



# Annual Report 2010

LIVE  
YOUR  
DREAMS









# EIT Mission Statement

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

## EIT Vision

*Educate. Innovate. Transform.*

# EIT Highlights

- Rt Hon John Key, Prime Minister, officially opened EIT's \$8.5 million trades and technology complex on 13 August 2010.
- ITP Quality Review report published in September EIT achieved "highly confident" in educational performance and "confident" in the Institute's self-assessment capability.
- Excellence ranking achieved in External Review for educational performance in wide ranging areas such as nursing, foundation education, business, computing, applied social sciences, fashion design, and research.
- Hon Steven Joyce, Minister of Tertiary Education, approved the merger of EIT Hawke's Bay with Tairāwhiti Polytechnic on 1 December 2010, effective on 1 January 2011.
- Government approved the establishment of a Hawke's Bay Trades Academy based at EIT from 2012, one of eleven academies nationwide, from 113 applicants.
- A new Strategic Plan for 2010-2014 was approved and published.
- 6% growth in equivalent full-time students (3,298 EFTS)
- Higher education delivery remained important with degree level activity the single highest area of programme enrolments representing 35% of all EFTS. There was a 41% increase in the number of year 13 students entering degree programmes. Overall 61% of all EFTS studied were at level 5 and above.
- 100% of EFTS achieved.
- Youth Guarantee programme targeting school leavers who are not in training or education was fully subscribed, with strong educational outcomes.
- Partnership programmes with local secondary schools increased, with strong educational outcomes for students.
- New early childhood education teaching degree launched giving a degree portfolio comprising ten degrees and a range of post-graduate offerings.
- 15% Increase in the number of research outputs.
- 38% increase in external research income.
- Reconstituted Council came into effect from 1 May 2010.
- Upgraded Student Management System successfully implemented.
- Electronic Procurement system successfully implemented.
- EIT was the recipient of a Spirit of Napier Award in recognition of its significant impact in raising the region's profile, contributing to the economy and creating opportunities through the provision of a variety of educational programmes for the benefit of the wider community – locally, nationally and internationally.
- EIT connected to Kiwi Advanced Research Education Network (KAREN) providing very high speed electronic connection to other research institutions, universities and institutes of technology throughout New Zealand, and globally.

# Contents

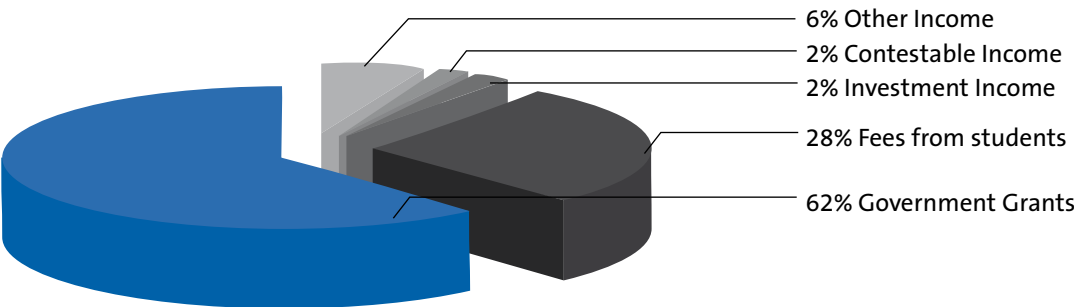
Key Activities & Performance	4
Statement of Responsibility	6
Acknowledgements	6
Council Membership	7
EIT Hawke's Bay Executive	7
Chairman's Foreword	8
Chief Executive's Report	10
Faculty Highlights	14
Māori Consultative Committee / Faculty Advisory Committees	26
Statement of Service Performance	31
Academic Outcomes for 2010	37
Research Outputs in 2010	39
Representation on National/International Organisations and Awards	46
Financial Statements	51

# Key Activities & Performance

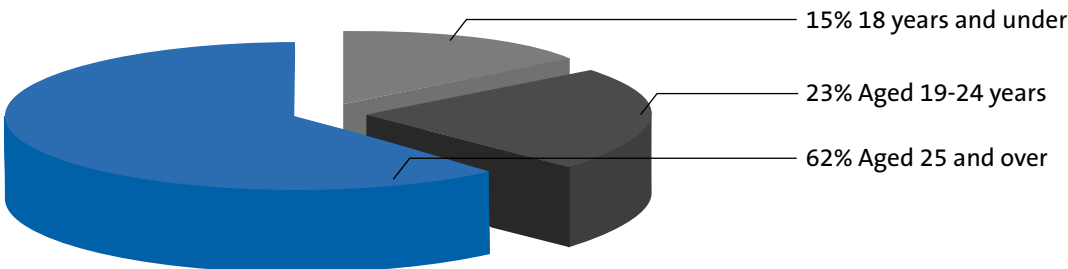
*8,968 students studied at EIT Hawke's Bay in 2010.*

This translates to 3,298 EFTS (equivalent full-time students)

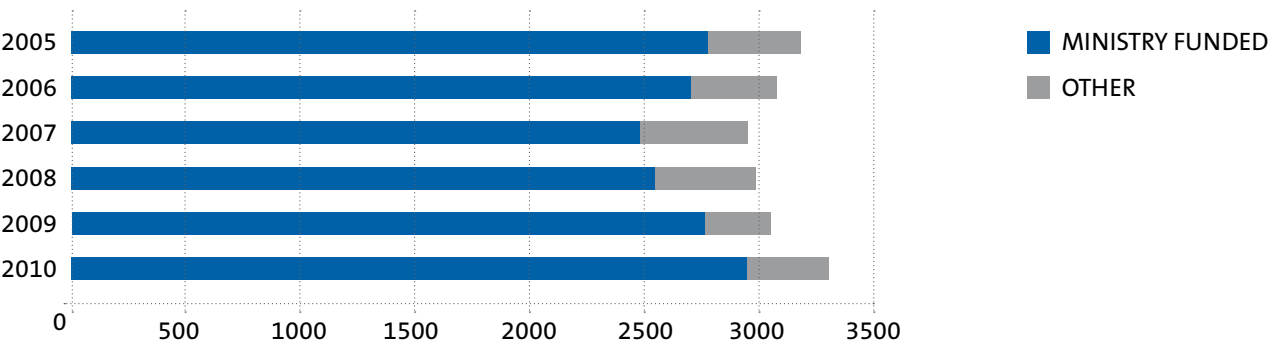
## MONEY WAS RECEIVED IN 2010 FROM



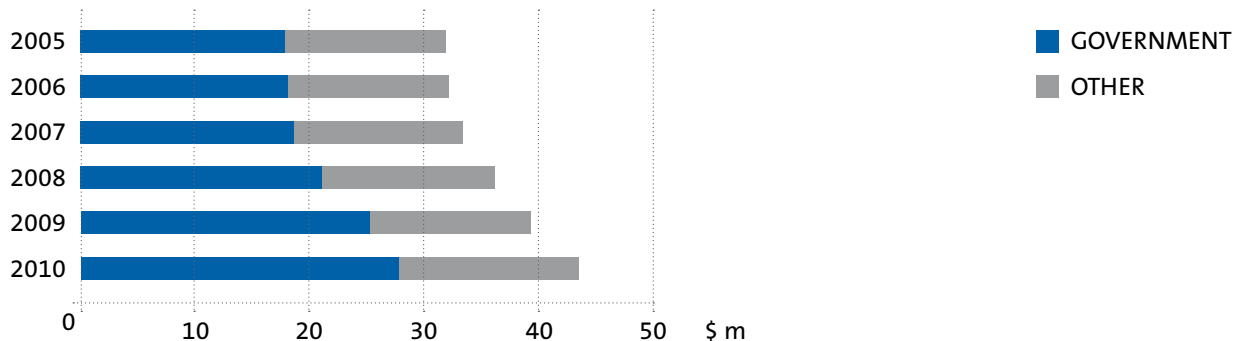
## AGE COMPOSITION OF EIT STUDENTS IN 2010



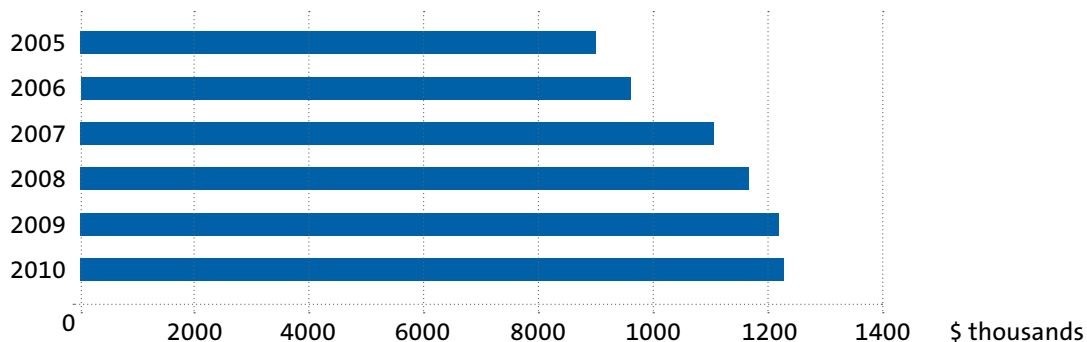
## EFTS GROWTH 2005-2010



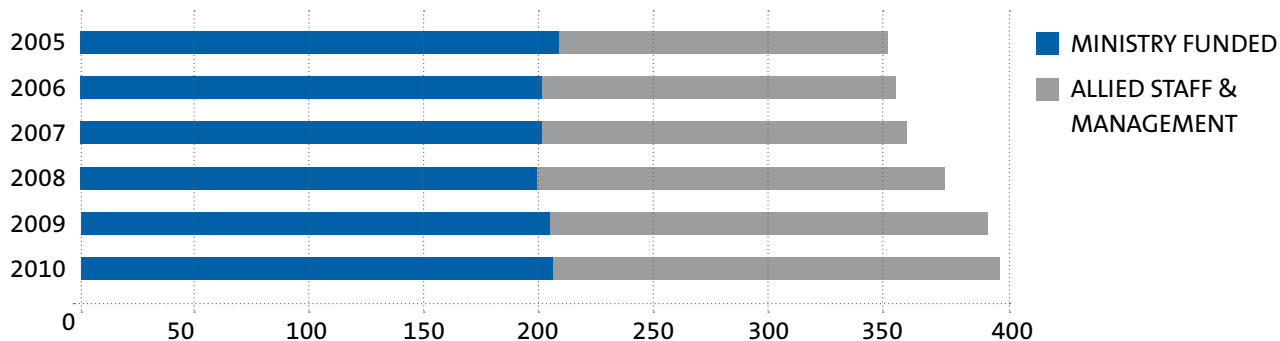
## INCOME 2005 - 2010



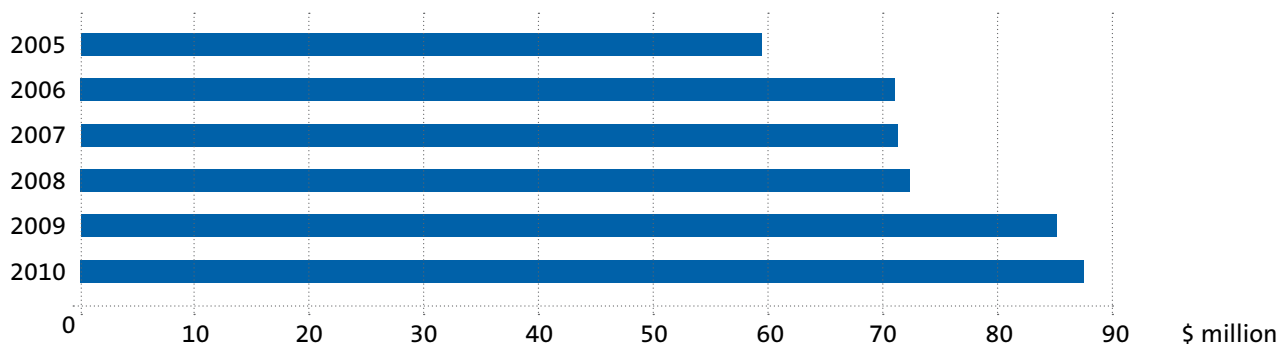
## COST PER EFTS DURING THE PERIOD 2005-2010



## STAFFING NUMBERS 2005-2010



## NET ASSET VALUE 2005-2010



# Statement of Responsibility

## *Annual financial report for year ended 31 December 2010*

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

- we have been responsible for the preparation of these financial statements and statement of service performance and the judgements used therein; and
- we have been responsible for establishing and maintaining a system of internal control designed to provide reasonable assurance as to the integrity and reliability of financial reporting; and
- we are of the opinion that these financial statements and statement of service performance fairly reflect the financial position and operations of this institution for the year ended 31 December 2010.



Council Chairman  
24 March 2011



Chief Executive  
24 March 2011



Corporate Services Director  
24 March 2011

## Acknowledgements

EIT Hawke's Bay gratefully acknowledges grants received from the following organisation during 2010.

- Otatara Trust



# EIT Council Membership 2010

**David Pearson**  
Chair  
Professional Associations / Ministerial

**Kate Radburn**  
Deputy Chair  
Ministerial

**Robert Anderson (until April)**  
HB Federated Farmers

**Cynthia Bowers**  
Territorial Local Authorities / Council

**Christopher Collins**  
Chief Executive / Academic Board Chair

**Lesley Edmunds (until April)**  
Allied Staff

**KAUMATUA**  
Joe Northover, MNZM

**Anne Hiha (until April)**  
Takitimu District Māori Council

**Meagan Joe (until April)**  
Ikaroa Regional District Māori  
Women's Welfare League

**Evan Jones (until April)**  
Academic Staff

**Annie King (until April)**  
Employers & Manufacturers  
Association (Central)

**Kane Koko (until April)**  
EIT Students' Association

**Ross McKelvie**  
Ministerial

**KUIA**  
Makere Paul-Hoetawa, QSM  
Pauline Tangiora, QSM, QSO

**Michael Morgan**  
Ministerial

**Thomas O'Neill (until April)**  
HB District Council of Trade Unions

**Tracee Te Huia**  
Hawke's Bay & Tairāwhiti  
District Health Boards / Council

**Geraldine Travers**  
Co-opted / Ministerial

**Karen Coutts**  
Secretary to Council

## EIT Hawke's Bay Executive

**Christopher Collins**  
Chief Executive

**Claire Hague**  
Deputy Chief Executive

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

**Brenda Chapman**  
Director - Marketing

**Susan Jacobs**  
Dean - Faculty of Health and Sport Science

**Bill Kimberley**  
Director – Human Resources

**Fred Koenders**  
Dean – Faculty of Arts & Social Sciences

**Roger Maaka**  
Dean – Faculty of Māori Studies

**Ian Ritchie**  
Dean - Faculty of Business and Computing

**Victor Saywell**  
Director - Corporate Services

**Ken Whittle (until September)**  
Dean - Faculty of Science and Technology

# Chairman's Foreword

It is a privilege to serve as EIT's Council Chair. EIT continues to lead the way as one of New Zealand's outstanding institutes of technology and for fellow Council members, and me, 2010 has been a significant time to be involved in the governance of an institution which continues to get stronger and achieves excellence in the delivery of tertiary education.



David Pearson

2010 was a year of significant achievements and also new opportunity. Educationally, EIT was independently ranked at the highest level for educational performance by the independent review of quality, with an 'excellence' being achieved across a wide range of areas.

The new self assessment quality regime was also regarded with confidence, as the institution has worked to embed this throughout the year. Our students and our community can have a high level of confidence; their institution has a national reputation for excellence in educational performance.

Higher education delivery at EIT continues to remain very important with a wide range of degrees and post-graduate programmes representing more than 35% of our activity. More students are electing to engage in degree and post-graduate level programmes here at EIT.

The new Early Childhood Education degree programme was one such example of a new degree programme offered in 2010, with strong demand from the community and teaching profession.

2010 was also a year where there was a strong focus on youth, with the number of under-25 year olds continuing to grow. The Government's Youth Guarantee Scheme has been particularly successful at EIT, with places filling very quickly, and with a strong record of success in student outcomes. Similarly the work on the Trades Academy with secondary schools progressed strongly and EIT has been selected, from a long list of applicants nationally, as a site for one of the Government's Trades Academy programmes aimed at supporting secondary schools.

Financially EIT continues to perform strongly, bettering government guidelines for public institutions. An 8% operating surplus was achieved in 2010 of \$3.6m, the cash position is strong, and the overall financial position very sound. EIT continues to be a well managed institution that is very careful about how it uses its financial resources.

*"2010 was a year of significant achievements and also new opportunity."*

Our campus continues to grow also. In 2010 the Prime Minister, Rt Hon John Key, opened our new trades training facility, an \$8.5m capital development project aimed at creating a modern integrated and project-based trades training facility. This, alongside other

developments, continues to position EIT as having one of the outstanding physical campuses in New Zealand, the envy of many other institutions.

2010 was a year of significant change as well. Government legislative amendments moved Councils from the large representative model, to that of a smaller focused business governance model. This meant a reduction from 18 Council members to a Council of eight. It is important to acknowledge the outstanding contribution of Council members who consequently stepped down during 2010: Robert Anderson, Cynthia Bowers, Chris Collins, Lesley Edmunds, Anne Hiha, Meagan Joe, Evan Jones, Annie King, Kane Koko and Thomas O'Neill. All made valuable contributions during their time on Council and for this we are very grateful.

“EIT has a strong record of governance success and competence, and our former larger Council was no exception.”

We were sorry to lose some very strong Council members with the change and while we had some concerns about the loss of representation we also recognised the potential value of a smaller more focused Council.

The new smaller Council has continued very positively. We were pleased to have a high level of continuity from the previous Council, with the new governing body solely comprising members from the pre-existing Council. EIT was one of the few institutions where this occurred, which is recognition of the high regard in which governance of the EIT Councils has been held over a long period.

One major issue to grapple with during 2010 was the partnership options with Tairāwhiti Polytechnic. This led to an eventual merger of Tairāwhiti into EIT at the end of 2010. This was a very important issue

for Council who approached the decision making very seriously. It was our view, and the view of Council colleagues at Tairāwhiti also that, while there are significant challenges in any merger, it would result in a stronger institution with enhanced provision into both the Tairāwhiti and Hawke's Bay regions.

I want to acknowledge colleagues on the Tairāwhiti Polytechnic Council. They had very challenging decisions to make, and undertook these courageously with an unwavering determination to seek the best outcomes for their communities within Tairāwhiti. We also acknowledge the support and advice from TEC and the Minister of Tertiary Education, the Hon Steven Joyce. The EIT Council is committed to following through on the aspirations and vision that all had for advancing the provision of quality tertiary education in the Tairāwhiti region.

It is important also, that I acknowledge the staff at EIT. Their commitment to excellence and serving the people of this region are what makes EIT an outstanding institution. Alongside staff, Council also thanks the many businesses, agencies, professions and industry that support it so strongly, and who partner with EIT to ensure that we remain relevant and connected to our communities. We could not do it without this on-going support and commitment.

Council is excited about the future. The institution continues to go from strength to strength, and we remain committed to our role as governors in playing our part in EIT being an institution that our regions can be very proud of. Thank you to all who support us in that.

Finally, congratulations to all the students who have successfully completed their programmes in 2010. I look forward to conferring and awarding their qualifications at graduation ceremonies in 2011. We wish them well for the future.



David Pearson  
Council Chair



# Chief Executive's Report

2010 was a very strong and positive year for EIT. Significant developments and achievements occurred across the institution, as well as new challenges. Alongside academic achievements, 2010 was also a strong year financially, with a sound financial performance and position recorded. EIT continues to strengthen its position, and is widely regarded as one of New Zealand's leading Institutes of Technology.



Christopher Collins

## High Performing

EIT's reputation as a highly performing institution was demonstrated in the outcomes of the independent External Evaluation & Review exercise carried out by ITP Quality in 2010. EIT was ranked 'highly confident' in its educational performance. An 'excellent' ranking was awarded for educational performance in a wide range of areas, such as learner achievement, outcomes for stakeholders, teaching effectiveness, learner support and guidance, as well as governance and management. Specific areas of focus for the Review also achieved 'excellent' in educational performance for nursing, foundation education, business, computing, applied social sciences, fashion design, and research.

Several areas of the review focus also ranked 'excellent' for the way in which the new 'self-assessment' approach to evaluating effectiveness had been

embedded. The Review was 'confident' with 'self-assessment' approaches across the institution, which was encouraging given that this was a new approach introduced to the tertiary sector in 2010. The overall outcome of the External Evaluation & Review was a very strong result, and is a credit to the commitment and quality of staff across the institution, and evidence of EIT's continued reputation as a tertiary institution achieving excellence.

## Students and Programmes

Student numbers continued to grow in formal credentialled programmes with a 6% growth in equivalent full-time students (3,298 EFTS). This represents nearly 9,000 enrolled students across the institution. Higher education delivery remained important with degree level activity the single highest area of programme enrolments (level 7), representing 35% of all EFTS. Overall 61% of all EFTS studied were at level 5 and above.

"EIT is a leader in strategies to support progressing students to higher levels of study, and is one of the top ranked institutions in the country around successful student progression."

The number of part-time students continued to predominate as students juggled the demands of work and family commitments, with 79% of all students



EIT is committed to being smarter in the way it undertakes the business of education delivery and work occurred during 2010 to advance this cause with the introduction of a significantly upgraded version of its student management system (SMS). It is important to acknowledge the staff across the institution who worked very hard and with significant commitment to make this a success. There were challenges at the outset, some significant, and it was primarily the calibre of our staff that got us 'home'. While there continues to be the odd challenge around bedding down the new SMS, single data returns (SDR) to TEC have occurred early or on time and without error, and internal reporting on data information is now considerably enhanced.

#### Financial Performance

Financially, in 2010, EIT continued its track record of strong performance with a \$3.6m operating surplus (8%), and a sound financial position with positive working capital of \$7.1m (194% ratio) and operating cash flows of \$8.5m. These results were better than budgeted and well ahead of Government guidelines for tertiary institutions.

EIT continued to be rated 'low risk' by the Tertiary Education Commission (TEC), the Government's monitoring agency, and with a 'high level of confidence' around EIT's forecast future. This reflects the sound and stable financial performance and position which EIT has maintained over a long period of time. It is a credit to staff across the institution who use and manage resources prudently, and who recognise the importance of doing so if we are committed to maintaining the provision of high quality tertiary education into our region.

#### Building a Partnership with Tairāwhiti Region

One of the major areas of activity during 2010 was the developing partnership with Tairāwhiti Polytechnic. This involved considerable project activity with colleagues at Tairāwhiti focused on exploring options for greater collaboration. This led to EIT being identified by Tairāwhiti as their preferred partner, and an eventual recommendation by the Councils of both institutions to the Minister of Tertiary Education, Hon Steven Joyce, for the incorporation of Tairāwhiti Polytechnic into EIT.

The Minister subsequently approved this recommendation, resulting in the disestablishment of Tairāwhiti Polytechnic on 31 December 2010, with incorporation into EIT effective from 1 January 2011.

*"This project work with Tairāwhiti involved significant commitment, analysis and learning, and opens up new opportunities for EIT to become a stronger and more effective tertiary institution serving both the Tairāwhiti and Hawke's Bay regions."*

EIT is one of the larger Institutes of Technology in New Zealand, serving the fifth largest urban population grouping (Napier-Hastings-Gisborne) in New Zealand, with numerous towns, and a large rural and highly dispersed and remote catchment stretching from Hicks Bay on the East Cape to Dannevirke in Central Hawke's Bay.

It is important to acknowledge the outstanding commitment and integrity of staff and Council members involved in this project, most particularly those from Tairāwhiti Polytechnic. Ms Judy Campbell, CEO at Tairāwhiti Polytechnic, her senior management team, and the Tairāwhiti Polytechnic Council, demonstrated significant proactive leadership in making this happen. The recent changes in funding models forced hard questions at Tairāwhiti and despite the significant gains and progress made over the last two years in strengthening the institution, the funding model shift for 2011 significantly undermined the viability of the institution. Their unwavering commitment to ensuring continued provision of quality tertiary education in Tairāwhiti was paramount, alongside the courage to make whatever hard decisions were necessary to ensure that provision. Their leadership was selfless and centred on what was best to advance their communities.

It is also important to acknowledge the significant commitment from EIT staff in Hawke's Bay who worked on this project, as well as the advice and support we had from TEC and from the Minister for the merger.



While the work around this project in 2010 was intense at times, it progressed successfully with high levels of goodwill, co-operation and sense of partnership. The challenge now is to fulfil the aspirations as a single institution, providing high quality tertiary education into the communities of Tairāwhiti and Hawke's Bay. Given the commitment and sense of partnership from staff of both institutions in 2010, it augurs well for a bright future.

### Governance Changes

A further area of major change in 2010 occurred with EIT's Council as a result of Government amending legislation to reduce the size of ITP Councils. The ITP sector supported initiatives to strengthen governance and reduce Council sizes. At the same time concerns were expressed that this principle was not being applied in other education sub-sectors, and there were concerns at the potential loss of community involvement, and in particular, Māori representation. Concerns were also expressed around the potential for possible future political interference given legislative changes giving Ministerial powers to appoint half the members of each council, alongside the key positions of Chair and Deputy Chair.

*"The success of EIT over a long period reflects the successful governance of the institution and it is important to acknowledge the importance of contributions from a wide number of Council members who have provided governance leadership to the institution."*

While EIT lost several strong members of Council as a result of this legislative change, it was one of the few institutions where the newly reconstituted Council comprised only members from the previous Council, including continuance of the Chair, David Pearson, and Deputy Chair, Kate Radburn. This was yet another reflection of the success of EIT's Council, and it provided a high level of continuity for the institution.

The new Council has continued strongly and works very well, calling on the varied skills and expertise of its members. Council also worked during the year with Advisory Committee Chairs to reposition Advisory Committees and offer them more strategic input into EIT-wide directions, as well as fulfilling their normal programme advisory functions. Council's willingness to engage with these important regional stakeholders is testament to their determination to preserve a connection with the community voice under the new governance structure.

Finally, it is important to acknowledge Council's role in meeting the challenges of 2010, particularly the significant issues around the merger with Tairāwhiti Polytechnic. On behalf of colleagues, I thank them for their commitment and the leadership and support they have provided for the institution. From my own perspective as Chief Executive, and I know I echo the sentiments of executive colleagues, we are thankful that we have such a capable Council.

### Conclusion

Looking back on 2010 the staff, Council and students should reflect back with a sense of real satisfaction. The institution continues to be regarded as one of the leading institutes of technology within New Zealand. It is recognised as providing high quality tertiary education provision into our communities, and has a wide ranging programme portfolio, from foundation education through to post-graduate programmes. It is financially strong and sound, and has one of the most outstanding campuses in the country.

I want to thank colleagues who provide such commitment and expertise to make EIT the place it is. It is primarily people who make an institution work, not structures or processes. It is a privilege to serve in an institution alongside such capable colleagues. My thanks also go to the many key stakeholders and partners in our community who support us so strongly.

We have significant new challenges in the year ahead, but given the calibre of our people and the support, sense of partnership and goodwill evident in our communities, I have every confidence that EIT will continue to thrive.



Chris Collins  
Chief Executive

# Faculty Highlights

## Faculty of Arts and Social Sciences

The Faculty of Arts and Social Sciences engaged in significant programme development and curriculum design during the year.

The Bachelor of Applied Social Sciences was redesigned to better deliver the two streams of Social Work and Counselling in 2011. On top of this, six new programmes achieved accreditation during the year. A new Level 4 Certificate in Education and Social Sciences was approved that will staircase students into both the Bachelor of Applied Social Sciences and Bachelor of Teaching. A suite of three new hospitality programmes will replace the previous Diploma in Professional Culinary Arts providing an integrated staircase of chef training. Finally, two new programmes have been developed that will be able to be offered to Hawke's Bay in the future - a Certificate in Home Based Care and a Certificate in Contemporary Music Practice.

In addition to all this activity, later in the year a project was initiated to redesign the Diploma and Bachelor of Visual Arts and Design and Certificate of Fashion Apparel, a significant piece of programme development that will see refreshed programmes introduced in 2012. At higher levels, EIT's tenth degree, the new Bachelor of Teaching (Early Childhood Education) started this year and produced 18 graduates, being students who transitioned from the Diploma in Teaching (Early Childhood Education). The Bachelor of Teaching made a solid start with two streams of year one students in 2010 and 2011, reflecting both industry demand and student interest.

The Faculty was successful in gaining an exemption from the moratorium on new teaching qualifications, with the Minister of Education, Hon Anne Tolley, approving EIT to develop both an undergraduate degree and a post graduate Diploma in Primary Teaching.

Curriculum development has begun and strong support is evident from local primary principals, which has been very gratifying. The accreditation scope for both the Bachelor of Applied Social Sciences and Bachelor of Teaching (Early Childhood Education) was successfully extended to include the Tairāwhiti region after the Minister's approval of the merger of EIT and Tairāwhiti Polytechnic was announced late in the year. The Faculty will be offering Social Work training in Tairāwhiti in 2011 and plans, if possible, to offer counselling in 2012.

Two intakes of English Language Training for South East Asian government officials, one in March and the other in July, were successfully provided for NZ Aid, in conjunction with Victoria University and Nelson-Marlborough Institute of Technology.

A workplace experience component was added to the programme this year. We value our partnerships with others, and were delighted to be awarded the Hospitality Standards Institute new Modern Apprentices off job assessment contract for 2011, affirming that Industry Training Organisation's faith in EIT's training systems.

“The Faculty enjoyed another strong year of research from its research active academic staff.”

Staff are building the quality of their outputs for presentation in the 2012 Performance Based Research Fund. Research active staff have worked systematically and diligently, supported by the Faculty research professor, Kay Morris Matthews, who has coached and supported colleagues in their research capability.

A number of externally funded research contracts were won and completed.

A new research contract was won through a tender process by the Faculties of Arts and Social Sciences, Health and Sport Science and Te Manga Māori for a process evaluation of the Tamariki Ora/Wellchild Programme for the Hawke's Bay District Health Board. A Youth Services Mapping project was completed for Te Taiwhenua o Heretaunga. An evaluation of the Anglican Care Seasons Grief Counselling programme for children was completed. A new project was commissioned by Sport Hawke's Bay on an evaluation of the extent to which early childhood centres in Hawke's Bay engage with Sport Hawke's Bay's Healthy Heart and Active movement programmes. An evaluation of the Early Childhood Strategic Plan was conducted in conjunction with the University of Waikato. Research into classroom interactions within field-based teacher education and providing directions for future research was also completed with the Open Polytechnic as a partner institution, and the large research project for the Children's Holding Trust, the Before School Checks evaluation, was completed during the year, ending two years of research for the Trust.

On 17 June a database was launched on the educational and career profiles of New Zealand women graduates to 1920 as well as the first ever listing of NZ girls' schools and founding principals (i.e. all schools that opened for 10 years or more). This is the culmination of a thirteen year research project by Professor Kay Morris Matthews. The database is accessible through the EIT website.

Our students continued to be involved in some high profile activities within our region and nationally. At this year's Great Long Lunch on Marine Parade, the Faculty's Culinary Arts students and staff worked alongside guest chefs Steve Logan and Al Brown (of Logan Brown restaurant in Wellington) to design and prepare the menu. This provided a wonderful opportunity to profile EIT's chef training school to the people of Hawke's Bay. Similarly, the Certificate in Fashion Apparel year two students worked behind the scenes at New Zealand Fashion Week from 20-24 September, the only Institute of Technology to be able to do so. They dressed for well known New Zealand fashion labels such as Starfish, Sabatini, Trelise Cooper, 27 Names and Salasai.

Individuals also shone, with Visual Arts and Design student, Emma Clarkson, winning the BBDO Clemenger Radio New Zealand National Competition "Sounds Like Us" with her Honey Radio design submission. Emma went to Wellington to work with Weta Studios to make the clip for Radio New Zealand. Four Visual Arts and Design students made the list of finalists for this competition. Not to be outdone, Ashton Northcott, a Level 7 Visual Arts and Design student and last year's recipient of the John Pine Scholarship, was invited, along with a number of Visual Arts and Design students, to make artwork towards an exhibition at the Hastings Community Arts Centre. This exhibition is part of the scholarship agreement between the Faculty and the Hastings Community Arts Centre, and was called Ashton's Army.

*"Eleven of the year one Certificate in Fashion Apparel students were selected to present their designs at the Cult Couture Fashion Show in Auckland on 29 October."*

This national yearly event showcases top designs from throughout the country. This year, Jazz Elkington was awarded the runner-up in the Street Wear category – a huge achievement. Two students from the Visual Arts and Design programme, Chris Hyde and Jasmine Elliment, were also selected for the 29th Greenmeadows Rotary Club National Art Exhibition 2010. This exhibition has established a reputation for assembling, each year, the largest collection of paintings by New Zealand artists in Hawke's Bay. The two selected students are chosen under the category of "emerging artists." And finally, two culinary arts students, Laura McKay and Jayden Winterburn, won silver medals at the National Salon Culinaire competition held in Auckland for Toque D'Or.

A regular highlight of our calendar, the annual EIT Fashion Show was held on 19 November at the Hawke's Bay Opera House. This was once again a stunning show, demonstrating student achievement and progress and a fabulous opportunity to showcase EIT's teaching and event management expertise near the end of a very successful year.



## Faculty of Business and Computing

The Faculty enjoyed success on several fronts during 2010 reflecting the efforts of staff and students across curriculum development, teaching, learning and research. Perhaps the most significant event was the coming together of the Applied Science School with the Business and Computing Schools to form a new Faculty, the Faculty of Applied Science, Business and Computing. Matters relating to the Applied Science School are covered in this report under the title of the School's previous Faculty – Technology and Trades.

During the year a new endorsement for the Graduate Diploma in Business was developed in the field of the wine industry, with leadership from the Applied Science School. The purpose was to complement the existing online delivery schedule in the wine and viticulture areas. Additionally, a new course was developed as a pre-entry course for international students to the Graduate Diploma in Business – New Zealand Business Environment. This will ensure that international students are well prepared for study in the New Zealand environment at an advanced level.

Continuing our work in the foundation learning area, the Faculty further developed its Certificates in Computing and Business by embedding literacy and numeracy and improving course completion rates. In this regard the work of staff in the EIT Regional Learning Centres has been greatly appreciated. Linked to these programmes, a new Level 1 programme "National Certificate in Employment Skills" was launched with considerable success.

This qualification has also been utilised as part of a partnership between EIT, the Ministry of Social Development and the Hastings District Council to provide opportunities for work experience and qualification achievement for people on benefits.

"So far the results in terms of permanent work offers and completion of the certificate have been most pleasing."

2010 was also a highly productive year in research. The School of Business organized and hosted the New Zealand Applied Business Education (NZABE) Conference on the theme of "SHAKE-UP: New Perspectives in Business Research & Education," which was held at the War Memorial Conference Centre, Napier, in September. The Faculty contributed 11 papers. Meanwhile, it also made an impact at the 1st Annual Conference of Computing and Information Technology Education and Research in New Zealand (CITRENZ) held in Dunedin in July, again with the faculty contributing six papers, and Michael Verhaart co-editing the official proceedings.

Our international research presence has also been strong, with publications in major refereed journals, and with international conferences. Frina Albertyn and Kathryn MacCallum presented papers at the International Association for Development of the Information Society (IADIS) international conference E-Commerce 2010, Freiburg, Germany. Ram Roy presented a paper at the Production and Operations Management Society (POMS) Conference in Canada.

David Skelton presented a paper on blended learning to the Sixth International Conference on Science, Mathematics and Technology Education in Taiwan. And the Faculty's research professor Mark Neal was an invited speaker at the New York University workshop on "Leadership for Public Wellbeing in the Middle East" in Abu Dhabi, United Arab Emirates, and ran two research conferences – on business and on tourism - in Bangkok, Thailand. He also initiated two collaborative projects with Prince of Songkla University, in Thailand.

Five research-related prizes were won by Faculty staff this year. David Skelton was awarded the Chief Executive's 2010 Research Excellence Award here at EIT. Conrad Schumacher won Best Non-Refereed Paper Prize at the NZABE conference for his paper, "Security Interests in Proceeds under the Personal Property Securities Act 1999." Stephen Corich and Andrew Friedlander won the NZ Centres for Information Technology Research (CITRUS) Award for Collaboration, for their paper, "Establishing an IT Business Incubator in Hawke's Bay" at the CITRENZ conference. Robbie Field won "Best Refereed Paper" at the Australia and NZ Academy of Management (ANZAM) conference.

Mark Neal won an Emerald Literati 2010 Highly Commended Paper Prize, for his article, "Supervenience in socio-economic systems", published in the journal *Humanomics: The International Journal of Systems and Ethics*. We were delighted that another Faculty staff member gained a PhD this year, this being awarded to Frina Albertyn who graduated with a PhD in Information Systems from Massey University.

Meanwhile, our Faculty has been engaging in applied research with local industries. Paul Decherer carried out a software evaluation for Tumu Timbers.

John Jamieson is currently working on the application of laser technologies to quality assurance and tracking in Pan Pac and Robbie Field is evaluating HR practices in Hawke's Bay Small Business. Our Faculty and students have carried out projects with Venture Hawke's Bay. Ram Roy is working on the mapping of supply chains in the region, while Mandy O'Brien has carried out a student project updating the industry database at Venture Hawke's Bay.

Finally it was a pleasure to see a group of students from the Diploma of Hardware and Operating Systems, the "GLITCH" team, win the EIT Students' Association award for innovation in 2010 for their project in running a help desk for student and staff in order to assist them with operating their personal computers.

### Faculty of Health and Sport Science

Notable achievements by staff, students and graduates have been key highlights for the Faculty during 2010. Rachael Vernon, Head of School, Nursing was recognised by Fulbright New Zealand in being awarded a Fulbright Senior Scholar award. This research scholarship will enable her to travel to the United States to research models for the assessment of continuing competence of nurses, comparing existing requirements in the US, Canada, the UK, Australia and New Zealand to identify areas of consensus and best practice. This is part of her PhD research, "Legislation, policy drivers and competence requirements of registered nurses". In July, Dr Carl Paton was an invited scholar to the Department of Sport Studies, University of Santa Catarina, in Brazil,

where he presented a series of lectures and tutorials to staff and postgraduate students, as well as working with individual staff and students on a range of research projects.

### "Student success was also evident across a range of programmes."

Once again, a 100% pass rate was achieved by the Diploma in Beauty and Body Therapy students sitting the international CIDESCO examination. Congratulations to the students, and to the teaching team led by Programme Co-ordinator, Theresa Styles. In a further achievement by a Diploma in Beauty and Body Therapy student, Sonya Bell, a year one student, won the National Wendy Hill Makeup Student Award for Professional Photographic Bridal Makeup out of the 275 entries from across the country.

As part of his year three Professional Practice course project, Bachelor of Recreation and Sport student, Les Hokianga developed an activity and weight loss programme in association with Kahungunu Health Services/Choices. Les developed, led and monitored the programme, which has had significant impact on lifestyle change among the participants. Les then led the group on a cycle trip to Wellington to present this programme to Associate Minister of Health, Tariana Turia. Greta Pattison, a 2010 year two Certificate in Work and Life Skills student received EIT's annual John Harré award.

This award, in honour of the Foundation Principal of EIT Hawke's Bay, John Harré, assists a student with a disability in the transition from study at EIT into employment.

Not to be outdone, a number of graduates excelled in 2010. Sharon Payne, EIT Master of Nursing graduate, 2008, and Nurse Practitioner with the Hawke's Bay District Health Board, was named Australasia Emergency Nurse of the Year, and Rachael Walker, a 2010 Master of Nursing graduate, became New Zealand's first renal Nurse Practitioner shortly after her graduation and was named by Medicalchemy as one of its 14 "Notable NPs" in its article, "The Nurse Practitioner Hall of Fame."









In addition to the TANZ partners, we are most appreciative of the adjunct teaching staff who support our programmes on top of their demanding clinical practice roles.

In June, a Nursing Council of New Zealand panel carried out a five-year audit of the Master of Nursing, including the Postgraduate Diploma and Postgraduate Certificate in Health Science. Congratulations to the postgraduate team, led by Gill Scrymgeour, in achieving re-approval for a full five-year period. The panel's report noted "the obvious commitment of the EIT nursing lecturers to the Master of Nursing and their enthusiasm for developing teaching and learning strategies ... and their support for the students", and "it is clear that the strong functional relationship with the DHB is a strength of the programme".

*"It was a very productive year in research. An international research team completed a major project commissioned by the Nursing Council of New Zealand."*

In October, the Nursing Council held a special function to officially launch its publication of the research, Evaluation of the continuing competence framework. Other research highlights include the wide range of evaluative research projects for primary health organisations led by Professor Bob Marshall, including the nurse-led healthy lifestyle clinics evaluation with Sue Floyd, and the cancer continuity of care project with Gill Scrymgeour.

A major collaborative project on nutritional risk in the elderly in Hawke's Bay, carried out by a team led by Professor Marshall and Dr Caroline McElnay, Hawke's Bay District Health Board, yielded findings of national significance. Two projects evaluating smokefree initiatives, also in association with the Hawke's Bay District Health Board, are being carried out by Professor Marshall.

Bob Marshall, Judy Searle and Sue Floyd are engaged in two Nursing STAR-funded research projects related to chronic disease, in collaboration with the University of Auckland, Manukau Institute of Technology and three DHBs.

The HB DHB-funded evaluation of the initial implementation of the "Bikes In Schools" project was completed by Drs Rachel Forrest and Bob Marshall. The research has received further funding for 2011-12 with a grant from the National Heart Foundation to Bob Marshall, Rachel Forrest and Ralph Maddison, a colleague from the Clinical Trials Research Unit at the University of Auckland. The latest project will assess anthropometric fitness and activity levels of 500 primary school children from the three schools participating in the Bikes In Schools project.

Rachael Vernon and Bob Marshall have joined an international collaboration of researchers from Australia, Germany, Israel, Spain, the United Kingdom and the United States of America in a project examining compassion fatigue and caring for self among nurses. Les Blair and Bob Marshall also received a research grant from the Stewart Centre @ EIT to examine the development of social interaction skills amongst the Stewart Centre clients who have suffered a brain injury.

The mutually supportive, collaborative work of staff from Hawke's Bay and Tairāwhiti District Health Boards, Sport Hawke's Bay, the Hawke's Bay and First Choice-Tu Meke Primary Health Organisations - as well as the many other health-related agencies in the region, continues to be a special highlight for the Faculty.

This year also saw the retirement of four long-serving staff: Ann McClelland, Margaret Richardson, Chris Wheeler and Karen Willis. Their contributions to the Faculty and to the wider EIT have been significant. They will be missed, and we wish them well for the future.

## Faculty of Science and Technology

The Faculty of Science and Technology celebrated a number of achievements in 2010 in the areas of teaching, learning and research as well as around its collaborative work in the community. This year saw the completion of a major project within the School of Applied Sciences developing online courses which began in 2007, for the delivery of the Bachelor degrees in Viticulture and in Wine Science and the Graduate Diplomas in Oenology and in Viticulture. These qualifications can now be studied on the Taradale campus or online.

The strategic partnership with the Taratahi Agricultural Training Centre has been successful with improved numbers in the pre-employment certificate level programme. Plans for 2011 include the delivery of additional programmes at Levels 2 and 4. The partnership with Wairoa College's Agriculture Academy continues to flourish, with a second highly successful year completed.

The School's relationship with China Agriculture University in Beijing also continues to flourish. Malcolm Reeves, Senior Lecturer in Wine Science, spent four weeks there as a Visiting Professor delivering a number of lectures to both undergraduate and postgraduate students. Malcolm has now jointly published three research papers with his Chinese colleagues over the past two years.

With the conclusion of the practical work in the major project EIT has undertaken on factors influencing grape ripeness, the focus has turned to the preparation of papers to be submitted for publication. The quality of student research was also a highlight this year and the oral presentation day in November received excellent support from this region's winemakers and viticulturists.

This has also been a landmark year in that a significant new project on minimizing viticultural inputs and examining the potential for methoxypyrazine levels in Hawke's Bay reds, in particular Cabernet Sauvignon, has been recognised and supported by Hawke's Bay Winegrowers and New Zealand Winegrowers.

In addition, a seminar presentation by Dr Paul Smith from the Australian Wine Research Institute, that was jointly organized by EIT and Hawke's Bay Winegrowers and funded by TechNZ, resulted in a collaborative project that has seen EIT become the initial centre for participation by Hawke's Bay wineries in the AWRI Tannin Portal wine quality assessment project. This project will continue in 2011.

*"A second highly successful biennial New Zealand Wine Business Symposium was held at EIT in June with 120 delegates from throughout New Zealand and Australia."*

A highlight was the calibre of leading international presenters and the extremely positive feedback received from both delegates and presenters.

The Faculty has been involved in a number of other activities supporting the community. Faculty staff and students have supported the Hawke's Bay A & P Mercedes-Benz Wine Awards and the Air New Zealand Wine Awards through their involvement in stewarding and in co-ordination and administrative roles.

The School has continued to support and sponsor the Hawke's Bay Schools' Science Fair and has hosted a number of secondary school groups from Hawke's Bay, Wellington, Waiheke Island and the Waikato in laboratory, winery and viticulture workshops and has held school holiday taster workshops in horticulture and agriculture.

The inaugural meeting of the EIT Animal Ethics Committee was held this year, along with an informal visit from the 18 members of the National Animal Ethics Committee who reported they were very satisfied with our facilities and policies.



Photo provided by Paris Magdalinos Architects



During the year it was gratifying to see some very successful outcomes and increased contract requests from the AgITO. The positive relationship with the horticulture industry has continued with our involvement in a partnership with Plant and Food Research and PipfruitNZ with the co-operation of the HortITO, in a 12 month pilot programme in Pest and Disease Management in pip fruit. The school has also signalled that it wishes to be involved in a project that aims to develop a network of provision in Diploma Level 5 and 6 Horticulture, facilitated by Lincoln University.

The main highlight of the year for the Faculty's School of Trades and Technology was the opening of the new \$8.5m trades facility by the Prime Minister, the Right Honourable John Key. This state of the art building has been designed to incorporate the latest developments in teaching and learning practices. The building also incorporates environmentally sustainable features and has been built to the equivalent of Green Star 5 standard. The flexibility of the design will ensure that this facility will be future proofed for many years. The building also contains the latest educational technology which will support the 21st century learner.

The trades facility was completed on time and brings together all students, staff, administration, workshops and classrooms for the programmes in automotive, collision repair, mechanical engineering and welding, carpentry and electrical into one integrated facility. The design has been based around project based learning and allows both small and large projects to be worked on. The integration of theory and practical has been achieved by the close proximity of classrooms to the workshops.

During 2010, the project to rewrite all the trades curricula based on project based learning and the embedding of literacy and numeracy into curricula was completed. Extensive consultation occurred with industry and with past and current students. These programmes of study closely reflect the needs of industry. Initial outcomes from the change in curricula show that the retention and pass rates of the students are higher.

For 2010 the Government announced the Youth Guarantee Scheme specifically aimed at getting 16 and 17 year olds started in tertiary education. The majority of these students chose a trades programme, and as a result of the demand for the inaugural year's courses, EIT has been allocated an increase in places in 2011.

“The Government has also announced that the Eastern Institute of Technology will be funded for a Trades Academy from 2012.”

Another highlight of the year has been the developing relationships with secondary schools which have reflected the government's wish for secondary and tertiary learning to be more seamlessly integrated. Technology students from Tamatea High School completed units in a number of trades skills areas, with the highlight undoubtedly being the top students participating in the Mini Moto Grand Prix at Manfield.

Reorganisation of EIT's schools and faculties this year saw Diane Marshall, formerly the Head of School Viticulture and Wine, appointed the Head of the new School of Applied Science, along with Rebekah Dinwoodie as Programme Leader from 1 January. Todd Rogers, formerly with the Army, was appointed Head of School Technology and Trades in August. During the year Margaret Williams retired as the Programme Leader Hairdressing; Margaret has contributed hugely to the training of hairdressers over many years. Jewelle Lloyd was appointed to that position and she comes to EIT with extensive experience having held senior positions in the ITP sector.

## Te Manga Māori: Faculty of Māori Studies

‘Piki ake, kake ake i te toi huarewa, Te Ara o Tāwhaki i piki ai ki runga’

The 2010 year began early in January with a summer school ‘Hine Raumati’. The school was well attended and received considerable support from the staff of Ngāti Kahungunu Iwi Incorporated (NKII). This school was followed by the annual wānanga reo hosted by the Waimārama hapā and funded by Taura Whiri i te Reo Māori, the Māori Language Commission. Both of these activities were labour intensive and made maximum use of the marae and other facilities. The teaching year started with an expanded complement of staff, to meet the requirements of our EFTS forecast. The Faculty welcomed in, as teaching staff, Ron Dennis and Matewai Timu and at the same time farewelled a long term staff member, Matiu Eru.

As with previous years the Level 2 and Level 4 Certificate programmes were conducted at the EIT learning centres in Waipukurau, Flaxmere and Maraenui. In Waipukurau the ACE funded night classes proved very successful with many of the students progressing on to the Level 2 Certificate. The Faculty will realise the effects of the above when the semester two, Level 2 students enrol in the Level 4 course. The degree programme is also expected to benefit in terms of numbers when the Semester 2 Level 4 cohort enrol on the BA.

Student numbers for the BA (Māori) increased slightly in 2010 which was pleasing, and the cohort included five Te Aute College students who enrolled in the Level 5 language teaching paper through the STAR programme.

The Māori music paper which had ceased to run several years ago was revived to provide a wider offering for our students. This paper was well received with 20 enrolments. There were three part-time registrations in the BA Honours programme in 2010, and it is anticipated that two will complete this programme in 2011.

Te Manga staff also taught in the programmes of other faculty; Materoa Haenga taught the Level 5 Early Childhood Education paper, ‘Te Reo me ngā Tikanga Māori’ with over 60 students taught in two streams. Kare Tipa Rogers continued to teach the BASS degree paper, ‘He Kuhunga ki te Ao Māori’, in Semester 2.

Other teaching provision by Te Manga included the ACE funded language and culture courses which were run for a number of Māori groups as well as the local community police and the Heretaunga Taiwhenua. In addition to these activities the Faculty ran a TEC funded intensive learning programme ‘Ngā Ara Tumanako’ aimed at increasing the literacy and numeracy levels to enable school leavers to enter the workforce.

The Faculty consolidated links with the local communities not only through community courses but by utilisation of the Te Reo expertise in being heavily involved with the development of ‘Ngā mahi whakaora reo o Ngāti Kahungunu’, the iwi language strategy, the annual secondary school speech competitions, Manu Kārero, support of the new NKII appointee ‘Pou Arataki Reo’, Jeremy Tātari MacLeod. Jeremy is an Honours graduate of Te Manga Māori and the Faculty takes great pride in seeing one of its graduates being appointed to such an important position within the iwi. Another way that Te Manga engages with communities is through the use of its facilities. The Whare Mātoro was heavily utilised in 2010, mostly by local kapa haka groups competing at national level and by two Wānanga o Aotearoa postgraduate te reo Māori courses each of which used the marae one weekend every month.

“With a focus on future planning, Te Manga invested in staff development with five staff gaining additional external qualifications and the majority of staff attending conferences and national meetings..”

Roger Maaka and Benita Wakefield gave numerous presentations at conferences and other public fora locally and throughout the country. Hiria Tumoana, Materoa Haenga and Puti Nuku also presented at an International Indigenous conference at Auckland University and, as in 2009, Hiria and Materoa regularly supported the various wānanga reo around the country.

As well as giving the staff professional experience, staff engagement in these activities enhanced the reputation of the Faculty and EIT.

Staff also continued the momentum of 2009 in expanding their international activities. Puti Nuku attended the “ICT for Language Learning” conference in Florence, Italy. Benita Wakefield presented at conferences in the UK and in Australia and Roger Maaka presented papers at the American Academy of Religion conference in Atlanta, USA and the University of Colorado.

Staff and Faculty research activities have increased to endeavour to support the institutional-wide aim for Māori research which is, ‘to develop a concentration of Māori research expertise by building capacity, experience and expertise’. In addition to participating in various conferences and symposia several research projects were undertaken. Dr Benita Wakefield headed a Cultural Impact Assessment on the water storage plan for the Ruataniwha commissioned by the Hawke’s Bay Regional Council. She also mentored several senior students involving them in field trips to the Tukituki and Māhaka rivers. Led by Roger Maaka, staff were involved in a TPK funded project, ‘Taumata Tohu, Taumata Kārero’, that studied the impact of our BA (Māori) graduates on their marae and communities.

Te Manga Māori completed a full and challenging year in 2010 and the staff look forward to the new year which brings with it the challenge and stimulation of integrating our courses and programmes with those of our colleagues and whanaunga of Te Tai Rāwhiti.

## International Section

International EFTS of 212 were achieved in 2010 which was slightly below target due to a small decline in numbers from India, Japan, Korea and Saudi Arabia. The reason for the decline in the English language markets appeared to be the global recession, more aggressive competition and favourable exchange rates for the UK and USA.

The EIT/UCOL recruitment office has been established in Bangalore and has now been formally registered by the Indian government. This will mean the office can become fully operational in 2011.

EIT hosted two English Language Training for Officials (ELTO) groups as well as a small group from Tomakomai National College of Technology (TNCT) in Japan, during the year. The TNCT students studied English in the mornings and participated in activities and visits in the afternoons. They have a particular interest in science and conducted a demonstration at Nelson Park School for the pupils there. They also shared their origami skills with the English Language School students.

“The annual international dinner was a huge success with over 200 students and staff attending to share food and cultural performances.”

The Graduate Careers Expo was offered again this year to domestic and international students, with guest speakers and an opportunity to meet and network with local employers. This event has proven to be a good opportunity to assist international students in bridging the gap between study and work. For employers, meeting students face to face helped them to gain a clearer picture of their personalities and capabilities. Job outcomes are a very high priority for students, and a pleasing number of employment opportunities for international students resulted from the Expo and other activities across the campus.

Finally, the International Office was delighted to receive a grading of “excellent” from the ITP Quality External Evaluation and Review in 2010 in terms of the support it provides to international students.

# Advisory, Consultative Committees and Reference Groups

## *Māori Consultative Committee*

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

The Committee provides advice and guidance to Council and the Chief Executive in regard to issues relating to: tikanga; kawa; te reo Māori; and Te Tiriti o Waitangi. Membership in 2010:

- |                                |                     |                  |
|--------------------------------|---------------------|------------------|
| ▪ Pauline Tangiora (Chair)     | ▪ Heitia Hiha       | ▪ David Pearson  |
| ▪ Chris Collins                | ▪ Kararaina Kire    | ▪ Audrey Robin   |
| ▪ Materoa Haenga               | ▪ Kane Koko         | ▪ Tracee Te Huia |
| ▪ Matiiria Hawaikirangi-Pomana | ▪ Roger Maaka       | ▪ Steve Tipu     |
| ▪ Anne Hiha                    | ▪ Tuahine Northover |                  |

## *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 community in Hawke's Bay. Current members of the Reference Group, along with invited community members for 2010 were:

- |                         |                     |                   |
|-------------------------|---------------------|-------------------|
| ▪ Philip Rowden (Chair) | ▪ Maryanne Marsters | ▪ Steve Tipu      |
| ▪ Mabel Aiolupotea      | ▪ Caren Rangi       | ▪ Alieta Uelese   |
| ▪ Claire Hague          | ▪ Talalelei Taufale | ▪ Richard Walford |
| ▪ Diane Mara            |                     |                   |

## *Faculty Advisory Committees*

Advisory Committees are an essential part of the academic structure of EIT Hawke's Bay.

EIT is appreciative of the wide range of people from industry, social service agencies and community groups who contribute to and advise faculties to ensure that programme provision is relevant to the workplace and community.



## External Advisory Committee Members are:

### Agriculture Advisory Committee

**Jonathan Bell**  
Consultant

**Kevin Hansen**  
NZ Equestrian Federation

**Mark Harris**  
Beef/Lamb NZ Representative

**Hayden Higgins**  
Rabobank

**Philip Irwin**  
Deer Industry, Federated Farmers

**Mike Lintott**  
Veterinary

**Tom Mowatt**  
PGG Wrightson

**Arthur Ormond**  
Thoroughbred Breeder

**Robert Pattullo**  
Sheep/Beef Farmer

**Euan Talbot**  
Ravensdown

### Art Advisory Committee

**June Clifford**  
Creative Hawke's Bay

**Rick Hopkinson**  
Adplus

**Terry McKenna**  
Mosaic Creative Spaces

**Simon Nixon**  
Simon Nixon Productions

**Alan Rowden**  
CMT Solutions

**Murray Sawyer**  
Television Hawke's Bay

**Lynne Trafford**  
Trafford Consulting

**Dave Waugh**  
Hawke's Bay High School Art Teachers Association

**Stu Wilkinson**  
Creative Design Advertising Ltd

**Melissa Williams-Lamb**  
Kilt

### Business & Computing Advisory Committee

**Sue Boys**  
BDO Spicers Chartered Accountants & Advisors

**Ross Brown**  
Napier Boys' High School

**Graham Edwards**  
Graham Edwards Ltd

**Kevin England**  
Air Hawke's Bay

**Ian Gillespie**  
Heinz Wattie's Ltd

**Peter Miller**  
Pan Pac Forest Products Ltd

**Gail Morrison**  
School of Business Student Representative

**Tarah Norrie**  
School of Computing Student Representative

**Martin O'Grady**  
Karamu High School

**Chris Shakeshaft**  
Fastway Post New Zealand Ltd

**Andrew Siddles**  
Napier City Council

**Dean Tiffen**  
Helm Business Information Systems Ltd

**Gerard van de Ven**  
Birdwood Software Solutions Ltd

**Steve Watson**  
Port of Napier

### Beauty & Body Therapies Advisory Committee

**Kay Deakin**  
Visage

**Julie Farry**  
Top to Toe Beauty Clinic

**Anna Jepson**  
Urban Retreat

**Rachel Jones**  
Beauty Secrets Day Spa

**Sally Robertshawe**  
EIT Beauty Clinic Client

**Felicity Turner**  
Village Beauty and Body



## Horticulture Advisory Committee

**Dean Astill**

RD8 Fresh Produce

**Ru Collin**

Orchardist

**Laurie Cooke**

Nurseryman

**Rod Hickman**

Horticulture ITO

**Marya Hopman**

Pick NZ

**Chris Looij**

Hastings District Council - Nursery

**Don Medway**

Hawke's Bay District Health Board - Gardener

**Norm Miller**

Horticulture ITO

**Bart Mulder**

Arborist

**Billy Scott**

Hawke's Bay Fruitgrowers Association

**Campbell Tacon**

Kiwifruit Orchard Manager

**Hana Tangohau**

Student Representative

**Richard Ware**

Nurseryman

## Massage Advisory Committee

**Karen Maniapoto**

Massage Therapy Industry

**Gay Monteith**

Physiotherapy, Focus Health

## Nursing Education Advisory Committee

**Ana Apatu**

Hawke's Bay District Health Board

**Robyn Dymock**

Tairāwhiti District Health Board

**Helen Garton**

Hawke's Bay District Health Board

**Eldred Gilbert**

Hawke's Bay District Health Board

**Barbara Haywood**

College of Nurses, Aotearoa

**Karen Hicks**

Hawke's Bay District Health Board

**Chris McKenna**

Hawke's Bay District Health Board

**Makere Paul-Hoetawa**

EIT Kuia

**Carol Pedersen**

NZ Nurses Organisation

**Laureen Sutherland**

Anglican Care (Waiapu) Ltd

## Polyventure Advisory Committee

**Sheryl Bennett**

Summerset in the Bay

**Ross Boniface**

Rowan House

**Petra Brown**

Mosaic

**Susie Chapman**

CCS

**Carol Field**

Ideas Services

**Roxy Hickman**

Fairhaven School

**Bethne Hocquard**

Havelock North High School

**Jude Knight**

Taradale High School

**Kay Lineham**

Network Personnel & Disability  
Resource Centre

**Anthea Lowe**

Community Connections

**Vanessa McIntosh**

Disability Resource Centre

**Mike Richards**

Hohepa

**Heather Robertson**

Disability Information Trust

**Tony Weitenbery**

Workbridge

## Recreation & Sport Advisory Committee

**Theresa O'Brien**  
Sport Hawke's Bay

**Brendon Rope**  
Pettigrew.Green Arena

**Tony Snell**  
Plus Rehab

**Joe Payton**  
Hawke's Bay Rugby Union

**Kim Roscoe**  
Taradale High School

**Colin Stone**  
Sport Hawke's Bay

## Social Services Advisory Committee

**Alyson Bullock**  
Community Works, Hapu Development

**Paula O'Boyle**  
Psychotherapist

**Lorraine Sayers**  
Hawke's Bay District Health Board

**Sandra Coleman**  
Child Youth & Family

**Donny Riki**  
Tu Meke PHO

**Monica Stockdale**  
Te Rangihaeata Oranga

**Amanda Greville**  
School Counsellor

**Marie Roser**  
Family Works

**Te Rauhina Te Hemara-Britten**  
Counsellor

**Gilda Morganti**  
Counsellor

## Support Work Advisory Committee

**Lucy Dever**  
Otatara Restcare & Rehabilitation

**Helen MacPherson**  
Taradale Masonic Rest Home & Village

**Peter Smaling**  
Summerset Retirement Village

**Wepiha Gemmell**  
Te Kupenga – Hauora

**Rod Morrison**  
IDEA

**J B Smith**  
Te Taiwhenua O Heretaunga

**Kim Hennker**  
Hawke's Bay District Health Board

**Mike Richards**  
Hohepa Homes

**Diane Wepa**  
Māori Health Workforce

**Jude Knight**  
Taradale High School

**Cheryl Robinson**  
Waiapu House

**Jim Whaanga**  
Kaumatua

**Anthea Lowe**  
Community Connections

## Te Manga Māori Advisory Committee

**Roger Aranui**  
Te Puni Kokiri

**Beryl Heremia**  
Taradale High School

**Shayne Walker**  
Department of Corrections

**Jenny Cracknell**  
Napier Girls' High School

**Tracee Te Huia**  
Hawke's Bay District Health Board

## Tourism & Hospitality Advisory Committee

**Rick Anderson**  
The Gin Trap

**Rachel Lyons**  
Dish Catering

**Malcolm Redmond**  
Breckenridge Lodge

**Nick Gouder**  
Orton Catering

**David Marr**  
Hospitality Standards Institute

**Sarah Shand**  
Napier Girls High School

**Stephen Jennings**  
Jennings United Travel

**Jenny Parton**  
Dish Catering

**Raymond van Rijk**  
Peak House



# Statement of Service Performance

## Strategy 1

### Pursuing Success

#### OBJECTIVES

- Providing relevant programmes
- Building student success
- Leading good practice in teaching and learning
- Offering responsive support

SUCCESS MEASURES	ACTUAL OUTCOME
Teaching and Learning Plan developed and implementation begun.	<b>Achieved</b> Plan developed, approved and implementation begun in September.
Student Success Plan developed and piloted with Youth Guarantee students.	<b>Partially Achieved</b> A refocus resulted in publication of a Student Guidance Report in December with recommendations for improvement to enhance student success. Youth Guarantee tutors and students interviewed as part of process.
Programme academic outcomes analysed and intervention strategies implemented where appropriate.	<b>Achieved</b> EPI analysis and training rolled out to all faculties. Project to identify and address technical matters implemented.
Successful external review outcome achieved.	<b>Achieved</b> Review report published in September. EIT received “highly confident” in educational performance and “confident” in the Institute’s self assessment capability from the ITP Quality review.
Literacy and numeracy embedded in all Level 1-3 programmes as per the Foundation Education Plan.	<b>Achieved</b> All Level 1-3 programmes redesigned to embed literacy and numeracy as per the Foundation Education Plan.

## Strategy 2

### Enquiring Minds

#### OBJECTIVES

- Fostering research and innovation
- Informing practice
- Building critical thinking
- Discovering new ways
- Connecting to key communities

SUCCESS MEASURES	ACTUAL OUTCOME
Learning and teaching innovation awards increased across academic and allied staff.	<b>Achieved</b> Two new awards developed, approved and presented at December staff meeting.
Recognition and communications re research increased, including investigating collaborative awards.	<b>Achieved</b> 13 media releases related to research. New format EIT Research Showcase published, which included recognition of projects completed in collaboration with regional stakeholders.
Increased quality assured outputs achieved.	<b>Achieved</b> 115 refereed outputs for 2010 achieved compared with 63 achieved in 2009.
Additional external contracts achieved compared with 2009.	<b>Not Achieved</b> External research contracts decreased in 2010 compared with 2009, but external research income increased in 2010 compared with 2009.

## Strategy 3

### Thinking Smarter

#### OBJECTIVES

- Using resources responsibly
- Bureaucratically lean
- Optimising effectiveness and efficiency
- Elegant solutions

SUCCESS MEASURES	ACTUAL OUTCOME
Investment Plan for 2011-2013 negotiated and agreed with TEC within given timeframes.	<b>Achieved</b> Merged Investment Plan presented to TEC within agreed timeframes.
Business information solutions identified including strengthening financial systems, and implementation begun.	<b>Partially Achieved</b> Gap analysis of EIT's core information systems undertaken and report completed. HR, Finance & Student Management Systems fully scoped. Finance systems improved. Kypera Business implemented and Chart of Accounts improved, focusing on cost centres.
New Artena SMS and Copy/Print projects bedded down and new opportunities maximised.	<b>Achieved</b> Artena SMS upgrade complete. EPI reporting enhancement utilized. Copy/print project with Fuji/Xerox completed. Financial savings achieved across the Institute.
Recommendations from the academic workplace productivity group approved for implementation as appropriate.	<b>Partially Achieved</b> Survey of staff and subsequent analysis completed. Key issues identified for focus group exploration.
Business case for further collaboration with Tairāwhiti Polytechnic developed and actioned as appropriate.	<b>Achieved</b> Business case developed for government consideration. Merger announced by Minister on 1 December 2010.
Funding applied for from non-education regional sources to support regional centre delivery in 2011 and beyond.	<b>Not Achieved</b> Government funding cuts across the local and national government sectors impacted on availability of extra funding from these sources.
Trades teaching facility completed to an equivalent Greenstar 5 Standard.	<b>Achieved</b> Construction and fit-out of the new trades building completed and building opened by the Prime Minister on 13 August 2010. Reports and assessment by our architects and consultants indicate Greenstar 5 equivalence attained.
Student group established to foster environmental initiatives, supported by the sustainability group.	<b>Partially Achieved</b> Students included in sustainability group activities. Two initiatives implemented.

## Strategy 4

### Flourishing People

#### OBJECTIVES

- Pursuing achievement
- Creating opportunities
- Nurturing leaders
- Fostering vibrant EIT communities
- Acknowledging the Founding Peoples of Aotearoa New Zealand
- Affirming diversity

SUCCESS MEASURES	ACTUAL OUTCOME
HR framework for academic staff completed.	<b>Not Achieved</b> Delayed. To be included as part of the HR transition plan post-merger with Tairāwhiti Polytechnic.
Leadership and management development framework implemented.	<b>Partially Achieved</b> Framework and implementation plan approved by Executive team.
Māori directorate established.	<b>Partially Achieved</b> Paper presented on emergent directorate by Director Māori to Executive team in September. Achievements to date and recommendations for next steps highlighted.
Plan to implement smoke free campus developed.	<b>Achieved</b> Plan developed and implemented. EIT Hawke's Bay campuses smoke free from 1 January 2011.
New teaching and learning model is implemented within the new trades teaching facility.	<b>Partially Achieved</b> Project-based learning model implemented or in development across all programmes based within the School of Trades and Technology's new facility.

## Strategy 5

### Being Connected

#### OBJECTIVES

- To global scholarship
- With diverse communities
- Via 21st century technologies
- Through active partnerships
- Through national and regional leadership

SUCCESS MEASURES	ACTUAL OUTCOME
Integrated process developed to make more informed decisions on the use of technologies for teaching and learning.	<b>Achieved</b> Process developed and piloted.
Connection to KAREN established and internet bandwidth increased appropriately.	<b>Achieved</b> Internet capacity increased significantly through a tender process. KAREN connection established and in use by November.
Chinese international student recruitment increased and due diligence investigation completed into EIT/UCOL India collaboration.	<b>Achieved</b> Chinese EFTS increased from 22 in 2009 to 30 in 2010. EIT/UCOL India Office established.
Youth Guarantee implemented and occupancy and completion targets set by TEC reached.	<b>Achieved</b> Youth Guarantee implemented and occupancy targets exceeded for 2010. No specific completion targets set by TEC. EIT Youth Guarantee completions not available at time of report.
Trades academy type programmes piloted with schools maintained and increased, and government funding sought.	<b>Achieved</b> Trades Academy type programmes maintained with current schools and increased by one more school in 2010. Trades Academy Establishment Plan funding applied for and received from Ministry of Education.
Develop a strategy to strengthen the role of Advisory Committees, especially within the new governance environment.	<b>Achieved</b> Advisory Committee Review Group established. Project plan developed and implemented.



## *Additional Annual Reporting Information*

In addition to the above measures the Institute has some statutory requirements to report on matters relating to potential barriers of students.

EIT's Council has a statutory responsibility to ensure that it strives to eliminate barriers to the progress of its students. This has been tackled on a number of fronts during 2010. A significant amount of work took place to ensure that council and management understood the new Educational Performance Indicators promulgated by the TEC during the year. As a result, areas where improvement was warranted were carefully examined and a number of workstreams were created to address practices that appeared to be creating barriers to student progress.

A Student Guidance Report was developed that has made recommendations for improvements to wrap around support and programme selection guidance for students.

*“A plan was developed to ensure that EIT would be smokefree by 1 January 2011 to support improved health in our staff and student body.”*

Alongside these initiatives, a number of teaching and learning facilities across the campus were improved as part of EIT's capital works programme, with supporting IT improvements and developments aimed specifically at removing issues that were impeding student progress.

Council also has to ensure that it does not create any unnecessary barriers to the progress of students. EIT has embarked on a programme of self-evaluation and assessment in response to the new external evaluation framework for tertiary organisations.

As part of this process, each faculty and service section addresses its own performance across a range of indicators, testing new initiatives to ensure that barriers to student progress are not unintentionally being created as a result.

In addition, EIT's Chief Executive has taken a strong stand on issues surrounding the publication of the new Educational Performance Indicators, insisting that fear of funding losses incurred within this new system should not prevent the Institute from continuing to enrol second chance “at risk” learners who may on initial appearance have less chance of success than others.

Rather, he has urged staff through the various EPI workstreams mentioned above, to focus on ensuring the best possible chance of success for all students, no matter their background or education history. In a similar vein, Council has worked with the TEC to ensure that EIT's regional centres remained open and viable during 2010 in order to preserve access for disadvantaged communities to tertiary education, and to prevent creating a barrier to their progress to higher learning at the much larger and, for some, more daunting central campus in Taradale.

# Academic Outcomes

## *Academic Outcomes for 2009*

FACULTY	CERTIFICATE 2009	DIPLOMA 2009	DEGREE 2009	POSTGRAD 2009	TOTAL 2009
Arts & Social Sciences	151	72	44	0	267
Business & Computing	174	106	40	13	333
Health & Sport Science	258	48	71	52	429
Māori Studies	75	0	10	0	85
Science & Technology	268	23	14	0	305
Institute Total	926	249	179	65	1,419

## *Academic Outcomes for 2010*

FACULTY	CERTIFICATE 2010	DIPLOMA 2010	DEGREE 2010	POSTGRAD 2010	TOTAL 2010
Humanities, Arts & Trades	326	62	57	0	445
Applied Sciences, Business & Computing	285	123	79	0	487
Health Sciences	300	50	85	60	495
Māori Studies	113	0	5	0	118
Institute Total	1,024	235	226	60	1,545



# Research Outputs In 2010

## Book

Kadirov, D. (2010). *Sustainable marketing systems: Exploring the meanings of hybrid car producer and consumer practices*. Saarbrücken, Germany: VDM Verlag.

## Book Chapter

Corich, S., Kinshuk, & Jeffrey, L. M. (2010). Automated measurement of critical thinking for discussion forum participants. In D. Ifenthaler, P. Isaias, J. M. Spector, Kinshuk & D. G. Sampson (Eds.), *Multiple perspectives on problem-solving and learning in the digital age* (pp. 127-143). New York, NY: Springer-Verlag.

Mac Callum, K., & Jeffrey, L. (2010). Resistance to the inclusion of mobile tools in the classroom: The impact of attitudes and variables on the adoption of mobile learning In G. Retta (Ed.), *Mobile learning: Pilot projects and initiatives* (pp. 143-166). Santa Rosa, CA: Informing Science Press.

## Journal Article

### Refereed

Bray, P. (2010). A broader framework for exploring the influence of spiritual experience in the wake of stressful life events: Examining connections between posttraumatic growth and psycho-spiritual transformation. *Mental Health, Religion & Culture*, 13(3), 293 - 308. doi: 10.1080/13674670903367199

Chittenden, R., & Kilmartin, P. A. (2010). Colour dynamics in wines made from co-ferments of *Vitis vinifera* L. Syrah and Viognier. *Internet Journal of Viticulture and Enology*, 9(2), 1-12. Available from <http://www.infowine.com/default.asp?scheda=957>

Cohen, E., & Neal, M. (2010). Coinciding crises in tourism in contemporary Thailand. *Current Issues in Tourism*, 13(5), 455-475. doi: 10.1080/13683500.2010.491898

Ferdinands, R., Kersting, U. G., Marshall, R. N., & Stuelcken, M. (2010). Distribution of modern bowling actions in New Zealand cricket. *European Journal of Sport Science*, 10(3), 179-190. doi: 10.1080/17461390903470004

Ferdinands, R., Kersting, U., & Marshall, R. N. (2010). Centre of mass kinematics of fast bowling in cricket. *Sports Biomechanics*, 9(3), 139-152. doi: 10.1080/14763141.2010.523844

Floyd, S. (2010). Should student nurses take blood? *Kai Tiaki Nursing New Zealand*, 16(1), 18-19.

Floyd, S. (2010). What is best practice when administering the influenza vaccine? One nurse looks at the evidence. *Kai Tiaki Nursing New Zealand*, 16(4), 20-21.

Forrest, R. H., Itenge-Mweza, T. O., McKenzie, G. W., Zhou, H., Frampton, C. M., & Hickford, J. G. H. (2009). Polymorphism of the ovine  $\beta$ 3-adrenergic receptor gene (ADRB3) and its association with wool mean staple strength and yield. *Animal Genetics*, 40(6), 958-962. doi: 10.1111/j.1365-2052.2009.01926.x

Forrest, R. H. J., Zhou, H., Fang, Q., Smyth, A., Frampton, C. M., & Hickford, J. G. H. (2010). No evidence for a universal association between variation in faecal egg count for a mixed field-challenge of gastrointestinal parasites and the presence of the Ovar-DQA1 null haplotype in sheep. *Veterinary Immunology and Immunopathology*, 135(3-4), 303-305. doi: 10.1016/j.vetimm.2009.12.009

Gilmer, M., Meyer, A., Koziol-McLain, J., & Davidson, J. (2010). Staff beliefs about peoples' sexuality in aged residential care: A pilot study. *Nursing Praxis in New Zealand*, 26(3), 17-24.

Han, J., Zhou, H., Forrest, R. H., Sedcole, J. R., Frampton, C. M., & Hickford, J. G. H. (2010). Effect of myostatin (MSTN) g+6223G >A on production and carcass traits in New Zealand Romney sheep. *Asian-Australasian Journal of Animal Sciences*, 23(7), 863-866.

He, F., Mu, L., Yan, G.-L., Liang, N.-N., Pan, Q.-H., Wang, J., Reeves, M., & Duan, C.-Q. (2010). Biosynthesis of anthocyanins and their regulation in colored grapes. *Molecules*, 15(12), 9057-9091. doi: 10.3390/molecules15129057

Hickford, J. G. H., Forrest, R. H., Zhou, H., Fang, Q., Han, J., Frampton, C. M., & Horrell, A. L. (2010). Polymorphisms in the ovine myostatin gene (MSTN) and their association with growth and carcass traits in New Zealand Romney sheep. *Animal Genetics*, 41(1), 64-72. doi: 10.1111/j.1365-2052.2009.01965.x

Itenge, T. O., Hickford, J. G. H., Forrest, R. H. J., McKenzie, G. W., & Frampton, C. M. (2010). Association of variation in the ovine KAP1.1, KAP1.3 and K33 genes with wool traits. *International Journal of Sheep and Wool Science*, 58(1), 1-20.

Kadirov, D., & Triveni, A. (2010). Customers of place: Exploring interregional migrant collectivities. *Journal of Place Management and Development*, 3(3), 167-181. doi: 10.1108/17538331011083916

Kadirov, D., & Varey, R. (2010). The companion community: How car producers promote hybrid car consumption. *Journal of Research for Consumers*, (17). Available from [http://www.jrconsumers.com/academic\\_articles/issue\\_17\\_2010](http://www.jrconsumers.com/academic_articles/issue_17_2010)

Kadirov, D., & Varey, R. (2010). Future marketing: Dialectics of post-industrial development. *Journal of Customer Behaviour*, 9(4), 357-377. doi: 10.1362/147539210X543565

Kadirov, D., & Varey, R. (2010). Towards post-industrial marketing: Marketplace wisdom. *Journal of Customer Behaviour*, 9(4), 379-398. doi: 10.1362/147539210X543574

Knight, C., Braakhuis, A., & Paton, C. D. (2010). The effect of glycerol ingestion on performance during simulated multi-sport activity. *Research Quarterly for Exercise and Sport*, 81(2), 133-138.

McKenzie, G., Abbott, J., Zhou, H., Fang, Q., Merrick, N., Forrest, R., ... Hickford, J. (2010). Genetic diversity of selected genes that are potentially economically important in feral sheep of New Zealand. *Genetics Selection Evolution*, 42(1), 43. doi: 10.1186/1297-9686-42-43



Morris Matthews, K. (2010). "To the Furtherance and Promotion of Science": Intersections of research and the primary school curriculum in colonial New Zealand. *ACCESS*, 29(2), 11-22.

Morris Matthews, K., & Whitehead, K. (2010). Connections: Women educators in the national memories of New Zealand and Australia: Catherine Francis and Dorothy Dolling. *History of Education Review*, 39(2), 67-80.

Neal, M. (2010). When Arab-expatriate relations work well: Diversity and discourse in the Gulf Arab workplace. *Team Performance Management*, 16(5/6), 242-266. doi: 10.1108/13527591011071331

Neal, M., & Tansey, R. (2010). The dynamics of effective corrupt leadership: Lessons from Rafik Hariri's political career in Lebanon. *Leadership Quarterly*, 21(1), 33-49. doi: 10.1016/j.leaqua.2009.10.003

Paton, C., Lowe, T., & Irvine, A. (2010). Caffeinated chewing gum increases repeated sprint performance and augments increases in testosterone in competitive cyclists. *European Journal of Applied Physiology* 110(6), 1243-1250. doi: 10.1007/s00421-010-1620-6

Prince, C. (2010). Sowing the seeds: Education for sustainability within the early years curriculum. *European Early Childhood Education Research Journal*, 18(3), 423-434. doi: 10.1080/1350293X.2010.500082

Riley, C., & Crawford, R. (2010). Reducing health disparities for low decile children and families: A nurse-led response. *Journal of Primary Health Care*, 2(3), 243-248.

Roy, R. N., & Cordery, N. (2010). Comparing and improving value chain-supply chain in the three most important wine regions of New Zealand. *International Journal of Value Chain Management*, 4(3), 288-303. doi: 10.1504/IJVC.2010.033617

Shuang-Shi, L., Chao, C., Zheng, L., Jing-Yu, C., Bin, Y., Bei-Zhong, H., & Reeves, M. (2010). Yeast species associated with wine grapes in China. *International Journal of Food Microbiology*, 138(1-2), 85-90. doi: 10.1016/j.jfoodmicro.2010.01.009

Unac, F., Marshall, B., & Crawford, R. (2010). Nurse practitioners' access to radiology and laboratory services. *Nursing Praxis*, 26(1), 27-37.

Verhaart, M. (2010). Case study examples of MediaWiki in teaching and learning. *Learning Technology Newsletter*, 12(3), 24-27.

Vriesekoop, F., Russell, C., Alvarez-Mayorga, B., Aidoo, K., Yuan, Q., Scannell, A., ... Menze, G. (2010). Dirty money: An investigation into the hygiene status of some of the world's currencies as obtained from food outlets. *Foodborne Pathogens and Disease*, 7(12), 1497-1502. doi:10.1089/fpd.2010.0606

Walker, R., Abel, S., & Meyer, A. (2010). The role of the New Zealand pre-dialysis nurse. *Renal Society of Australasia Journal*, 6(1), 5-10.

Walker, R., Abel, S., & Meyer, A. (2010). What do pre-dialysis nurses believe to be effective care. *Nursing Praxis*, 26(2), 26-34.

Wills, R., Morris Matthews, K., Hedley, C., Freer, T., & Morris, H. (2010). Improving school readiness with the Before School Check: Early experience in Hawke's Bay. *New Zealand Medical Journal*, 123(1326), 47-48.

Wivell, J., & Mara, D. (2010). "Without my faith I would break into pieces": Supporting elder family members: Implications for social work policy and practice. *Aotearoa New Zealand Social Work*, 22(2), 13-21.

Yahanpath, N. (2010). Rationale for protective covenants of bond issues (or "A primer on bond covenants"). *The Chartered Accountant: Journal of The Institute of Chartered Accountants of Sri Lanka*, 45(2), 37-41.

Yahanpath, N., & Williams, R. (2010). Ambiguity of financial leverage measures and bondholder protection. *New Zealand Journal of Applied Business Research*, 8(1), 63-78.

Yeo, W. K., McGee, S., Carey, A., Paton, C., Garnham, A., Hargreaves, M., & Hawley, J. (2010). Acute signalling responses to intense endurance training commenced with low or normal muscle glycogen. *Journal of Experimental Physiology*, 95(2), 351-358.

## Non-refereed

Chittenden, R. (2010). Investigating syrah and viognier co-fermentation. *Wine Technology in New Zealand*, 8(1), 16-18.

Kirkland, J., Cleary, M., Nelson, E., & Rutgers, W. (2010). Headucation: Barrier to learning. *New Zealand Principal*, 25(3), 13-14.

Reeves, M. J. (2010, March). Inert gas blanketing – A poorly understood winemaking tool. *Wine Hawke's Bay*, (9), 21.

Reeves, M. (2010, March). Wine in China: An emerging culture. *Wine Hawke's Bay*, (9), 12-14.

## Conference Contribution

### Paper in published conference proceedings

Albertyn, F. (2010). Student retention: How to keep them? In S. Mann & M. Verhaart (Eds.), *Proceedings of the 1st Annual Conference of Computing and Information Technology Research and Education New Zealand (CITRENZ2010) incorporating the 23rd Annual Conference of the National Advisory Committee on Computing Qualifications, Dunedin, New Zealand, 6-9th July* (pp. 9-16). Available from <http://www.naccq.ac.nz>

Atkinson, A. (2010). A dynamic, decentralised search algorithm for efficient data retrieval in a distributed tuple space. In J. Chen & R. Ranjan (Eds.), *Proceedings of the Eighth Australasian Symposium on Parallel and Distributed Computing (AusPDC 2010), Brisbane, Australia* (pp. 21-29). Available from <http://crpit.com/confpapers/CRPITV107Atkinson.pdf>.

Bray, P. (2010). Examining connections between psycho-spiritual transformation and post-traumatic growth: A holotropic perspective. In V. V. Kozlov, V. V. Maykov & V. F. Petrenko (Eds.), *Conscious Revolution: Transpersonal discoveries that are changing the world: Materials of the 17th International Transpersonal Conference, Moscow* (pp. 37-39). Moscow, Russia: International Academy of Psychological Sciences.

Chittenden, R. (2010). Colour dynamics and co-ferments. In *Symposium Proceedings: New Zealand Syrah Symposium 2010: Hawke's Bay Wine Growers Inc 2nd Syrah Symposium, Hastings, 30 January 2010* (pp. 29-33). Hastings: Hawke's Bay Wine Growers.

Corich, S. P., & Freidlander, A. (2010). Establishing an IT business incubator in Hawke's Bay. In S. Mann & M. Verhaart (Eds.), *Proceedings of the 1st Annual Conference of Computing and Information Technology Research and Education New Zealand (CITRENZ2010) incorporating the 23rd Annual Conference of the National Advisory Committee on Computing Qualifications, Dunedin, New Zealand, 6-9th July* (pp. 53-62). Available from <http://www.naccq.ac.nz>

Corich, S. P., & Robertson, G. (2010). The changing shape of NACCQ. In S. Mann & M. Verhaart (Eds.), *Proceedings of the 1st Annual Conference of Computing and Information Technology Research and Education New Zealand (CITRENZ2010) incorporating the 23rd Annual Conference of the National Advisory Committee on Computing Qualifications, Dunedin, New Zealand, 6-9th July* (pp. 43-51). Available from <http://www.naccq.ac.nz>



Field, R., & Coetzer, A. (2010, November-December). *Expectations, experiences and resultant outcomes during the socialisation of newcomers in small manufacturing firms: A socialisation agent perspective*. Paper presented at the 14th Conference on Labour, Employment and Work, Wellington, New Zealand. Available from [http://www.victoria.ac.nz/vms/researchcentres/LEW\\_Published\\_Papers.aspx](http://www.victoria.ac.nz/vms/researchcentres/LEW_Published_Papers.aspx)

Jamieson, J. (2010). Methods for rubric inclusion into Moodle. In S. Mann & M. Verhaart (Eds.), *Proceedings of the 1st Annual Conference of Computing and Information Technology Research and Education New Zealand (CITRENZ2010) incorporating the 23rd Annual Conference of the National Advisory Committee on Computing Qualifications, Dunedin, New Zealand, 6-9th July* (pp. 79-87). Available from <http://www.naccq.ac.nz>

King, P. (2010). Canopy management to enhance Merlot. In *Proceedings of the 2nd Cabernet Merlot Forum, Hastings NZ, 29 January 2010* (pp. 21-27). Hastings: Hawke's Bay Winegrowers .

King, P. (2010). The importance of vine vigour variability to Syrah wine quality on the Gimblett Gravels. In *Proceedings of the Syrah Symposium, Hastings NZ, 30 January 2010* (pp. 23-28). Hastings: Hawke's Bay Winegrowers.

Mac Callum, K. (2010). Attitudes of educators to the introduction of mobile technology. In S. Mann & M. Verhaart (Eds.), *Proceedings of the 1st Annual Conference of Computing and Information Technology Research and Education New Zealand (CITRENZ2010) incorporating the 23rd Annual Conference of the National Advisory Committee on Computing Qualifications, Dunedin, New Zealand, 6-9th July* (pp. 139-150). Available from <http://www.naccq.ac.nz>

Mac Callum, K. (2010, April). *Adoption theory as an aid to understand the integration of mobile technology in the educational context*. Paper presented at the Distance Education Association of New Zealand (DEANZ) 2010 Conference, Wellington, New Zealand. Available from <http://www.deanz.org.nz/home/index.php/deanz-conference-2010>

Merchant, R. (2010). Media representations of child abuse. In J. S. Te Rito & S. M. Healy (Eds.), *Kei muri i te awe kāpara he tangata kē: Recognising, engaging, understanding difference: 4th International Traditional Knowledge Conference 2010, June 6-9, 2010, Auckland, New Zealand* (pp. 241-244). Available from <http://www.traditionalknowledge2010.ac.nz/sites/default/files/NPM2010TraditionalKnowledgeConferenceProceedings.pdf>.

Roy, R. (2010, May). *Effectiveness of innovative technologies in New Zealand farming and supply chain management: A tale of two companies*. Paper presented at POM 2010: 21st Annual Conference of the Production and Operations Management Society, Vancouver, Canada. Available from <http://www.pomsmeetings.org/ConfProceedings/015/FullPapers/Fullpaper.htm>

Skelton, D. (2010). The blended learning environment: Recommendations for combining e-learning and the physical campus in technology courses. In W.-H. Chang, D. Fisher, C.-Y. Lin & R. Koul (Eds.), *Proceedings of the Sixth International Conference on Science, Mathematics and Technology Education, Hualien, Taiwan, 19-22 January, 2010* (pp. 465-471). Available from <http://block.sec.ntnu.edu.tw/3C/smte/index.asp>

Skelton, D. (2010). Blended learning: Lecturers have their say. In S. Mann & M. Verhaart (Eds.), *Proceedings of the 1st Annual Conference of Computing and Information Technology Research and Education New Zealand (CITRENZ2010) incorporating the 23rd Annual Conference of the National Advisory Committee on Computing Qualifications, Dunedin, New Zealand, 6-9th July* (pp. 235-245). Available from <http://www.naccq.ac.nz>

Skelton, D. (2010). Yes, but what can they do now? Examining a range of degree papers by industry readiness criteria. In R. K. Coll (Ed.), *NZACE 2010 conference proceedings: Providing a competitive advantage, 14th – 16th of April, 2010, Palmerston North* (pp. 35-37). Available from <http://www.nzace.ac.nz/>

Skelton, D., & Gillett-Jackson, G. (2010). The changing role of e-commerce in regional SMEs. In S. Mann & M. Verhaart (Eds.), *Proceedings of the 1st Annual Conference of Computing and Information Technology Research and Education New Zealand (CITRENZ2010) incorporating the 23rd Annual Conference of the National Advisory Committee on Computing Qualifications, Dunedin, New Zealand, 6-9th July* (pp. 247-254). Available from <http://www.naccq.ac.nz>

Te Rito, J. S., & Nuku, P. (2010). Using ICT to enhance Māori language teaching. In *ICT for Language Learning Conference Proceedings 2010*. Available from <http://www.pixel-online.net/ICT4LL2010/conferenceproceedings.php>.

Verhaart, M. (2010, April). *Media wiki technology in teaching and learning*. Paper presented at the Distance Education Association of New Zealand (DEANZ) 2010 Conference, Wellington, New Zealand. Available from <http://www.deanz.org.nz/home/index.php/deanz-conference-2010>

Verhaart, M. (2010). Using Web 2.0 in teaching and learning: A wiki case study. In S. Mann & M. Verhaart (Eds.), *Proceedings of the 1st Annual Conference of Computing and Information Technology Research and Education New Zealand (CITRENZ2010) incorporating the 23rd Annual Conference of the National Advisory Committee on Computing Qualifications, Dunedin, New Zealand, 6-9th July* (pp. 275-284). Available from <http://www.naccq.ac.nz>

Yahanpath, N., & Burns, E. (2010, December). *Replication study: Undergraduate students balancing paid semester work and study*. Paper presented at the 14th Conference on Labour, Employment and Work, Wellington, New Zealand. Available from [http://www.victoria.ac.nz/vms/researchcentres/LEW\\_Published\\_Papers.aspx](http://www.victoria.ac.nz/vms/researchcentres/LEW_Published_Papers.aspx)

## Abstract in published conference proceedings

Hartley-Smith, J. (2010). The paper chase. In S. Barnett (Ed.), *New Zealand Communication Association 22nd Annual Conference - "Winds of Change - Communication in a Changing World", 30 November - 11 December 2010, Wellington, New Zealand* (p. 16). Wellington, New Zealand: NZCA.

## Conference oral presentation - refereed

Albakry, K., & Mac Callum, K. (2010, July). *A pilot study into the feasibility of using SMS for location awareness*. Paper presented at the IADIS International Conference Wireless Applications and Computing, Freiburg, Germany.

Albertyn, F. (2010, July). *A decision making approach – A meta-model for e-Process selection*. Paper presented at the IADIS International Conference e-Commerce 2010, Freiburg, Germany.

Bray, P. (2010, June). *More things in heaven and earth: A holotropic reading of Shakespeare's Hamlet*. Paper presented at the 17th International Transpersonal Conference. Moscow, Russia.

Field, R., & Coetzer, A. (2010, December). *The nature and significance of the organisational socialisation process and resultant outcomes in New Zealand small manufacturing firms: A socialisation agent perspective*. Paper presented at the 24th Australia and New Zealand Academy of Management Conference, Adelaide, Australia.

- Fowler, M. (2010, September). *Striking a balance in management accounting curricula: Have the views of educators and practitioners changed between 2001 and 2010?* Paper presented at the New Zealand Applied Business Education Conference, Napier, New Zealand.
- Govers, E. (2010, July). *Programme design practice in a New Zealand polytechnic: Caught in a language trap?* Paper presented at the HERDSA 2010 International Conference, Reshaping Higher Education, Melbourne, Australia.
- Govers, E. (2010, September). *Programme design practice in a New Zealand polytechnic: Caught in a language trap?* Paper presented at Contemporary Perspectives on New Zealand Tertiary Education 2010: A HERDSA Research Colloquium, Wellington, New Zealand.
- Kadirov, D. (2010). *Brand authenticity: Scale development and validation.* Paper presented at the ANZMAC 2010 Annual Conference, Christchurch, New Zealand.
- Kadirov, D. (2010, September). *The effect of marketing on the demand for education.* Paper presented at the New Zealand Applied Business Education Conference, Napier, New Zealand.
- Mac Callum, K. (2010, October). *Integrating mobile learning into the tertiary environment: The educators' perspective.* Paper presented at the 9th World Conference on Mobile and Contextual Learning (mLearn2010), Valletta, Malta.
- Mac Callum, K. (2010, July). *Willingness of students and educators to learn with mobile technology: An embedded mixed-methods investigation.* Paper presented at the New Zealand Information Systems Doctoral Conference (NZISDC), Auckland, New Zealand.
- Mac Callum, K., & Albakry, K. (2010). *SMSNav system: Mobile phones as a tool to increase location awareness of users.* Paper presented at the IADIS International Conference e-Society, Porto, Portugal.
- Manhire, K., Horrocks, G., & Tangiora, A. (2010, September). *Early childcare centres support, knowledge attitudes and beliefs about breastfeeding.* Paper presented at the Public Health Association (PHA) of New Zealand Conference, Ngaruawahia, New Zealand.
- McConnell, C. (2010, March). *Dynamic ways of knowing: An analysis of a continuous teaching practicum.* Paper presented at the Early Childhood Research Symposium, Christchurch, New Zealand.
- Morris Matthews, K. (2010, December). *Educate, segregate, second-rate: Beliefs and attitudes towards education for orphans and abandoned youth in New Zealand 1920-1950.* Paper presented at the Australian and New Zealand History of Education (ANZHES) Annual Conference, Wagga Wagga, NSW, Australia.
- Morris Matthews, K. (2010, October). *"You had to be tough to survive": The care and education of orphaned, destitute and abandoned children in provincial New Zealand.* Paper presented at the Canadian History of Education Association 16th Biennial Conference, Toronto, Canada.
- Naeem, M., & Neal, M. (2010, July). *Sustainability-integration in business school curricula in the Asia-Pacific Region: An exploratory study.* Paper presented at the 2nd International Conference of AGBA South Asia Chapter, Pakistan.
- Neal, M. (2010, February). *Business education and poverty alleviation.* Paper presented at Managing in the New World Order: Strategies for Sustainable Business Development, Sur, Oman.
- Papps, E., & Vernon, R. (2010, June-July). *The power of partnership and collaboration: Implementing a developmental advanced nursing role.* Paper presented at the 7th Asia Pacific Nurses Convention (ASPAN), Singapore.
- Petrova, K., & Verhaart, M. (2010, February). *Collaboration in computing academic publishing - Challenges and strategies?* Paper presented at the Global Intercultural Collaboration Workshop, Auckland, New Zealand.
- Petry, D., & Turvey, J. L. (2010, September). *Shaking up 520 Economic Environment course.* Paper presented at the New Zealand Applied Business Education Conference, Napier, New Zealand.
- Prince, C. (2010, January). *Starting early: Education for sustainability in early childhood.* Paper presented at the New Zealand Association for Environmental Education (NZAAE) Biennial Conference, Hastings, New Zealand.
- Roberts, J. (2010, September). *The clinical nurse specialist in New Zealand: Opportunity to enhance services and outcomes through advanced nursing practice.* Paper presented at the 6th International Council of Nurses/ Advanced Practice Nursing Network Conference, Brisbane, Australia.
- Roy, R. (2010, September). *Studying the effects of group-heterogeneity on group performances ("Too many cooks spoil the broth" vs "Two minds are better than one": Which side are you on?).* Paper presented at the New Zealand Applied Business Education Conference, Napier, New Zealand.
- Vernon, R. (2010, April). *Competence: Burden of proof or an issue of public safety.* Paper presented at NETNEP 2010: 3rd International Nurse Education Conference, Sydney, Australia
- Vernon, R., & Doole, P. (2010, May). *Confidence in competence - Nursing Council of New Zealand continuing competence framework.* Paper presented at the Western Pacific and South East Asian Regulators (WP/SEAR) Meeting, Bangkok, Thailand.
- Yahanpath, N. (2010, November). *Some accountability issues in the finance company failure in New Zealand: A brief survey.* Paper presented at the Auckland Region Accounting Conference, Auckland, New Zealand.
- Yahanpath, N., & McCormack, S. (2010, September). *Misconceptions of tertiary education decision: Time for an information "shake up"?* Paper presented at the New Zealand Applied Business Education Conference, Napier, New Zealand.

#### Conference oral presentation - non-refereed

- Dench, A. M., & Pattison, J. (2010, October). *Creating a paperless classroom (almost).* Paper presented at the 12th National Conference for Community Languages and TESOL, Dunedin, New Zealand.
- Field, R. (2010, September). *Conducting business research using the critical incident technique: Application of the technique in a business study.* Paper presented at the New Zealand Applied Business Education Conference.
- Giles, L. (2010, September). *Isn't it time to shake up student workload?* Paper presented at the New Zealand Applied Business Education Conference, Napier, New Zealand.
- Maaka, R. (2010, January). *Indigenous people and the sustainability discourse.* Paper presented at the New Zealand Association for Environmental Educators (NZAAE) Biennial Conference 2010, Hastings, New Zealand.
- Maaka, R. (2010, September). *Indigeneity in research and evaluation.* Paper presented at the Australasian Evaluation Society Conference, Wellington, New Zealand.
- Martin, H. (2010, September-October). *A hands-on resource for rearranging equations.* Paper presented at the New Zealand Association of Bridging Educators 9th National Conference, Wellington, New Zealand.

Pentecost, M. (2010, June). *What makes "Shining Stars" shine?* Paper presented at the New Zealand Association of Counsellors Research Conference, Tauranga, New Zealand.

Scrymgeour, G. (2010, November). *What would you do if "the machine stopped"? Will your hospital cope if disaster strikes?* Paper presented at the 15th South Pacific Nurses Forum, Auckland, New Zealand.

### Conference workshop

Giles, L. (2010, September-October). *Is the learner's workload driving the learning journey?* Workshop presented at the National Teaching and Learning Conference, Palmerston North, New Zealand.

Maaka, R. (2010, October). *Rethinking indigeneity in the age of globalisation.* Workshop presented at the American Academy of Religion Annual Meeting, Atlanta, Georgia.

Mapel, T. (2010, June). *MBSR with chronic health sufferers.* Workshop presented at the New Zealand Association of Counsellors Research Conference, Tauranga, New Zealand

Simpson, J., & Mapel, T. (2010, October). *Mindfulness in practice.* Workshop presented at the 2010 Science, Consciousness and Spirituality Conference, Auckland, New Zealand.

### Conference poster presentation

Chittenden, R. (2010). Early phenolic and sensory properties from the cofermentation of Syrah and Viognier. In *ICCS programme and technical abstracts: International Cool Climate Symposium (ICCS) hosted by the ASEV Northwest Chapter June 20-22, 2010 in conjunction with 61st ASEV National Conference June 20-24, 2011, Seattle, Washington* (p. 78). Available from <http://asev.org/national-conference/technical-abstracts/>

Decherig, P. (2010). Industry education integration: Improving students' course subject application. In S. Mann & M. Verhaart (Eds.), *Proceedings of the 1st Annual Conference of Computing and Information Technology Research and Education New Zealand (CITRENZ2010) incorporating the 23rd Annual Conference of the National Advisory Committee on Computing Qualifications, Dunedin, New Zealand, 6-9th July* (pp. 308-309). Available from <http://www.naccq.ac.nz>

Heavey, K., Albertyn, F., & Pierce, A. (2010). Information technology plan and Google Adword project. In S. Mann & M. Verhaart (Eds.), *Proceedings of the 1st Annual Conference of Computing and Information Technology Research and Education New Zealand (CITRENZ2010) incorporating the 23rd Annual Conference of the National Advisory Committee on Computing Qualifications, Dunedin, New Zealand, 6-9th July* (pp. 316-317). Available from <http://www.naccq.ac.nz>

McElroy, S., & Skelton, D. (2010). Hastings District Council – An IT internship. In S. Mann & M. Verhaart (Eds.), *Proceedings of the 1st Annual Conference of Computing and Information Technology Research and Education New Zealand (CITRENZ2010) incorporating the 23rd Annual Conference of the National Advisory Committee on Computing Qualifications, Dunedin, New Zealand, 6-9th July* (pp. 332-333). Available from <http://www.naccq.ac.nz>

Nuku, P., & Te Rito, J. S. (2010, November). *A New Zealand Māori language course designed for radio – With ICT applications.* Poster presented at the ICT for Language Learning Conference - 3rd Edition, Florence, Italy.

Richardson, D., & Verhaart, M. (2010). Fletcher Easysteel - Health and safety CD ROM application. In S. Mann & M. Verhaart (Eds.), *Proceedings of the 1st Annual Conference of Computing and Information Technology Research and Education New Zealand (CITRENZ2010) incorporating the 23rd Annual Conference of the National Advisory Committee on Computing Qualifications, Dunedin, New Zealand, 6-9th July* (pp. 358-359). Available from <http://www.naccq.ac.nz>

Toki, R.-I., Albertyn, F., & Jackett, N. (2010). Heinz-Wattie internship: An EIT final project. In S. Mann & M. Verhaart (Eds.), *Proceedings of the 1st Annual Conference of Computing and Information Technology Research and Education New Zealand (CITRENZ2010) incorporating the 23rd Annual Conference of the National Advisory Committee on Computing Qualifications, Dunedin, New Zealand, 6-9th July* (pp. 372-373). Available from <http://www.naccq.ac.nz>

## Thesis

### Staff

Albertyn, E. F. (2010). *E-Process selection using decision making methods* (Unpublished PhD thesis). Massey University, Palmerston North, New Zealand.

McConnell, C. (2010). *Field based teacher education: An analysis of a continuous practicum* (Unpublished master's thesis). Deakin University, Melbourne, Australia.

Merchant, R. (2010). *Who are abusing our children? An exploratory study on reflections on child abuse by media commentators* (Unpublished master's thesis). Massey University, Albany, New Zealand.

### Student

Ashworth, N. (2010). *Long term condition management: Health professionals' perspectives* (Unpublished master's thesis). Eastern Institute of Technology, Napier, New Zealand.

Ball, C. (2010). *Mental health legislation in New Zealand from 1846 – A discourse analysis* (Unpublished master's thesis). Eastern Institute of Technology, Napier, New Zealand.

Connolly, M. (2010). *Beliefs of mental health nurses about smoking by clients of inpatient mental health facilities* (Unpublished master's thesis). Eastern Institute of Technology, Napier, New Zealand.

Hildred, P. (2010). *Key Issues for nurses establishing and implementing nurse-led clinics* (Unpublished master's thesis). Eastern Institute of Technology, Napier, New Zealand.

Kennedy, P. (2010). *Characteristics of percutaneous coronary intervention patients who experience an unplanned readmission after repatriation from a tertiary hospital* (Unpublished master's thesis). Eastern Institute of Technology, Napier, New Zealand.

Kirkpatrick, S. (2010). *Nurses' perceptions of the implementation of the Before School Check (B4SC) programme in Hawke's Bay* (Unpublished master's thesis). Eastern Institute of Technology, Napier, New Zealand.

Pedersen, C. (2010). *Outcomes of a rural nurse-led telephone triage service* (Unpublished master's thesis). Eastern Institute of Technology, Napier, New Zealand.

Skerman, N. (2010). *What do teenage mothers want from the Well Child/Tamariki Ora service?* (Unpublished master's thesis). Eastern Institute of Technology, Napier, New Zealand.



Tuahine, V. (2010). *Factors that influence the decisions Cook Island families make around the Before Schools Check* (Unpublished master's thesis). Eastern Institute of Technology, Napier, New Zealand.

Walker, R. (2010). *New Zealand pre-dialysis nurses' perceptions of effective care* (Unpublished master's thesis). Eastern Institute of Technology, Napier, New Zealand.

## Report

### Published report

Mitchell, L., Meagher-Lindberg, P., Mara, D., Cubey, P., & Whitford, M. (2010). *Locality-based evaluation of Pathways to the Future - Nga- Huarahi Arataki: Stage 2 report*. Hamilton, New Zealand: University of Waikato, Faculty of Education, Wilf Malcolm Institute of Educational Research.

Morris Matthews, K., Wills, R., Mara, D., Stockdale Frost, A., & Kirkpatrick, S. (2010). *Evaluation of the health outcomes for pre-school children associated with Before School Check (B4SC) in the Hawke's Bay region*. Napier, New Zealand: EIT Hawke's Bay.

Vernon, R., Chiarella, M., Papps, E., & Dignam, D. (2010, October). *Evaluation of the continuing competence framework*. Wellington, New Zealand: Nursing Council of New Zealand.

### Unpublished report

King, P., McClellan, D., & Smart, R. (2010). *Business Links Funded Project: Factors affecting red wine quality in Hawke's Bay vineyards and the development of strategies to enhance quality: Collection of reports on studies undertaken over three seasons between 2006 and 2009*. EIT Research Report.

### Report for external body

Abel, S., & Marshall, B. (2010) *Wairua Tangata Programme: A model for effective health services in underserved populations*. 2010 Update report to Tu Meke First Choice Primary Health Organisation, Hawke's Bay.

Mapel, T., & Simpson, J. (2010). *An investigation into the health benefits of mindfulness-based stress reduction for people living with a range of chronic illnesses in Aotearoa /New Zealand*. Report to Hawke's Bay Medical Research Foundation.

Mara, D., Ashcroft, J., Stockdale Frost, A., Karekare, M., & Morris Matthews, K. (2010). *An evaluation of the extent to which early childhood centres in Hawke's Bay engage with Sport Hawke's Bay Heart Foundation Healthy Heart Award and SARC Active Movement programmes in 2010*. Report to Sport Hawke's Bay.

Marshall, R. N., Floyd, S., & Forrest, R. H. (2010). *Nurse-led healthy lifestyle clinics*. Final evaluation report to the Hawke's Bay Primary Health Organisation.

Marshall, R. N., Forrest, R. H., & Thompson, S. (2010). *Initial evaluation of the Bike On project at St Mary's School and Peterhead School*. Report to the Healthy Populations Group, Hawke's Bay District Health Board.

Marshall, R. N., Scrymgeour, G., & Forrest, R. H. (2010). *Continuity of cancer care: A pilot project: Evaluation report*. Report to the Hawke's Bay Primary Health Organisation.

Morris Matthews, K., Mara, D., Searle, J., Manhire, K., & Stockdale Frost, A. (2010). *A process evaluation of the Registered Nurse Competency Framework, and implementation plan to optimise service and capability capacity for Hawke's Bay Māori providers of the National Well Child/Tamariki Ora programme*. Report prepared for the Hawke's Bay District Health Board.

Stockdale Frost, A., & Morris Matthews, K. (2010). *Youth Services Mapping (Hastings and Napier)*. Report prepared for Youth Transitions Services/Te Taiwhenua o Heretaunga.

Vernon, R., Chiarella, M., Papps, E., & Dignam, D. (2010). *Evaluation of the Nursing Council of New Zealand continuing competence framework*. Confidential report prepared for the Nursing Council of New Zealand.

## Exhibition

Bahho, M. (2010). "XPERIENCE" [digital media print work]. *In This Place* [Group exhibition], Vent Gallery, Eastern Institute of Technology, Napier, New Zealand, February 11-25.

Baker, P. (2010). On Off [Two overlapping light boxes with complementary structures - Proper and Bespoke/ Beneath the Pavement Party on the Beach]. Visual Arts and Design EIT staff exhibition [Group exhibition]. Vent Gallery, Eastern Institute of Technology, Napier, New Zealand, February 15-26.

Baker, P. (2010). Playground Banter [Wall installation of 6 light boxes with hand cut translucent vinyl]. *Creative Hawke's Bay Invitational 2010* [Group exhibition]. Hastings City Art Gallery, Hastings, New Zealand, April 10-June 27.

Binding, W. (2010). Cul-de-Sac, Floating World [Painted works]. *Creative Hawkes Bay Invitational 2010* [Group exhibition]. Hastings City Art Gallery, Hastings, New Zealand, April 10-June 27.

Binding, W. (2010). In The Gorge, At The Edge Of The World, Many Names [Group invitational exhibition]. Statements Gallery, Napier, New Zealand, January 29-February 21.

Binding, W. (2010). Winebox 2010 [Painted winebox]. *Winebox Exhibition and Auction* [Group invitational exhibition]. Real People @ Mosaic Gallery, Napier, New Zealand, July 19-30, 2010.

Binding, W. (2010). @Work [Solo exhibition]. Hastings City Art Gallery, Hastings, New Zealand, October 22, 2010-January 30, 2011.

Webster, J. (2010). Cumulo-Identicus [Print installation - vinyl cut and screenprinted and intron pressed die-cut card]; Art To Go [Installation - digital print and mixed media on three wooden collapsible platforms]. *Source: A contemporary female aesthetic* [Group exhibition]. Hastings City Art Gallery, Hastings, New Zealand, February 6 -March 23.

Webster, J. (2010). Letterbox [Painted wine box]. *Winebox Exhibition and Auction* [Group invitational exhibition]. Real People @ Mosaic Gallery, Napier, New Zealand, July 19-30.

## Catalogue

Binding, W. (2010). @work: Wellesley Binding [Exhibition catalogue]. Hastings, New Zealand: Hastings City Art Gallery.

## Design

Chiappin, A. (2010). Ashton's Army Exhibition [Design of Poster/postcard and collateral for exhibition] EIT Hawke's Bay, Taradale, New Zealand.

Chiappin, A. (2010). EIT Fashion Show 2010 titled *Address* [Design of Brand Image and brand collateral for Fashion Show at Hawke's Bay Opera House] EIT Hawke's Bay, Taradale, New Zealand.

Chiappin, A. (2010). Nikki Gabriel Construction, Nikki Gabriel Construction Product [Design and production of packaging, print and web collateral for Nikki Gabriel Brand] Melbourne, Australia and New Zealand.

Chiappin, A. (2010). School of Arts and Design Brand [Design of Brand collateral (ongoing)] EIT Hawke's Bay, Taradale, New Zealand.

Chiappin, A. (2010). Sydney Design, Make Lounge Workshop#1: Knitting Construction with Nikki Gabriel, [Design and production of tent structure for workshop] Powerhouse Museum, Sydney, Australia.

Webster, J. (2010). Exhibition catalogue. [*Tin drum: 24 silkscreen prints* by Anthony Davies, *Wanganui*, New Zealand: Hotspur Studio, 2010 ISBN: 9780473177195].

## Consultancy

Bahho, M. (2010). The Jacobs House Project, St Ives in Sydney, Australia

## Commission

Baker, P. (2010). Pizza Pazzi Lightbox 2010 [lightbox and illumination panel].

## Oral Presentation

Bavidge, D., & Floyd, S. (2010, October). *Undergraduate nursing students value the opportunity to experience weekend practicum during their education*. Faculty of Health Sciences 'Innovations' forum, Eastern Institute of Technology, Napier, New Zealand.

Binding, W. (2010, November 6). Public Floor talk. *@Work*, Hastings City Art Gallery, New Zealand.

Bray, P. & Bray, O. (2010, June). *Self-making in contemporary performance and counselling relationships*. Invited presentation, Leeds Metropolitan University, England.

Foxall, D. (2010, October). *Making an impact of childhood asthma*. Faculty of Health Sciences 'Innovations' forum, Eastern Institute of Technology, Napier, New Zealand.

Gardiner, J. (2010, June). *Anyphalactic vaccination reactions: Three case studies*. IMAC Vaccinators Update. Hawke's Bay District Health Board, Hastings, New Zealand.

Gardiner, J. (2010, October). *Nurses' perceptions of e-learning in their postgraduate study*. Faculty of Health Sciences 'Innovations' forum, Eastern Institute of Technology, Napier, New Zealand.

Maaka, R. (2010, October 5). *Māori academic & intellectual leadership*. Te Manuao lecture series, Massey University, New Zealand.

Maaka, R. (2010, November 30). *Wai Māori: Water through the prism of culture*. Hawkes' Bay Regional Water Symposium, Napier, New Zealand.

Maaka, R. (2010, November 3). *The Māori experience of Christianity: An insight addressing the question "Can a person be Indigenous and a Christian?"* Invited public address at University of Colorado, Boulder, USA.

Marshall, B., Forrest, R., & Others. (2010, October). *Nutritional risk amongst Hawke's Bay Older Adults*. Faculty of Health Science 'Innovations' forum, Eastern Institute of Technology, Napier, New Zealand.

McClelland, A. (2010, May). *Communities of practice*. Faculty of Health Sciences 'Innovations' forum, Eastern Institute of Technology, Napier, New Zealand.

Kennedy, P. Marshall, P., Searle, J., & Forrest, R. (2010, May). *Percutaneous coronary intervention, repatriation and unplanned readmissions*. Faculty of Health Sciences 'Innovations' forum, Eastern Institute of Technology, Napier, New Zealand.

Mac Callum, K. (2010). *Using your mobile phone to capture a learning moment and publish it online*. Innovation Week, EIT Hawke's Bay, New Zealand.

Reeves, M. J. (2010, July). *Grape and wine making in New Zealand*. Invited presentation. Xinjiang Grape and Winemakers Association, Shehizi, Xinjiang, China.

Reeves, M. (2010, July). *Improving wine quality through canopy and crop management – a New Zealand perspective*. Invited presentation. China Agricultural University, Beijing.

Reeves, M. J. (2010, July). *The influence of yeast nutrition on the sensory properties of wine*. Invited presentation. China Agricultural University, Beijing.

Reeves, M. J. (2010, July). *Modifying red wine making techniques to accommodate the impact of climate change*. Invited presentation. China Agricultural University, Beijing.

Reeves, M. J. (2010, July). *Recent developments in the chemistry of Sauvignon Blanc*. Invited presentation. China Agricultural University, Beijing.

Vernon, R. (2010, June 8). *Continuing competence framework perceptions and understandings*. Nursing Council of New Zealand – Learning Curve Programme, Wellington, New Zealand.

Vernon, R. (2010, June). *A model of continuing competence*. Research Week, University of Sydney, Australia.

Vernon, R. (2010, July 23). *Evaluation of the Nursing Council of New Zealand continuing competence framework*. Nursing Council of New Zealand. Wellington, New Zealand.

## Database

Morris Matthews, K. (2010). [www.womenandhighereducation.eit.ac.nz](http://www.womenandhighereducation.eit.ac.nz) [Research database].

## Other Output

Agnew, M., MacKinnon, P., & Philp, T. (2010). *National age grade selectors template*. Napier, New Zealand: Eastern Institute of Technology & New Zealand Rugby Union.

Agnew, M., MacKinnon, P., Jones, R., O'Halloran, J., & Strawbridge, A. (2010). *High performance skills toolbox*. Napier, New Zealand: Eastern Institute of Technology & New Zealand Rugby Union.

Hartley-Smith, J. (2010). Appendix 1. In *From ordinary to EXTRAordinary* (first published 2009). Napier Inner City Marketing, EIT Hawke's Bay.

	2005	2006	2007	2008	2009	2010
<b>Research Outputs</b> (refereed & non-refereed)	163	188	194	214	163	185
<b>Outputs per Academic FTE</b>	0.77	0.93	0.97	1.07	0.79	0.89



# EIT Hawke's Bay Representation on National/International Organisations and Awards

## **Albertyn, Frina**

- National Computing Degree Moderator, The National Advisory Committee on Computing Qualifications
- Monitor, Diploma in Information Systems – Northland Polytechnic
- Review Panel, IADIS international conference E-Society
- Review Panel, 22th National Advisory Committee on Computing Qualifications Conference (NACCQ)
- Secretary, Hawkes Bay Cohort of the New Zealand Computer Society

## **Beale, Jane**

- Chair, Hawke's Bay Sub-branch committee for the New Zealand Computer Society

## **Beaven, Ian**

- National Moderator, Competenz Industry Training Organisation (Engineering ITO)

## **Blakeley, Jo**

- Member, Editorial Board of International Journal of Environment and Sustainable Development

## **Bray, Peter**

- Member of the Editorial Board of The New Zealand Journal of Counselling
- Reviewer for Mental Health, Religion and Culture
- Reviewer for The New Zealand Journal of Counselling
- Examiner for the MEd Counselling programme at the University of Auckland
- Board member of DOVE, Hawke's Bay
- Committee member, NZAC, Hawke's Bay

## **Brown, Heather**

- Board member, The National Association of ESOL Home Tutor Schemes Incorporated

## **Calcinai, Brian**

- NZ Agrichemical Education Trust - Trainer Representative
- Member, GROWSAFE Advisory Committee

## **Chapman, Brenda**

- Member, Institutes of Technology and Polytechnics (ITP) Marketing Forum
- Chairman, Board of Trustees, Napier Boys' High School

## **Collins, Chris**

- Chair, CEO Committee, Institutes of Technology and Polytechnics (ITP)

- Board Member, Institutes of Technology and Polytechnics of New Zealand (ITPNZ) Board
- Trustee, Regional Indoor Sports and Events Centre Trust, Pettigrew.Green Arena

## **Corich, Stephen**

- Chairperson, National Advisory Committee on Computing Qualifications (NACCQ).
- Member, Digital Technologies Expert Panel (DTEP)
- National Moderator, NZQA Computing Unit Standards levels 5-8
- National Degree Moderator, NACCQ
- Degree Monitor, Bachelor of Information Technology, Wintec
- Degree Monitor, Bachelor of Information Technology, Whitireia
- Chair, Student Liaison Committee of Association of Computing Machinery (ACM) New Zealand
- Co-chair, 22nd NACCQ Conference Napier, New Zealand
- Review Panel, 22nd NACCQ Conference (NACCQ)
- Review Panel, Cognition and Exploratory Learning in Digital Age (CELDA 2009)
- Review Panel, Educational Technology & Society Journal (ETS)
- Review Panel, Journal of Applied Computing and Information Technology (JACIT)
- Review Panel, IEEE International Conference on Advanced Learning Technologies (ICALT)
- Review Panel, Journal of Information Technology Education (JITE)

## **Crawford, Ruth**

- Committee member, Nurses for Children and Young People of Aotearoa, New Zealand Nurses Organisation
- Member, Editorial Review Panel, Nursing Praxis in New Zealand

## **Davidson, Jocelyn**

- Member, Community Support Services ITO (CSSITO) Standard Setting Team

## **Dench, Adrienne**

- Examiner, IELTS for British Council

## **Dobson, Wayne**

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

## **Field, Robbie**

- National Moderator, New Zealand Diploma in Business, 233 Human Resource Management

## **Friis, Diane**

- Te Puna Strategic Advisory Committee (TPSAC), National Library of New Zealand, ITP Library Managers' Representative
- Executive member, ITP Library Manager's Forum

### Govers, Elly

- Convenor and Executive member, ITP Foundation Education Forum
- Member, Academic Managers Forum
- Reviewer, Higher Education Research and Development journal

### Greatrex, Terry

- Examiner, IELTS for British Council
- National Treasurer, Teachers of English to Speakers of Other Languages New Zealand (TESOLANZ)
- Chair, Community Languages and English to Speakers of Other Languages (CLESOL) Conference Board
- National Executive Committee Member, TESOLANZ.

### Haenga, Materoa

- Editor, Māori Language for MAI REVIEW, An Online Academic Journal
- Reviewer, Ngā Pae o Te Māramatanga, University of Auckland
- Examiner, Māori Language Commission Interpreters Licence Examination
- External moderator, Māori Language Commission Interpreters Licence Examination
- Māori language consultant, Takirua Theatre Productions, Wellington
- Translator/Interpreter, Māori Language Commission Wellington
- Māori Consultative Committee, Faculty of Māori Studies staff representative
- Kuia/Kaikaranga/Advisor role and kaikārero for Māori Studies EIT Hawke's Bay
- Kura Reo Tutorial staff (specialist topic – kāwaha/colloquial language) for National Kura Reo
- Writer of Kāwaha/colloquial language (specialist topic) dialogues for National Kura Reo
- Quality Assurance Assessor, Radio Kahungunu Māori Language
- Māori language Quality Assurance/Reviewer/Editor of Whareuku; National Institute of Excellence, Auckland University
- NZQA appointed Te Reo Māori Whakaruruhau Panel member (Field Te Reo Māori)
- NZQA appointed Tikanga Māori Whakaruruhau Panel member (Field Te Reo Māori Tikanga)
- Te Reo Māori & Tikanga Consultant to Anne Greenhalgh of Workforce
- Te Reo Māori Quality Assurance for Ngāti Kahungunu Iwi written text and short stories
- Ngāti Kahungunu Iwi invited participant re- Te Reo Māori matters
- Te Reo Māori & Tikanga Māori Consultant to EIT Hawke's Bay Management staff for introduction, dialogue & hui with Tairāwhiti Polytechnic
- Te Reo Māori & Tikanga Māori Consultant for EIT Hawke's Bay Management & EIT Hawke's Council for hui with Tairāwhiti Polytechnic
- Ngā Manu Kārero Nationals; judge for Māori language in Senior category, Dunedin
- Appointed Māori language specialist for Te Reo Māori staff interviews at Tairāwhiti Polytechnic
- NZQA appointed to Te Reo Māori Whakaruruhau Panel Chair hui
- NZQA Mātauranga Māori training representative for EIT Hawke's Bay at Wellington
- Quality Assurance/Advisor for all Māori text used by EIT Hawke's Bay

- Te Reo Māori translator of EIT Hawke's Bay campus signage
- Presenter, Ngāti Kahungunu Sports Awards: Top Coach of the year Award
- Invited interviewee, Māori Television 'Te Kāuta' series, Whakataukī series

### Hagen-Hall, Kim

- Reviewer, The 4th International Workshop on Wireless, Mobile and Ubiquitous Technologies In Education (WMUTE), Athens, Greece
- Reviewer, DEANZ Conference, Auckland
- Reviewer, International Conference on Computers in Education (ICCE), Beijing

### Hague, Claire

- Chairperson, TANZ Management Group
- NZITP representative, Leaders' Forum (MoE & NZQA)

### Hartley-Smith, Jacqui

- Member, New Zealand Communication Association
- Member, Toastmasters International

### Heath, Robin

- Examiner, IELTS for British Council

### Hilton, Dick

- Board of Directors, Coastguard New Zealand

### Jacobs, Susan

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

### Kadirov, Djavlonbek

- Member: the Non-refereed Abstract Review Group, New Zealand Applied Business Education Conference 2010, Napier
- Member, the Australian and New Zealand Marketing Academy
- Member, Macromarketing Society
- Reviewer, Journal of Customer Behaviour
- Reviewer, Social Marketing Forum 2010, University of Western Australia
- External Moderator: Course BBSD656 Consumer Behaviour, Waikato Institute of Technology,
- Session chair, Branding (empirical), Australian and New Zealand Marketing Academy Conference 2010

### Keech, Anne

- Member, New Zealand Tourism Industry Association [TIA]

### Kemp, Helen

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

### King, Petra

- External examiner, Master's Appl. Sci. theses, Lincoln University, NZ

### Kirton, Diana

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

### Kurta, Celia

- Member, Hastings Girls' High School Board of Trustees

**Lloyd, Nikki**

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

**MacCallum, Kathryn**

- Executive Committee Member, New Zealand association for professionals working in flexible, open and networked education (DEANZ)
- Program Committee Member, IADIS, International Conference on Mobile Learning
- Journal Referee: Australasian Journal of Educational Technology, AJET
- Journal Referee Journal of Information Technology Education (JITE)
- Conference Referee IADIS International Conference on Mobile Learning
- Conference Referee ICALT IEEE International conference on Advanced Learning Technologies

**McCarthy, Sue**

- Member, New Zealand Tourism Industry Association [TIA]

**McHenry, Grant**

- Executive Committee Member of New Zealand Chefs' Association

**Mara, Diana**

- Member, Editorial Board NZ Journal of Educational Studies
- Member, Editorial Board Curriculum Matters Journal
- Board Member, Napier Family Centre
- Board Member, Hohepa Homes Regional Board
- Examiner and moderator for Faculty of Education, University of Auckland, Pasifika education
- Peer Reviewer for AUT Conference: Critiquing Pasifika Education, July 2009

**Marshall, Bob**

- Chair, New Zealand Tertiary Education Commission STAR (Strategy to Advance Research) Project Steering Group
- PhD External examiner, University of Otago (x2)
- Reviewer, International Journal: Sports Medicine
- Member, NZ Academy of Sport, Biomechanics Advisory Group
- Biomechanics consultant, NZ Academy of Sport
- Reviewer, National Health & Medical Council of Australia
- Member, Scientific Committee, Hawke's Bay Medical Research Foundation
- Member, Hawke's Bay Medical Research Foundation Executive

**Morris Matthews, Kay**

- Executive Committee Member, International Standing Committee for History of Education
- Membership Secretary, International Standing Committee for History of Education
- Member, PBRF Sector Reference Group (to Review the PBRF and establish terms of reference for 2012 round), Tertiary Education Commission, Wellington
- Honorary Research Fellow, College of Education, Victoria University of Wellington
- Editorial Board member, International Journal, History of Education
- Editorial Board member, International Journal, History of Education Review
- Editorial Board member, International Journal, Historical Studies in Education Journal/revue d'histoire de l'éducation

- Reviewer for international journals History of Education, History of Education Review & Historical Studies in Education Journal/revue d'histoire de l'éducation
- Reviewer for New Zealand Women's Studies Association Conference Abstracts

**Neal, Mark**

- Editorial Board member, Chinese Management Studies
- Editorial Board member, Gender in Management
- Editorial Board member, Journal of Social Enterprise and Entrepreneurship
- Editorial Board Member, SIU Journal of Management
- PhD External Examiner. Shinawatra International University, Thailand (x2)
- PhD External Examiner. Vinayaka Missions University, India
- Co-Chair of PhD Supervisory Committee, Asian Institute of Technology, Thailand (x4)
- Chair of Executive Committee/ Chair of Editorial Advisory Board, 4th International Colloquium on Tourism & Leisure, Bangkok, Thailand
- Chair of Executive Committee/ Chair of Editorial Advisory Board, 3rd International Colloquium on Business & Management, Bangkok, Thailand
- Member of Organizing Committee, New Zealand Applied Business Education Conference
- Member of Review Board, New Zealand Applied Business Education Conference,
- External Promotions Reviewer, University of Technology, Malaysia
- Reviewer, Chinese Management Studies; Sociology; Current Issues in Tourism
- Invited Speaker: NYU Abu Dhabi workshop on "Leadership for Public Wellbeing in the Middle East", February, 2010.

**Pattison, Judy**

- Examiner, IELTS for British Council

**Pascoe, Robyn**

- Review Panel Member, the New Zealand Diploma in Business Level 6 prescription

**Reeves, Malcolm**

- Member, New Zealand Wine Growers Wine Standards Management Working Group

**Ritchie, Ian**

- ITP representative, NZQA National Advisory Committee on Business Studies
- ITP representative, NZQA Business Management Advisory Group

**Roy, Ram**

- Member, Production and Operations Management Society (POMS), USA
- Member, Chartered Institute of Logistics and Transport, New Zealand
- Member, International Advisory Committee, International Conference on Energy and Environment Chandigarh, India. <http://www.enviroenergy2009.org/Advisory%20Committee.html>
- PhD External examiner, National Institute of Technology, Kurukshetra, India (x2)

**Saywell, Victor**

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

**Seitzinger, Joyce**

- Co-convenor, Institutes of Technology and Polytechnics (ITP) eLearning Forum
- Reviewer, Teaching and Learning Conference, EIT Hawke's Bay
- Member, Institutes of Technology and Polytechnics (ITP) eLearning Forum

**Skelton, David**

- Associate Editor, The International Journal of Learning Peer Reviewer, Bulletin of Applied Computing and Information Technology (BACIT) Reviewer, Teaching and Learning Conference, 2008, EIT Hawke's Bay, Napier, New Zealand Review Panel, IEEE International Conference on Advanced Learning Technologies (ICALT)

**Taylor, Lee-Anne**

- Committee member, Physiotherapy New Zealand, Hawke's Bay Branch

**Tinker, Shelly**

- Early Childhood Representative, NZEI Caucus

**Toomey, Chris**

- Senior Judge, The Food & Beverage Service Competitions, National Salon Culinaire (NZ)
- Member, Tourism Hospitality Forum [ITPNZ]

**Triveni, Arti**

- Member, NZQA Marketing Project Advisory Group
- Member, New Zealand Educational Administration & Leadership Society
- Member, NZQA Marketing Sub-field Review Team
- National Moderator, NZQA for 242/642 Marketing Research
- National Moderator, NZQA for 115 Small Business Management
- National Moderator, NZQA for 247 Marketing Applications & Retailing
- Reviewer, International Wine Symposium
- Member, Female Immigrant Entrepreneurship Project, for Hellenic

**Tumoana, Hiria**

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

**Turner, Linda**

- 1st Vice-President, New Zealand Institute of Chartered Accountants

**Verburg, Chris**

- National Moderator, Film and Electronic Media Sub-field

**Verhaart, Michael**

- Executive Editor, Bulletin of Applied Computing and Information Technology (BACIT)
- Editor, Proceedings of the 1st Annual Conference of the Computing and Information Technology Research and Education of New Zealand Conference (Incorporating the 23rd National Advisory Committee on Computing Qualifications Conference), Dunedin, New Zealand, July 6-9
- Member, The National Advisory Committee on Computing Qualifications (NACCQ), Research and Support Working Group

- Reviewer, IEEE Transactions on Learning Technologies
- Reviewer, Journal of Educational Technology & Society, International Forum of Educational Technology & Society (IFETS)
- Reviewer, Journal of Information Technology Education
- Member of the International Board of Reviewers for the journal, Issues in Informing Science and Information Technology
- Member of the programme committee, CELDA2010, IADIS International Conference on Cognition and Exploratory Learning in Digital Age, 15 - 17 October 2010, Timisoara, Romania
- Member of the programme committee, IET FC 2010, 1st IET International Conference on Frontier Computing, Taichung, Taiwan, August 2010
- Board of Editorial Review, InSite2010, Informing Science + Information Technology Education Joint Conference, Rome, Pompei, Naples, and Abbey of Montecassino, June 19-24, 2010, inSITE
- Member of Programme Committee, ICALT2010, 10th IEEE International Conference on Advanced Learning Technologies, July 5-7, 2010, Sousse, Tunisia
- Member of Programme Committee IEEE CIT-10 The 10th IEEE International Conference on Computer and Information Technology, Bradford, UK, 29 June - 1 July, 2010
- Technical Programme Committee, T4E 2010, Technology for Education, 2nd annual International Conference on. Bombay, Mumbai, India, July 1-3, 2010

**Vernon, Rachael**

- Member, The International Advisory Board of Nurse Education in Practice
- NZQA Monitor, Whiteria Community Polytechnic Postgraduate Certificate in Perioperative Nursing
- National Executive Member, Nursing Education in the Tertiary Sector (NETS) - Central Region and Lower North Island representative
- Member, Nursing Education in the Tertiary Sector (NETS)
- Member, College of Nurses Aotearoa (NZ) Inc

**Whittle, Ken**

- Executive member, ITP Trades Forum

**Williams, Angela**

- National Moderator, Beauty Therapy Sub-field

**Williams, Mike**

- Examiner, IELTS for British Council

**Wright, Chris**

- Member, ITP International Forum
- Member, The South East Asian Commercial Advisory Group

## Research Grants

### Mara, D.

- Ministry of Education: Evaluation of the Early Childhood Education Strategic Plan.
- Ministry of Education: Teaching Learning Research Initiative (TLRI) Research into Classroom interactions within field-based teacher education.

### Mara, D., Ashcroft, J., Stockdale Frost, A.

- Sport Hawke's Bay: Evaluation of the extent to which early childhood centres in Hawke's Bay engage with Sport Hawke's Bay Healthy Heart and SPARC Active Movement programme.

### Marshall, B., Forrest, R.

- New Zealand Police: Operation STEP.

### Marshall, B., Maddison, R., Forrest, R.

- National Heart Foundation: Bikes in Schools: health, body composition and cycling activity.

### Marshall, B., Blair, L.

- Stewart Centre@EIT: Development of Social Interaction Skills

### Morris Matthews, K., Manhire, K., Searle, J., Mara, D., Stockdale Frost, A.

- Hawke's Bay District Health Board: Evaluation of the Registered Nurse Competency Framework, and Implementation Plan to Optimise Service Capacity for Hawke's Bay Māori Providers of the National Wellchild/Tamariki Ora programme.

### Morris Matthews, K., Thompson, S.

- Hawke's Bay Children's Holdings Trust: Evaluation of health outcomes for up to one hundred Hawke's Bay children assessed in the B4 Schools Checks with behaviour issues.

## Awards

### Mara, Diane

- Member of the New Zealand Order of Merit (MNZM) for services to Pacific communities in Aotearoa New Zealand.

### Neal, Mark

- Emerald Outstanding Paper Awards 2010: Highly Commended Paper Prize, for the article, "Supervenience in socio-economic systems", published in Humanomics: The International Journal of Systems and Ethics.

### Skelton, David

- Chief Executive's Award for Research Excellence 2010.

### Verburg, Chris

- Chief Executive's Award for Teaching Excellence 2010.

### Vernon, Rachael

- Fulbright Scholarship for the development of a model for assessing continuing competence of nurses.

### Yahanpath, Noel

- ICANZ Travel Grant for AFAANZ Conference, Sydney.

### Young, Karen

- Chief Executive's Award for General Excellence 2010.

## Fuji Xerox Quality Improvement Award

Paul Hursthouse, Business Relationship Unit Manager & Peter Mackie, Head of School, Rural Studies, for Wairoa College Agricultural Academy project.

## 2010 Hawke's Bay A&P Society Mercedes-Benz Wine Awards

WINE	VINTAGE	WINE MAKER	MEDAL AWARDED
Cold Rain Cabernet Merlot	2009	Jon Musther & Stu Kennedy	Bronze & Best Student Wine Trophy
Whick Cabernet Sauvignon	2009	Wym Barendesen, Heather Laibach, Catherine Rusby, Ian Bannister and Ken Sanderson	Bronze
Chardonnay	2010	Natalie Beath, Tom Lovelock, B Kwang Kim	Bronze
The Query Cabernet Sauvignon	2009	Stu Kennedy & Jon Musther	Bronze
Chardonnay/Pinot Noir méthode traditionnelle	2008	Shari Merrett	Bronze



# Financial Statements

Balance Sheet	52
Income Statement	53
Statement of Comprehensive Income	53
Statement of Cashflows	54
Statement of Changes in Equity	56
Statement of Changes in Asset Revaluation Reserve	56
Statement of Changes in General Fund	56
Statement of Commitments	57
Statement of Accounting Policies	58
Notes to the Financial Statements	64
Investment Plan Key Performance Indicators	79
Statement of Resources	86
Statement of Statistics	88
Report of the Auditor General	90

# Consolidated Balance Sheet

as at 31 December 2010

	NOTES	CONSOLIDATED		PARENT		
		2010 Actual \$000	2009 Actual \$000	2010 Actual \$000	2010 Budget \$000	2009 Actual \$000
CURRENT ASSETS						
Cash and Cash Equivalents	1A	908	3,390	899	3,133	3,368
Short Term Investments	1A	12,500	8,350	12,500	6,350	8,350
Trade and Other Receivables	4	791	815	791	815	815
Inventories		283	273	283	273	273
Prepayments		224	286	224	284	284
TOTAL CURRENT ASSETS		14,706	13,114	14,697	10,855	13,090
LESS CURRENT LIABILITIES						
Trade and Other Payables	5	2,918	3,120	2,915	1,688	3,114
Other Trading Liabilities	5	211	214	211	214	214
Fees and Income in Advance		2,265	1,941	2,265	1,041	1,941
Employee Entitlements	9	2,166	2,149	2,166	2,299	2,149
Other Financial Liabilities held for Trading		-	3	3	3	3
TOTAL CURRENT LIABILITIES		7,560	7,427	7,560	5,245	7,421
NON-CURRENT ASSETS						
Investments held to Maturity	2	726	701	15	15	15
Investments in Subsidiaries	3	-	3	3	3	3
Property, Plant and Equipment – Non-Current	7	75,189	66,826	75,189	75,566	66,826
Other Assets	7	4,640	4,485	4,640	4,910	4,485
Intangible Assets	7A	1,764	2,163	1,764	1,963	2,163
Capital Works in Progress	8	437	6,270	437	-	6,270
TOTAL NON-CURRENT ASSETS		82,756	80,448	82,048	82,457	79,762
LESS NON-CURRENT LIABILITIES						
Employee Entitlements	9	144	180	144	180	180
TOTAL NON-CURRENT LIABILITIES		144	180	144	180	180
NET ASSETS		89,758	85,955	89,041	87,887	85,251
EQUITY						
General Funds		63,145	59,308	62,428	61,314	58,604
RISEC Capital Fund Reserve		40	74	40	-	74
Revaluation Reserve		26,573	26,573	26,573	26,573	26,573
TOTAL EQUITY		89,758	85,955	89,041	87,887	85,251

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

## Income Statement

for the year ended 31 December 2010

	NOTES	CONSOLIDATED		PARENT		
		2010 Actual \$000	2009 Actual \$000	2010 Actual \$000	2010 Budget \$000	2009 Actual \$000
REVENUE						
Government Funding		27,105	24,382	27,105	26,880	24,382
Fees from Students		12,048	10,823	12,048	12,106	10,823
Contestable Funding		1,118	1,121	1,118	1,104	1,121
Interest Income		728	767	684	288	720
Other Income		2,582	2,547	2,583	2,537	2,532
TOTAL OPERATING REVENUE		43,581	39,640	43,538	42,915	39,578
EXPENDITURE						
Cost of Services		40,004	37,619	39,974	40,529	37,544
Finance Costs		-	-	-	-	-
TOTAL COST OF SERVICES	10	40,004	37,619	39,974	40,529	37,544
NET SURPLUS						
		3,577	2,021	3,564	2,386	2,034

## Statement of Comprehensive Income

for the year ended 31 December 2010

	NOTES	CONSOLIDATED		PARENT		
		2010 Actual \$000	2009 Actual \$000	2010 Actual \$000	2010 Budget \$000	2009 Actual \$000
<b>NET SURPLUS</b>		<b>3,577</b>	<b>2,021</b>	<b>3,564</b>	<b>2,386</b>	<b>2,034</b>
<b>OTHER COMPREHENSIVE INCOME</b>						
Gains on Property Revaluations		-	6,595	-	-	6,595
Gains on Library Revaluations		-	218	-	-	218
Gains on Investment Revaluation		-	45	-	-	-
<b>TOTAL OTHER COMPREHENSIVE INCOME</b>		<b>-</b>	<b>6,858</b>	<b>-</b>	<b>-</b>	<b>6,813</b>
<b>TOTAL COMPREHENSIVE INCOME</b>		<b>3,577</b>	<b>8,879</b>	<b>3,564</b>	<b>2,386</b>	<b>8,847</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 2010

	NOTES	CONSOLIDATED		PARENT		
		2010 Actual \$000	2009 Actual \$000	2010 Actual \$000	2010 Budget \$000	2009 Actual \$000
CASHFLOWS FROM OPERATING ACTIVITIES						
CASH WAS PROVIDED FROM:						
Government Funding		27,033	23,712	27,033	25,980	23,712
Operating Revenue		3,692	3,652	3,693	3,641	3,653
Student Fees		12,194	11,388	12,194	12,106	11,388
Interest Income		728	767	684	288	720
		43,647	39,519	43,604	42,015	39,473
CASH WAS PAID TO:						
Employees & Suppliers		35,096	33,493	35,067	36,160	33,464
		35,096	33,493	35,067	36,160	33,464
NET CASH FLOW FROM OPERATING ACTIVITIES	11	8,551	6,026	8,537	5,855	6,009

<b>CASHFLOWS FROM INVESTING ACTIVITIES</b>						
<b>CASH WAS PROVIDED FROM:</b>						
Sale of Assets		64	-	64	-	-
Realisation of Investments		8,415	104	8,350	2,000	-
<b>TOTAL</b>		<b>8,479</b>	<b>104</b>	<b>8,414</b>	<b>2,000</b>	<b>-</b>
<b>CASH WAS PAID FOR:</b>						
Short Term Investments		12,500	4,250	12,500	-	4,250
Capital Expenditure						
- Property, Plant & Equipment		7,130	6,197	7,038	8,340	6,032
- Intangibles		108	250	108	-	250
<b>TOTAL</b>		<b>19,738</b>	<b>10,697</b>	<b>19,646</b>	<b>8,340</b>	<b>10,532</b>
<b>NET CASH FLOW TO INVESTING ACTIVITIES</b>		<b>(11,259)</b>	<b>(10,593)</b>	<b>(11,232)</b>	<b>(6,340)</b>	<b>(10,532)</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 2010

	NOTES	CONSOLIDATED		PARENT		
		2010 Actual \$000	2009 Actual \$000	2010 Actual \$000	2010 Budget \$000	2009 Actual \$000
CASHFLOWS FROM FINANCING ACTIVITIES						
CASH WAS PROVIDED FROM:						
Capital Funding		226	1,990	226	250	1,990
NET CASH FLOW FROM FINANCING ACTIVITIES		226	1,990	226	250	1,990
Total Increase (Decrease) in Cash Flows		(2,482)	(2,577)	(2,469)	(235)	(2,533)
Add Opening Balance		3,390	5,967	3,368	3,368	5,901
CLOSING BALANCE		908	3,390	899	3,133	3,368
COMPRISING:						
Cash at Bank		908	67	899	33	45
Short-Term Investments		-	3,323	-	3,100	3,323
		908	3,390	899	3,133	3,368

The GST (net) component of operating activities reflects the net GST paid to and received from the Inland Revenue Department. The GST (net) component has been presented on a net basis, as the gross amounts do not provide meaningful information for financial statement purposes and to be consistent with the presentation basis of the primary financial statements.

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 2010

NOTES	CONSOLIDATED		PARENT		
	2010 Actual \$000	2009 Actual \$000	2010 Actual \$000	2010 Budget \$000	2009 Actual \$000
OPENING BALANCE	85,955	75,086	85,251	85,251	74,414
QRP3 Trades Facilities Capital Funding	-	1,990	-	-	1,990
Distinctive Contribution Capital Funding	226	-	226	250	-
Total Comprehensive Income	3,577	8,879	3,564	2,386	8,847
CLOSING BALANCE	89,758	85,955	89,041	87,887	85,251

## Statement of Changes in Asset Revaluation Reserve

for the year ended 31 December 2010

NOTES	CONSOLIDATED		PARENT		
	2010 Actual \$000	2009 Actual \$000	2010 Actual \$000	2010 Budget \$000	2009 Actual \$000
OPENING BALANCE	26,573	19,715	26,573	26,573	19,760
Library Stock Revaluation	-	218	-	-	218
Land & Buildings Revaluation	-	6,595	-	-	6,595
Investment Revaluation	-	45	-	-	-
CLOSING BALANCE	26,573	26,573	26,573	26,573	26,573

## Statement of Changes in General Fund

for the year ended 31 December 2010

NOTES	CONSOLIDATED		PARENT		
	2010 Actual \$000	2009 Actual \$000	2010 Actual \$000	2010 Budget \$000	2009 Actual \$000
OPENING BALANCE	59,308	55,314	58,604	58,678	54,597
Net Surplus	3,577	2,021	3,564	2,386	2,034
Distinctive Contribution Capital Funding	226	-	226	250	-
QRP3 Trades Facilities Capital Funding	-	1,990	-	-	1,990
Transfer from/to RISEC Capital Fund Reserve	34	(17)	34	-	(17)
CLOSING BALANCE	63,145	59,308	62,428	61,314	58,604

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

# Statement of Commitments

as at 31 December 2010

## Capital Works

EIT is undertaking the following capital works:

### Hetley Building – Ground Floor:

Upgrade of the ground floor of the Hetley Building is being undertaken at balance date.

There was a \$490,000 commitment in regard to this project at balance date.

### Arts & Design – F Block Refurbishment:

Refurbishment of F Block is being undertaken at balance date.

There was a \$17,000 commitment in regard to this project at balance date.

The total cost of project commitments at balance date was \$507,000. (\$2.7m in 2009).

NON-CANCELLABLE: OPERATING CONTRACTS	2010	2009
Operating commitments in respect of motor vehicles, cleaning, photocopying and accommodation are as follows:	\$000	\$000
Due within one year	397	199
Due later than one year, but not later than five years*	387	204
Due later than five years	-	-

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

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

# Statement of Accounting Policies

for the year ended 31 December 2010

## Reporting Entity

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

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

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

The financial statements of the Institute and group are for the year ended 31 December 2010. The financial statements were authorised for issue by the Council on 24 March 2011.

## Summary of Significant Accounting Policies

### Basis of preparation

- a) The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand and the requirements of the Crown Entities Act 2004 and the Education Act 1989.
- b) Eastern Institute of Technology is a public benefit entity for the purpose of complying with generally accepted accounting practice in New Zealand. This set of financial statements has been prepared using NZ IFRS and other applicable financial reporting standards. The accounting policies set out below have been applied consistently to all periods presented in these financial statements.
- c) The financial statements have also been prepared on an historical cost basis, except for land and buildings that have been measured at fair value.
- d) The preparation of financial statements in conformity with NZ IFRSs requires management to make judgements, estimates and assumptions that affect the application of policies and reported amounts of assets and liabilities, income and expenses.

The estimates and associated assumptions are based on historical experience and various other factors that are believed to be reasonable under the circumstances, the results of which form the basis of making the judgements about carrying values of assets and liabilities that are not readily apparent from other sources. Actual results may differ from these estimates.

- e) The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised if the revision affects only that period, or in the period of the revision and future periods if the revision affects both current and future periods.
- f) Judgements made by management in the application of IFRSs that have significant effect on the financial statements and estimates with a significant risk of material adjustment in the next year are discussed in the notes to the financial statements.
- g) The financial statements are presented in New Zealand dollars and all values are rounded to the nearest thousand dollars (\$000). The functional currency of the Institute and its subsidiaries is New Zealand dollars (NZ\$).

## Accounting Policies

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

The accounting policies have been applied consistently by Group entities.

### 1 Revenue

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

#### a) Government Funding

EIT receives government funding from TEC, which subsidises part of EIT's costs in providing tertiary education to the Hawke's Bay region.

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

#### b) Student Tuition Fees

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

#### c) Sale of Materials

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

#### d) Interest Income

Revenue is recognised as the interest accrues.

### 2 Budget Figures

The budget figures are those approved by the Council at the beginning of the financial year. The budget figures relate to the parent only.

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

### 3 Property, Plant and Equipment

The land and buildings were valued by C W Nyberg (an independent, registered valuer) of DTZ NZ Ltd at 30 June 2009. 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 is as follows:

- Land is valued on a market basis which is considered to reflect fair value while all buildings are valued on the basis of Depreciated Replacement Cost which is considered to reflect fair value. Revaluations will

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

- 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	1.6 % 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 RISEC stadium for educational purposes, is recorded at an amount initially determined by independent valuation and subsequently amortised on a straight-line basis over fifteen years. The carrying value of this asset will be tested for impairment and where indicators of impairment exist the asset will be tested for impairment.

## 7 Impairment

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

### **Loans and receivables (including cash and cash equivalents and debtors and other receivables)**

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

Assets held for educational and related matters and related activities are assessed for impairment by considering the assets for obsolescence, changes in useful life assessments, optimisation and other related matters.

This review will be done when events or circumstances indicate that the carrying value may not be recoverable. Impairment is measured as the difference between the recoverable amount and the carrying value. Impairment gains or losses are recognised in the Income Statement in the other income or expenses line item. An impairment loss on a revalued asset is recognised directly against any revaluation surplus for that asset.

## 8 Revaluations

Following initial recognition at cost, land and buildings 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 depreciated replacement cost which is considered to reflect fair value for such assets.

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

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

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

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

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



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

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

### 9 Receivables

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

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

### 10 Inventories

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

### 11 Financial Assets

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

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

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

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

### 12 Goods and Services Tax (GST)

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

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 determined on an actuarial basis. The discount rate is the market yield on relevant New Zealand Government Stock at the Balance Sheet date.

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

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

## 16 Financial Instruments

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

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

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

## 17 Cash Flows, Cash and Cash Equivalents

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

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

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

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

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

## 18 Basis of Consolidation

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

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

The results of ECollege Ltd, Eastern Institute of Technology Ltd, Eastern UT Ltd and the Otatara Trust have been consolidated into Eastern Institute of Technology's financial statements for the years ended December 2009 and 2010.

Investments in subsidiaries are measured at cost.

	CONSOLIDATED		PARENT	
	2010 \$000	2009 \$000	2010 \$000	2009 \$000
ECollege Limited	-	-	1	1
Eastern Institute of Technology Ltd	-	-	1	1
Eastern UT Ltd	-	-	1	1
<b>TOTAL</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>3</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
- RISEC Capital Fund Reserve
- 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 2010.

### **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.

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

- NZ IFRS 9 Financial Instruments. The new standard is required to be adopted for the year ended 31 December 2013. The Institute and group has not yet assessed the impact of the new standard and expects it will not be early adopted.

## Notes to the Financial Statements

for the year ended 31 December 2010

1 CASH, CASH EQUIVALENTS, AND SHORT TERM INVESTMENTS				
	CONSOLIDATED		PARENT	
	2010 \$000	2009 \$000	2010 \$000	2009 \$000
<b>a) CURRENT</b>				
ASB Bank	1,000	-	1,000	-
Bank of New Zealand	3,000	3,000	3,000	3,000
Forsyth Barr for Otatara Trust	9	-	-	-
Kiwi Bank	3,000	3,000	3,000	3,000
National Bank	2,500	3,000	2,500	3,000
Westpac	3,899	2,740	3,899	2,718
<b>TOTAL</b>	<b>13,408</b>	<b>11,740</b>	<b>13,399</b>	<b>11,718</b>
<b>THESE FUNDS ARE HELD FOR:</b>				
Operating Purposes	13,354	11,683	13,345	11,661
Specific Purposes	54	57	54	57
	<b>13,408</b>	<b>11,740</b>	<b>13,399</b>	<b>11,718</b>
<b>THESE FUNDS ARE CLASSIFIED AS:</b>				
Cash and Cash Equivalents	908	3,390	899	3,368
Short Term Investments	12,500	8,350	12,500	8,350
	<b>13,408</b>	<b>11,740</b>	<b>13,399</b>	<b>11,718</b>
<b>b) INTEREST RATES</b>				
The average interest rate and associated maturity of investments are:			<b>2010</b>	<b>2009</b>
Current Average Interest Rate			5.10%	4.17%
			<b>Less than 6 months \$000</b>	<b>6-12 months \$000</b>
Current – maturity at 31 December 2010 for the group			8,408	5,000

2 INVESTMENTS HELD TO MATURITY				
	CONSOLIDATED		PARENT	
	2010 \$000	2009 \$000	2010 \$000	2009 \$000
Forsyth Barr for Otatara Trust	711	686	-	-
Polytechnics International NZ Ltd	15	15	15	15
<b>TOTAL</b>	<b>726</b>	<b>701</b>	<b>15</b>	<b>15</b>

3 INVESTMENT IN SUBSIDIARIES				
	CONSOLIDATED		PARENT	
	2010 \$000	2009 \$000	2010 \$000	2009 \$000
ECollege Limited	-	1	1	1
Eastern Institute of Technology Ltd	-	1	1	1
Eastern UT Ltd	-	1	1	1
<b>TOTAL</b>	<b>-</b>	<b>3</b>	<b>3</b>	<b>3</b>

4 TRADE AND OTHER RECEIVABLES				
	CONSOLIDATED		PARENT	
	2010 \$000	2009 \$000	2010 \$000	2009 \$000
<b>STUDENT RECEIVABLES</b>				
Student Fee Receivable	132	97	132	97
Less: Provision for Impairment	(56)	(35)	(56)	(35)
Net Student Fee Receivables	76	62	76	62
<b>OTHER RECEIVABLES</b>				
Other Debtors and Receivables	715	753	715	753
<b>TOTAL DEBTORS AND OTHER RECEIVABLES</b>	<b>791</b>	<b>815</b>	<b>791</b>	<b>815</b>





4 TRADE AND OTHER RECEIVABLES CONTINUED						
	2010			2009		
	GROSS \$000	IMPAIRMENT \$000	NET \$000	GROSS \$000	IMPAIRMENT \$000	NET \$000
INSTITUTE AND GROUP						
Due 1-30 days	12	-	12	3	-	3
Due 31-60 days	36	-	36	3	-	3
Due 61-90 days	6	-	6	1	-	1
Greater than 90 days	78	56	22	90	35	55
<b>TOTAL</b>	<b>132</b>	<b>56</b>	<b>76</b>	<b>97</b>	<b>35</b>	<b>62</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.

5 TRADE AND OTHER PAYABLES				
	CONSOLIDATED		PARENT	
	2010 \$000	2009 \$000	2010 \$000	2009 \$000
Creditors	2,258	2,533	2,258	2,533
Accrued Expenses	179	538	176	532
Contract Retentions	79	163	79	163
GST Payable	402	(114)	402	(114)
<b>TOTAL CREDITORS AND OTHER PAYABLES</b>	<b>2,918</b>	<b>3,120</b>	<b>2,915</b>	<b>3,114</b>

OTHER TRADING LIABILITIES				
	CONSOLIDATED		PARENT	
	2010 \$000	2009 \$000	2010 \$000	2009 \$000
Special Funds	54	57	54	57
Statutory Liability	157	157	157	157
<b>TOTAL OTHER TRADING LIABILITIES</b>	<b>211</b>	<b>214</b>	<b>211</b>	<b>214</b>

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

6 BANKING FACILITIES (PARENT & CONSOLIDATED)
The Institute has approval to borrow up to \$4.5 million for capital works and working capital purposes. At balance date there were no borrowings under this facility. This facility is secured by a charge over the Crown Lease for the Taradale campus. The Institute has a credit card facility of \$86,000 with Westpac.

## 7 LAND AND BUILDINGS AND OTHER ASSETS: PRIOR YEAR 2009

	OPENING COST	OPENING ACCUM DEPN	OPENING CARRYING AMT	REVALUATION	ADDITIONS
	\$000	\$000	\$000	\$000	\$000
Land & Infrastructure Institute	6,826	-	6,826	291	101
Land & Infrastructure Crown	4,008	326	3,682	1,005	-
<b>TOTAL LAND &amp; INFRASTRUCTURE</b>	<b>10,834</b>	<b>326</b>	<b>10,508</b>	<b>1,296</b>	<b>101</b>
Building and Services - Institute	41,013	2,467	38,546	4,416	130
Building and Services -Crown	13,319	837	12,482	883	8
<b>TOTAL BUILDING AND SERVICES</b>	<b>54,332</b>	<b>3,304</b>	<b>51,028</b>	<b>5,299</b>	<b>138</b>
Leasehold Improvements	-	-	-	-	-
Motor Vehicles	644	192	452	-	86
Plant & Equipment	9,585	7,163	2,422	-	1,005
Other Assets	2,694	662	2,032	(55)	218
<b>TOTAL OTHER ASSETS</b>	<b>12,923</b>	<b>8,017</b>	<b>4,906</b>	<b>(55)</b>	<b>1,309</b>
<b>2009 TOTAL</b>	<b>78,089</b>	<b>11,647</b>	<b>66,442</b>	<b>6,540</b>	<b>1,548</b>

\* Net Book Reclassifications are reported net of accumulated depreciation

## 7 LAND AND BUILDINGS AND OTHER ASSETS: CURRENT YEAR 2010

	OPENING COST	OPENING ACCUM DEPN	OPENING CARRYING AMT	REVALUATION
	\$000	\$000	\$000	\$000
Land & Infrastructure Institute	6,920	89	6,831	-
Land & Infrastructure Crown	4,900	-	4,900	-
<b>TOTAL LAND &amp; INFRASTRUCTURE</b>	<b>11,820</b>	<b>89</b>	<b>11,731</b>	<b>-</b>
Building and Services - Institute	42,384	442	41,942	-
Building and Services -Crown	13,181	214	12,967	-
<b>TOTAL BUILDING AND SERVICES</b>	<b>55,565</b>	<b>656</b>	<b>54,909</b>	<b>-</b>
Leasehold Improvements	269	83	186	-
Motor Vehicles	635	276	359	-
Plant & Equipment	8,479	6,249	2,230	-
Other Assets	2,815	918	1,897	-
<b>TOTAL OTHER ASSETS</b>	<b>12,198</b>	<b>7,526</b>	<b>4,672</b>	<b>-</b>
<b>2010 TOTAL</b>	<b>79,583</b>	<b>8,271</b>	<b>71,312</b>	<b>-</b>



	DISPOSALS COST	NET BOOK RE- CLASSIFICATION *	CLOSING COST	DISPOSALS ACCUM DEPN	DEPN	CLOSING ACCUM DEPN	CLOSING CARRYING AMOUNT
	\$000	\$000	\$000	\$000	\$000	\$000	\$000
	-	(213)	6,920	-	174	89	6,831
	-	213	4,900	-	-	-	4,900
	-	-	11,820	-	174	89	11,731
	6	(168)	42,384	-	976	442	41,942
	-	(32)	13,181	-	374	214	12,967
	6	(200)	55,565	-	1,350	656	54,909
	-	189	269	-	2	83	186
	95	-	635	34	118	276	359
	2,117	8	8,479	2,103	1,192	6,249	2,230
	45	3	2,815	24	280	918	1,897
	2,257	200	12,198	2,161	1,592	7,526	4,671
	2,263	-	79,583	2,161	3,116	8,271	71,312

	ADDITIONS	DISPOSALS COST	CLOSING COST	DISPOSALS ACCUM DEPN	DEPN	CLOSING ACCUM DEPN	CLOSING CARRYING AMOUNT
	\$000	\$000	\$000	\$000	\$000	\$000	\$000
	34	1	6,953	-	180	269	6,684
	-	-	4,900	-	-	-	4,900
	34	1	11,853	-	180	269	11,584
	8,678	-	51,062	-	1,100	1,542	49,520
	1,421	-	14,602	-	464	678	13,924
	10,099	-	65,664	-	1,564	2,220	63,444
	-	-	269	-	26	109	160
	227	108	754	51	116	341	413
	1,428	703	9,204	702	1,362	6,909	2,295
	914	619	3,110	9	268	1,177	1,933
	2,569	1,430	13,337	762	1,772	8,536	4,801
	12,702	1,431	90,854	762	3,516	11,025	79,829

#### 7A INTANGIBLE ASSETS: 2009, 2010

	OPENING COST	OPENING ACCUM AMORTISATION & IMPAIRMENT	OPENING CARRYING AMT	ADDITIONS
	\$000	\$000	\$000	\$000
Software	1,556	933	623	251
Risec Trust prepayment	3,100	1,200	1,900	-
<b>2009 TOTAL</b>	<b>4,656</b>	<b>2,133</b>	<b>2,523</b>	<b>251</b>
Software	1,807	1,344	463	108
Risec Trust prepayment*	3,100	1,400	1,700	-
<b>2010 TOTAL</b>	<b>4,907</b>	<b>2,744</b>	<b>2,163</b>	<b>108</b>

\* The amortisation of the Trust prepayment ends on 31 December 2017

#### 7 LAND AND BUILDINGS AND OTHER ASSETS CONTINUED

Crown assets have been included in the Balance Sheet. Refer Statement of Accounting Policy Number 3 and Number 20. These assets comprise the land on which the Taradale campus is situated and 88 buildings.

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

There are no restrictions on assets.



DISPOSALS	CLOSING COST	DISPOSALS ACCUM AMORTISATION	IMPAIRMENTS & AMORTISATION	CLOSING ACCUM AMORTISATION & IMPAIRMENT	CLOSING CARRYING AMOUNT
\$000	\$000	\$000	\$000	\$000	\$000
-	1,807	-	411	1,344	463
-	3,100	-	200	1,400	1,700
-	4,907	-	611	2,744	2,163
14	1,901	14	306	1,636	264
-	3,100	-	200	1,600	1,500
14	5,001	14	506	3,236	1,764

8 CAPITAL WORKS IN PROGRESS (PARENT & CONSOLIDATED)				
	OPENING BALANCE 1.1.10	PROGRESS PAYMENTS MADE	TRANSFER TO FIXED ASSETS	CLOSING BALANCE 31.12.10
	\$000	\$000	\$000	\$000
TOTAL ALL PROJECTS	6,270	4,806	10,639	437

9 EMPLOYEE ENTITLEMENTS				
	CONSOLIDATED		PARENT	
	2010 \$000	2009 \$000	2010 \$000	2009 \$000
CURRENT PORTION				
Salary Accrual	562	356	562	356
Annual Leave Accrual	1,604	1,793	1,604	1,793
	2,166	2,149	2,166	2,149
NON CURRENT PORTION				
Long Service Leave	31	34	31	34
Retirement Gratuities	113	146	113	146
	144	180	144	180
TOTAL EMPLOYEE ENTITLEMENTS	2,310	2,329	2,310	2,329

## 10 OTHER EXPENSES

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

	CONSOLIDATED		PARENT	
	2010 \$000	2009 \$000	2010 \$000	2009 \$000
Audit Fees External	57	58	55	58
Audit Fees External 2009 (extra)	8	-	8	-
Audit Fees Internal	34	11	34	11
Audit Fees PBRF	3	-	3	-
Audit Fees PBRF 2009	4	-	4	-
<b>TOTAL AUDIT FEES</b>	<b>106</b>	<b>69</b>	<b>104</b>	<b>69</b>
Depreciation - Buildings	1,400	1,309	1,400	1,309
Depreciation - Services	369	217	369	217
Depreciation - Other	1,747	1,589	1,747	1,589
<b>TOTAL DEPRECIATION</b>	<b>3,516</b>	<b>3,115</b>	<b>3,516</b>	<b>3,115</b>
Amortisation of RISEC Trust Prepayment	200	200	200	200
Amortisation of Computer Software	306	411	306	411
Fees paid to Council Members	60	66	60	66
Leasing of Vehicles and Electronic Equipment	3	15	3	15
Renting of Buildings	152	134	152	134
Loss on Disposal of Assets or Assets Written Off	-	2	-	2
Bad Debts	39	-	39	-
Salaries & Wages	24,776	23,826	24,776	23,826
Change in Provision for Doubtful Debts	21	-	21	-
Other Costs	10,825	9,781	10,797	9,706
<b>TOTAL COSTS</b>	<b>40,004</b>	<b>37,619</b>	<b>39,974</b>	<b>37,544</b>

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

	CONSOLIDATED		PARENT	
	2010 \$000	2009 \$000	2010 \$000	2009 \$000
Net Operating Surplus	3,577	2,021	3,564	2,034
Add back Non-Cash Depreciation & other items	3,896	4,163	3,895	4,134
+ / (-) Movements in working capital items				
(Increase)/decrease in Accounts Receivable and Prepayments	88	589	86	591
(Increase)/decrease in Inventory	(10)	(20)	(10)	(20)
(Decrease)/increase in Accounts Payable and provisions	676	(58)	678	(61)
(Decrease)/increase in Income in Advance	324	(669)	324	(669)
<b>NET CASHFLOW FROM OPERATING ACTIVITIES</b>	<b>8,551</b>	<b>6,026</b>	<b>8,537</b>	<b>6,009</b>

## 12A FINANCIAL INSTRUMENT CATEGORIES

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

	CONSOLIDATED		PARENT	
	2010 \$000	2009 \$000	2010 \$000	2009 \$000
<b>FINANCIAL ASSETS - LOANS AND RECEIVABLES</b>				
Cash and Cash Equivalents	908	3,390	899	3,368
Trade and Other Receivables	791	815	791	815
Other Financial Assets				
- Term Deposits	12,500	8,350	12,500	8,350
- Investments held to Maturity	726	701	15	15
<b>TOTAL LOANS AND RECEIVABLES</b>	<b>14,925</b>	<b>13,256</b>	<b>14,205</b>	<b>12,548</b>
<b>FINANCIAL LIABILITIES - FINANCIAL LIABILITIES AT AMORTISED COST</b>				
Trade and Other Payables	2,918	3,120	2,915	3,114
<b>TOTAL FINANCIAL LIABILITIES AT AMORTISED COST</b>	<b>2,918</b>	<b>3,120</b>	<b>2,915</b>	<b>3,114</b>

## 12B FINANCIAL INSTRUMENT RISKS

The institute and group has 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.

#### *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.

### 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 25% 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.

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.

### 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.

### BORROWING APPROVAL

The Institute has obtained approval from the Secretary of Education in accordance with Section 192 of the Education Act for loan financing of up to \$4.5 million.

## 13 SUBSEQUENT EVENTS

Tairāwhiti Polytechnic was disestablished on 1 January 2011 and incorporated into the Eastern Institute of Technology as from that date, as announced by the Minister of Tertiary Education on 1 December 2010, following public consultation. These financial statements do not include the impact of the incorporation.

## 14 CONTINGENT LIABILITIES

As at 31 December 2010 the Institute has no known contingent liabilities that would materially affect the financial statements, which is the same as the previous year.



## 15 RELATED-PARTY INFORMATION

	ACTUAL	ACTUAL
	2010 \$000	2009 \$000
Eastern Institute of Technology is a wholly owned entity of the Crown. The Government influences the role of the Institute as well as being its major source of revenue.		
<b>OTATARA TRUST</b>		
Interest paid to EIT	-	-
Services provided by EIT	1	1
Loans payable to EIT	-	-
Accounts payable to EIT	-	-
Accounts receivable from EIT	-	-
<b>REGIONAL INDOOR SPORTS AND EVENTS TRUST</b>		
Services provided to EIT	58	17
Services provided by EIT	3	1
<b>STEWART CENTRE @EIT</b>		
Services provided to EIT	-	18
Services provided by EIT	244	87
Accounts payable to EIT	-	16
Accounts receivable from EIT	9	5
<b>ECollege Limited</b>	-	-
<b>Eastern Institute of Technology Ltd</b>	-	-
<b>Eastern UT Ltd</b>	-	-
<b>KEY MANAGEMENT AND COUNCIL RELATED PARTIES</b>		
CJ Pask Wine	1	1
Durney Group	13	80
EMA Central – Napier Sport	1	6
Sport Hawke's Bay	11	10
Tertiary Accord of NZ	88	89
<b>KEY MANAGEMENT PERSONNEL</b>		
Salaries and other short term employee benefits	1,536	1,460
Post employment benefits	-	-
Other long term benefits	-	-
Termination benefits	60	-

Key Management personnel include the Council, Chief Executive, Deputy Chief Executive, Service Section Directors and Faculty Deans.

There were no other related-party transactions.

## 16 COUNCIL MEMBER FEES

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

	2010 Meeting Attendance	2010 \$	2009 \$
COUNCIL MEMBER			
D Pearson	20	25,350	25,350
R Anderson	8	3,240	5,360
S Bell	-	-	1,960
C Bowers	12	3,360	3,080
A Boyd	-	-	3,360
L Edmunds	2	560	2,800
A Hiha	2	560	1,400
M Joe	3	840	840
E Jones	4	1,120	1,960
A King	3	840	840
K Koko	2	560	-
R McKelvie	12	4,360	5,080
M Morgan	19	6,320	3,360
T O’Neill	2	560	1,960
K Radburnd	14	6,200	5,600
A Robin	-	-	280
T Te Huia	10	2,800	1,120
G Travers	11	3,080	1,680
<b>TOTAL</b>		<b>59,750</b>	<b>66,030</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 reserves:

- Asset Revaluation Reserve
- RISEC Capital Fund Reserve

## 18 EXPLANATION OF MAJOR VARIANCES AGAINST BUDGET

### INCOME STATEMENT

#### *Revenue*

Total operating revenue exceeded budget by \$0.6M, primarily as a result of investment income being \$0.4M higher than budgeted, but also higher project revenue.

#### *Cost of Services*

Institute costs of services were \$0.6M less than budget. Contributing to this were personnel costs savings of \$0.5M together with lower administrative operating expenditure of \$0.5M arising from responses to changes in the economic climate and in preparation for loss of some government funding from 2011 for the tertiary education sector. Project operating costs were \$0.2M higher than budget, in line with project revenue. Property costs were \$0.5M higher than budget, reflecting a higher level of activity including additional maintenance undertaken in conjunction with other projects, costs associated with equipment relocation into the new trades facilities, and generally a higher level of painting and other campus maintenance. Depreciation was \$0.3M below budget.

### BALANCE SHEET

#### *Cash and Cash Equivalents and Short Term Investments*

Institute cash and cash equivalents are below budget by \$2.2M because more cash was invested in short term investments (greater than three months original maturity). Short term investments are above budget by \$6.1M. The combined favourable variance of \$3.9M above budget largely reflects the higher payables and income in advance at year end than budgeted of \$2.3M, together with a surplus that is \$1.2M higher than budgeted, and lower capital expenditure incurred than budgeted.

### STATEMENT OF CASH FLOWS

Refer to the explanations provided above for the balance sheet with respect to institute cash and cash equivalents, and short term investments. Lower payments for capital expenditure on intangibles, and property plant and equipment, reflects both lower capital expenditure and higher payables at year end for capital expenditure than budgeted. The increase in net cash flow from operating activities reflects not only the higher than budgeted operating surplus, but the higher than budgeted payables and income in advance at year end (excluding the non cash and capital payables effects) referred to in the explanations provided above for the income statement and balance sheet.

## Investment Plan Key Performance Indicators

INVESTMENT PLAN SECTION 4: KEY PERFORMANCE INDICATORS	
TEO Name:	Eastern Institute of Technology
EDUMIS Number:	6007
Further Information	A guide on how to use this tool has been developed. It is suggested that you read this guide before entering any information.
Navigation	You can either click the Worksheet Reference or the Worksheet Tab below to go to the Key Shift / Priority that you want to enter data against

INVESTMENT GUIDANCE KEY SHIFT AND STEP PRIORITIES	
1 STEP priority	Increase the achievement of advanced trade, technical and professional qualifications to meet regional and national industry needs.
2 Key shift	<p>Extending the reach into high levels of learning, with all teaching informed by an understanding of advanced practice, and, in some cases, also by applied research.</p> <p>Growth in volumes of teaching in applied diplomas and degrees where the impact on productive capability is the greatest.</p>
3 Key shift	A step-change in progression from entry level into technician level and higher learning, building on a continued focus on providing entry-level and foundation education.
4 STEP priority	Increasing literacy, numeracy and language levels in the workforce.
5 STEP priority	Increasing educational success for young New Zealanders – more achieving qualifications at level four and above by age 25.
6 Key shift	Building a role as regional facilitator, providing support to the system at a regional level, through building a shared understanding about the tertiary education needs of local communities and industries.
7 Key shift	Increasing involvement in evidence-based technology development and transfer.
TEO 3 Year Outlook	Planned activity by the TEO not related to the Investment Guidance Key Shifts / STEP Priorities.
Glossary	Definition of terms used in this tool.

1 STEP PRIORITY							
Increase the achievement of advanced trade, technical and professional qualifications to meet regional and national industry needs. TEO Defined Quantitative or Qualitative KPIs							
INVESTMENT GUIDANCE KPI	PLAN KPI	HISTORIC		2008	2009	2010	RATIONALE / NOTES REPORT ON PROGRESS
		BASE YEAR	RESULT				
Increase the proportion of EFTS for students enrolled in advanced trade, technical and professional qualifications.		2008		N/A			<i>Result:</i> EIT has interpreted this as all qualifications at Level 4 and above. Covered in the next sheet under measure 4.1.1
Increase completion rates for advanced trade, technical and professional qualifications.		2008		N/A			<i>Result:</i> See above. Covered in next sheet under measures 4.2.1 to 4.2.6
Increase progression rates of students moving from level 1 to 4 qualifications to advanced trade, technical and professional qualifications		2008		N/A			<i>Notes:</i> EIT will improve its internal monitoring of progression rates. Strategies will be included in the Annual Plan to support progression. <i>Result:</i> Given TEC advice that “advanced” means Level 4 and above, this KPI is not meaningful.
Increase the proportion of EFTS for students enrolled in national and industry qualifications, rather than local certificates and diplomas (and, for local qualifications, each ITP to identify KPIs for enhanced industry engagement in qualification design).		2008		N/A			<i>Notes:</i> Processes to ensure alignment of all qualifications are in place, and are subject to academic audit. <i>Result:</i> Given the level of embedded national qualifications within local qualifications and vice versa, this KPI cannot be measured. For enhanced industry engagement results see 7 Key Shift.

REPORTING LAG (YEARS)

CALCULATION (SEE GLOSSARY)



## 2 KEY SHIFT

Extending the reach into high levels of learning, with all teaching informed by an understanding of advanced practice, and, in some cases, also by applied research. Growth in volumes of teaching in applied diplomas and degrees where the impact on productive capability is the greatest.

KPIs as defined in Methodology paper (see glossary)

For historic results refer to caveats in BMR (for example, issues relating to data quality or completeness)

INVESTMENT GUIDANCE KPI	BMR REF.	PLAN KPI	HISTORIC		2008	2009	2010	NOTES	REPORTING LAG (YEARS)	COHORT YEAR TYPE (SEE GLOSSARY)
			BASE YEAR	RESULT	OUTCOME COMMITMENT			REPORT ON PROGRESS		
Increase the proportion of EFTS for students in level 4 certificates and 5 to 7 diplomas and degrees.	4.1.1	Proportion of EFTS for level 4 certificates and level 5-7 diplomas, degrees and grad diplomas	2006	70%	70%	70%	70%	<i>Notes:</i> While no major shift is required, the importance of this measure means it merits inclusion.  <i>Result:</i> Achieved. 73%	1	Participation Cohort
Increase completion rates for level 4 certificates and level 5 to 7 diplomas and degrees.	4.2.1	Successful course completion rates for level 4 certificates and level 5-7 diplomas, degrees and grad diplomas	2006	77%	78%	79%	80%	<i>Notes:</i> Sector rate is 76%, so some movement targeted. <i>Result:</i> Achieved. 81% In 2010 TEC introduced Educational Performance Indicators (EPIs) that measure course completion differently to how the base year and outcome commitments were calculated. Under the previous method, the result was 81%. Under the new method the result is 79% because all course enrolments are included, not just those with a result.	1	Successful Course Completion Cohort
Increase progression rates of students moving from level 1 to 4 qualifications to advanced trade, technical and professional qualifications	4.2.6	Qualification-level completion rates for all level 4 certificates and level 5-7 diplomas, degrees and grad diplomas (over a 5 year period)	2002	40%	40%	41%	43%	<i>Notes:</i> Sector rate is 31%, so EIT is already well above average. However, this measure is important, and some modest improvement is sought. <i>Result:</i> The data on which the base year and outcome commitments were calculated is no longer available. In 2010 TEC introduced Educational Performance Indicators that measure qualification completion differently to how the base year and outcome commitments were calculated. The EPI Qualification completion rate for 2010 level 4 to 7 was 52%.	1	Qualification Level Completion Cohort

3 KEY SHIFT						
A step-change in progression from entry level into technician level and higher learning, building on a continued focus on providing entry-level and foundation education. TEO Defined Quantative or Qualitative KPIs						
INVESTMENT GUIDANCE KPI	PLAN KPI	HISTORIC		2008		CALCULATION (SEE GLOSSARY)
		BASE YEAR	RESULT	OUTCOME COMMITMENT	RATIONALE / NOTES REPORT ON PROGRESS	REPORTING LAG (YEARS)
Increase progression rates from level 1 to 3 certificates to level 4 certificates and 5 to 7 diplomas (overall, and specifically for Māori, and Pacific students).	Progression data cannot be measured by EIT. Measures linked to EIT initiatives yet to be designed.			N/A	<p><i>Notes:</i> EIT will improve its internal monitoring of progression rates within the institute. Strategies will be included in the Annual Plan to support progression.</p> <p><i>Result:</i> In 2010 TEC introduced Educational Performance Indicators to improve progression measurement by including progression to other tertiary providers. The EPI level 1-4 progression rate for 2009 was 48%. The 2009 level 1 – 4 progression rate for Māori students was 59%. Numbers for Pacific students are too low to provide a meaningful measure. 2010 results will not be available until May 2011.</p>	

4 STEP PRIORITY						
Increasing literacy, numeracy and language levels in the workforce. TEO Defined Quantative or Qualitative KPIs						
INVESTMENT GUIDANCE KPI	PLAN KPI	HISTORIC		2008		CALCULATION (SEE GLOSSARY)
		BASE YEAR	RESULT	OUTCOME COMMITMENT	RATIONALE / NOTES REPORT ON PROGRESS	REPORTING LAG (YEARS)
Increase the number of people with foundation learning needs participating in quality education focused on lifting literacy, language, and numeracy skills.	Number of identified foundation learning programmes which meet FLQA requirements.	2008	6 programmes	100%	<p><i>Notes:</i> Base Year will be 2008 according to the Plan. Commitment to TEC/NZQA for 2009 and beyond is 100%.</p> <p><i>Result:</i> Achieved. FLQA requirements superseded by TEC's literacy and numeracy requirements. 100% of Level 1-3 programmes redeveloped to embed literacy and numeracy.</p>	

5 STEP PRIORITY										
Increasing educational success for young New Zealanders – more achieving qualifications at level four and above by age 25. KPIs as defined in Methodology paper For historic results refer to caveats in BMR (for example, issues relating to data quality or completeness)										
INVESTMENT GUIDANCE KPI	BMR REF.	PLAN KPI	HISTORIC		2008	2009	2010	NOTES	REPORTING LAG (YEARS)	COHORT YEAR TYPE (SEE GLOSSARY)
			BASE YEAR	RESULT	OUTCOME COMMITMENT			REPORT ON PROGRESS		
Increase the proportion of EFTS for students aged under 25 enrolled in qualifications at level 4 and above.	4.1.2	Proportion of EFTS for level 4 and above qualifications for students aged under 25	2006	72%	73%	74%	75%	<i>Result:</i> Not Achieved. 73%. The slight decrease is due to the implementation of the Youth Guarantee policy, which saw an additional 70 EFTS of students aged 16 or 17 studying at levels 1 to 3.	1	Participation Cohort
Increase completion rates of students aged under 25 enrolled in qualifications at level 4 and above.	4.2.2	Successful course completion rates for level 4 certificates and level 5-7 diplomas, degrees and grad diplomas for students aged under 25	2006	70%	72%	74%	76%	<i>Result:</i> Achieved. 76% In 2010 TEC introduced Educational Performance Indicators (EPIs) that measure course completion differently to how the base year and outcome commitments were calculated. Under the previous method, the result was 76%. Under the new method the result is 75% because all course enrolments are included, not just those with a result.	1	Successful Course Completion Cohort
Increase completion rates of students aged under 25 enrolled in qualifications at level 4 and above.	4.2.8	Qualification-level completion rates for all level 4 and above qualifications for students aged under 25 (over a 5 year period)	2002	38%	39%	40%	40%	<i>Result:</i> The data on which the base year and outcome commitments were calculated is no longer available. In 2010 TEC introduced Educational Performance Indicators that measure qualification completion differently to how the base year and outcome commitments were calculated. The under 25 level 4 and above EPI Qualification completion rate for 2009 was 38%. 2010 results will not be available until May 2011.	5	Qualification Level Completion Cohort
Increase progression rates for students aged under 20 moving from qualifications at levels 1 to 3 to qualifications at levels 4 and above.		See earlier progression goal notes under 3 Key Shift.	2005	23%	N/A			<i>Result:</i> No longer applicable. Under new TEC Educational Performance Indicators age groupings are focussed on under/over 25.		

6 KEY SHIFT									
Building a role as regional facilitator, providing support to the system at a regional level, through building a shared understanding about the tertiary education needs of local communities and industries.									
TEO Defined Quantative or Qualitative KPIs									
INVESTMENT GUIDANCE KPI	PLAN KPI	HISTORIC		2008	2009	2010	RATIONALE / NOTES	REPORT- ING LAG (YEARS)	CALCULA- TION (SEE GLOSSARY)
		BASE YEAR	RESULT	OUTCOME COMMITMENT					
Each ITP to identify KPIs for establishing a statement of regional needs and priorities, linked to effective stakeholder engagement processes and outcomes.	Regional facilitation role is an acknowledged and valued part of EIT's contribution to the region			N/A			<i>Notes:</i> This will be largely qualitative, with measures that will arise from the establishment of ongoing governance and management of this function. <i>Result:</i> Not Applicable. Regional Facilitation no longer a mandated role for ITPs.		
Each ITP to identify KPIs related to collaboration with other ITPs and TEOs to develop capability and rationalise provision.	Number of programmes delivered which are based on significant collaboration with other providers, including other ITPs, PTEs, Wananga and Universities.	2008	25	25	28	31	<i>Notes:</i> EIT is currently a recognised ITP leader in some collaborative projects. Based on data and targets to be established. <i>Result:</i> Achieved. 32 Programmes delivered based on significant collaboration with other providers.		
Where an ITP has a substantial proportion of provision located outside the ITP's home region (and this is in areas that have not been agreed by the TEC), the ITP should identify KPIs for reducing this provision.	Number of EFTS delivered out of region without approval of the "home" ITP in the relevant regions.	2006		nil	nil	nil	<i>Result:</i> Not Applicable. Approval no longer required to deliver out of region.		
TEO defined KPI	Number of regional centres operating and number of EFTS for students accessing these centres.	2006	4 centres 250 EFTS	5 centres 280 EFTS	5 centres 280 EFTS	5 centres 280 EFTS	<i>Notes:</i> See page 12 Investment Plan "Community Learning Centres" for rationale. <i>Result:</i> Achieved. 306 EFTS across 5 centres.		
TEO defined KPI	Stronger connections and relationships with Māori.						<i>Notes:</i> The development of objectives and strategic plans will be undertaken in partnership with Māori. Until this is complete no specific measures can be defined. <i>Result:</i> Achieved. Relationships between EIT and Ngati Parou re-established. Relationships between EIT and other local iwi further progressed. Cultural and linguistic support provided to Tangata Whenua groups on request by faculty staff. Director Māori and senior staff have engaged with local Māori communities in community based research projects.		

7 KEY SHIFT							
Increasing involvement in evidence-based technology development and transfer. TEO Defined Quantative or Qualitative KPIs							
INVESTMENT GUIDANCE KPI	PLAN KPI	HISTORIC		2008	2009	2010	RATIONALE / NOTES REPORT ON PROGRESS
		BASE YEAR	RESULT	OUTCOME COMMITMENT	OUTCOME COMMITMENT	2010	
Each ITP to identify KPIs for specific initiatives to actively support links with industry that focus on applied technological development.	Proportion of degree areas that have established an ongoing consultative relationship with industry regarding regional applied research needs.	2007	30%	50%	80%	100%	<i>Result:</i> Achieved. 100%. All five faculties conducted degree level research in consultation with industry and/or established a consultative relationship with industry regarding regional research needs.
TEO 3 YEAR OUTLOOK							
KPIs for Organisational Outcome Commitments (Quantative or Qualitative)							
INITIATIVE/CHANGE FROM THREE-YEAR OUTLOOK*	PLAN KPI	HISTORIC (IF APPLICABLE)		2008	2009	2010	RATIONALE / NOTES REPORT ON PROGRESS
		BASE YEAR	RESULT	OUTCOME COMMITMENT	OUTCOME COMMITMENT	OUTCOME COMMITMENT	
Development of a sustainable campus	A carbon neutral campus by 2010.	2007					<i>Notes:</i> Long term goal is carbon neutral campus. Baseline currently being established. <i>Result:</i> Partially achieved. Initiatives implemented by Sustainability Group and Corporate Services. New Trades facility constructed and designed to equivalent Greenstar 5 standard.
Internationalisation of the curriculum	Proportion of programmes with international competencies embedded.		Pilot	25%	50%		<i>Notes:</i> Definition of standards, in line with current working papers from TEC, will be the first stage in this objective. Until this is done baselines cannot be determined, and specific interim targets cannot be set. The long term goal is 100% compliance. <i>Result:</i> Not achieved. This objective has not been progressed due to other imperatives.



# Statement of Resources

**For the year ended 31 December 2010**

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

## *Site and Location*

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

## *Buildings*

### **Taradale Campus**

Buildings at this campus include the newly opened trades & technology open plan workshop facilities, a multi-functional science laboratory complex, the tourism & hospitality complex, student amenities facilities, lecture theatres, Whare Mataro meeting house, Marae, reception building, children's centre, five multi-storey buildings, and a modern library with adjoining learning centre complex, along with administration offices, art and craft complex, winery, a video production complex, and farming buildings. These buildings are supplemented by 19 relocatable units of temporary accommodation.

During February 2010 the main workshops for the new trades training workshop complex were completed, followed in June by the remainder of the project. The Trades Complex was formally opened by the Prime Minister on 13 August 2010.

EIT has a 10 year contractual agreement to lease space to Massey University. These facilities are mainly located on the ground and second floors of the Hetley Building. Massey University relinquished the ground floor rented spaces in the Hetley Building during November 2010 as a result of their programme restructuring within Hawke's Bay.

### **Pettigrew.Green Arena**

The Institute leases permanent specialist areas at the Pettigrew.Green Arena such as the exercise science

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

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

laboratory facilities, group theatre, storage room, massage teaching facilities as well as periodically leasing other spaces such as the gymnasium, aerobics room and main stadium floor for Institute programmes.

### **Hastings Centre**

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

### **Flaxmere Centre**

EIT has a teaching facility at the Flaxmere Shopping Centre which includes a computing suite, office area and a teaching classroom.

### **Maraenui Centre**

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

### **Central Hawke's Bay Centre**

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

### **Wairoa Centre**

EIT operates a small centre in the Wairoa CBD area which includes a computing suite and seminar room. Other areas of the building are being sub-leased to another complementary training organisation.

## Space Allocation

LOCATION:	RENTED SPACES	TEACHING	ADMINIS-TRATION	AMENITIES	SERVICES	TOTAL NET AREA
Taradale	1,544	17,436	5,305	6,853	6,368	37,506
Maraenui	-	254	-	33	13	300
Hastings	-	273	58	43	37	411
Flaxmere	-	141	10	26	16	193
Central Hawke's Bay	-	229	76	53	7	365
Wairoa	51	110	61	40	77	339
Pettigrew Green Arena	-	487	-	98	-	585
<b>TOTALS</b>	<b>1,595</b>	<b>18,930</b>	<b>5,510</b>	<b>7,146</b>	<b>6,518</b>	<b>39,699</b>

## General Statistical Data on Space Utilisation

### Gross Floor Area

The total floor area for all EIT facilities is 39,699m<sup>2</sup> which equates to a floor area of 12.03m<sup>2</sup> per EFTS for 2010.

### Net Floor Area

The combined net area of all EIT teaching spaces is 18,930m<sup>2</sup> which equates to an area of 5.74m<sup>2</sup> per EFTS.

## Human Resources

(Expressed as Equivalent Full Time Staff)

LOCATION:	2006	2007	2008	2009	2010
Tutorial Staff	202.4	202.4	199.0	206.1	208.9
Allied Staff and Management	154.9	161.5	175.1	180.2	182.9
<b>TOTAL STAFF</b>	<b>357.3</b>	<b>363.9</b>	<b>374.1</b>	<b>386.3</b>	<b>391.8</b>

# Statement of Statistics

For the year ended 31 December 2010

These indicators relate to the performance of the parent entity only.

## *Effectiveness Indicators*

EFTS TARGET : ACTUAL	TARGET	ACTUAL	%
2006	2,823	3,108	110
2007	3,013	2,951	98
2008	3,029	2,985	99
2009	3,026	3,097	102
2010	3,285	3,298	100

## *Efficiency Indicators*

These indicators relate to the performance of the parent entity only.

TUTORIAL STAFF : STUDENT RATIO	2006	2007	2008	2009	2010
FTE Tutorial Staff : EFTS	1:15.4	1:14.6	1:15.0	1:15.0	1:15.8
<b>NET TEACHING AREA PER EFTS</b>					
Ratio of teaching area per equivalent full time student (sq m)	5.2	5.5	5.6	5.4	5.6
<b>GROSS OPERATING COSTS PER EFTS</b>					
Operating Costs					
EFTS	\$9,541	\$10,941	\$11,627	\$12,123	\$12,120

## *Equal Employment Opportunity Indicators*

COMPOSITION OF STAFF	Teaching	2009 Non Teaching	Total	Teaching	2010 Non Teaching	Total
% of full time staff who identify themselves as Māori	11%	12%	11%	11%	11%	11%
% of female staff	63%	71%	66%	61%	76%	69%
% of full-time staff who identify themselves as having disabilities	4%	7%	6%	4%	7%	5%

## Equal Employment Opportunity Indicators

WOMEN AND MĀORI STAFF IN SENIOR POSITIONS	WOMEN	MĀORI
2006	36%	9%
2007	36%	9%
2008	43%	9%
2009	45%	9%
2010	50%	5%

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

SHORT-TERM LIQUIDITY	2006	2007	2008	2009	2010
CURRENT ASSETS					
CURRENT LIABILITIES	120%	149%	182%	176%	194%
DEBT : EQUITY RATIO	-	-	-	-	-
CHANGE IN FINANCIAL VALUE					
Net Assets (\$000)	71,005	71,523	74,414	85,251	89,041
Change (%)	21.7%	0.7%	4.0%	14.6%	4.4%
RETURN ON ASSETS	2.7%	1.1%	1.7%	2.4%	4.0%
NET SURPLUS (BEFORE EXTRAORDINARIES)					
As % of income	6.2%	2.2%	3.5%	5.1%	8.2%

## EFTS Numbers

SHORT-TERM LIQUIDITY	2006 ACTUAL	2007 ACTUAL	2008 ACTUAL	2009 ACTUAL	2010 ACTUAL	2010 TARGET
Arts & Social Sciences	567	571	529	588	659	661
Business & Computing	948	810	838	825	727	793
Health & Sport Science	451	469	535	597	667	620
Māori Studies	130	115	153	146	173	183
Science & Technology	615	516	512	544	637	592
Youth Guarantee	-	-	-	-	74	65
TOTAL EFTS ON MINISTRY-FUNDED PROGRAMMES	2,711	2,481	2,567	2,700	2,937	2,914
International Students	177	190	203	228	211	247
Other	220	280	215	169	150	124
TOTAL EFTS ALL SOURCES	3,108	2,951	2,985	3,097	3,298	3,285

## Independent Auditor's Report

### To the readers of Eastern Institute of Technology and group's financial statements and statement of service performance for the year ended 31 December 2010

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

We have audited:

- the financial statements of the Institute and group on pages 52 to 78, that comprise the statement of financial position<sup>1</sup> as at 31 December 2010, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year ended on that date and the notes to the financial statements that include accounting policies and other explanatory information; and
- the statement of service performance of the Institute and group on pages 31 to 36 and 79 to 85.

## Opinion

In our opinion:

- the financial statements of the Institute and group on pages 52 to 78:
- comply with generally accepted accounting practice in New Zealand; and
  - fairly reflect the Institutes and group's:
    - financial position as at 31 December 2010; and
    - financial performance and cash flows for the year ended on that date;
- the statement of service performance of the Institute and group on pages 31 to 36 and 79 to 85:
  - complies with generally accepted accounting practice in New Zealand; and
  - fairly reflects the Institute and group's service performance achievements measured against the performance targets adopted for the year ended 31 December 2010.



Our audit was completed on 24 March 2011. This is the date at which our opinion is expressed.

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

## **Basis of opinion**

We carried out our audit in accordance with the Auditor-General's Auditing Standards and 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 statement of service performance are free from material misstatement.

Material misstatements are differences or omissions of amounts and disclosures that would affect a reader's overall understanding of the financial statements and 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 statement of service performance. The procedures selected depend on our judgement, including our assessment of risks of material misstatement of the financial statements and statement of service performance, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the Institute and group's preparation of the financial statements and statement of service performance that fairly reflect the matters to which they relate. We consider internal control in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the Institute and group's internal control.

An audit also involves evaluating:

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

We did not examine every transaction, nor do we guarantee complete accuracy of the financial statements and statement of service performance. We have obtained all the information and explanations we have required and we believe we have obtained sufficient and appropriate audit evidence to provide a basis for our audit opinion.

## **Responsibilities of the Council**

The Council is responsible for preparing financial statements and a statement of service performance that:

- comply with generally accepted accounting practice in New Zealand;

- fairly reflect the Institute and group's financial position, financial performance and cash flows; and
- fairly reflect the Institute and group's service performance achievements.

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

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

### **Responsibilities of the Auditor**

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

### **Independence**

When carrying out the audit, we followed the independence requirements of the Auditor-General, which incorporate the independence requirements of the New Zealand Institute of Chartered Accountants.

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



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



0800 22 55 348  
[www.eit.ac.nz](http://www.eit.ac.nz)

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

LIVE  
YOUR  
DREAMS

