

An investment proposal for the Tertiary Education Commission



Investing in the
Nelson Marlborough Institute of Technology

2015-2016

Foreword

NMIT is changing. We are developing a new future for learning and we want all our learners and stakeholders to be part of the change.

As the Top of the South region's largest education and training provider we already support our learners to succeed and we already contribute substantially to the regional economy. We want to be better than we already are; we want to be outstanding; an outstanding ITP focussed on 'Making Learning Work'. We have our sights firmly set on being a 'Career Institute' for the region, and where relevant nationally, together with our partners: Iwi, employers, schools, local communities, other tertiary providers, and importantly our diverse range of learners, all working with us and helping us achieve our goals.

Our key focus and our distinctive role will be centred on our curriculum specialisms in areas such as aquaculture, maritime/marine, viticulture & wine, and aviation/aviation engineering, developed in partnership with employers, providing career-led pathways, and bridging the skills gaps across the Top of the South. We want to develop these specialisms in areas where our region and New Zealand is committed towards becoming world class leaders. Our partnerships will build on the strong strategic relationships already in place to drive forward NMIT's vision over the next 3-5 years, and to support both the region and New Zealand to develop skills which correct the mis-match between supply and demand at all levels.

Our learners are the future of the region's key industries; by working with our partners we can achieve truly outstanding learning and work opportunities. Through extending our capability across our specialist areas and working with our industry and communities, we will help the Top of the South extend its reputation for being innovative, world-leading, and a region to be prized. We will help to create resilient communities with the optimistic futures that they deserve, in our region, and beyond.

NMIT is committed to improved successful outcomes for learners, to personalise their study according to learning style, initial capabilities, and time and place of study. At the same time, information technology is having a significant impact on all aspects of our lives. To maximise our core value and further enhance our distinctive role for the region, NMIT is transitioning to a learner centred delivery model, including the 'unbundling' of traditional academic roles, as well as with our partnership in e-Campus acting as a catalyst for improved collaboration and innovation across the tertiary education sector.

With this focus we know that NMIT adds real value to the social and economic growth of our region and New Zealand. We are deeply committed to this change, which supports the priorities outlined in the Tertiary Education Strategy for 2014 to 2019. NMIT is committed to investing in this future as we also need to increasingly become part of a global economy with the opportunities and competitive pressures it brings. If we and Government invest in the right way we will play a key part in our region's success and the future success of New Zealand as a knowledge economy.

We welcome a truly investment-based view of the future so we can maximise the benefits to our region, and as a result provide a strong return on investment for New Zealand.

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1 Executive Summary

1.1 NMIT's Strategic Context and Direction

NMIT is the Top of the South's largest education and training provider. We are intent on further developing a distinctive role in the tertiary education system through:

- The provision of specialisms in areas such as aquaculture, maritime/marine, viticulture & wine and aviation/aviation engineering that have been developed in consultation with employers, provide career led pathways and bridge the skills gap across our region
- Our transition to a learner centred delivery model that emphasises collaborative project based and work based learning
- Our approach to strategic partnerships to meet the needs of our stakeholders at all levels.

The provision of specialisms is the catalyst for NMIT to take on a new role in the system, leading education provision to support industry sectors that are key contributors to New Zealand's economic growth and future prosperity. We will develop this role by working closely with our region's key industries and other stakeholders to provide outstanding learning and employment opportunities which help to promote the region's reputation for being innovative, forward looking and a destination of choice.

The tertiary sector as a whole is changing fundamentally in response to internationalisation, globalisation and technological change. New models of collaboration and specialism are emerging, made possible by unbundling the development, delivery and assessment of learning. At the same time Government is moving towards an investment approach that recognises that individual institutions can play a role that extends beyond regional and national boundaries, and that institutions do not need to duplicate each other's activities, especially in the design and delivery of programmes. NMIT is actively engaged with the implications of these changes and has already commenced a major institution wide programme to transform itself into a 21st century learning organisation. Our investment plan outlines how this programme is positioning us not only to respond to the needs of our learners, but at the same time to play a leading role in the development of new collaborative approaches and make a unique contribution to the system as a whole.

Our point of difference in the tertiary education system comes from our role as a regional ITP, meeting the needs of learners and industry in the Top of the South. We are able to add value in ways that other tertiary organisations cannot through the development of applied research and a set of core skills that are encased with specific industry knowledge and experience. This creates graduates who can 'hit the ground running' and who don't just have the ability to complete a task, but can add to the on-going success and growth of an organisation.

Our operating environment drives our planning and provision, and is determined by Government's tertiary education priorities, the needs of our regional stakeholders and changing patterns of educational provision which reflect shifts in the nature of learning and teaching.

Our strategic direction is designed to achieve the following outcomes:

- Improved regional economic development through skills and innovation
- More people in the Top of the South gaining qualifications and employment with a particular focus on Māori, Pasifika and at-risk young people
- International partnerships creating economic and social benefits for our region and New Zealand as a whole
- Increased collaboration between education providers to meet the needs of learners and industry and through collaborative shared back office and infrastructure services

Our strategic focus over the next three years is centred on:

- Developing our specialisms
- Using our specialisms as a basis for collaboration across the tertiary education sector especially using e-Learning and new learning design
- Building on our success in attracting young people to NMIT to provide improved pathways to higher learning and employment especially for Māori and at risk youth

1.2 NMITs Contribution to Government Priorities for Tertiary Education

Over the next three years we are planning to make a strong contribution to each of the priorities in the Tertiary Education Strategy.

- **Delivering Skills for Industry.** We are planning to establish Centres of Vocational Expertise and to extend the range of our business and industry partnerships. We will work closely with local industry clusters to identify and address their needs for skills and applied research across the value chain. With a projected decline in school leavers and a combination of low unemployment and low levels of qualifications in our region, we are planning to target working age people and assist them to up-skill in order to meet industry needs, using a range of flexible learning approaches. We will also refine our processes for gathering and using information on employment outcomes to improve our programme planning.
- **Getting at Risk Young People into a Job.** We have a strong track record in this area, with a steady growth in the number of young people enrolled in NMIT over recent years, and the development of highly successful collaboration initiatives such as the Top of the South Trades Academy. We are planning to use Vocational Pathways to increase young peoples' motivation for ongoing learning and improve the pathways available to them. We will also continue to work intensively with schools and community groups to identify appropriate programmes for young people, with a particular focus on those at risk of becoming NEET.
- **Boosting Achievement of Māori and Pasifika.** We are committed to building a strong base of experience, knowledge, understanding and capability across our institution that will assist

us to achieve better outcomes for Māori in terms of participation, achievement, progression to higher levels of qualifications and employment. As a key part of our strategy, we will continue to develop stronger relationships with local Iwi to support them to design and develop educational activities to suit their own people.

- **Improving Adult Literacy and Numeracy.** We will continue to take an organisational approach to embedding literacy and numeracy into our programmes. Under this approach, vocational tutors, literacy and numeracy specialists and learning support advisers will work closely together to provide effective support to learners. We will give particular focus to ensuring that tutors at Levels 1 to 3 are appropriately trained in adult literacy and numeracy, and to extending the use of the Adult Literacy and Numeracy Assessment tool to improve our planning.
- **Strengthening Research Based Institutions.** We will continue to undertake high quality applied research and have targeted entry into the PBRF in 2018. In the interim we are planning to build our research capability and better integrate research within our curriculum, with the aim of equipping students with the transferrable research skills valued by employers. We are establishing an Innovation Precinct on campus designed to promote and teach innovation and entrepreneurial activities for students and the wider community. We are also planning to engage directly with world class research institutes in our region, for example under our continuing Deed of Cooperation with the Cawthron Institute.
- **Growing international Linkages.** We will contribute to export education goals through growing our international EFTS and developing offshore partnerships in our areas of specialism, targeting the region's key export markets of China and emerging markets in Indonesia and other ASEAN countries. Through initiatives such as our new Confucius Institute Resource Centre we are aiming to provide international learning experiences to students and members of the community. We will continue to use our international relationships as a catalyst for an integrated regional approach to support economic growth, working with the region's Economic Development Agency, Chambers of Commerce, industries and businesses.

To deliver on each of these priorities and provide the best possible range of learning opportunities, we will utilise a range of collaborative arrangements with other education providers, depending on specific learner and industry needs. We will draw on the expertise and critical mass that partnerships with other institutions can provide. In return we are uniquely placed to provide learning opportunities for students from and in other parts of New Zealand and internationally through the development of course content within our areas of specialism. We see our role in this area as an important contribution to developing an efficient and effective network of tertiary provision that reflects economies of scale and the Government's investment approach.

1.3 NMIT's Organisational Priorities

NMIT seeks to be a strong and resilient organisation with the ability to adapt and grow to meet the region's skill needs now and in the future. Through our strategic planning over the last year we have emphasised four organisational priorities:

- Embrace innovative learning for the future success of our learners
- Recognise and develop the skills of our people
- Invest every dollar wisely
- Be an organisation of choice recognised for its corporate responsibility and citizenship.

Our focus within each of these areas is designed to assist us not only to meet current priorities, but also to respond to future demands and changes.

Fundamental to our approach across each of these areas is our drive to improve learner experiences and outcomes. Our key internal focus over the period of the investment plan is the implementation of our new learner centred delivery model. Through placing significantly greater emphasis on the experiences learners bring to their learning, and to where and how they want to learn, we are planning to provide a wider range of learning and employment opportunities and to enhance our ability to play a key role in our region's success and that of New Zealand as a whole.

2 Introduction

This Investment Plan sets out NMIT's priorities for the next three years including the programmes and activities for which we are seeking TEC funding. The plan outlines:

- NMIT's role and purpose, including our distinctive role in the region and New Zealand, and how we are changing to deliver greater value to our stakeholders
- NMIT's operating environment – the drivers of our planning and provision. These drivers include Government priorities for tertiary education, the regional context including industry and community needs, and changes in the nature of teaching and learning brought about by increased internationalisation, globalisation and technological change.
- Our strategic direction including the outcomes we are seeking, why we have identified these outcomes, the programmes and activities we are planning, and how they will contribute to Government priorities and to the needs of our stakeholders
- How we will measure the impact of our programmes and activities including our performance commitments over the next three years
- Our short and long term organisational strategies that will help us to deliver on our plans.

3 Strategic Intent

3.1 NMIT's Role and Purpose

NMIT is the Top of the South region's largest education and training provider. We support around 3,000 fulltime equivalent learners, including 300 Trades Academy, 60 Youth Guarantee, and 250 undergraduate and postgraduate learners each year. We contribute \$156m (gross value added) to the regional economy annually as an employer, purchaser of supplies and provider of education and training locally and internationally.

Our key focus covers our curriculum specialisms, which have been developed in partnership with employers and provide career-led pathways that bridge the skills gap across the Top of the South. These range from entry level to postgraduate level programmes in areas such as Aquaculture, Maritime/Marine, Viticulture & Wine, Creative Industries, Health and Fitness, Aviation/Aviation Engineering, Applied Hospitality, Trades, Business and Information Technology.

3.1.1 NMIT's Distinctive Contribution

NMIT's distinctive role comes from our location as the leading ITP in the Top of the South, combined with our approach to strategic partnerships and our learner centred delivery model.

Responding to the Needs of the Top of the South

We are uniquely placed to work with industry sectors that have a strong presence in the region, to provide the skills and knowledge essential for innovation and business growth both nationally and internationally. At the same time, using the catalyst of specialism and applied vocational learning, we aim to ensure that all learners in the Top of the South – including Māori, Pasifika and at risk youth - are able to improve their skills and their ability to engage successfully in the workforce.

Strategic Partnerships

Our direction and priorities emphasise strategic partnerships with a core purpose of '*Making Learning Work*'. Our strategic partnerships will build on the strong relationships already in place with Iwi through the Te Kaunihera Iwi Maori (which works strategically alongside NMIT's Council), employers, schools, local communities, and our diverse range of learners, to drive forward NMIT's vision over the next 3-5 years, and to support both the region and New Zealand to develop skills to meet employers, industry, and stakeholder needs at all levels.

The NMIT Council is clear that they want to redefine the standards by which we operate with a fully inclusive, transformational and collaborative agenda. Our learners are the future of the region's key industries; by working with our partners we can achieve truly outstanding learning and work opportunities. One element of our distinctive role will be to extend our capability across our specialist areas, working with our industry and communities so that the Top of the South extends its reputation for being innovative, world leading, and a region to be prized. Through extending opportunities to all learners, NMIT will help to create resilient communities with the optimistic futures that they deserve, both in the region and beyond.

Our Role as a Regional ITP

Critical to the future of our region is our ability to continue to add value through essential elements that cannot be provided by other organisations, including the pure research focus of universities and the skills provision of the ITO and PTE sectors. NMIT's fundamental point of difference is the development of both applied research and a set of core skills that are encased with specific industry knowledge and experience. While such core skills include 'soft skills', the real value lies in the development of the ability to think critically and problem solve, creating entrepreneurial and innovative thinkers that are market ready and can immediately contribute to economic growth. This creates graduates who can hit the ground running and who don't just have the ability to complete a task, but can add to the on-going success and growth of an organisation.

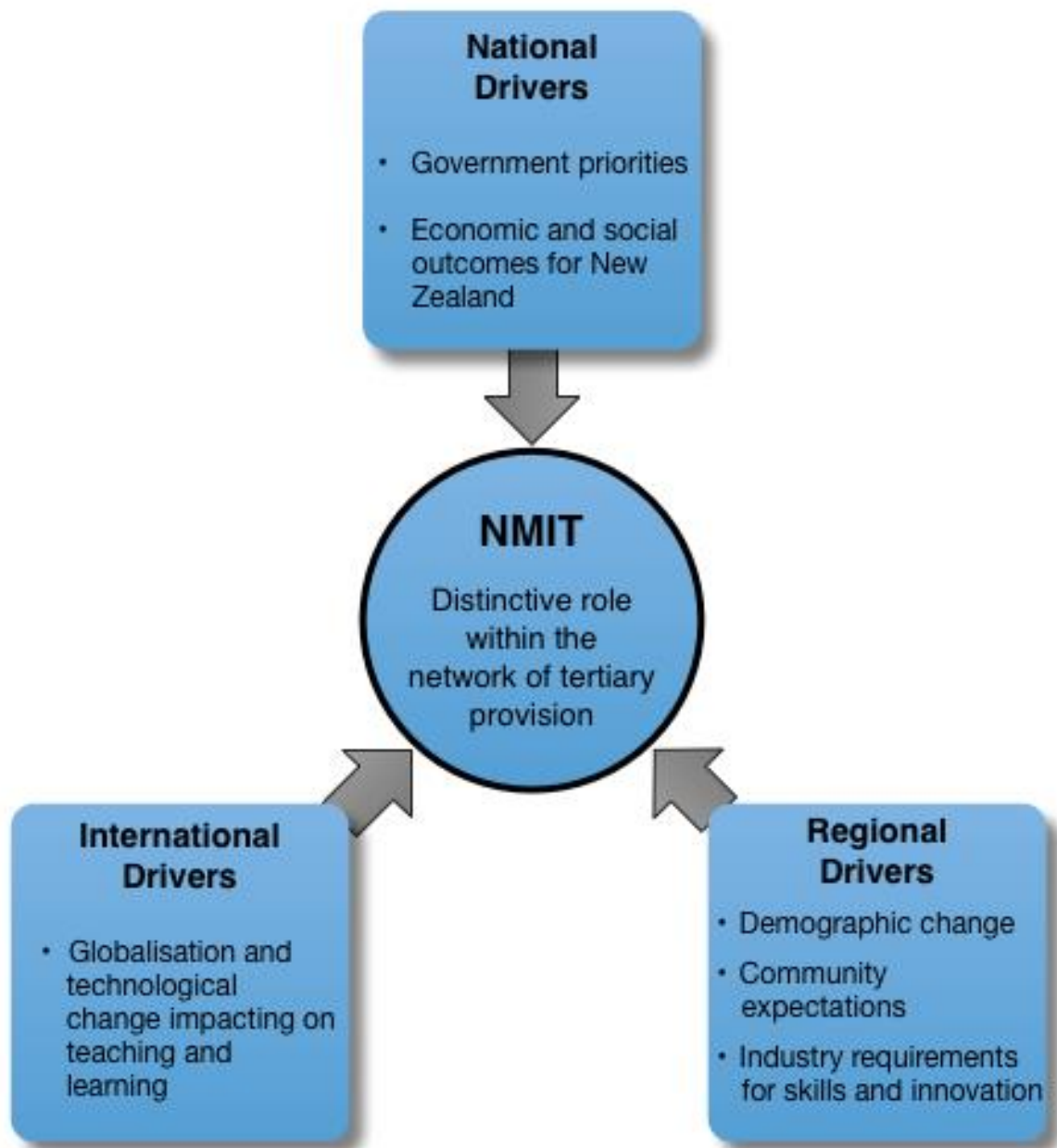
A Learner Centred Approach

To maximise our core value and further enhance our distinctive role for the region, we are enhancing our Learner Journey approach through transitioning to a more learner centred delivery model. This new focus is centred around a constructivist approach to learning, where learners are actively involved in the process of knowledge construction with an emphasis on collaborative, project-based and work-based learning. This is supported by a blended learning methodology, which includes on-campus, on-line, and workplace engagement.

3.2 NMIT's Operating Environment

NMIT's operating environment is determined by Government priorities for tertiary education and our regional context including, importantly, the needs of industry. The operating environment is also influenced by changes in the nature of learning and teaching, where fundamental shifts are occurring in response to globalisation and technological innovation. The drivers of NMIT's planning and programmes are summarised as:

NMIT's Operating Environment



3.2.1 Government Priorities

The Government priorities for tertiary education set the direction for NMIT's planning. These priorities are:

- Delivering skills for industry
- Getting at risk young people into a career
- Boosting achievement of Māori and Pasifika

- Improving adult literacy and numeracy
- Strengthening research based institutions
- Growing international linkages.

NMIT is committed to making a contribution towards specific Government targets including:

- The Better Public Service Targets that by 2017, 85% of 18 year olds will have an NCEA Level 2 or equivalent qualification, and 55% of 25 to 34 year olds will have a Level 4 qualification.
- The goal that by 2025 the value of education exports will double to \$5 billion.

We are also committed to reflecting the Government’s emphasis on STEM subjects in recognition of the important role these subjects play in contributing to economic development and innovation, both within our region and New Zealand as a whole.

Finally, NMIT operates within the overall requirement to have a high-performing tertiary education system, which is well governed and well managed and delivers value for money.

3.2.2 Regional Context

NMIT operates predominantly from its campuses in Nelson, Richmond and Blenheim, and from the RNZAF Base Woodbourne site in Marlborough. It covers the three geographical areas of Nelson, Tasman, and Marlborough. Each of these areas has distinct demographic and socio-economic features which impact on the regional labour market.

Demographic Profile

The Top of the South is a growing population with an average annual growth rate around 1.0%. However, a gradual reduction in the working age population is predicted over the next fifteen years, with an increase in the over sixty-five year-old age group. Based on Census data the primary cause in the reduction of 15 to 39 year olds is migration, with a high number of young people leaving the region each year.

Approximately 9% of the population is Māori. Birth rates for Māori are higher than for non-Māori indicating a rising percentage of young Māori entering tertiary education in the near future. The percentage of Pasifika is under 1%.

Qualification Levels

The number of people with qualifications has increased since 2006. There has been a marked decrease in those with no qualification and a significant increase in those with a bachelor’s degree. This reflects NMIT’s emphasis on providing access to more qualifications especially at higher levels,

There is a significant difference between the sub-region in qualification levels, with Nelson having fewer people with no qualification, and Tasman and Marlborough having fewer people with a Bachelor’s degree. Overall the Top of the South has 7% fewer people with a level 4 or above qualification than the national average, which is 10% away from the Government Better Service Target of 55%.

Employment

The Top of the South region has an employment rate of 65%, which is higher than the national average. With an annual employment growth rate estimated at just over 2%, the employment opportunities are outgrowing the growth rate of the working population for example. With low unemployment the region's horticulture sector finds it necessary to recruit staff through the Registered Seasonal Employment Scheme, employing temporary staff from eligible Pacific countries. As a result of low unemployment levels, attracting more working age people to the area and up-skilling the existing population are priorities for the future.

Skill Needs

Horticulture (including Viticulture), Forestry, Aquaculture, Seafood, and Tourism are the region's key export sectors, followed by engineering, ICT and aviation. Regional support sectors include wholesale and retail, business support, health, construction and education. Through providing skills, developing specialisms targeted at these industry sectors and collaboration, NMIT has the potential to further contribute significantly to economic growth and export earnings.

The **Ministry of Primary Industry's** analysis of *Future Capability* (2014) indicates that successful implementation of the primary industry strategies is likely to create around an additional 7,000 jobs in Nelson, Marlborough and Tasman by 2025. This report argues that changes will be needed across the value chain including in production, processing, marketing and customer relationships in order to meet growth targets. There is likely to be an increasing demand for more people in occupations with higher qualifications, especially for professional degrees in fields of specialisation aligned with the value chain. There is also likely to be a demand for increased skill levels across the board as roles that have traditionally not required formal qualifications will increasingly need greater skills and an increased demand for on-the-job and professional training.

The **Nelson Tasman Economic Development Agency's** *Regional Economic Development Strategy Report* (2014) highlights the opportunity to build closer alignment between the region's education sector and its core growth industries and the value of closer alignment between the region's primary producers and other key players in promoting the region globally and within New Zealand. The EDA is seeking to ensure that 'students and educators have adequate information to understand the depth and complexity of regional industries, the career opportunities, and the skills required for those careers.' To support this aim it is proposing to hold an Education for Industry Forum bringing educators and industry together to discuss industry and sector employment needs and the development of further regional education-to-employment initiatives.

The *Regional Economic Development Strategy Report* identifies economic opportunities for the region including the development of mussel farms, increased wood processing as volumes of harvested wood increase, and an increase in the use of digital technology across all sectors. In relation to digital technology, it comments that although the region has attracted highly skilled IT professionals and businesses the capability and potential of ICT across the region is not fully known and that 'with such a shortage of people to take up IT jobs in New Zealand, NMIT has the opportunity to build up courses that meet industry needs and attract students from all of New Zealand to study'.

3.2.3 Innovations in Teaching and Learning

The learning environment in which NMIT operates is changing rapidly, with an impact on the immediate and future design, delivery, and assessment of learning. Traditional models where tertiary institutions prepare learners for the world of work by teaching ever increasing technical

skills are not sustainable. Innovations in technology are also enabling the provision of new models of learning that break down the silos between education and employment. NMIT's approach to learning is driven by the following:

- **Work is not the same as having a job.** Most people in the future will not have single track corporate employment, and people's working experiences will be much more varied and unpredictable in a world of continuous disruptive innovations.
- **The effectiveness of individuals and work groups in all working scenarios depends on** personal qualities of enterprise, networking, and creativity, coupled with up to date technical competence, going beyond the acquisition of skill based qualifications.
- **Learning is work and work is learning.** The Institute-based structure in which today's education systems are built often separate "education" from "work" both in time and place, and do not necessarily provide the dynamic experiential learning environment needed by a global workforce.
- **Learning and work are inextricably part of the knowledge economy.** Opportunities exist to deliver real world learning experiences that invest in and develop the working capabilities of individuals and organisations, ensuring that divisions between education, practice, and work do not exist.

To respond to changes in the learning environment, NMIT is committed to improved successful outcomes for learners through personalised study according to learning style, initial capabilities, time and place, and maximising and leveraging the learning benefits of information technology.

3.2.4 Implications of NMIT's Operating Environment

Government priorities, the demands of the regional economy and the opportunities provided by new models of learning are leading to significant changes in the structure of NMIT's programmes and the groups it is targeting.

NMIT has successfully increased its percentage of young people enrolling at the institution during the last two investment periods. However with a projected decline in school leavers and a combination of low unemployment and low levels of qualifications within its geographical area, NMIT increasingly needs to target learners who are already in the labour market. This is also required to meet the Government's Better Public Services target of 55% of 25-34 year olds having advanced trade qualifications, diplomas and degrees at level 4 or above.

The focus on learners who are already in employment or looking for work has important strategic implications for NMIT. Through providing a range of educational pathways and access to employment opportunities through our industry linkages, we are in a strong position to meet the needs of learners who are seeking to up-skill to advance their careers and increase their earning potential within the Top of the South. However, we face significant competition in this market from other New Zealand and overseas providers offering distance education programmes. As a result, we need to emphasise our points of difference and leverage our local connections in order to remain a provider of choice. We also need to make significant changes to our provision, including offering increased flexible and online learning that supports learners where and when they want to learn. At the same time our drive for greater efficiencies will help to bring down costs and improve access for learners on low incomes who are seeking qualifications to improve their employability.

Overall, in order to meet Government priorities and respond to local needs, NMIT is planning to target the following groups over the period of the investment plan:

- **Youth** – NMIT is increasing its focus on youth including initiatives such as Youth Guarantee and Trades Academy. The targeted “Half a Degree for Free” and other scholarships are effective recruiting tools. NMIT is in a good position to offer strong progression opportunities to these students.
- **Māori** – we are increasing our drive to meet the needs of Māori within the region, especially young Māori, through improving the overall learning experience, Māori cohorts on a number of courses, and specific Māori focussed programmes.
- **Existing students** – NMIT is exploring opportunities to increase the flexibility of our programmes and also increase the career advice and guidance to encourage progression of our current students, particularly those studying a lower level qualification (level 1 to 3) to step up and study at a higher level (level 4 to 7).
- **Beneficiaries** – NMIT is actively working with government agencies such as MSD and Careers New Zealand to target beneficiaries and assist them in their path back into work. This includes redesigning programmes to be more flexible to meet this market.
- **Those in employment** – current employees looking to up-skill or re-skill as part of their professional development. This market offers significant opportunity but also has significant challenges including negative perceptions to learning and competition from online providers.
- **Older age groups** – as the region’s population ages and the shortage of people in the workforce increase there will be a growing need of the older age group to stay in work or retrain for more suitable employment positions. The increase in flexibly delivered programmes is designed to assist in this area.

3.3 NMIT’s Strategic Direction

NMIT has developed its strategic direction in response to its operating environment; including Government priorities and stakeholder needs and demands. The strategic direction is summarised in our outcomes framework, which shows the relationship between our programmes, the outcomes we are seeking and the Government goals for tertiary education.

3.3.1 NMIT’s Outcomes

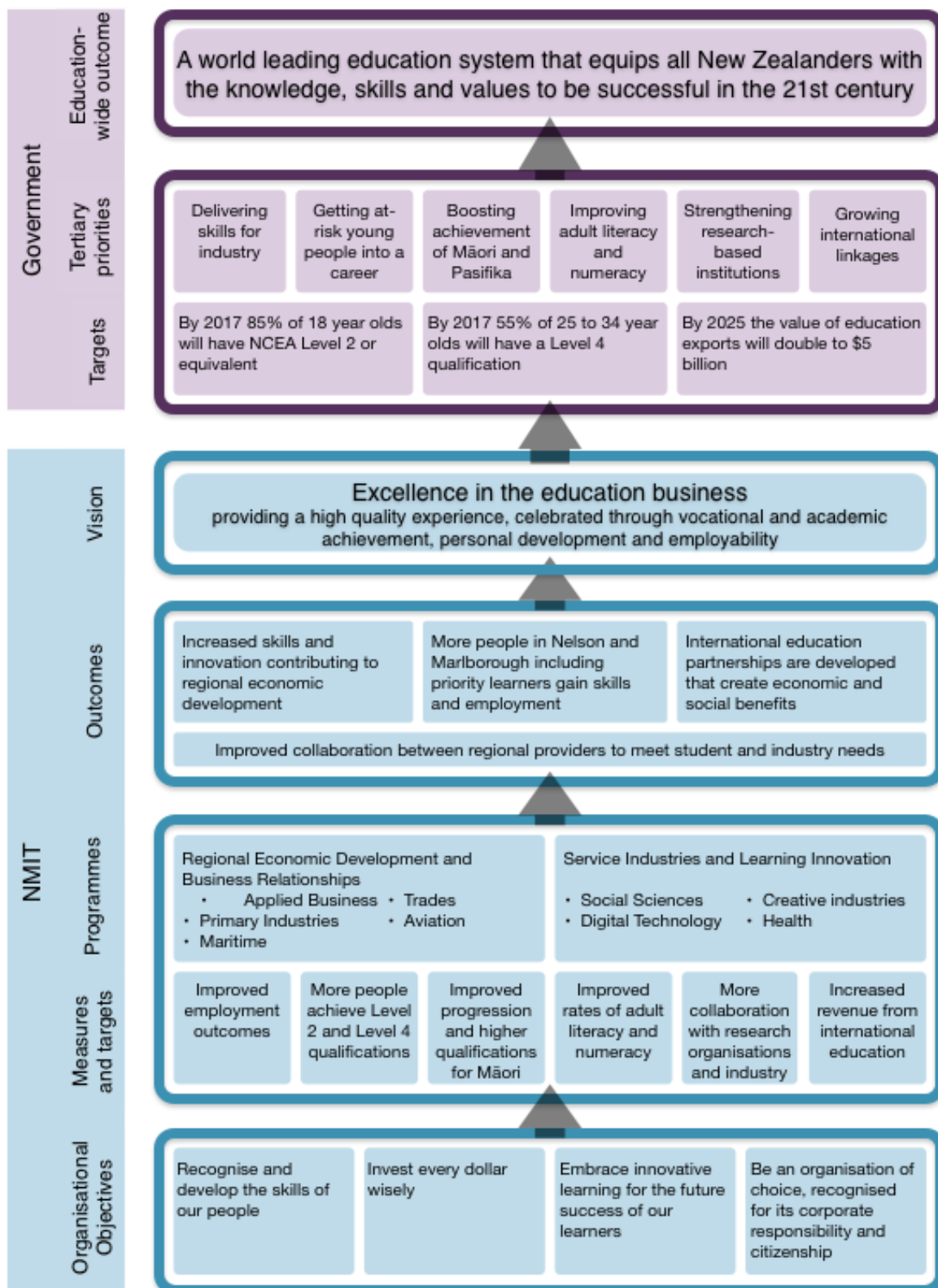
Our outcomes have been identified because they directly contribute to the Government’s priorities and at the same time reflect our distinctive role and the way in which we can leverage our strategic partnerships to add value to our region and to New Zealand. The outcomes are:

- Improved regional economic development through skills and innovation
- More people in the Top of the South gaining higher qualifications and employment, with a particular focus on Māori, Pasifika and at-risk young people
- International partnerships creating economic and social benefits for the Top of the South and New Zealand as a whole

- Education providers collaborating to meet the needs of learners and industry

These outcomes provide a framework for prioritising our programmes and activities and also the basis on which their impact can be measured.

NMIT Outcomes Framework



3.3.2 NMIT's Strategic Focus over the Next Three Years

Specialisms and Collaboration

NMIT is developing two inter-related strategies for the next three to five years with the aim of providing pathways to higher-level qualifications and developing demand across our target groups.

Strategy for Development of NMIT's Specialisms

We will develop each of our specialisms separately to reflect the different drivers with each industry area. For example:

- The development of **aquaculture and viticulture** reflects the growing importance of these industries to regional and national economic development, and the level of interest in collaborative initiatives that drive innovation, including from industry, Iwi, international and research partners who are seeking to work with NMIT
- In **aviation and aviation engineering**, we have a depth of expertise based on our history of involvement that can add considerable benefit to New Zealand industry; we need to develop new strategic partnerships with significant players including Air New Zealand and ensure that the significance of New Zealand's General Aviation (GA) industry is supported in its workforce needs that are likely to focus on domestic learners.

As well as developing individual specialisms, the strategy will include a framework for prioritising initiatives and sequencing the development of specialisms so that as an institution we learn from our successes and can apply our expertise areas such as marketing and business development across a portfolio of activities.

Within each specialism our strategy will include:

- Proposed outcomes for students (number of students, levels of qualification and progression, provision of pathways to employment)
- Financial targets for our contribution to the regional economy
- An approach to developing strategic partnerships with industry, research and international organisations, including articulating NMIT's value proposition based on its expertise and networks
- An approach to working with employers to identify the different ways in which the industry sector contributes to the economy and the skill requirements and innovation opportunities at different points in the value chain
- Opportunities for collaboration with other tertiary providers, including through the provision of expertise and online content and resources in our specialisms to benefit the tertiary education sector as a whole
- Steps to build demand within our target groups including through marketing and providing progression opportunities for existing students and those already employed in less skilled roles within the industry sector

- Specific strategies to provide progression to higher level qualifications for Māori students, building on the involvement of Iwi in local industry sectors such as forestry and aquaculture post Treaty Settlements, and the desire of Iwi to use their resource base to develop employment opportunities for their people and invest in expanding industries
- Workforce and capability requirements within NMIT including recruitment of staff and professional development needs
- Proposed investment in facilities and infrastructure
- Financial strategies, including identifying sources of funding

Strategy for Collaboration using e-learning

This strategy is related to our strategy for the development of specialisms because e-learning provides a mechanism to provide access to our specialisms to a wider group of students both in other parts of New Zealand and internationally, and to better integrate study with workplace learning.

Our strategy will include:

- An approach to unbundling our programmes and identifying components that are able to be offered to other providers (for example the development of digital content and resources within our specialisms)
- Strategic investment in digital content development in areas where we have a competitive advantage as a result of our expertise and relationships
- An approach to developing a range of partnerships with other institutions under which content and services developed by NMIT are provided to their students, in individually negotiated ways that reflect the institution's context and the needs of their students
- Steps to build demand both within our region and from other parts of New Zealand and beyond by using the opportunities provided through flexible learning to target a wider group of students, including those already in employment
- Steps to integrate the results of research on improving outcomes for Māori using e-learning into our programme design at all levels.

NMIT's (TANZ) eCampus Initiative

One of NMIT's major developments that forms a significant part of our flexible learning strategy is to create a shared service infrastructure that will fully deliver to our online learners as well as service the needs of blended learning for our region and specialisms going forward.

The NMIT (TANZ) eCampus is learner focused and will maximise the use of our learning and learner resources, sharing teaching and learning resources as well as a comprehensive range of 'in time' student support. These shared services will ensure the engagement of students as well as

NMIT staff and include a range of tools for business intelligence and learning analytics for a diverse range of learners, fully online, blended or face to face.

Underpinning eCampus will be a shared technology infrastructure that will support an agile, flexible and sustainable set of tools to facilitate engagement with learning in this fast paced technology world.

This initiative will be highly collaborative working with our TANZ partner institutions. This shared services model will also support NMIT in its web based learning and harness expertise across geographical boundaries and so facilitate the power of eLearning technology for our community.

TANZ institutions will leverage the outputs and outcomes to reduce institutions workload, increase efficiency and effectiveness and share and identify good practice.

The development of this initiative has been based upon international best practice and benchmarking.

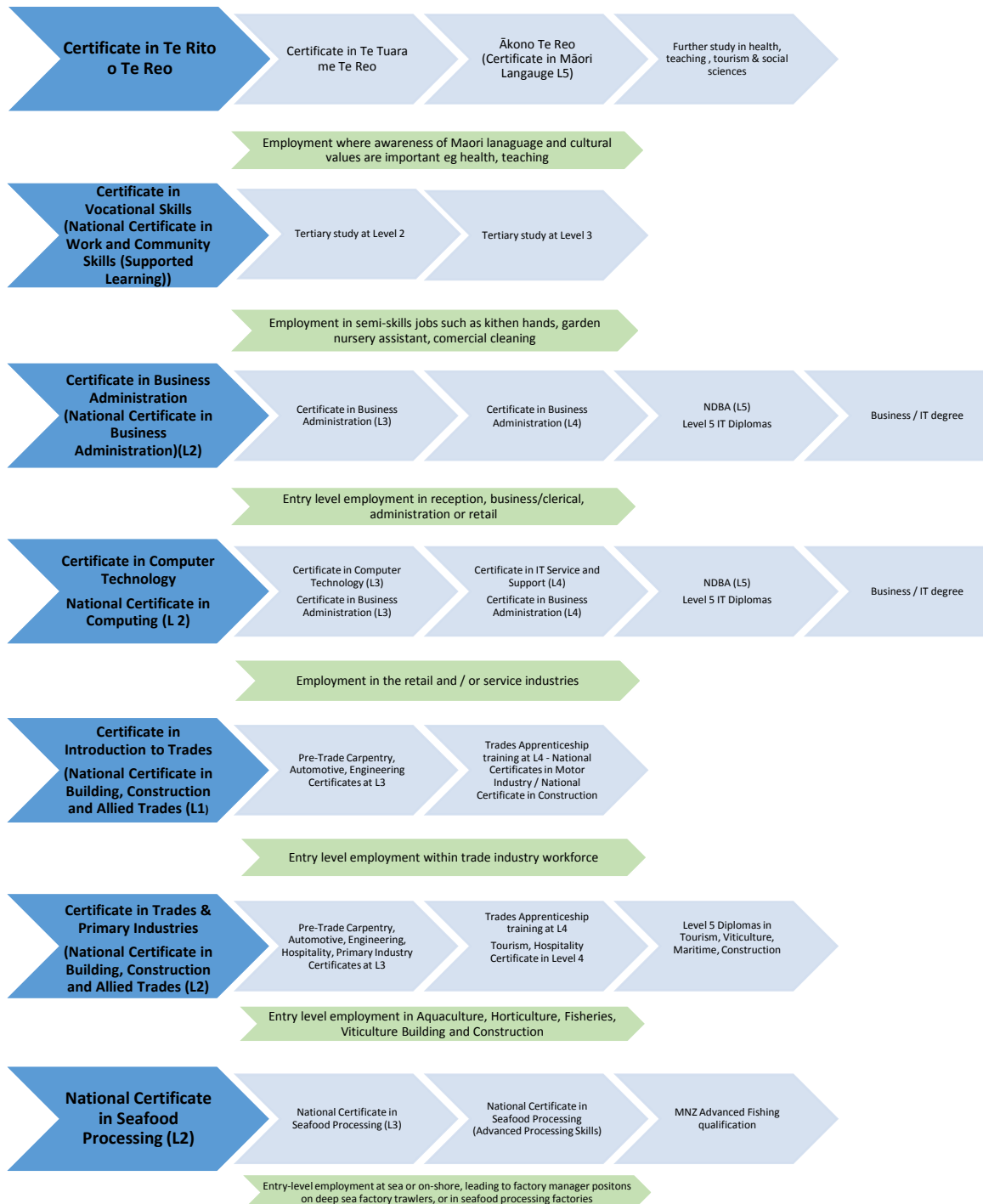
Pathways to Higher Learning and Employment

NMIT strategic focus includes the development of pathways to higher level learning and employment, with a particular focus on Māori and at risk youth.

Over the last few years we have had a high level of success in enrolling young people into our programmes. We are now focussing on building pathways to ensure that students already enrolled in NMIT are able to progress to further study in programmes that lead to good employment outcomes. This strategy underpins our programme development in all areas.

Examples of programmes that we have developed to provide pathways to higher learning and employment are shown in the diagram on the following page.

Pathways to Higher Learning and Employment



3.3.3 Contribution to Government Priorities

Priority 1: Delivering Skills for Industry

What we are planning

We are planning to extend our range of **Business and Industry Partnerships**, building on established relationships with local employers. Our aim is to work closely with industry to develop a clear and mutual understanding of current and future skill needs, and a joint commitment to investing in workforce development at all levels.

Through these partnerships we want to develop new and creative ways of addressing issues such as the mix of 'soft' and 'hard' skills required by industry, and the balance between on-job and off-job learning and assessment. We also want to develop strategies to promote access and participation of groups traditionally excluded from learning – with the aim of increasing the pool of skilled employees within the regional labour market.

We intend to use the partnerships to ensure our provision is directly related to the current and future needs of work and fully up to date in terms of specialised content. For example we are planning to provide opportunities for tutors to work with industry to develop high currency, relevant sector knowledge and skills.

We are prioritising partnerships and investment in the region's specialist industries, including Aviation Engineering, Applied Hospitality and Tourism, and Applied Technology. In addition, we are planning to develop **Centres of Vocational Expertise** in Aquaculture, Marine and Maritime, Viticulture & Wine and Aviation/Aviation Engineering, where we are committed to working more intensively with high growth industries to address future skill needs and develop new approaches to business development and innovation across the industry value chain.

The detailed planning for the Centres will be carried out in close consultation with industry, but their overall purpose will be to provide high quality, specialist provision directly focused on industry's needs, with a particular emphasis on supporting existing employees to up-skill and help address workforce needs at Levels 4-9. The Centres will also involve collaboration with research organisations and other specialist providers, with the aim of promoting applied research; knowledge exchange and technology transfer within their areas of specialism.

An overall goal of the Centres is to promote excellence and innovation through showcasing excellence in technical instruction and promoting and sharing best practice within the ITP sector. As well as helping to meet New Zealand's current and future skill needs, the Centres will provide enhanced opportunities for internationalisation through their depth of specialist expertise and reputation for excellence.

As well as our specialised programmes, we are aiming to respond to the Government's emphasis on STEM subjects, through growing Information Technology enrolments and provision of a new Civil Engineering Diploma, with linkages to local industry. We are also setting up a Learning Hub that creates a formal interface between the staff and students with local Industry. The Hub is designed to both drive innovation and student exposure to the industry within the local region.

Examples of our approach to delivering skills for industry range from degree programmes to foundation education as set out below.

Examples of Developing Industry Linkages

- We are developing a new Bachelor of Aquaculture and Marine Conservation, in conjunction with the Cawthron Institute and with a range of industry based organisations including Fish & Game NZ, Marine Farm Association, Aquaculture New Zealand, Spat NZ, New Zealand King Salmon, and Plant & Food Research, Nelson.

This programme is one example of our Centre of Vocational Expertise initiative and will provide students with degree level education in aquaculture and marine conservation as practised in New Zealand and globally. It will utilise regional and national expertise to create a learning environment informed by both industry and the scientific community. Its design will emphasise the scientific approach to natural resource management and have an overall theme of applied ecological science. Students will engage with both industry and the various scientific and regulatory bodies involved in aquaculture and marine conservation, thus providing a dynamic and engaging learning environment. The programme's vocational and 'realistic' approach to aquaculture and conservation is intended to enhance employability on graduation.

- We are engaging stakeholders in the Top of the South Forestry Industry with a view to identifying how best to address future skill requirements. Attracting and retaining skilled staff is expected to be an important challenge in forestry as production and processing becomes more sophisticated. In consultation with employers, we plan to complete needs identification this year with a view to commencing a range of specialised training programmes in the second half of 2015.
- NMIT Aviation has a close relationship with the RNZAF, with the shared use of facilities at Woodbourne, and intends to build upon this relationship over the next three years by seeking security of tenure and working relationship and agreeing new joint venture opportunities with the New Zealand Defence Force. There are also training agreements with many engineering organisations to provide work-based training for learners on the Certificate in Aeronautical Maintenance Engineering.
- Nursing and Social Work both have significant industry placements, required by both national bodies (Nursing Council and the Social Workers Registration Board) for completion of their qualifications. The skills gained in these placements enable students to be able to hit the ground running when going into employment following graduation.
- We are providing pathways, at both our Nelson and Marlborough campuses, for people wanting to gain basic computing and other foundational skills through ACE funded programmes. These opportunities to re-engage with learning are important to second chance learners, and those who have missed out on technological changes, to start at a pace that enables them to gain confidence. These foundational skills are often needed to meet employment requirements, or to gain skills that are required for study at a higher level. Additionally, there a number of learners who use these programmes to re-engage with the community, enabling them to have the basic skills required today in knowledge based society.

How these plans contribute to our outcomes

Investment in the existing and future workforce development of the region's specialist industries is key to future economic development, success and prosperity. The development of strategic partnerships and Centres of Vocational Expertise will assist NMIT to add value through high quality specialist provision with a focus on innovation.

The industries that NMIT is targeting have been identified as high growth industries that will need to innovate and attract skilled employees in order to meet the targets in the primary industry strategies, and to contribute more generally to economic development and export earnings. Given the projected decline in the proportion of working age people in the Top of the South, NMIT's strategic focus on these industries represent a significant opportunity to attract people to the region as well as to secure enhanced vocational opportunities for local learners. The Centres will help NMIT to establish a depth of expertise that will enhance its reputation as a regional, sector and national leader and will help to establish the region as a destination of choice.

As well as working with specialist industries, NMIT is seeking to respond to the needs of all employers in the region for an increased supply of skilled employees. Our focus on foundation education for second chance learners reflects the need for a larger pool of people who are able to meet the requirements of modern workplaces.

How we are responding to our stakeholders

Currently NMIT gathers information about employment demands from a variety of sources:

- Industry advisory committees for all programmes, which are used to identify general industry trends
- Statistical information including regional economic data and census
- Specific market research, undertaken when considering providing new programmes
- Government commissioned reports on specific sectors such as ICT and primary industries
- Community forums and events
- Direct approaches from industry for employment of graduates
- Networks and collaboration with other ITPs, especially in relation to national demand for specific skills
- Data on employment outcomes of graduates, gathered from institution-wide surveys and programme specific data gathering.

We are committed to improving the way we use information about industry needs to inform programme planning. We are developing an institution-wide approach for implementation next year, where information about industry needs will be gathered annually and used in the budget projection and programme planning process.

In addition, we are extending industry liaison by extending the scope of advisory groups, industry projects, industry placements and cooperative agreements. These initiatives will provide additional

information on industry trends, help to meet industry's skill needs and improve graduate outcomes. An example is the Information Technology degree in which all the year three students undertake a Capstone Project, which in most cases directly leads to employment opportunities.

How we will measure our impact

NMIT is committed to improving the quality of graduate outcome data as a way of measuring the extent to which our programmes are delivering skills for industry.

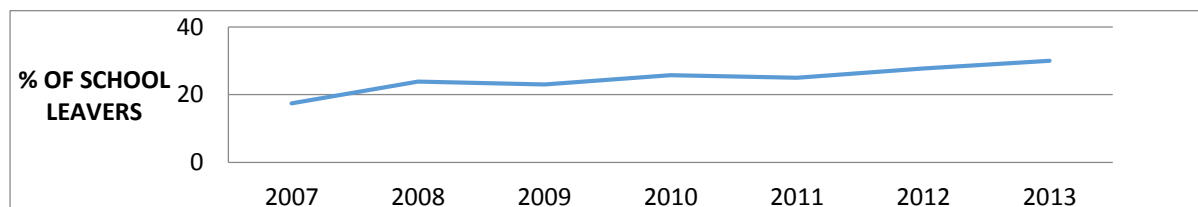
Currently, data about employment outcomes is generated from a variety of sources including surveys, social media sites, tracking student cohorts by email and phone and direct information from students who gain employment while studying. We are planning to consolidate these activities into a clear and consistent approach for gathering information on employment for all programmes based on the level and subject area. This includes setting up a formal Alumni project to keep in touch with past graduates, track employment and assist in further up-skilling opportunities.

We will continue our **Graduate Destination Survey** and are developing a complementary **Employer Survey** to establish how employers perceive our graduates in terms of skills, work readiness and the relevance and standard of the programmes we are offering. The first employer survey will be administered following close off of the 2014 Graduate Destination Survey in early October 2014.

Priority 2: Getting at Risk Young People into a Job

What we are planning

NMIT has had a solid track record in improving learning and employment outcomes for young people and wants to build on its success through targeting hard to reach young people and showcasing its approach to assist providers in other regions. The graph below shows the increase in school leavers enrolling at NMIT over the last 7 years.



NMIT plans to continue its strategy of engaging young people directly to discuss employment and training options and identify the most appropriate pathways available to them. Working through schools and community groups we will continue our successful career programmes where we invite young people to NMIT for career advice with qualified Career Consultants and other activities including targeted field trips, information evenings and one to one course planning with NMIT staff.

In partnership with secondary schools we will continue to provide a variety of programmes to address the learning needs of young people while they are still at school. These programmes will seek to engage young people by drawing on Vocational Pathways to assist them to select a range of programmes that are aligned with their career aspirations. Specific examples of our work with schools include:

- We will continue to partner with local secondary schools via the Top of the South Trades Academy to provide seamless transitions for youth people leaving secondary school. This initiative also aims to retain young people at secondary school and achieve NCEA Level 2. As the primary tertiary provider to the Trades Academy, we will provide specialist training by top tutors to deliver programmes that support the region and provide the basis for ongoing education post school and or/employment with local industry. The course content for the Trades Academy will be aligned with the Vocational Pathways via curriculum alignment with partnered secondary schools. Enrolments in TOTSTA have grown from 110 in 2012 to 250 in 2014; in 2014 TOTSTA was awarded a Prime Ministers Education Excellence Award for Learner-led pathways
- We will continue to support an Automotive Partnership Cluster and an Aquaculture Salmon Rearing Project together with local secondary schools and employers with the aim of providing pathways to employment
- We will continue to provide a portfolio of tertiary pathway courses designed to strengthen the pathway for students from school to workplace learning. For example, our Gateway Programme will allow senior secondary students to experience structured workplace learning which is hands-on and practical. Students will be assessed in the workplace for unit and achievement standards, which contribute to NCEA as well as industry specific qualifications.
- We will actively participate in the local youth guarantee network to help identify at risk young people and provide pathways for them into foundation education and progress to higher level training.

We will work with local employers to help young people into work with a focus on Māori and Pasifika and on apprenticeships. As discussed under Priority 3, we will proactively engage with young Māori learners and provide high quality information, support and advice to learners and whanau about study choices, tertiary transition and the benefits of higher-level learning.

NEETs are a priority group in our strategies for youth. Over the next three years we will work with the Connexions Service and the Tasman Youth Service that identify NEETs to provide pathways into foundation education. We will also work with Top of the South secondary schools to identify learners at risk of becoming NEET; NMIT has been recognised by MSD as one of the top providers of training and resulting outcomes for this client group in New Zealand.

NMIT now has a specific youth support position within the student support team. This person assists youth at NMIT including those that are NEET and have progressed to NMIT via our relationships with youth providers in the region. Having a dedicated support person for youth assists in keeping young people engaged in education.

We are currently tracking academic performance for NEETS on a par with minimum requirements set out by TEC. Our goal is to increase academic performance and progression by 5% each year for three years.

Examples of Learning Pathways for Young People

NMIT runs a school-based NMIT taught engineering based programme in conjunction with Queen Charlotte College, using STAR funding. Once students finish this programme at school they can enrol in the pre-trade Certificate in Engineering and then move on to an engineering apprenticeship.

Students from secondary schools in the region can take part in an NMIT-run Aquaculture Field Trip, then a one day STAR-funded Aquaculture course, and enrol in the Trades Academy Aquaculture option. Students from Nayland College have enrolled at NMIT from this pathway in 2014.

As an example of our programmes to target NEETs, in 2015 NMIT will offer multiple cohorts of the Certificate in Trades and Primary Industries (Level 2). NMIT has developed this programme to specifically target youth and foundation learners, as it bridges the gap after they have left secondary school, providing them with fundamental and specific vocational skills and pastoral support, in preparation for entry-level work or further study. The programme encompasses a get-to-know-yourself element and a sample of trades related, hospitality, hairdressing and customer service subjects. One cohort will be specifically aimed at Māori youth.

Alongside this programme, students not at school or wanting to leave school early can enrol in the Certificate in Introduction to Trades (Level 2) mid-year either in Nelson or Blenheim.

How these plans contribute to our outcomes

Through targeting young people while they are still at school and providing flexible learning options, we are able to:

- Increase young peoples' motivation and enthusiasm for ongoing learning
- Reduce the risk that young people will disengage from learning and become NEET
- Provide pathways to higher qualifications and employment.

In the past we have achieved the best results from tailoring our approach to fit within each schools' curriculum and careers provision. We have also found that one-to-one advice and programme planning with young people has significantly improved progression into tertiary education. For example, NMIT evening events for students returning to study have an average 66% conversion rate to enrolment. Our approach to working in a differentiated way with students, schools and other organisations has been highly successful, with a steady increase in school leavers enrolling at NMIT over the last 7 years.

How we are responding to our stakeholders

NMIT has a dedicated Youth and Community Liaison Team, who are planning to undertake a minimum of 50 visits per year to schools, community groups, and government agencies to discuss opportunities available to school leavers.

We also plan to engage directly with young people with a promotion and communication plan including social media advertising, print, radio and Facebook campaigns which have a combined reach of over 55,000 people.

Our approach involves working with community groups that have day-to-day contact with young people. For example, we engage with the Connexions Service and the Tasman Nelson Youth Service, to identify young people at risk of becoming NEET. We also work with WINZ and Refugee Services and to provide pathways to foundation education and higher qualifications including through the Straight to Work Scheme and Training for Work Scheme. Excellent outcomes for these Training to Work Schemes have seen 3 more courses approved to be offered in 2015, and an additional Trades course offered in 2014. As an example of our success, the Marlborough Express has recently reported, "A wine industry course in Blenheim is the most successful Straight to Work programme in the South Island".

How we will measure our impact

We will continue to measure success in terms of our contribution to the Better Public Service Targets that by 2017 85% of 18 year olds will have an NCEA Level 2 or equivalent qualification. We will also monitor:

- The number of young people (aged under 25) enrolled on, or progressing towards an NMIT programme at Level 4 and above
- The number of Māori and Pasifika Young people (aged under 25) enrolled at NMIT
- The percentage of the region's school leavers who enrol in NMIT
- The proportion of the region's young people who are NEET.

Priority 3: Boosting achievement of Māori and Pasifika

What we are planning

NMIT recognises the role of Māori and Iwi as tangata whenua and Crown partners under Te Tiriti o Waitangi and has committed to growing a pūtake, a strong base of experience, knowledge, understanding and capability in the context of Māori in tertiary education. We take the view that:

- It is the quality of the pūtake that will enable NMIT to develop strategies and action plans to improve the experience for Māori at NMIT
- It is the collective commitment and acknowledgment of responsibility by the entire institution that will achieve the greatest gains for Māori in all aspects of tertiary education.

Our plans for this investment period represent the next step in a long-term strategy. In the 2013-2015 Investment Plan we outlined plans to develop the relationships required to generate more opportunity for the Māori communities and Iwi we serve. Crucial to this and for our future strategy was the significant work undertaken in developing in partnership with local Iwi - Te Kaunihera Iwi Māori. The Kaunihera sits alongside NMIT Council and provides strategic input and guidance to ensure the recognition and implementation of skills and education for Māori in the Top of the South. Our commitments included fostering stronger Iwi relationships and creating collaborations with

other Māori-centred organisations and Wānanga. We are also committed to developing our internal staff capacity to be more able to proactively respond to the needs of Māori within a tertiary learning environment.

In the past two years we have developed three key strategic statements and documents for growing Māori education at NMIT. These include:

- An Iwi education strategy developed by Te Kaunihera Iwi Māori in partnership with NMIT
- A development strategy for Māori education at NMIT given effect through Te Toki Pakohe (The School of Māori Studies)
- An NMIT wide Māori strategy entitled **Te Ara Wai** that will serve to guide the entire Institute in doing things better for Māori. This strategy will require staff to be committed to achieving a minimum Level 1 in Te reo.

These strategic statements reflect our commitment to developing Iwi led and designed educational activities. We want to ensure that Iwi and Māori have every opportunity to engage in tertiary education in an environment that ensures they are comfortable, and with a delivery methodology that is reflective of them and acknowledges their value.

NMIT and local Iwi agree that while both participation and achievement of Māori are important, there remains a significant amount of work to be done by TEOs and government agencies to improve participation. We jointly recognise the importance of cultural Identity and mātauranga Māori and the right of Māori to participate and succeed as Māori in tertiary education. We also acknowledge that successful outcomes in education and employment will require innovative solutions and, in some cases, significant change.

Social and Economic Outcomes for Maori

NMIT is committed to improving pathways for Māori students to higher paid employment and improved social and economic outcomes, through Māori participating in New Zealand and international employment markets.

We believe that economic outcomes for Māori are achieved through developing all facets of Māori life, and that programmes that are designed to reflect identity, language and culture will contribute to Māori in taking pride in who they are and lead to improved social outcomes both for Māori and our community as a whole. They will also equip Māori to become strong and resilient people who are comfortable in a range of cultural contexts, including internationally.

We provide a set of programmes that provide an appropriate entry point into tertiary education for many Māori students. For example the Certificate in Te Rito o Te Reo at Level 1 provides a pathway to the Certificate in Te Tuara me Te Tinana o Te Reo, with courses at Levels 2-4. This in turn provides a pathway to Ākona Te Reo (Certificate in Māori Language L5) and to further study in areas such as health, teaching, tourism and social science, all of which incorporate a strong focus on Māori culture. Similarly programmes in Māori art provide progression to a range of programmes including the Bachelor of Arts and Media.

We are also ensuring that the development of our specialisms include a strong focus and clear pathways for Māori students. For example local Iwi have strong interests in aquaculture in the post settlement period, including the right to 20% of new aquaculture developments. The Wakatu

Incorporation (representative of four of the nine local Iwi) is seeking to invest in Aquaculture and is committing to working with us as we develop our Aquaculture programmes.

To ensure that our Māori students see Aquaculture as a programme that is relevant to them, we have:

- Included Māori titles in all our programmes
- Started to develop content and resources that reflect Māori perspectives
- Developed elements within our programmes (e.g. Marae visits) to ensure that programme delivery occurs in a way that Māori are comfortable with.

We plan to use these developments in aquaculture as a starting point to ensure that the development of all our specialisms includes a specific Māori focus. In the medium to longer term, we believe that participation in these programmes will equip Māori to play a strong role in New Zealand and international employment markets based on export earnings.

Internal Strategies

Our key priority is the implementation of Te Ara Wai. Under the Strategy we will develop individual programme areas within NMIT to assist them to design and implement strategies and actions to improve the experience of Māori students. Te Toki Pakohe, the School of Māori Studies, will be involved in the initial stages of the roll out in assisting staff to raise awareness of the significant issues Māori face in tertiary education.

Te Ara Wai includes four top-level elements for the institution as a whole to focus on with regard to improving the experience for Māori: empowerment, holistic development, family and community, and productive partnerships. It includes a sub-set of elements for teams to focus on, learn about and explore that will ensure the plans and actions they put in place align with the achievement of the top-level elements. These elements are: Identity, language and culture, Māori potential mind-set, reflective models approach, Kāpuia and Kaiāwhina, Tātaihono - connections broker, and what's good for Māori is good for everyone.

Te Toki Pakohe will guide programme areas' learning and exploratory activities. Individual programme areas will be appointed a "Kaihāpai" or supporter to help them as they develop their plans. This approach is designed to enable individual programme areas to learn more about the nature and needs of Māori and will require them to take responsibility for addressing the issues they face. We have begun this work in Trades and Creative Industries, which have Māori cohorts of students and have commenced the staff training element of Te Ara Wai with a view to growing their internal capacity.

We plan to pilot the strategic development programme in 2014 with a view to having cycled through every area of NMIT, both academic and allied, by the end of 2015. Our goal over this period is for individual programme areas to have developed their own Māori development plans to be endorsed by the Director of Māori Education and their manager.

We are committed to ensuring that NMIT as a whole supports Mātauranga Māori through participation in NZQA's Mātauranga Māori Evaluation Quality Assurance Programme.

Attracting Māori Youth

We plan to continue to develop our understanding and experience with Māori youth (this demographic also represents many “at risk” youth). In 2013 we offered a Certificate in Trades training to Māori youth through the Youth Guarantee programme, which we branded as **Ka Hao**. In 2014 we are offering the Certificate in Trades and Primary Industries as a Māori focused youth programme. Elements of Māori culture have been embedded throughout the programme, which we believe provides a potential model for future programme development.

How these plans contribute to our outcomes

Our plans to develop NMIT’s capability in doing things better for Māori, together with the collective learning and experience gained through our development programme, will result in improved experiences for Māori at NMIT and over the medium to long-term will produce better outcomes for Māori in many areas, including participation, achievement and progression to higher levels of study and employment.

This long-term strategy is firmly grounded in the reality that to improve Māori performance in tertiary education requires long term vision, planning and commitment and that, while small incremental changes can be made, the greatest gains for Māori lie in raising awareness and the development of the people who work within the tertiary education system itself.

How we are responding to Iwi

We plan to continue our approach over the last two years of fostering stronger relationships with Iwi and identifying avenues for Iwi to influence and develop educational activities that would best suit their own people.

Most of the local Iwi in the Top of the South originate from other parts of the country. Our approach to developing industry specialism reflects the national context of Iwi and provides opportunities for Iwi to work in partnership with NMIT to provide learning opportunities to their people wherever they are located. For example under this model, NMIT would be open to exploring a partnership in a specialism such as aquaculture to Iwi which are based in another part of New Zealand.

Our Iwi education strategy includes key milestones over a two, three, five and ten year period. Many of the milestones in the 2-3 year period have been achieved and Iwi themselves have been able to develop education offerings designed for them. Examples include a Ngāti Kōata Kaumātua Te Reo class, which is in its third year of operation, and in 2014 the first Iwi based and led reo programmes which are being offered by Ngāti Kuia in partnership with NMIT.

This type of activity where Iwi are involved in the design and delivery of the programmes addresses the issue of having the right mechanisms to enable education that is wholly Māori and which acknowledges the importance of Iwi and Māori perspectives, custom and identity to Māori and Iwi.

There are many opportunities for Iwi and Māori organisations to be involved and support NMIT. For example in 2013 the Wakatū Incorporation made a financial contribution to the Ka Hao programme. All of the Iwi in our region are nearing the conclusion of the Treaty settlement process, which will enable them to have a greater presence and influence in education provision. We are aiming to strengthen our own capability to respond to the needs of Iwi and work in partnership with them as they embark on their next stage of their development.

How we will measure our impact

Our impact will be measured primarily through Māori participation and completion rates in NMIT programmes, progression to higher-level qualifications and employment. We will also monitor the number of Māori staff we employ, with the aim of ensuring that our workforce is representative of and is able to address the needs of our student population.

Priority 4: Improving adult literacy and numeracy

What we are planning

NMIT takes an organisational approach to embedding literacy and numeracy in our programmes. Under this approach, vocational tutors, literacy and numeracy specialists and learning support advisors work together as a team to provide effective support to learners. We will continue to:

- Set clear expectations for literacy and numeracy within the graduate profiles for our qualifications, and use these to guide curriculum design and assessment approaches
- Undertake initial diagnostic assessment, measured by the Literacy and Numeracy Assessment Tool, to identify learners' skills and understanding
- Use the results to inform the development of specific learning goals for each learner
- Continually monitor progress against the learning goals and provide specialist support as necessary
- Provide professional development to staff, especially those teaching at Levels 1-3, to enable them to make explicit links between their vocational context and the effective integration of literacy and numeracy learning within their professional practice
- Require all tutors at Levels 1 and 2 to have gained, or be working towards, qualifications in Adult Literacy
- Use Assessment Tool group data in self review processes to continually inform tutors' learning and teaching delivery.

How these plans will contribute to our outcomes

Our approach to embedding literacy and numeracy in all our programmes recognises that literacy and numeracy provide the foundation for learners to participate fully in society and to progress to higher qualifications and employment. Jobs that have traditionally not required formal qualifications increasingly need literacy and numeracy as essential requirements. Improving literacy and numeracy therefore not only improves outcomes for individual learners but also helps to meet the needs of industry for a larger pool of skilled employees.

How we are responding to our stakeholders

Through providing a diverse and flexible range of programmes at Levels 1-3, with embedded literacy and numeracy, we are responding to individual learners' interests and abilities and opening up pathways to a wider group of learners to achieve higher qualifications and employment.

We are planning to work collaboratively with employers to reach students who may not previously have considered enrolling for tertiary programmes, including those already in employment whose lack of literacy and numeracy skills restricts their ability to carry out their jobs effectively or to progress their careers.

How we will measure our progress

We will use the Literacy and Numeracy Assessment Tool in both formative and summative ways to ensure valid and consistent measurement of literacy and numeracy. We will use the results to:

- Monitor learners' progress from their individual starting point towards their agreed goals
- Inform our self-review processes
- Set programme and institution level targets to ensure that results continue to improve.

Priority 5: Strengthening Research Based Institutions

What we are planning

Although NMIT is not a Research based Institute, research underpins the credibility and effectiveness of strong educational organisations and in particular our degree programmes. We recognise that we need to be at the leading edge of our subject fields, teaching valuable research skills to our students and disseminating knowledge to all of our stakeholders. Evidence based research allows us to continually improve all aspects of our education offering by constantly gathering evidence to determine what works and what doesn't, and so know the way forward to improvement.

Our research focus is to produce quality-assured, applied research in line with our degree subjects and wherever possible in collaboration with enterprise and our community, to create economic and social impact. We need to ensure we build the academic robustness and credibility of our research, but retain our focus on applied research that benefits our stakeholders.

- Developing an innovation culture. NMIT plans to increase our research capability and connections to build an innovation culture among our staff and within the region. We will achieve this by establishing an Innovation Precinct on campus in partnership with the Nelson Tasman Economic Development Agency. This initiative is designed to promote and teach innovation and entrepreneurial activities for students and the wider community. It will link research and innovation efforts, enabling better collaboration between industry and NMIT researchers to deliver their R&D needs.
- Developing staff research capabilities. In our new learning delivery approach we plan to define the research aspect of our degree tutor role to ensure research time is protected and available for tutors to engage in high-quality research. Research will be integrated into all aspects of the degree tutor role including performance, career progression, development and recruitment. We will develop and recruit staff who are committed to research and support them to be as effective as possible, for example by providing time for research, a working environment conducive to research and the opportunity to progress to research professor roles.
- Integrating research within our curriculum. We will design our degree course offerings to utilise meaningful industry-focused research projects as an educational tool, which will directly link our research efforts and our educational provision.

We will continue to fund research to ensure we grow capability. We are focusing on providing research as a service for industry partners, partially funded through the Callaghan Innovation

funding schemes. Although not directly applicable within the next 3 years, NMIT has made a commitment to participate in the 2018 PBRF round with the benefits of both additional research funding and a quality target to strive for.

How these plans contribute to our outcomes

NMIT recognises research as fundamental to the ongoing success of our applied degree programmes and the creation of an innovation culture, not only for our students and staff, but also for the success of the region.

Our approach equips students with the transferrable research skills that are highly valued by employers. It reflects our shift away from focusing solely on specialised technical skills towards developing people with flexible industry-based skills required to be effective in the workplace.

How we are responding to our stakeholders

We are developing our research priorities in close partnership with industry. In particular, we are using our strategic partnerships to support innovation by industry in ways that will improve economic growth and competitiveness. A good example of this is the new degree in Aquaculture in progress for implementation next year. Within this programme students and staff are integrally involved in research activity through the design of the programme.

We are also engaging directly with research institutes in our area to better utilise resources and expand research capabilities – all with the aim of supporting technology transfer and innovation in areas that are important to the regional economy. Our Deed of Cooperation with the Cawthron Institute and NMIT, in which ‘the intention of the parties is to develop further cooperation for education and training activities and teaching of science, and the research that underpins it’ is an example of this.

How we will measure our impact

We have begun reporting our research productivity on an institution, programme and individual level to meaningfully assess our performance, and where possible benchmark our performance against other ITPs. We will generate regular updates allowing us to better track, celebrate and reward research performance. We will also develop a research strategy with clear goals and milestones.

While the impact of applied research is difficult to measure, our approach is to increase quality by strengthening our quality assurance and peer-review processes. We have targeted entry into the PBRF round in 2018 and will resource and build our research capabilities over this time. Measurement is transparent and online, creating an easy repository for recording, measuring and disseminating research activity. Information on levels and comparison data is sent to each programme area on a regular basis and used as the basis for the development of research plans and reports, including each staff member’s success in reaching their milestones.

Priority 6: Growing International Linkages

What we are planning

We are planning to grow our international onshore EFTS over the period of the investment plan and are also planning to grow offshore linkages with international partners in our areas of specialism including Aquaculture, Viticulture, Maritime and Aviation. Our international partnerships target the region’s key export markets of China and emerging markets in Indonesia and other ASEAN countries. Over the next three years we will provide opportunities for academic staff from many of these countries to visit NMIT.

We will continue our strategic focus on our linkages with China. We have established cooperative partnerships with a number of Chinese tertiary educational institutions over the last ten years, ranging from delivery of our own accredited NMIT diplomas to credit transfer arrangements with Chinese universities. Currently NMIT is developing cooperative arrangements with a further three Chinese Universities.

In 2013 NMIT was awarded a Confucius Institute Resource Centre, accredited through the University of Canterbury Confucius Institute. We will continue to develop the Centre as a focal point for community groups and individuals with an interest in creating and progressing cultural and/or economic relationships with China as well as links with local schools through the delivery of Mandarin.

We will work co-operatively with other ITPs and education providers to take a New Zealand Inc. approach to international education where appropriate. For example we are planning participate in NZED led offshore collaborative development initiatives in India.

We will continue to support international students who are studying onshore through learning support and pastoral care. For example we will collaborate in a network of provision with Education Nelson to provide pathways for international students from secondary school to tertiary education within the region. We will work closely with government agencies to ensure that where appropriate international students meet the requirements for immigration and skilled labour to enhance the regional economy.

We plan to enhance education for domestic learners through using our experience of internationalisation in our curriculum design. We also aim to provide domestic students and staff with international experiences including through work or study exchanges with education partners and industry.

To ensure that we prioritise our effort effectively and minimise risks, all international development will adopt formal project management disciplines, including strategic fit, scalability and contribution to teaching and learning. We will ensure that projects are manageable within NMIT's resources or in collaboration with other ITPs. Overall we do not plan for the ratio of onshore international EFTS to domestic EFTS to exceed 25%.

How these plans contribute to our outcomes

Through our internationalisation strategy we are aiming to increase funding and diversify our revenue streams by attracting international students to NMIT. We have deliberately developed a partnership model in China as a key part of the strategy to ensure a supply pipeline of students of a known quality and capability, thus providing an increased level of certainty over future revenue.

International partnerships also contribute to regional economic, cultural and social development. Given the decline in the proportion of working age people in our region, international students can provide a source of skilled workers to meet the needs of industry. Initiatives such as the Confucius Centre also assist us to celebrate culture and provide international learning experiences to students and the community.

How we are responding to our stakeholders

Our international strategy is driven by the needs of our industry partners and the areas where we have built expertise. Our international strategy can thus be seen as complementary to our domestic strategy of delivering skills for industry.

NMIT international relationships have been used as a catalyst for an integrated regional approach to support economic growth, through collaboration and involvement with the Nelson Regional Economic Development Agency, Nelson Tasman Chamber of Commerce, Marlborough Chamber of Commerce, and individual companies.

How we will measure our impact

Key measures of our impact are increased revenue contribution from onshore international enrolments to NMIT and increased value of NMIT education products and services delivered offshore.

3.3.4 NMIT's Approach to Collaboration with Other Tertiary Providers

As highlighted in our strategic focus, new models of teaching and learning within tertiary education are creating new possibilities for the development of specialisms and strategic partnerships between institutions based on areas of comparative strength.

NMIT is actively planning how we can both contribute to and benefit from new collaborative arrangements. Our approach is designed to support the delivery of all our outcomes and reflects our commitment to providing the best possible learning opportunities for all students. Due to the relatively low population in the Top of the South region, collaboration is often the most appropriate solution to extending the range of programmes on offer, increasing their quality and reducing development costs.

We are strongly positioned to develop partnerships with other institutions based on our expertise within our specialisms. In particular, we are uniquely placed to provide learning opportunities for students from other parts of New Zealand and internationally through the development of course content within programme areas such as aquaculture, maritime/marine, viticulture & wine, and aviation/aviation engineering, where we are developing Centres of Vocational Expertise. We see our role in developing courseware within our specialisms as an important contribution to developing an efficient and effective network of tertiary provision that reflects economies of scale and the Government's investment approach.

We have an extensive set of arrangements already in place where we work with other providers depending on learner and industry needs, and we are planning to use these as a basis for further development. Before developing new programmes for approval by our Academic Board, we carry out research to determine if there is a similar programme being offered by another provider. If one can be confirmed, we explore the potential to "share" the programme. Under the TANZ Academic Harmonisation project, we share processes and documentation with other ITPs, enabling programme sharing to be seamless and increasingly more efficient. With the listing and development of New Zealand qualifications, and the need for all providers to respond in a timely way by developing associated new programmes of study, collaboration will be even more important.

Examples of collaboration at NMIT

- The Nursing degree at NMIT is a collaborative project that utilises CPIT's programme, so reducing the ongoing cost of programme development and increasing quality through greater moderation. This has been in place since 2012 with its first graduates at the end of 2015.
- In Applied Business there is an excellent collaborative relationship with Eastern Institute of Technology (EIT) at degree level. The Nelson-Marlborough and Hawkes Bay-Gisborne regions have similar economic profiles and many shared interests that support effective collaboration. Southland Institute of Technology (SIT) has purchased the NMIT Bachelor of Commerce and will commence delivery in 2015. This will also provide a good platform for collaboration over the next three years for programme development, moderation and sharing of course resources.
- In Maritime we have established effective collaboration and sharing of resources through the TANZ partnership with Bay of Plenty Polytechnic and with the New Zealand Maritime School, (part of Manukau Institute of Technology). Collaboration with Mahurangi Technical Institute has resulted in both providers offering the same Certificate in Super Yacht Crewing qualification.
- NMIT runs a very successful Diploma in Applied Fitness, and has established collaboration with AUT for students to transfer into the third year of their degree, which is delivered in Nelson. This provides the best of both worlds with an applied diploma for those looking to fast track their study into employment, and also an opportunity to move up to degree level within the region for careers in areas such as teaching.
- In the area of Social Science NMIT has partnered with Wintec to deliver their qualifications in the Top of the South. This collaboration is designed to pool resources in programme development, and also establish a more national curriculum providing benefits to both students and the organisations involved. After 4 years of delivery NMIT now has a strong relationship with Wintec and very positive outcomes for graduates through the provision of these degree programmes.

3.3.5 NMIT's Organisational Priorities

NMIT seeks to be a strong and resilient organisation with the ability to adapt and grow to meet the region's skill needs now and in the future. Through our strategic planning over the last year we have emphasised four organisational priorities:

- Embrace innovative learning for the future success of our learners
- Recognise and develop the skills of our people
- Invest every dollar wisely
- Be an organisation of choice recognised for its corporate responsibility and citizenship.

Our focus within each of these areas is designed to assist us not only to meet current priorities, but also to respond to future demands and changes. For this reason, our plans under each of the priorities include both short and long term components.

Embrace Innovative Learning

The Learner Journey

NMIT takes its responsibility for ensuring the best possible outcomes for learners very seriously. In recent years the Learner Journey initiative has driven our drive to continually improve learners' experiences, from initial contact with NMIT to graduation, employment and beyond. In the period of this investment plan period we will continue to:

- Reinforce the Learner Journey – Te Ara a Tāwhaki
- Place the learner at the centre of our learning and teaching strategy, driving a learner focussed continual improvement cycle
- Acknowledge that improved learner performance is grounded in “learning to learn” and other effective strategies, especially for priority learners
- Support learners through an inclusive range of proactive support services.

To reflect TEC priorities, we are implementing additional support strategies as part of the Learner Journey, for example through a drive to work effectively with Youth, Māori and Pasifika. We are also planning to develop more robust and efficient process for formally recognising prior learning so learners can be placed at the right level and stage within a qualification to maximise the value of their learning experience.

Information for Learners

NMIT intends to align with the Tertiary Education Commission's initiative to make better information available to prospective learners to support their enrolment decisions and “assess for themselves the value of tertiary education and how it will contribute to their achievement of the outcomes desired”. We will publish for each of our programmes standardised information on: minimum entry requirements; costs of study (Government subsidy, student contribution and how to access loans and allowances); retention and completion rates; graduate employment rates; graduate earnings and graduates progressing to further study.

Quality Assurance and Continuous Improvement

NMIT has implemented a robust model of institutional self-assessment, involving all curriculum and business support areas and senior management. This process involves identifying strengths and areas for improvement, developing action plans to address the issues identified and monitoring progress and evidence of improvement. The 2013 NMIT External Evaluation and Review report found that “NMIT is actively seeking to improve staff understanding of evaluative quality assurance and the importance of making evidence-based judgements”.

Following an assessment undertaken in November 2013, NMIT was designated **Telarc** Registered for the development and delivery of education services, conforming to AS/NZS ISO 9001:2008. In 2015 NMIT will assess itself against the **Baldrige Education Criteria for Performance Excellence**, to

establish where it is at in regard to alignment of its plans, processes, decisions, people, actions and results. An application will be submitted for a **Performance Excellence Study Award (PESA)**.

The evidence sources used for self-review and quality assurance include learners' experiences throughout the Learning Journey. We have developed an extensive suite of student surveys that highlights opportunities for improvement, provides evidence that improvement is actually occurring, ensures that stakeholder needs are continuing to be met, and informs planning for future programme developments. These include a **Learning Experience Survey**, and the **Australasian Survey of Student Engagement (AUSSE)**. We will use constant feedback and evaluation of learners' experiences to help guide the ongoing improvement of systems and processes and drive continual improvements to our service design. We also intend to use the Career Development Benchmarks – Tertiary to review the effectiveness of our career development programmes and services.

The Learner Centred Delivery Model

The Learning Design Framework – a major institution wide project that is already in progress - is intended to transform NMIT into a 21st Century learning institution. The Framework reflects changes in the nature of teaching and learning driven by technology, and our commitment to placing significantly greater value on, the experience the learner brings with them, and where and when they want to learn. It is designed to maximise the development of soft skills through project based learning, a shift to a student centred approach, and increased industry experience.

Under the Learning Design Framework we are investing in:

- Upfront course development - with a shift away from content creation as a key part of every tutor's role towards utilising best practice from around the world via online materials
- Programme delivery – with a shift away from face-to-face sessions towards an approach that maximises the value to the learner through flexible learning and support.

This approach has implications for the traditional all-in-one role of the tutor, and we are exploring options to unbundle the role allowing staff to focus on areas of strength through a more cost-effective use of their time and skills, as outlined in our workforce strategy below.

Blended learning places significant demands on information systems, classrooms and other facilities including library and student support services. The implications for infrastructure are discussed in the Capital Asset Plan outlined in Section 4.

The implementation of the new approach is a significant change for NMIT and carries risk if we do not get it right. Consistent evaluation and feedback is important to assist us to continuously improve the learner experience and outcomes of the new learning approach. We plan to evaluate the quality of blended courses, through pre-release testing and review as well as evaluation of delivery. This will be undertaken by a dedicated Flexible Learning Team, who will create good practice checklists, peer review processes during development and delivery and adapted processes for Learning and Teaching Observation. We will also incorporate the impact of blended learning into NMIT's self-review and strategic planning processes.

Recognise and Develop the Skills of Our People

Our workforce strategy is designed to support the Learning Design Framework, and reflects the fact that implementation of the framework largely depends on the successful incorporation of the necessary skills and behaviour within our staff. The workforce strategy emphasises:

- **Culture.** Our goal is to have a workforce who embraces the changing face of educational delivery to achieve NMIT's vision of Excellence in the Education Business. We will achieve the cultural change through developing the capability of existing staff and recruiting new staff with the necessary skills and behaviours
- **Change Leadership.** We are redefining staff roles and responsibilities, change processes and systems, and refining service to learners. The need for managers to make decisions and act quickly within the parameters of their jobs is increasing to reflect learner demands and the need for a flexible workplace
- **Capability.** Our capabilities assessment has identified developmental needs in the areas of digital information literacy, learning design, ed-Tech tools and blended facilitation. Our e-learning framework (ePD) aims to develop the competence of staff to select and use appropriate e-tools and techniques to support and enhance the delivery of the curriculum. 'Unbundling' of the traditional academic staff member to reflect more effective outcomes in delivery, development and assessment will be a key activity in developing staff capability for the future.
- **Capacity.** Our workforce planning will include consideration of the way academic staff currently operate and how the learning design models may impact teaching and learning practice and delivery within the terms of the collective Employment Contract.

The scale of workforce change is significant and our approach to change will reflect a prudent strategy emphasising the need for a sustainable tertiary organisation, while modernising terms and conditions of employment to reflect the need for a flexible working environment.

Invest Every Dollar Wisely

NMIT is seeking to enhance its financial performance while maximising opportunities for students through providing high quality facilities for teaching and learning and exploring new business opportunities and partnerships.

Over recent years, we have taken a strategic approach to investment in infrastructure, including new facilities for teaching and learning and a new Student Management System. We achieved an "advanced" rating under the Capital Asset Management Process in 2012/3.

We are seeking to increase non-Government income, including through developing public private partnerships and our international strategy. Through our strategic planning, we have classified all our programmes as cash generators, growth generators, or new opportunities, and are using these classifications as a framework to guide our promotion and business development activities.

We are continuing to scrutinise our expenditure to ensure all our activities provide value for money. We were an early adopter of the Tribal benchmarking tool, used for comparing performance across tertiary institutions, and have been using the comparative data and analysis provided since 2007. We use this information regularly at all levels in financial planning sessions and incorporate the results into our strategy. For example we have identified that some teacher/learner ratios in NMIT are out of line with the sector as a whole and we are setting new targets as part of the Learning Design Framework to keep costs on track. We are also exploring process efficiencies utilising our investment in technology and professional development.

Be an Organisation of Choice

NMIT is seeking to be a tertiary provider of choice, strongly connected to the local community and known for the excellence of its provision.

We want to be well networked with all our key stakeholders and to use our position in the community to lead regional initiatives that reflect community interests and concerns (for example the provision of wi-fi in Nelson City). We are also seeking to contribute to sustainability and environmental outcomes for the region through the development of our Sustainability Policy.

Recent market surveys have emphasised that NMIT is positively perceived by its community and key stakeholders. Our communications and marketing will reflect our strengths as perceived by our community and stakeholders - i.e. locality, range of programmes, the practical, hands on nature of qualifications, links with the community and easy access to good quality local education.

To continue to build awareness of our services and our reputation for excellence we plan to:

- Increase our profile in Marlborough and Tasman, where knowledge, awareness and perceptions are lower against a range of measures than in Nelson, including exploring opportunities to make more programmes available across multiple campuses
- Improve perceptions of the quality and reputation of teaching staff, for example through case studies of excellent practice
- Grow awareness of the online and flexible study options available
- Continue to refine our communication and marketing channels, in respond to feedback that website, phone and visits are the most important sources of information about programmes at NMIT.

Mix of Provision

YOUTH GUARANTEE - 2015 MIX OF PROVISION

Step 1 - Enter your organisation details				Data Summary				
TEO Name	6011			Click to add extra lines		Total EFTS	Total Mix of Provision	The value of proposed funded delivery is less than your allocation
EDUMIS	NMIT				Grand Total	90	\$1,290,847	
Total TEC allocation	\$1,290,747				Under / (Over) Allocated?		\$100	
Step 2 - Enter your programme details (enter data into clear cells only)								
QUALIFICATION DETAILS				FUNDING INFORMATION			OTHER	
NZQF qualification code <small>Choose from drop-down box Scroll down to enter qualifications not in the list</small>	Name of NZQF qualification offered <small>Automatically populated based on qual code</small>	NZQF qualification level <small>Automatically populated based on qual code</small>	Qualification type <small>Automatically populated based on qual code</small>	EFTS	Applicable funding rate (GST Exclusive)	Total \$\$s (GST exclusive)	Territorial Authority <small>Choose from drop-down box (Enter qualifications with multiple delivery sites on separate rows)</small>	
<i>Example Only (not included in summary data)</i> A single qualification code can only be "Trades" or "Non-Trades". Additional NCEA codes are available in the drop-down.								
XX1234	Nat Cert in Mechanical Engineering	2	Trade	5.00	\$14,300.00	\$71,500.00	Manukau City	
XX4321	Certificate in Employment Skills (Level 3)	3	Non Trade	18.00	\$10,800.00	\$194,400.00	Auckland City	
BP3411	Certificate in Engineering (Level 3)	Level 3	Trade	5.00	\$14,300.00	\$71,500.00	Marlborough District	
BP3411	Certificate in Engineering (Level 3)	Level 3	Trade	14.00	\$14,300.00	\$200,200.00	Nelson City	
OT4960	Certificate in Automotive Engineering (Level 3)	Level 3	Trade	11.00	\$14,300.00	\$157,300.00	Nelson City	
OT4960	Certificate in Automotive Engineering (Level 3)	Level 3	Trade	4.00	\$14,300.00	\$57,200.00	Marlborough District	
NE4532	Certificate in Cookery	Level 3	Trade	8.00	\$14,300.00	\$114,400.00	Nelson City	
NE4534	Certificate in Professional Restaurant; Wine and Bar Service	Level 3	Trade	6.00	\$14,300.00	\$85,800.00	Nelson City	
NE4955	Certificate in Trades and Primary Industries	Level 2	Trade	24.00	\$14,300.00	\$343,200.00	Nelson City	
NE4644	Certificate in Introduction to Trades	Level 2	Trade	6.27	\$14,300.00	\$89,646.70	Marlborough District	
NE4446	Certificate in Professional Hairdressing	Level 3	Trade	4.00	\$14,300.00	\$57,200.00	Marlborough District	
NE4446	Certificate in Professional Hairdressing	Level 3	Trade	8.00	\$14,300.00	\$114,400.00	Nelson City	
						\$0		

TEC Allocation (GST Exclusive) Under /Over Allocated?							2015						2016					
							\$666,402.00		Indicative Allocation (GST Exc)		\$666,402.00							
							- \$38.42						- \$38.42					
			296.35	\$1,983,351.15	134.50	\$867,128.79	100.0300	\$666,440.42	20.0000	\$120,280.00	120.0300	\$786,720.42	100.0300	\$666,440.42	20.0000	\$120,280.00	120.0300	
Level of Study	Funding Category	Course Classification Code	2012 Delivered EFTS	2012 Value of Delivery	2013 Delivered EFTS	2013 Value of Delivery	2015 Plan EFTS	2015 Value of Funded Delivery	2015 Unfunded EFTS	2015 Value of Unfunded Delivery	2015 Total EFTS	2015 Total Value of Delivery	2016 Plan EFTS	2016 Value of Funded Delivery	2016 Unfunded EFTS	2016 Value of Unfunded Delivery	2016 Total EFTS	
Non-degree	A1	3	83.66	\$503,147.48	33.50	\$201,440.13	27.1500	\$163,280	20.0000	\$120,280	47.15	\$283,560	27.1500	\$163,280	20.0000	\$120,280	47.15	
Non-degree	C1	11	22.17	\$245,173.66	-	-	-	-	-	-	-	-	-	-	-	-	-	
Non-degree	J1	4	167.77	\$1,008,940.51	88.18	\$518,274.49	56.7200	\$341,114	-	56.72	\$341,114	56.7200	\$341,114	-	-	-	56.72	
Non-degree	L1	1	-	-	0.21	\$2,153.41	15.0000	\$155,070	-	-	15.00	\$155,070	15.0000	\$155,070	-	-	15.00	
Undergrad degree	P1	22	22.75	\$226,089.50	14.45	\$143,604.10	-	-	-	-	-	-	-	-	-	-	-	
Undergrad degree	P1	22.1	-	-	0.17	\$1,656.66	-	-	-	-	-	-	-	-	-	-	-	
Non-degree	J1	14	-	-	-	-	1.1600	\$6,976	-	-	1.16	\$6,976	1.1600	\$6,976	-	-	1.16	

Course Classification Level				
NZQF Level	2012 Delivered EFTS	2013 Delivered EFTS	2015 Total EFTS	2016 Total EFTS
1	33.11	17.62	65.00	65.00
2	263.24	116.88	55.03	55.03
Total Mix of Provision	296.35	134.50	120.03	120.03
Total EFTS from Mix of Provision	296.35	134.50	120.03	120.03

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6011 Nelson Marlborough Institute of Technology				TEC Allocation (GST Exclusive)				2015							
				Under/Over Allocated?				\$15,774,630.63		Indicative Allocation (GST Excl)				\$15,774,630.63	
								-\$19.80		Under/Over Allocated				-\$19.80	
TOTALS				2,149.07	\$17,848,583.17	1,943.08	\$15,988,038.16	1,851.3416	\$15,774,650.43	60.00000	\$675,720.00	#####	\$16,450,370.43	1,851.3416	\$15,774,650.43
Course Classification Name	Level of Study	Funding Category	Course Classification Code	2012 Delivered EFTS	2012 Value of Delivery	2013 Delivered EFTS	2013 Value of Delivery	2015 Plan EFTS	2015 Value of Funded Delivery	2015 Unfunded EFTS	2015 Value of Unfunded Delivery	2015 Total EFTS	2015 Total Value of Delivery	2016 Plan EFTS	2016 Value of Funded Delivery
Arts; Advanced Studies for Teachers; Health Therapies; Humanities; Languages; Social Sciences	Non-degree	A1	3	473.32	\$2,846,521.82	513.56	\$3,088,573.29	289.9773	\$1,743,923		-	289.98	\$1,743,923	289.9773	\$1,743,923
Arts; Advanced Studies for Teachers; Health Therapies; Humanities; Languages; Social Sciences	Undergrad degree	A2	3	38.13	\$233,896.88	29.00	\$177,915.00	119.2958	\$731,880		-	119.30	\$731,880	119.2958	\$731,880
Health Related Professions	Non-degree	B1	17	16.88	\$155,250.00	-	-		-		-	-	-		-
Computer Science	Non-degree	B1	6	31.87	\$293,218.72	21.29	\$195,906.64	28.7056	\$264,092		-	28.71	\$264,092	28.7056	\$264,092
Fine Arts; Design	Undergrad degree	B2	12	53.75	\$504,390.00	59.50	\$558,348.00	58.7224	\$551,051		-	58.72	\$551,051	58.7224	\$551,051
Computer Science	Undergrad degree	B2	6	68.63	\$643,977.00	69.88	\$655,707.00	74.7376	\$701,338		-	74.74	\$701,338	74.7376	\$701,338
Engineering, Technology	Non-degree	C1	11	372.84	\$4,123,662.38	316.65	\$3,502,182.18	229.4515	\$2,537,734	50.0000	\$553,000	279.45	\$3,090,734	229.4515	\$2,537,734
Engineering, Technology	Undergrad degree	C2	11	5.38	\$60,640.75	0.38	\$4,230.75		-		-	-	-		-
Law	Non-degree	J1	14	7.12	\$42,826.90	2.06	\$12,363.58	28.3535	\$170,518		-	28.35	\$170,518	28.3535	\$170,518
Business; Accountancy; Office Systems/Secretarial; Management	Non-degree	J1	4	376.08	\$2,261,722.87	315.63	\$1,898,178.97	262.3178	\$1,577,579		-	262.32	\$1,577,579	262.3178	\$1,577,579
Law	Undergrad degree	J2	14	10.88	\$66,718.13	8.79	\$53,911.31	2.2024	\$13,512		-	2.20	\$13,512	2.2024	\$13,512
Business; Accountancy; Office Systems/Secretarial; Management	Undergrad degree	J2	4	124.21	\$762,013.63	96.76	\$593,650.21	107.9168	\$862,070		-	107.92	\$862,070	107.9168	\$862,070
Agriculture; Horticulture	Non-degree	L1	1	142.04	\$1,468,447.77	110.71	\$1,144,538.59	109.9800	\$1,136,973		-	109.98	\$1,136,973	109.9800	\$1,136,973
Science	Non-degree	L1	18	91.30	\$943,885.25	-	-		-		-	-	-		-
Nursing	Non-degree	L1	24	2.44	\$25,198.88	2.18	\$22,485.15		-		-	-	-		-
Nursing	Undergrad degree	L2	24	156.06	\$1,645,678.01	160.44	\$1,691,813.44	173.0000	\$1,824,285		-	173.00	\$1,824,285	173.0000	\$1,824,285
Trades 2	Undergrad degree	P1	22	178.16	\$1,770,534.20	170.07	\$1,690,171.56	188.1500	\$1,869,835		-	188.15	\$1,869,835	188.1500	\$1,869,835
Science	Non-degree	V1	18	-	-	65.60	\$691,701.38	97.3501	\$1,047,098		-	97.35	\$1,047,098	97.3501	\$1,047,098
Science	Undergrad degree	V2	18	-	-	0.59	\$6,361.10	12.0964	\$144,008		-	12.10	\$144,008	12.0964	\$144,008
Computer Science	Undergrad degree	N1	6	-	-	-	-	36.0000	\$441,792	10.0000	\$122,720	46.00	\$564,512	36.0000	\$441,792
Fine Arts; Design	Non-degree	B1	12	-	-	-	-	22.5544	\$207,500		-	22.55	\$207,500	22.5544	\$207,500
Nursing	PG - Taught	L3	24	-	-	-	-	5.0000	\$66,470		-	5.00	\$66,470	5.0000	\$66,470
Science	PG - Taught	V3	18	-	-	-	-	5.5300	\$82,994		-	5.53	\$82,994	5.5300	\$82,994

Course Classification Level				
NZQF Level	2012 Delivered EFTS	2013 Delivered EFTS	2015 Total EFTS	2016 Total EFTS
3	375.76	481.57	488.01	488.01
4	600.16	625.99	404.05	404.05
5	289.84	221.41	281.00	281.00
6	457.85	224.73	154.75	154.75
7	425.45	389.38	573.00	573.00
8	-	-	10.53	10.53
9	-	-	-	-
10	-	-	-	-
Total Mix of Provision	2,149.07	1,943.08	1,911.34	1,911.34

Total EFTS from Mix of Provision	2,149.07	1,943.08	1,911.34	1,911.34
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4 NMIT Capital Asset Management

NMIT has worked with TEC to improve its Capital Asset Management (CAM) capability, service and reporting. It has passed its recent CAM audit as part of its suspensory loan requirements and submitted its CAM plan as part of the Crown Asset Transfer process.

4.1 Progress Made

Significant development has taken place in the last 5 years, for example in our Tourism, Hospitality and Wellbeing building, the new Aviation Engineering facility at Base Woodbourne, investment in leased facilities for aquaculture at the Cawthron Institute, the Arts and Media building, the new aquaculture, joint storage & facilities building, the new Applied Technology refurbishment and the new building housing Trades, Civil Engineering, Maritime and the Maritime Simulator.

We have refurbished many buildings and invested in new equipment and software to meet service levels and improve student outcomes. In this process many poor condition relocatables have been removed or replaced by modern quality facilities. NMIT has benefited from \$8.1m funding from Government in the form of a suspensory loan now converted to equity on meeting all the conversion criteria, and \$1m from MAF. All other developments have been funded from NMIT cash reserves.

Good progress has also been made in identifying the seismic strength of the whole estate and putting in place a prioritised programme of demolition where required and strengthening where possible, to mitigate the risk of failure in the event of an earthquake.

On-going improvements in NMIT's CAM capability and processes are helping drive better outcomes for our students within our current infrastructure and better business decisions around future needs.

4.2 Strategic Levels of Service

NMIT is committed to the following:

- We will ensure all facilities, equipment and IT are fit for purpose and fully support the Learner Journey to deliver the Investment Plan, improve Educational Performance (EPs), financial targets and deliver the Government Tertiary Education Strategy (TES) and long term strategy
- We will fully integrate the CAM into the annual and long term planning cycle, with individual Programme Area AMPs helping build the overall plan with input from Advisory Groups and wider Industry where appropriate
- We aim to fund all required developments from cash reserves without the need for loans, by continuing to meet TEC financial and EPI targets and being viable and sustainable
- We aim to ensure effective capital asset investment decisions are made by exploring collaboration with educational partners, local government bodies, state sector organisations, industry partners, Iwi and the local community. Examples being the

aquaculture facilities at the Cawthron Institute, aviation engineering facilities at Base Woodbourne among others.

- We will maintain organisational asset management linkages within our internal planning processes. Each Programme Area and support team has developed an Asset Management Plan (AMP) and the combined needs from these plans have been prioritised and integrated to form an overall view on the need for improvements in facilities, space, equipment and IT. This data then feeds the long-term 10 year+ financial plans as submitted to TEC.

4.3 Key Stakeholders

The key stakeholders in our asset management planning are:

- **NMIT Council** – strategic direction and overall approval for long term plan and strategic developments
- **Chief Executive – as NMIT’s employer**
- **Directorate** – Strategic overview of requirements and input to Investment Plan and long term vision
- **Director of Māori Education** – input in relation to tikanga needs for Maori
- **NMIT Te Kaunihera Iwi Māori** – input in relation to Iwi
- **Programme Managers** – input into needs to meet investment plan goals and day-to-day teaching and learning needs for the Learner Journey
- **Advisory Groups** – input from industry and business perspectives
- **Architect (currently ISJ Architects)** – input for improving overall campus environment and facilities considering sustainable practices and modern interior design
- **Nelson Economic Development Agency** - to give strategic view of regional needs for industry
- **Nelson City & Tasman and Marlborough District Councils** - strategic plans for the community and NMIT’s economic impact
- **The Tertiary Education Commission** - needs confidence in NMIT’s long term planning capability as it relates to asset management to ensure the appropriate level of quality and educational outcomes are achieved within in a viable and sustainable institution.

4.4 Issues

4.4.1 The changing learning environment

As discussed in Section 3, the learning environment in which NMIT is operating is changing significantly, with both short and long term impacts for our delivery model. The main issues for asset management are as follows:

- Changing teaching methodologies involve “flipping the classroom”, with greater use of collaboration, innovative use of IT technologies and reduced need for traditional bricks and mortar. Our E-campus strategic initiative is addressing these issues
- Parts of our campus have ageing building stock and earthquake prone buildings, as well as poor condition teaching facilities that are not designed for modern teaching and learning
- There is excess space and poor occupancy across parts of our campus
- Connectivity requirements for “bring your own” devices are impacting on our use of space
- Changing industry demand in new programme areas require investment in new facilities and equipment, for example aquaculture, maritime simulation and applied fitness
- High quality facilities improve the learning environment and promote wellness for students and staff.

4.4.2 Impact of Changes in the Demand and Supply of Educational Services

We have considered how changes in the demand and supply of educational services will affect our asset base, working in collaboration with other partners, over the next 5, 10 and 20 years. We have also incorporated our forecast capital asset needs as defined by our long term CAM Plan and programme AMPs into our financial performance over the investment plan period.

Factors affecting demand include demographics, the number of international students, changes in the mix of qualifications, and changes in access and fees. Factors affecting supply include new learning delivery models, the use of technology, the needs of modern learning environments, changes in workforce roles and availability and changes in the location and setting of learning delivery.

Changes in the next 5 years

Learning changes	Asset related impact of changes
Improved use of IT through blended learning, involving campus, classes, home etc	Wireless, bring your own device, flipped classroom, mobile infrastructure, cloud, interactive IT solutions
Improved collaboration / breakout spaces, flexible use of facilities	Classroom furniture to be flexible for changing layout of teaching spaces and methods

Learning changes	Asset related impact of changes
Growth in one-to-one and multiparty interactive video conferencing	More flexible videoconferencing solutions, integrating both classroom and desktop, enabling participative local and remote personalised learning and collaboration
Simulation and use of games especially in trades, maritime and nursing	Access and interaction with simulation and game playing technologies
Greater export education	Greater use of interactive, blended technologies, accessing potentially far wider customer base
e-campus initiative	Students can access learning remotely, anywhere in the world anytime through an e-campus newly branded portal. On demand scalability and accessibility via alternative routes using internet and cloud technologies will be crucial, implying an OPEX subscription based off campus services
Changing programmes demands, e.g. in hospitality, trades, maritime and aquaculture	Retooling and upgrading of (teaching) plant and equipment on a more regular/frequent basis

Changes in the next 10 years

Learning changes	Asset related impact of changes
Development of new blended, interactive teaching and learning methodologies	Reduced need for “standard” classroom space – more specialist spaces
Outsource of support functions - both IT and student services	Reduce space requirements. CAPEX will switch to OPEX as services move in to the “cloud”
Sustainable solutions on and off campus	Virtually all learners work from own devices, client infrastructure for specialist simulation and use of games only
Lifelong learning	e-campus technologies fully rolled out
Simulation the norm	Investment in specialist simulation technologies

Changes in the next 20 years

Learning changes	Asset related impact of changes
Learning for improved performance in a profession or at work, entrepreneurial skills	Reduced need for standard classrooms, use of e campus, cloud based learning
Free online education - basic skills no longer part of the mix of provision	Reduced need for standard facilities
Greater interaction with students and facilitators, simulation and application of skills	Seamless home, work and class for new applied learning – increased connectivity in cloud and multiple devices

5 Performance Commitments

6011		Nelson Marlborough Institute of Technology						
SAC Levels 1 and 2								
If you have applied for funding under the SAC Levels 1 & 2 competitive process, then the commitments you provide in this template must be the same.								
The same commitments apply to both Plan and competitive-process allocated provision; parity is required for Māori and Pasifika.								
Performance Commitments SAC Levels 1 and 2			Previous Years' Actuals Latest data			Planned Commitments		
			2011	2012	2013	2015	2016	2017
			%	%	%	%	%	%
Participation								
The proportion of SAC Eligible EFTS who are:	Māori	Levels 1 and 2	1.5%	1.9%	1.2%	1.4%	1.6%	1.8%
	Pasifika	Levels 1 and 2	0.2%	0.3%	0.1%	0.2%	0.2%	0.2%
Educational Performance								
Course completion								
The successful course completion rate (SAC Eligible EFTS) for:	All students	Levels 1 and 2	74.1%	75.9%	73.6%	79.0%	80.0%	81.0%
Qualification completion								
The qualification completion rate (SAC Eligible EFTS) for:	All students	Levels 1 and 2	60.8%	68.8%	71.6%	74.0%	75.0%	76.0%
Student Retention								
The student retention rate for all students (SAC Eligible student count)	All students	Levels 1 and 2	62.5%	65.2%	55.9%	63.0%	64.0%	65.0%
Student Progression								
The student progression rate (SAC Eligible student count) from levels 1 and 2, to a higher level, for:	All students	Levels 1 and 2, to a higher level	31.6%	42.2%	52.1%	32.0%	36.0%	40.0%

6011		Nelson Marlborough Institute of Technology							
Performance Commitments SAC Level 3 and Above			Previous Years' Actuals Latest data			Commitment	Planned Commitments		
			2011	2012	2013	2014	2015	2016	2017
			%	%	%	%	%	%	%
Participation									
The proportion of SAC Eligible EFTS who are:	Under 25	Level 3 and above	new	new	new	new	43.0%	43.0%	43.0%
		Level 4 and above	35.8%	36.7%	32.3%	40.0%	40.0%	40.0%	40.0%
	Māori	Level 3 and above	new	new	new	new	13.0%	14.0%	14.0%
		Level 4 and above	8.9%	9.5%	9.9%	10.0%	10.0%	11.0%	11.0%
	Pasifika	Level 3 and above	new	new	new	new	4.0%	4.0%	4.0%
		Level 4 and above	2.9%	2.8%	4.3%	3.5%	3.8%	3.8%	3.8%
Educational Performance									
Course completion									
The successful course completion rate (SAC Eligible EFTS) for:	All students	Level 3 and above	new	new	new	new	79.0%	80.0%	81.0%
		Level 4 and above	80.1%	76.6%	78.1%	81.0%	81.0%	82.0%	83.0%
	Under 25	Level 3 and above	new	new	new	new	80.0%	81.0%	81.0%
		Level 4 and above	79.8%	77.9%	78.4%	82.0%	82.0%	83.0%	83.0%
	Māori	Level 3 and above	new	new	new	new	76.0%	78.0%	81.0%
		Level 4 and above	72.1%	72.9%	64.1%	81.0%	78.0%	80.0%	83.0%
	Pasifika	Level 3 and above	new	new	new	new	76.0%	79.0%	81.0%
		Level 4 and above	65.9%	69.0%	63.1%	75.0%	78.0%	81.0%	83.0%

6011		Nelson Marlborough Institute of Technology							
Performance Commitments SAC Level 3 and Above			Previous Years' Actuals Latest data			Commitment	Planned Commitments		
			2011	2012	2013	2014	2015	2016	2017
			%	%	%	%	%	%	%
Qualification completion									
The qualification completion rate (SAC Eligible EFTS) for:	All students	Level 3 and above	new	new	new	new	72.0%	73.0%	74.0%
		Level 4 and above	62.4%	66.4%	87.7%	73.0%	74.0%	75.0%	76.0%
	Under 25	Level 3 and above	new	new	new	new	68.0%	71.0%	74.0%
		Level 4 and above	50.4%	58.7%	84.3%	65.0%	70.0%	73.0%	76.0%
	Māori	Level 3 and above	new	new	new	new	70.0%	72.0%	74.0%
		Level 4 and above	67.6%	56.0%	73.5%	71.0%	72.0%	74.0%	76.0%
	Pasifika	Level 3 and above	new	new	new	new	70.0%	72.0%	74.0%
		Level 4 and above	54.1%	63.6%	51.9%	70.0%	72.0%	74.0%	76.0%
Student Retention		Retention data is at "All Levels"							
The student retention rate (SAC Eligible student count) for:	All students	Level 3 and above	57.0%	64.8%	61.9%	62.0%	65.0%	67.0%	70.0%
	Māori	Level 3 and above	54.7%	62.1%	55.7%	new	60.0%	65.0%	70.0%
	Pasifika	Level 3 and above	52.5%	67.2%	65.1%	new	62.0%	65.0%	70.0%
Student Progression									
The student progression rate for students (SAC Eligible student count) at level 1 to 3, to a higher level	All students	Levels 1 to 3, to a higher level	25.1%	29.4%	31.2%	30.0%	31.0%	32.0%	33.0%
	Māori		25.4%	32.5%	29.2%	new	31.0%	32.0%	33.0%
	Pasifika		12.5%	20.0%	14.3%	new	30.0%	32.0%	33.0%
Other Commitments									
The number of international student EFTS	All students	All levels	659	552	445	-	530	530	530

NMIT Defined Commitments

Tertiary Education Strategy (2014-2019) Priority	Commitment	2015	2016	2017
Delivering skills for industry	% Graduates tracked 6 months after completion	40%	50%	60%
	% Graduates in employment 6 months after completion	Utilising current good practice strategies, determine baseline figures for graduates in employment 6 months after completion	5% increase on 2015 figures	10% increase on 2015 figures
	% Learners, completing the Learner Experience Survey, who felt they had developed their overall core transferable skills	82%	84%	86%
	Implement new employer survey focussing on graduate work-readiness	Utilising current good practice strategies, determine baseline figures on graduate work-readiness	5% increase on 2015 figures	10% increase on 2015 figures
Getting at-risk young people into a career	Qualification (Level 1 and 2) completion rates of NEETS enrolled at NMIT	40%	45%	50%
	Learner Progression Rates (L 1-2) (Under 25 year olds)	55%	56%	57%
	Learner Progression Rates (L 3-4) (Under 25 year olds)	35%	36%	37%
	Percentage of region's school leavers who enrol at NMIT	28%	29%	30%
	Proportion of Trades Academy learners progressing to mainstream programmes	35%	40%	45%
Boosting achievement for Māori	Māori Learner Progression Rates (Level 1-4)	31%	32%	33%
	Māori Learner Retention Rates	60%	65%	70%
	% Māori teaching staff / contractors	5%	6%	7%

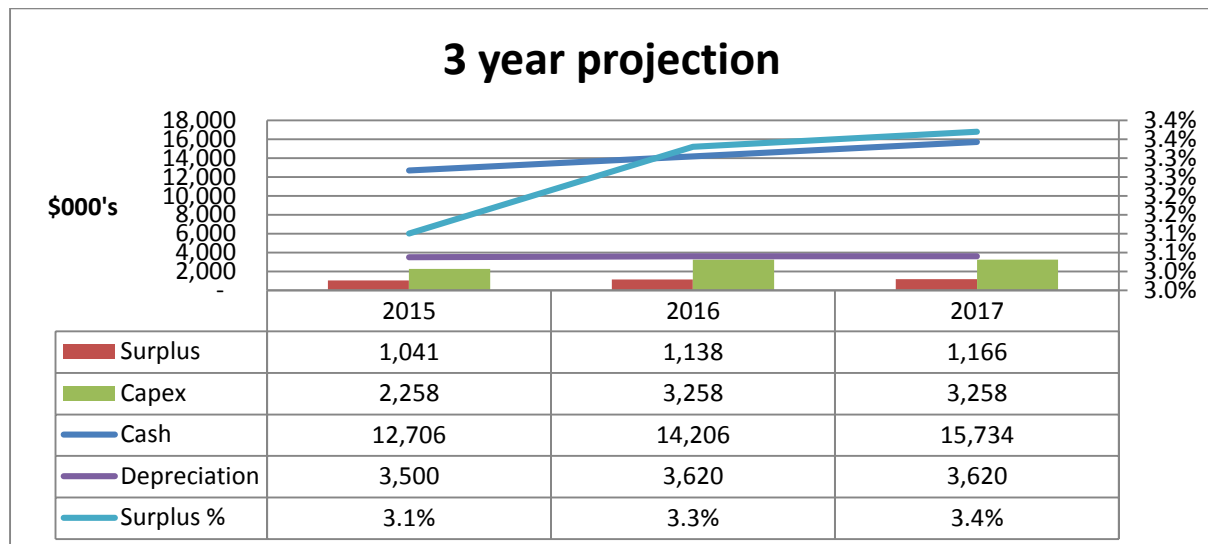
Tertiary Education Strategy (2014-2019) Priority	Commitment	2015	2016	2017
Boosting achievement for Pasifika	Pasifika Learner Progression Rates (Level 1–4)	30%	32%	33%
	Pasifika Learner Retention Rates	62%	65%	70%
	% Pasifika teaching staff / contractors	1%	1.5%	2%
Improving adult literacy and numeracy	Proportion of EFTS (learners at Levels 1-3) who make literacy and numeracy progress on reassessment as measured by ALNAT in:			
	<ol style="list-style-type: none"> 1. Literacy 2. Numeracy 	13%	15%	17%
Strengthening research-based institutions	Quality assured research outputs which underpin the economic and social development of the region	35	40	45
	Number of collaborations / internships / agreements with research institutes	2	5	8
Growing international linkages	Number of key in-country relationships / partnerships	2	2	3
	Number of key off-shore relationships / partnerships	8	8	10
	% of income from international partnerships	10%	10%	15%
	International First Impressions Survey - Learners' experience 'exceeded expectation'	85%	90%	95%

5.1 Forecast Financial Performance

The graph below shows NMIT's forecast financial results for 2015 to 2017. The levels of investment in infrastructure and facilities over the past few years have provided a good base for learners, and allow NMIT to reduce capital investment for the medium term, whilst fulfilling its strategic capital asset management plan (CAM).

Following a period where NMIT has failed to achieve the TEC targeted surplus, the financial forecast shows an improvement back to the 3% target. This is driven by higher international student numbers, continued cost control and the investment in the Learning & Teaching Framework. The Framework provides a more efficient teaching model which should combine lower levels of resources with increased student numbers per class, both of which allow more cost effective programmes and mix of provision and improved student outcomes.

NMIT retains a strong cash position without any debt and is forecast to move from Medium to Low risk under the TEIFM risk rating over the investment plan period.



5.2 Joint Venture EFTS

NMIT has focused on reducing JV EFTS over the past investment plan period and has prioritised enrolments into programmes with improved financial returns and student outcomes. The remaining JV EFTS in this investment plan relate to Level 3 and above and to strategic collaborations to meet national and regional needs. (See JV register for programmes and EFTS).