels 3 and above	65.0%	64.0%	As above.	69.0%	77.0%
			Levels 4 and above	68.0%	65.0%		70.0%	78.0%



Youth Guarantee			TEO Plan Performance Commitment				
			2014 Results	2015 Target	2015 Result	2016	2017
Course Completion							
The successful course completion rate (YG Eligible EFTS) for:	All Students	Level 1	53.0%	75.0%	N/A	75.0%	75.0%
		Level 2	67.0%	73.0%	71.9%	73.0%	73.0%
		Level 3	84.0%	75.0%	74.0%	75.0%	75.0%
Qualification Completion							
The qualification completion rate (YG Eligible EFTS) for:	All Students	Levels 1 and 2	62.0%	65.0%	As above	65.0%	65.0%
		Level 3	84.0%	70.0%		70.0%	70.0%
Student Retention							
The student retention rate (YG Eligible student count) for:	All Students	Level 1	80.0%	55.0%	As above	55.0%	55.0%
		Level 2	50.0%	81.0%		81.0%	81.0%
		Level 3	80.0%	75.0%		75.0%	75.0%
Student Progression							
The student progression rate (YG Eligible student count) to a higher level, from:	All Students	Level 1	80.0%	40.0%	As above	40.0%	40.0%
		Level 2	23.0%	55.0%		55.0%	55.0%
		Level 3	31.0%	35.0%		35.0%	35.0%

EIT Outcomes Framework Indicators		2015 Target	2015 Result	2016	2017
Financial: Risk rating assessed under the Crown Financial Monitoring Framework		Low/Moderate	N/A TEC not yet published results	Low/Moderate	Low/Moderate
Internationalisation: Percentage growth in International Fee Revenue	Percentage increase over previous year	3%	26%	5%	10%
Graduate Post-Study Outcomes: Ministry of Education Pilot Project - EIT graduates employment outcomes meet or exceed those of other regional ITPs.		Regional ITP median	N/A data release delayed until 2016 Category 1 confirmed in 2014	Regional ITP median	Regional ITP median
External Quality Review: External Evaluation and Review Category 1 rating maintained.		N/A		N/A	N/A
Student Satisfaction: Graduate surveys maintain 95% student satisfaction with programme of study.		95%	94%	95%	95%
Research: Increase in quality assured research outputs		2%	-1.6%	5%	10%

# 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 2014, the Institute continued its focus on priority learners, many of whom will experience the most barriers to achievement. A number of initiatives across Māori, Pacific and young learners (under 25 years) were at the fore of EIT's teaching and learning activities.

Council and management continues to recognise that EIT has one of the highest number of Māori students participating in tertiary study in New Zealand and also recognises that this is a direct reflection of the demographic of the region that the Institute operates in. The challenges that this presents are duly noted by Council and staff and a number of initiatives have been, or are in the process of being imbedded to lift the performance of all priority learners.

2015 saw the implementation of a number of projects identified in the EIT Māori Success Framework. Professional development for EIT staff to best support Māori students was a key focus. 'Engaging Effectively with Māori' staff training was introduced in the latter half of 2015 and will continue through into 2016. It is an expectation that 90% of all EIT staff will complete this training.

Marae-based training partnerships have continued through the year to meet the needs of marae, hapu and iwi. EIT partnered with Youth Futures Trust to deliver Māori and Pasifika Trades Training in Hawke's Bay, and with Ngati Porou in the Tairāwhiti region. Both consortia met their respective contractual obligations relating to Government funding and both consortia experienced an increase in students enrolled in the scheme.

The Pacific Island Advisory Group (PIAG) endorsed a Pacific Island Communication Strategy that detailed a number of opportunities for EIT to better engage with the Pacific community. The Communication Strategy sits alongside the EIT Pacific Strategy and is monitored throughout the year. EIT held a number of successful events with various Pacific community groups in 2015, some of which were trialled for the first time. The Pacific mentoring programme remains a key component of the Pacific Strategy and 2015 saw the introduction of some student mentors of Pacific descent to specifically provide pastoral care support to Pacific students.



EIT received the NZQA Report of External Evaluation and Review, which was undertaken in 2014, in April 2015. The report findings were – Highly Confident in educational performance; and Highly Confident in capability in self-assessment. The report contained three recommendations:

- Continue to monitor the achievement of its priority learners and the impact of key strategies and interventions to raise achievement and reduce the gaps in achievement.
- Continue to embed self-assessment processes across the organisation, and to leverage off and share the good self-assessment practice that is occurring across the focus areas.
- Continue to seek, evaluate and address feedback, pertaining to the implementation of blended learning (from students, staff and external stakeholders)

These three recommendation have led to a series of defined projects within the Institute's Annual Plan in the year under review and in 2016. These have also led to defined projects undertaken by EIT's Teaching and Learning Steering Group and the Institutional Academic Committee and Programme Cluster Committees.

The EIT Trades Academy continues to go from strength to strength with 469 students enrolled at the start of 2015. This academy is one of the largest in New Zealand and provides a significant link to the secondary school sector within Hawke's Bay and the East Coast. EIT continues to work with local secondary schools to explore new models of delivery to cater for specific student cohorts.

EIT further extended its work with young people, increasing its Youth Guarantee provision in response to a small increase in funding from TEC. This increase was once again a recognition of EIT's past performance and high rankings in course and qualification completions. As with recent years student demand for places outnumbered available places for Youth Guarantee.

The EIT Teaching and Learning Plan focuses on five key outcomes namely staff development; employment outcomes; blended and online learning; Māori success; and utilisation of data to improve teaching and learning practice.

Council also approved a refresh of EIT's 'values' during 2015 which are reflected in all of the work above. The EIT value set is: act with integrity; inspire success; be committed; and nurture Whanaungatanga.

As a leading tertiary provider EIT continues to place an emphasis on parity of learning outcomes for all students and as stated above both the Council and Management recognise the importance of this through the Council's statutory responsibilities and the Institute's strategic priorities.





# ACADEMIC OUTCOMES FOR 2014 AND 2015

## ACADEMIC OUTCOMES 2014

School	Qualifications Awarded				
	Certificate (L1-4) 2014	Diploma (L5-6) 2014	Degree (L7) 2014	Postgrad (L8+) 2014	Total 2014
Centre of Veterinary Nursing	40	15	0	0	55
English Language Centre	49	0	0	0	49
ideaschool	66	9	33	0	108
School of Applied Science	38	0	0	0	38
School of Business	87	91	47	0	225
School of Computing	168	32	30	6	236
School of Education and Social Sciences	89	8	55	0	152
School of Health and Sport Science	228	45	14	2	289
School of Nursing	0	96	192	85	373
School of Primary Industries	665	4	0	0	669
School of Tourism and Hospitality	160	87	0	0	247
School of Trades and Technology	408	9	0	0	417
School of Viticulture and Wine Science	29	12	25	0	66
Te Ūranga Waka	240	0	18	7	265
Toihoukura	0	13	10	0	23
<b>EIT Total</b>	<b>2,267</b>	<b>421</b>	<b>424</b>	<b>100</b>	<b>3,212</b>
<b>EIT HB Total</b>	<b>1,492</b>	<b>363</b>	<b>388</b>	<b>100</b>	<b>2,343</b>
<b>EIT Tairāwhiti Total</b>	<b>775</b>	<b>58</b>	<b>36</b>	<b>0</b>	<b>869</b>

## ACADEMIC OUTCOMES 2015\*

School	Qualifications Awarded				
	Certificate (L1-4) 2015	Diploma (L5-6) 2015	Degree (L7) 2015	Postgrad (L8+) 2015	Total 2015
Centre of Veterinary Nursing	35	14	0	0	49
English Language Centre	18	0	0	0	18
ideaschool	75	12	35	0	122
School of Applied Science	25	0	0	0	25
School of Business	65	78	55	16	214
School of Computing	139	44	59	26	268
School of Education and Social Sciences	75	8	69	0	152
School of Health and Sport Science	230	61	20	1	312
School of Nursing	96	0	193	109	398
School of Primary Industries	420	6	0	0	426
School of Tourism and Hospitality	187	67	0	0	254
School of Trades and Technology	342	1	0	0	343
School of Viticulture and Wine Science	17	12	29	0	58
Te Ūranga Waka	294	0	20	3	317
Toihoukura	0	3	14	0	17
<b>EIT Total</b>	<b>2,018</b>	<b>306</b>	<b>494</b>	<b>155</b>	<b>2,973</b>
<b>EIT HB Total</b>	<b>1,537</b>	<b>283</b>	<b>441</b>	<b>155</b>	<b>2,416</b>
<b>EIT Tairāwhiti Total</b>	<b>481</b>	<b>23</b>	<b>53</b>	<b>0</b>	<b>557</b>

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

# RESEARCH OFFICE REPORT

2015 was another fruitful year for research at EIT and research activity on all three campuses continued to grow. A complete list of research outputs can be seen on page 64, and we note with pleasure the contributions to the list from staff on the Auckland campus.

EIT continued to make research accessible to the community through presentations in our Public Lecture Series. In 2015, two Professorial Lectures were delivered (Associate Professor Viv Aitken: "Mantle of the expert: Dramatic inquiry in the classroom and beyond"; Associate Professor Thomas Harding: "Where next for Nursing Education?"). Dr Emily Nelson also provided "Student voice: A modern catch-cry but what does it mean for teachers?" and Professor Kay Morris Matthews and Jillian Johnston presented "Dancing on a shifting carpet: 40 years of higher education in Tairāwhiti".





As in previous years, EIT staff were successful in gaining funding from competitive external research funding sources. Sport Hawke's Bay, Gisborne District Council, Hawke's Bay Medical Research Council, and Ako Aotearoa supported research projects. In addition, twenty seven grants were awarded from EIT's competitive internal research grant fund.

The New Zealand Qualifications Authority approved a new research Masters degree (Te Hono ki Toi (Poutiriao)/Master of Professional Creative Practice), to be jointly offered by ideaschool on the Taradale campus and Toi Houkura on the Tairāwhiti campus starting in 2016. The degree will be offered in a blended format, with both wananga and online components. The experience of the staff involved in the degree was a key component of the approval, and is evidenced by their local, national and international activity. Staff at ideaschool and Toi Houkura had a busy year, with exhibitions at the following: Center for Arts & Culture, Notre Dame University, Indiana; Creative Arts Napier; Festival of Pacific Arts, Honiara, Solomon Islands; Govett-Brewster Art Gallery, New Plymouth; Hastings City Art Gallery; Hastings Community Arts Centre; Institute of Contemporary Arts, London, England; Kura Gallery, Auckland; North Star Artists' Collective, The Emerald Tablet, San Francisco, CA; Paper-Works Gallery, Napier; Pataka Gallery, Wellington; Tairāwhiti Museum, Gisborne, Tauranga Art Gallery; Taylor Jensen Fine Arts Gallery, Palmerston North; Te Papa, Wellington; and X Block Gallery, Hamilton.

One of EIT's research objectives is to increase collaborative work with industry and other tertiary education organisations. A benchmarking exercise was held and approximately thirty international collaborations were documented. About half of these were with colleagues in Australia although nine countries in total were involved. A review of a draft listing of 2015 research outputs indicates that international research collaborations resulted in at least 20 international journal articles and two international book chapters. Research projects with industry were also noted in the manufacturing, health and sport areas.

As part of the 2015-2017 Research Strategy, the Research Directorate undertook an audit of our PBRF-qualifying research to date. The aim was twofold: firstly to gain an impression of where EIT might stand in terms of the 2018 PBRF round; and secondly to identify staff who might benefit from additional support in order to retain or improve their PBRF ranking. This audit has now been completed. In addition to providing specific direction for ongoing research support, it has confirmed EIT's position as a leading research Institute of Technology in New Zealand.

**Professor Bob Marshall, PhD**  
**Professor Kay Morris Matthews PhD**



# RESEARCH OUTPUTS IN 2015

	2010	2011	2012	2013	2014	2015
Research Outputs (refereed & non-refereed)	185	180	201	216	254	255
Outputs per Academic FTE	0.89	0.61	0.64	0.70	0.91	0.85

## BOOK

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**Matthews, K. M., & Johnston, J. (2015).** *First to see the light: EIT 40 years of higher education*. Napier, New Zealand: Eastern Institute of Technology.

**Verhaart, M., Sarkar, A., Erturk, E., & Tomlinson, R. (Eds.). (2015).** *Proceedings of the 6th Annual Conference of Computing and Information Technology Education and Research in New Zealand incorporating the 28th Annual Conference of the National Advisory Committee on Computing Qualifications, Queenstown, New Zealand, 6th-9th October 2015*. Retrieved from <http://www.citrenz.ac.nz/2015-proceedings/>

## BOOK CHAPTER

**Caldwell, E. S., Lu, H., & Harding, T. (2015).** Encompassing multiple moral paradigms: A challenge for nursing educators. In M.-J. Johnstone (Ed.), *Nursing ethics* (Vol. 2, pp. 75-88). London, England: Sage.

**Crawford, R. (2015).** Child, youth and family health care. In D. Wepa (Ed.), *Cultural safety in Aotearoa New Zealand* (2nd ed., pp. 141-158). Port Melbourne, Australia: Cambridge University Press.

**Krasnow, M., Mavumkal, A., Zhang, T., King, P., Annand, M., Greven, M., Vasconcelos, M. C., ... Fedrizzi, B. (2015).** Under-vine management to modulate wine chemical profile. In S. B. Ebeler, G. Sacks, S. Vidal & P. Winterhalter (Eds.), *ACS Symposium Series: Vol. 1203. Advances in wine research* (pp. 161-189). doi:10.1021/bk-2015-1203.ch011

**McConnell, C. (2015).** Contextual factors that affect the mentor-mentee relationship. In C. Murphy & K. Thornton (Eds.), *Mentoring in early childhood education: A compilation of thinking, pedagogy and practice* (pp. 119-131). Wellington, New Zealand: NZCER Press.

**McConnell, C., & Postlewaite, G. (2015).** Pedagogical conflict creates opportunities to embrace student centred learning. In P. Bray & L. McLean (Eds.), *At the crossroads of crisis and opportunity: Interdisciplinary conversations* (pp. 185-208). Oxford, England: Inter-Disciplinary Press.

**Nuku, P., & Dennis, R. (with staff of Te Ūranga Waka). (2015).** From Māori Studies to Te Ūranga Waka. In K. Morris Matthews & J. Johnston, *First to see the light: EIT 40 years of higher education* (pp. 33-56). Napier, New Zealand: Eastern Institute of Technology.

**Papps, E. (2015).** Cultural safety: Daring to be different. In D. Wepa (Ed.), *Cultural safety in Aotearoa New Zealand* (2nd ed., pp. 36-48). Port Melbourne, Australia: Cambridge University Press.

**Russell, P., Otis, E., & Cox, R. (2015).** How New Zealand rugby stays at the top: Considerations for coaches. In P. A. Davis (Ed.), *The psychology of effective coaching and management* (pp. 369-384). New York, NY: Nova.

**Vernon, R., & Papps, E. (2015).** Cultural safety and continuing competence. In D. Wepa (Ed.), *Cultural safety in Aotearoa New Zealand* (2nd ed., pp. 51-64). Port Melbourne, Australia: Cambridge University Press.

## JOURNAL ARTICLE

### Refereed

Abel, S., Stockdale-Frost, A., Rolls, R., & Tipene-Leach, D. (2015). The wahakura: A qualitative study of the flax bassinet as a sleep location for New Zealand Māori infants. *The New Zealand Medical Journal*, 128(1413), 12-19.

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Ansell, H., Meyer, A., & Thompson, S. (2015). Technology and the issues facing nursing assessment. *British Journal of Nursing*, 24(17), 886-889. doi:10.12968/bjon.2015.24.17.886

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**Verhaart, D., & Verhaart, M. (2015).** SME technology spotlight: Capturing G-Readiness and sustainability innovation in NZ's powerhouse [Poster paper]. In M. Verhaart, A. Sarkar, E. Erturk & R. Tomlinson (Eds.), *Proceedings of the 6th Annual Conference of Computing and Information Technology Education and Research in New Zealand incorporating the 28th Annual Conference of the National Advisory Committee on Computing Qualifications, Queenstown, New Zealand, 6th-9th October 2015* (pp. 192-193). Retrieved from [http://www.citrenz.ac.nz/conferences/2015/pdf/2015CITRENTZ\\_3\\_Poster\\_Verhaart\\_Sustainability\\_v2.pdf](http://www.citrenz.ac.nz/conferences/2015/pdf/2015CITRENTZ_3_Poster_Verhaart_Sustainability_v2.pdf)

#### **Published conference proceedings – non-refereed**

**Heavey, K. (2015, November).** *Digitised mātauranga Māori and its adoption: How are polytechnic Māori students and staff using these resources?* Paper presented at the LIANZA (Library and Information Association of New Zealand Aotearoa) Conference 2015, Wellington, New Zealand. Retrieved from <http://lianza.recollect.co.nz/nodes/view/1968>

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

**Aitken, V. (2015, November).** *'Mummy, look! I'm a tank and I want a biscuit': Interrogating the phenomenon of metaxis within drama education and applied theatre.* Paper presented at the International Applied Theatre Symposium: The Performance of Hope, Auckland, New Zealand.

**Aitken, V. (2015, July).** *What is the 'New Black' in drama education?* Keynote panel address presented at the Drama Australia and Drama New Zealand International Conference, Sydney, Australia.

**Bahho, M., Vale, B., & Milfont, T. (2015, September).** *Design for behavioural change: The Log Cabin Project at Otatara.* Paper presented at the 31st International PLEA (Passive & Low Energy Architecture) Conference, Bologna, Italy.

**Buckley, C., & Riden, H. (2015, November).** *Future practice for future nurses - "Reflect on my past work and advance from it".* Paper presented at the Australasian Nurse Educators Conference (ANEC 2015), Auckland, New Zealand.

**Buckley, C., Willis, E., & Harvey, C. (2015, February).** *Missed nursing care and presenteeism: Nurses sick and at work.* Paper presented at the 29th Annual Conference for the Association of Industrial Relations Academics of Australia and New Zealand (AIRAANZ 2015), Auckland, New Zealand.

**Crawford, R., Harding, T., McKinlay, E., & Gallagher, P. (2015, November).** *Knowing self in an interprofessional education context: Third year nursing students' experiences of interprofessional education.* Paper presented at the Australasian Nurse Educators Conference (ANEC 2015), Auckland, New Zealand.

**Edmiston, B., & Aitken, V. (2015, December).** Drama and Literacy Study Group lunchtime presentation/ workshop. Presented at the Literary Research Association 65th Annual Conference, Carlsbad, CA.

**Erturk, E. (2015, September).** *Role play as a teaching strategy.* Paper presented at the National Tertiary Learning and Teaching Conference, Tauranga, New Zealand.

**Fagan, K. (2015, February).** *What is community? And why does it matter?* Paper presented at the Community Development Conference 2015, Auckland, New Zealand.

**Govers, E., & Gull, J. (2015, September).** *What makes this place buzz? Understanding the impact of project-based learning.* Paper presented at the National Tertiary Learning and Teaching Conference 2015, Tauranga, New Zealand.

**Harding, T., Crawford, R., Smith, S., & Ashworth, N. (2015, November).** *Possibility and potentiality: Transforming self through interprofessional education.* Paper presented at the 3rd NUS-NUH International Nursing Conference & 20th Joint Singapore-Malaysia Nursing Conference, Singapore.

**Harvey, C., Buckley, C., & Willis, E. (2015, December).** *Priced to care – Nursing work left undone.* Paper presented at the The Fifth Biennial New Zealand Discourse Conference, Auckland, New Zealand.

**Harvey, C., Buckley, C., Meyer, A., Floyd, S., Searle, J., Roberts, S., Thompson, S., & Forrest, R. H. (2015, February).** *The juxtaposition of nursing autonomy and health care policy in nursing care delivery.* Paper presented at the 29th Annual Conference for the Association of Industrial Relations Academics of Australia and New Zealand (AIRAANZ 2015), Auckland, New Zealand.

**Kadirov, D. (2015, November).** *Methodological propositions for marketing systems research.* Paper presented at the 2015 Australian and New Zealand Marketing Academy Conference (ANZMAC 2015), Sydney, Australia.

**Klein, V., Harvey, C., & Meyer, A. (2015, October).** *Nurse Practitioner-led care in long-term aged care facilities in New Zealand: An exploratory study of registered nurses' and general practitioners' perspectives.* Paper presented at the Canadian Association on Gerontology 44th Annual Scientific and Educational Meeting (CAG2015), Calgary, Alberta, Canada.

**Mandlik, M., & Kadirov, D. (2015, November).** *Big data revolution: Witnessing a new era of consumer vulnerability lead by digital (dis)empowerment.* Paper presented at the 2015 Australian and New Zealand Marketing Academy Conference (ANZMAC 2015), Sydney, Australia.

**Merchant, R. (2015, March).** *"Our" problem, not just "theirs": Changing perceptions for a community response.* Paper presented at the 14th Australasian Conference on Child Abuse and Neglect (ACCAN 2015), Auckland, New Zealand.

**Merchant, R., & Ngata, J. (2015, September).** *The Treaty - it's not just a Māori thing.* Paper presented at the Australia and New Zealand Social Work and Welfare Education and Research (ANZSWWER) Symposium, Melbourne, Australia.

**Papps, E., Harding, T., & Buckley, C. (2015, November).** *It seemed like a good idea at the time!* Paper presented at the Australasian Nurse Educators Conference (ANEC 2015), Auckland, New Zealand.

**Roberts, J., & Armstrong, L. (2015, September).** *PATU up! Fighting Māori health inequities.* Paper presented at the Public Health Association Conference 2015, Dunedin, New Zealand.

**Rowan, F., Harvey, C., & Williamson, S. (2015, November).** *When nurses grieve: How well are we caring for the carers?* Paper presented at the Australasian Nurse Educators Conference (ANEC 2015), Auckland, New Zealand.

**Rudge, M., & Chiappin, A. (2015, September).** *An internship and a whole lot more: What students gain beyond the learning outcomes.* Paper presented at the National Tertiary Learning and Teaching Conference 2015, Tauranga, New Zealand.

**Schumacher, C., & Turvey, J. (2015, November).** *Attendance: Does it matter for successful completion?* Paper presented at the New Zealand Applied Business Education Conference 2015, Wellington, New Zealand.

**Sutherland, B., & Judge, P. (2015, July).** *Conscious in the machine: The plight of the animal in industrial culture.* Paper presented at the Australasian Animal Studies Association Conference, Melbourne, Australia.



**Turvey, J. (2015, November).** *The use of reflective journals in economics teaching.* Paper presented at the New Zealand Applied Business Education Conference 2015, Wellington, New Zealand.

**Toffoli, L., Willis, E., Harvey, C., Henderson, J., Hamilton, P., Blackman, I., Abery, E. (2015, July).** *Nurses' perceptions of missed care: A critical discourse analysis.* Paper presented at the Sigma Theta Tau International (STTI) 26th International Nursing Research Congress, San Juan, Puerto Rico.

**Yahanpath, N., & Burns, E. (2015, September).** *In search of smarter teaching and assessment strategies: Coping with more recent changes.* Paper presented at the National Tertiary Learning & Teaching Conference 2015, Tauranga, New Zealand.

**Yahanpath, N., Mountcastle, P., & Reddy, K. (2015, February).** *Zero sum games in finance: Some misconceptions.* Paper presented at the 18th New Zealand Finance Colloquium, Hamilton, New Zealand.

**Yahanpath, N., Pacheco, P., & Burns, E. (2015, November).** *An attempt to develop a Balanced Scorecard for a NZ church: Some issues and lessons.* Paper presented at the 9th Annual New Zealand Management Accounting Conference (NZMAC 2015), Christchurch, New Zealand.

#### Conference oral presentation – non-refereed

**Agnew, M., & Roy, R. (2015, October).** *Hawke's Bay high performance sporting pathway: An integrated approach towards converting talent into high performance.* Paper presented at the ITP Sports Research Symposium, Napier, New Zealand.

**Armstrong, L., Taylor, L., & Forrest, R. (2015).** *PATU Up! Fighting fat to be fighting fit: The Hinu Wero.* Paper presented at the Hawke's Bay Clinical Research Symposium, Hastings, New Zealand.

**Chapman, S. (2015, October).** *HIT them when they're down: Developing a holistic, community-based approach for healthy living for Māori in the Hawke's Bay.* Paper presented at the ITP Sports Research Symposium, Napier, New Zealand.

**Chapman, S., Forrest, R., & Taylor, L.-A. (2015, June).** *'U' come before the 'i' in the PATU© community: Creating a healthy environment for Māori using a community based gym approach adhering to cultural wellbeing and inclusivity.* Paper presented at the ISSA (International Sociology of Sport Association) World Congress of Sociology of Sport, Paris, France.

**Chapman, S., Roberts, J., & Foxall, D. (2015, November).** *Measuring hauora Māori: The meke meter.* Paper presented at Hawke's Bay Clinical Research Symposium, Hastings, New Zealand.

**Erturk, E. (2015, October).** *Cloud forensics and computer security education.* Panel presentation at the Computing and Information Technology Research and Education New Zealand Annual Conference (CITREnz 2015), Queenstown, New Zealand.

**Foxall, D. (2015, August).** *Māori registered nurses experiences after completing the nursing entry to practice transition programme between the years of 2010 – 2012.* Paper presented at the Indigenous Nurses Aotearoa Conference 2015, Hui a Tau, Auckland, New Zealand.

**Foxall, D., Meyer, S., & Forrest, R. (2015, July).** *Māori registered nurses experiences after completing the nursing entry to practice transition programme between the years of 2010 – 2012.* Paper presented at the Wharangi Ruamano 2015, Hui a Tau, Wellington, New Zealand.

**Lander, P., Knight, D., & Shambrook, P. (2015, October).** *An investigation of pacing strategies used in open water swimming.* Paper presented at the ITP Sports Research Symposium, Napier, New Zealand.

**McConnell, C. (2015, September 26).** *Encounters with Reggio Emilia City, and the children of Reggio Emilia.* Paper presented at the EIT Early Childhood Education Research Symposium, Napier, New Zealand.

**Mitchell, R., & Roy, R. (2015, November).** *Mitigating the demand seasonality impact in a customised production system: Exploring aggregate planning solutions for XYZ Company.* Paper presented at the New Zealand Applied Business Education Conference 2015, Wellington, New Zealand.

**Munday, K. (2015, May).** *How do I grow? A health and wellbeing programme for children in early childhood care.* Paper presented at the Agencies for Nutrition Action's 6th National Nutrition and Physical Activity Conference, Auckland, New Zealand.

**Otis, E. (2015, October).** *The sideline behaviour problem - What they're doing in Hawke's Bay.* Paper presented at the ITP Sports Research Symposium, Napier, New Zealand.

**Otis, E. (2015, October).** *Tweaking client contact: A cognitive behavioural approach to therapeutic communication.* Paper presented at the Dynamic Wellness Symposium, Hawke's Bay, New Zealand.

**Pentecost, M. (2015, July).** *We have to talk about Alzheimers.* Paper presented at the New Zealand Association of Counsellors Conference, Auckland, New Zealand.

**Roberts, J., Forrest, R., Armstrong, L., Chapman, S., Taylor, L., Foxall, D., & Pearson, M. (2015, August).** *Evaluating the PATU© model: Promoting health and whanaungatanga.* Paper presented at the Indigenous Nurses Aotearoa Conference 2015, Auckland, New Zealand.

**Stokes, B. (2015, November).** *Increase student engagement and results the smart way: Can Moodle help? An exploratory study of the impact on student experience of a hybrid-online introductory marketing course – focusing on Moodle online Learning outcome task assessments.* Paper presented at the New Zealand Applied Business Education Conference 2015, Wellington, New Zealand.

**Taylor, L. (2015, October).** *Preventing injuries in adolescent netball players.* Paper presented at the Dynamic Wellness Symposium, Hawke's Bay, New Zealand.

**Taylor, L. (2015, October).** *Preventing injuries in adolescent netball players.* Paper presented at the ITP Sports Research Symposium, Napier, New Zealand.

## CONFERENCE POSTER PRESENTATION

**Chittenden, R. (2015, June).** *Effect of a no plunge wine making technique on phenolic extractions and pigment composition in Merlot wines.* Poster session presented at the 66th ASEV (American Society for Enology and Viticulture) National Conference, Portland, OR.

**Rudge, M. (2015, November).** *When a sign is more than just a sign: Multiple views of business signage in Aotearoa / New Zealand.* Poster session presented at the 8th International Urban Design Conference, Brisbane, Australia.

## REPORT

**Bevin, M., Thompson, S., Hantler, A., & Cameron, B. (2015).** *Developing our sense of self: Rehabilitation in a community-based setting.* Report prepared for the Stewart Centre @ EIT Trust.

**Crawford, R., Kerr, V., Deslandes, C., Nuku, P., & Turvey, J. (2015).** *Programme incubator longitudinal cohort study.* Report prepared for Hawke's Bay District Health Board and Eastern Institute of Technology, Hawke's Bay.

**Crawford, R., Papps, E., Houlston, S., Williamson, A., & Nguma, L. (2015).** *Evaluation of the Dedicated Education Unit.* Report prepared for Hawke's Bay District Health Board and Eastern Institute of Technology.

**Harvey, C., Buckley, C. & Scott-Chapman, S. (2015).** *Evaluation of the Health Hawke's Bay Ministry of Social Development nurse-led clinic.* Report prepared for Health Hawke's Bay.

**Harvey, C., Buckley, C., & Scott-Chapman, S. (2015).** *Evaluation of the Health Hawke's Bay respiratory nurse-led clinics.* Report prepared for Health Hawke's Bay.

## EXHIBITION

### Refereed

**Binding, W. (2015).** Wilfred Owen's letter home [Twelve painted artworks, all acrylic and water based enamel and chalk on canvas]. In *Word & deed: Art, memory and the First World War* [Group exhibition]. Hastings, New Zealand: Hastings City Art Gallery, November 11, 2015-January 31, 2016.

**Hawksworth, M. (2015).** Cryo [Oil painting]. In *24th Annual Wallace Art Awards* [Group exhibition]. Auckland, New Zealand: Pah Homestead, September 8-November 8, 2015.

**Hawksworth, M. (2015).** Cryo [Oil painting]. In *24th Annual Wallace Art Awards* [Group exhibition]. Wellington, New Zealand: Pataka Art + Museum, November 27, 2015-February 13, 2016.

**Hawksworth, M. (2015).** *hard SF* [Solo exhibition, paintings, drawings, prints]. Hastings, New Zealand: Hastings City Art Gallery, May 17-July 19, 2015.

**Kelly, R., & Straka, M. (2015).** *Talisman project* [Installation]. Tauranga, New Zealand: Tauranga Art Gallery, August 1-November 1, 2015.

**Lardelli, D. (2015).** *Whatu: An insight into the Maori world* [Solo exhibition]. Notre Dame, IN: Crossroads Gallery for Contemporary Art, Center for Arts & Culture, Notre Dame University, April 16-June 9, 2015.

**Roberts, N. (2015).** T.O.T. [Moving image installation]. In *BIDEODROMO International Experimental Film and Video Festival*. Bilbao, Spain: Bilbao Arte, September 11-28, 2015.

**Roberts, N. (2015).** Tip of the tongue [Screenshot from video]. In *Leap Second Festival* [Online art festival]. <http://noemata.net/leapsec26/>, June 30, 2015 23:59:60.

**Sutherland, B. (Director & Co- Producer), & Judge, P. (Co-Producer). (2015).** Miners [Video projection]. In *Word & deed: Art, memory and the First World War* [Group exhibition]. Hastings, New Zealand: Hastings City Art Gallery, November 11, 2015-January 31, 2016.

**Taaffe, P. (2015).** *The endling* [Solo exhibition]. Hastings, New Zealand: Hastings City Art Gallery, November 28, 2015-February 14, 2016.

**Webster, J. (2015).** Two hundred and fifty-six [Screenprint on die-cut card]. In *Printmaking: Beyond the frame* [Group exhibition]. Tauranga, New Zealand: Tauranga Art Gallery, August 8-October 18, 2015.

#### Non-refereed

**Baker, P. (2015).** *Mataruahou and Tuhinapo* [Piiata lights sculpture presentation]. Napier, New Zealand: Aroha and Friends, November 2015.

**Baker, P. (2015).** Otatara [Sculpture presentation]. In *Turntable 4* [Group exhibition]. Hawke's Bay, New Zealand: Vent Gallery, Eastern Institute of Technology, May 11-29, 2015.

**Baker, P. (2015).** Point blank [Sculptural installation]. In *ATE + 1* [Group exhibition]. Hastings, New Zealand: Hastings Community Arts Centre, April 28-May 9, 2015.

**Binding, W. (2015).** Scratch & lose [Painted artwork, acrylic on MDF, and ten accompanying artworks]. In *ATE + 1* [Group exhibition]. Hastings, New Zealand: Hastings Community Arts Centre, April 28-May 9, 2015.

**Chiappin, A. (2015).** Episodio viso 3: The Shaman Arises [Acrylic paint, Krink inks on Fiji kauri ply on macrocarpa boxboard, 2014]; Episodio viso 4: La Strega [Acrylic paint, Molotow marker pens, paper, Krink inks on Fiji kauri ply on macrocarpa boxboard, 2014]; Episodio viso 6: The lights lead the way to the sorceress [Ink, acrylic paint, Krink inks on Fiji kauri ply on macrocarpa boxboard, 2014]; Episodio viso 7: The healer of all things has a name [Black & white ink, acrylic paint, waterbased etching inks on Fiji kauri ply on macrocarpa boxboard, 2014]; Episodio viso 8: Babel in the city [Acrylic paint, Krink inks, Molotow marker pens on Fiji kauri ply on macrocarpa boxboard, 2014]; Episodio viso 9: Take a bow 1 [Acrylic paint on Fiji kauri ply on macrocarpa boxboard, 2014]; Episodio viso 11: Balloon head [Red and Black ink, acrylic paint on Fiji kauri ply on macrocarpa boxboard, 2014]; Episodio viso 15: Take a bow 2 [Ink, acrylic paint, Krink inks, Ironlak spray on Fiji kauri ply on macrocarpa boxboard, 2014]; Episodio viso 15: Take a bow 3 [Ink, acrylic paint, Krink inks, Ironlak spray on Fiji kauri ply on macrocarpa boxboard, 2014]. In *ATE + 1* [Group exhibition]. Hastings, New Zealand: Hastings Community Arts Centre, April 28-May 9, 2015.

**Gull, J. (2015).** 'It's a type thing you wouldn't understand'\_1; 'It's a type thing you wouldn't understand'\_2; 'It's like', a reaction to the use of youth language in today's society [Digital prints]. In *ATE + 1* [Group exhibition]. Hastings, New Zealand: Hastings Community Arts Centre, April 28-May 9, 2015.

**Gull, J. (2015).** 'It's like', a reaction to the use of youth language in today's society [Digital print]. [In group exhibition by CAN Board members]. Napier, New Zealand: Creative Arts Napier (CAN), November 9-13, 2015.

**Hawsworth, M. (2015).** Mystery plays 1-8 [Digital prints]. In *Christmas exhibition* [Group exhibition]. Napier, New Zealand: Paper-Works Gallery, November 27-December 21, 2015.

**Neilsen, A. (2015).** *Plumb: An exhibition of work by Alan Neilson* [Solo exhibition]. Hawke's Bay, New Zealand: Vent Gallery, Eastern Institute of Technology, August 31-September 11, 2015.



**Paterson, R. (2015).** Aonui [Recycled maps and venetian blind]; Roimata [Recycled wallpaper on door]; Taaniko [Screen print on blind]; Kaokao [Stitched woollen blanket]; Poutama [Stitched woollen blanket]; Jewels of Tangaroa [Mixed media]; Jewels of Tangaroa patterns of life I [Intaglio print]; Jewels of Tangaroa patterns of life II [Intaglio print]; Knowing hands IV [Intaglio print]; Knowing hands V [Intaglio print]; Ruru, Kete, Threads of tension [Screen prints onto coasters and placemats]. In *toru* [Joint exhibition]. Hastings, New Zealand: Hastings Community Arts Centre, February 2-February 14, 2015.

**Paterson, R. (2015).** Kaokao [Recycled atlas on louvre door]; Aramoana [Recycled New Zealand picture book on door]; Poutama I [Recycled wallpaper on door]; Poutama II [Recycled wallpaper on door]. In *ATE + 1* [Group exhibition]. Hastings Community Arts Centre, Hastings, New Zealand, April 28-May 9, 2015.

**Quinn, K. (2015).** *And the world spins madly on...*: New works by Katherine Quinn [Solo exhibition]. Hastings, New Zealand: Hastings Community Art Centre, October 19-31, 2015.

**Roberts, N. (2015).** Black hole [Multimedia, motion activated installation]. In *ATE + 1* [Group exhibition]. Hastings, New Zealand: Hastings Community Arts Centre, April 28-May 9, 2015.

**Taaffe, P. (2015).** The hybrids [Photographs]. In *ATE + 1* [Group exhibition]. Hastings, New Zealand: Hastings Community Arts Centre, April 28-May 9, 2015.

**Webster, J. (2015).** Housefire 1; Housefire 2 [Monoprint and screenprint on recycled book pages]. In *In the frame* [Group exhibition]. Palmerston North, New Zealand: Taylor Jensen Fine Arts Gallery, August 1–August 26, 2015.

**Webster, J. (2015).** Mitter matter [Screenprint on die-cut carton board]. In *Common ground* [Group exhibition]. Napier, New Zealand: Creative Arts Napier (CAN), October 2-October 21, 2015.

**Webster, J. (2015).** Will the real Higg's Boson please stand up [Screenprint, monoprint and vinyl lettering on x7 boards]. In *ATE + 1* [Group exhibition]. Hastings, New Zealand: Hastings Community Arts Centre, April 28-May 9, 2015.

## CURATION

**Baker, P. (Curator). (2015).** *Turntable Parts 3 & 4* [Group exhibitions]. Hawke's Bay, New Zealand: Vent Gallery, Eastern Institute of Technology, February 23-March 13, May 11-May 29, 2015.

**Binding, W. (Curator). (2015).** *ATE + 1* [Group exhibition]. Hastings, New Zealand: Hastings Community Art Centre, April 28-May 9, 2015.

**Bruce, L. (Curator). (2015).** *Art + Action: 1993 Pinus Radiata Sculpture Symposium* [Group research project exhibition]. Hawke's Bay, New Zealand: Vent Gallery, Eastern Institute of Technology, November, 1, 2015-November, 11, 2015 and December, 8, 2015-January, 29, 2016.

**Bruce, L. (Curator). (2015).** *Plumb: An exhibition of work by Alan Neilson* [Solo exhibition]. Hawke's Bay, New Zealand: Vent Gallery, Eastern Institute of Technology, August, 31, 2015-September, 11, 2015.

## CATALOGUE

**Binding, W., Guerin, D., & Sutherland, B. (2015).** *Word & deed: Art, memory and the First World War* [Exhibition catalogue]. Hastings, New Zealand: Hastings City Art Gallery.

**Hawsworth, M. (2015).** Cryo [Reproduced artwork]. In *24th Annual Wallace Art Awards 2015* [Exhibition catalogue] (p. 34). Auckland, New Zealand: Wallace Arts Trust.

## DESIGN

**Chiappin, A. (2015).** [Exhibition graphics and branding] *ATE + 1* [Group exhibition]. Hastings, New Zealand: Hastings Community Art Centre, April 28-May 9, 2015.

**Gull, J. (2015).** [Book design] *First to see the light: EIT 40 years of higher education* by K. Morris Matthews & J. Johnston. Napier, New Zealand: Eastern Institute of Technology.

**Webster, J. (2015).** [Poster design] *Business signage: One sign, multiple perspectives*. Poster session presented by Mandy Rudge at the 8th International Urban Design Conference, Brisbane, Australia, November 16-18, 2015.

## COMMISSION

**Baker, P. (2015).** *Te Aho a Maui* [SEE (Super Efficient Energy) Piiata light box]. Commissioned by Eastern Institute of Technology, Hawkes Bay, New Zealand.

## FILM

**Sutherland, B. (Director & Co-Producer) & Judge, P. (Co-Producer). (2014).** *Twelve hours of daylight* [Abstract film]. New Zealand: Far Away Films. Screened as part of Poetry Film Parallax, Institute of Contemporary Arts (ICA), London, England, August 16, 2015.

**Sutherland, B. (Co-Producer & Editor), & Judge, P. (Director). (2013).** *Don Driver: Magician* [Documentary film]. New Zealand: Far Away Films & Three-to-One Films. Screened at the Govett Brewster Art Gallery, New Plymouth, New Zealand, August 8, 2015.

## COMPOSITION

**Lardelli, D. (2015, May).** *Te Wananga Toa* [Haka]. Composed for and presented to NZU (New Zealand Universities) and unveiled before game against all-Japan side, Tokyo, Japan.

**Pierard, T. (2015).** *Project Prima Volta 'Shaping futures'* [Online promotion, music composition and arrangement]. Festival Opera.

**Pierard, T. (2015).** The singing lesson [Stage show, three original compositions]. In *Hawkes Bay Arts Festival*. Hastings, New Zealand: Creative Hastings.

## PERFORMANCE

**Lardelli, D. (2015, February).** Te Matatini National Kapa Haka Festival (Whāngārā-mai-Tawhiti Cultural Group), Christchurch, New Zealand.

**Pierard, T. (2015).** Bowie's bebop barbecue [Live performance]. In *Gemco Jazz on the Village Green* [Concert series]. Hawke's Bay, New Zealand: Havelock North Domain, January 31, 2015.

**Pierard, T. (2015).** Cricket World Cup drum theme [Live performance, internationally televised]. Napier, New Zealand: McLean Park, March 4, 8, 15, 2015.

**Pierard, T. (2015).** I put a spell on you! A tribute to Nina Simone [Live drumset performance]. In *Hawke's Bay Arts Festival*. Havelock North, Hastings, New Zealand: The Famous Speigeltent, November 8, 2015.

## THESIS

**Turvey, J. (2014).** *Exploring business students' ability to think in an economic way: A study in an introductory economics course at one New Zealand tertiary institution* (Master's thesis, Massey University, Palmerston North, New Zealand). Retrieved from <http://mro.massey.ac.nz/handle/10179/6682>

## Applied Research Project

**Jamieson, J. (2015).** *On the efficacy of band mill blade telemetry as a real-time performance metric* (Unpublished applied research project). Eastern Institute of Technology, Hawke's Bay, New Zealand.

**Lengyel, I. (2015).** *Student achievement: The impact of collaborated Cloud-based e-Book authoring on student achievement* (Unpublished applied research project). Eastern Institute of Technology, Hawke's Bay, New Zealand.

## ORAL PRESENTATION

### External

**Agnew, M. (2015, February 9).** *Hawke's Bay Sport Performance Hub: Purpose and structure*. Presented at the Sport Hawke's Bay full staff meeting, Napier, New Zealand.

**Agnew, M. (2015, February 19).** *Hawke's Bay Sport Performance Hub: Framework and services*. Presented at the Selini Estate Winery to Sir Graeme Avery, Hastings, New Zealand.

**Agnew, M. (2015, May 25).** *Hawke's Bay Sport Performance Hub: Framework and services*. Presented at the Tumu Group to managing directors, Hastings, New Zealand.

**Agnew, M. (2015, June 24).** *Hawke's Bay Athlete Development Programme: Selection criteria and selection process*. Presented at the Sport Hawke's Bay Regional Sports Organisation forum, Napier, New Zealand.

**Agnew, M. (2015, October 14).** *Hawke's Bay High Performance pathway*. Presented at the High Performance Sport New Zealand national Pathway to Podium coordinators workshop, Auckland, New Zealand.

**Agnew, M. (2015, November 17).** *High Performance at the Sports Park*. Presented at the Regional Sports Park, Board of Trustees meeting, Hastings, New Zealand.

**Aitken, V. (2015, April).** *Mantle of the expert: Dramatic inquiry in the classroom and beyond*. Public lecture presented at Eastern Institute of Technology, Hawke's Bay, New Zealand.

**Binding, W. (2015, November 14).** Artist floor talk presented at the *Word & deed* exhibition, Hastings City Art Gallery, Hastings, New Zealand.

**Chittenden, R. (2015, August 4).** *Effect of a no plunge wine making technique on phenolic extractions and pigment composition in Merlot wines*. Presented at the workshop day for the Gimblett Gravels Wine and Viticulture Association, Te Awa Winery, Hawkes Bay, New Zealand.

**Hawksworth, M. (2015, May 18).** Artist floor talk presented at the *hard SF* exhibition, Hastings City Art Gallery, Hastings, New Zealand.

**Kelly, R., & Straka, M. (2015, August 1).** Artist floor talk presented at the *Talisman Project* exhibition, Tauranga Art Gallery, Tauranga, New Zealand.

**Lardelli, D. (2015, April).** Lecture presented at the Freda Diesing School of Northwest Coast Art, Terrace, British Columbia, Canada.

**Lardelli, D. (2015, April).** Public lecture presented at Emily Carr University, Vancouver, Canada.

**Mac Callum, K. (2015, November 18).** *21st century learners: Unleashing the Superhero in our children*. Keynote presented at the Ministry of Education Hawke's Bay/Tairāwhiti Cross-Sector Forum on Raising Achievement, Napier, New Zealand.

**Morris Matthews, K. (2015, July 5).** *What did you do in the war Gran? Hawke's Bay and East Coast women who served overseas in World War One*. Public lecture presented at MTG Century Theatre, Napier, New Zealand.

**Morris Matthews, K. M., & Johnston, J. (2015, November 10).** *Dancing on a shifting carpet: 40 years of higher education in Tairāwhiti*. Public lecture presented at Eastern Institute of Technology, Tairāwhiti, New Zealand.

**Nelson, E. (2015, September 10).** Student voice: A modern catch-cry but what does it mean for teachers? Public lecture presented at Eastern Institute of Technology, Hawke's Bay, New Zealand.

**Nelson, E. (2015, September 30).** Student voice: What does it mean for teachers? Public lecture presented at University of Vermont, Burlington, VT.

**Taylor, L. (2015).** *Netball injury prevention*. Presented at Netball New Zealand U17 Coaching Forum, Tauranga, New Zealand.

**Taylor, L. (2015).** Netball warm up interventions. Presented at Physiotherapy New Zealand (PNZ) Hawke's Bay Branch, Hastings, New Zealand.

**Taylor, L., & Armstrong, L. (2015).** *Patu Aotearoa for the people*. Presented at the Annual General Meeting of Physiotherapy New Zealand (PNZ) Hawke's Bay Branch, Hastings, New Zealand.

**Wynyard, M. (2015, August 26).** *Te Hu o te Puoro, Te Tira te roreka*. Presented at the Leaders of Maori Oral History Projects Inaugural Hui, Wellington, New Zealand.

## Internal

**Aitken, V. (2015, May 28).** *"Can you help me understand?" Using role to reposition the researcher – participant relationship and generate rich data*. Presented at the Brown Bag Research Lunch Seminar, Eastern Institute of Technology, Hawke's Bay, New Zealand.

**Andrews, R. (2015, November).** *Te hiko i a Rūaumoko: Issues encountered in the writing of Te hiko i a Rūaumoko*. Presented at the Research Symposium Te Ara o Tāwhaki-Ngā Kete o Te Wānanga.



**Bevin, M., Hantler, A., Cameron, B., & Thompson, S. (2015, September 24).** *Developing our sense of self: Rehabilitation in a community-based setting.* Presented at the Brown Bag Research Lunch Seminar, Eastern Institute of Technology, Hawke's Bay, New Zealand.

**Buckley, C. (2015, November 6).** *Seeing the light: My postmodern turn – Missed nursing care, presenteeism, and Nietzsche.* Presented at the School of Nursing Research Forum, Eastern Institute of Technology, Hawke's Bay, New Zealand.

**Crawford, R., & Harding, T. (2015, November 6).** *Knowing self in an interprofessional education context: Third year nursing students experiences of interprofessional education.* Presented at the School of Nursing Research Forum, Eastern Institute of Technology, Hawke's Bay, New Zealand.

**Crawford, R., Monson, K., & Searle, J. (2015, November 6).** *Mentoring students from Programme Incubator: A longitudinal study.* Presented at the School of Nursing Research Forum, Eastern Institute of Technology, Hawke's Bay, New Zealand.

**Dennis, R. (2015, October).** *Te Ara o Tāwhaki.* Presented at the Te Ara o Tāwhaki 21st Birthday Lecture Series, Eastern Institute of Technology, Hawke's Bay, New Zealand.

**Erturk, E. (2015, May 28).** *Cloud computing: Creating connections between teaching, research, and industry.* Presented at the Brown Bag Research Lunch Seminar, Eastern Institute of Technology, Hawke's Bay, New Zealand.

**Field, R. (2015, October 22).** *Newcomer proactivity as a factor influencing learning and adjustment outcomes in small firms.* Presented at the Brown Bag Research Lunch Seminar, Eastern Institute of Technology, Hawke's Bay, New Zealand.

**Foxall, D. (2015, April 30).** *Indigenous nurses perspectives of Nursing Entry to Practice programmes.* Presented at the Brown Bag Research Lunch Seminar, Eastern Institute of Technology, Hawke's Bay, New Zealand.

**Foxall, D. (2015, November).** *Māori nurses pūrākau as new graduates in the healthcare workforce.* Presented at the Te Ūranga Waka & Te Whatukura Research Symposium, Eastern Institute of Technology, New Zealand.

**Foxall, D., Meyer, S., & Forrest, R. (2015, November).** *Māori registered nurses experiences after completing the nursing entry to practice transition programme between the years of 2010 – 2012.* Presented at the Te Ūranga Waka and Te Whatukura Research Symposium, New Zealand.

**Fuchs, E. (2015, November 6).** *Biopsychosocial predictors of perception of discharge readiness and its association to chronic heart failure self care.* Presented at the School of Nursing Research Forum, Eastern Institute of Technology, Hawke's Bay, New Zealand.

**Ham, J. (2015, November).** *He whakarite.* Presented at the Te Ūranga Waka & Te Whatukura Research Symposium, Eastern Institute of Technology, New Zealand.

**Harding, T. (2015, June 18).** *Influences of migration on presence, profile and practice choices of men in New Zealand nursing.* Presented at the Brown Bag Research Lunch Seminar, Eastern Institute of Technology, Hawke's Bay, New Zealand.

**Harvey, C. (2015, September 24).** *The Hawke's Bay opportunistic identification of skin lesions by non-medical professionals.* Presented at the Brown Bag Research Lunch Seminar, Eastern Institute of Technology, Hawke's Bay, New Zealand.

**Houkamau, A. (2015, November).** *Te Mahere Rautaki Reo o Ngāti Kere.* Presented at the Te Ūranga Waka & Te Whatukura Research Symposium, Eastern Institute of Technology, New Zealand.

**King, P. (2015, October 22).** *Lifestyle (lower alcohol) wines: What are they and are they the next big thing?* Presented at the Brown Bag Research Lunch Seminar, Eastern Institute of Technology, Hawke's Bay, New Zealand.

**Lander, P. (2015, November 19).** *Investigating open water swimming: Geeky gadgetry in applied sports science.* Presented at the Brown Bag Research Lunch Seminar, Eastern Institute of Technology, Hawke's Bay, New Zealand.

- Mac Callum, K. (2015, November 19).** *Update on Learners and mobile devices: A framework for enhanced learning and institutional change.* Presented at the Brown Bag Research Lunch Seminar, Eastern Institute of Technology, Hawke's Bay, New Zealand.
- Munday, K. (2015, November 6).** *How do I grow? A health and wellbeing program for children at kindergarten.* Presented at the School of Nursing Research Forum, Eastern Institute of Technology, Hawke's Bay, New Zealand.
- Nelson, E. (2015, August 27).** *Power in the research relationship.* Presented at the Brown Bag Research Lunch Seminar, Eastern Institute of Technology, Hawke's Bay, New Zealand.
- Norris, M. (2015, November).** *Ngā waiata koroua o te Kaenga.* Presented at the Te Ūranga Waka & Te Whatukura Research Symposium, Eastern Institute of Technology, New Zealand.
- Nuku, P. (2015, November).** *Te Manga Māori/Te Ūranga Waka 1985-2015.* Presented at the Te Ūranga Waka & Te Whatukura Research Symposium, Eastern Institute of Technology, New Zealand.
- Pihema, J. (2015, November).** *Tumutumu-Hei whare mō te iwi: Tōna tū hei kaiwhakaumu, hei kaiwhakatūwhiti mō ngā hapū o Ngāti Whātua ki Ōrakei.* Presented at the Te Ūranga Waka & Te Whatukura Research Symposium, Eastern Institute of Technology, New Zealand.
- Roberts, J., Forrest, R., Armstrong, L., Foxall, D., Taylor, L., Chapman, S., & Pearson, M. (2015, November 6).** *Evaluating the PATU© model: Promoting health and whanaungatanga.* Presented at the School of Nursing Research Forum, Eastern Institute of Technology, Hawke's Bay, New Zealand.
- Rohe-Belmont, P. (2015, November).** *Te Pae Whirwhiri.* Presented at the Te Ūranga Waka & Te Whatukura Research Symposium, Eastern Institute of Technology, New Zealand.
- Roy, R. (2015, June 18).** *Labour and multifactor productivity analysis and their impact on operations: A case study of a large integrated poultry farm.* Presented at the Brown Bag Research Lunch Seminar, Eastern Institute of Technology, Hawke's Bay, New Zealand.
- Stewart, J., Thompson, S., & Floyd, S. (2015, November 6).** *The way we were: Collegiality in nursing in the '70s and '80s.* Presented at the School of Nursing Research Forum, Eastern Institute of Technology, Hawke's Bay, New Zealand.
- Tipa, K. (2015, April 30).** *In what ways can Māori language idioms of the past be preserved and what is the relevance of doing so?* Presented at the Brown Bag Research Lunch Seminar, Eastern Institute of Technology, Hawke's Bay, New Zealand.
- Tipa, K. (2015, November).** *He tirohanga rangahau tenei ke te reo a iwi, ki nga mita a iwi otira kit e reo a Kai Tahu.* Presented at the Te Ūranga Waka & Te Whatukura Research Symposium, Eastern Institute of Technology, New Zealand.
- Tumoana, H. (2015, November).** *Tāwhaki.* Presented at the Te Ūranga Waka & Te Whatukura Research Symposium, Eastern Institute of Technology, New Zealand.
- Wynyard, M. (2015, November).** *Nga waiata apakura o Te Aitanga a Māroa.* Presented at the Te Ūranga Waka & Te Whatukura Research Symposium, Eastern Institute of Technology, New Zealand.
- Yahanpath, N. (2015, August 27).** *Flexibility in education and training decisions: An attempt to develop a score card.* Presented at the Brown Bag Research Lunch Seminar, Eastern Institute of Technology, Hawke's Bay, New Zealand.

## OTHER OUTPUT

**Bruce, L. (2015).** Ōtātara: People and place. In K. Morris Matthews & J. Johnston, *First to see the light: EIT 40 years of higher education* (pp. 89-95). Napier, New Zealand: Eastern Institute of Technology.

**Friis, D. (2015).** Library and Learning Services. In K. Morris Matthews & J. Johnston, *First to see the light: EIT 40 years of higher education* (pp. 127-130). Napier, New Zealand: Eastern Institute of Technology.

**Friis, D. (2015).** The merging of Libraries and Learning Services. In K. Morris Matthews & J. Johnston, *First to see the light: EIT 40 years of higher education* (pp. 276-278). Napier, New Zealand: Eastern Institute of Technology.

**Johnstone, J. (with Brown, H., Carpenter, M., Fell, M., Lougher, C., & McKenty, W.). (2015).** The adult literacy and English for speakers of other languages, volunteer home tutor schemes @ EIT. In K. Morris Matthews & J. Johnston, *First to see the light: EIT 40 years of higher education* (pp. 66-68). Napier, New Zealand: Eastern Institute of Technology.

**McConnell, C. (2015).** Early childhood education. In K. Morris Matthews & J. Johnston, *First to see the light: EIT 40 years of higher education* (pp. 158-159). Napier, New Zealand: Eastern Institute of Technology.

**Pentecost, M. (2015).** Community education. In K. Morris Matthews & J. Johnston, *First to see the light: EIT 40 years of higher education* (pp. 63-66, 68-73). Napier, New Zealand: Eastern Institute of Technology.

**Pentecost, M. (2015).** Social services. In K. Morris Matthews & J. Johnston, *First to see the light: EIT 40 years of higher education* (pp. 156-158). Napier, New Zealand: Eastern Institute of Technology.



# EIT REPRESENTATION ON NATIONAL/ INTERNATIONAL ORGANISATIONS, GRANTS AND AWARDS

## **Agnew, Marcus**

Hawke's Bay Coordinator, National 'Pathway to Podium' programme for Sport New Zealand  
Technical Advisor, Rugby Development Planning Group, Hawke's Bay Rugby Union

## **Aitken, Viv**

Research Associate, University of Waikato  
Postgraduate PhD and Masters supervisor, University of Waikato  
Editor, Special Edition of E-journal Waikato Journal of Education  
External examiner, PhD University of Sydney (x 2)  
Reviewer, SET: Research Information for Teachers Journal  
Reviewer, Applied Theatre Research Journal  
Reviewer, Routledge Publishers  
Member, Drama New Zealand  
Convenor, [www.mantleoftheexpert.co.nz](http://www.mantleoftheexpert.co.nz)  
Moderator, AUT Master of Teaching and Learning

## **Blakeley, Jo**

Member, Institutes of Technology and Polytechnics (ITP) Academic Managers' Forum  
Chair, Tertiary Accord of New Zealand Academic Committee  
Member, East Coast/Hawke's Bay Te Tairāwhiti ki Te Matau-a-Māui Conservation Board  
External Evaluator, NZQA

## **Chapman, Sue**

Reviewer, International Journal of Sport Psychology

## **Collins, Chris**

Member, NZITP CEO Committee  
Co-Chair, NZQA-ITP EER Working Group  
Member, VETNZ Working Group  
Member, Business Hawke's Bay Board  
Board Member, Tertiary Accord of New Zealand Ltd (TANZ)  
Trustee, Ōtātara Trust  
ITP Representative, TEC Investment Approach Sector Reference Group  
Member, HB Regional Economic Development Strategy Governance Group  
Member, Hawke's Bay Inter-Sectoral Leadership Forum  
Chair, International Board, International Federation of Evangelical Students (IFES)

### **Crawford, Ruth**

Associate Editor, Neonatal, Paediatric and Child Health Nursing Journal  
Reviewer, Contemporary Nurse  
Member, Education Operations Group, Tairāwhiti Inter-professional Education Project, University of Otago, Tairāwhiti DHB, Hawke's Bay DHB, EIT  
Member, International Research Centre for Communication in Healthcare  
Member, European Association of Communication in Healthcare  
Member, Paediatric Society of New Zealand Member, College for Children and Youth, New Zealand Nurses Organisation

### **Erturk, Emre**

Editorial Board Member, International Journal of E-Learning & Distance Education  
Editorial Board Member, Journal of Engineering, Technology & Applied Science Research  
Assistant Editor, Computing and Information Technology Research and Education New Zealand Conference Proceedings  
Assistant Editor, Journal of Applied Computing and Information Technology  
Reviewer, Springer Book: Data Science and Big Data Computing Frameworks  
Reviewer, ICCTICT-2016 (sponsored by IEEE) International Conference, New Delhi, India  
Reviewer, International Journal of Doctoral Studies  
Reviewer, International Journal of Learning, Teaching and Educational Research  
Founding Member, Australasian Informing Science Institute  
Member, Australasian Business Ethics Network  
Member, Royal Society of New Zealand  
Member, ACM (Association for Computing Machinery)  
Moderator, Unitec Bachelor of Information Technology

### **Friis, Diane**

Member, Institutes of Technology and Polytechnics Library Managers' Forum  
Committee Member, Tertiary Libraries Special Interest Group of the Library and Information Association of New Zealand Aotearoa (LIANZA)  
Committee Member, Library and Information Association of New Zealand Aotearoa (LIANZA) Standing Committee on Copyright

### **Harvey, Clare**

Full academic status, Flinders University of South Australia  
Programs Facilitator, Age Concern Pty Ltd, Australia  
Reviewer, The Collegian

### **Kirton, Diana**

Elected Member, Hawke's Bay District Health Board  
Trustee, Hawke's Bay Power Consumers' Trust

### **Lander, Patrick**

Deputy Chair of Governance Group, Beauty Services Targeted Review of Qualifications  
Member, Multi-sector Technical Advisory Group, Sport and Recreation Targeted Review of Qualifications  
Member, Distance Education Association of New Zealand  
Reviewer, Journal of Science and Cycling  
Session Chair, 2015 ITP Sports Research Symposium

### **Mac Callum, Kathryn**

Executive Committee Member, NZ Assn for Professionals Working in Flexible, Open and Networked Education (FLANZ)  
Editor, Journal of Information Technology Education: Research  
Editor, Journal of Information Technology Education: Innovations in Practice  
Reviewer, Computers & Education International Journal  
Reviewer, Australasian Journal of Educational Technology  
Reviewer, NZ Vocational Education and Training Research Forum, Wellington  
Reviewer, Informing Science and Information Technology Education Conferences  
Reviewer, CITRENT conference 2014, Auckland  
Reviewer, ICALT IEEE International conference on Advanced Learning Technologies  
Program Committee and Reviewer, Australasian Conference on Information Systems  
Moderator, National Advisory Committee on Computing Qualifications  
Moderator, Unitec, Bachelor of Information Technology, Adelaide  
Moderator, Auckland Institute of Studies, Bachelor of Information Technology

### **Marshall, Bob**

Member, Scientific Committee, Hawke's Bay Medical Research Foundation  
Executive Committee, Hawke's Bay Medical Research Foundation  
External Member, Otago Polytechnic Professorial Promotions Committee  
Editorial Board Member Clinical Nursing Studies  
Hawke's Bay Farmers Market Inc. Co-opted member (Research)  
Reviewer, International Nursing Review  
Reviewer, Rehabilitation Nursing  
Reviewer, Clinical Nursing Studies  
Reviewer, BMJ Open  
Reviewer, Journal of Primary Health Care

### **Merchant, Raema**

Member, National Field Education Committee, Council of Social Work Educators Aotearoa New Zealand

### **Meyer, Salomé**

Associate Editor, Continental Journal of Nursing Science  
Reviewer, Health RSA Gesundheit  
Reviewer, Curationis  
Reviewer, International Scientific Advisory Panel, Royal College of Nursing, United Kingdom  
Member, Higher Education Research and Development Society of Australasia  
Member, Distance Education Australia New Zealand  
Member, Central Hub Ako Aotearoa Advisory Group

### **Morris Matthews, Kay**

Editorial Board Member, History of Education  
Editorial Board Member and Reviewer, History of Education Review  
Reviewer, History of Education  
Member, Tertiary Education Commission PBRF Sector Reference Group

### **Oldershaw, Mark**

Trustee, Hawke's Bay Youth Futures Trust  
Chair, Centre for Labour, Employment and Work, Victoria University of Wellington Advisory Board  
Member, Hawke's Bay Inter-Sectoral Group  
Board Member, Global Skills Network



**Paton, Carl**

Associate Editor, Journal of Science and Cycling  
External Examiner, PhD AUT (x2)  
Reviewer, European Journal of Sport Science  
Reviewer, Medicine and Science in Sports and Exercise  
Reviewer, Journal of Science and Cycling  
Reviewer, Journal of Sport Sciences  
Reviewer, Sports Medicine  
Reviewer, Sports Engineering  
Reviewer, PLOS1  
Reviewer, Journal of Human Hypertension  
Reviewer, International Journal of Sports Physiology and Performance  
Reviewer, Journal of Physical Education

**Pentecost, Mandy**

National Executive Member, New Zealand Association of Counsellors  
Reviewer, NZ Journal of Counselling

**Roberts, Jennifer**

Co-Chair, HBDHB/EIT Dedicated Education Unit Steering group  
Chair, EIT DTLT Advisory group  
Member, International Consortium to Study Rationing of Health Care  
Member, Nursing Education in the Tertiary Sector (Aotearoa NZ)  
Member, Nursing Education in the Tertiary Sector (Central Region NZ)

**Rudge, Mandy**

Board Member, Creative Hawke's Bay

**Saywell, Victor**

Member, Institutes of Technology and Polytechnics Finance Forum  
Member, TEC Sector Reference Group – Investment & Asset Management  
Trustee, Stewart Centre @ EIT Trust

**Simkin, Marcus**

Executive Committee Member, Association of Tertiary Learning Advisors of Aotearoa New Zealand (ATLAANZ)

**Skelton, David**

Reviewer, NZ Association of Cooperative Education Conference  
Reviewer, Asia-Pacific Journal of Cooperative Education  
Reviewer, Computing and Information Technology Research and Education of NZ (CITRENTZ) Conference

**Taylor, Lee-Anne**

Committee member, Hawke's Bay Branch Physiotherapy New Zealand  
Board member, Central Netball Zone  
Member Sector Reference Group, Exercise, Sport and Recreation, Mandatory Review of Qualifications  
Hawke's Bay U17 Representative Netball Coach  
Collaboration with Netball NZ on neuromuscular warm up protocol

**Toomey, Christopher**

Member, Institutes of Technology and Polytechnics Tourism and Hospitality Forum

### **Verhaart, Michael**

Executive Editor, Journal of Applied Computing and Information Technology  
Executive Editor, Proceedings of the 6th Annual Conference of the Computing and Information Technology Research and Education of New Zealand Conference, Queenstown, New Zealand. October 6-9, 2015  
Member, Computing and Information Technology Research and Education of New Zealand (CITREnz), Research and Professional Development Focus Group  
Reviewer, M. Jemni, K. Khribi & Kinshuk (Eds.) (2016). Open Education: from OERs to MOOCs. Lecture Notes in Educational Technology, Springer  
Member, International Board of Reviewers, Journal of Information Technology Education: Innovations in Practice  
Reviewer, ASCILITE 2015, Australasian Society for Computers in Learning in Tertiary Education Conference, November 29 - December 2, Perth, Western Australia  
Member, Programme committee, CELDA 2015, 12th International Conference on Cognition and Exploratory Learning in Digital Age, 24 – 26 October 2015, Maynooth, Greater Dublin, Ireland  
Member, Programme Committee, eLmL 2016, 8th International Conference on Mobile, Hybrid, and On-line Learning, April 24 - 28, 2016, Venice, Italy  
Member, Programme Committee, ICALT 2015, 15th IEEE International Conference on Advanced Learning Technologies, July 6-9, 2015, Hualien, Taiwan  
Member, Programme Committee, T4E 2015, 7th IEEE International Conference on Technology for Education, December 10-12, 2015, NIT Warangal, India

### **Westwood, Kirsten**

Board Trustee, Sport Hawke's Bay  
President, Hawke's Bay Medical Research Foundation  
Chair, Hawke's Bay Heart Foundation

### **Williamson, Alasdair**

Reviewer, Elder, Evans & Nizette, Psychiatric and Mental Health Nursing (4th edn.)

# AWARDS, PRIZES & GRANTS 2015

## PRIZES

**Chief Executive's Excellence Award (Research):** Associate Professor Alison Clear (School of Business)

**Chief Executive's Excellence Award (General Staff):** Helen Pirie (School of Computing)

**Chief Executive's Excellence Award (Teaching):** Mandy Pentecost (School of Education & Social Sciences)

**Outstanding Team Award:** Gardening (Mel Brooker, Andy Hargrave, Tammy Price)

**EIT Teaching & Learning Award (Teaching for Māori Success):** Donna Foxall (School of Nursing)

**EIT Teaching & Learning Award (Educational Innovation):** Clinical Arts and Technology (CAT) Centre staff – Del Heard, Becky Nichols, Linda Shaw, Kerrine Donaldson (School of Nursing)

## EXTERNAL RESEARCH GRANTS

Lardelli, Derek	Research and design services for the Gisborne District Council	Gisborne District Council
Forrest, Rachel	The Patu Initiative	Hawke's Bay Medical Research Foundation
King, P., Saunders-Vasconcelos, C., Field, S. * Zhang, T.	Effects of post-veraison anti-transpirant sprays on Sauvignon blanc wine sensory quality in a second year.	Cresswell Jackson New Zealand Wine Trust
Marshall, Bob	Evaluation of Activating Maraenui/Activating Camberley	Sport Hawke's Bay
Saunders-Vasconcelos, C., King, P., Field, S.	Influencing the rate of ripening of wine grapes to produce target wine styles	Key Industries
Verberg, Chris	Project-based learning in Arts and Design: what makes it work?	Ako Aotearoa



## INTERNAL RESEARCH GRANTS

Binding, Wellesley	World War 1 Exhibition of painted artworks in a three artist collaborative project, Hastings' City Art Gallery, November 2015
Buckley, C	Missed Nursing Care: Slipped & Rationed
Erturk, Emre	Cloud Computing for the Regional Enterprise: Improving Security, Recovery and Privacy
Field, Robbie	The Role of Social Networks during the Socialisation Process in Small Firms
Field, Stewart	Does long term undervine cultivation increase the incidence of grapevine trunk disease?
Forrest, Rachel	PATU up!
Gibbs, Steve	Te Hoe Nukuroa - The Travelling Paddle
Hawkesworth, Michael	Hard SF
Kadirov, Djavlonbek	Brand Authenticity and Willingness to Pay a Price Premium for National versus Global Brands
King, Petra	Study of the effects of pre-flowering anti-transpirant sprays on Merlot and Sauvignon Blanc and post-veraison sprays on Sauvignon Blanc wine sensory quality
Mac Callum, Kathryn	Learners and mobile devices: A framework for enhanced learning and institutional change
Munday, Karen	Healthcare professionals' attitudes towards overweight and obese individuals and the impact of perceived fat-bias on overweight and obese diabetic patients
Nelson, Emily	Exploring power in student voice
Paton, Carl	The effects of blood flow occlusion training (Katsu) on aerobic and anaerobic performance and physiology
Saunders-Vasconcelos, M Carmo	The impact of cultural practices on wood carbohydrate reserves of grapevines
Saunders-Vasconcelos, M Carmo	Carbon isotope discrimination as indicator of potential fruit and wine quality
Maria Wynyard	Nga waiata apakura o Te Aitanga a Materoa, Ngati Porou. Elegy compositions written by and for Te Aitanga a Materoa, subtribe of Ngati Porou
Dr Ram Roy	Investigating the enabling factors for the implementation of Lean Six Sigma in Hawke's Bay Supply Chain Industry
Dr Thomas Harding	35 Years of Nursing Education at EIT
Kathryn Mac Callum	Learners with mobile devices - implementation
Alison Pavlovich	The tax disputes process and taxpayer rights: are the inconsistencies proportional
Clare Harvey	3 x projects: Rationing - missed nursing care: An international multi-dimensional problem; The HB opportunistic identification of skin lesions by non-medical professions; Nurse practitioner practice and their impact on delivery
Dr Steve Hinge	Crucibles of Leadership: the test before the lesson
Emily Nelson	Building Student Influence in the Classroom
Mazin Bahho	Log Cabin Project at Ōtātara: A demonstration sustainable building and an educational tool and medium for investigating environmental values
Stewart Field	PhD research publications
Sue Chapman	PhD research publications
Vicki Klein	Care delivery in our long-term aged care facilities
Viv Aitken	Planning in mantle of the expert and dramatic inquiry approaches: A book by Dr Viv Aitken (NZ), Prof. Brian Edmiston (Ohio State, USA) and Iona Towler-Evans (UK)

# 2015 HAWKE'S BAY A&P SOCIETY BAYLEYS WINE AWARDS



WINE	VINTAGE	WINEMAKER	MEDAL AWARDED
Rawhiti Gisborne Gewurztraminer	2015	Linda Tatare	Silver
Sauvignon Blanc	2015	Harminder Singh	Silver
Sauvignon Blanc	2015	Manishkumar Patel	Silver
Francesca Cabernet Franc	2013	Nick Vial	Bronze
Indian Group Sauvignon Blanc	2015	Ghai et colleagues	Bronze
Port	2015	Larissa Duwakin	Bronze
Sauvignon Blanc	2015	Jonathan Hunt	Bronze

# 2015 ROMEO BRAGATO WINE AWARDS

WINE	VINTAGE	WINEMAKER	MEDAL AWARDED
Rawhiti Gisborne Gewurztraminer	2014	Linda Tatare	Bronze
Harmony Syrah	2014	Tom Carpenter, Madeleine Crozier, Eleisha George, Stephan McGowan	Gold

## STATEMENT OF RESOURCES

### for the year ended 31 December 2015

Further to the financial value of resources represented in the Balance Sheet, the Eastern Institute of Technology utilised the following physical resources:

The overall gross floor area of all EIT facilities for 2015 was 57,752 square metres, marginally higher than 2014 which was 57,585 square metres.

#### 1. SITE AND LOCATION

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

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

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

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

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

#### 2. BUILDINGS

##### Hawke's Bay Campus

Buildings at this campus include the trades & technology open plan workshop facilities, a specialty plumbing workshop, a multi-functional science laboratory complex, the tourism and hospitality complex, student amenities facilities and atrium, lecture theatres, Te Ūranga Waka administration complex, 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, ideaschool complex, winery, a video production complex, and farming buildings. These buildings are supplemented by 16 re-locatable units of temporary accommodation.

##### Pettigrew.Green Arena

The Institute leases permanent specialist areas at the Pettigrew.Green Arena opposite the main campus, such as the exercise science laboratory facilities, massage teaching facilities, a specialist fitness gym and portions of the main stadium floor, as well as periodically leasing other spaces such as the PGA gymnasium, lecture theatre and classroom areas 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.

##### 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, workshop area and service spaces.

##### Wairoa Centre

EIT leases a small centre in the Wairoa CBD area which includes a computing suite, classrooms and office facilities. In addition an EIT prefabricated building is located on the grounds providing additional classroom space. Other areas of the main building are being sub-leased to another complementary training organisation.



### Tairāwhiti Campus (Gisborne CBD)

Buildings at this campus include an administration block and library complex, trades training workshop, Toihoukura Māori Arts & Crafts facilities, Middleton Building nursing suites and computing rooms, Te Whatukura Māori Cultural Centre, student centre with a computer hub and cooking teaching facilities, including a public restaurant. There are a number of prefabricated buildings on campus in use.

### 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, a computer hub and administration offices.

### Tokomaru Bay

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

### Tolaga Bay

EIT lease teaching space on the Hauiti Marae site at Tolaga Bay. There are two classrooms, plus kitchen and toilet facilities. In addition to the classroom space there is a large outdoor area to enable both carpentry and horticulture projects to be completed.

### Auckland Centre

For 2015 EIT relocated to new leased facilities in a multi-storey building in the middle of Queen Street, Auckland CBD for programme delivery to international students.

### Space Allocation

Location	Rented Spaces m <sup>2</sup>	Teaching m <sup>2</sup>	Administration m <sup>2</sup>	Amenities m <sup>2</sup>	Services m <sup>2</sup>	Total Net Area m <sup>2</sup>
Taradale	1,759	16,551	5,709	7,555	6,548	38,122
Maraenui	0	254	0	34	14	302
Hastings	0	273	58	43	37	411
Central Hawke's Bay	0	269	76	13	7	365
Wairoa	34	233	42	85	45	439
Pettigrew.Green Arena	0	1,377	0	32	0	1,409
Tairāwhiti	221	6,323	1,556	2,039	939	11,078
RSU Stout Street	0	1,604	213	1,046	45	2,908
Tokomaru Bay	0	133	12	28	3	176
Tolaga Bay	0	184	0	35	24	243
Ruatoria	0	506	81	187	86	860
Auckland	828	288	152	46	125	1,439
<b>Totals</b>	<b>2,842</b>	<b>27,995</b>	<b>7,899</b>	<b>11,143</b>	<b>7,873</b>	<b>57,752</b>

### General Statistical Data on Space Utilisation

#### Gross Floor Area

The total floor area for all EIT facilities is 57,752m<sup>2</sup>, which equates to a floor area of 13.1m<sup>2</sup> per EFTS, for 2015.

#### Net Floor Area

The combined net area of all EIT teaching spaces is 27,995m<sup>2</sup>, which equates to an area of 6.4m<sup>2</sup> per EFTS.

## 3. HUMAN RESOURCES

Expressed as Full Time Equivalent staff (FTEs)

	2010	2011	2012	2013	2014	2015
Tutorial Staff	208.9	292.8	312.0	306.8	291.4	303.3
Allied Staff and Management	182.9	230.5	234.1	224.3	230.5	230.1
<b>Total Staff</b>	<b>391.8</b>	<b>523.3</b>	<b>546.1</b>	<b>531.1</b>	<b>521.9</b>	<b>533.4</b>





# FINANCIAL STATEMENTS

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## BALANCE SHEET

as at 31 December 2015

	Notes	Consolidated			Parent	
		2015 Actual \$000	2015 Budget \$000	2014 Actual \$000	2015 Actual \$000	2014 Actual \$000
ASSETS						
Current Assets						
Cash and Cash Equivalents	1A	1,047	2,140	3,035	1,022	3,002
Short Term Investments	1A	25,000	19,000	20,114	25,000	20,000
Trade and Other Receivables	4	17,687	813	18,366	17,686	18,365
Inventories		396	307	307	396	307
Prepayments		285	303	303	285	303
Total Current Assets		44,416	22,563	42,125	44,389	41,977
Less Current Liabilities						
Trade and Other Payables	5	3,430	2,959	2,972	3,421	2,961
Other Trading Liabilities	5	637	243	531	637	531
Fees and Income in Advance	5	19,787	2,969	19,519	19,787	19,519
Employee Entitlements	9	3,769	3,502	3,502	3,769	3,502
Other Financial Liabilities held for Trading		1	-	-	1	1
Total Current Liabilities		27,624	9,673	26,524	27,615	26,514
Non-Current Assets						
Investments held to Maturity	2	1,084	912	805	2	2
Investments in Subsidiaries	3	-	-	-	1	1
Property, Plant and Equipment	7	108,813	113,867	112,642	108,813	112,642
Intangible Assets	7A	1,021	1,359	1,160	1,021	1,160
Capital Works in Progress	8	4,529	1,134	1,134	4,529	1,134
Total Non-Current Assets		115,447	117,272	115,741	114,366	114,939
Less Non-Current Liabilities						
Lease – Make Good Provision		50	50	50	50	50
Employee Entitlements	9	102	135	135	102	135
Total Non-Current Liabilities		152	185	185	152	185
Net Assets		132,087	129,977	131,157	130,988	130,217
Equity						
General Funds		88,604	85,480	86,660	87,505	85,720
Asset Revaluation Reserve		43,483	44,497	44,497	43,483	44,497
Total Equity		132,087	129,977	131,157	130,988	130,217

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



## REVENUE STATEMENT

for the year ended 31 December 2015

	Notes	Consolidated			Parent	
		2015 Actual \$000	2015 Budget \$000	2014 Actual \$000	2015 Actual \$000	2014 Actual \$000
<b>REVENUE</b>						
Government Funding		38,859	37,966	38,894	38,859	38,894
Merger Funding		-	-	1,500	-	1,500
Fees from Students		15,794	15,384	14,315	15,794	14,315
Contestable Funding		827	750	1,003	827	1,003
Interest Income		1,315	1,102	1,073	1,261	1,026
Other Income		2,866	2,346	3,213	2,731	3,176
<b>Total Operating Revenue</b>		<b>59,661</b>	<b>57,548</b>	<b>59,998</b>	<b>59,472</b>	<b>59,914</b>
<b>EXPENDITURE</b>						
Cost of Services		57,716	57,504	57,048	57,687	57,021
Merger Expenses		-	-	-	-	-
<b>Total Cost of Services</b>	10	<b>57,716</b>	<b>57,504</b>	<b>57,048</b>	<b>57,687</b>	<b>57,021</b>
<b>Net Surplus*</b>		<b>1,944</b>	<b>44</b>	<b>2,950</b>	<b>1,785</b>	<b>2,893</b>

\*Net Surplus for 2011 to 2014 has been affected by the timing differences for the recognition of merger income and expenditure.

## STATEMENT OF COMPREHENSIVE REVENUE AND EXPENSE

for the year ended 31 December 2015

	Notes	Consolidated			Parent	
		2015 Actual \$000	2015 Budget \$000	2014 Actual \$000	2015 Actual \$000	2014 Actual \$000
<b>Net Surplus</b>		<b>1,944</b>	<b>44</b>	<b>2,950</b>	<b>1,785</b>	<b>2,893</b>
<b>OTHER COMPREHENSIVE REVENUE AND EXPENSE</b>						
Building Impairment		(1,014)	-	(3,443)	(1,014)	(3,443)
Gains on Property Revaluations		-	-	-	-	-
<b>Total Other Comprehensive Revenue and Expense</b>		<b>(1,014)</b>	<b>-</b>	<b>(3,443)</b>	<b>(1,014)</b>	<b>(3,443)</b>
<b>Total Comprehensive Revenue and Expense</b>		<b>930</b>	<b>44</b>	<b>(493)</b>	<b>771</b>	<b>(550)</b>

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

## STATEMENT OF CASH FLOWS

for the year ended 31 December 2015

	Notes	Consolidated			Parent	
		2015 Actual \$000	2015 Budget \$000	2014 Actual \$000	2015 Actual \$000	2014 Actual \$000
CASH FLOWS FROM OPERATING ACTIVITIES						
Cash was provided from:						
Government Funding		38,354	37,466	40,868	38,354	40,868
Operating Revenue		3,691	3,096	4,338	3,569	4,338
Student Fees		17,196	15,684	14,555	17,196	14,555
Interest Income		1,353	1,102	943	1,299	896
Total		60,594	57,348	60,704	60,418	60,657
Cash was paid to:						
Employees & Suppliers		50,976	51,428	49,253	50,945	49,224
Total		50,976	51,428	49,253	50,945	49,224
Net Cash Flow from Operating Activities	11	9,618	5,920	11,451	9,473	11,433
CASH FLOWS FROM INVESTING ACTIVITIES						
Cash was provided from:						
Sale of Assets		191	-	54	191	54
Realisation of Investments		20,160	20,003	13,080	20,000	13,040
Total		20,351	20,003	13,134	20,191	13,094
Cash was paid for:						
Short Term Investments		25,000	19,000	20,000	25,000	20,000
Long Term Investments		312	-	64	-	-
Capital Expenditure						
– Property, Plant & Equipment		6,628	7,500	4,284	6,628	4,284
– Intangibles		16	300	39	16	39
Total		31,956	26,800	24,387	31,644	24,323
Net Cash Flow to Investing Activities		(11,605)	(6,797)	(11,253)	(11,453)	(11,229)
CASH FLOWS FROM FINANCING ACTIVITIES						
Cash was provided from:						
Capital Funding		-	-	-	-	-
Net Cash Flow from Financing Activities		-	-	-	-	-
Total Increase (Decrease) in Cash Flows		(1,988)	(877)	198	(1,980)	204
Add Opening Balance		3,035	3,017	2,837	3,002	2,798
Closing Balance		1,047	2,140	3,035	1,022	3,002
Comprising: Cash and Cash Equivalents		1,047	2,140	3,035	1,022	3,002

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 2015

	Notes	Consolidated			Parent	
		2015 Actual \$000	2015 Budget \$000	2014 Actual \$000	2015 Actual \$000	2014 Actual \$000
Opening Balance		131,157	129,933	131,650	130,217	130,767
		131,157	129,933	131,650	130,217	130,767
Net Surplus		1,944	44	2,950	1,785	2,893
Other Comprehensive Revenue & Expense		(1,014)	-	(3,443)	(1,014)	(3,443)
<b>Closing Balance</b>		<b>132,087</b>	<b>129,977</b>	<b>131,157</b>	<b>130,988</b>	<b>130,217</b>

## STATEMENT OF CHANGES IN ASSET REVALUATION RESERVE

for the year ended 31 December 2015

	Notes	Consolidated			Parent	
		2015 Actual \$000	2015 Budget \$000	2014 Actual \$000	2015 Actual \$000	2014 Actual \$000
Opening Balance		44,497	44,497	47,940	44,497	47,940
Land & Buildings Revaluation		-	-	-	-	-
Building Impairment		(1,014)	-	(3,443)	(1,014)	(3,443)
<b>Closing Balance</b>		<b>43,483</b>	<b>44,497</b>	<b>44,497</b>	<b>43,483</b>	<b>44,497</b>

## STATEMENT OF CHANGES IN GENERAL FUND

for the year ended 31 December 2015

	Notes	Consolidated			Parent	
		2015 Actual \$000	2015 Budget \$000	2014 Actual \$000	2015 Actual \$000	2014 Actual \$000
Opening Balance		86,660	85,436	83,710	85,720	82,827
Net Surplus		1,944	44	2,950	1,785	2,893
<b>Closing Balance</b>		<b>88,604</b>	<b>85,480</b>	<b>86,660</b>	<b>87,505</b>	<b>85,720</b>

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



## STATEMENT OF COMMITMENTS

as at 31 December 2015

### CAPITAL WORKS

EIT is undertaking the following capital works:

**Hawkes Bay Campus – Hair & Beauty Building Upgrade:** There was a \$105K commitment in regard to this project at balance date.

**Hawkes Bay Campus – Veterinary Nursing Building and Facilities Upgrade:** There was a \$524K commitment in regard to this project at balance date.

**Hawkes Bay Campus – Library Building Upgrade:** There was a \$525k commitment in regard to this project at balance date.

**Tairāwhiti Campus – Te Whātakura Building Upgrade:** There was a \$206K commitment in regard to this project at balance date.

**Tairāwhiti Campus – Toi Houkura Building Upgrade:** There was a \$220K commitment in regard to this project at balance date.

**Tairāwhiti Campus – Administration Building Upgrade:** There was a \$148K commitment in regard to this project at balance date.

**Tairāwhiti Campus – Restaurant Building Upgrade:** There was a \$140K commitment in regard to this project at balance date.

Capital Works	2015 \$000	2014 \$000
Buildings	1,868	2,546
<b>Total Capital Works Commitment</b>	<b>1,868</b>	<b>2,546</b>

Non-Cancellable: Operating Contracts	2015 \$000	2014 \$000
Operating commitments in respect of motor vehicles, cleaning, photocopying and accommodation are as follows:		
Due within one year	1,121	608
Due later than one year, but not later than five years*	2,208	1,845
	<b>3,329</b>	<b>2,453</b>

\*The duration of these leases varies between 24 and 72 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 2015

### 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'), Eastern Institute of Technology Ltd (a wholly owned subsidiary) 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 (PBEs) 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 2015. The financial statements were authorised for issue by the Council on 6 April 2016.

### SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

#### Basis of preparation

- (a) The financial statements have been prepared on a going concern basis, and the accounting policies have been applied consistently throughout the period.
- (b) 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.
- (c) These financial statements, including the comparatives, have been prepared in accordance with the Public Sector PBE Accounting Standards (PBE Standards) - Tier 1. These standards are based on International Public Sector Accounting Standards (IPSAS). Previously published financial statements have been prepared in accordance with NZ equivalents to International Financial Reporting Standards as appropriate for public benefit entities (NZ IFRS (PBE)). The impact of moving from NZ IFRS (PBE) to PBE Standards was not significant to the net surplus. This is due to a strong degree of convergence between the two suites of standards. These financial statements comply with PBE accounting standards. These financial statements are the first financial statements presented in accordance with the new PBE accounting standards. The material adjustments arising on transition to the new PBE accounting standards are explained in note 21.
- (d) For the purposes of these financial statements, the Eastern Institute of Technology has been designated as a public benefit entity (PBE). Public benefit entities (PBEs) are reporting entities whose primary objective is to provide goods or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for a financial return to equity holders.
- (e) Standards issued and not yet effective and not early adopted

#### *Not-for-profit enhancements*

In May 2013, the External Reporting Board issued a new suite of PBE accounting standards for application by public sector entities for reporting periods beginning on or after 1 July 2014. The Institution and group has applied these standards in preparing the 31 December 2015 financial statements. In October 2014, the PBE suite of accounting standards was updated to incorporate requirements and guidance for the not-for-profit sector. These updated standards apply to PBEs with reporting periods beginning on or after 1 April 2015. The Institute and group will apply these updated standards in preparing its 31 December 2016 financial statements and it expects there will be minimal or no change in applying these updated accounting standards.

#### *Disclosure initiative*

PBE IPSAS 1 Presentation of Financial Statements has recently been updated to address perceived impediments to preparers exercising their judgement in preparing financial statements. These amendments apply to the Institute and group in preparing the 31 December 2016 financial statements. The Institute and group will be considering these amendments and relooking at how its financial statements are presented in preparing the 31 December 2016 financial statements.

#### *Other amendments*

While there are other amendments issued and not yet effective, the Institute and group does not consider these to be relevant and therefore no information has been disclosed about these amendments.

- (f) 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.
- (g) The preparation of financial statements 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.
- (h) 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.
- (i) Judgements made by management 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.
- (j) 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 the Tertiary Education Commission, which funds part of EIT's costs in providing tertiary education to the Hawke's Bay and Tairāwhiti regions.

Government tuition funding is classified as non-exchange revenue. It is recognised when eligibility to receive the funding has been established and there are no conditions attached.

#### **(b) Student Tuition Fees**

Revenue from domestic student tuition fees is classified as non-exchange revenue. It is recognised once there are no conditions attached. Revenue from international student tuition fees is classified as exchange revenue.

#### **(c) Sale of Materials**

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

#### **(d) Interest Income**

Revenue is recognised as the interest accrues.



## 2. Budget Figures

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

The budget figures have been prepared in accordance with generally accepted accounting practice and were not prepared in accordance with the Public Sector PBE Accounting Standards (PBE Standards) - Tier 1 as the adjustments arising on transition were unknown at budget time.

## 3. Property, Plant and Equipment

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

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

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

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

### Additions

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

### Disposals

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

## 4. Capital Work in Progress

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

## 5. Depreciation

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

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

## 6. Intangibles

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

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

## 7. Impairment

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

### **Loans and receivables (including cash , cash equivalents, 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 Revenue Statement in the other revenue or expenses line item. An impairment loss on a revalued asset is recognised directly against any revaluation surplus for that asset.

### **Value in use for non-cash-generating assets**

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

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

### **Value in use for cash-generating assets**

Cash-generating assets are those assets that are held with the primary objective of generating a commercial return.

The value in use for cash-generating assets and cash-generating units is the present value of expected future cash flows.

## 8. Revaluations

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

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

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

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

Any net revaluation decrease is recognised in the Revenue 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 Revenue Statement in the year the item is de-recognised.

## **9. Receivables**

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

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

## **10. Inventories**

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

Inventories acquired through non-exchange transactions are measured at fair value at the date of acquisition.

## **11. Financial Assets**

EIT classifies its financial assets into the following four categories: financial assets at fair value through profit or loss, held-to-maturity investments, loans and receivables, and financial assets available for sale. 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 revenue 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 revenue 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 Revenue 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 Revenue 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 Eastern Institute of Technology Ltd and the Otatara Trust have been consolidated into Eastern Institute of Technology's financial statements for the years ended December 2014 and 2015.

Investments in subsidiaries are measured at cost.

	Consolidated		Parent	
	2015 \$000	2014 \$000	2015 \$000	2014 \$000
Eastern Institute of Technology Ltd	-	-	1	1
<b>Total</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>1</b>

## 19. Borrowing Costs

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

## 20. Equity

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

The components of equity are:

- General Funds
- Asset Revaluation Reserve

## 21. Critical Judgements in Applying Accounting Policies

Management has exercised the following critical judgements in applying accounting policies for the year ended 31 December 2015:

### Property Revaluations

Accounting policy note 8 provides information about the estimates and assumptions exercised in the measurement of revalued assets.

### Crown owned land and buildings

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

### Distinction between revenue and capital contributions

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

### Measurement of assets and liabilities

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

### Changes in Accounting Policy

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

## NOTES TO THE FINANCIAL STATEMENTS

### for the year ended 31 December 2015

#### 1. Cash, Cash Equivalents and Short Term Investments

##### (a) Current

	Consolidated		Parent	
	2015 \$000	2014 \$000	2015 \$000	2014 \$000
ASB Bank	1,000	6,000	1,000	6,000
Bank of New Zealand	8,000	7,000	8,000	7,000
Forsyth Barr for Ōtātara Trust	25	25	-	-
Investments – Current Portion	-	114	-	-
Kiwi Bank	3,000	-	3,000	-
ANZ Bank	6,000	3,000	6,000	3,000
Westpac	8,022	7,010	8,022	7,002
<b>Total</b>	<b>26,047</b>	<b>23,149</b>	<b>26,022</b>	<b>23,002</b>
<b>These funds are held for:</b>				
Operating Purposes	25,967	22,948	25,942	22,915
Specific Purposes	80	201	80	87
<b>Total</b>	<b>26,047</b>	<b>23,149</b>	<b>26,022</b>	<b>23,002</b>
<b>These funds are classified as:</b>				
Cash and Cash Equivalents	1,047	3,035	1,022	3,002
Short Term Investments	25,000	20,114	25,000	20,000
<b>Total</b>	<b>26,047</b>	<b>23,149</b>	<b>26,022</b>	<b>23,002</b>

The carrying value of cash at bank, call deposits, and term deposits with maturities less than three months approximates their fair value.

##### (b) Interest Rates

The average interest rate and associated maturity of investments are:

		2015	2014
Current Average Interest Rate		3.94%	4.55%
	Less than 6 months \$000	6-12 months \$000	12 -24 months \$000
Current – maturity at 31 December 2015 for the Group	19,000	6,000	-

#### 2. Investments held to Maturity

	Consolidated		Parent	
	2015 \$000	2014 \$000	2015 \$000	2014 \$000
Forsyth Barr Held to maturity	717	492	-	-
Forsyth Barr for Fair Value through PL	365	311	-	-
Farmlands Shares	2	2	2	2
<b>Total</b>	<b>1,084</b>	<b>805</b>	<b>2</b>	<b>2</b>

#### 3. Investment in Subsidiaries

	Consolidated		Parent	
	2015 \$000	2014 \$000	2015 \$000	2014 \$000
Eastern Institute of Technology Ltd	-	-	1	1
<b>Total</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>1</b>

## FAIR VALUE

### New Zealand Government Bonds

New Zealand Government Bonds are recognised at their fair value. Fair value has been determined using quoted market bid prices from independently sourced market information for Government bond prices.

### Listed Shares

Listed shares are recognised at their fair value. Fair value has been determined using published bid price quotations from the NZX at balance date.

### Managed Fund

The managed fund is measured at fair value and consists of listed shares and listed bonds. The fair value of the managed fund investments is determined using the same methods and assumptions as described above for listed shares and Government bonds.

## 4. Trade and Other Receivables

	Consolidated		Parent	
	2015 \$000	2014 \$000	2015 \$000	2014 \$000
<b>Student Receivables</b>				
Student Fee Receivables	204	197	204	197
Less: Provision for Impairment	(197)	(149)	(197)	(149)
<b>Net Student Fee Receivables</b>	<b>7</b>	<b>48</b>	<b>7</b>	<b>48</b>
<b>Other Receivables</b>				
Other Debtors and Receivables	723	1,096	722	1,095
Less: Provision for Impairment	(33)	(30)	(33)	(30)
<b>Net Other Receivables</b>	<b>690</b>	<b>1,066</b>	<b>689</b>	<b>1,065</b>
<b>Other Non-Exchange Receivables</b>				
Other Non-Exchange Receivables	16,990	17,252	16,990	17,252
<b>Total Debtors and Other Receivables</b>	<b>17,687</b>	<b>18,366</b>	<b>17,686</b>	<b>18,365</b>

Other Receivables includes accrued interest receivable.

### Ageing of Student Receivables:

	2015			2014		
	Gross \$000	Impairment \$000	Net \$000	Gross \$000	Impairment \$000	Net \$000
<b>Institute and Group</b>						
Due 1-30 days	3	-	3	1	-	1
Due 31-60 days	4	-	4	3	-	3
Due 61-90 days	27	(27)	-	5	-	5
Greater than 90 days	170	(170)	-	188	(149)	39
<b>Total</b>	<b>204</b>	<b>(197)</b>	<b>7</b>	<b>197</b>	<b>(149)</b>	<b>48</b>

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.

The Institute holds no collateral as security or other credit enhancements over receivables that are either past due or impaired.

## 5. Trade and Other Payables

	Consolidated		Parent	
	2015 \$000	2014 \$000	2015 \$000	2014 \$000
Creditors	1,494	1,723	1,494	1,723
Accrued Expenses	1,109	550	1,100	539
Contract Retentions	210	61	210	61
GST Payable	617	638	617	638
<b>Total Creditors and Other Payables</b>	<b>3,430</b>	<b>2,972</b>	<b>3,421</b>	<b>2,961</b>

Payables are non-interest bearing and are normally settled on normal commercial terms. Therefore, the carrying value of payables approximates their fair value.

### Other Trading Liabilities

	Consolidated		Parent	
	2015 \$000	2014 \$000	2015 \$000	2014 \$000
Special Funds	80	87	80	87
Statutory Liability	557	444	557	444
<b>Total Other Trading Liabilities</b>	<b>637</b>	<b>531</b>	<b>637</b>	<b>531</b>

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

### Fees and Income in Advance

	Consolidated		Parent	
	2015 \$000	2014 \$000	2015 \$000	2014 \$000
Fees and Income Received in Advance	3,594	3,469	3,594	3,469
Other Non-Exchange Income in Advance	16,193	16,050	16,193	16,050
<b>Total Fees and Income in Advance</b>	<b>19,787</b>	<b>19,519</b>	<b>19,787</b>	<b>19,519</b>

## 6. Banking Facilities (Parent & Consolidated)

The Institute has a credit card facility of \$120K with Westpac (2014: \$120K).



## 7. Property, Plant and Equipment: Current Year 2015

	Opening Cost \$000	Opening Accum Depn \$000	Opening Carrying Amt \$000	Impairment \$000	Additions \$000	Disposals Cost \$000	Net Book* Reclassification \$000	Closing Cost \$000	Disposals Accum Depn \$000	Depn \$000	Closing Accum Depn \$000	Closing Carrying Amount \$000
Land & Infrastructure Institute	9,517	269	9,248	-	1	-	-	9,518	-	270	539	8,979
Land & Infrastructure Crown	9,912	21	9,891	-	-	-	-	9,912	-	21	42	9,870
<b>Total Land &amp; Infrastructure</b>	<b>19,429</b>	<b>290</b>	<b>19,139</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>19,430</b>	<b>-</b>	<b>291</b>	<b>581</b>	<b>18,849</b>
Building and Services – Institute	64,733	2,308	62,425	(1,014)	1,580	10	-	65,289	-	2,382	4,690	60,600
Building and Services – Crown	26,127	1,193	24,934	-	23	-	-	26,150	-	1,167	2,360	23,789
Leasehold Improvements	600	280	320	-	-	-	-	600	-	54	334	266
<b>Total Building, Services and Leasehold Improvements</b>	<b>91,460</b>	<b>3,781</b>	<b>87,679</b>	<b>(1,014)</b>	<b>1,603</b>	<b>10</b>	<b>-</b>	<b>92,039</b>	<b>-</b>	<b>3,604</b>	<b>7,385</b>	<b>84,655</b>
Motor Vehicles	1,514	940	574	-	251	59	-	1,707	46	211	1,105	601
Plant & Equipment	15,553	12,448	3,105	-	783	648	-	15,688	657	1,419	13,210	2,478
Other Assets	4,411	2,266	2,145	-	571	184	-	4,798	7	309	2,568	2,229
<b>Total other Assets</b>	<b>21,478</b>	<b>15,654</b>	<b>5,824</b>	<b>-</b>	<b>1,605</b>	<b>891</b>	<b>-</b>	<b>22,192</b>	<b>710</b>	<b>1,939</b>	<b>16,883</b>	<b>5,309</b>
<b>2015 Total</b>	<b>132,367</b>	<b>19,725</b>	<b>112,642</b>	<b>(1,014)</b>	<b>3,208</b>	<b>901</b>	<b>-</b>	<b>133,661</b>	<b>710</b>	<b>5,833</b>	<b>24,848</b>	<b>108,813</b>

\* Net Book Reclassifications are reported net of accumulated depreciation

## 7. Property, Plant and Equipment: Prior Year 2014

	Opening Cost \$000	Opening Accum Depn \$000	Opening Carrying Amt \$000	Impairment \$000	Additions \$000	Disposals Cost \$000	Net Book* Reclassification \$000	Closing Cost \$000	Disposals Accum Depn \$000	Depn \$000	Closing Accum Depn \$000	Closing Carrying Amount \$000
Land & Infrastructure Institute	9,477	-	9,477	-	40	-	-	9,517	-	269	269	9,248
Land & Infrastructure Crown	9,912	-	9,912	-	-	-	-	9,912	-	21	21	9,891
<b>Total Land &amp; Infrastructure</b>	<b>19,389</b>	<b>-</b>	<b>19,389</b>	<b>-</b>	<b>40</b>	<b>-</b>	<b>-</b>	<b>19,429</b>	<b>-</b>	<b>290</b>	<b>290</b>	<b>19,139</b>
Building and Services – Institute	67,031	-	67,031	(3,460)	1,162	-	-	64,733	-	2,308	2,308	62,425
Building and Services – Crown	26,070	-	26,070	-	57	-	-	26,127	-	1,193	1,193	24,934
Leasehold Improvements	599	225	374	-	1	-	-	600	-	55	280	320
<b>Total Building, Services and Leasehold Improvements</b>	<b>93,700</b>	<b>225</b>	<b>93,475</b>	<b>(3,460)</b>	<b>1,220</b>	<b>-</b>	<b>-</b>	<b>91,460</b>	<b>-</b>	<b>3,556</b>	<b>3,781</b>	<b>87,679</b>
Motor Vehicles	1,409	764	645	-	142	37	-	1,514	30	206	940	574
Plant & Equipment	14,766	11,294	3,472	-	1,397	610	-	15,553	593	1,747	12,448	3,105
Other Assets	4,176	1,950	2,226	-	257	22	-	4,411	1	317	2,266	2,145
<b>Total other Assets</b>	<b>20,351</b>	<b>14,008</b>	<b>6,343</b>	<b>-</b>	<b>1,796</b>	<b>669</b>	<b>-</b>	<b>21,478</b>	<b>624</b>	<b>2,270</b>	<b>15,654</b>	<b>5,824</b>
<b>2014 Total</b>	<b>133,440</b>	<b>14,233</b>	<b>119,207</b>	<b>(3,460)</b>	<b>3,056</b>	<b>669</b>	<b>-</b>	<b>132,367</b>	<b>624</b>	<b>6,116</b>	<b>19,725</b>	<b>112,642</b>

\* Net Book Reclassifications are reported net of accumulated depreciation

## 7A. Intangible Assets: 2015, 2014

	Opening Cost \$000	Opening Accum Amortisation & Impairment	Opening Carrying Value \$000	Additions \$000	Disposals \$000	Closing Cost \$000	Disposals Accum Amortisation \$000	Impairments & Amortisation \$000	Closing Accum Amortisation & Impairment \$000	Closing Carrying Amount \$000
Acquired Software	2,789	2,623	166	16	-	2,805	-	104	2,727	78
RISEC Trust prepayment*	3,100	2,106	994	-	-	3,100	-	51	2,157	943
<b>2015 Total</b>	<b>5,889</b>	<b>4,729</b>	<b>1,160</b>	<b>16</b>	<b>-</b>	<b>5,905</b>	<b>-</b>	<b>155</b>	<b>4,884</b>	<b>1,021</b>
Acquired Software	2,804	2,466	338	39	54	2,789	55	212	2,623	166
RISEC Trust prepayment*	3,100	2,053	1,047	-	-	3,100	-	53	2,106	994
<b>2014 Total</b>	<b>5,904</b>	<b>4,519</b>	<b>1,385</b>	<b>39</b>	<b>54</b>	<b>5,889</b>	<b>55</b>	<b>265</b>	<b>4,729</b>	<b>1,160</b>

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

## 7B. 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.

Impairments to buildings in 2015 (\$1,014k) and 2014 (\$3,443k) relate to weather tightness issues identified and assessed.

There are no restrictions on assets.

## 8. Capital Works in Progress (Parent & Consolidated)

	Consolidated		Parent	
	2015 \$000	2014 \$000	2015 \$000	2014 \$000
Buildings	4,178	1,134	4,178	1,134
Intangibles	351	-	351	-
<b>Total Work in Progress</b>	<b>4,529</b>	<b>1,134</b>	<b>4,529</b>	<b>1,134</b>

## 9. Employee Entitlements

	Consolidated		Parent	
	2015 \$000	2014 \$000	2015 \$000	2014 \$000
<b>Current Portion</b>				
Salary Accrual	1,228	1,024	1,228	1,024
Annual Leave Accrual	2,541	2,478	2,541	2,478
<b>Total</b>	<b>3,769</b>	<b>3,502</b>	<b>3,769</b>	<b>3,502</b>
<b>Non Current Portion</b>				
Long Service Leave	22	28	22	28
Retirement Gratuities	80	107	80	107
<b>Total</b>	<b>102</b>	<b>135</b>	<b>102</b>	<b>135</b>
<b>Total Employee Entitlements</b>	<b>3,871</b>	<b>3,637</b>	<b>3,871</b>	<b>3,637</b>

## 10. Cost of Services

The Institute has included the following expenses in the Revenue Statement:

	Consolidated		Parent	
	2015 \$000	2014 \$000	2015 \$000	2014 \$000
Audit Fees External	104	104	100	100
Audit Fees PBRF	-	3	-	3
<b>Total Audit Fees</b>	<b>104</b>	<b>107</b>	<b>100</b>	<b>103</b>
Depreciation – Buildings	1,072	1,222	1,072	1,222
Depreciation – Services	808	774	808	774
Depreciation – Other	3,953	4,120	3,953	4,120
<b>Total Depreciation</b>	<b>5,833</b>	<b>6,116</b>	<b>5,833</b>	<b>6,116</b>
Amortisation of RISEC Trust Prepayment	51	53	51	53
Amortisation of Computer Software	104	212	104	212
Fees paid to Council Members – Refer Note 16	133	133	133	133
Leasing of Vehicles and Electronic Equipment	2	31	2	31
Renting of Buildings	504	451	504	451
(Gain) / Loss on Disposal of Assets or Assets Written Off	-	(4)	-	(4)
Bad Debts	91	46	91	46
Salaries and Wages	35,271	33,604	35,271	33,604
Employee Defined Contribution Plan	764	690	764	690
Change in Provision for Impairment on Receivables	40	47	40	47
Other Costs	14,819	15,562	14,794	15,539
<b>Total</b>	<b>51,779</b>	<b>50,825</b>	<b>51,754</b>	<b>50,802</b>
<b>Total Costs</b>	<b>57,716</b>	<b>57,048</b>	<b>57,687</b>	<b>57,021</b>

## 11. Reconciliation of the Net Cash Flow from Operating Activities with the Net Operating Surplus

	Consolidated		Parent	
	2015 \$000	2014 \$000	2015 \$000	2014 \$000
Net Operating Surplus	1,944	2,993	1,785	2,893
Add Back Non-Cash Depreciation & Other Items	5,974	6,319	5,988	6,363
<b>+ / (-) Movements in Working Capital Items</b>				
(Increase)/Decrease in Accounts Receivable and Prepayments	435	(558)	435	(564)
(Increase)/Decrease in Inventory	(89)	415	(89)	415
(Decrease)/Increase in Accounts Payable and Provisions	900	1,047	900	1,091
(Decrease)/Increase in Income in Advance	454	1,235	454	1,235
<b>Net Cash Flow from Operating Activities</b>	<b>9,618</b>	<b>11,451</b>	<b>9,473</b>	<b>11,433</b>

## 12. Financial Instruments

### (a) Financial Instrument Categories

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

	Consolidated		Parent	
	2015 \$000	2014 \$000	2015 \$000	2014 \$000
<b>FINANCIAL ASSETS</b>				
<b>Loans and Receivables</b>				
Cash and Cash Equivalents	1,047	3,035	1,022	3,002
Student Receivables	7	48	7	48
Other Receivables	690	1,066	689	1,065
<b>Other Financial Assets</b>				
– Term Deposits	25,000	20,000	25,000	20,000
<b>Total Loans and Receivables</b>	<b>26,745</b>	<b>24,149</b>	<b>26,718</b>	<b>24,115</b>
Investments Held to Maturity	1,084	919	2	2
<b>FINANCIAL LIABILITIES</b>				
<b>Financial Liabilities at Amortised Cost</b>				
Trade and Other Payables	3,430	2,972	3,421	2,961
Other Trading Liabilities	637	531	637	531
<b>Total Financial Liabilities at Amortised Cost</b>	<b>4,067</b>	<b>3,503</b>	<b>4,058</b>	<b>3,492</b>

### (b) 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.

### 13. Subsequent Events

There were no subsequent events.

### 14. Contingent Assets and Liabilities

Contingent Liabilities – As at 31 December the Institute has no known contingent liabilities (2014: Nil)

Contingent Assets – EIT have legal proceedings underway where the conclusion is uncertain, however we expect to receive compensation of a value unable to be determined. (2014: Nil).

### 15 Related Party Information

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

There are no related party transactions to be disclosed.

	Actual 2015 \$000	Actual 2014 \$000
<b>Key Management Personnel</b>		
<b>Council Members</b>		
Full-time equivalent members	8	8
Remuneration (\$000)	133	133
<b>Executive Management Team, including the Chief Executive</b>		
Full-time equivalent members	12	12
Remuneration (\$000)	1,894	1,812

Executive Management personnel include the Chief Executive, Deputy Chief Executive, Service Section Directors, Tairāwhiti Campus Director and Faculty Deans.

Due to the difficulty in determining the full-time equivalent for Council members, the full-time equivalent figure is taken as the number of Council members.

There were no other related-party transactions.

## 16. Council Member Fees

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

Council Member	2015 \$	2014 \$
D Pearson	28,800	28,800
M Morgan	18,000	18,000
H Collier	14,400	14,400
R McKelvie	14,400	14,400
J Poulain	14,400	14,400
S Smail	14,400	14,400
T Te Huia	14,400	14,400
G Travers	14,400	14,400
<b>Total</b>	<b>133,200</b>	<b>133,200</b>

## 17. Capital Management

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

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

EIT has the following reserve:

- Asset Revaluation Reserve

## 18. Compulsory Student Services Fees

The Institute began charging a student services levy in 2013.

## 19. Explanation of Major Variances against Budget

### Income statement

Total consolidated operating revenue for the year was above budget by \$2.2M. Student fees were \$0.4M up on budget, with domestic student fees being lower as a result of recent government policies and domestic student enrolment patterns, more than offset by international student fees being higher than budgeted. Government funding was \$0.9M higher than budget with increased funding in policies to support Maori and Pacific Trades Training and under 25 years foundation education students being a significant factor, together with better than budgeted revenue across a range of other government funding streams. Increased other income of \$0.6M and higher interest income of \$0.2M also contributed.

Total consolidated expenditure for the year was \$0.2M above budget. Operating costs were \$0.6M below budget, reflecting reduced costs across the institute generally during the year to improve on budgeted expenditure. This was offset by personnel costs being \$1.2M above budget. Depreciation was \$0.4M below budget.

### Balance sheet

Institute consolidated cash and cash equivalents were below budget by \$1.1M and short term investments were above budget by \$6.0M, reflecting the better operating result, lower capital expenditure and higher current liabilities.

Non-current assets were \$1.8M lower than budget, primarily because of impairment of leaky buildings of \$1.0M, and lower capital expenditure but less depreciation.

The PBE accounting changes have increased trades and other receivables and increased fees and income in advance, by \$16.8M each. At the time of budgeting the likely impact of PBE changes was not known or budgeted. Trade and other payables, other trading liabilities and employee entitlements were \$1.1M higher than budgeted.

#### Statement of cash flows

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

### 20. Ōtātara Children's Centre

## INCOME AND EXPENDITURE

For the year ended 31 December 2015

	2015 Actual \$000	2015 Budget \$000	2014 Actual \$000
<b>INCOME</b>			
<b>Ministry of Education</b>			
ECE – 20 hours Funding	375	425	392
ECE – Funding Subsidy Under 2	116	109	113
ECE – Funding Subsidy Over 2	131	126	121
<b>Total</b>	<b>622</b>	<b>660</b>	<b>626</b>
Fees – staff, students, public	119	120	119
Family assistance (WINZ)	107	95	97
<b>Total</b>	<b>225</b>	<b>215</b>	<b>216</b>
	<b>848</b>	<b>875</b>	<b>842</b>
<b>Expenses</b>			
Personnel	722	738	721
Other	52	70	59
<b>Total</b>	<b>774</b>	<b>807</b>	<b>780</b>
<b>Net Surplus/(Deficit)</b>	<b>73</b>	<b>68</b>	<b>62</b>

#### Note

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

## 21. Adjustments arising on transition to the new PBE accounting standards

### Reclassification adjustments

There have been no reclassifications on the face of the financial statements in adopting the new PBE accounting standards.

### Recognition and measurement adjustments

The table below explains the recognition and measurement adjustments to the 31 December 2014 comparative information resulting from the transition to the new PBE accounting standards.

	Notes	NZ IFRS (PBE) 2014	Adjustment	PBE Accounting Standards 2014
<b>Statement of financial position</b>				
<b>Current assets</b>				
Trade and Other Receivables	1(a)	1,114	17,252	18,366
<b>Current liabilities</b>				
Fees and Income in Advance	1(a)	3,469	16,050	19,519
<b>Equity</b>				
General fund	1(a)	85,458	1,202	86,660
<b>Statement of comprehensive revenue and expense</b>				
<b>Revenue</b>				
Government Funding	1(b)	38,893	1	38,894
Student Fees	1(b)	14,359	(44)	14,315
<b>Statement of changes in equity</b>				
Balance at 1 January	1(c)	130,405	1,245	131,650
Total comprehensive revenue and expenses	1(c)	(450)	(43)	(493)
<b>Balance at 31 December</b>	<b>1(c)</b>	<b>129,955</b>	<b>1,202</b>	<b>131,157</b>

### Explanatory notes

#### 1. Revenue and liabilities arising from non-exchange transactions

EIT has reviewed all its funding arrangements, including loan and grant arrangements, to identify those non-exchange revenue arrangements that in substance included unfulfilled conditions at 1 January 2014 and 31 December 2014. For those arrangements with unfulfilled conditions at these dates, EIT has determined the extent to which the conditions attached to the funding have been satisfied and therefore the amount of funds received that shall be recognised as revenue. The remainder is recognised as a liability. This has given rise to the following adjustments to the 2014 financial statements, presented as comparative information:

- (a) Payables, Receivables and accumulated surplus: A liability of \$17.9M at 1 January 2014 and \$16.4M at 31 December 2014 has been determined in relation to unfulfilled conditions attached to government funding and student fees.  
  
A receivable of \$18.7M at 1 January 2014 and \$17.3M at 31 December 2014 has been determined in relation to unreceived government funding and student fees.
- (b) Revenue: As a consequence of conditions being fulfilled has been recognised and decreased by \$0.04M for the year ended 31 December 2014.
- (c) Equity Balances: Due to the adjustments in a) and b) above, opening equity at 1 January 2014 has increased by \$0.4M, total comprehensive revenue and expenses for the year ended 31 December 2014 has decreased by \$0.04M, and closing equity at 31 December 2014 has increased by \$0.36M.



## Compulsory Student Services Levy

EIT has consulted with students on the student services levy. The consultation covered the level of fees, the type of services, the procurement of services and the authorisation of expenditure. The fee for 2015 for a full time equivalent student was \$260 including GST and \$70 including GST for distance students only, with pro rata fees for part time students. Income and expenditure associated with the provision of these services is separately accounted for in our accounting system. Details of the types of service and of the income and expenditure for the year are set out below:

	Total \$000	Advocacy & Legal Advice \$000	Careers Information, Advice & Guidance \$000	Counselling Services \$000	Employment Information \$000	Financial Support & Advice \$000	Health Services \$000	Club & Societies \$000	Sport, Recreation and Cultural Activities \$000
<b>Revenue</b>									
Compulsory Student Service Fees	506	53	65	3	18	37	140	26	164
Other	73	8	9	0	3	5	20	4	24
<b>Total Revenue</b>	<b>579</b>	<b>60</b>	<b>75</b>	<b>3</b>	<b>20</b>	<b>42</b>	<b>160</b>	<b>30</b>	<b>188</b>
<b>Expenditure</b>	<b>575</b>	<b>50</b>	<b>76</b>	<b>20</b>	<b>17</b>	<b>34</b>	<b>185</b>	<b>25</b>	<b>168</b>
<b>Surplus/(Deficit)</b>	<b>3</b>	<b>10</b>	<b>(1)</b>	<b>(17)</b>	<b>4</b>	<b>8</b>	<b>(25)</b>	<b>5</b>	<b>20</b>

## Advocacy and Legal Advice

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

## Careers Information, Advice and Guidance

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

## Counselling Services

All campuses have staff dedicated to the provision of pastoral care for students, including additional targeted provision to priority learner groups and international students. Staff and contractors providing student guidance services work together to coordinate initiatives and activities across campuses.

A chaplaincy service is provided in Hawke's Bay.

## Employment Information

A service providing information on employment opportunities for students while they are studying is available and works collaboratively with the EITSA. EITSA itself supports programmes and events that assist students with employment information or opportunities, assists students with the preparation of job applications, holiday employment applications, and communicates employment opportunities and advice.

## Financial Support and Advice

A financial support and advice service is provided to students and those requiring further support are assisted through to budgeting referral services.

## Health Services

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

## Clubs and Societies

External clubs and societies are given the opportunity to promote their services to students during Orientation week and at other events. Clubs and Societies are listed on the EITSA website.

## Sport, Recreation and Cultural activities

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

## STATEMENT OF STATISTICS for the year ended 31 December 2015

### Effectiveness Indicators

EFTS Target: Actual	Target	Actual	%
2011	4,458	4,449	100
2012	4,454	4,472	100
2013	4,236	4,388	104
2014	4,527	4,574	101
2015	4,404	4,398	100

### Efficiency Indicators

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

### Tutorial Staff : Student Ratio

	2011	2012	2013	2014	2015
FTE Tutorial Staff: EFTS	1 : 15.2	1 : 14.3	1 : 14.6	1 : 15.7	1 : 14.5

### Net teaching area per EFTS

	2011	2012	2013	2014	2015
Ratio of teaching area per equivalent full-time student (m <sup>2</sup> )	6.2	5.9	6.1	6.2	6.4

### Gross operating costs per EFTS

Operating Costs	2011	2012	2013	2014	2015
Per EFTS	\$11,587	\$12,279	\$12,573	\$12,472	\$13,117

### Equal Employment Opportunity Indicators

Composition of staff	2015			2014		
	Teaching	Non Teaching	Total	Teaching	Non Teaching	Total
% of full-time staff who identify themselves as Māori	20%	20%	20%	19%	20%	19%
% of female staff	55%	71%	62%	59%	71%	64%
% of full-time staff who identify themselves as having disabilities	3%	6%	4%	3%	5%	4%

### Women and Māori staff in senior positions

	Women	Māori
2011	50%	14%
2012	50%	9%
2013	50%	9%
2014	55%	14%
2015	50%	14%

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

	2011	2012	2013	2014	2015
<b>Short-term Liquidity</b>					
Current Assets/Current Liabilities	220%	188%	204%	159%	161%
<b>Debt: Equity Ratio</b>					
	-	-	-	-	-
<b>Change in Financial Value</b>					
Net Assets (\$000)	116,723	116,825	129,522	129,955	132,087
Change (%)	31.10%	0.10%	10.90%	0.40%	1.64%
<b>Return on Assets</b>					
	5.70%	0.90%	0.00%	2.30%	1.47%
<b>Net Surplus (before extraordinary)</b>					
As % of income	10.90%	1.90%	0.00%	2.50%	3.26%

## EFTS numbers

	2013 Actual	2014 Actual	2015 Target	2015 Actual
Applied Science	649	685	*	-
Primary Industries	-	-	540	531
Veterinary Nursing	-	-	36	37
Viticulture and Wine Science	-	-	125	128
Business	385	469	412	413
Computing	373	448	422	432
Education and Social Sciences	335	324	357	315
English Language Centre	64	150	55	52
Health and Sport Science	459	430	399	411
Ideaschool	252	208	222	220
Nursing	579	536	539	544
Tairāwhiti Adult Community Education	-	***	70	74
Te Uranga Waka	284	348	299	325
Toihoukura	60	56	69	45
Tourism and Hospitality	202	251	218	230
Trades Academy	108	101	120	116
Trades and Technology	522	568	521	525
Training Opportunities**	116	-	-	-
<b>Total EFTS</b>	<b>4,388</b>	<b>4,574</b>	<b>4,404</b>	<b>4,398</b>

\* In 2015 the School of Primary Industries, the School of Viticulture and Wine Science and the Centre of Veterinary Nursing were established, replacing the previous School of Applied Science

\*\* Funding ceased in 2013

\*\*\* Tairāwhiti ACE was included within relevant school prior to 2015

### **Independent Auditor's Report**

#### **To the readers of the Eastern Institute of Technology and group's financial statements and statement of service performance for the year ended 31 December 2015**

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

#### **Opinion on the financial statements and the statement of service performance**

We have audited:

- the financial statements of the Institute and group on pages 93 to 115, that comprise the Balance Sheet as at 31 December 2015, the Revenue Statement, Statement of Comprehensive Revenue and Expense, Statement of Changes in Equity and Statement of Cash Flows for the year ended on that date and the notes to the financial statements that include accounting policies and other explanatory information; and
- the statement of service performance of the Institute and group on pages 49 to 57.

In our opinion:

- the financial statements of the Institute and group on pages 93 to 115:
  - present fairly, in all material respects, the Institute and group's:
    - financial position as at 31 December 2015; and
    - financial performance and cash flows for the year then ended;
  - comply with generally accepted accounting practice in New Zealand and have been prepared in accordance with Public Benefit Entity Reporting Standards.
- the statement of service performance of the Institute and group on pages 49 to 57 presents fairly, in all material respects, the Institute and group's service performance achievements measured against the proposed outcomes described in the investment plan for the year ended 31 December 2015.

Our audit was completed on 6 April 2016. 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 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 the statement of service performance 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 the statement of service performance. 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 the performance information. The procedures selected depend on our judgement, including our assessment of risks of material misstatement of the financial statements and the statement of service performance, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the preparation of the Institute and group's financial statements and statement of service performance 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 the disclosures in the financial statements and the statement of service performance; and
- the overall presentation of the financial statements and the statement of service performance.

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

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

The Council is also responsible for preparing a statement of service performance that presents fairly the Institute and group's service performance achievements measured against the proposed outcomes adopted in the investment plan.

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

The Council is also responsible for such internal control as it determines is necessary to enable the preparation of financial statements and statement of service performance 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 the statement of service performance, whether in printed or electronic form.

### **Responsibilities of the Auditor**

We are responsible for expressing an independent opinion on the financial statements and the statement of service performance and reporting that opinion to you based on our audit. Our responsibility arises from the Public Audit Act 2001.

### **Independence**

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

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

A handwritten signature in black ink, appearing to read 'S B Lucy', is positioned above a horizontal line.

S B Lucy  
Audit New Zealand  
On behalf of the Auditor-General  
Wellington, New Zealand





## **Matters relating to the electronic presentation of the audited financial statements and non financial performance information.**

This audit report relates to the financial statements and non financial performance information of the Eastern Institute of Technology (the Institute) and group for the year ended 31 December 2015 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, non financial performance information and the other requirements since they were initially presented on the website.

The audit report refers only to the financial statements and non financial 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, non financial 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 non financial performance information as well as the related audit report dated 6 April 2016 to confirm the information included in the audited financial statements and non financial 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.





EASTERN INSTITUTE OF TECHNOLOGY Te Aho a Māui

