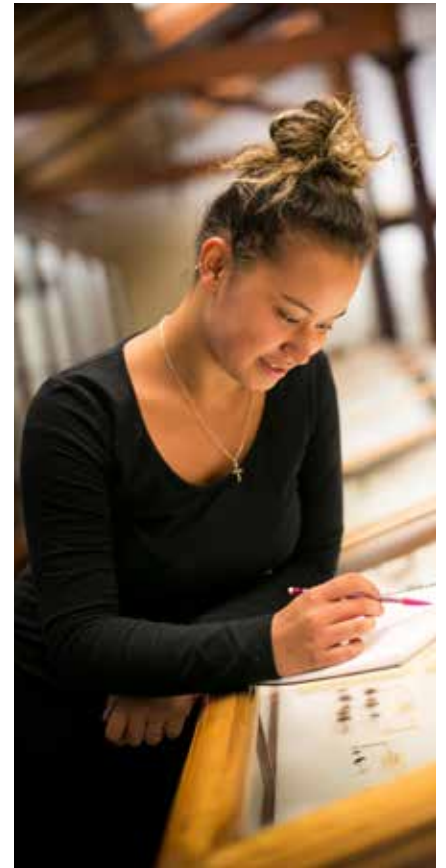




2014 Tertiary Education Performance Report



The *2014 Tertiary Education Performance Report* is a publication from the Tertiary Education Commission (TEC).

An electronic copy of this report is available from the TEC website:

<http://www.tec.govt.nz>

ISSN 2253-2099 (Print)

ISSN 2253-2102 (Online)

Acknowledgements

We would like to thank the tertiary education institutions covered in this report for the provision of information and images. Images appearing on the cover and section breaks were kindly provided by Bay of Plenty Polytechnic, Nelson Marlborough Institute of Technology, Otago Polytechnic, and Waikato Institute of Technology. All images are used with permission. Copyright remains with the original owner.



CONTENTS

Glossary	3
List of Key Abbreviations	6
Purpose of the <i>Tertiary Education Performance Report</i>	7
Responding to the Tertiary Education Strategy	11
TES Priorities	12
Improving System Performance	16
Governance of Tertiary Education Institutions	18
2014 Tertiary Sector Performance	21
Operating Environment	22
2014 performance	24
Tertiary Sector Performance – At a Glance	35
Financial Performance of TEIs – At a Glance	36
Educational Performance of the Tertiary Education Sector – At a Glance	37
Tertiary Education Institutions 2014 Performance	39
Universities	
Auckland University of Technology	42
Lincoln University	44
Massey University	46
The University of Auckland	48
University of Canterbury	50
The University of Otago	52
The University of Waikato	54
Victoria University of Wellington	56
Institutes of Technology and Polytechnics	
Aoraki Polytechnic	58
Bay of Plenty Polytechnic	60
Christchurch Polytechnic Institute of Technology	62
Eastern Institute of Technology	64
Manukau Institute of Technology	66
Nelson Marlborough Institute of Technology	68
NorthTec	70
Open Polytechnic of New Zealand	72
Otago Polytechnic	74
Southern Institute of Technology	76
Tai Poutini Polytechnic	78
Unitec Institute of Technology	80

Universal College of Learning	82
Waiariki Institute of Technology	84
Waikato Institute of Technology	86
Wellington Institute of Technology	88
Western Institute of Technology at Taranaki	90
Whitireia Community Polytechnic	92
Wānanga	
Te Wānanga o Aotearoa	94
Te Wānanga o Raukawa	96
Te Whare Wānanga o Awanuiārangi	98



GLOSSARY

Academic Quality Agency for New Zealand Universities (AQA): An independent body established and owned by Universities New Zealand (formerly the New Zealand Vice-Chancellors' Committee); reviews academic quality monitoring systems and advises on good practice and quality-assurance issues; until 31 December 2012, this was known as the New Zealand Universities Academic Audit Unit (NZUAAU)

Centres of Research Excellence (CoREs): Primarily, but not exclusively, inter-institutional networks of researchers working together on a commonly agreed work programme; each hosted by a university and generally comprising a number of partner organisations, including other universities, Crown Research Institutes and wānanga

Education Act 1989: The Act, and its subsequent amendments, that reformed the administration of education in New Zealand

Educational performance indicators (EPIs): The key measures that the Tertiary Education Commission uses to assess the annual contribution each tertiary organisation makes towards the priorities set out in the *Tertiary Education Strategy 2014–19*. *More information on the EPIs and how they are calculated can be found on the TEC website*

Equivalent full-time students (EFTS): The main unit of measure of the consumption of education (with one student enrolled in a standard programme of study full-time for the full year equating to 1.0 EFTS); also the basic unit of measure of tertiary teaching input for Student Achievement Component funding

External evaluation and review (EER): The New Zealand Qualifications Authority's periodic process that independently reviews the educational performance and self-assessment capabilities of institutes of technology and polytechnics, wānanga and private training establishments; focuses on the valued outcomes of tertiary education instead of a traditional audit approach that measures inputs and processes

Financial performance: A standard set of measures and summary information comparing performance in a consistent manner for each tertiary education institution. Information is sourced primarily from TEI annual reports and supplemented by financial monitoring templates provided to the TEC where data is not reported by a TEI or where TEIs do not have a consistent definition of a particular financial item across the sector. More information is available on the TEC website

Funding categories: There are various TEC-administered funds across a number of appropriations; they are summarised for simplicity in four categories:

Capability: Funding contributes to capability across the sector or enhances the capability of a specific tertiary education organisation; for example:

- Partnerships for Excellence – The University of Auckland Starpath Project
- ITO Sector Leadership
- National Centre for Tertiary Teaching Excellence (Ako Aotearoa), and
- tertiary education institution merger support.

Research: Funding contributes to research:

- Performance-Based Research Fund, and
- Centres of Research Excellence.

Scholarships and Learners: Funding comprises tertiary scholarships paid directly to, or for the benefit of, specific students and learners; for example:

- Tertiary Teaching Awards
- Medical Intern Grants, and
- Educator Study Grants – Adult Literacy Educators.

Teaching and Learning: Funding specifically contributes to the provision of education and connected funding streams; for example:

- Student Achievement Component
- Youth Guarantee
- Industry Training Fund, which includes New Zealand Apprentices and Direct Funding Scheme
- Adult and Community Education
- Secondary–Tertiary Interface (formerly Trades academies)
- Māori and Pasifika Trades Training
- Intensive Literacy and Numeracy and Workplace Literacy, and
- equity loading.

Investment Plan: The funding agreement between each tertiary education organisation and the TEC covering the organisation’s operational and capital spending; outlines each organisation’s mix of education and training, as well as performance standards and outcomes; links each organisation’s education provision and performance to the desired outcomes of the Government, learners, businesses and communities; ‘overdelivery’ (enrolment of more than 103% of the agreed level of funded EFTS) prompts engagement with the TEC to reach a satisfactory reduction in delivery; ‘underdelivery’ (enrolment of less than 97% of the agreed level of funded EFTS) may require the return of unused funding

Māori and Pasifika Trades Training (MPTT) provides fees-free tertiary places for Māori and Pasifika learners to enable them to acquire the skills and attributes to take up a New Zealand Apprenticeship at Level 4 or higher on the New Zealand Qualifications Framework. The MPTT initiative aims to enable more Māori and Pasifika young people to complete foundation education and move into employment and further training

Ministry of Education: The Government’s lead advisor on the New Zealand education system

Modern Apprenticeships: A work-based education initiative for young people, available in 36 industries, that leads to a nationally recognised qualification

New Zealand Apprenticeships provide an entry point into an occupation, setting a person up for a career in an industry. This includes meeting any regulatory requirements for entry, and contains a strong theoretical component to support further learning as well as a practical element

New Zealand Qualifications Authority (NZQA): The Crown entity charged with ensuring New Zealand qualifications are robust and credible nationally and internationally

New Zealand Qualifications Framework (NZQF): The comprehensive list of all quality-assured qualifications in New Zealand, ranked from least complex (Level 1) to most complex (Level 10); established in July 2010

New Zealand Standard Classification of Education (NZSCED): The subject-based classification system for courses and qualifications at universities, institutes of technology and polytechnics, wānanga and private training establishments

New Zealand Universities Academic Audit Unit (NZUAAU): See Academic Quality Agency for New Zealand Universities

Performance-Based Research Fund (PBRF): The TEC-administered fund to encourage and reward excellent research in the tertiary education sector; entails assessing the research performance of tertiary education organisations and then funding them accordingly; based on the three elements of quality evaluation, research degree completions and external research income

Performance-linked funding: The system introduced in 2010 to encourage all tertiary education organisations to reach an acceptable standard of educational performance; from 2012 it links 5 percent of providers’ funding to their performance in educational performance indicators in the previous year

Provider-based delivery: Tertiary education that occurs on-campus rather than in the workplace

Single Data Return (SDR): A set of data required by the Ministry of Education and the TEC for funding, monitoring performance against Investment Plans and publishing performance information, as well as statistical reporting purposes; required of all tertiary education organisations that receive Student Achievement Component funding or have students with student loans or allowances

Standard Training Measure (STM): The main unit of measurement of the consumption of training (with one STM equalling the amount of training required to achieve 120 register credits or equivalent in an approved structured training programme); also the basic unit of measurement of input for industry training funding

Student Achievement Component (SAC): The Government’s contribution to the direct costs of teaching, learning and other costs driven by student numbers within approved Investment Plans; the largest funding pool supporting the delivery of tertiary education



Tertiary education institutions (TEIs): Public institutions (Crown entities) that receive public funding to deliver tertiary education in accordance with their specific roles, as defined in the Education Act 1989, comprising New Zealand's eight universities, 18 institutes of technology and polytechnics and three wānanga

Tertiary education organisations (TEOs): Bodies that provide tertiary education-related services, comprising universities, institutes of technology and polytechnics, wānanga, private training establishments, industry training organisations and other TEC-funded organisations, such as schools and community providers that deliver tertiary education and training.

Tertiary Education Strategy (TES) 2014–19: The Government's high-level set of strategic priorities and associated strategies for tertiary education, as required by legislation

Youth Guarantee (YG): An initiative announced in Budget 2009 that focuses on improving the educational achievements of 16- to 19-year-olds by enabling them to participate in a range of vocational courses free of charge

LIST OF KEY ABBREVIATIONS

AQA	Academic Quality Agency for New Zealand Universities (previously NZUAAU)
CAM	Capital Asset Management
CoRE	Centre of Research Excellence
EER	External evaluation and review
EFTS	Equivalent full-time student(s)
EPIs	Educational performance indicators
ERI	External research income
FTE	Full-time equivalent (as in staff)
ICT	Information and communications technology
ITF	Industry Training Fund
ITO	Industry training organisation
ITP	Institute of technology and polytechnic
MPTT	Māori and Pasifika Trades Training
NZQA	New Zealand Qualifications Authority
NZQF	New Zealand Qualifications Framework
NZSCED	New Zealand Standard Classification for Education
PBRF	Performance-Based Research Fund
PTE	Private training establishment
RDC	Research Degree Completion
REAP	Rural Education Activities Programme
SAC	Student Achievement Component
SDR	Single Data Return
STEM	Science, technology, engineering and mathematics
STM	Standard Training Measures
TEC	Tertiary Education Commission
TEI	Tertiary education institution
TEO	Tertiary education organisation
TES	Tertiary Education Strategy
YG	Youth Guarantee

Purpose of the *Tertiary Education Performance Report*



The *Tertiary Education Performance Report* summarises the performance of the tertiary education sector for 2014 by drawing together educational, financial and governance information on the tertiary sector and on individual universities, institutes of technology and polytechnics, and wānanga.

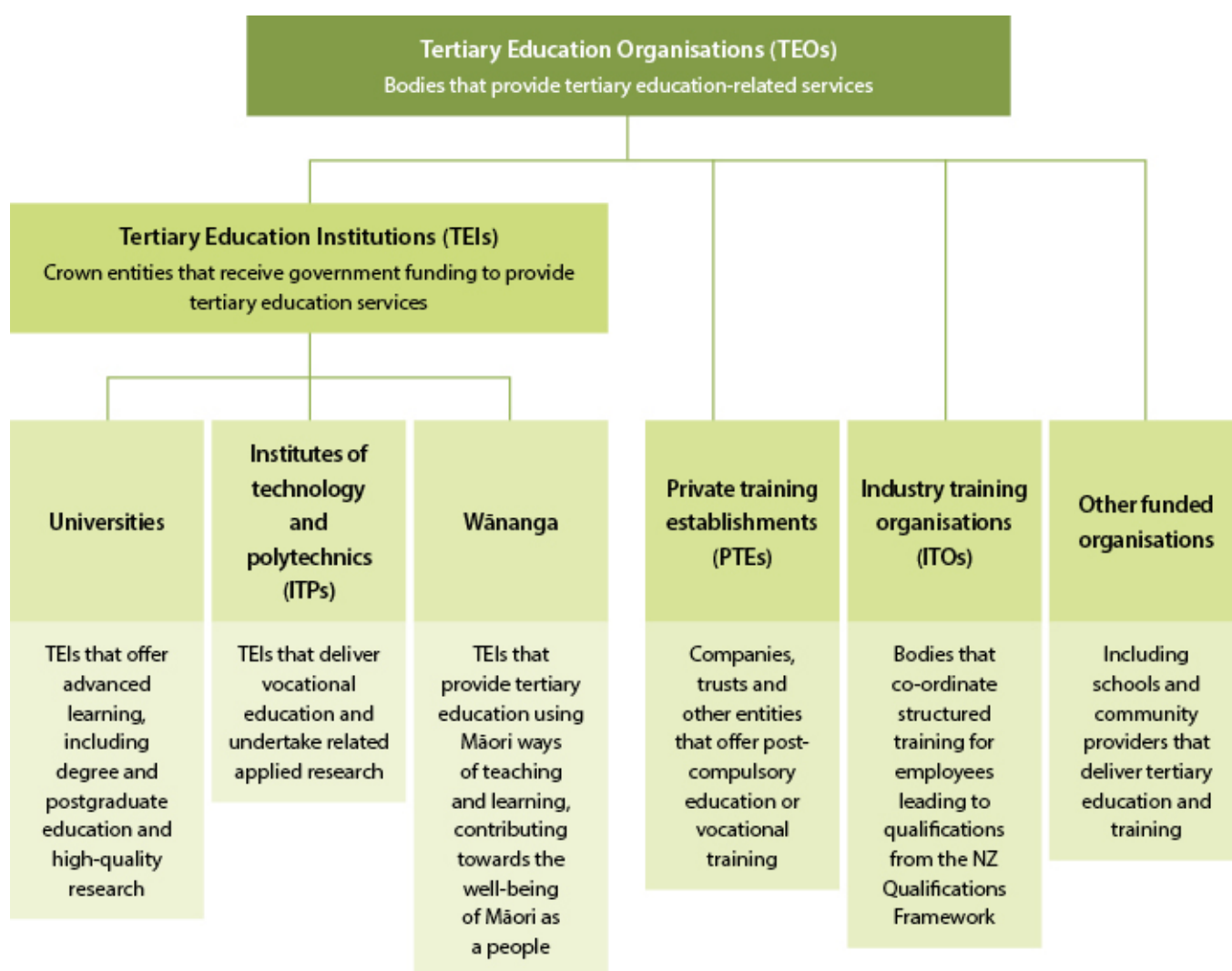
This report provides a snapshot of selected indicators for each of the reported institutions. More information on each institution can be found on its website.

The tertiary education sector

New Zealand’s economic and social well-being relies in part on a high-quality and responsive tertiary education system. Its most important role is to help New Zealanders develop the right knowledge and skills to meet the new and changing challenges of the 21st century.

Tertiary education in New Zealand includes all post-school education, from adult and community education, literacy and numeracy skills and industry training (including New Zealand Apprenticeships) to certificates and diplomas, Bachelor-level degrees and postgraduate qualifications. These are delivered or arranged by many types of tertiary education organisations (TEOs) (figure 1).

Figure 1: Types of Tertiary education organisations



The tertiary sector plays a key role in enhancing knowledge and skills across the spectrum, from foundation-level learning through to the most advanced training and qualifications. The Government sets out its long-term strategic direction for tertiary education in the Tertiary Education Strategy (TES) issued by the Minister for Tertiary Education, Skills and Employment. From 2014 the tertiary sector was responding to the *Tertiary Education Strategy 2014–19*, which provides a shift in focus from the outputs of the tertiary system to outcomes that include economic, social and environmental aspects. In the coming years, the Government requires the tertiary education system to become more flexible and strategic by:

- ensuring that the tertiary education system performs well, not just as its own system, but also as a part of the wider New Zealand economy
- ensuring that the system can adapt more quickly to change, including changing technologies and changing patterns of demand, and
- addressing changing skill needs so that the skills gained in tertiary education link to employment opportunities in the labour market.

To achieve this, the Government has articulated six priorities through the TES:

- 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, and
- growing international linkages.

Most TEOs are required to have an Investment Plan with the Tertiary Education Commission. An Investment Plan describes how a TEO will achieve Government priorities set out in the Tertiary Education Strategy, including specific targets for each of these priorities. It also describes a TEO's mission and role in the tertiary sector and all the tertiary education programmes and activities it undertakes.

Role of the Tertiary Education Commission

The Tertiary Education Commission Te Amorangi Mātauranga (TEC) is a Crown entity with the principal role of funding the tertiary education sector and giving effect to the TES. It does this by:

- influencing performance by focusing on outcomes
- focusing on investment in areas that earn the greatest return, and
- using information to enable students to make better education choices, encourage innovation and to ensure that TEOs are publicly accountable for taxpayer funding and outcomes achieved.

The TEC's legislative functions, set out in section 159F of the Education Act 1989, include allocating funding to TEOs and providing advice on matters affecting tertiary education to the Minister for Tertiary Education, Skills and Employment. The TEC's other major functions, as set out in the Education Act, are to develop and implement funding mechanisms and to monitor the performance of organisations that receive funding from the TEC.

Tertiary education funding for 2014

In 2014 the TEC invested \$2.8 billion in Government funding to TEOs that arranged and delivered tertiary education and training to students and trainees (table 1).

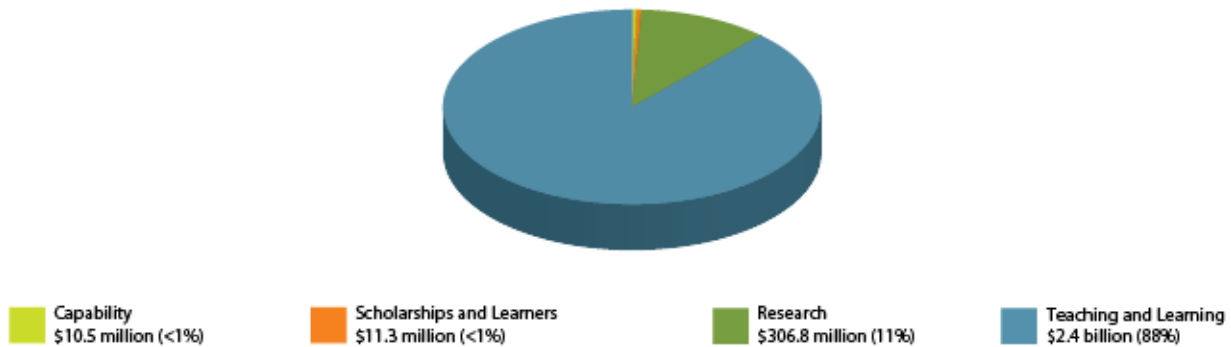
Table 1: TEC funding for 2014

Providers	2013		2014	
	\$ (000)	%	\$ (000)	%
Universities	\$1,454,133	53%	\$1,472,796	53%
Institute of technology or polytechnics	\$594,014	22%	\$595,356	22%
Wānanga	\$169,566	6%	\$168,501	6%
Industry training organisations	\$157,434	6%	\$185,398	7%
Private training establishments	\$324,655	12%	\$311,065	11%
Other funded organisations	\$31,991	1%	\$32,104	1%
Totals	\$2,731,794	100%	\$2,765,220	100%

As figure 2 shows, TEC-investment is split into the following four categories:

- **Capability** funding contributes to capability across the tertiary sector or is specifically aimed at enhancing the capability of a given TEO
- **Research** funding contributes to research through initiatives such as the Performance-Based Research Fund (PBRF) and Centres of Research Excellence (CoREs)
- **Scholarships and Learners** funding is paid directly to, or for the benefit of, specific students and learners, and
- **Teaching and Learning** funding contributes to the provision of education and connected funding streams.

Figure 2: Tertiary Education Commission-investment, 2014



This report focuses primarily on the outputs funded by the Student Achievement Component (SAC) appropriation, which is the Government's largest direct contribution to teaching and learning, and in 2014 accounted for approximately \$2 billion (74%) of TEC's investment in TEOs. It is also invested in PTEs and Rural Education Activities Programmes (REAPs). Investment is based on volume of delivery, measured in units of equivalent full-time students (EFTS), which are agreed between the TEC and providers in each organisation's Investment Plan.

Additionally this report provides information on Youth Guarantee, the fees-free tertiary fund administered by the TEC, which aims to increase the educational achievement of 16- to 19-year-olds, improve transitions between school, tertiary education and work, increase overall achievement for Māori, Pasifika, and students with special education needs and reduce the overall number of young people who are not in employment, education or training. In 2014 across all TEOs the TEC invested \$112.5 million in Youth Guarantee programmes.

The TEC has funded fees-free Youth Guarantee delivery at Levels 1–3 on the New Zealand Qualifications Framework (NZQF) in PTEs, ITPs and wānanga since 2010. From 2013, Youth Guarantee funding has also been based on volume of delivery using EFTS. This funding plays an important role in the achievement of the Better Public Service target of 85 percent of 18-year-olds achieving National Certificate of Educational Achievement (NCEA) Level 2 or equivalent by 2017.

The report also provides information on the Industry Training Fund (ITF), which is allocated to ITOs for the arrangement of employment-based training linked to national qualifications, predominantly at NZQF Levels 1 to 4, including apprenticeships. The volume of this training is measured using Standard Training Measures (STMs).

Responding to the Tertiary Education Strategy



TES PRIORITIES

Looking at each of the six TES priorities in turn, this section outlines various initiatives developed or implemented by the TEC in 2014 to give effect to the TES. Also described here are ways in which the sector responded to these TES priorities, ranging from collaborative work with the TEC to the adoption of interventions, sharing of good practice and improvement-focused targeted provision.

Priority 1: Delivering skills for industry

New Zealand's labour force needs to have a range of technical and transferable skills that are well matched to labour market needs. These include skills for addressing new and emerging shortages in specific areas, such as information and communications technology (ICT) and the science, technology, engineering and mathematics (STEM) skills needed for innovation and economic growth. This calls for more explicit co-operation between industry and TEOs to identify the types of skills most needed and how best to develop them. TEOs need to create opportunities for industry involvement in planning and delivering education, including re-skilling opportunities for the existing workforce, while industry will need to clearly identify its medium- and long-term needs, and attract and retain the talent it requires.

ICT Graduate Schools

To help address skill gaps and increase the number of highly skilled ICT graduates, Budget 2014 allocated \$28.6 million over four years for an ICT Graduate School programme. The initiative will deliver industry-focused education and research built on collaborations between tertiary education providers and high-tech firms. Based in the Auckland, Wellington and Christchurch regions, the three Schools will produce ICT graduates with work-relevant and business-focused skills; provide more direct pathways from education into employment; and help grow New Zealand's ICT talent to support firm growth, innovation and productivity.

The TEC and the Ministry of Business, Innovation and Employment commenced a tender process for selecting the operators of the ICT Graduate Schools in late 2014. It is expected that more than 350 EFTS per year will be delivered across all three Schools once they are fully established. Two ICT Graduate Schools were announced in July 2015, one in Auckland and one in the South Island. An announcement about the Wellington ICT Graduate School is expected shortly.

Engineering – Education to Employment project

The Government has set a goal of increasing the number of engineering graduates by an additional 500 per year from 2017 and has increased the tuition subsidy to help achieve this. The TEC has initiated the Engineering – Education to Employment (E2E) project in collaboration with providers and employers to raise awareness of engineering as a career; develop pathways into tertiary education from senior secondary school (including curriculum components); and ensure that the skills being taught are what industry needs.

In the second half of 2014, the Engineering E2E project group disseminated an infographic to engineering employers and education providers, which outlined research findings and indicated some key actions for the programme. Employers and tertiary providers are contributing a growing number of case studies of good practice to the project's website (www.engineeringe2e.org.nz).

Priority 2: Getting at-risk young people into a career

Tertiary education plays a central role in equipping young people with the key employability skills and qualifications they need to begin a career. Those not in employment, education or training are the focus of this priority. One of the key interventions Youth Guarantee (YG), seeks to improve the outcomes of young Māori and Pasifika as a sub-set of the wider group this priority also serves.

Youth Guarantee

In 2014 128 providers delivered 9,596 YG EFTS (13,354 students). This was an increase in delivery of 2,090 EFTS (28%) compared with 2013. A significant portion of this growth was seen in the PTE sector which delivered almost 70 percent of the total EFTS to account for 71% of growth in the sector in 2014. Forty-six percent of YG enrolments in 2014 were Māori (similar to the 2013 proportion) and 20 percent were Pasifika (up two percentage points).

The 2014 year saw continued progress in YG educational performance with course and qualification completion rates showing improvement on 2013. Student retention and student progression were reported for the first time in 2014. On the whole, Pasifika learners performed well compared with overall average educational achievement, while Māori learners performed below average.

Following the mid-stage review of YG completed by the Ministry of Education in 2014, the TEC implemented a number of policy changes to ensure that the programmes and providers best serve at-risk youth. These included introducing a prior achievement cap (no more than 20% of learners enrolled in a Level 1 or 2 qualification can have achieved a qualification at that level) and raising the funding cap for Level 3 provision to 30 percent of the total appropriation (to better enable progression opportunities for TEOs that do not currently offer Level 3 for YG).



Priority 3: Boosting achievement of Māori and Pasifika

All individuals from all backgrounds must have the opportunity to realise their talents through an inclusive tertiary education system that improves outcomes from study. The Government is seeking to further strengthen achievement from two key groups who will together represent 30 percent of New Zealanders by 2030: Māori and Pasifika. It is essential that TEOs improve delivery to these groups through culturally responsive provision and other meaningful practices or initiatives that engage these learners for success.

Initiatives to support Māori performance

In 2014 the TEC began to develop its flagship implementation strategy for Māori learners, *Tū Māia e Te Ākonga*, and it embedded high-level principles into its operating approach to include TEC leadership on what is required for Māori learners to thrive equally well in both te ao Māori (the Māori world) and te ao hurihuri (the changing world).

The TEC developed and piloted an evidence-based Māori Assessment Framework in 2014 to assess the effectiveness of TEO Investment Plans (2015–2017) for Māori learners. Based on the positive results from this trial, the TEC will refine the Framework's design for future investment rounds. The TEC will also develop good practice guides, self-review tools and professional development resources for providers; and improve monitoring approaches.

To support TEOs to embed the tertiary education goals of *Ka Hikitia – Accelerating Success 2013–2017* through teaching, the TEC commissioned Ako Aotearoa to develop professional development workshops and resources for TEOs in 2014. *Hei Toko i te Tukunga* applies kaupapa Māori principles to the development of good practice exemplars relevant to each sub-sector, and will continue to be supported by Ako Aotearoa.

In 2014 the TEC managed the process to select a Māori Centre of Research Excellence to be funded until 2020 and, in line with this TES priority, to contribute to growing and developing mātauranga Māori. Of three applications received, the application from Ngā Pae o Te Māramatanga, hosted by the University of Auckland, was successful.

In 2014 the TEC also started developing an option for the Literacy and Numeracy for Adults Assessment Tool to enhance its cultural responsiveness to Māori learners. This addition to the tool was announced in July 2015.

Initiatives to support Pasifika performance

In 2014 the TEC continued to focus resources and develop initiatives in line with the four critical areas in the TEC's Pasifika Framework that have the greatest impact for Pasifika learners: improved transitions, continued achievement, effective collaboration and developing a high-quality evidence base.

In 2014 the TEC published its literature review, *Doing Better for Pasifika in Tertiary Settings*, which provides an evidence base to support TEOs to improve Pasifika participation and achievement. TEOs are expected to use the findings and success indicators from the literature review to develop an understanding of what is needed to raise educational performance for Pasifika learners, and include this in their Investment Plans for implementation.

The TEC also developed and trialled a Pasifika Assessment Framework in 2014 to measure the likely effectiveness of a TEO's Investment Plan in meeting the needs of Pasifika learners. This framework will provide further resources to the sector, including an evidence-based TEO self-review tool for providers to measure how well they are meeting the needs of Pasifika learners, families and stakeholders, and to identify areas for improvement.

In 2014 the TEC continued work to increase the quality of the literacy and numeracy work programme and Pasifika learner outcomes in line with the Literacy and Numeracy Implementation Strategy refresh. Major areas of focus included lifting the profile of adult literacy and numeracy learning opportunities to Pasifika communities (particularly employees in relevant industries), and raising provider accountability for and responsiveness to Pasifika learning needs.

The TEC also provided leadership towards meeting the needs of Pasifika learners and families in the tertiary education system through workshops with providers and ongoing work with the Ministry of Education to implement and monitor the tertiary component of the *Pasifika Education Plan 2013–2017*.

Māori and Pasifika Trades Training

Māori and Pasifika Trades Training (MPTT) provides fees-free tertiary places for Māori and Pasifika learners aged 18–34. The aim is for learners to acquire the skills and attributes needed to take up a New Zealand Apprenticeship at Level 4 or higher on the New Zealand Qualifications Framework, and move into employment.

In 2014, its first year of operation, MPTT mainly delivered foundation-level pre-employment trades training in Northland, Auckland, the Bay of Plenty, Waikato, Wairariki, Taranaki, the East Coast, Wellington and Canterbury. Plans were underway at year end to extend provision of MPTT into the Whanganui-Manawatu region.

A central feature of MPTT is its consortia model. Under this model, TEOs, Māori and/or Pasifika organisations, and employers work together to better enhance course and qualification completion as well as successful transitions into trades-related employment.

In 2014 a total of 1,189 students participated in the initiative, of whom 803 (68%) identified as Māori, 454 (38%) as Pasifika. The TEC will continue to work with other government agencies to expand the scheme and ensure that sub-groups, particularly young women, are engaged.

Priority 4: Improving adult literacy and numeracy

Basic skills in literacy, language and numeracy are essential to participate fully in the modern world. Improved literacy and numeracy skills help not only those seeking employment, but also those already in the workforce to gain further qualifications and improve their career prospects. The Government has focused on improving the targeting, uptake and quality of study at lower levels. It has introduced a requirement that literacy, language and numeracy provision be embedded in all Level 1 to 3 courses.

Literacy and Numeracy for Adults Assessment Tool

The Literacy and Numeracy for Adults Assessment Tool is a mechanism in supporting providers to respond to this priority as it enables tutors to understand their learners' needs, deliver tailored interventions and measure progress.

In 2014, 70 percent of all learners required to take an initial reading assessment did so, and 31 percent of learners required to take a progress reading assessment did so. Sixty-two percent of all learners required to take an initial numeracy assessment did so, and 29 percent of learners required to take a progress numeracy assessment did so. Compared with 2013, use of initial assessments was higher but progress assessment use remained flat. Use of the Assessment Tool continued to be higher for YG-funded programmes than for SAC-funded programmes. Across the sectors, PTEs continued to have the highest proportion of both initial and progress reading and numeracy assessments, with wānanga also showing high use of initial reading assessments.

The TEC has continued development work on a gain indicator, which should be completed by the end of 2015. The first results from the gain indicator show that in 2014 of those who took both an initial and a progress reading assessment, 19 percent made a statistically significant gain. Likewise, of those who took an initial and progress numeracy assessment, 20 percent made a statistically significant gain. The proportion of learners who made a gain was generally higher in YG-funded programmes. Further improvement is needed to reach the target articulated in the TEC's Literacy and Numeracy strategy of 25 percent achieving statistically significant gain by 2019.

The Assessment Tool continued to be improved and expanded in 2014, with a new Youth Option tailored for young learners between the ages of 15 and 25 years launched in July 2014. Development work also started on new Assessment Tool options that are culturally and educationally appropriate for Māori learners, and for English for speakers of other languages (ESOL) and foundation-level literacy learners. Together with the Youth Option, these new assessment choices will make it easier for providers to help a diverse range of learners to improve their literacy and numeracy skills.

In 2014 the TEC also started refreshing its Literacy and Numeracy Implementation Strategy. This Strategy sets out how the TEC will work with the tertiary sector, employers and across government from 2015 to 2019 to lift the number of adults with sufficient literacy and numeracy skills to participate in the economy and society.

Priority 5: Strengthening research-based institutions

Building tertiary education's contribution to economic growth requires New Zealand to have strong, internationally respected and competitive universities and other research-based institutions. TEOs need to deliver high-quality qualifications, and attract and develop skilled staff to teach and to contribute to growing a strong research base. Research covers a broad spectrum, including academic, applied, commercially innovative and business-led research.

Performance-Based Research Fund

The TEC administers the Performance-Based Research Fund (PBRF) with the primary goal of encouraging and rewarding excellent research in New Zealand's tertiary education sector. The PBRF is growing, up from \$262 million in 2013 to \$275 million invested in 2014, with \$278.5 million invested in 2015 and \$300 million due to be invested in 2016. PBRF Quality Evaluations periodically assess the quality of research carried out by New Zealand-based degree-granting TEOs and their wholly owned subsidiaries, and fund them on the basis of their research performance. Eligible TEOs also generate PBRF funding from external research income (ERI) and students' research degree completions (RDCs).

In 2014 there were 3,946 RDCs, which was a slight decrease from 4,023 in 2013. Approximately 96 percent of RDCs were at universities. In terms of fields of study, Society and Culture (558) and Natural and Physical Sciences (473) accounted for the highest proportions of RDCs at Master's level. The same was also true at Doctoral level [Natural and Physical Sciences (365) and Society and Culture (296)]. After steady increases between 2012 and 2013, the number of RDCs for Māori and Pasifika dropped slightly in 2014 compared with the previous year and accounted for 266 and 110 RDCs respectively, (down from 279 and 137 respectively in 2013).



Following a 2012/2013 Ministry of Education-led review of the PBRF, in February 2014 Cabinet agreed a number of changes to the fund, to progressively take effect from 2015. Revised objectives include a shift beyond rewarding research performance to increasing research quality through a number of operational changes. For the ERI component, the weighting will increase and TEOs will be required to report their PBRF-eligible external research income broken down by source. Another proposed change is to reward tertiary education organisations that attract research funding from industry, iwi and not-for-profit organisations.

In July 2014 the TEC convened a Sector Reference Group to consult with the sector and other stakeholders on a range of implementation issues as part of the development of operational guidelines for the 2018 Quality Evaluation.

Priority 6: Growing international linkages

International education provides an important opportunity to improve the economic, social and cultural value delivered by tertiary education. It not only provides additional sources of income for New Zealand TEOs, but also stimulates international linkages with overseas counterparts, helps enhance teaching and research, promotes knowledge sharing, builds human capital and realises wider benefits to international relationships and trade.

Developing international education relationships

In 2014 the TEC continued working closely with Education NZ, the Crown entity charged with furthering New Zealand's international education interests, and other relevant agencies (including Immigration and Ministry of Education) to give effect to the Government's *Leadership Statement for International Education* (2011). The goals of this initiative focus on developing educational relationships with major partner countries and increasing the number of students enrolled in New Zealand providers, both domestically and overseas.

Through its strategic conversations with the sector in 2014, the TEC encouraged TEOs to develop and grow their international education in line with their mission and role (and within risk management settings, especially in the case of TEs). Examples of how individual TEOs responded to this priority in 2014 are given in the section 'Tertiary Education Institutions' 2014 Performance'.

IMPROVING SYSTEM PERFORMANCE

In addition to the TES priority initiatives already mentioned, the TEC undertakes a number of other initiatives aimed at improving system performance. These range from incentivising strong educational performance to encouraging cost-effective practices.

Competitive funding pool for foundation learning at Levels 1 and 2

In 2012 the TEC announced that it was introducing a competitive allocation process for SAC funding at Levels 1 and 2 on the NZQF, and that it would invest an increasing proportion of this funding pool via a competitive process over successive funding rounds. In 2014 the TEC ran the second round of the competitive process and is investing almost \$54 million per year for the 2015–16 Investment Plan period (up from \$38 million per year for 2013–14). As a result of the 2014 process, the TEC funded 42 TEOs from the competitive funding pool, comprising 15 ITPs, 26 PTEs and one wānanga, to deliver approximately 7,058 EFTS in each year.

Provision purchased through the competitive process is fees-free for learners and provides foundation education that enables learners to progress to further study and employment, while building literacy and numeracy skills. Performance information for 2014 indicates that students at TEOs funded through the competitive process achieved better results overall than similar provision funded through the normal Investment Plan process: 78 percent course completion was achieved through competitive funding, compared with 73 percent course completion in TEOs with non-competitive funding.

More information about the 2014 competitive process, including the results of an online survey of applicants, can be found on the TEC website.

Capital Asset Management

The aim of Capital Asset Management (CAM) is to deliver services in the most cost-effective manner through the management of assets for present and future customers.

Cabinet Office Circular CO(15) 5 sets out expectations for asset management in departments and Crown agencies, including TEIs. (This recently superseded CO(10)2.)

As at 31 December 2014, TEIs collectively owned or managed assets with a net book value of around \$9.4 billion. This made TEIs' assets collectively the fourth-largest social-asset portfolio across government. The majority of assets were held by universities (\$7.27 billion), followed by ITPs (\$1.84 billion) and wānanga (\$0.27 billion). The largest asset category across the sector is land and buildings.

The value and importance of these assets to the social, cultural and economic well-being of New Zealand reinforces the need for TEIs to set high standards when it comes to managing their assets.

In 2014 the TEC continued to work with tertiary education sector bodies and individual TEIs to further embed the integrated CAM Monitoring Framework. This framework articulates how the TEC will monitor CAM plus provide advice and guidance to TEIs where appropriate.

Achievements during 2014 included the following.

- TEIs developed and provided information to the TEC on their long-term capital intentions to help improve monitoring and inform decision-making.
- CAM capability continued to improve across the sector, with CAM capability self-assessments completed by the TEIs to monitor progress.

TEI Crown asset transfer and disposal policy

As at 31 December 2014, 19 of the 25 eligible TEIs had submitted applications for the transfer and/or disposal of the Crown assets that they manage under the TEI Crown asset transfer and disposal policy. The policy enables TEIs to acquire full legal title to assets (land and buildings) in Crown title that they have managed since 1990 and that they require for ongoing educational purposes, providing there are no over-riding reasons to retain the asset in Crown title. The policy also allows TEIs to retain for reinvestment the net proceeds of disposal of those Crown titled assets that they no longer require for educational use, subject to a satisfactory business case for the reinvestment.

The intent of the policy is to:

- support the Government's goals, as stated in the Tertiary Education Strategy
- support TEIs to improve their capital asset management and deliver on their investment plans
- be fair and transparent
- provide incentives for TEIs to make decisions that ensure value for money through effective and efficient management of their assets, and
- be consistent with TEIs' status as autonomous and accountable institutions.



Applications are assessed against criteria agreed to by Cabinet, which include that a TEI must demonstrate ongoing educational need and incorporate the Government's capital management expectations into the TEI's strategic, financial planning and reporting systems. During 2014 the Minister of Tertiary Education, Skills and Employment and the Minister of Finance jointly approved the transfer of all Crown-titled assets at a further six TEIs. One transfer was fully completed and six were at various stages of the transfer process by year end.

Industry training initiatives

New Zealand Apprenticeships

New Zealand Apprenticeships were introduced from 1 January 2014, replacing the Modern Apprenticeship scheme. New Zealand Apprenticeships allow all apprentices, regardless of age, to receive the same level of Government support. These apprenticeships have a strong theoretical component and provide high-quality vocational pathways, setting up people of all ages for a career in their chosen industry. On average, around 1,130 apprentices and apprentice-type trainees¹ enrolled each month in 2014, up 19 percent from 2013.

Apprenticeship Reboot

The Apprenticeship Reboot initiative aimed to raise the profile of apprenticeships and opportunities for careers in trades. Over the period it ran, from March 2013 to 31 December 2014, 20,374 (14,688 in priority trades or 72%) apprenticeship trainees received the Government's payment of \$1,000 (or \$2,000 for priority trades), with employers eligible to receive the same amount.

Direct Funding Scheme

Introduced to encourage competition and drive innovation, the Direct Funding Scheme allows employers to be funded directly for training their employees. A small number of employers and organisations tested the implementation of the Scheme in 2014, with the lessons from this initial testing informing a number of refinements. An evaluation of the Scheme is running alongside its implementation.

Performance-linked funding

Performance-linked funding is one of the TEC's approaches intended to improve both educational outcomes for students and employers, and value for taxpayers. Effective from 2012, a maximum of 5 percent of a TEO's total SAC funding is at risk of being recovered based on its educational performance in the previous year. The TEC's performance-linked funding calculator enables TEOs to model the impact of performance-linked funding.

In 2014, \$3.76 million in performance-linked funding adjustments were made to the 2014 payments of 89 TEOs. This was an increase on the \$2.79 million in performance-linked funding adjustments applied in 2013 to 71 TEOs. For the industry training sector, from 2014 a maximum of 5 percent of an ITO's funding is at risk if at least 80 percent of its trainees and apprentices do not achieve 10 credits or more in a calendar year.

1. Trainees enrolled in Level 4 qualifications of at least 120 credits, but funded at the industry training rate.

GOVERNANCE OF TERTIARY EDUCATION INSTITUTIONS

Changes to the governance of universities and wānanga

The 2014 year saw the introduction into Parliament of a Bill to amend the Education Act 1989 and make significant changes to the governance arrangements of university and wānanga. The main changes reduced the size of university and wānanga councils and refocused the recruitment of council members on skills and experience – a move away from the representative style of governance, in which council seats were allocated to stakeholder groups.

Role of the Minister for Tertiary Education, Skills and Employment

Preserving and enhancing the academic freedom and autonomy of TEIs was the declared intention of Parliament in enacting the provisions of the Education Act 1989 relating to those institutions. One of the special aspects of TEI governance is the balance between this autonomy and public accountability.

This is reflected in the role of the Minister for Tertiary Education, Skills and Employment (the Minister) in council appointments. The Minister appoints three or four of the council members but there is no ongoing direct relationship between the appointee and the Minister – the Ministerial appointees do not report to the Minister but, instead, are members of the team around the council table under the leadership of the council Chair or university Chancellor.

Ministerial appointments

The Minister appoints four of the eight members as well as the Chair and Deputy Chair of each ITP council. For universities and wānanga, under the new legislation, the Minister appoints three members on councils of eight or nine members, and four members on councils of 10, 11 or 12 members. Other members are appointed by each council in accordance with the council's constitution or statute.

The term of office for all TEI council members is up to four years, but a shorter term of two or three years may be used by the Minister to help councils in succession planning. Members are able to remain in office until reappointed or replaced, so council members may serve beyond the end of their term of office.

Role of the Tertiary Education Commission in governance

The TEC monitors and evaluates the governance capability of TEI councils. It advises the Minister on governance matters, including Ministerial appointments and fees for council members, and provides information and support for councils to enhance their governance capability.

Supporting the governance of TEIs

In 2014 the TEC prepared a guidance leaflet about the governance changes, which was ready to publish and distribute to all affected council members as soon as the new legislation was passed. In January 2015 the TEC also prepared a revised edition of its *Governance Guide for Council Members of Tertiary Education Institutions* to take account of the governance changes.

In addition, the TEC published three case studies of council-led initiatives in the ITP sector: *Students First: The strategic partnership between WelTec and Whitireia*; *From Distance Learning to Connected Learning: Open Polytechnic's new student journey*; and *Kick for the Seagulls: NorthTec's new approach for the 'kids up North'*. More information on these case studies, including the full downloadable reports, can be found on the TEC website.

Induction and briefings

The TEC organised an induction and briefing session for council members in July 2014, which was attended by Ministerial and council appointees. The session was held at the Law School of Victoria University of Wellington and, as it is close to Parliament, the Minister was able to address participants.

For the first time, the TEC organised a session for council secretaries in August 2014, which included university registrars who hold this role. The day included a session with officials from the Ministry of Education about the progress of the legislative changes. The feedback recommended the TEC organise this event on an annual basis. The next meeting will be held in September 2015.

The TEC manages the process of Ministerial appointments and makes recommendations to the Minister on appointments and reappointments to TEI councils based on a skills framework that has been endorsed by the Tertiary Education Board of Commissioners. The criteria in the framework reflect both the statutory functions of councils and the Minister's priorities. Further information on the appointments process is available on the TEC website.

Council appointment activity for 2014

There are 112 Ministerial appointees across 28 councils. As terms of office of Ministerial appointees expire, the Minister considers whether to reappoint them or make new appointments. The Minister takes into account the performance of the institution, the skills and experience represented on the council and, in the case of reappointments, the length of term already served.

The Ministerial appointment process was interrupted in 2014 by the General Election. No new appointments may be made within three months of the election and must be held for the incoming government. As a result, no Ministerial appointments were made after June 2014 until December 2014.

In 2014 the Minister made 33 appointments, of which 22 were reappointments and 11 new appointments. The Minister appointed nine new Chairs and Deputy Chairs to ITP councils.

University council appointments

During 2014 two new Ministerial appointments were made to university councils and two Ministerial appointees were reappointed.

The new Ministerial appointees were Dr Helen Anderson to Massey University council and Simon Graafhuis to the University of Waikato council. The Minister reappointed John Ward to the University of Otago council, where he is Chancellor, and Michael Ahie to the council of Massey University; the latter council subsequently elected Mr Ahie as Pro Chancellor.

Institutes of technology and polytechnic council appointments

The Minister appointed eight new candidates to ITP councils in 2014, including two as Chair, and made four new members as Deputy Chair of their respective institutions, as table 2 shows.

Table 2: New Ministerial appointees to ITP councils in 2014

Council	Name of new Ministerial appointee	Position
Aoraki Polytechnic	Janie Annear	Chair
Aoraki Polytechnic	Anne Marett	Deputy Chair
Manukau Institute of Technology	Brian Monk	Deputy Chair
Open Polytechnic	Vaughan Renner	Deputy Chair
Universal College of Learning	Leanne Southey	Member
Unitec Institute of Technology	Dr Lee Mathias	Chair
Unitec Institute of Technology	Sarah Haydon	Member
Waikato Institute of Technology	Steve Howse	Deputy Chair

In addition, Murray Bain, Deputy Chair of the Open Polytechnic, was appointed Chair at the end of Graeme Hall's term of appointment; and Malcolm Inglis, Deputy Chair of the Universal College of Learning (UCOL), was appointed Chair at the end of Trevor Goodwin's term, with Ministerial appointee Ben Vanderkolk appointed UCOL's Deputy Chair.

The Minister reappointed 19 ITP council members during 2014. Eleven of the reappointments were as Chair or Deputy Chair. The reappointments included: Ian Turner as Chair and Neil Barns as Deputy Chair of the Bay of Plenty Polytechnic; Elizabeth Hopkins as Deputy Chair of Christchurch Polytechnic Institute of Technology; David Pearson as Chair of the Eastern Institute of Technology; Erima Henare as Deputy Chair of NorthTec (since deceased); Kathy Grant as Chair of Otago Polytechnic; Peter Heenan as Deputy Chair of Southern Institute of Technology; John Clayton as Deputy Chair of Tai Poutini Polytechnic; Graeme Nahkies as Chair of Wairiki Institute of Technology; Mary Cave-Palmer as Chair of Waikato Institute of Technology; and Vaughan Renner as Deputy Chair of WellTec Whitireia combined council.

Wānanga council appointments

During 2014, two Ministerial appointments were made to the councils of two wānanga. The Minister appointed Dr Kathie Irwin to the council of Te Wānanga o Aotearoa, and reappointed Eddie Ellison to Te Wānanga o Raukawa council.

Diversity in governance

The Government has committed to increasing diversity in leadership roles to realise the well-documented and internationally accepted benefits of diversity in board and council appointments. To assess progress against the Government's priorities for board participation, the TEC monitors the demographics of councils and reports annually to the Ministry of Women's Affairs on gender representation.

As at December 2014, 37 percent of all appointees to TEI councils were women. While this is a shortfall against the aim of increasing women's participation in state sector boards and committees to 45 percent by 2014, further opportunities for improving female leadership will be available over coming years.

In relation to Māori on TEI councils, overall participation was 23 percent, with 74 out of 327 members being Māori, based on self-declared ethnicity information as shown in table 3.

Table 3: Female and Māori members of all TEI councils, both Ministerial and council appointees, as at December 2014

	Female	Māori
University councils	38% (46)	9% (13)
Institutes of technology and polytechnics councils	42% (57)	14% (19)
Wānanga councils	40% (19)	87% (42)
Total	37% (122)	23% (74)

2014 Tertiary Sector Performance



OPERATING ENVIRONMENT

In 2014 the Government invested approximately \$2.8 billion in direct funding to TEOs to achieve the goals detailed in its Tertiary Education Strategy. This equated to an increase of \$83.6 million on 2013. In early 2014 the Government released the *Tertiary Education Strategy 2014–19*, which signalled new priorities for tertiary education in New Zealand. The new TES emphasised a shift in focus from system outputs to outcomes and the opportunity for New Zealand to develop a tertiary system that is more flexible, outward-facing, engaged and focused on improving outcomes for learners and the country.

With the New Zealand economy continuing to show healthy growth, the labour market increased by approximately 80,000 people throughout 2014 and the unemployment rate continued to fall. Tertiary education enrolment numbers of domestic students were down on 2013, which may be due in part to improving labour market conditions as employment becomes a more attractive option. Around a third of employment growth was in the construction industry (concentrated in Auckland and Christchurch), arts, recreation and other services, and public administration. International student numbers continued to increase, with an additional 3,072 EFTS (5,142 students) or 11 percent for 2014.

In 2014 the TEC continued to move funding from low-performing provision to high-performing provision that accelerates skills development and contributes to our economic growth. It also continued to respond to labour market demand by focusing tertiary education in the areas of engineering, ICT and primary industries. Over the year, the TEC focus for the tertiary sector remained on making a bigger contribution to New Zealand's economic growth within current levels of Government investment. This meant focusing on outcomes and raising performance – especially for Māori and Pasifika learners, where the biggest gains are to be made. Many of the initiatives underway have been outlined in the previous section.

Tertiary education is delivered or arranged by many types of TEOs, with each sector making a unique contribution, responding to different learner and community needs and offering specialised training and education opportunities. In 2014 each sector was responding to a range of different challenges.

Universities

Funding increased by approximately 1 percent to \$1.47 billion in 2014 for universities. Student demand decreased slightly (1%) from 116,660 EFTS in 2013 to 115,769 EFTS (150,712 students) in 2014. However, international student demand increased slightly, by 1 percent (114 EFTS) to 14,422 EFTS (19,260 students).

Research continued to be a major focus for the university sub-sector in 2014. PBRF funding increased by \$13 million in total, most of which was invested in universities.

The ongoing recovery of the University of Canterbury and Lincoln University, which experienced reduced student volumes and damaged facilities as a result of the Canterbury earthquakes, was a continuing focus in 2014.

Institutes of technology and polytechnics

ITP sector student demand continued to decrease from 2013, with a drop of 3 percent in domestic students from 63,088 EFTS in 2013 to 61,194 EFTS (118,917 students) in 2014. However, the volume of international enrolments grew by 14 percent from 7,595 EFTS in 2013 to 8,668 EFTS (14,115 students) in 2014. Following a drop in overall funding for the ITP sector between 2012 and 2013 as a result of the Levels 1 and 2 competitive funding process, funding remained relatively unchanged in 2014 (\$595 million).

Some smaller regional ITPs in particular have struggled in a capped funding environment and were seeking efficiencies through closer collaboration with larger ITPs in close proximity to them in order to continue to provide high-quality tertiary education opportunities for students in their respective regions. In December 2014 Aoraki Polytechnic and Christchurch Polytechnic Institute of Technology announced that they would be exploring the feasibility of forming a new combined entity. More formal discussions between the two institutions are continuing in 2015 and other providers may be considering similar arrangements.

In 2014, ITPs played a key role in the new Māori and Pasifika Trades Training initiative. In 2014, 1,189 Māori and Pasifika learners accessed fees-free places in the ITP sector, to study toward trades qualifications.

Private training establishments

Funding decreased by 4 percent to \$311 million. Tuition subsidies between public and private providers equalised through the provision of \$28.7 million in extra funding for PTEs over four years. By 2014 PTEs had achieved SAC funding rate equalisation with TEs. Additionally, to recognise that some PTEs have capacity to over-deliver, the cap on over-delivery was adjusted slightly to allow PTEs to take on additional learners. The tolerance limit for PTEs remained at 99 percent to 105 percent of agreed EFTS in 2014.



PTE sector student demand decreased by 4 percent to 26,767 for 2014. However, international demand increased by 28 percent, from 6,690 EFTS in 2013 to 8,578 EFTS (14,411 students) in 2014.

Wānanga

Funding for wānanga decreased slightly (1%) for 2014 to \$168,501,166 for 2014. Student demand decreased by 3 percent from 24,702 EFTS in 2013 to 23,945 EFTS (37,636 students) in 2014.

Policy changes to the eligibility criteria for foundation Level 1–2 programmes and access to the student allowance for those aged over 55 years impacted on learner enrolments.

Te Wānanga o Aotearoa (TWOA) is the largest provider of foundation education in New Zealand. In 2014 TWOA delivered an additional 170 EFTS in Youth Guarantee, an increase from 318 EFTS (398 students) in 2013 to 568 EFTS (675 students) in 2014, and is now the largest provider of Youth Guarantee.

The wānanga sector continued to focus on improving educational performance of Māori, supporting Māori learners to achieve at higher levels of study and improving the literacy and numeracy of learners at Levels 1 to 3.

Industry training organisations

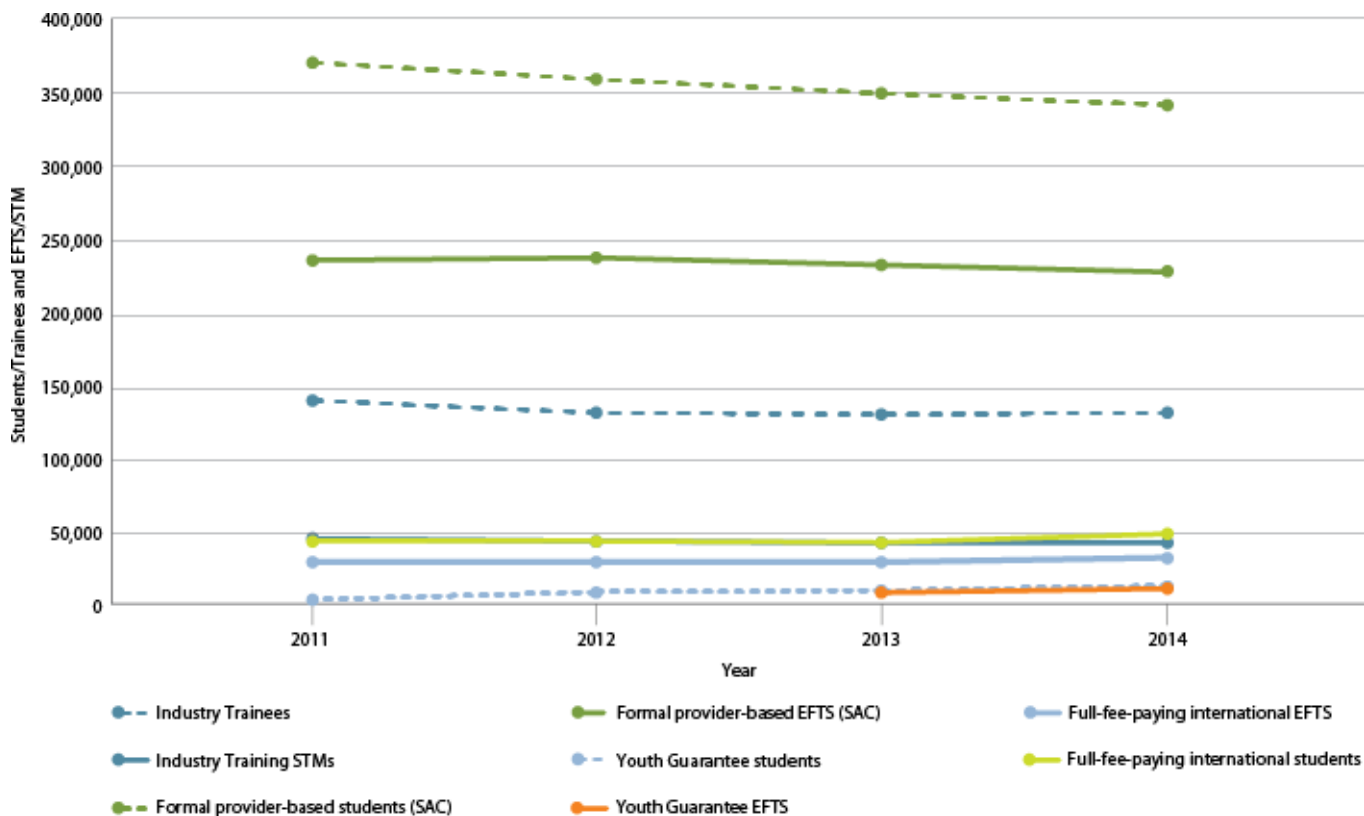
ITO sector delivery decreased for the second year in a row in 2014. However, funding increased from \$157 million in 2013 to \$185 million in 2014 due to an increase in funding rates for trainees and government support for initiatives including the Māori and Pasifika Trades Training initiative, the Apprenticeship Reboot and the Direct Funding Scheme.

ITOs have responded to the Government's priority to simplify and strengthen the sector, including through a number of mergers. As a result, the performance of the ITO sector in 2014 showed a significant improvement in educational outcomes for trainees when compared with previous years. There were 11 TEC-funded ITOs at the beginning of 2015, compared with 40 in 2011.

2014 PERFORMANCE

Enrolments in formal, provider-based tertiary study² decreased by 2 percent in 2014 in terms of both EFTS and total number of students (figure 3).

Figure 3: Total student numbers, industry trainees and international students, 2011–14



Notes:

1. The 2011 ITO results are the first to be produced using data from the Industry Training Register (ITR) and they are not strictly comparable to previous years. More information on the impact of the ITR can be found on the TEC website.
2. From 2013 all TEOs providing YG funded programmes were required to report via the SDR, prior to this time total EFTS volumes are not available.

Overall, 403,160 students, or 269,070 EFTS (excluding industry training), were enrolled in formal qualifications at TEOs in 2014. Of these, 227,803 EFTS (342,633 students), were SAC enrolments, 31,671 EFTS (47,173 students) were international full-fee paying students, and 9,596 EFTS (13,354 students) were enrolled in Youth Guarantee-funded programmes.

Also in 2014, 131,603 trainees (40,721 STMs) were engaged in industry-based training, including a combined number of Modern Apprenticeships and New Zealand Apprentices of 33,652.

2. Formal, provider-based enrolments are students (excluding industry trainees) enrolled at a tertiary education organisation and undertaking study that contributes towards a qualification. All EFTS and student enrolments refer only to SAC funding unless otherwise stated.



Figure 4: Participation and achievement by sector, 2013 and 2014

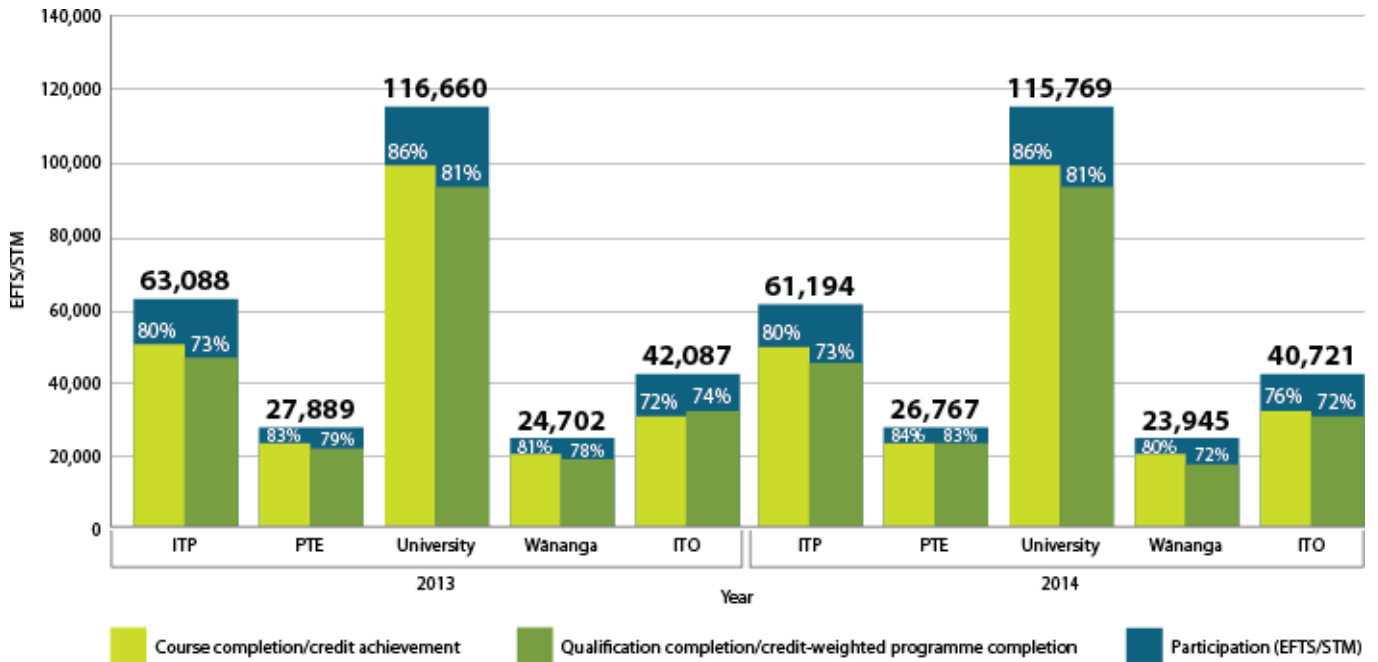
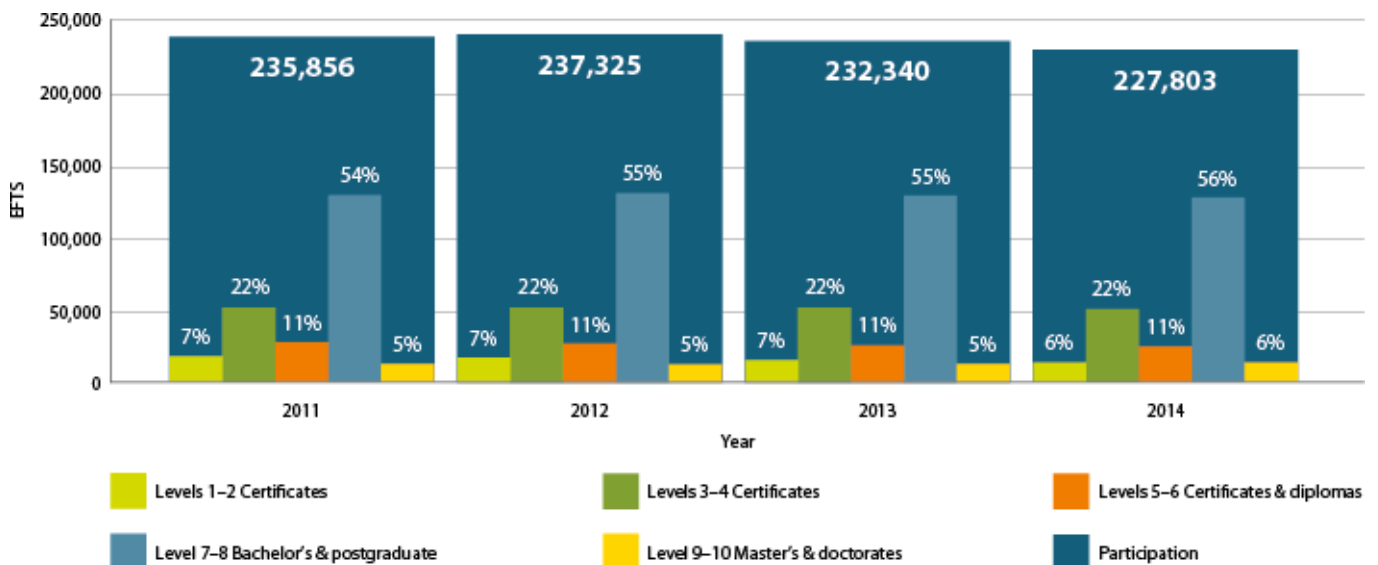


Figure 4 gives an overview of participation and achievement within each sector.

Overall educational performance either improved or remained on par with the previous year with slight increases for student retention and student progression. Educational performance improved in the PTE sector, remained largely unchanged for universities and ITPs but decreased for wānanga in terms of course and qualification completion. Across sectors, the universities continued to have the highest course completion rate (86%) while qualification completions were highest at PTEs (83%). This was largely attributable to a drop in EFTS at Level 2 and increases at higher levels at Wānanga, which have impacted both course and qualification completion rates.

In 2014, educational performance across industry training improved in terms of credit achievement compared with 2013 (from 72% to 76%) while programme completion dropped slightly (from 74% to 72%).

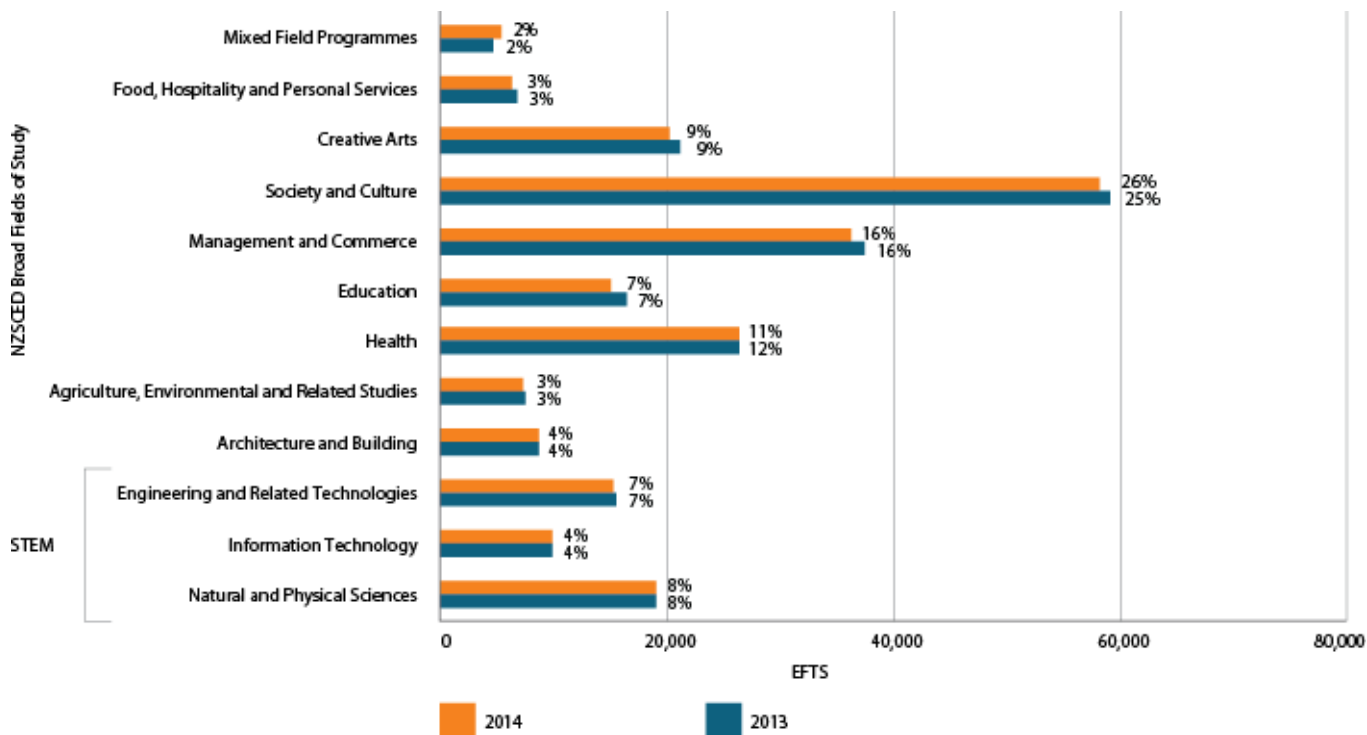
Figure 5: Participation by NZQF level, 2011–14



Over the last few years formal provider-based enrolments have continued to gradually shift away from lower-level qualifications toward degree-level qualifications and above on the NZQF. In 2014 this was illustrated with some small increases across Levels 9–10 (up from 5% to 6%) and Levels 7–8 (up from 55% to 56%), while Levels 1–2 decreased (from 7% to 6%).

In 2014 the majority of delivery was at Levels 7–8 (56%), followed by Levels 3–4 (22%), Levels 5–6 (11%), Levels 1–2 (6%) and Levels 9–10 (6%) (figure 5). This represents a slight increase in postgraduate study (Levels 9–10) and a drop in foundation-level study (Levels 1–2). The largest proportion of enrolments was in Society and Culture (26%), followed by Management and Commerce (16%) and Health (12%) (figure 6).

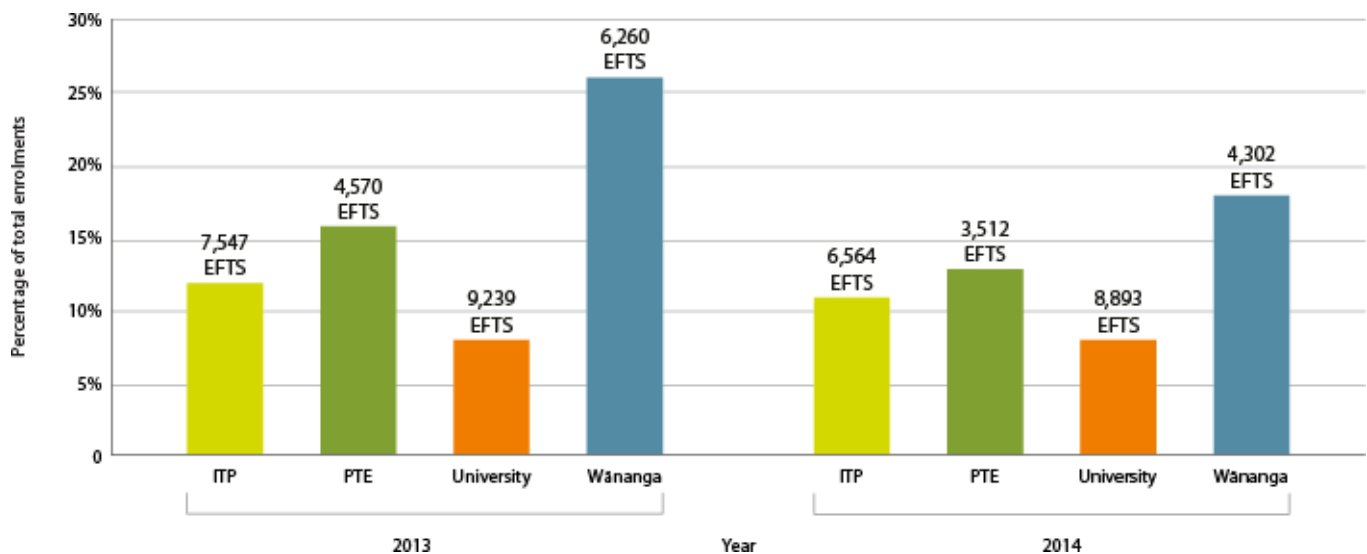
Figure 6: Enrolments by broad subject, 2013 and 2014



Attendance across 2014 enrolments was made up of 90 percent intramural (students physically present in scheduled teaching sessions) and 10 percent extramural (where students are not required to regularly attend courses on campus), including domestic students living overseas.

This represents a 2 percentage point drop in the proportion of extramural enrolments compared with 2013. As a proportion of total enrolments, extramural volumes dropped most significantly at wānanga (down from 26% to 18% of total delivery in 2014) and to a lesser extent at PTEs (down by 3 percentage points, from 16% to 13% in 2014). In terms of field of study, extramural delivery largely reflected a similar mix to that of intramural: the two fields with the largest enrolments were Society and Culture (30%) and Management and Commerce (22%). Education, however, accounted for 15 percent of total extramural delivery, significantly higher than the 5 percent of intramural enrolments in Education.

Figure 7: Extramural delivery by sector, 2013 and 2014

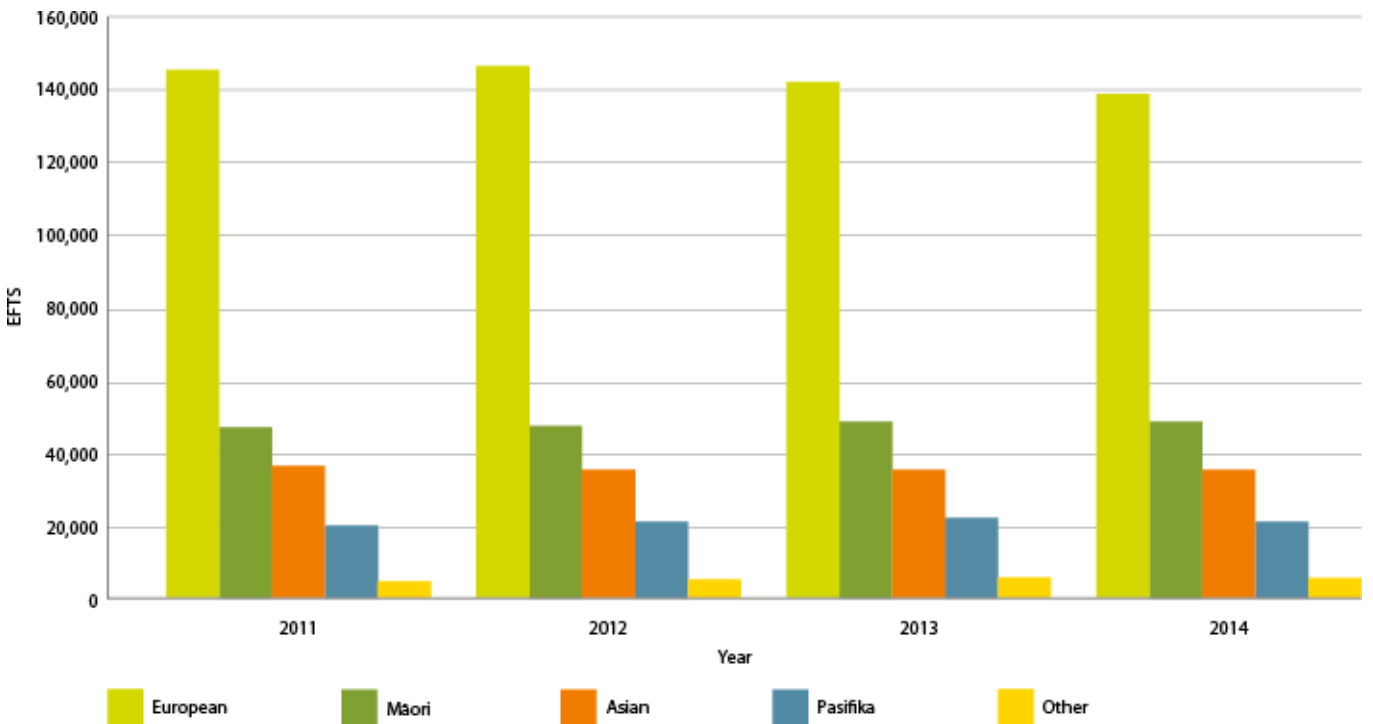


In 2014 the overall enrolment mix across ethnicities remained relatively static, with European accounting for 61 percent, Māori 21 percent, Asian 15 percent, Pasifika 9 percent and Other 3 percent of total enrolments (figure 8). Overall, the ethnic makeup of the tertiary student population is comparable with the national tertiary-aged population, although representation is higher for Māori students (21% compared with 13%) and slightly higher for Pasifika students (9% compared with 6%) than in the national tertiary-aged population.³

3. Based on Census 2013 population data for the tertiary-aged population (15–64 years).



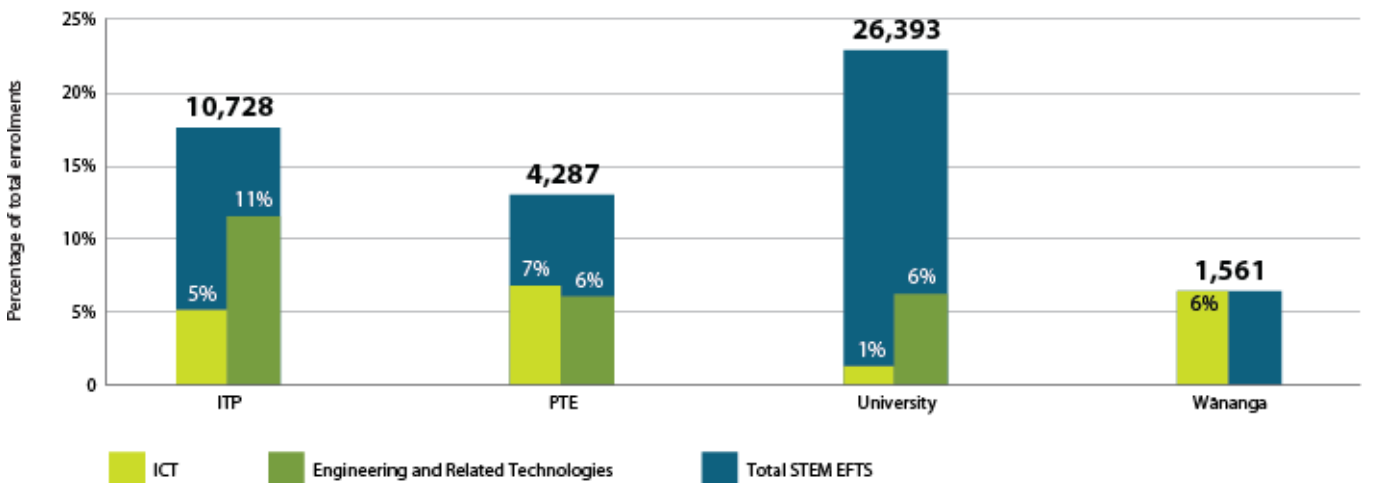
Figure 8: Enrolments by ethnicity, 2011–14



Note:
Stated EFTS values may exceed totals quoted elsewhere in this report as students may identify with more than one ethnicity.

Across SAC- and YG-funded programmes, enrolments in STEM subjects accounted for 18 percent of total enrolments across the tertiary sector, with Engineering and Related Technologies and ICT making up 7 and 3 percent respectively. At an individual sector level, the universities had the highest proportion of delivery in STEM subjects relative to their total provision, accounting for 23 percent, while ITPs were next with 17 percent of their provision. The highest proportion of enrolments in Engineering and Related Technologies was at ITPs at 11 percent, while PTEs delivered the highest proportion of ICT enrolments at 7 percent.

Figure 9: STEM enrolments by sector, 2014



Note:
This information is based on both SAC and YG funded programmes

Performance against strategic priorities

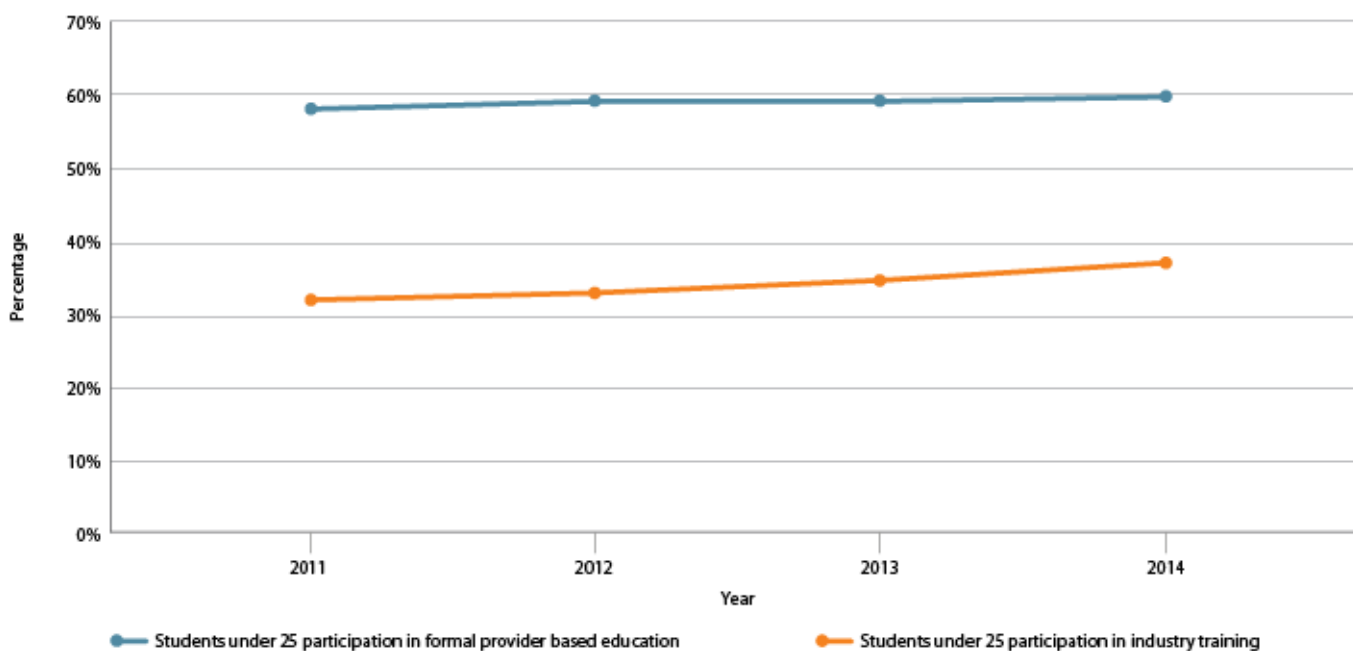
This section focuses on SAC-funded participation and performance of TES priority learner groups (Māori, Pasifika and under-25-year-olds) across the tertiary sector.

Youth participation and achievement

Overall in 2014, 136,001 EFTS (166,350 students) aged under 25 years were enrolled in formal provider-based qualifications. This total accounted for about 60 percent of total enrolments (227,803 EFTS), very similar to the previous year (figure 10).

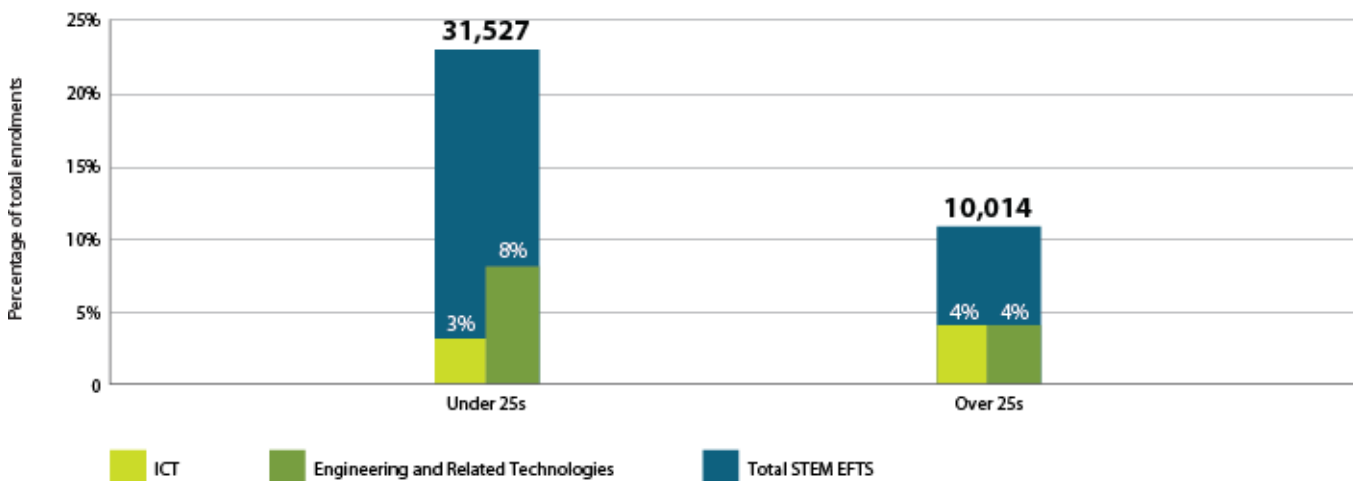
As a proportion of total industry trainees, enrolments of under-25-year-olds went up by 1 percentage point compared with the previous year and accounted for 36 percent (47,949 trainees) of total industry trainees (131,603 trainees). In 2014, 45 percent of total youth enrolments were in programmes at Level 4 and above.

Figure 10: Participation by students under 25 years, 2011–14



The largest fields of study for under-25-year-olds were Society and Culture (26%), Management and Commerce (17%) and Health (12%). For youth across both SAC- and YG-funded programmes, approximately 23 percent of enrolments were in STEM subjects, within which 9 percent were in Engineering and Related Technologies and 3 percent in ICT.

Figure 11: Students under 25 years compared with over 25's enrolments in STEM, 2014



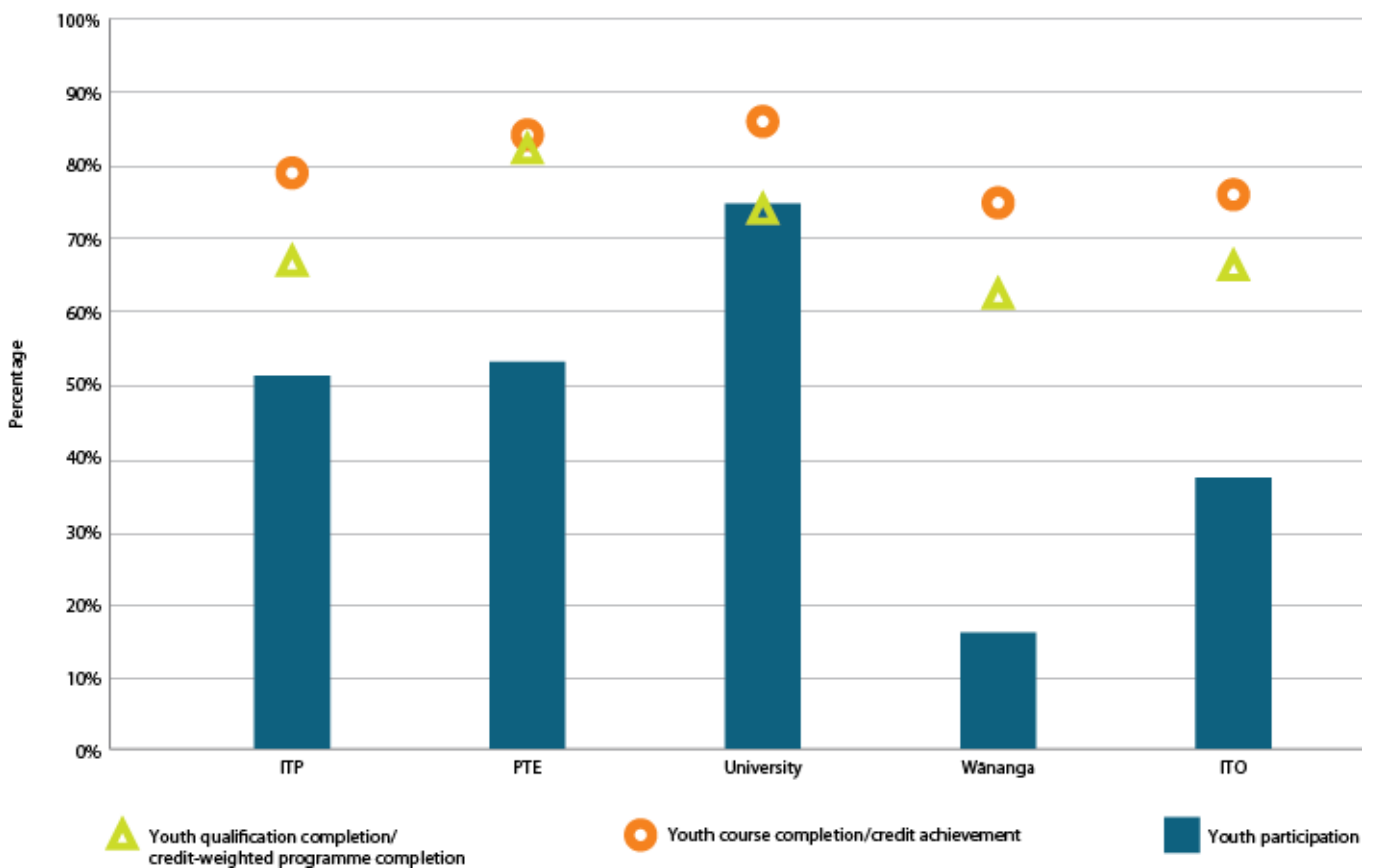
Note:
This information is based on both SAC and YG funded programmes

In 2014 educational performance of youth improved overall or remained on par with the previous year across all measures. With the exception of qualification completion, youth educational performance remained stronger than the total student cohort. Among individual sectors, the average educational performance was highest across all measures at universities, with the exception of qualification completion which was highest at PTEs at 83 percent (figure 12).

Educational performance of under-25-year-olds at Level 4 and above improved slightly on 2013 with course completions remaining at 85 percent and qualification completions increasing by two percentage points, from 71 percent in 2013 to 73 percent in 2014.

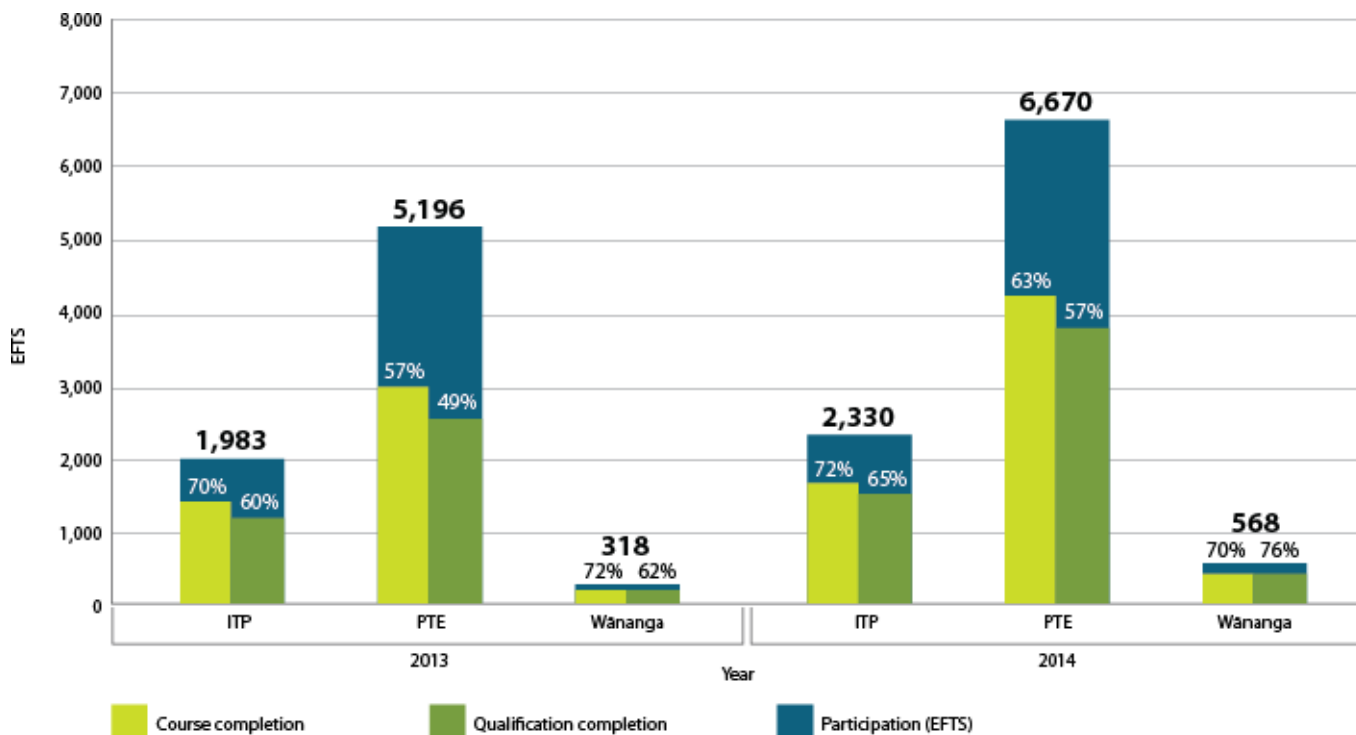
Overall, achievement of industry trainees for under-25-year-olds either improved or remained unchanged. Credit completion increased (from 74% to 76% in 2014) while programme completion remained at 66 percent. Achievement of trainees engaged at Level 4 and above also improved in terms of credit completion (up from 65% to 80% in 2014) but dropped fractionally in terms of programme completion (down from 60% to 59% in 2014).

Figure 12: Participation and achievement by students under 25 years, 2014



The volume of YG delivery increased in 2014 to 9,596 EFTS (13,354 students) from 7,506 EFTS (9,953 students) in the previous year. This increase was mainly across PTEs, which delivered an additional 1,473 EFTS (2,488 students) compared with the previous year, totalling 6,670 EFTS (9,525 students) for 2014 or 70 percent of total Youth Guarantee provision (figure 13). In 2014 nearly half (46%) of all Youth Guarantee students were Māori and 20 percent were Pasifika.

Figure 13: Participation and achievement of Youth Guarantee, 2014



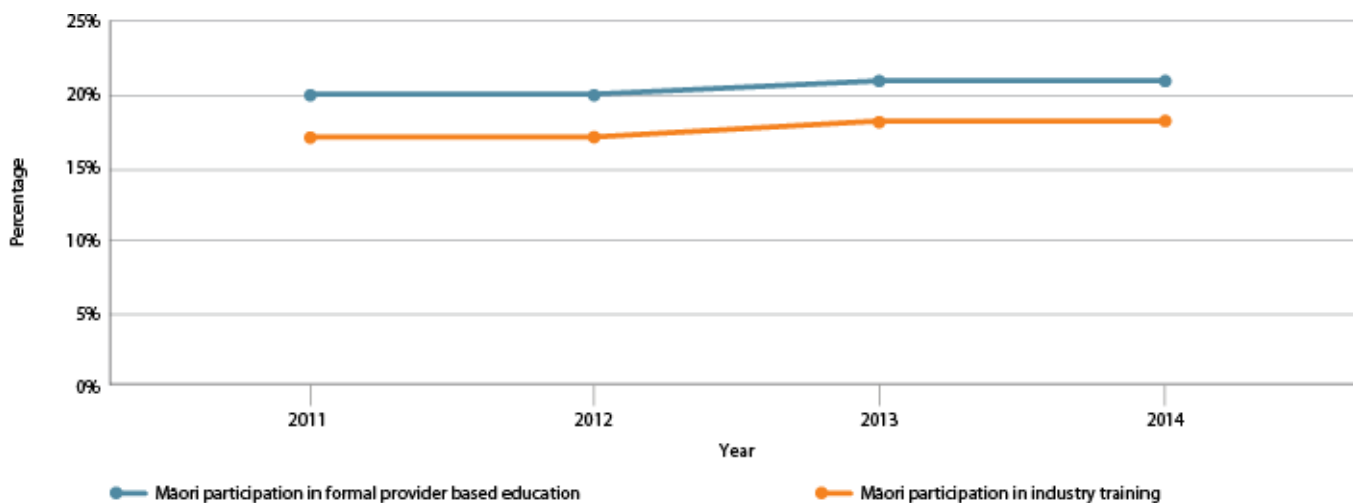
Note: Due to the relatively low EFTS volumes involved this graph excludes delivery in schools.

Educational performance of Youth Guarantee improved overall compared with the previous year. In 2014 student retention and student progression performance indicators were published for the first time student progression sat at 39 percent and student retention at 59 percent. Course completion increased (up from 61% to 66%), as did qualification completion (up from 52% to 60%). These improvements were consistent with increases for both Māori and Pasifika students.

Across sectors, Youth Guarantee educational performance was strongest at wānanga (although this was based on relatively small student volumes), while ITPs collectively had higher EPIs than PTEs.

Māori participation and achievement

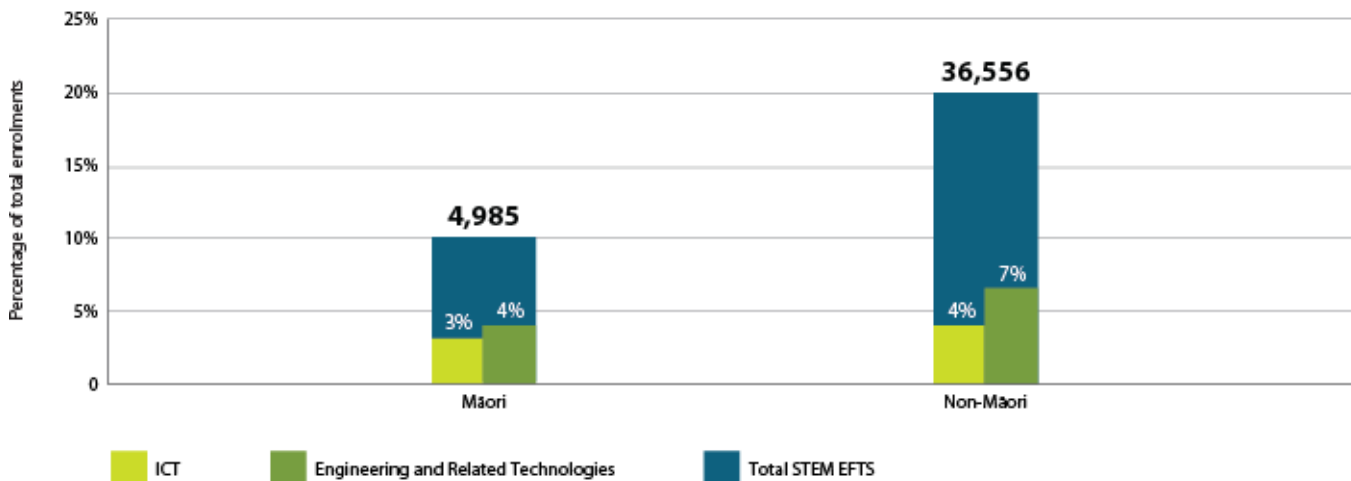
Figure 14: Participation by Māori students, 2011–14



Note: The 2011 ITO results are the first to be produced using data from the Industry Training Register (ITR) and they are not strictly comparable to previous years. More information on the impact of the ITR can be found on the TEC website.

In 2014 Māori participation (48,781 EFTS) increased fractionally (up by 340 EFTS compared with 2013) but, as a proportion of total students enrolled in formal provider-based education, the rate remained the same at 21 percent (figure 14). Across the university and PTE sectors, Māori participation remained virtually unchanged, while across ITPs and wānanga, Māori participation increased by 1 and 2 percentage points respectively compared with 2013. Māori also accounted for 18 percent of total industry trainees in 2014 (23,182 trainees) and 15 percent of participation at Level 4 and above.

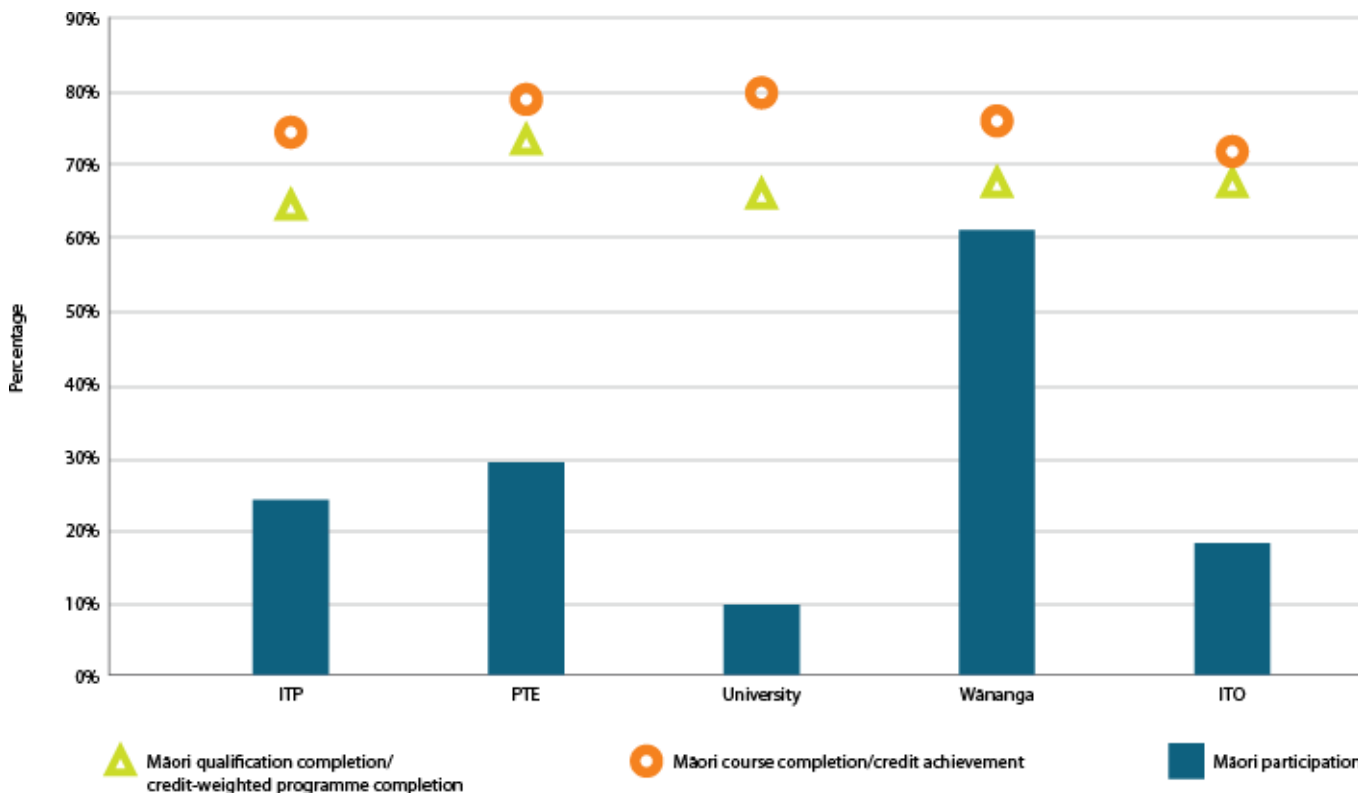
Figure 15: Māori compared with non-Māori STEM enrolments, 2014



Note:
This information is based on both SAC and YG funded programmes.

The largest fields of study for Māori students were Society and Culture (29%), Management and Commerce (15%) and Creative Arts (10%). For Māori across both SAC- and YG-funded programmes, approximately 10 percent of enrolments were in STEM subjects, within which 5 percent were in Engineering and Related Technologies and 3 percent in ICT.

Figure 16: Participation and achievement by Māori students across sectors, 2014



As in the previous year, course completion was the highest at universities and qualification completion was the highest at PTEs (figure 16). Overall, Māori educational performance remained on par with the previous year for course completion and made slight increases for student retention and student progression but dropped slightly in terms of qualification completion.

Māori educational performance at Level 4 and above fell slightly from 2013. While course completions remained at 78 percent in 2014, qualification completions dropped four percentage points, from 71 percent in 2013 to 67 percent in 2014.

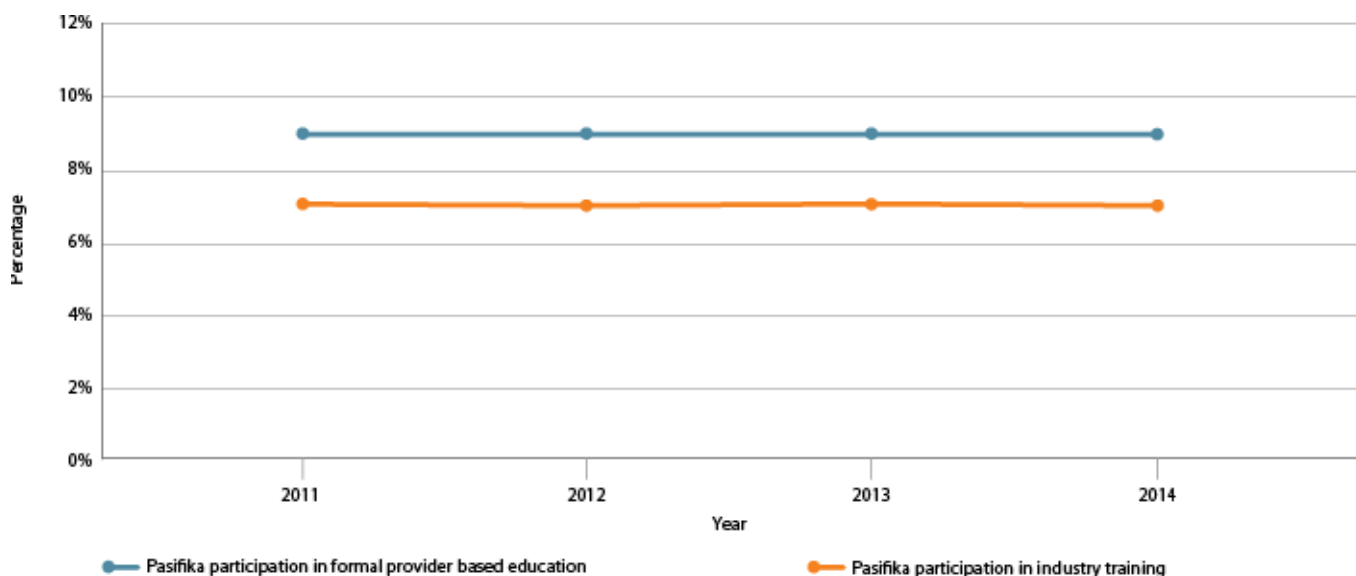
Overall, Māori industry trainees achieved 72 percent credit achievement and 68 percent programme completion. At Level 4 and above credit completion increased strongly (78% from 67%), while programme completion dropped (64% from 70%).

Pasifika participation and achievement

Pasifika enrolments (21,549 EFTS) dropped by 256 EFTS compared with 2013 but as an overall proportion of formal provider-based enrolments remained at 9 percent (figure 17). Pasifika students (9,413 trainees) again accounted for 7 percent of total industry trainees in 2014 and 5 percent of participation at Level 4 and above.⁴

The volume of Pasifika formal provider-based enrolments at Level 4 and above increased as a proportion of total Pasifika participation compared with the previous year, up from 76 percent to 78 percent in 2014, reflecting a continued shift toward higher-level qualifications.

Figure 17: Participation by Pasifika students, 2011–14



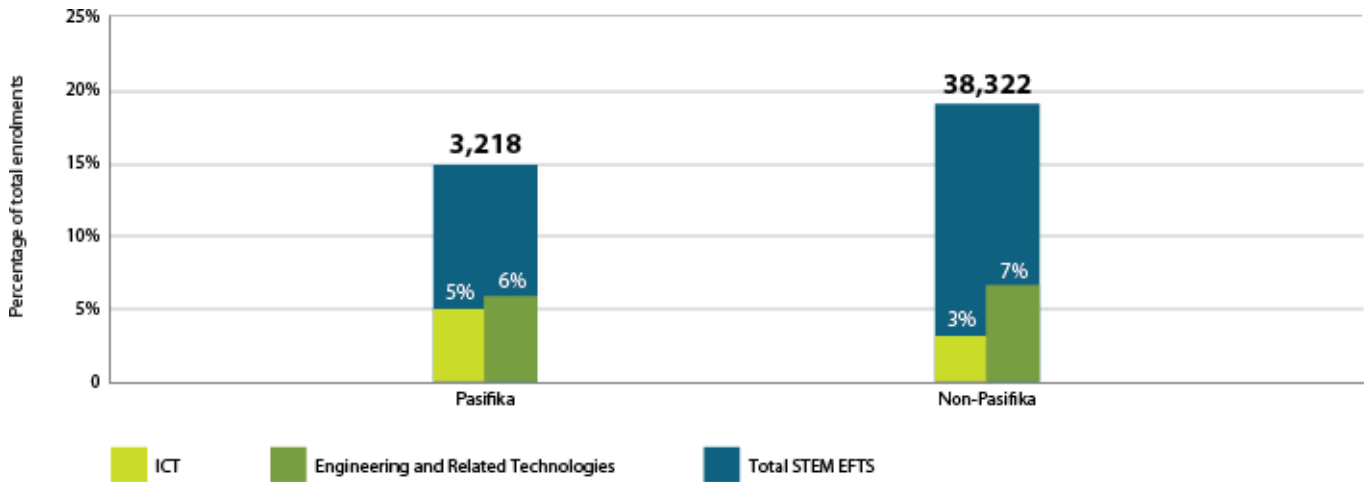
Note: The 2011 ITO results are the first to be produced using data from the Industry Training Register (ITR) and they are not strictly comparable to previous years. More information on the impact of the ITR can be found on the TEC website.

The largest fields of study for Pasifika students were Society and Culture (23%), Management and Commerce (17%) and Health (10%). For Pasifika across both SAC- and YG-funded programmes, approximately 15 percent of enrolments were in STEM subjects, within which 6 percent were in Engineering and Related Technologies and 5 percent in ICT.

4. From 2014 the methodology for this measure changed; the denominator is now the number of trainees with a known ethnicity who are studying at NZQF Level 4 and above.



Figure 18: Pasifika compared with non-Pasifika STEM enrolments, 2014



Note:

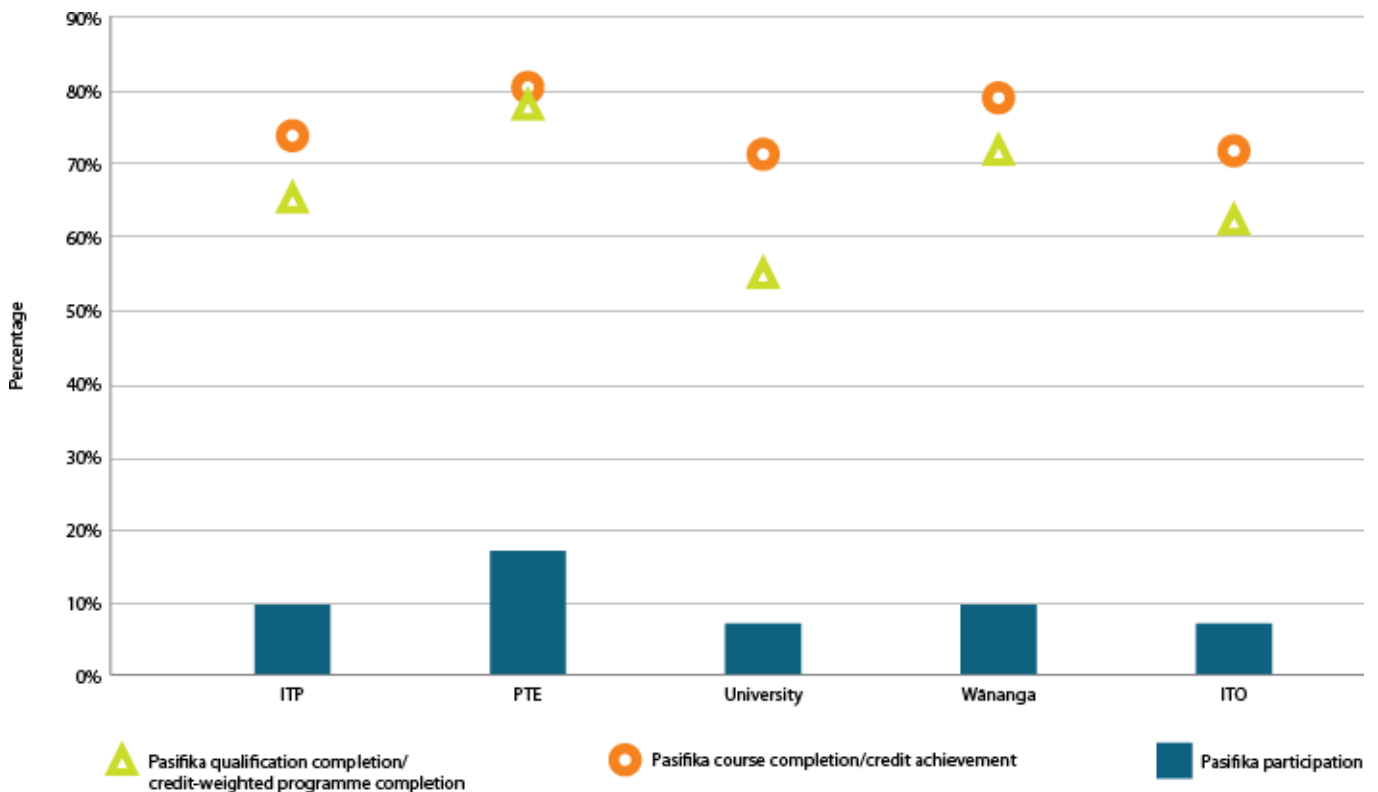
This information is based on both SAC and YG funded programmes

Overall, the educational performance of Pasifika students remained virtually unchanged from 2013. The strongest performance was across the PTE sector, where Pasifika students achieved 80 percent course completion and 78 percent qualification completion (figure 19).

Pasifika educational performance at Level 4 and above was consistent with 2013. While course completions increased from 73 percent in 2013 to 74 percent in 2014, qualification completions fell slightly from 63 percent in 2013 to 62 percent in 2014.

Pasifika industry trainees' educational performance continued to improve in terms of credit completion (at 71%, up from 64% in 2013) while programme completion dropped slightly (62%, down from 65% in 2013). Pasifika trainees engaged at Level 4 and above improved in terms of credit completion (up from 66% to 76%) while programme completion went down (from 66% to 52%).

Figure 19: Participation and achievement by Pasifika students, 2014



Tertiary Sector Performance – At a Glance



FINANCIAL PERFORMANCE OF TEIs – AT A GLANCE



2012

2013

2014

Net surplus*
Net cashflow from operations
Liquid funds
Return on property, plant equipment & intangibles

Net surplus*
Net cashflow from operations
Liquid funds
Return on property, plant equipment & intangibles

Net surplus*
Net cashflow from operations
Liquid funds
Return on property, plant equipment & intangibles

TEC Minimum Guidelines	3.0%	111.0%	8.0%	4.5%	3.0%	111.0%	8.0%	4.5%	3.0%	111.0%	8.0%	4.5%
Universities	1.4%	115.7%	18.1%	6.5%	5.7%	116.2%	12.7%	8.2%	14.5%	118.3%	11.0%	6.7%
University of Auckland	3.1%	114.9%	5.6%	7.8%	3.0%	118.3%	3.4%	8.0%	4.4%	122.1%	0.1%	8.7%
University of Otago	5.2%	116.0%	49.2%	6.0%	7.2%	115.2%	20.3%	7.0%	5.3%	114.7%	16.5%	5.2%
Massey University	2.1%	114.7%	19.9%	5.2%	1.9%	115.9%	20.4%	5.4%	2.0%	118.9%	12.3%	5.0%
Auckland University of Technology	7.1%	121.4%	3.7%	9.6%	4.5%	123.6%	3.1%	8.9%	5.7%	121.5%	3.1%	10.2%
Victoria University of Wellington	5.4%	117.9%	4.9%	7.7%	4.9%	117.5%	6.4%	7.7%	4.3%	118.7%	5.3%	7.7%
University of Canterbury	(18.1%)	116.6%	28.2%	3.2%	17.9%	109.5%	33.5%	2.4%	58.4%	114.3%	52.4%	4.2%
University of Waikato	2.6%	115.3%	10.9%	7.3%	4.2%	112.0%	10.6%	7.7%	5.0%	120.2%	11.4%	7.8%
Lincoln University	(3.0%)	105.3%	14.1%	2.0%	(3.0%)	108.9%	12.7%	0.4%	(1.4%)	99.2%	4.5%	3.6%
Institutes of Technology and Polytechnics	3.5%	113.2%	26.8%	6.8%	1.5%	111.2%	27.0%	5.4%	1.4%	113.5%	23.8%	5.6%
Unitec	2.6%	113.9%	1.8%	7.5%	1.3%	113.0%	5.4%	5.2%	1.2%	109.1%	1.2%	5.4%
MIT	5.3%	114.5%	7.0%	6.2%	0.4%	113.6%	2.0%	3.9%	(3.3%)	115.8%	0.3%	2.7%
CPIT	4.9%	116.6%	60.4%	5.1%	10.7%	110.8%	62.6%	8.1%	6.8%	117.3%	64.7%	5.7%
Open Polytechnic	7.0%	122.0%	77.8%	23.2%	4.6%	114.9%	85.8%	18.8%	3.9%	115.8%	76.3%	13.6%
Wintec	4.1%	115.2%	1.7%	7.3%	3.5%	110.8%	2.0%	6.1%	0.6%	112.2%	2.0%	5.4%
EIT	2.0%	113.2%	32.2%	5.6%	0.2%	112.0%	31.7%	4.2%	5.0%	123.3%	36.4%	7.2%
SIT	6.9%	120.5%	74.3%	8.0%	3.0%	116.3%	56.0%	6.1%	1.5%	110.4%	42.8%	5.9%
Otago Polytechnic	5.7%	117.3%	7.3%	9.3%	3.2%	113.7%	8.7%	12.6%	4.7%	118.1%	3.1%	9.0%
UCOL	0.1%	111.4%	9.3%	3.5%	0.0%	110.3%	14.7%	4.0%	0.0%	112.0%	25.9%	3.4%
Wairariki Institute of Technology	2.6%	105.6%	33.4%	7.4%	(0.9%)	102.2%	38.3%	4.8%	6.7%	122.0%	31.4%	10.3%
NorthTec	3.5%	110.0%	29.0%	8.4%	1.7%	107.8%	30.5%	6.0%	(1.2%)	113.2%	29.1%	4.3%
Bay of Plenty Polytechnic	4.2%	118.3%	7.8%	7.3%	3.8%	118.4%	16.9%	7.1%	0.9%	116.1%	23.1%	6.2%
WelTec	(0.6%)	107.6%	24.6%	6.2%	(5.3%)	107.3%	24.6%	2.4%	0.8%	116.5%	5.4%	6.5%
Whitireia Community Polytechnic	0.0%	107.6%	5.3%	4.8%	(2.8%)	106.6%	5.3%	3.4%	1.3%	108.8%	7.3%	7.6%
NMIT	4.5%	95.8%	52.7%	5.6%	0.8%	88.8%	30.2%	3.4%	2.1%	133.2%	33.1%	4.1%
Tai Poutini Polytechnic	2.2%	108.0%	23.5%	13.4%	0.1%	107.7%	23.4%	10.5%	2.9%	110.2%	16.6%	15.9%
WITT	5.5%	112.8%	33.7%	10.8%	(2.8%)	115.5%	39.1%	3.7%	(13.2%)	98.1%	29.6%	11.1%
Aoraki Polytechnic	(0.1%)	117.4%	139.5%	0.9%	(18.3%)	109.4%	174.2%	(11.4%)	(19.9%)	72.8%	163.2%	(9.6%)
Wānanga	6.4%	113.4%	84.3%	11.5%	3.2%	109.3%	81.6%	7.7%	3.9%	112.3%	67.2%	9.1%
Te Wānanga o Aotearoa	5.3%	110.2%	41.2%	14.3%	2.7%	106.8%	36.6%	9.4%	3.3%	114.0%	33.3%	11.9%
Te Whare Wānanga o Awanuiārangī	13.3%	132.5%	72.7%	11.2%	6.5%	126.0%	90.4%	8.7%	6.3%	99.5%	81.4%	7.2%
Te Wānanga o Raukawa	6.0%	108.7%	510.1%	2.9%	2.8%	105.6%	497.3%	(4.5%)	6.2%	122.2%	359.5%	(3.8%)

*Net surplus includes unusual and non-recurring items.

EDUCATIONAL PERFORMANCE OF THE TERTIARY EDUCATION SECTOR – AT A GLANCE



	EFTS/STMs	% share to each sector's total	Students < 25yrs	Māori	Pasifika	All	Students < 25yrs	Māori	Pasifika	All	Students < 25yrs	Māori	Pasifika
Universities	115,769	100%	75%	10%	7%	86%	86%	80%	71%	81%	74%	66%	55%
University of Auckland	29,711	26%	79%	8%	10%	88%	88%	84%	72%	82%	74%	59%	49%
University of Otago	17,236	15%	83%	9%	4%	88%	88%	82%	72%	83%	77%	75%	59%
Massey University	15,594	13%	56%	11%	4%	80%	81%	70%	57%	77%	67%	64%	47%
Auckland University of Technology	15,935	14%	72%	10%	15%	85%	84%	82%	72%	79%	68%	72%	65%
Victoria University of Wellington	15,448	13%	81%	10%	5%	87%	87%	81%	73%	81%	74%	65%	55%
University of Canterbury	11,031	10%	77%	7%	3%	87%	87%	81%	70%	86%	79%	68%	43%
University of Waikato	8,473	7%	69%	22%	6%	85%	84%	79%	69%	81%	72%	66%	49%
Lincoln University	2,342	2%	72%	10%	1%	85%	86%	73%	69%	85%	79%	58%	70%
Institutes of Technology and Polytechnics	61,194	100%	51%	24%	10%	80%	79%	74%	74%	73%	67%	64%	65%
Unitec	7,285	12%	59%	11%	17%	82%	80%	75%	74%	70%	63%	57%	55%
MIT	5,409	9%	52%	17%	35%	80%	77%	73%	75%	72%	67%	61%	69%
CPIT	5,375	9%	61%	12%	4%	84%	83%	77%	73%	69%	66%	50%	44%
Open Polytechnic	5,101	8%	25%	18%	9%	80%	77%	76%	69%	91%	74%	96%	94%
Wintec	4,710	8%	58%	25%	6%	79%	76%	73%	69%	68%	61%	57%	48%
EIT	3,589	6%	47%	46%	5%	75%	75%	72%	72%	68%	64%	61%	59%
SIT	3,582	6%	37%	15%	3%	79%	80%	74%	65%	73%	79%	66%	59%
Otago Polytechnic	3,559	6%	63%	14%	4%	82%	82%	76%	66%	90%	73%	76%	51%
UCOL	2,889	5%	62%	30%	6%	75%	74%	65%	74%	67%	62%	56%	51%
Waiariki Institute of Technology	2,807	5%	52%	62%	7%	78%	77%	73%	79%	71%	69%	64%	70%
NorthTec	2,756	5%	37%	59%	5%	79%	75%	75%	77%	67%	59%	62%	61%
Bay of Plenty Polytechnic	2,695	4%	57%	29%	4%	81%	80%	75%	75%	72%	71%	66%	62%
WelTec	2,679	4%	63%	19%	11%	81%	79%	78%	75%	76%	68%	70%	62%
Whitireia Community Polytechnic	2,570	4%	49%	23%	18%	84%	82%	80%	81%	80%	71%	68%	78%
NMIT	1,985	3%	44%	20%	4%	81%	81%	75%	72%	72%	72%	68%	51%
Tai Poutini Polytechnic	1,934	3%	44%	29%	16%	80%	77%	80%	74%	69%	67%	71%	69%
WITT	1,408	2%	50%	35%	4%	71%	70%	58%	66%	60%	55%	41%	37%
Aoraki Polytechnic	860	2%	60%	14%	3%	79%	79%	71%	78%	77%	77%	70%	67%
Wānanga	23,945	100%	16%	61%	10%	80%	75%	77%	79%	72%	63%	68%	72%
Te Wānanga o Aotearoa	20,089	84%	14%	55%	11%	80%	73%	77%	78%	75%	65%	71%	73%
Te Whare Wānanga o Awanuiārangi	2,516	11%	27%	92%	6%	82%	80%	82%	84%	52%	45%	51%	60%
Te Wānanga o Raukawa	1,340	6%	26%	92%	2%	72%	78%	74%	75%	70%	87%	74%	47%
Private Training Establishments	26,767	100%	53%	29%	17%	84%	84%	79%	80%	83%	83%	74%	78%
Industry Training Organisations	40,721	100%	39%	17%	7%	76%	76%	72%	71%	72%	66%	68%	62%

Universities

TEC Funding (paid to this sector in 2014 excl GST): \$1,472,795,576 (53%)

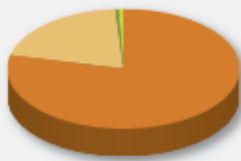


ENROLMENTS (SAC ELIGIBLE)

STUDENTS: 150,712

EFTS: 115,769

TEC FUNDING CATEGORIES



- Teaching and Learning
- Research
- Capability
- Scholarship/Leamer

DELIVERY BY LEVEL



- Level 1-2
- Level 3-4
- Level 5-6
- Level 7-8
- Level 9-10

DELIVERY BY SUBJECT



- Society and Culture
- Management and Commerce
- Natural and Physical Sciences
- Health
- Education
- Creative Arts
- Other

Institutes of Technology and Polytechnics

TEC Funding (paid to this sector in 2014 excl GST): \$595,356,017 (22%)



ENROLMENTS (SAC ELIGIBLE)

STUDENTS: 118,917

EFTS: 61,194

TEC FUNDING CATEGORIES



- Teaching and Learning
- Research
- Capability
- Scholarship/Leamer

DELIVERY BY LEVEL



- Level 1-2
- Level 3-4
- Level 5-6
- Level 7-8
- Level 9-10

DELIVERY BY SUBJECT



- Health
- Management and Commerce
- Society and Culture
- Engineering/Related Tech
- Creative Arts
- Architecture and Building
- Other

Wānanga

TEC Funding (paid to this sector in 2014 excl GST): \$168,501,166 (6%)

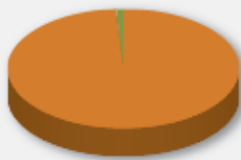


ENROLMENTS (SAC ELIGIBLE)

STUDENTS: 37,636

EFTS: 23,945

TEC FUNDING CATEGORIES



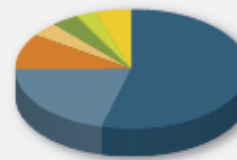
- Teaching and Learning
- Research
- Capability
- Scholarship/Leamer

DELIVERY BY LEVEL



- Level 1-2
- Level 3-4
- Level 5-6
- Level 7-8
- Level 9-10

DELIVERY BY SUBJECT



- Society and Culture
- Management and Commerce
- Creative Arts
- Mixed Field Programmes
- Health
- Education
- Other

Private Training Establishments

TEC Funding (paid to this sector in 2014 excl GST): \$311,065,303 (11%)

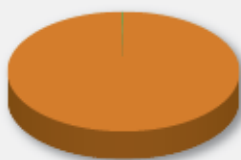


ENROLMENTS (SAC ELIGIBLE)

STUDENTS: 46,077

EFTS: 26,767

TEC FUNDING CATEGORIES



- Teaching and Learning
- Research
- Capability
- Scholarship/Leamer

DELIVERY BY LEVEL



- Level 1-2
- Level 3-4
- Level 5-6
- Level 7-8
- Level 9-10

DELIVERY BY SUBJECT



- Management and Commerce
- Society and Culture
- Education
- Food, Hospitality and Personal Services
- Creative Arts
- Health
- Other

Industry Training Organisations

TEC Funding (paid to this sector in 2014 excl GST): \$185,398,056 (7%)



ENROLMENTS

TRAINEES: 131,603

STMs: 40,721

TEC FUNDING CATEGORIES



- Teaching and Learning
- Research
- Capability
- Scholarship/Leamer

DELIVERY BY LEVEL



- Level 1-2
- Level 3-4
- Levels 5 and Above

Tertiary Education Institutions 2014 Performance



UNDERSTANDING THE TWO-PAGE PROFILES

Council Chancellor/Chair Vice-Chancellor/Chief Executive

Campus Locations



NZQA EER/AQA

Information sourced from NZQA on ITP and Wānanga External Evaluation Reviews and from AQA (formerly NZUAAU) on University Cycle 4 – Whole of Institution Academic Audit.

Each of the two-page profiles that follow provides a high-level overview of the 2014 performance of the named tertiary education institution (TEI).

Unless otherwise stated, all enrolment and achievement information covers **only** participation funded by Student Achievement Component (SAC) funding. SAC is the largest source of government funding invested in tertiary education organisations for the delivery of teaching and learning. SAC-funded education typically does not account for all of a given institution's tertiary education delivery, as it may also earn revenue from non-government funded domestic and international students.

In some instances, numbers contained in this report have been rounded and may differ from those published on the TEC website.

For the sake of brevity, many terms and titles in these two-page profiles are abbreviated. All of these are in the List of Abbreviations and many are also defined in the Glossary (both at the front of this volume).

Responsiveness

This section of each TEI's two-page profile shows how the institution is delivering tertiary education in response to the needs of its stakeholders and the *Tertiary Education Strategy 2014–2019* (TES).

The content of this section comes from the institution's Investment Plan and its Single Data Return submission, as well as information gathered through TEC's engagement with the TEI. Except where stated, all references to equivalent full-time students (EFTS), enrolments and students relate to SAC-funded places only.

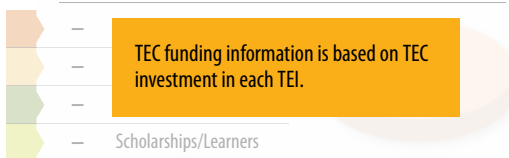
Effectiveness

This section assesses the effectiveness of the education delivered by each TEI as measured by the TEC and the institution's respective quality-assurance body. Effectiveness is largely assessed using four education performance indicators (EPIs). The EPIs are indicators only and do not on their own provide a comprehensive picture of educational or overall performance. From 2013 onwards, performance of students funded by the Youth Guarantee (YG) fund was reported on in the TEIs' Overview of Educational Performance table.

Quality-assurance results for universities are assessed by the Academic Quality Agency for New Zealand Universities (AQA), which changed its name in January 2013 from the New Zealand Universities Academic Audit Unit (NZUAAU). The New Zealand Qualifications Authority (NZQA) audits the quality of the education provided at other tertiary organisations.

- AQA supports universities in achieving excellence in research and teaching through regular institutional audit and by promoting quality-enhancement practices across the sector. AQA carries out audits of New Zealand universities every five years. The current cycle of audits focuses academic activities related to teaching and learning and student support and runs from 2013 to 2016. Visit the AQA website www.aqa.ac.nz for more information.
- NZQA is responsible for ensuring that other (that is, non-university) tertiary education organisations (TEOs) continue to comply with statutory policies and criteria after initial course approval, accreditation and/or registration is granted. NZQA's periodic external evaluation and review provides an independent view of the educational performance and self-assessment capability of each TEO. Visit the NZQA website www.nzqa.govt.nz for more information.

Funding by TEC



Delivery by Level



Delivery by Subject





Financial performance

This section covers each institution's financial performance reported via the institution's annual report. As there are discrepancies in how TEIs present and classify aspects of financial performance, some recalculation has been applied. In particular, in the financial tables, total government revenue refers to all Tertiary Education Commission (TEC) and non-TEC funding, Performance-Based Research Fund (PBRF) funding and all funding received from other government ministries or departments.

TES priorities

Participation, course and qualification completions for TES priority groups use data as collected by the TEC submitted by individual TEI's for SAC funded EFTS only.

TES Priorities

Participation (SAC)		
2014 Performance	AUT	University sector
Students under 25		
Māori		
Pasifika		

Course Completion (SAC)		
2014 Performance	AUT	University sector
All		
Students under 25		
Māori		
Pasifika		

Qualification Completion (SAC)		
2014 Performance	AUT	University sector
All		
Students under 25		
Māori		
Pasifika		

Overview of Educational Performance				
Enrolments	2014 % of University sector	2012	2013	2014
Student Achievement Component (SAC) EFTS				
SAC Students				
Educational Performance Indicators - SAC	University sector	2012	2013	2014
Successful Course Completion				
Qualification Completion				
Student Retention				
Student Progression L1-4				

EPIs are as published on the TEC website. Rates are for formal SAC and YG funded EFTS only.

Overview of Financial Performance*				
Summary Financial Statements (\$000)	2012	2013	2014	
Revenue				
Total government revenue				
Domestic student fees				
International student fees				
Other income (including research)				
Total revenue				
Expenses				
Personnel				
Total expenses				
Net surplus (after unusual and non-recurring)				
Assets				
Property plant equipment and intangibles				
Total Assets				
Equity (net assets)				
Cashflow				
Net cashflow from operations				
Purchase of plant property equipment and intangibles				
Other				
Staffing FTE				
Total EFTS to Total Staff FTE ratio				
Total EFTS to Teaching Staff FTE ratio (academic & tutorial)				

All information presented has been taken from each TEI's annual report. As TEIs classify certain items differently, numbers may vary in some instances from those reported in TEI annual reports.

* All financial information is on a consolidated basis.

Note: Refer to Glossary for definitions.

AUCKLAND UNIVERSITY OF TECHNOLOGY

Chancellor: John Maasland
Vice-Chancellor: Derek McCormack

- Main Campus**
Auckland City
- Other Campus Locations**
North Shore Campus (Auckland),
AUT South Campus (Auckland),
AUT Millennium Campus (Auckland)



AQA Academic Audit

Whole institution audit timeline: November 2015
Audit Report: September 2011

Funding by TEC

- 91.4% Teaching and Learning
- 0.0% Capability
- 8.6% Research
- 0.0% Scholarships/Learners



Delivery by Level

- 0.0% Level 1–2
- 3.5% Level 3–4
- 3.8% Level 5–6
- 85.8% Level 7–8
- 6.9% Level 9–10



Delivery by Subject

- 23.6% Management and Commerce
- 23.0% Health
- 15.7% Society and Culture
- 14.7% Creative Arts
- 5.4% Education
- 17.6% Other



In 2014, Auckland University of Technology (AUT) continued to improve its educational performance and remained financially strong.

Responsiveness

In the 2014 annual report, Chancellor John Maasland highlighted several of AUT's achievements including: the university achieving significant growth in student numbers, with total student enrolments in 2014 being the highest in the university's history; AUT's research performance continuing to develop with AUT signing external research contracts worth more than \$10 million. The Chancellor also drew attention to the fact that AUT is about to start an extensive building programme to accommodate this growth and provide further world-class facilities for students and staff.

The Vice-Chancellor, Derek McCormack, also noted several of AUT's achievements in 2014, which included the launch of the Science, Technology, Engineering and Mathematics Tertiary Education Centre (STEM-TEC), the only centre of its kind in the country; the establishment of a pilot project to increase the university's industry partnerships and encourage entrepreneurship among staff and students; and continuation of the He Huatau Auaha and Te Whanake initiatives, which aim to strengthen AUT's contribution to Māori advancement by encouraging and promoting writing and scholarship in te reo Māori.

AUT's enrolments remained consistent with 2013. Most of AUT's delivery was focused at Levels 7–8 (86%), with the remainder spread across Levels 9–10 (7%), Levels 5–6 (4%) and Levels 3–4 (4%). The main fields of study were Management and Commerce (24%), Health (23%), Society and Culture (16%) and Creative Arts (15%).

Participation at AUT remained similar to 2013, but was below the university sector average for under-25-year-olds, on par for Māori and well above average for Pasifika. AUT had 3,276 full-fee paying international EFTS (4,468 students), a 6 percent increase on 2013.

Effectiveness

AUT achieved a small increase in student retention, while its qualification completion remained on par with the previous year and student progression dropped by 2 percentage points.

Achievement across the EPIs improved or remained on par with 2013 levels for course and qualification completions, while retention decreased slightly for Māori and increased slightly for Pasifika; progression remained on par or decreased for all groups.

Performance of the TES priority groups was on par or above the university sector averages for both Māori and Pasifika apart from Pasifika progression, which was slightly below. Under-25-year-olds were below the average on all measures apart from progression, which was above.



Financial performance

AUT achieved a net surplus of \$19.4 million (5.7%), an improvement of \$4.6 million (31.2%) over 2013, driven by a \$4.5 million increase in AUT's share of subsidiary and associate entity profits.

AUT's total revenue increased by \$14.4 million (4.4%) from 2013 to 2014, while total expenditure rose by \$14.3 million (4.6%). Total assets remained largely unchanged, at \$665 million. In 2014, AUT had one significant subsidiary investment – a 50 percent share of the AUT Millennium Trust, valued at \$18.5 million.



TES Priorities

Participation (SAC)		
2014 Performance	AUT	University sector
Students under 25	72%	75%
Māori	10%	10%
Pasifika	15%	7%

Course Completion (SAC)		
2014 Performance	AUT	University sector
All	85%	86%
Students under 25	84%	86%
Māori	82%	80%
Pasifika	72%	71%

Qualification Completion (SAC)		
2014 Performance	AUT	University sector
All	79%	81%
Students under 25	68%	74%
Māori	72%	66%
Pasifika	65%	55%

Overview of Educational Performance				
Enrolments	2014 % of University sector	2012	2013	2014
Student Achievement Component (SAC) EFTS	14%	15,622	15,632	15,935
SAC Students	14%	21,010	21,280	21,409
International full fee paying students EFTS	23%	2,941	3,085	3,276
International full fee paying students	23%	4,038	4,195	4,468
Educational Performance Indicators - SAC	University sector	2012	2013	2014
Successful Course Completion	86%	84%	84%	85%
Qualification Completion	81%	74%	79%	79%
Student Retention	84%	82%	83%	84%
Student Progression L1-4	50%	85%	83%	81%

Overview of Financial Performance*			
Summary Financial Statements (NZ\$000)	2012	2013	2014
Revenue			
Total government revenue	\$142,002	\$150,053	\$152,475
Domestic student fees	\$78,217	\$79,927	\$83,914
International student fees	\$53,600	\$58,492	\$63,036
Total revenue	\$313,626	\$328,009	\$342,431
Expenses			
Personnel	\$192,059	\$194,199	\$203,657
Total expenses	\$299,598	\$314,284	\$328,602
Net surplus (after unusual and non-recurring items)	\$22,150	\$14,799	\$19,424
Assets			
Total Assets	\$604,155	\$665,036	\$665,019
Equity (net assets)	\$389,883	\$447,744	\$478,853
Cashflow			
Net cashflow from operations	\$55,544	\$63,191	\$62,392
Other			
Staffing FTE	2,099	2,143	2,204
Total EFTS to total staff FTE	9.1:1	9.0:1	8.9:1
Total EFTS to teaching staff (academic and tutorial staff FTE)	17.9:1	18.1:1	18.1:1

LINCOLN UNIVERSITY

Chancellor: Tom C. Lambie
Vice-Chancellor: Dr Andrew West (John Hay [interim] from June 2015)

- Main Campus**
Christchurch - Lincoln
- Other Campus Locations**
Balclutha - Telford



AQA Academic Audit

Whole institution audit timeline: May 2016
 Audit Report: October 2012

Funding by TEC

- 70.0% Teaching and Learning
- 0.0% Capability
- 30.0% Research
- 0.0% Scholarships/Learners



Delivery by Level

- 3.7% Level 1-2
- 21.0% Level 3-4
- 8.2% Level 5-6
- 55.3% Level 7-8
- 11.8% Level 9-10



Delivery by Subject

- 39.0% Agriculture, Environmental and Related Studies
- 22.5% Management and Commerce
- 14.5% Natural and Physical Sciences
- 12.8% Society and Culture
- 3.8% Engineering and Related Technologies
- 7.3% Other



In 2014, Lincoln University (Lincoln) continued to improve its educational performance and remained in a stable financial position.

Responsiveness

In the 2014 annual report, Chancellor Tom Lambie highlighted several of Lincoln's achievements. These included securing \$107.5 million in government capital funding for the rebuilding of the university's science facilities after the Canterbury earthquakes, the opening of Te Kete Ika (the university's new food and function centre) and the longstanding partnership with Ngāi Tahu, with the focus on developing the Whenua Kura programme to support the sustainable development of the Ngāi Tahu farming portfolio.

The Vice-Chancellor, Dr Andrew West, noted a comprehensive reform of Master's degree qualifications, building upon 2013's reform of Bachelor's degree qualifications. Lincoln continued its work in partnership with Crown research institutes AgResearch Limited, Plant and Food Research Limited and Manaaki Whenua Landcare Research Limited, and industry-good body DairyNZ to begin the formation of a world-class, land-based hub in education, research and outreach on extensive agriculture and intensive horticulture and forestry.

Lincoln's enrolments decreased by 15 percent (398 EFTS). This decrease was primarily at Level 2, in line with its strategic priorities. Most of Lincoln's delivery was at Levels 7-8 (55%), followed by Levels 3-4 (21%) and Levels 9-10 (12%). Lincoln's main fields of study were Agriculture, Environmental and Related Studies (39%), Management and Commerce (23%) and Natural and Physical Sciences (15%).

Māori participation increased on the previous year by 1 percentage point and was on par with the university sector average. Pasifika participation remained at 1 percent, well below the university sector average. Participation for under-25-year-olds increased by 6 percentage points remaining at 3 percentage points below the university sector average. Lincoln had 465 full-fee paying international EFTS (655 students).

Effectiveness

Lincoln's course completion, qualification completion and student retention rates improved, compared with 2013, by 2, 6 and 2 percentage points respectively, while student progression decreased slightly. Lincoln remained below the university sector average for all educational performance indicators apart from qualification completion where it was above the sector average by 4 percentage points at 85 percent. Lincoln's high proportion of Levels 1-4 programmes, and their nature, limits the applicability of comparison with other universities. As such, a more fitting comparison is at Levels 7-10 where overall performance was above the university sector averages.

Performance of the TES priority groups (Māori, Pasifika and under-25-year-olds) was generally improved on the previous year for each group. However, Māori qualification completion and student retention decreased by 10 percentage points and 5 percentage points respectively. Under-25-year-olds were generally above or on par with the university sector averages, Māori were below for course and qualification completions, and Pasifika were slightly below for course completion and 15 percentage points above for qualification completion.



Financial performance

In 2014, Lincoln achieved a net deficit before earthquake impacts of \$0.1 million (-0.09%), an improvement of \$0.3 million over the 2013 deficit. Government funding decreased by \$3.6 million. However, Lincoln's total revenue increased by \$0.9 million (0.7%) from 2013, primarily due to a \$2.1 million gain on the sale of fixed assets. Despite an increase in personnel expenditure of \$3.9 million due to one-off factors, total expenditure increased by just \$0.6 million (0.5%) mainly because of constraints in other expenditure categories.

The net deficit after earthquake impacts increased to a total deficit of \$1.7 million (-1.4%), which compares to a 2013 net surplus of \$3.6 million (3.1%). This is primarily due to Lincoln not receiving insurance proceeds in 2014 (2013: \$5.2 million).

Total assets have reduced by \$18.3 million (-6.9%) falling to \$244.9 million. Total equity has fallen by \$27.3 million (-12.2%) to \$196.1 million. This is driven by the \$36 million impairment of building valuations, partly offset by a \$7.5 million Crown capital injection.



TES Priorities

Participation (SAC)		
2014 Performance	Lincoln University	University Sector
Students under 25	72%	75%
Māori	10%	10%
Pasifika	1%	7%

Course Completion (SAC)		
2014 Performance	Lincoln University	University Sector
All	85%	86%
Students under 25	86%	86%
Māori	73%	80%
Pasifika	69%	71%

Qualification Completion (SAC)		
2014 Performance	Lincoln University	University Sector
All	85%	81%
Students under 25	79%	74%
Māori	58%	66%
Pasifika	70%	55%

Overview of Educational Performance				
Enrolments	2014 % of University sector	2012	2013	2014
Student Achievement Component (SAC) EFTS	2%	3,082	2,740	2,342
SAC Students	3%	6,680	5,710	4,356
International full fee paying students EFTS	3%	469	487	465
International full fee paying students	3%	635	648	655
Educational Performance Indicators - SAC	University sector	2012	2013	2014
Successful Course Completion	86%	80%	83%	85%
Qualification Completion	81%	66%	80%	85%
Student Retention	84%	62%	59%	61%
Student Progression L1-4	50%	31%	25%	24%

Overview of Financial Performance*			
Summary Financial Statements (NZ\$000)	2012	2013	2014
Revenue			
Total government revenue	\$40,598	\$41,050	\$37,471
Domestic student fees	\$8,924	\$8,902	\$8,997
International student fees	\$10,416	\$11,333	\$11,188
Total revenue	\$113,026	\$117,007	\$117,881
Expenses			
Personnel	\$59,972	\$61,196	\$65,110
Total expenses	\$116,810	\$117,389	\$117,991
Net surplus (after unusual and non-recurring items)	(\$3,401)	\$3,564	(\$1,670)
Assets			
Total Assets	\$250,012	\$263,135	\$244,869
Equity (net assets)	\$211,145	\$223,398	\$196,102
Cashflow			
Net cashflow from operations	\$5,762	\$9,708	(\$915)
Other			
Staffing FTE	666	681	659
Total EFTS to total staff FTE	4.0:1	5.1:1	4.5:1
Total EFTS to teaching staff (academic and tutorial staff FTE)	10.8:1	13.6:1	12.9:1

MASSEY UNIVERSITY

Chancellor: Chris Kelly
Vice-Chancellor: Hon Steve Maharey

- Main Campus**
Palmerston North
- Other Campus Locations**
North Shore, Auckland, Wellington



AQA Academic Audit

Whole institution audit timeline: November 2013
Audit Report: March 2014

Funding by TEC

- 76.1%** Teaching and Learning
- 1.8%** Capability
- 21.9%** Research
- 0.1%** Scholarships/Learners



Delivery by Level

- 0.0%** Level 1–2
- 0.9%** Level 3–4
- 4.8%** Level 5–6
- 82.7%** Level 7–8
- 11.6%** Level 9–10



Delivery by Subject

- 21.2%** Management and Commerce
- 21.1%** Society and Culture
- 15.2%** Creative Arts
- 12.3%** Health
- 10.1%** Natural and Physical Sciences
- 20.1%** Other



Massey University (Massey) continued to improve its educational performance and remained in a sound financial position in 2014.

Responsiveness

In the 2014 annual report, Chancellor Chris Kelly highlighted several of Massey's achievements. These included celebrating 50 years as a fully-fledged, stand-alone university, the launch of the Massey Worldwide project, encompassing various international education initiatives, and its new strategy, Shaping the Nation and Taking the Best to the World, The Road to 2025. He further cited a series of infrastructure projects, including refurbishment of the Veterinary Tower at Manawatū, seismic strengthening of all Wellington buildings and construction of a student accommodation block at Albany.

Vice-Chancellor Steve Maharey also recognised several of Massey's achievements, including completing stage one of the integrated Massey curriculum project, which included new degrees in retail and creative media production, a fundamental review and relaunch of the Bachelor of Arts, and the launch of four new applied research centres – Pacific Research and Policy, the New Zealand Indigenous Flora Seedbank, the AL Rae Centre for Quantitative Genetics and the Massey Agricultural Experiment Station. Other achievements included ranking as the New Zealand education sector's most attractive employer brand in the Randstad Awards, securing further funding for the Riddet Institute CoRE and being selected as the host of the Government's new Food Safety Science and Research Centre.

Massey's enrolments fell by 3 percent (506 EFTS) in 2014. Its delivery was primarily focused at Levels 7–8 (83%) and Levels 9–10 (12%), with provision concentrated in Management and Commerce (21%), Society and Culture (21%) and Creative Arts (15%).

Māori participation (11%) was slightly above the university sector average, while Pasifika participation (4%) was below the average. Massey was well below the university average for participation of under-25-year-olds, at 56 percent (the sector average was 75 percent), reflecting Massey's high proportion of extramural and part-time enrolments, which tend to comprise students aged over 25 years. Massey had 2,322 full-fee paying international EFTS (3,224 students).

Effectiveness

Massey's comparatively high volume of extramural enrolments (around 39%) continued to affect its performance against the EPIs, compared with other New Zealand universities. In 2014, Massey was below the university sector average for all EPIs except student progression where, at 68 percent, it was significantly higher (18 percentage points) than the sector average.

Educational performance for all TES priority groups (Māori, Pasifika and under-25-year-olds) was below the university sector averages for each indicator except student progression, which was above the sector average for all groups. There were, however, significant improvements in both course and qualification completions for Pasifika (5 percentage points and 13 percentage points respectively). Qualification completion and student retention increased for Māori by 4 percentage points and 2 percentage points respectively. These improvements are the benefits resulting from a more targeted approach to student recruitment, retention and progression.



Financial performance

In 2014, Massey achieved a net surplus of \$9.1 million (2.0%), an improvement of \$0.8 million (9.4%) over 2013, driven by increases in total revenue and a \$0.2 million share of associate entity profits.

Despite a \$3.8 million (-2.1%) reduction in government revenue, Massey's total revenue increased by \$4.6 million (1.0%) from 2013 to 2014. This was primarily due to a \$4.5 million (9.4%) increase in international student fees, a \$1.2 million (1.2%) increase in charges for services and a \$1.1 million increase in other asset domains relating to livestock and forestry valuations and other agri-linked resources.

Despite an increase in personnel expenditure of \$8.6 million (3.4%), total expenditure only increased by \$4.0 million (0.9%) mainly due to cost savings secured across direct operating costs.

Total assets have increased by \$131.9 million (12.0%) between 2013 and 2014 to \$1.2 billion. Total equity has also increased by \$113.8 million to exceed \$1 billion for the first time.



TES Priorities

Participation (SAC)		
2014 Performance	Massey University	University Sector
Students under 25	56%	75%
Māori	11%	10%
Pasifika	4%	7%

Course Completion (SAC)		
2014 Performance	Massey University	University Sector
All	80%	86%
Students under 25	81%	86%
Māori	70%	80%
Pasifika	57%	71%

Qualification Completion (SAC)		
2014 Performance	Massey University	University Sector
All	77%	81%
Students under 25	67%	74%
Māori	64%	66%
Pasifika	47%	55%

Overview of Educational Performance				
Enrolments	2014 % of University sector	2012	2013	2014
Student Achievement Component (SAC) EFTS	13%	16,874	16,100	15,594
SAC Students	18%	29,548	28,263	27,277
International full fee paying students EFTS	16%	2,189	2,312	2,322
International full fee paying students	17%	3,034	3,329	3,224
Educational Performance Indicators - SAC	University sector	2012	2013	2014
Successful Course Completion	86%	80%	80%	80%
Qualification Completion	81%	72%	78%	77%
Student Retention	84%	72%	75%	76%
Student Progression L1-4	50%	22%	58%	68%

Overview of Financial Performance*			
Summary Financial Statements (NZ\$000)	2012	2013	2014
Revenue			
Total government revenue	\$179,003	\$185,462	\$181,632
Domestic student fees	\$97,762	\$97,431	\$97,269
International student fees	\$42,048	\$47,630	\$52,125
Total revenue	\$440,742	\$445,126	\$449,712
Expenses			
Personnel	\$253,270	\$254,861	\$263,441
Total expenses	\$431,623	\$436,776	\$440,824
Net surplus (after unusual and non-recurring items)	\$9,119	\$8,350	\$9,134
Assets			
Total Assets	\$1,088,188	\$1,101,315	\$1,233,178
Equity (net assets)	\$938,841	\$949,464	\$1,063,256
Cashflow			
Net cashflow from operations	\$56,686	\$62,183	\$72,467
Other			
Staffing FTE	2,972	2,994	3,013
Total EFTS to total staff FTE	6.6:1	6.4:1	6.2:1
Total EFTS to teaching staff (academic and tutorial staff FTE)	17.1:1	16.8:1	16.2:1

THE UNIVERSITY OF AUCKLAND

Chancellor: Dr Ian Parton
Vice-Chancellor: Professor Stuart McCutcheon

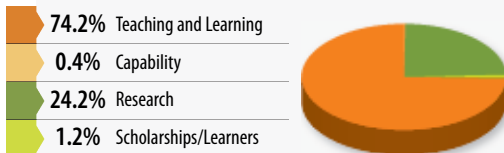
- Main Campus**
Auckland City
- Other Campus Locations**
Northland



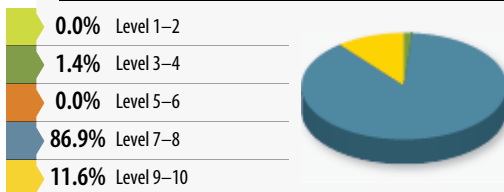
AQA Academic Audit

Whole institution audit timeline: July 2014
 Audit Report: November 2014

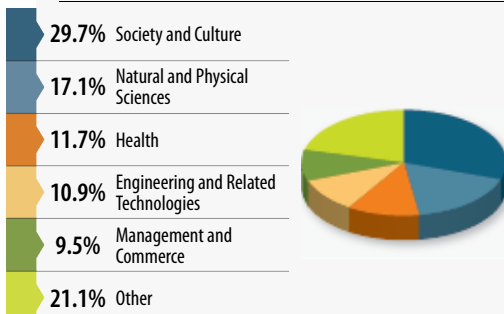
Funding by TEC



Delivery by Level



Delivery by Subject



The University of Auckland (Auckland) continued to show strong educational and financial performance in 2014.

Responsiveness

In the 2014 annual report, Chancellor Dr Ian Parton highlighted several of Auckland's achievements, both academic and otherwise. Of particular note is the progress in creating the engineering research facility at the Newmarket campus and starting construction of the new Science Tower on the City campus.

The Vice-Chancellor, Professor Stuart McCutcheon, highlighted several of Auckland's achievements including: continued strong demand for access to programmes and growth in postgraduate programmes reflected in 388 doctoral completions in 2014, up from 318 the year before; and opening a 433-bed student accommodation block at Carlaw Park.

Auckland increased its domestic enrolments by 1 percent (330 EFTS) and concentrated its delivery primarily at Levels 7-8 (87%) followed by Levels 9-10 (12%). The main fields of study were Society and Culture (30%), Natural and Physical Sciences (17%) and Health (12%).

Participation for Pasifika students and under-25-year-olds was above the 2014 university sector by 3 percentage and 4 percentage points respectively. Māori participation remained below the sector rate. Auckland had 3,450 full fee-paying international EFTS (4,500 students), an increase of 6 percent on 2013.

Effectiveness

Auckland achieved above the university sector rate for each of the four EPIs in 2014. While the student progression rate decreased by 3 percentage points to 91 percent, it remained well above the university sector rate of 50 percent.

The course completion rate was above the sector average for all priority groups. The increased enrolment of Māori and Pasifika contributed to a significantly decreased qualification completion rate for Māori and Pasifika, which was below the sector average. Qualification completion for under-25-year-olds increased slightly and was slightly above the sector average.

Student progression and retention remained on par or decreased, compared with 2013, and were above the sector average for all groups.



Financial performance

In 2014, Auckland achieved a net surplus of \$44.6 million (4.4%), an improvement of \$15.1 million (51.4%) over 2013. This was largely the result of the loss on disposal of property, plant and equipment of \$14.5 million declared in 2013, which was not experienced in 2014. An increase in international student fee revenue and meeting Partnerships for Excellence milestones also contributed to the improved surplus.

Auckland's total revenue increased by \$39.4 million (4.0%) from 2013 to 2014 to exceed \$1 billion in revenue for the first time. This comprised a \$19.0 million (7.9%) increase in student fees, increased government revenue of \$10.4 million (2.7%) and increases in both services income (\$5.3 million) and research and contracts revenue (\$4.5 million).

Total expenditure increased by \$24.4 million (2.6%) mainly due to a \$17.6 million (3.1%) increase in personnel expenditure and a \$7.4 million (6.7%) increase in depreciation and amortisation.

Total assets increased by \$37.9 million (2.0%) between 2013 and 2014 to \$1.96 billion.



TES Priorities

Participation (SAC)		
2014 Performance	Auckland	University Sector
Students under 25	79%	75%
Māori	8%	10%
Pasifika	10%	7%

Course Completion (SAC)		
2014 Performance	Auckland	University Sector
All	88%	86%
Students under 25	88%	86%
Māori	84%	80%
Pasifika	72%	71%

Qualification Completion (SAC)		
2014 Performance	Auckland	University Sector
All	82%	81%
Students under 25	74%	74%
Māori	59%	66%
Pasifika	49%	55%

Overview of Educational Performance				
Enrolments	2014 % of University sector	2012	2013	2014
Student Achievement Component (SAC) EFTS	26%	29,090	29,380	29,711
SAC Students	25%	36,236	36,575	36,979
International full fee paying students EFTS	24%	3,124	3,245	3,450
International full fee paying students	23%	4,063	4,206	4,500
Educational Performance Indicators - SAC	University sector	2012	2013	2014
Successful Course Completion	86%	89%	88%	88%
Qualification Completion	81%	84%	81%	82%
Student Retention	84%	88%	89%	89%
Student Progression L1-4	50%	85%	94%	91%

Overview of Financial Performance*			
Summary Financial Statements (NZ\$000)	2012	2013	2014
Revenue			
Total government revenue	\$369,905	\$388,839	\$399,278
Domestic student fees	\$143,411	\$150,911	\$163,001
International student fees	\$80,101	\$87,885	\$94,764
Total revenue	\$931,408	\$973,471	\$1,012,839
Expenses			
Personnel	\$557,297	\$568,007	\$585,598
Total expenses	\$902,046	\$943,784	\$968,230
Net surplus (after unusual and non-recurring items)	\$29,040	\$29,461	\$44,603
Assets			
Total Assets	\$1,750,888	\$1,924,899	\$1,962,761
Equity (net assets)	\$1,404,905	\$1,543,523	\$1,624,737
Cashflow			
Net cashflow from operations	\$120,831	\$148,546	\$182,836
Other			
Staffing FTE	4,876	4,909	4,943
Total EFTS to total staff FTE	6.7:1	6.7:1	6.8:1
Total EFTS to teaching staff (academic and tutorial staff FTE)	15.5:1	15.5:1	15.5:1

UNIVERSITY OF CANTERBURY

Chancellor: Dr John Wood
Vice-Chancellor: Dr Rod Carr

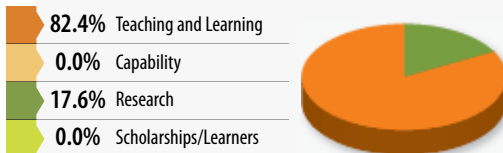
Main Campus
 Christchurch



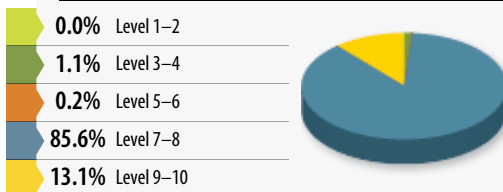
AQA Academic Audit

Whole institution audit timeline: November 2014
Audit Report: March 2015

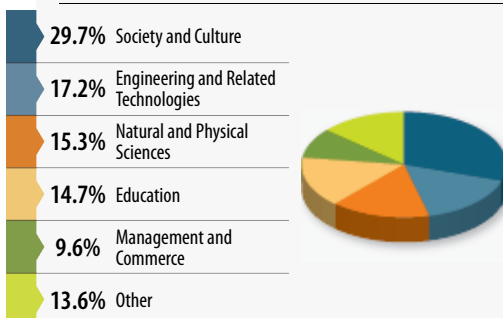
Funding by TEC



Delivery by Level



Delivery by Subject



In 2014, the University of Canterbury (Canterbury) continued its strong educational performance and remained in a sound financial position.

Responsiveness

In the 2014 annual report, Chancellor Dr John Wood highlighted several of Canterbury's achievements including: the settlement of \$550 million of the university's earthquake-related insurance claims, and capital developments that are being planned, or under way, as part of the UC Futures programme that received \$100 million in 2014. The university awarded 3,926 qualifications to 3,600 people in 2014 and has awarded 18,718 qualifications to 15,889 people since the September 2010 earthquake (to 10 February 2015).

The Vice-Chancellor, Dr Rod Carr, also noted several of Canterbury's achievements in 2014, which included the significant progress of the UC Futures programme during 2014, the reopening of the Butterfly Building (renamed as the Angus Tait building) and the former Law Building; the launch of the Pathways programme to help first-year students with transitioning to tertiary study; the implementation of Te Rautaki Whakawhanake Kaupapa Māori – Canterbury's Strategy for Māori Development along with Ngāi Tahu; and the adoption of the Pasifika Strategy 2014–2018 (this strategy, launched in November, was developed in consultation with the Pasifika community and outlines the university's approach to supporting the educational needs of Pasifika learners).

Canterbury's enrolments fell by 2 percent (218 EFTS). Most provision was at Levels 7–8 (86%) and Levels 9–10 (13%); concentrated in Society and Culture (30%), Engineering and Related Technologies (17%), Natural and Physical Sciences (15%) and Education (15%).

Participation of the TES priority groups (Māori, Pasifika and under-25-year-olds) was similar to 2013 for Māori (7%) and Pasifika (3%) and remained below the university sector average. Participation of under-25-year-olds (77%) increased slightly, compared with the previous year, and was above the university sector average.

Canterbury had 739 full-fee paying international EFTS (967 students).

Effectiveness

No major changes occurred to Canterbury's overall EPIs, all of which remained above the university sector averages.

Performance for the TES priority groups saw under-25-year-olds and Māori above the university sector average for all indicators. Pasifika performance was below the university sector average for course and qualification completions and above the sector averages for student retention and progression (which increased by 22 percentage points on 2013).



Financial performance

In 2014, Canterbury achieved a net surplus of \$433 million (58.4%). However, this includes \$436.8 million of earthquake-related impacts. The net operating result, excluding earthquake impacts and other adjustments, was a deficit of \$3.3 million – a decline of \$0.3 million compared with the 2013 net operating deficit of \$3.0 million.

If the unusual items identified by Canterbury are removed, the underlying revenue has increased by \$16.9 million (6.0%). This has been driven by an increase in other revenue of \$9.4 million (62.3%), a \$1.8 million (40.7%) increase in interest income and a \$2.3 million (3.1%) increase in student fees.

Current assets increased to \$452 million (up from \$96 million in 2013), while net assets increased to \$1.2 billion (up from \$604 million in 2013).



TES Priorities

Participation (SAC)		
2014 Performance	Canterbury	University Sector
Students under 25	77%	75%
Māori	7%	10%
Pasifika	3%	7%

Course Completion (SAC)		
2014 Performance	Canterbury	University Sector
All	87%	86%
Students under 25	87%	86%
Māori	81%	80%
Pasifika	70%	71%

Qualification Completion (SAC)		
2014 Performance	Canterbury	University Sector
All	86%	81%
Students under 25	79%	74%
Māori	68%	66%
Pasifika	43%	55%

Overview of Educational Performance				
Enrolments	2014 % of University sector	2012	2013	2014
Student Achievement Component (SAC) EFTS	10%	12,181	11,249	11,031
SAC Students	9%	14,520	13,648	13,492
International full fee paying students EFTS	5%	831	794	739
International full fee paying students	5%	1,024	1,004	967
Educational Performance Indicators - SAC	University sector	2012	2013	2014
Successful Course Completion	86%	87%	87%	87%
Qualification Completion	81%	85%	88%	86%
Student Retention	84%	87%	86%	87%
Student Progression L1-4	50%	86%	95%	90%

Overview of Financial Performance*			
Summary Financial Statements (NZ\$000)	2012	2013	2014
Revenue			
Total government revenue	\$151,521	\$151,562	\$153,972
Domestic student fees	\$59,580	\$57,478	\$59,673
International student fees	\$19,159	\$18,371	\$18,521
Total revenue	\$368,521	\$425,605	\$742,092
Expenses			
Personnel	\$175,293	\$159,185	\$167,790
Total expenses	\$435,121	\$349,278	\$308,815
Net surplus (after unusual and non-recurring items)	(\$66,600)	\$76,328	\$433,277
Assets			
Total Assets	\$688,355	\$767,549	\$1,325,200
Equity (net assets)	\$522,100	\$604,205	\$1,164,512
Cashflow			
Net cashflow from operations	\$44,265	\$24,932	\$38,138
Other			
Staffing FTE	1,973	1,906	1,886
Total EFTS to total staff FTE	6.6:1	6.3:1	6.2:1
Total EFTS to teaching staff (academic and tutorial staff FTE)	17.6:1	16.5:1	16.5:1

THE UNIVERSITY OF OTAGO

Chancellor: John Ward
Vice-Chancellor: Professor Harlene Hayne

- Main Campus**
Dunedin
- Other Campus Locations**
Christchurch, Wellington,
Invercargill, Auckland



AQA Academic Audit

Whole institution audit timeline: May 2016
Audit Report: March 2012

Funding by TEC

- 77.9%** Teaching and Learning
- 0.0%** Capability
- 20.0%** Research
- 2.1%** Scholarships/Learners



Delivery by Level

- 0.0%** Level 1–2
- 0.8%** Level 3–4
- 1.5%** Level 5–6
- 86.5%** Level 7–8
- 11.2%** Level 9–10



Delivery by Subject

- 28.6%** Society and Culture
- 26.2%** Natural and Physical Sciences
- 21.0%** Health
- 11.5%** Management and Commerce
- 4.6%** Education
- 8.1%** Other



The University of Otago (Otago) continued to perform well educationally and financially in 2014.

Responsiveness

In the 2014 annual report, Chancellor John Ward highlighted several of Otago's achievements. These included its taking leadership roles in two new Centres of Research Excellence (CoREs), where Otago is to host the Dodd-Walls Centre for Photonic and Quantum Technologies and co-host Brain Research New Zealand – Rangahau Roro Aotearoa – together with the University of Auckland. The Chancellor also highlighted the university's economic impact, supporting around 14,000 full-time equivalent jobs across New Zealand, including 12,500 within the Dunedin economy.

The Vice-Chancellor, Professor Harlene Hayne, recognised several of Otago's achievements in 2014, which included its continued international recognition, with Otago ranking in the top 3 percent of 10,000 universities worldwide. Professor Hayne also highlighted the recognition of Otago's researchers and teachers, with He Kainga Oranga/Housing and Health Research Programme receiving the 2014 Prime Minister's Science Prize, Dr Karl Iremonger from the Department of Physiology being awarded the Prime Minister's MacDiarmid Emerging Scientist Prize and Dr Karyn Paringatai winning the Prime Minister's Supreme Award for Tertiary Teaching Excellence.

There was little change to Otago's enrolments for 2014. Its provision was primarily focused at Levels 7–8 (87%) and Levels 9–10 (11%), with delivery concentrated in Society and Culture (29%), Natural and Physical Sciences (26%), Health (21%) and Management and Commerce (12%).

While participation for Māori and Pasifika remained below the university sector average, with Māori at 9 percent and Pasifika at 4 percent, the number of Māori and Pasifika enrolments increased, compared with 2013. Participation for under-25-year-olds (83%) was well above the university sector average (75%). Otago had 1,437 full-fee paying international EFTS (1,810 students).

Effectiveness

Otago continued to perform above the university sector averages for all EPIs. Course and qualification completions decreased slightly, compared with the previous year, while retention remained unchanged and student progression increased.

Performance of TES priority groups (Māori, Pasifika and under-25-year-olds) was above the university sector averages, with student progression increasing for all groups and significantly higher than the sector average. Pasifika qualification completion dropped (from 74% in 2013 to 59% in 2014), in part due to a higher level of Pasifika enrolments in 2014.

Financial performance

In 2014, Otago achieved a net surplus of \$33.6 million (5.3%), a decline of \$12.4 million (–26.9%) over 2013, driven by an increase in total expenditure of \$14.8 million. Otago's total revenue increased 0.4 percent from 2013 to 2014, primarily due to increased investment income (largely from the university's trusts) of \$7.5 million (36.6%), an increase in government funding of \$4.5 million (1.7%) and an increase in domestic student fees of \$4.5 million (4.6%). This was partly offset by revenue decline in other areas (the most significant decline being other income, because of the one-off impact in 2013 of earthquake-related insurance recoveries).



Otago's expenditure increase of \$14.8 million (2.5%) was mainly due to an increase in total personnel expenditure of \$15.0 million (4.2%).

Total assets increased by \$218.8 million (13.2%) to \$1.9 billion.

Otago's investment in subsidiaries is significant. The University of Otago Foundation Trust, University of Otago Foundation Studies, Otago Innovation Limited, New Zealand Genomics Limited and the Hocken Collections Trust are the main subsidiaries consolidated within the Otago group result. In 2014, the Otago Trusts contributed \$5.4 million in donations (2013: \$4.8 million) to the underlying group result.



TES Priorities

Participation (SAC)		
2014 Performance	Otago	University sector
Students under 25	83%	75%
Māori	9%	10%
Pasifika	4%	7%

Course Completion (SAC)		
2014 Performance	Otago	University sector
All	88%	86%
Students under 25	88%	86%
Māori	82%	80%
Pasifika	72%	71%

Qualification Completion (SAC)		
2014 Performance	Otago	University sector
All	83%	81%
Students under 25	77%	74%
Māori	75%	66%
Pasifika	59%	55%

Overview of Educational Performance				
Enrolments	2014 % of University sector	2012	2013	2014
Student Achievement Component (SAC) EFTS	15%	17,402	17,238	17,236
SAC Students	13%	19,108	18,907	18,944
International full fee paying students EFTS	10%	1,601	1,523	1,437
International full fee paying students	9%	1,899	1,856	1,810
Educational Performance Indicators - SAC	University sector	2012	2013	2014
Successful Course Completion	86%	89%	89%	88%
Qualification Completion	81%	88%	86%	83%
Student Retention	84%	90%	90%	90%
Student Progression L1-4	50%	92%	92%	96%

Overview of Financial Performance*			
Summary Financial Statements (NZ\$000)	2012	2013	2014
Revenue			
Total government revenue	\$268,371	\$270,916	\$275,456
Domestic student fees	\$94,226	\$97,247	\$101,742
International student fees	\$45,377	\$44,013	\$43,617
Total revenue	\$621,728	\$635,949	\$638,389
Expenses			
Personnel	\$360,793	\$359,759	\$374,786
Total expenses	\$589,658	\$590,003	\$604,814
Net surplus (after unusual and non-recurring items)	\$32,070	\$45,946	\$33,575
Assets			
Total Assets	\$1,613,644	\$1,660,994	\$1,879,806
Equity (net assets)	\$1,445,831	\$1,491,777	\$1,708,569
Cashflow			
Net cashflow from operations	\$83,225	\$81,702	\$79,923
Other			
Staffing FTE	3,755	3,752	3,788
Total EFTS to total staff FTE	5.1:1	5.0:1	5.0:1
Total EFTS to teaching staff (academic and tutorial staff FTE)	12.2:1	11.8:1	11.7:1

THE UNIVERSITY OF WAIKATO

Chancellor: Rt. Hon Jim Bolger
Vice-Chancellor: Professor Roy Crawford
 (Professor Neil Quigley from February 2015)

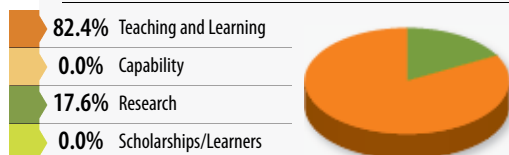
- Main Campus
Hamilton
- Other Campus Locations
Tauranga



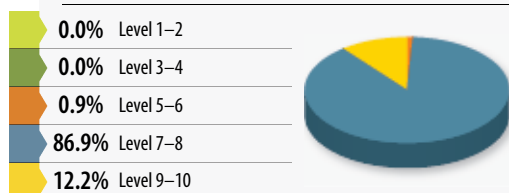
AQA Academic Audit

Whole institution audit timeline: August 2015
 Audit Report: November 2010

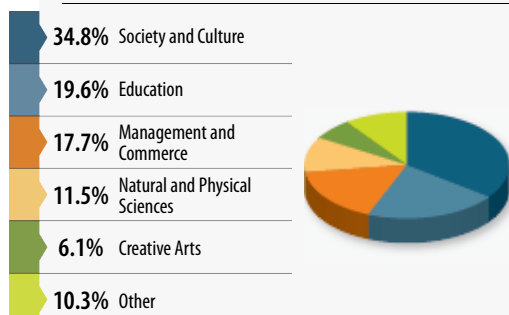
Funding by TEC



Delivery by Level



Delivery by Subject



In 2014, the educational performance of the University of Waikato (Waikato) was largely consistent with the university sector. Waikato also continued to improve its financial position in 2014.

Responsiveness

In the 2014 annual report, Chancellor Rt Hon James Bolger highlighted several of Waikato’s achievements. These included ranking among the Times Higher Education top 50 universities under 50 years old, and continuing to move up this list, increasing the number of postgraduate students and continuing to improve student retention rates.

The Chancellor also acknowledged, on behalf of the Council, the work and guidance of Vice-Chancellor Professor Roy Crawford, who has since retired after 10 years with the university.

The Vice-Chancellor recognised further achievements including the use of the Curriculum Enhancement Programme to design a more future-focused curriculum, having five subject areas ranked among the world’s best in the QS World University Subject Rankings, with education ranked the highest at 46 in the world, and beginning construction on the new Law and Management building, anticipated to be in use by 2016.

Waikato’s enrolments decreased by 3 percent (253 EFTS). Its provision was primarily focused at Levels 7–8 (87%) and Levels 9–10 (12%), with delivery concentrated in Society and Culture (35%), Education (20%), Management and Commerce (18%) and Natural and Physical Sciences (12%).

TES priority group participation (Māori, Pasifika and under-25-year-olds) was similar to the previous year. Māori participation (22%) was well above the university sector average (10%). However, Pasifika participation (6%) was slightly below the sector average (7%). Participation of under-25-year-olds (69%) remained below the university sector average (75%). Waikato had 1,320 full-fee paying international EFTS (1,778 students).

Effectiveness

Waikato’s EPIs were similar to 2013 and generally consistent with the university sector averages.

Overall performance of under-25-year-olds decreased slightly and was slightly below the sector averages for all EPIs. Māori performed below the sector averages for course and qualification completions but above for retention and progression. Māori had a significant (15 percentage point) drop in qualification completion.

Pasifika performance increased for course and qualification completions but both were below the university sector averages as was student retention.



Financial performance

In 2014, Waikato achieved a net surplus of \$11.6 million (5.0%), an improvement of \$1.9 million (19.5%) over 2013, which was driven by cost savings of \$2.7 million.

Waikato's total revenue decreased by \$0.8 million (-0.3%) from 2013 to 2014. This is primarily due to a reduction of \$1.8 million (-1.8%) in government revenue and other income, which reduced by \$1.6 million (-6.0%). Increases in international student fees (\$1.2 million) and donations (\$1.2 million) partially offset these reductions.

Despite an increase in personnel expenditure of \$1.1 million, total expenditure decreased by \$2.7 million (-1.2%) due to a reduction in other expenditure.

Total assets increased by \$34.5 million (8.1%) to \$457.5 million.



TES Priorities

Participation (SAC)		
2014 Performance	Waikato	University sector
Students under 25	69%	75%
Māori	22%	10%
Pasifika	6%	7%

Course Completion (SAC)		
2014 Performance	Waikato	University sector
All	85%	86%
Students under 25	84%	86%
Māori	79%	80%
Pasifika	69%	71%

Qualification Completion (SAC)		
2014 Performance	Waikato	University sector
All	81%	81%
Students under 25	72%	74%
Māori	66%	66%
Pasifika	49%	55%

Overview of Educational Performance				
Enrolments	2014 % of University sector	2012	2013	2014
Student Achievement Component (SAC) EFTS	7%	8,776	8,726	8,473
SAC Students	7%	11,117	11,029	10,747
International full fee paying students EFTS	9%	1,336	1,324	1,320
International full fee paying students	9%	1,776	1,682	1,778
Educational Performance Indicators - SAC	University sector	2012	2013	2014
Successful Course Completion	86%	86%	85%	85%
Qualification Completion	81%	82%	84%	81%
Student Retention	84%	86%	85%	85%
Student Progression L1-4	50%	-	50%	67%

Overview of Financial Performance*			
Summary Financial Statements (NZ\$000)	2012	2013	2014
Revenue			
Total government revenue	\$98,005	\$101,623	\$99,819
Domestic student fees	\$42,714	\$44,182	\$44,628
International student fees	\$26,100	\$26,197	\$27,372
Total revenue	\$222,915	\$230,866	\$230,060
Expenses			
Personnel	\$126,518	\$128,287	\$129,341
Total expenses	\$217,048	\$221,319	\$218,620
Net surplus (after unusual and non-recurring items)	\$5,831	\$9,694	\$11,587
Assets			
Total Assets	\$414,857	\$423,036	\$457,508
Equity (net assets)	\$342,947	\$353,285	\$385,077
Cashflow			
Net cashflow from operations	\$29,035	\$24,158	\$39,575
Other			
Staffing FTE	1,513	1,520	1,483
Total EFTS to total staff FTE	6.9:1	6.7:1	6.7:1
Total EFTS to teaching staff (academic and tutorial staff FTE)	16.3:1	15.9:1	15.6:1

VICTORIA UNIVERSITY OF WELLINGTON

Chancellor: Ian McKinnon (Sir Neville Jordan from 2015)

Vice-Chancellor: Professor Grant Guilford (Professor Pat Walsh to Feb 2014)

Main Campus
Wellington

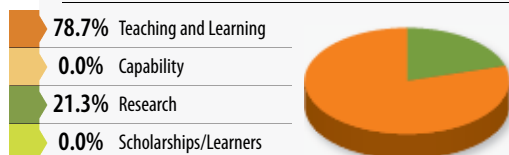


AQA Academic Audit

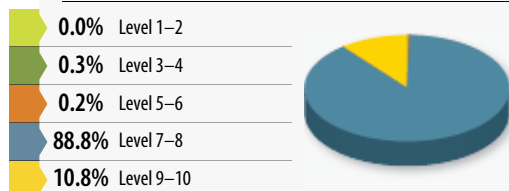
Whole institution audit timeline: August 2014

Audit Report: December 2014

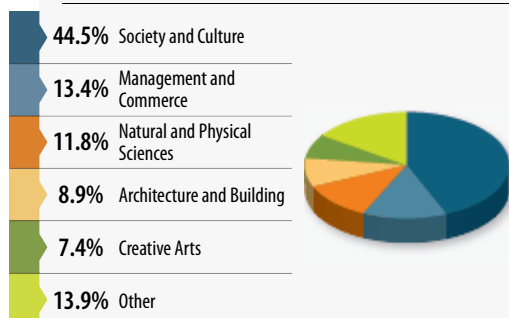
Funding by TEC



Delivery by Level



Delivery by Subject



In 2014, Victoria University of Wellington (Victoria) performed well both educationally and financially.

Responsiveness

In the 2014 annual report, Chancellor Ian McKinnon highlighted several of Victoria's achievements. These included welcoming a new Vice-Chancellor, Professor Grant Guilford, the construction of the university's 11th hall of residence, Katharine Jermyn Hall, which brings the number of student beds available to 3,000, pleasing results in the 2014 QS World University Subject Rankings, with law ranked 49th, arts and humanities ranked 60th equal and social sciences and management ranked 67th equal in the world, and the transfer of ownership of Te Kōki New Zealand School of Music to Victoria from Massey University.

The Vice-Chancellor, Professor Grant Guilford, recognised several additional achievements in 2014, including gaining council approval for the building of a major new science block on the Kelburn campus and an upgrade of Rutherford House, the Victoria Business School, at the Pipitea campus. He further noted success in research, including continued funding for the MacDiarmid Institute Centre of Research Excellence, the two-year James Cook Research Fellowships won by Professor Phil Lester and Professor Geoff Whittle, the Fellowship of the Royal Society awarded to Professor Tim Naish, the Rutherford Discovery Fellowship Award received by Dr Jonathan Halpert and the Pou Aronui Award to Professor Lydia Wevers; and the graduation of 15 Māori PhD students, a larger number than in any prior year.

Victoria's enrolments decreased by 1 percent (147 EFTS), compared with 2013, following a similar increase in the previous year. Most of Victoria's delivery was at Levels 7–8 (89%), followed by Levels 9–10 (11%), with provision concentrated in Society and Culture (45%), Management and Commerce (13%) and Natural and Physical Sciences (12%).

Participation was above the university sector average for under-25-year-olds and on par for Māori, while Pasifika participation remained at 5 percent, 2 percentage points below the university sector average. Victoria had 1,412 full-fee paying international EFTS (1,977 students), an 8 percentage point decrease on 2013.

Effectiveness

Victoria improved overall in terms of course and qualification completions and was above the sector average for course completion. While a decrease occurred in student progression, Victoria was above the sector average for both retention and progression.

Performance of the TES priority groups (Māori, Pasifika and under-25-year-olds) improved and was above or on par with the university sector average for course and qualification completions, with the exception of Māori course completion, which decreased and was slightly below the average. Student retention saw a slight decrease while student progression decreased for all groups. Student progression was below the university sector average for all groups while retention was significantly above with the exception of Pasifika student retention, which was 10 percentage points below.



Financial performance

In 2014, Victoria achieved a net surplus of \$16.5 million (4.3%), a decline of \$1.1 million (-6.3%) over the 2013 result, driven by increased expenditure.

Despite a \$0.4 million decline in international fees, Victoria's total revenue increased by \$22.7 million (6.3%) from 2013 to 2014. This is primarily due to notable increases including: \$9 million (26.5%) in research revenue, \$3.3 million (2.1%) in government revenue, \$3 million in commercial revenue, \$3.4 million in other student fees and \$2.8 million in domestic student fees.

Total expenditure increased by \$23.8 million (7.0%) mainly due to an \$11.9 million (6.4%) increase in personnel expenditure and an increase in general operating expenditure of \$5.9 million (6.6%).

Total assets have increased by \$33.9 million (4.5%) between 2013 and 2014 to \$790.9 million.



TES Priorities

Participation (SAC)		
2014 Performance	Victoria	University sector
Students under 25	81%	75%
Māori	10%	10%
Pasifika	5%	7%

Course Completion (SAC)		
2014 Performance	Victoria	University sector
All	87%	86%
Students under 25	87%	86%
Māori	81%	80%
Pasifika	73%	71%

Qualification Completion (SAC)		
2014 Performance	Victoria	University sector
All	81%	81%
Students under 25	74%	74%
Māori	65%	66%
Pasifika	55%	55%

Overview of Educational Performance				
Enrolments	2014 % of University sector	2012	2013	2014
Student Achievement Component (SAC) EFTS	13%	15,459	15,595	15,448
SAC Students	13%	19,029	19,326	19,145
International full fee paying students EFTS	10%	1,645	1,538	1,412
International full fee paying students	10%	2,156	2,093	1,977
Educational Performance Indicators - SAC	University sector	2012	2013	2014
Successful Course Completion	86%	86%	86%	87%
Qualification Completion	81%	77%	76%	81%
Student Retention	84%	81%	86%	86%
Student Progression L1-4	50%	83%	75%	56%

Overview of Financial Performance*			
Summary Financial Statements (NZ\$000)	2012	2013	2014
Revenue			
Total government revenue	\$151,639	\$153,994	\$157,249
Domestic student fees	\$72,986	\$77,067	\$79,833
International student fees	\$30,318	\$29,746	\$29,369
Total revenue	\$349,163	\$357,902	\$380,553
Expenses			
Personnel	\$184,733	\$185,101	\$197,016
Total expenses	\$330,393	\$340,276	\$364,044
Net surplus (after unusual and non-recurring items)	\$18,780	\$17,613	\$16,498
Assets			
Total Assets	\$745,279	\$756,955	\$790,887
Equity (net assets)	\$618,038	\$635,651	\$648,983
Cashflow			
Net cashflow from operations	\$296,510	\$52,809	\$58,453
Other			
Staffing FTE	1,824	1,885	1,990
Total EFTS to total staff FTE	9.2:1	8.9:1	8.5:1
Total EFTS to teaching staff (academic and tutorial staff FTE)	20.8:1	19.6:1	18.2:1

AORAKI POLYTECHNIC

Chair: Janie Annear from May 2014 (Kevin Cosgrove to April 2014)
Chief Executive: Alex Cabrera

- **Main Campus**
Timaru
- **Other Campus Locations**
Ashburton, Oamaru, Christchurch, Dunedin



NZQA EER

Educational Performance: Confident
Self-assessment: Confident

Funding by TEC

- 100% Teaching and Learning
- 0.0% Capability
- 0.0% Research
- 0.0% Scholarships/Learners



Delivery by Level

- 23.8% Level 1–2
- 49.5% Level 3–4
- 26.7% Level 5–6
- 0.0% Level 7–8
- 0.0% Level 9–10



Delivery by Subject

- 28.2% Food, Hospitality and Personal Services
- 14.0% Creative Arts
- 13.1% Management and Commerce
- 11.5% Society and Culture
- 8.9% Engineering and Related Technologies
- 24.3% Other



Aoraki Polytechnic (Aoraki) achieved solid educational performance in 2014 and had a challenging time financially with falling enrolments.

Responsiveness

In the 2014 annual report, Chair Janie Annear and Chief Executive Alex Cabrera highlighted several of Aoraki's achievements for 2014, including focusing its portfolio to meet the needs of the region, the primary sector and trades, and delivering high-quality outcomes for learners and employers. Other developments of note included key strategic partnerships entered into in 2013 with Christchurch Polytechnic Institute of Technology (CPIT) and Lincoln University, which are starting to show tangible results in areas such as programme development, shared facilities and marketing, and initiatives to improve business efficiency and sustainability.

Ms Annear and Mr Cabrera acknowledged the continued hard work and inspiration of the staff at Aoraki throughout this period of change and organisational restructure, and the support of its council. Finally, both also acknowledged the work undertaken in 2014, and continuing in 2015, towards a possible merger with CPIT.

Aoraki's delivery continued to drop in 2014 by 27 percent from the previous year (326 EFTS). The change was spread across all qualification levels, with the largest decrease observed in Levels 2–3 certificates (196 EFTS decrease from 2013).

In 2014, all of Aoraki's provision was across Levels 3–4 (50%), Levels 5–6 (27%) and Levels 1–2 (24%) and focused on Food, Hospitality and Personal Services (28%), Creative Arts (14%) and Management and Commerce (13%).

Participation of the TES priority groups (Māori, Pasifika and under-25-year-olds) was almost unchanged from 2013 with participation of under-25-year-olds above the ITP sector average but Māori and Pasifika below. Participation was, however, above the regional demographic for these groups. Aoraki had 46 YG EFTS (56 students) and 13 full-fee paying international EFTS (39 students) in 2014.

Effectiveness

Aoraki was above the ITP sector average for qualification completion and student retention. Aoraki's educational performance showed improvements in 2014 in course and qualification completions, compared with 2013. Overall, student retention saw a small decrease of 4 percentage points while student progression increased slightly, compared with 2013.

Performance by the TES priority groups also improved in terms of course and qualification completions but fell overall across retention and progression with the exception of progression for Pasifika, which increased. All priority groups were above the sector average for qualification completion, with Pasifika above for course completion while Māori were below and under-25-year-olds on par. All groups were on par or below the sector average for retention and progression.

Educational performance for YG students was mixed in 2014, compared with 2013, with a drop in course and qualification completions and improvements in retention and progression. However, Aoraki remained above the sector averages for all YG EPIs and exceeded the TEC's minimum performance expectations.



Financial performance

In 2014, Aoraki achieved a net deficit of \$2.6 million (-19.9%), an improvement of \$0.5 million over the 2013 deficit of \$3.1 million.

Aoraki's total revenue decreased by \$3.7 million (22.1%) from 2013 to 2014. This is primarily due to a reduction of \$2.6 million (25.3%) in government funding because of reducing demand and a reduction in domestic student fees of \$0.6 million (20.6%).

Total expenditure decreased by \$4.2 million (15.1%) mainly due to a reduction of \$2.5 million (22.4%) in personnel expenditure, which was driven by a reduction in redundancy cost, and a \$1.4 million (25.4%) reduction in costs of services.

Total assets have reduced by \$3.7 million (6.5%) between 2013 and 2014 but remain strong at \$53.2 million.



0800 426 725 | www.aoraki.ac.nz

TES Priorities

Participation (SAC)		
2014 Performance	Aoraki Polytechnic	ITP sector
Students under 25	60%	51%
Māori	14%	24%
Pasifika	3%	10%

Course Completion (SAC)		
2014 Performance	Aoraki Polytechnic	ITP sector
All	79%	80%
Students under 25	79%	79%
Māori	71%	74%
Pasifika	78%	74%

Qualification Completion (SAC)		
2014 Performance	Aoraki Polytechnic	ITP sector
All	77%	73%
Students under 25	77%	67%
Māori	70%	64%
Pasifika	67%	65%

Of the tertiary-aged population in the Aoraki region, 6% identified as Māori, 2% as Pasifika, and 18% as under the age of 25 years (based on Census 2013).

Overview of Educational Performance					
Enrolments	2014 % of ITP sector	2012	2013	2014	
Student Achievement Component (SAC) EFTS	2%	1,821	1,187	860	
SAC Students	2%	4,248	2,454	1,495	
Youth Guarantee (YG) EFTS	2%	-	37	46	
YG Students	2%	-	38	56	
International full fee paying students EFTS	less than 1%	28	12	13	
International full fee paying students	less than 1%	77	41	39	
Educational Performance Indicators - SAC		ITP sector	2012	2013	2014
Successful Course Completion	80%	78%	75%	79%	
Qualification Completion	73%	77%	69%	77%	
Student Retention	66%	67%	72%	68%	
Student Progression L1-4	35%	21%	21%	22%	
Educational Performance Indicators - YG		ITP sector	2013	2014	
Successful Course Completion	72%	-	81%	77%	
Qualification Completion	65%	-	83%	73%	
Student Retention	68%	-	-	82%	
Student Progression L1-4	41%	-	-	59%	

Overview of Financial Performance*			
Summary Financial Statements (NZ\$000)	2012	2013	2014
Revenue			
Total government revenue	\$16,451	\$10,114	\$7,559
Domestic student fees	\$3,234	\$2,868	\$2,276
International student fees	\$417	\$166	\$156
Total revenue	\$23,664	\$16,798	\$13,087
Expenses			
Personnel	\$12,343	\$11,080	\$8,594
Total expenses	\$23,638	\$19,869	\$15,693
Net surplus (after unusual and non-recurring items)	\$26	(\$3,070)	(\$2,607)
Assets			
Total Assets	\$57,509	\$56,887	\$53,212
Equity (net assets)	\$53,387	\$50,351	\$49,673
Cashflow			
Net cashflow from operations	\$3,711	\$1,659	(\$4,301)
Other			
Staffing FTE	175	150	134
Total EFTS to total staff FTE	11.5:1	8.7:1	7.4:1
Total EFTS to teaching staff (academic and tutorial staff FTE)	15.0:1	13.0:1	12.0:1

BAY OF PLENTY POLYTECHNIC

Chair: Ian Turner
Chief Executive: Dr Alan Hampton

- Main Campus**
Tauranga (Windermere)
- Other Campus Locations**
Tauranga City (Bongard Centre)



NZQA EER

Educational Performance: Highly Confident
Self-assessment: Confident

Funding by TEC

- 100% Teaching and Learning
- 0.0% Capability
- 0.0% Research
- 0.0% Scholarships/Learners



Delivery by Level

- 11.7% Level 1–2
- 41.6% Level 3–4
- 37.5% Level 5–6
- 9.2% Level 7–8
- 0.0% Level 9–10



Delivery by Subject

- 22.1% Society and Culture
- 15.6% Management and Commerce
- 12.9% Engineering and Related Technologies
- 8.5% Health
- 7.8% Agriculture, Environmental and Related Studies
- 33.0% Other



Bay of Plenty Polytechnic (BoPP) continued to be a solid performer both educationally and financially in 2014.

Responsiveness

In the 2014 annual report, Chair Ian Turner highlighted several of BoPP's achievements throughout the year. These included progress made on the proposed tertiary campus in Tauranga with partners in the Bay of Plenty Tertiary Education Partnership and the close collaboration with Waiariki Institute of Technology, which continued to deliver a better vocational education system across the wider region.

The Chief Executive, Dr Alan Hampton, highlighted several of BoPP's achievements in 2014, including retaining Category 1 status following the NZQA External Evaluation and Review, which demonstrated the ability, philosophy and practice of BoPP's staff. A number of online programmes were developed, including Construction Management, where distance students can participate and contribute in real-time classes in Tauranga. The 2014 year also saw the completion of a campus development plan for the main Windermere Campus and the planning for the first major capital building project for several years. Strategic partnerships have played, and continue to play, a significant part in how BoPP fulfils its role as a regional vocational and professional education provider.

BoPP's enrolments fell slightly in 2014 (63 EFTS or 2%). Delivery was concentrated across Levels 3–4 (42%) and Levels 5–6 (38%), with the remainder at Levels 1–2 and Levels 7–8. Delivery was spread mainly across Society and Culture (22%), Management and Commerce (16%) and Engineering and Related Technologies (13%).

While slightly down on the previous year, BoPP maintained strong Māori and under-25-year-old participation, with both above the ITP sector averages and the regional demographic. Pasifika participation remained practically unchanged and below the sector average, but above the demographics for the region. BoPP had 95 YG EFTS (127 students) and 67 full-fee paying international EFTS (126 students).

Effectiveness

BoPP's performance against the EPIs remained similar to 2013 and was generally on par or above the ITP sector averages.

The performance of TES priority groups (Māori, Pasifika and under-25-year-olds) improved overall for Pasifika and was similar to 2013 for under 25-year-olds, apart from qualification completion, which increased by almost 5 percentage points. Māori performance decreased, compared with the previous year, with course completion down 3 percentage points. Educational performance for the TES priority groups remained strong overall with rates generally on par with, or above, ITP sector averages, with the exception of progression, which was slightly below for all priority groups.

Educational performance for YG-funded programmes fell substantially for 2014 and did not meet all of the TEC's minimum performance expectations. EPIs were below the ITP sector averages for all measures apart from student retention, which, at 75 percent, remained 7 percentage points above the sector average.



Financial performance

In 2014, BoPP achieved a net surplus of \$0.4 million (0.9%), a reduction of \$1.2 million (-77.1%) compared with 2013.

BoPP's total revenue decreased by \$1.1 million (-2.6%) from 2013 to 2014. This is primarily due to a reduction in government revenue of \$0.8 million (-3.2%) and a \$0.9 million (-8.4%) reduction in domestic student fees.

Total expenditure growth increased by just \$0.1 million (0.3%) between 2013 and 2014, driven in part by a \$0.4 million (-1.5%) reduction in personnel expenditure.

Total assets decreased between 2013 and 2014 by \$2.1 million (-2.1%). This is due to an asset impairment of \$2.8 million relating to a 2012 change to the BoPP capitalisation policy, resulting in a write down of assets that now fall below the new capitalisation threshold.



TES Priorities

Participation (SAC)		
2014 Performance	BoPP	ITP sector
Students under 25	57%	51%
Māori	29%	24%
Pasifika	4%	10%

Course Completion (SAC)		
2014 Performance	BoPP	ITP sector
All	81%	80%
Students under 25	80%	79%
Māori	75%	74%
Pasifika	75%	74%

Qualification Completion (SAC)		
2014 Performance	BoPP	ITP sector
All	72%	73%
Students under 25	71%	67%
Māori	66%	64%
Pasifika	62%	65%

Of the tertiary-aged population in the BoPP region, 16% identified as Māori, 2% as Pasifika, and 18% as under the age of 25 years (based on Census 2013).

Overview of Educational Performance				
Enrolments	2014 % of ITP sector	2012	2013	2014
Student Achievement Component (SAC) EFTS	4%	2,802	2,759	2,695
SAC Students	4%	4,269	4,358	4,311
Youth Guarantee (YG) EFTS	4%	-	99	95
YG Students	4%	-	113	127
International full fee paying students EFTS	1%	67	62	67
International full fee paying students	1%	99	111	126
Educational Performance Indicators - SAC	ITP sector	2012	2013	2014
Successful Course Completion	80%	83%	81%	81%
Qualification Completion	73%	72%	70%	72%
Student Retention	66%	73%	76%	75%
Student Progression L1-4	35%	38%	32%	33%
Educational Performance Indicators - YG	ITP sector	2013	2014	
Successful Course Completion	72%	-	72%	59%
Qualification Completion	65%	-	68%	54%
Student Retention	68%	-	-	75%
Student Progression L1-4	41%	-	-	7%

Overview of Financial Performance*			
Summary Financial Statements (NZ\$000)	2012	2013	2014
Revenue			
Total government revenue	\$26,722	\$25,084	\$24,274
Domestic student fees	\$11,098	\$10,797	\$9,889
International student fees	\$964	\$993	\$1,087
Total revenue	\$43,476	\$41,266	\$40,174
Expenses			
Personnel	\$26,024	\$24,732	\$24,350
Total expenses	\$41,631	\$39,701	\$39,815
Net surplus (after unusual and non-recurring items)	\$1,838	\$1,565	\$359
Assets			
Total Assets	\$101,621	\$100,095	\$98,007
Equity (net assets)	\$89,208	\$90,778	\$88,153
Cashflow			
Net cashflow from operations	\$6,633	\$6,539	\$5,575
Other			
Staffing FTE	388	368	357
Total EFTS to total staff FTE	8.3:1	8.4:1	8.6:1
Total EFTS to teaching staff (academic and tutorial staff FTE)	17.8:1	17.3:1	16.5:1

CHRISTCHURCH POLYTECHNIC INSTITUTE OF TECHNOLOGY

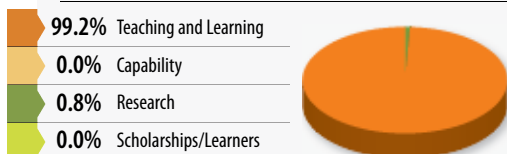
Chair: Jenn Bestwick
Chief Executive: Kay Giles

- Main Campus**
Christchurch City
- Other Campus Locations**
Waltham (Christchurch)

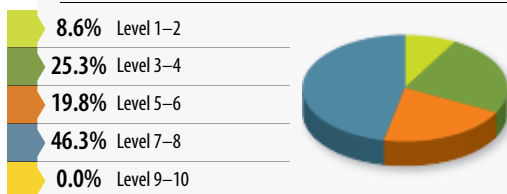
NZQA EER

Educational Performance: Highly Confident
Self-assessment: Confident

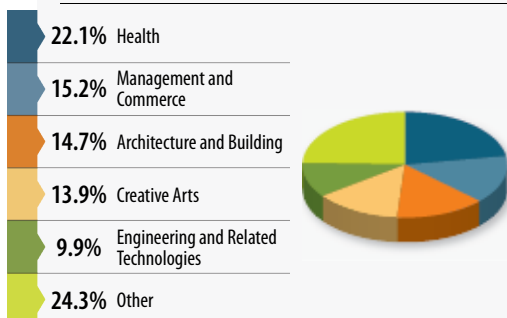
Funding by TEC



Delivery by Level



Delivery by Subject



In 2014, Christchurch Polytechnic Institute of Technology (CPIT) performed well educationally and maintained its strong financial position.

Responsiveness

In the 2014 annual report, Chair Jenn Bestwick highlighted several of CPIT's achievements. These included work starting on the Campus Master Plan with the new Whareora (Science and Wellbeing Facility) and new modern buildings at the trades campus. Refurbishment is also under way on other buildings, and design work is advancing for two new buildings at Madras Street. CPIT is upgrading technology, to embed numeracy and literacy, track graduate outcomes and offer more flexible and effective learning options. CPIT has begun a new sustainability initiative, which has already changed the way it is thinking about financial, social, environmental and compliance sustainability.

The Chief Executive, Kay Giles, highlighted several of CPIT's other achievements in 2014, including its largest graduation ceremony with 800 graduates. CPIT had the largest intake of youth pathway students for Canterbury Tertiary College and YG, providing alternatives for 15- to 19-year-olds to transition to further tertiary study or employment. CPIT continued to develop close links with industry that increase employment opportunities for students.

CPIT's enrolments increased by 4 percent (219 EFTS), compared with 2013. Delivery was primarily at Levels 7–8 (46%), with the balance mostly at Levels 3–4 (25%) and Levels 5–6 (20%). The main fields of study were Health (22%), Management and Commerce (15%), Architecture and Building (15%) and Creative Arts (14%).

Participation of under-25-year-olds at CPIT remained practically unchanged and above the ITP sector average in 2014. Although Māori and Pasifika participation rates increased slightly, compared with 2013, they remained below the sector averages but above regional demographics. CPIT had 218 YG EFTS (341 students), a 55 percent increase on 2013. CPIT also increased its international provision by 14 percent, delivering 635 full-fee paying international EFTS (1,038 students).

Effectiveness

CPIT achieved above the ITP sector averages for most EPIs, with the exception of qualification completion, which fell below the sector average. Student progression also decreased, compared with the previous year, down 3 percentage points, while successful course completion and student retention remained on par with 2013.

For both Māori and Pasifika, course completion improved, with Māori achieving above the ITP sector average and Pasifika just below the average. However, all other EPIs for Māori and Pasifika fell, compared with the previous year, resulting in almost all being below the ITP sector average. Performance of under-25-year-olds remained similar to 2013 and was above the ITP sector average for all measures apart from qualification completion, which was slightly below the sector average.

Educational performance for YG learners improved but remained well below the ITP sector averages for all measures, with the exception of student progression, which was well above the sector average. YG performance against EPIs met most of the TEC's minimum performance expectations.



Financial performance

In 2014, CPIT achieved a net surplus of \$6.7 million (6.8%), a decline of \$3.6 million (-35.1%) over the 2013 surplus of \$10.4 million. Earthquake impacts continue to have a small influence on the overall surplus of CPIT, with 2014 earthquake-related expenditure of \$7 million (2013: \$6.5 million) narrowly exceeding insurance proceeds of \$6.7 million (2013: \$6.8 million), reducing the CPIT net surplus by \$0.24 million.

CPIT's total revenue increased by \$2.1 million (2.2%) from 2013 to 2014. The primary increase was student fees, which increased by \$1.6 million (5.4%). It is noted that, excluding the 2013 funding retention, core government funding increased by \$2.6 million (4.8%).

Total expenditure increased by \$5.2 million (6%) mainly due to an increase in personnel expenditure of \$3.6 million (6.5%). Total assets increased by \$5 million (2%) between 2013 and 2014 to \$258.8 million.



TES Priorities

Participation (SAC)		
2014 Performance	CPIT	ITP sector
Students under 25	61%	51%
Māori	12%	24%
Pasifika	4%	10%

Course Completion (SAC)		
2014 Performance	CPIT	ITP sector
All	84%	80%
Students under 25	83%	79%
Māori	77%	74%
Pasifika	73%	74%

Qualification Completion (SAC)		
2014 Performance	CPIT	ITP sector
All	69%	73%
Students under 25	66%	67%
Māori	50%	64%
Pasifika	44%	65%

Of the tertiary-aged population in the CPIT region, 7% identified as Māori, 2% as Pasifika and 21% as under the age of 25 years (based on Census 2013).

Overview of Educational Performance					
Enrolments	2014 % of ITP sector	2012	2013	2014	
Student Achievement Component (SAC) EFTS	9%	5,045	5,156	5,375	
SAC Students	9%	9,854	10,185	10,591	
Youth Guarantee (YG) EFTS	9%	-	141	218	
YG Students	10%	-	207	341	
International full fee paying students EFTS	7%	531	555	635	
International full fee paying students	7%	885	936	1,038	
Educational Performance Indicators - SAC		ITP sector	2012	2013	2014
Successful Course Completion	80%	83%	84%	84%	
Qualification Completion	73%	75%	74%	69%	
Student Retention	66%	66%	65%	66%	
Student Progression L1-4	35%	48%	46%	43%	
Educational Performance Indicators - YG		ITP sector	2013	2014	
Successful Course Completion	72%	-	56%	62%	
Qualification Completion	65%	-	39%	45%	
Student Retention	68%	-	-	53%	
Student Progression L1-4	41%	-	-	58%	

Overview of Financial Performance*			
Summary Financial Statements (NZ\$000)	2012	2013	2014
Revenue			
Total government revenue	\$51,525	\$56,963	\$57,169
Domestic student fees	\$20,998	\$22,721	\$23,156
International student fees	\$7,218	\$7,409	\$8,586
Total revenue	\$89,087	\$97,045	\$99,181
Expenses			
Personnel	\$53,065	\$55,515	\$59,115
Total expenses	\$84,441	\$86,976	\$92,211
Net surplus (after unusual and non-recurring items)	\$4,324	\$10,361	\$6,729
Assets			
Total Assets	\$239,633	\$253,788	\$258,760
Equity (net assets)	\$219,411	\$235,689	\$237,974
Cashflow			
Net cashflow from operations	\$13,142	\$9,409	\$15,923
Other			
Staffing FTE	776	780	832
Total EFTS to total staff FTE	7.4:1	7.6:1	7.5:1
Total EFTS to teaching staff (academic and tutorial staff FTE)	14.4:1	15.6:1	15.5:1

EASTERN INSTITUTE OF TECHNOLOGY

Chair: David Pearson
Chief Executive: Chris Collins

- Main Campus**
Napier and Gisborne
- Other Campus Locations**
Auckland, Hastings, Waipukurau,
Maraenui, Wairoa, Ruatoria,
Tokomaru Bay, Tologa Bay



NZQA EER

Educational Performance: Highly Confident
Self-assessment: Highly Confident

Funding by TEC

- 94.9% Teaching and Learning
- 3.8% Capability
- 1.3% Research
- 0.0% Scholarships/Learners



Delivery by Level

- 19.7% Level 1–2
- 34.9% Level 3–4
- 10.9% Level 5–6
- 33.4% Level 7–8
- 1.0% Level 9–10



Delivery by Subject

- 19.6% Health
- 16.2% Management and Commerce
- 13.3% Agriculture, Environmental and Related Studies
- 10.7% Society and Culture
- 8.0% Creative Arts
- 32.2% Other



Eastern Institute of Technology's (EIT's) educational performance dropped slightly, compared with 2013. However, financial performance remained solid.

Responsiveness

In a combined 2014 annual report, Chair David Pearson and Chief Executive Chris Collins highlighted several of EIT's achievements, including increasing delivery to priority learner groups, with Māori student participation representing one of the highest percentages of Māori student enrolments in the tertiary sector. International student recruitment also increased in 2014. New postgraduate programmes gained accreditation, including the new Master of Applied Management, extending the institution's range of postgraduate qualifications, with four Master's degrees now on offer. Another highlight was the launch of a new Māori and Pasifika Trades Training scheme, Te Toka, with Ngāti Porou in Tairāwhiti.

Final reporting around the merger of EIT Hawke's Bay and Tairāwhiti Polytechnic (which was in effect from 1 January 2011) was completed in early 2014. By all key performance measures, alongside very positive community and stakeholder feedback and support, the merger has been regarded as a success. Mr Pearson and Mr Collins acknowledge the support that government and key agencies have provided throughout this process.

EIT's enrolments increased by 5 percent (162 EFTS), primarily at Levels 2–3, with drops seen at Levels 4–7. Delivery was concentrated at Levels 3–4 (35%) and Levels 7–8 (33%), followed by Levels 1–2 (20%). The main fields of study were Health (20%), Management and Commerce (16%), Agriculture, Environmental and Related Studies (13%) and Society and Culture (11%).

Māori participation remained strong at 46 percent, almost double the ITP sector average of 24 percent. Participation for Pasifika and under-25-year-olds remained below the ITP sector average, but each of these groups compared well against the region's demographics. EIT had 278 YG EFTS (396 students), an increase of 37 percent on 2013, and 295 full-fee paying international EFTS (624 students), an increase of 49 percent on 2013.

Effectiveness

EIT's performance dropped against all EPIs, with the exception of student retention, which increased slightly. Successful course and qualification completions were below the ITP sector average overall and across TES priority groups (Māori, Pasifika and under-25-year-olds), however, student retention and progression were above the sector average for Māori and Pasifika. For under-25-year-olds, retention was on par with the sector average and progression was slightly below.

Performance of TES priority groups remained unchanged or fell across most indicators, compared with 2013, except for Pasifika, which increased for all measures apart from successful course completions where it had a slight drop.

Educational performance for YG strengthened, compared with the previous year, was above the ITP sector average for all EPIs and exceeded most of the TEC's minimum performance expectations for YG.



Financial performance

In 2014, EIT achieved a net surplus of \$3.0 million (5%), an improvement of \$2.9 million over 2013. EIT's total revenue increased by \$4.1 million (7.4%) from 2013 to 2014. This is primarily due to an increase in government revenue of \$4.0 million (11%), which includes \$1.5 million in merger funding, which was not received during 2013.

Total expenditure increased by \$1.3 million (2.3%) due to an increase in other operating costs of \$1.6 million and an increase in depreciation and amortisation of \$0.5 million.

Total assets increased by \$1.5 million (1.1%) between 2013 and 2014 to \$140.6 million.



TES Priorities

Participation (SAC)		
2014 Performance	EIT	ITP sector
Students under 25	47%	51%
Māori	46%	24%
Pasifika	5%	10%

Course Completion (SAC)		
2014 Performance	EIT	ITP sector
All	75%	80%
Students under 25	75%	79%
Māori	72%	74%
Pasifika	72%	74%

Qualification Completion (SAC)		
2014 Performance	EIT	ITP sector
All	68%	73%
Students under 25	64%	67%
Māori	61%	64%
Pasifika	59%	65%

Of the tertiary-aged population in the EIT region, 27% identified as Māori, 4% as Pasifika and 20% as under the age of 25 years (based on Census 2013).

Overview of Educational Performance					
Enrolments	2014 % of ITP sector	2012	2013	2014	
Student Achievement Component (SAC) EFTS	6%	3,647	3,426	3,589	
SAC Students	5%	6,415	5,952	6,509	
Youth Guarantee (YG) EFTS	12%	-	204	278	
YG Students	12%	-	283	396	
International full fee paying students EFTS	3%	195	198	295	
International full fee paying students	4%	342	339	624	
Educational Performance Indicators - SAC		ITP sector	2012	2013	2014
Successful Course Completion	80%	79%	80%	75%	
Qualification Completion	73%	69%	74%	68%	
Student Retention	66%	61%	68%	69%	
Student Progression L1-4	35%	43%	41%	39%	
Educational Performance Indicators - YG		ITP sector	2013	2014	
Successful Course Completion	72%	-	75%	76%	
Qualification Completion	65%	-	70%	75%	
Student Retention	68%	-	-	73%	
Student Progression L1-4	41%	-	-	45%	

Overview of Financial Performance*			
Summary Financial Statements (NZ\$000)	2012	2013	2014
Revenue			
Total government revenue	\$39,515	\$37,636	\$41,396
Domestic student fees	\$11,519	\$11,709	\$10,403
International student fees	\$2,580	\$2,890	\$3,956
Total revenue	\$57,412	\$55,898	\$60,041
Expenses			
Personnel	\$35,073	\$35,415	\$34,294
Total expenses	\$56,272	\$55,785	\$57,048
Net surplus (after unusual and non-recurring items)	\$1,140	\$113	\$2,993
Assets			
Total Assets	\$126,887	\$139,093	\$140,615
Equity (net assets)	\$117,626	\$130,405	\$129,955
Cashflow			
Net cashflow from operations	\$6,659	\$6,012	\$11,451
Other			
Staffing FTE	546	531	522
Total EFTS to total staff FTE	8.2:1	8.3:1	8.8:1
Total EFTS to teaching staff (academic and tutorial staff FTE)	14.3:1	14.6:1	15.7:1

MANUKAU INSTITUTE OF TECHNOLOGY

Chair: Peter Winder
Chief Executive: Dr Peter Brothers

- Main Campus**
Manukau City, Auckland
- Other Campus Locations**
Newmarket, Auckland City,
Pukekohe, Highbrook



NZQA EER

Educational Performance: Highly Confident
Self-assessment: Highly Confident

Funding by TEC

- 99.4%** Teaching and Learning
- 0.0%** Capability
- 0.6%** Research
- 0.0%** Scholarships/Learners



Delivery By Level

- 8.6%** Level 1–2
- 40.9%** Level 3–4
- 16.5%** Level 5–6
- 34.0%** Level 7–8
- 0.0%** Level 9–10



Delivery By Subject

- 17.3%** Management and Commerce
- 16.8%** Engineering and Related Technologies
- 15.0%** Society and Culture
- 14.6%** Health
- 6.9%** Mixed Field Programmes
- 29.3%** Other



In 2014, Manukau Institute of Technology (MIT) continued to be a solid performer educationally. MIT was in a weakened financial position in 2014, following the Mainzeal collapse in 2013 and a further reduction in student numbers.

Responsiveness

In the 2014 annual report, Chair Peter Winder highlighted several of MIT's achievements, including the opening of its new Manukau campus and working collaboratively across the sector with employer groups, central and local government, industry training organisations and its community. Another highlight was the launch of the Māori and Pasifika Training Initiative (MPTT), collaboration between MIT and other institutes of technology, ITOs and industry to support people into construction and infrastructure trades. MIT also worked with other New Zealand technical institutes to form the Engineering E2E Programme, developed to respond to an anticipated shortage of engineers in New Zealand.

The Chief Executive, Dr Peter Brothers, also highlighted several of MIT's achievements in 2014, noting the launch of KeyStep, an EnterpriseMIT initiative in partnership with the Ministry of Social Development and Auckland Council, aimed at disengaged 16- to 24-year-olds who are not in employment, education or training.

MIT's enrolments decreased by 10 percent (602 EFTS), compared with 2013. This reduction was mostly at Levels 3–4. MIT's delivery was primarily at Levels 3–4 (41%) and Levels 7–8 (34%) followed by Levels 5–6 (17%). The main fields of study were Management and Commerce (17%), Engineering and Related Technologies (17%), Society and Culture (15%) and Health (15%).

Pasifika participation remained strong at 35 percent, well above the ITP sector average and on par with 2013. Māori participation increased (up from 16% in 2013 to 17% in 2014) but remained below the ITP sector average. Participation of under-25-year-olds also increased (up from 50% in 2013 to 52% in 2014) and was above the ITP sector average. Participation of the TES priority groups (Māori, Pasifika and under-25-year-olds) was above the regional demographic. MIT delivered 425 YG EFTS (589 students) in 2014, an 18 percent increase on 2013, and 594 full-fee paying international EFTS (885 students), a 16 percent increase on 2014.

Effectiveness

MIT's performance against the EPIs was above the ITP sector average for student progression, on par for course completion and below average for qualification completion and student retention. MIT increased its qualification completion rate, compared with 2013, while course completion remained unchanged. Both student retention and student progression went down, compared with the previous year.

Performance for Pasifika was above the ITP sector average for both course and qualification completions, which improved, compared with 2013, by 2 and 10 percentage points respectively. Under-25-year-olds and Māori were either on par or slightly below the ITP sector average for both course and qualification completions. Performance for under-25-year-olds increased for course and qualification completions, compared with the previous year, while performance for Māori decreased slightly across all measures. Retention and progression dropped across all these groups.

YG educational performance improved overall, compared with the previous year, and was above the ITP sector averages for each measure. YG performance was also above the TEC's minimum performance expectations for almost all EPIs.



Financial performance

In 2014, MIT achieved a net deficit of \$3.4 million (–3.3%), a decline of \$3.8 million compared with the 2013 surplus of \$0.4 million (0.4%).

Despite an increase in other income (\$1.6 million) and international student fees (\$0.9 million), MIT's total revenue declined by \$3.1 million (–2.9%) from 2013 to 2014. This is primarily due to a reduction in domestic student fees of 3.6 million (14.4%) and a decrease in government funding of \$2.3 million (3.9%).

Despite an increase in personnel expenditure of \$5 million (7.7%), due in part to restructuring costs, total expenditure increased by just \$0.8 million (0.7%), mainly because of a \$6.6 million reduction in other expenditure.

Total assets increased by \$32.6 million (12.6%) to \$291 million in 2014. This is primarily due to an increase in the value of land and buildings as a result of the construction of the MIT Manukau campus.



TES Priorities

Participation (SAC)		
2014 Performance	MIT	ITP sector
Students under 25	52%	51%
Māori	17%	24%
Pasifika	35%	10%

Course Completion (SAC)		
2014 Performance	MIT	ITP sector
All	80%	80%
Students under 25	77%	79%
Māori	73%	74%
Pasifika	75%	74%

Qualification Completion (SAC)		
2014 Performance	MIT	ITP sector
All	72%	73%
Students under 25	67%	67%
Māori	61%	64%
Pasifika	69%	65%

Of the tertiary-aged population in the MIT region, 13% were identified as Māori, 21% as Pasifika and 23% as under the age of 25 years (based on Census 2013).

Overview of Educational Performance					
Enrolments	2014 % of ITP sector	2012	2013	2014	
Student Achievement Component (SAC) EFTS	9%	6,402	6,011	5,409	
SAC Students	8%	11,301	10,360	9,112	
Youth Guarantee (YG) EFTS	18%	-	361	425	
YG Students	18%	-	511	589	
International full fee paying students EFTS	7%	486	514	594	
International full fee paying students	6%	791	811	885	
Educational Performance Indicators - SAC		ITP sector	2012	2013	2014
Successful Course Completion	80%	80%	80%	80%	
Qualification Completion	73%	67%	68%	72%	
Student Retention	66%	65%	65%	63%	
Student Progression L1-4	35%	50%	47%	42%	
Educational Performance Indicators - YG		ITP sector	2013	2014	
Successful Course Completion	72%	-	71%	76%	
Qualification Completion	65%	-	64%	69%	
Student Retention	68%	-	-	71%	
Student Progression L1-4	41%	-	-	53%	

Overview of Financial Performance*			
Summary Financial Statements (NZ\$000)	2012	2013	2014
Revenue			
Total government revenue	\$59,345	\$58,157	\$55,872
Domestic student fees	\$24,976	\$24,879	\$21,285
International student fees	\$6,916	\$7,489	\$8,382
Total revenue	\$109,465	\$107,773	\$104,689
Expenses			
Personnel	\$64,948	\$64,716	\$69,689
Total expenses	\$103,630	\$107,373	\$108,132
Net surplus (after unusual and non-recurring items)	\$5,835	\$400	–\$3,443
Assets			
Total Assets	\$236,235	\$258,348	\$290,899
Equity (net assets)	\$215,285	\$216,935	\$214,945
Cashflow			
Net cashflow from operations	\$14,231	\$13,144	\$16,887
Other			
Staffing FTE	787	775	753
Total EFTS to total staff FTE	10.1:1	9.9:1	9.5:1
Total EFTS to teaching staff (academic and tutorial staff FTE)	22.3:1	21.9:1	21.0:1

NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY

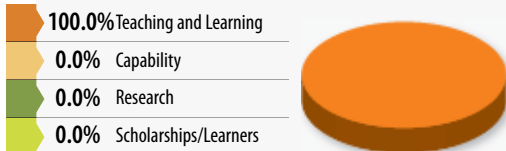
Chair: Ross Butler
Chief Executive: Tony Gray

- Main Campus**
Nelson
- Other Campus Locations**
Blenheim

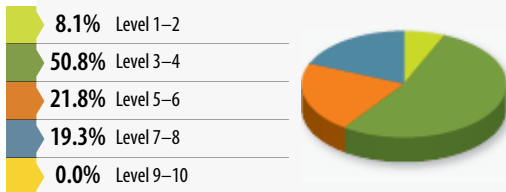
NZQA EER

Educational Performance: Highly Confident
Self-assessment: Confident

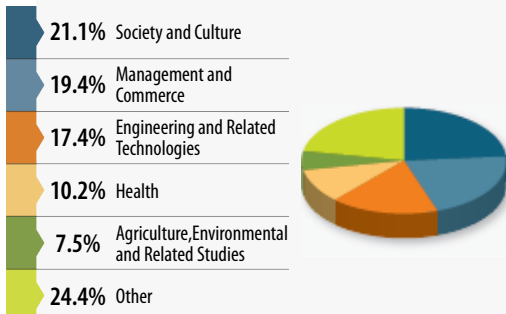
Funding by TEC



Delivery by Level



Delivery by Subject



In 2014, Nelson Marlborough Institute of Technology’s (NMIT’s) educational performance was comparable to the ITP sector averages. NMIT remained in a stable financial position.

Responsiveness

In the 2014 annual report, Chair Ross Butler highlighted several of NMIT’s achievements. These included the contribution of NMIT’s people, including Tony Gray, Chief Executive, the Directorate, academic and support staff, council members and the Student Association in adding value and helping in the economic and societal development of the ‘Top of the South’ region.

The Chief Executive, Tony Gray, also highlighted several of NMIT’s achievements, including delivering applied vocational education and skills training to some 2,692 EFTS from foundation to degree and postgraduate level. The Top of the South Trades Academy (NMIT’s partnership with local secondary schools and Whenua Iki Outdoors) won the Education Focus Prize – Takatu Prize in the Prime Minister’s Education Excellence Awards for 2014. NMIT continued to improve learner experience and success through initiatives such as the ‘Learner Design’ project, looking at provision delivery, development and assessment. Another achievement in 2014 was the development of bachelor and postgraduate programmes in aquaculture, sustainable aquaculture, viticulture and winemaking, and business and enterprise.

NMIT’s enrolments fell by 4 percent (93 EFTS), compared with 2013. Most of the reduction occurred at Level 4 (139 EFTS) with the largest increase seen at Level 1 (85 EFTS). NMIT’s provision was primarily concentrated at Levels 3–4 (51%), Levels 5–6 (22%) and Levels 7–8 (19%). The main fields of study were Society and Culture (21%), Management and Commerce (19%) and Engineering and Related Technologies (17%).

Compared with 2013, participation of the TES priority groups (Māori, Pasifika and under-25-year-olds) increased for Māori and decreased for under-25-year olds and Pasifika. Participation levels for each group were below the ITP sector average but were above the region’s demographics. NMIT had 61 YG EFTS (71 students), slightly above 2013, and 472 full-fee paying international EFTS (905 students), a 7 percent increase on 2013.

Effectiveness

NMIT achieved a qualification completion rate of 72 percent, similar to the sector average. Course completion rates improved and were slightly above the ITP sector averages, and student retention, while improved, remained slightly below the average. Student progression decreased, compared with the previous year, and was below the ITP sector average.

Educational achievement for the TES priority groups was mixed, with course and qualification completions above the ITP sector average for all groups, with the exception of Pasifika. Compared with the 2013 performance, each of the TES priority groups improved for course completion but went down for qualification completion.

YG performance went down, compared with 2013, and was below the ITP sector average on all measures. YG performance was above the TEC’s minimum performance expectations for most EPIs.



Financial performance

In 2014, NMIT achieved a net surplus of \$0.7 million (2.1%), an improvement of \$0.4 million (157.7%) over 2013, driven by cost savings that exceeded revenue reductions.

NMIT's total revenue decreased by \$1.9 million (-5.3%) from 2013 to 2014. This is primarily due to a reduction of \$2.1 million (-18%) in total tuition fees.

Despite an increase in personnel expenditure of \$0.3 million (1.6%), total expenditure decreased by \$2.3 million (-6.6%) mainly due to a reduction in other operating expenditure of \$2.6 million (17.3%).

Net operating cash flows have improved significantly, returning to a positive position with an improvement of \$13.3 million. This is due to less payments to suppliers, and improved cash flow of student fees.

Total assets have increased by \$4.6 million (4.7%) to \$102.2 million.



TES Priorities

Participation (SAC)		
2014 Performance	NMIT	ITP sector
Students under 25	44%	51%
Māori	20%	24%
Pasifika	4%	10%

Course Completion (SAC)		
2014 Performance	NMIT	ITP sector
All	81%	80%
Students under 25	81%	79%
Māori	75%	74%
Pasifika	72%	74%

Qualification Completion (SAC)		
2014 Performance	NMIT	ITP sector
All	72%	73%
Students under 25	72%	67%
Māori	68%	64%
Pasifika	51%	65%

Of the tertiary-aged population in the NMIT region, 9% identified as Māori, less than 2% as Pasifika, and 16% as under the age of 25 years (based on Census 2013).

Overview of Educational Performance				
Enrolments	2014 % of ITP sector	2012	2013	2014
Student Achievement Component (SAC) EFTS	3%	2,445	2,078	1,985
SAC Students	3%	4,634	4,176	3,885
Youth Guarantee (YG) EFTS	3%	-	59	61
YG Students	2%	-	63	71
International full fee paying students EFTS	5%	541	440	472
International full fee paying students	6%	811	741	905
Educational Performance Indicators - SAC	ITP sector	2012	2013	2014
Successful Course Completion	80%	77%	78%	81%
Qualification Completion	73%	69%	83%	72%
Student Retention	66%	65%	62%	65%
Student Progression L1-4	35%	29%	30%	24%
Educational Performance Indicators - YG	ITP sector	2013	2014	
Successful Course Completion	72%	-	70%	65%
Qualification Completion	65%	-	64%	62%
Student Retention	68%	-	-	67%
Student Progression L1-4	41%	-	-	26%

Overview of Financial Performance*			
Summary Financial Statements (NZ\$000)	2012	2013	2014
Revenue			
Total government revenue	\$22,042	\$18,703	\$18,765
Domestic student fees	\$17,887	\$8,369	\$5,940
International student fees	\$4,261	\$3,447	\$3,793
Total revenue	\$49,640	\$35,815	\$33,911
Expenses			
Personnel	\$17,325	\$16,987	\$17,265
Total expenses	\$47,422	\$35,541	\$33,206
Net surplus (after unusual and non-recurring items)	\$2,218	\$274	\$706
Assets			
Total Assets	\$103,926	\$97,682	\$102,245
Equity (net assets)	\$90,731	\$91,005	\$91,701
Cashflow			
Net cashflow from operations	(\$1,857)	(\$3,853)	\$9,491
Other			
Staffing FTE	238	230	221
Total EFTS to total staff FTE	14.0:1	12.6:1	12.8:1
Total EFTS to teaching staff (academic and tutorial staff FTE)	29.2:1	24.1:1	24.5:1

NORTHTEC

Chair: Vern Dark
Chief Executive: Paul Binney

- Main Campus**
Whangarei
- Other Campus Locations**
Rawene, Kaitaia and
Kaikohe (Far North), Auckland and
Kerikeri

NZQA EER

Educational Performance: Confident
Self-assessment: Confident

Funding by TEC

- 99.6% Teaching and Learning
- 0.0% Capability
- 0.4% Research
- 0.0% Scholarships/Learners



Delivery by Level

- 21.7% Level 1–2
- 51.9% Level 3–4
- 10.4% Level 5–6
- 16.0% Level 7–8
- 0.0% Level 9–10



Delivery by Subject

- 24.9% Agriculture, Environmental and Related Studies
- 13.7% Health
- 13.2% Society and Culture
- 11.4% Architecture and Building
- 9.5% Mixed Field Programmes
- 27.2% Other



In 2014, NorthTec improved its overall educational performance, compared with the previous year, and remained in a sound financial position.

Responsiveness

In the 2014 annual report, Chair Vern Dark highlighted several of NorthTec’s achievements. These included establishing strategies to lift performance and address funding issues; partnering with the Graham Lowe Foundation in setting up a sports academy to train students in a range of sports and educational programmes; and working closely with local schools and establishing short-course trades education at the Raumanga campus. The Chair intends for this to ensure a future pipeline of students into higher-level qualifications.

The Chief Executive, Paul Binney, also highlighted several of NorthTec’s achievements for 2014, which included the high quality of educational performance, good progress in terms of health and safety, with everyone being encouraged to be actively involved in ensuring that NorthTec has a safe and healthy workplace. Mr Binney also noted the innovative relationships that NorthTec is developing with several iwi (working collectively as the Te Matarau Education Trust), providing an opportunity to expand trades training numbers.

NorthTec’s enrolments remained at the same level as 2013. NorthTec saw a shift in delivery from Levels 4–6 to Levels 2–3, with most delivery focused at Levels 3–4 (52%), followed by Levels 1–2 (22%) and Levels 7–8 (16%). The main fields of study were Agriculture, Environmental and Related Studies (25%), Health (14%), Society and Culture (13%) and Architecture and Building (11%).

Participation of the TES priority groups (Māori, Pasifika and under-25-year-olds) remained similar to 2013 and was well above the ITP sector average for Māori. Participation was below the ITP sector average for Pasifika and under-25-year-olds but well above the region’s demography. NorthTec had 108 YG EFTS (145 students), a 48 percent decrease on 2013, and 169 full-fee paying international EFTS (313 students), an increase of 182 percent on 2013.

Effectiveness

NorthTec was 6 percentage points below the ITP sector average for qualification completion, slightly below for course completion, but above for student retention and student progression. Compared with 2013, NorthTec improved on each of the EPIs, excluding course completion, which slipped fractionally.

Achievement of the TES priority groups improved overall. For the under-25-year-olds, it was above the sector average apart from course completion, which was slightly below. Māori and Pasifika were above the sector average for all measures apart from qualification completion, which was slightly below.

Educational performance for YG students improved for course and qualification completions and fell for student retention and student progression. NorthTec remained below the ITP sector average for each of the YG EPIs and did not meet the TEC’s minimum performance expectations.



Financial performance

In 2014, NorthTec recorded a net deficit of \$0.5 million (1.2%), a decline of \$1.1 million over the 2013 surplus of \$0.6 million, driven by cost increases.

Despite a \$0.7 million reduction in domestic student fees, NorthTec's total revenue increased by \$1.3 million (3.7%) from 2013 to 2014, primarily due to an increase in international student fees of \$1.8 million.

Total expenditure increased by \$2.4 million (6.7%), mainly due to other course-related costs (\$1.1 million), personnel costs (\$0.7 million) and depreciation on plant and equipment (\$0.4 million).

Total assets increased by \$2.2 million between 2013 and 2014 to \$53.0 million. This is primarily made up of \$38.2 million in property, plant and equipment, and \$13.0 million in cash and other financial assets.



TES Priorities

Participation (SAC)		
2014 Performance	NorthTec	ITP sector
Students under 25	37%	51%
Māori	59%	24%
Pasifika	5%	10%

Course Completion (SAC)		
2014 Performance	NorthTec	ITP sector
All	79%	80%
Students under 25	75%	79%
Māori	75%	74%
Pasifika	77%	74%

Qualification Completion (SAC)		
2014 Performance	NorthTec	ITP sector
All	67%	73%
Students under 25	59%	67%
Māori	62%	64%
Pasifika	61%	65%

Of the tertiary-aged population in the NorthTec region, 29% identified as Māori, 2% as Pasifika and 18% as under the age of 25 years (based on Census 2013).

Overview of Educational Performance					
Enrolments	2014 % of ITP sector	2012	2013	2014	
Student Achievement Component (SAC) EFTS	5%	2,814	2,756	2,756	
SAC Students	4%	4,517	4,348	4,444	
Youth Guarantee (YG) EFTS	5%	-	160	108	
YG Students	4%	-	198	145	
International full fee paying students EFTS	2%	108	60	169	
International full fee paying students	2%	226	129	313	
Educational Performance Indicators - SAC		ITP sector	2012	2013	2014
Successful Course Completion	80%	79%	80%	79%	
Qualification Completion	73%	64%	62%	67%	
Student Retention	66%	64%	68%	68%	
Student Progression L1-4	35%	32%	34%	39%	
Educational Performance Indicators - YG		ITP sector	2013	2014	
Successful Course Completion	72%	-	57%	59%	
Qualification Completion	65%	-	48%	52%	
Student Retention	68%	-	-	54%	
Student Progression L1-4	41%	-	-	26%	

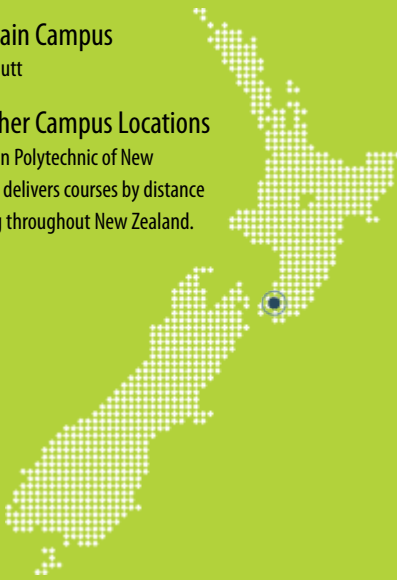
Overview of Financial Performance*			
Summary Financial Statements (NZ\$000)	2012	2013	2014
Revenue			
Total government revenue	\$27,500	\$26,768	\$26,685
Domestic student fees	\$6,494	\$6,573	\$5,885
International student fees	\$1,493	\$1,081	\$2,924
Total revenue	\$37,086	\$35,919	\$37,232
Expenses			
Personnel	\$21,618	\$22,118	\$22,867
Total expenses	\$35,796	\$35,319	\$37,683
Net surplus (after unusual and non-recurring items)	\$1,290	\$600	-\$451
Assets			
Total Assets	\$49,558	\$50,744	\$52,983
Equity (net assets)	\$46,138	\$47,385	\$47,018
Cashflow			
Net cashflow from operations	\$3,351	\$2,601	\$4,599
Other			
Staffing FTE	347	360	352
Total EFTS to total staff FTE	10.3:1	9.9:1	9.9:1
Total EFTS to teaching staff (academic and tutorial staff FTE)	16.8:1	17.0:1	18.7:1

OPEN POLYTECHNIC OF NEW ZEALAND

Chair: Murray Bain from May 2014 (Graeme Hall to May 2014)
Chief Executive: Dr Caroline Seelig

Main Campus
 Lower Hutt

Other Campus Locations
 The Open Polytechnic of New Zealand delivers courses by distance learning throughout New Zealand.



NZQA EER

Educational Performance: Confident
Self-assessment: Confident

Funding by TEC

- 99.6% Teaching and Learning
- 0.0% Capability
- 0.4% Research
- 0.0% Scholarships/Learners



Delivery by Level

- 13.9% Level 1–2
- 33.4% Level 3–4
- 24.3% Level 5–6
- 28.5% Level 7–8
- 0.0% Level 9–10



Delivery by Subject

- 23.4% Management and Commerce
- 16.9% Society and Culture
- 14.3% Mixed Field Programmes
- 13.8% Education
- 12.3% Health
- 19.3% Other



The Open Polytechnic of New Zealand's (Open Polytechnic's) educational performance improved in 2014 and its financial position remained strong.

Responsiveness

In the 2014 annual report, Chair Murray Bain, highlighted several of the Open Polytechnic's achievements, including the development of a new online learning environment (iQualify), which will be launched in 2015. The Open Polytechnic continued to work alongside other tertiary education providers to support them in meeting their learners' and region's up-skilling needs. Also in 2014, the Open Polytechnic worked with Plunket New Zealand to deliver its continuing professional development programme to staff using the Open Polytechnic's iQualify platform.

The Chief Executive, Caroline Seelig, also highlighted several of the Open Polytechnic's achievements in 2014, including maintaining strong enrolments, despite several external pressures, due to the flexibility and attractiveness of distance learning options for mainly working adults. The Open Polytechnic worked in collaboration with the Department of Corrections to offer Level 1 and Level 2 qualifications in a blended delivery format. Two new qualifications were developed, the Graduate Diploma in Primary Maths Teaching and the Level 4 New Zealand Certificate in Financial Services. The Hutt Valley Primary Science Education Network was launched, in conjunction with the Hutt City Council and GNS Science. This supports primary teachers to promote engagement in sciences before high-school. Finally, the Open Polytechnic received a Special Recognition of Outstanding Commitment Award from Competenz, the ITO the Open Polytechnic works with to deliver national certificates to apprentices in the areas of mechanical engineering, welding, fabrication and metal casting.

Enrolments at the Open Polytechnic were similar to 2013, with a decrease of 1 percent (66 EFTS) with a shift in delivery towards Levels 2–3. Delivery was spread across Levels 3–4 (33%), Levels 7–8 (29%), Levels 5–6 (24%) and Levels 1–2 (14%). The main fields of study were Management and Commerce (23%), Society and Culture (17%) and Mixed Field Programmes (14%).

The Open Polytechnic was below the ITP sector average for participation across the TES priority groups (Māori, Pasifika and under-25-year-olds) but above the national demographic. Compared with 2013, participation for Māori and under-25-year-olds rose slightly, while Pasifika participation dropped slightly. The Open Polytechnic had 51 full-fee paying international EFTS (261 students), an increase of 12 EFTS (74 students) on 2013.

Effectiveness

Educational delivery by the Open Polytechnic was on par with the ITP sector average for course completion and well above the sector average for qualification completion (73%) at 91 percent, a 12 percentage point increase on 2013. Both student retention and student progression were below the ITP sector average.

Performance of the TES priority groups generally improved on the previous year, with the exception of retention for Pasifika, which fell slightly, and student progression, which fell for all groups. The biggest improvement was qualification completion, which increased by 29, 27 and 10 percentage points for Māori, Pasifika and under-25-year-olds respectively, all above the ITP sector average. Under-25-year-olds and Pasifika performed below the average for course completion, retention and progression. Māori performed above the average for all measures with the exception of retention, which was below the average.



Financial performance

In 2014, the Open Polytechnic achieved a net surplus of \$2.2 million (3.9%), which is a \$0.4 million (-16.1%) decline compared with the 2013 result, driven by revenue reductions.

The Open Polytechnic's total revenue decreased by \$0.6 million (-1.1%) from 2013 to 2014, primarily due to a reduction in government funding of \$0.2 million (-6%) and a reduction in student fees of \$0.5 million (-3.0%). Total expenditure decreased by \$0.2 million (-0.3%) mainly because of a reduction in depreciation and amortisation of \$1.2 million and \$0.6 million in personnel expenditure savings.

Total assets have increased by \$1.9 million between 2013 and 2014 to \$84.3 million. This is significantly lower than most other institutions due to the low space requirements limiting the value of property, plant and equipment to \$24 million.



TES Priorities

Participation (SAC)		
2014 Performance	OPNZ	ITP sector
Students under 25	25%	51%
Māori	18%	24%
Pasifika	9%	10%

Course Completion (SAC)		
2014 Performance	OPNZ	ITP sector
All	80%	80%
Students under 25	77%	79%
Māori	76%	74%
Pasifika	69%	74%

Qualification Completion (SAC)		
2014 Performance	OPNZ	ITP sector
All	91%	73%
Students under 25	74%	67%
Māori	96%	64%
Pasifika	94%	65%

Of the tertiary-aged population in New Zealand, 13% identified as Māori and 21% as under the age of 25 years. Pasifika population figures were less than 6% (based on Census 2013).

Overview of Educational Performance				
Enrolments	2014 % of ITP sector	2012	2013	2014
Student Achievement Component (SAC) EFTS	8%	5,565	5,167	5,101
SAC Students	23%	30,279	28,287	27,592
International full fee paying students EFTS	1%	27	39	51
International full fee paying students	2%	154	187	261
Educational Performance Indicators - SAC	ITP sector	2012	2013	2014
Successful Course Completion	80%	80%	80%	80%
Qualification Completion	73%	78%	79%	91%
Student Retention	66%	40%	50%	51%
Student Progression L1-4	35%	25%	32%	29%

Overview of Financial Performance*			
Summary Financial Statements (NZ\$000)	2012	2013	2014
Revenue			
Total government revenue	\$41,785	\$37,816	\$37,602
Domestic student fees	\$16,260	\$15,975	\$15,390
International student fees	\$220	\$359	\$453
Total revenue	\$61,917	\$57,659	\$57,040
Expenses			
Personnel	\$27,909	\$28,622	\$27,974
Total expenses	\$57,579	\$55,013	\$54,821
Net surplus (after unusual and non-recurring items)	\$4,338	\$2,646	\$2,219
Assets			
Total Assets	\$79,169	\$82,411	\$84,344
Equity (net assets)	\$62,467	\$65,513	\$67,026
Cashflow			
Net cashflow from operations	\$11,111	\$7,264	\$7,895
Other			
Staffing FTE	397	394	407
Total EFTS to total staff FTE	16.0:1	14.3:1	14.0:1
Total EFTS to teaching staff (academic and tutorial staff FTE)	57.0:1	51.9:1	48.3:1

OTAGO POLYTECHNIC

Chair: Kathy Grant
Chief Executive: Phil Ker

- Main Campus**
Dunedin
- Other Campus Locations**
Cromwell, Auckland



NZQA EER

Educational Performance: Highly Confident
Self-assessment: Highly Confident

Funding by TEC

- 96.9%** Teaching and Learning
- 0.0%** Capability
- 3.1%** Research
- 0.0%** Scholarships/Learners



Delivery by Level

- 2.7%** Level 1–2
- 25.6%** Level 3–4
- 17.8%** Level 5–6
- 52.8%** Level 7–8
- 1.1%** Level 9–10



Delivery by Subject

- 33.2%** Health
- 13.8%** Creative Arts
- 11.2%** Management and Commerce
- 9.3%** Society and Culture
- 7.9%** Architecture and Building
- 24.7%** Other



In 2014, Otago Polytechnic continued its strong educational performance and strengthened its financial position.

Responsiveness

In the 2014 annual report, Chair Kathy Grant and Chief Executive Phil Ker highlighted several of Otago Polytechnic's achievements, including high levels of student satisfaction demonstrated by the results of the Student Opinion Survey for 2014, which improved across all dimensions and exceeded Otago Polytechnic's targets. Another highlight was the success of Otago Polytechnic's graduates with 77 percent of those surveyed gaining employment immediately on graduation, 97 percent being in work or engaged in further study, and 98 percent of Māori and 100 percent of Pasifika graduates being in work or engaged in further study.

Further highlights included the recognition of Otago Polytechnic's teachers in the national Tertiary Teaching Excellence Awards, the development of a new strategy and new branding for the Central Otago campus, which has been well received by the community. Excellent progress was made with the Tertiary Accord of New Zealand (TANZ) eCampus initiative, to better serve learners remotely. The Auckland International Campus is proving a success, with enrolments doubling and returning a surplus in 2014, its second full year of operations. Finally, the first stage of the Dunedin campus modernisation programme was successfully completed.

Otago Polytechnic's enrolments increased by 2 percent (68 EFTS), compared with 2013. Increases were seen at Levels 6–7 with decreases across Levels 1–5. Most of Otago Polytechnic's enrolments remained at Levels 7–8 (53%), Levels 3–4 (26%) and Levels 5–6 (18%). The main fields of study were Health (33%), Creative Arts (14%) and Management and Commerce (11%).

Participation increased slightly for all TES priority groups (Māori, Pasifika and under-25-year-olds) and remained well above the ITP sector average for under-25-year-olds at 63 percent, while Pasifika and Māori participation remained below the sector average. However, participation amongst these groups was above the regional demographic. Otago Polytechnic had 112 YG EFTS (155 students), an increase of 51 percent on 2013, and 493 full-fee paying international EFTS (765 students), a 37 percent increase on 2013.

Effectiveness

Otago Polytechnic again performed strongly against the EPIs where it was above the ITP sector average across all measures, performing particularly strongly against sector averages for qualification completion and student retention. Performance improved or remained on par with 2013 for all but student progression.

Performance of the TES priority groups was above ITP sector averages for Māori and under-25-year-olds across all measures. Performance for Pasifika generally went down, compared with the previous year, but was above the ITP sector averages for student retention and student progression.

YG performance generally increased, compared with the previous year, and was above or on par with the ITP sector averages. YG performance also exceeded the TEC's minimum performance expectations against all EPIs.



Financial performance

In 2014, Otago Polytechnic achieved a net surplus of \$3.2 million (4.7%), an improvement of \$1.2 million (56.8%) over 2013. This was driven by increases in revenue exceeding cost increases and an increased share of associate entity revenue. Otago Polytechnic's total revenue increased by \$5.6 million (8.8%) from 2013 to 2014, driven by an increase in government revenue of \$2.4 million (7.2%) and increased student fees of \$2.7 million (12.2%).

Total expenditure increased by \$4.3 million (7%) mainly due to increases in personnel expenditure and consumables expenditure.

Total assets increased by \$8.4 million (8.4%) between 2013 and 2014 to \$108.4 million.



TES Priorities

Participation (SAC)		
2014 Performance	Otago Polytechnic	ITP sector
Students under 25	63%	51%
Māori	14%	24%
Pasifika	4%	10%

Course Completion (SAC)		
2014 Performance	Otago Polytechnic	ITP sector
All	82%	80%
Students under 25	82%	79%
Māori	76%	74%
Pasifika	66%	74%

Qualification Completion (SAC)		
2014 Performance	Otago Polytechnic	ITP sector
All	90%	73%
Students under 25	73%	67%
Māori	76%	64%
Pasifika	51%	65%

Of the tertiary-aged population in the Otago Polytechnic region, 7% identified as Māori, Pasifika as 2% and 26% as under the age of 25 years (based on Census 2013).

Overview of Educational Performance					
Enrolments	2014 % of ITP sector	2012	2013	2014	
Student Achievement Component (SAC) EFTS	6%	3,445	3,492	3,559	
SAC Students	4%	4,824	4,724	4,678	
Youth Guarantee (YG) EFTS	5%	-	74	112	
YG Students	5%	-	98	155	
International full fee paying students EFTS	6%	210	360	493	
International full fee paying students	5%	350	564	765	
Educational Performance Indicators - SAC		ITP sector	2012	2013	2014
Successful Course Completion	80%	83%	82%	82%	
Qualification Completion	73%	78%	83%	90%	
Student Retention	66%	67%	70%	75%	
Student Progression L1-4	35%	41%	47%	41%	
Educational Performance Indicators - YG		ITP sector	2013	2014	
Successful Course Completion	72%	-	70%	72%	
Qualification Completion	65%	-	64%	65%	
Student Retention	68%	-	-	70%	
Student Progression L1-4	41%	-	-	44%	

Overview of Financial Performance*			
Summary Financial Statements (NZ\$000)	2012	2013	2014
Revenue			
Total government revenue	\$33,240	\$33,995	\$36,429
Domestic student fees	\$16,134	\$16,207	\$16,755
International student fees	\$3,422	\$5,526	\$7,640
Total revenue	\$60,422	\$63,635	\$69,235
Expenses			
Personnel	\$36,262	\$38,147	\$40,076
Total expenses	\$56,986	\$61,831	\$66,176
Net surplus (after unusual and non-recurring items)	\$3,436	\$2,064	\$3,237
Assets			
Total Assets	\$96,144	\$99,960	\$108,394
Equity (net assets)	\$87,767	\$89,832	\$95,245
Cashflow			
Net cashflow from operations	\$9,000	\$7,857	\$10,816
Other			
Staffing FTE	461	489	504
Total EFTS to total staff FTE	8.2:1	8.2:1	8.5:1
Total EFTS to teaching staff (academic and tutorial staff FTE)	17.7:1	18.3:1	18.2:1

SOUTHERN INSTITUTE OF TECHNOLOGY

Chair: Sarah Brown (to 30 April 2015)

Chief Executive: Penny Simmonds

Main Campus

Invercargill

Other Campus Locations

Gore, Christchurch, Queenstown

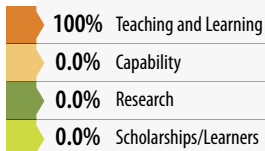


NZQA EER

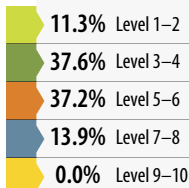
Educational Performance: Confident

Self-assessment: Confident

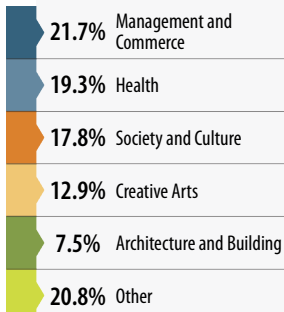
Funding by TEC



Delivery by Level



Delivery by Subject



The Southern Institute of Technology (SIT) performed well in 2014 with educational performance continuing to improve and financial performance remaining solid.

Responsiveness

In the annual report, Chair Sarah Brown highlighted several of SIT's achievements for 2014. These included the large number of graduates gaining employment in Southland and meeting the region's unique needs and that the institute's sound financial position ensures the Zero Fees initiative will continue for the foreseeable future.

The Chief Executive, Penny Simmonds, also highlighted several other achievements in 2014, including a 100 percent pass rate for Bachelor of Nursing graduates in the external state nursing finals examination, and positive results from the graduate destination survey, showing 98.5 percent of graduates are in employment or further study six months after graduating.

Of further note was the development of a teaching and learning guide for Māori and Pasifika students; the SIT review of the academic board structure and corresponding implementation of change; the launch of SIT's own distinctive graduation regalia; and SIT's first graduation ceremony, which was held in Christchurch.

SIT's enrolments increased by 3 percent (105 EFTS) on 2013 volumes bringing enrolments back to 2012 levels. Significant increases occurred in delivery at Level 4 (up 24%) and Level 5 (up 17%) with drops shared across other levels. Delivery was spread mainly across Levels 3–4 (38%), Levels 5–6 (37%), followed by Levels 7–8 (14%) and Levels 1–2 (11%). The main fields of study were Management and Commerce (22%), Health (19%) and Society and Culture (18%).

Participation of under-25-year-olds dropped, Māori remained unchanged and Pasifika participation increased, compared with 2013. Participation for each of these groups was below the ITP sector average but in line with regional demographics.

SIT delivered 85 YG EFTS (145 students) in 2014, an increase of 29 percent on 2013, and 664 full-fee paying international EFTS (1,000 students), an increase of 21 percent on 2013.

Effectiveness

Between 2013 and 2014, SIT achieved increases across three of the EPIs and remained on par with the ITP sector average for student progression. This continued improvement has brought SIT's educational performance up to be in line with ITP sector averages.

Performance of the TES priority groups (Māori, Pasifika and under-25-year-olds) was mixed. Māori and under-25-year-olds improved significantly across all EPIs apart from student progression, which decreased, while Pasifika fell in terms of both course and qualification completions but achieved increases in student retention and progression. Performance of Māori and under-25-year-olds was similar to the ITP sector averages, with the exception of qualification completions for under-25-year-olds, which, at 79 percent, was 12 percentage points higher than the sector average (67%).

Educational performance for YG students dropped overall. However, course completion and student retention were above the ITP sector averages and qualification completion and student progression below sector averages. YG performance was above the TEC's minimum performance expectations for almost all EPIs.



Financial performance

In 2014, SIT achieved a net surplus of \$0.7 million (1.5%), a decline of \$0.6 million (-47.2%) over 2013, driven by increases in operating expenditure.

SIT's total revenue increased by \$3.5 million (7.8%) from 2013 to 2014. This is primarily due to an increase in total government funding of \$0.8 million (2.4%), an increase in student fees of \$1.4 million (24.6%) and an increase in other income of \$1.4 million (18.8%).

Total expenditure increased by \$4.2 million (9.7%) mainly due to an increase of \$3.4 million (17.9%) in other operating expenditure.

Total assets have reduced by \$0.4 million (-0.4%) between 2013 and 2014 to \$103.8 million.



TES Priorities

Participation (SAC)		
2014 Performance	SIT	ITP sector
Students under 25	37%	51%
Māori	15%	24%
Pasifika	3%	10%

Course Completion (SAC)		
2014 Performance	SIT	ITP sector
All	79%	80%
Students under 25	80%	79%
Māori	74%	74%
Pasifika	65%	74%

Qualification Completion (SAC)		
2014 Performance	SIT	ITP sector
All	73%	73%
Students under 25	79%	67%
Māori	66%	64%
Pasifika	59%	65%

Of the tertiary-aged population in the SIT region, 11% identified as Māori and 19% as under the age of 25 years. Pasifika population figures were less than 2% (based on Census 2013).

Overview of Educational Performance				
Enrolments	2014 % of ITP sector	2012	2013	2014
Student Achievement Component (SAC) EFTS	6%	3,581	3,476	3,582
SAC Students	6%	6,878	6,519	6,637
Youth Guarantee (YG) EFTS	4%	-	60	85
YG Students	4%	-	74	145
International full fee paying students EFTS	8%	496	551	664
International full fee paying students	7%	770	852	1,000
Educational Performance Indicators - SAC	ITP sector	2012	2013	2014
Successful Course Completion	80%	72%	77%	79%
Qualification Completion	73%	64%	71%	73%
Student Retention	66%	59%	58%	65%
Student Progression L1-4	35%	40%	37%	37%
Educational Performance Indicators - YG	ITP sector	2013	2014	
Successful Course Completion	72%	-	75%	78%
Qualification Completion	65%	-	62%	60%
Student Retention	68%	-	-	73%
Student Progression L1-4	41%	-	-	21%

Overview of Financial Performance*			
Summary Financial Statements (NZ\$000)	2012	2013	2014
Revenue			
Total government revenue	\$31,302	\$32,121	\$32,891
Domestic student fees	\$790	\$1,382	\$677
International student fees	\$3,897	\$4,203	\$6,282
Total revenue	\$45,218	\$45,158	\$48,701
Expenses			
Personnel	\$19,479	\$20,250	\$20,882
Total expenses	\$42,108	\$43,795	\$48,032
Net surplus (after unusual and non-recurring items)	\$3,110	\$1,363	\$719
Assets			
Total Assets	\$97,668	\$104,222	\$103,826
Equity (net assets)	\$91,150	\$96,133	\$96,852
Cashflow			
Net cashflow from operations	\$7,843	\$6,286	\$4,640
Other			
Staffing FTE	332	332	340
Total EFTS to total staff FTE	13.8:2	13.7:1	13.7:1
Total EFTS to teaching staff (academic and tutorial staff FTE)	27.5:1	28.4:1	28.8:1

TAI POUTINI POLYTECHNIC

Chair: Graeme McNally
Chief Executive: Allan Sargison

- Main Campus**
Greymouth
- Other Campus Locations**
Reefton, Hamilton, Westport,
Auckland, Christchurch, Invercargill,
Wanaka



NZQA EER

Educational Performance: Confident
Self-assessment: Confident

Funding by TEC

- 100% Teaching and Learning
- 0.0% Capability
- 0.0% Research
- 0.0% Scholarships/Learners



Delivery by Level

- 8.3% Level 1–2
- 73.0% Level 3–4
- 17.8% Level 5–6
- 1.0% Level 7–8
- 0.0% Level 9–10



Delivery by Subject

- 28.3% Architecture and Building
- 22.0% Creative Arts
- 15.9% Engineering and Related Technologies
- 15.3% Health
- 7.9% Management and Commerce
- 10.6% Other



Tai Poutini Polytechnic's (Tai Poutini's) educational performance remained similar to 2013 while the institution with an improved financial position.

Responsiveness

In the 2014 annual report, Chair Graeme McNally highlighted several of Tai Poutini's achievements. These included contributing positively to the West Coast economy by providing additional training opportunities that support the local community and businesses, and delivering its first degree-level programme (offered in conjunction with CPIT, the bachelor degree in musical arts) in Auckland.

The Chief Executive, Allan Sargison, highlighted additional achievements in 2014, such as developing relationships and business in China, and becoming an official partner organisation with the University of Pennsylvania's Wharton Business School Leadership Ventures programme. Tai Poutini also hosted the first group of MBA students from Wharton on experiential leadership training.

Tai Poutini's enrolments decreased by 2 percent for the second consecutive year (43 EFTS for 2014). Nearly three-quarters of Tai Poutini's delivery was at Levels 3–4 (73%), with the remainder spread across Levels 5–6 (18%) and Levels 1–2 (8%). The main fields of study were Architecture and Building (28%), Creative Arts (22%), Engineering and Related Technologies (16%) and Health (15%).

Participation of Māori and Pasifika increased slightly in 2014 and was above the ITP sector average for both groups. Participation of under-25-year-olds dropped slightly and was below the ITP sector average. Tai Poutini had 49 YG EFTS (78 students) and 55 full-fee paying international EFTS (295 students).

Effectiveness

Compared with the previous year, Tai Poutini's performance dropped against all EPIs apart from student retention, which increased. Tai Poutini was below the ITP sector average for all measures, with the exception of course completion, where it was on par with the sector average.

Performance by the TES priority groups (Māori, Pasifika and under-25-year-olds) was mixed, compared with 2013, with a drop in course completion for all groups and an increase in student retention. The TES priority groups were generally comparable with the ITP sector average, excluding student progression, which was well below the sector average for all groups.

Educational performance of YG students dropped for all measures apart from student retention, which showed improvement. Tai Poutini's YG performance was above the ITP sector average for all measures apart from student progression. YG performance was above the TEC's minimum performance expectations for most EPIs.



Financial performance

In 2014, Tai Poutini achieved a net surplus of \$0.7 million (2.9%), an improvement of \$0.7 million over the 2013 break-even result. This was driven by expenditure reductions.

Tai Poutini's total revenue decreased marginally by less than \$100,000 from 2013 to 2014. Student fees revenue reduced by \$0.3 million (-6.9%) and government revenue reduced by \$0.1 million, however, this was offset by increases in other income.

Total expenditure decreased by \$0.8 million (-3.1%), mainly due to reductions in other expenditure, which reduced by \$0.9 million (-10.1%).

Total assets increased by \$0.7 million (3.1%) between 2013 and 2014 to \$22.7 million.



TES Priorities

Participation (SAC)		
2014 Performance	TPP	ITP sector
Students under 25	44%	51%
Māori	29%	24%
Pasifika	16%	10%

Course Completion (SAC)		
2014 Performance	TPP	ITP sector
All	80%	80%
Students under 25	77%	79%
Māori	80%	74%
Pasifika	74%	74%

Qualification Completion (SAC)		
2014 Performance	TPP	ITP sector
All	69%	73%
Students under 25	67%	67%
Māori	71%	64%
Pasifika	69%	65%

Of the tertiary-aged population in the Tai Poutini region, 9% identified as Māori and 17% as under the age of 25 years. Pasifika population figures were less than 1% (based on Census 2013).

Overview of Educational Performance					
Enrolments	2014 % of ITP sector	2012	2013	2014	
Student Achievement Component (SAC) EFTS	3%	2,023	1,977	1,934	
SAC Students	3%	5,098	4,394	4,082	
Youth Guarantee (YG) EFTS	2%	-	40	49	
YG Students	2%	-	58	78	
International full fee paying students EFTS	1%	68	63	55	
International full fee paying students	2%	358	335	295	
Educational Performance Indicators - SAC		ITP sector	2012	2013	2014
Successful Course Completion	80%	81%	81%	80%	
Qualification Completion	73%	67%	72%	69%	
Student Retention	66%	45%	52%	61%	
Student Progression L1-4	35%	21%	19%	16%	
Educational Performance Indicators - YG		ITP sector	2013	2014	
Successful Course Completion	72%	-	87%	73%	
Qualification Completion	65%	-	73%	69%	
Student Retention	68%	-	-	76%	
Student Progression L1-4	41%	-	-	30%	

Overview of Financial Performance*			
Summary Financial Statements (NZ\$000)	2012	2013	2014
Revenue			
Total government revenue	\$17,945	\$18,661	\$18,556
Domestic student fees	\$4,604	\$4,875	\$4,496
International student fees	\$85	\$75	\$112
Total revenue	\$24,367	\$25,367	\$25,277
Expenses			
Personnel	\$13,493	\$14,417	\$14,470
Total expenses	\$23,831	\$25,334	\$24,536
Net surplus (after unusual and non-recurring items)	\$536	\$33	\$742
Assets			
Total Assets	\$22,110	\$22,001	\$22,689
Equity (net assets)	\$19,165	\$19,202	\$19,937
Cashflow			
Net cashflow from operations	\$1,764	\$1,829	\$2,338
Other			
Staffing FTE	172	170	157
Total EFTS to total staff FTE	14.3:1	15.0:1	16.3:1
Total EFTS to teaching staff (academic and tutorial staff FTE)	26.7:1	29.3:1	34.1:1

UNITEC INSTITUTE OF TECHNOLOGY

Chair: Dr Lee Mathias from May 2014 (Ted Van Arkel to May 2014)
Chief Executive: Dr Rick Ede

- Main Campus**
Mt Albert, Auckland
- Other Campus Locations**
Newmarket (Auckland), Waitakere (Auckland), Albany (Auckland)



NZQA EER

Educational Performance: Highly Confident
Self-assessment: Confident

Funding by TEC

- 95.6% Teaching and Learning
- 0.0% Capability
- 4.4% Research
- 0.0% Scholarships/Learners



Delivery by Level

- 3.0% Level 1-2
- 30.0% Level 3-4
- 14.2% Level 5-6
- 49.8% Level 7-8
- 3.0% Level 9-10



Delivery by Subject

- 18.6% Architecture and Building
- 15.8% Society and Culture
- 12.8% Creative Arts
- 12.2% Management and Commerce
- 11.2% Engineering and Related Technologies
- 29.4% Other



Unitec Institute of Technology (Unitec) performed well both educationally and financially in 2014.

Responsiveness

In the 2014 annual report, Chair Dr Lee Mathias and Chief Executive Dr Rick Ede highlighted several achievements, including work to test, refine and implement contemporary teaching, learning and delivery models, including online and work-based learning. They noted that 73 percent of Unitec's graduates were employed in jobs related to their areas of study.

A venture with The Mind Lab began, offering an accessible and practical way for teachers to upskill in teaching practices and technologies; and Pathways West was launched with the Waitemata District Health Board and New Zealand Career College. This provides a clearer pathway to employment for students from four West Auckland secondary schools. Another highlight was gaining the approval from the Unitec Council for a comprehensive property strategy for the Mount Albert campus.

Finally, the contribution of former Chair Ted van Arkel, who served on the Unitec Council for over nine years, was acknowledged.

Unitec's enrolments declined again in 2014 by 7 percent (574 EFTS), with the bulk of this decrease at Levels 4 and 5. Unitec's delivery remained primarily at Levels 7-8 (50%), Levels 3-4 (30%) and Levels 5-6 (14%). The main fields of study were Architecture and Building (19%), Society and Culture (16%), Creative Arts (13%) and Management and Commerce (12%).

Participation of the TES priority groups (Māori, Pasifika and under-25-year-olds) remained unchanged and was above the ITP sector average for under-25-year-olds and Pasifika. Māori participation, at 11 percent, was well below the ITP sector average of 24 percent. However, participation for all of these groups was well above the regional demographic. Unitec had 108 YG EFTS (171 students) and 1,866 full-fee paying international EFTS (3,041 students), an increase of 14 percent on 2013.

Effectiveness

Unitec was above the ITP sector averages for each of the EPIs, except qualification completion, which was slightly below. Compared with the previous year, achievement improved across all measures, except student progression.

Performance for the TES priority groups improved for most indicators, and was also equal to or above the ITP sector averages for all priority groups apart from qualification completion, which was below.

YG educational performance increased across all indicators, with particular improvement in course and qualification completions (12 percentage points and 27 percentage points respectively). Performance was generally above the ITP sector averages and exceeded the TEC's minimum performance expectations.



Financial performance

In 2014, Unitec achieved a net surplus of \$1.8 million (1.2%), a result that is comparable to the 2013 surplus of \$1.9 million. Despite reductions in government funding (\$4.0 million or -5.3%) and domestic student fees (\$2.7 million or -7.9%), Unitec's total revenue increased by \$0.6 million (0.4%) from 2013 to 2014. This is primarily due to an increase in international student fees of \$3.6 million (15.3%) and a \$3.1 million (44.4%) increase in other income. Despite a reduction in personnel expenditure of \$1.9 million (-2.0%), total expenditure increased by \$0.5 million (0.4%).

Total assets decreased by \$0.6 million (-0.2%) between 2013 and 2014 to \$275.6 million.



TES Priorities

Participation (SAC)		
2014 Performance	Unitec	ITP sector
Students under 25	59%	51%
Māori	11%	24%
Pasifika	17%	10%

Course Completion (SAC)		
2014 Performance	Unitec	ITP sector
All	82%	80%
Students under 25	80%	79%
Māori	75%	74%
Pasifika	74%	74%

Qualification Completion (SAC)		
2014 Performance	Unitec	ITP sector
All	70%	73%
Students under 25	63%	67%
Māori	57%	64%
Pasifika	55%	65%

Of the tertiary-aged population in the Unitec region, 9% identified as Māori, 12% as Pasifika and 22% as under the age of 25 years (based on Census 2013).

Overview of Educational Performance				
Enrolments	2014 % of ITP sector	2012	2013	2014
Student Achievement Component (SAC) EFTS	12%	8,483	7,859	7,285
SAC Students	10%	13,072	12,019	11,432
Youth Guarantee (YG) EFTS	5%	-	103	108
YG Students	5%	-	172	171
International full fee paying students EFTS	22%	1,621	1,631	1,866
International full fee paying students	22%	2,773	2,692	3,041
Educational Performance Indicators - SAC	ITP sector	2012	2013	2014
Successful Course Completion	80%	79%	82%	82%
Qualification Completion	73%	64%	65%	70%
Student Retention	66%	69%	72%	72%
Student Progression L1-4	35%	41%	38%	37%
Educational Performance Indicators - YG	ITP sector	2013	2014	
Successful Course Completion	72%	-	70%	81%
Qualification Completion	65%	-	49%	76%
Student Retention	68%	-	-	65%
Student Progression L1-4	41%	-	-	67%

Overview of Financial Performance*			
Summary Financial Statements (NZ\$000)	2012	2013	2014
Revenue			
Total government revenue	\$80,982	\$75,224	\$71,228
Domestic student fees	\$34,089	\$34,659	\$31,929
International student fees	\$21,743	\$23,715	\$27,343
Total revenue	\$151,974	\$147,948	\$148,597
Expenses			
Personnel	\$92,434	\$92,445	\$90,569
Total expenses	\$148,075	\$145,991	\$146,512
Net surplus (after unusual and non-recurring items)	\$3,899	\$1,957	\$1,818
Assets			
Total Assets	\$236,552	\$276,126	\$275,556
Equity (net assets)	\$205,129	\$240,838	\$242,000
Cashflow			
Net cashflow from operations	\$19,719	\$18,399	\$12,943
Other			
Staffing FTE	1,185	1,166	1,115
Total EFTS to total staff FTE	17.5:1	17.1:1	18.0:1
Total EFTS to teaching staff (academic and tutorial staff FTE)	9.1:1	8.7:1	8.8:1

UNIVERSAL COLLEGE OF LEARNING

Chair: Malcolm Inglis from May 2014 (Trevor Goodwin to May 2014)

Chief Executive: Paul McElroy (Leeza Boyce from January 2015)

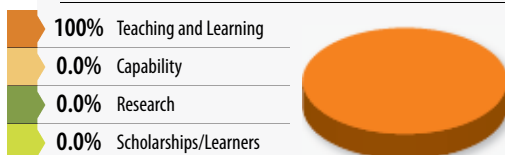
- Main Campus**
Palmerston North
- Other Campus Locations**
Whanganui, Masterton



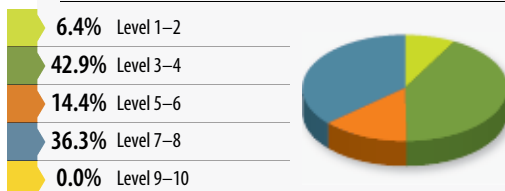
NZQA EER

Educational Performance: Confident
Self-assessment: Confident

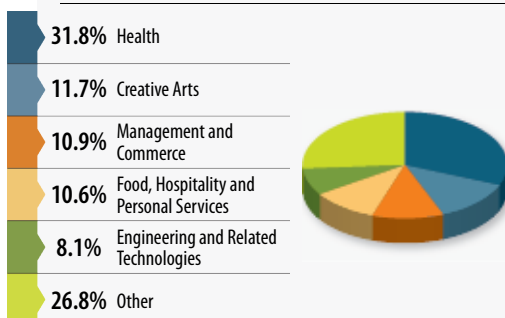
Funding by TEC



Delivery by Level



Delivery by Subject



In 2014, Universal College of Learning’s (UCOL’s) educational performance was mixed, compared with 2013. Financially, UCOL remained in a solid position.

Responsiveness

In the annual report, Chair Malcolm Inglis and Chief Executive Leeza Boyce highlighted several of UCOL’s achievements in 2014. These included building closer relationships with the communities served by UCOL, continuing to support iwi in the region to develop education strategies and initiatives, and the launch of a plan by the Joint Taskforce and Whanganui District Council to ensure a self-sustaining campus in Whanganui. UCOL emphasised its commitment to Māori students achieving success as Māori through the framework provided by the Ministry of Education’s Māori Education Strategy: Ka Hikitia and UCOL’s Rourou Aronui Māori Education Strategy and engagement with the 13 iwi in its region.

UCOL’s enrolments decreased by 4 percent (124 EFTS) on 2013, with most of the drop at Levels 4, 7 and 2. Most of UCOL’s delivery remains at Levels 3–4 (43%), Levels 7–8 (36%) and Levels 5–6 (14%). The main fields of study were Health (32%), Creative Arts (12%), Management and Commerce (11%) and Food, Hospitality and Personal Services (11%).

Participation of the TES priority groups (Māori, Pasifika and under-25-year-olds) remained consistent with 2013 and was above the 2014 ITP sector average for under-25-year-olds and Māori and below the sector average for Pasifika. Participation for all groups was above the regional demography.

UCOL had 122 YG EFTS (164 students), a 31 percent increase on 2013, and 202 full-fee paying international EFTS (360 students), a decrease of 18 percent on 2013.

Effectiveness

UCOL performed below the ITP sector averages for course and qualification completions and above for student retention and student progression. UCOL’s educational performance remained similar to the previous year.

Performance for the TES priority groups was above the ITP sector average for student progression. Māori and under-25-year-olds were also above the ITP sector average for student retention but below for course and qualification completions. Pasifika were on par for course completion but remained below ITP sector averages for qualification completion and student retention.

Educational performance for YG learners improved and was above the ITP sector average for all measures apart from student progression, which dropped by 10 percentage points. YG performance exceeded almost all of the TEC’s minimum performance expectations for EPIs.



Financial performance

In 2014, UCOL achieved a net surplus of \$15,000 (0.03%), similar to the 2013 result (\$12,000) despite reduced income due to a lower level of enrolments. The reduction in income was largely offset by a reduction in employee benefit expenditure.

The 2014 results include \$0.05 million in relation to change management, integration and development, the Safer UCOL buildings initiative and a share of associate losses of \$0.4 million. UCOL's total revenue decreased by \$2.2 million (4.6%) from 2013 to 2014. This is primarily due to reduced student tuition fees (\$1.0 million) as a result of lower EFTS numbers and lower other income earned (\$1.0 million).

Total expenditure decreased by \$1.0 million (-2.1%), which was mainly due to lower employee benefit expenditure (\$1.5 million), in line with the lower level of enrolments, and lower depreciation charges (\$0.5 million).



0800 GO UCOL
4 6 8 2 6 5

www.ucol.ac.nz
f ucolnz

TES Priorities

Participation (SAC)		
2014 Performance	UCOL	ITP sector
Students under 25	62%	51%
Māori	30%	24%
Pasifika	6%	10%

Course Completion (SAC)		
2014 Performance	UCOL	ITP sector
All	75%	80%
Students under 25	74%	79%
Māori	65%	74%
Pasifika	74%	74%

Qualification Completion (SAC)		
2014 Performance	UCOL	ITP sector
All	67%	73%
Students under 25	62%	67%
Māori	56%	64%
Pasifika	51%	65%

Of the tertiary-aged population in the UCOL region, 18% identified as Māori, 3% as Pasifika, and 22% as under the age of 25 years (based on Census 2013).

Overview of Educational Performance					
Enrolments	2014 % of ITP sector	2012	2013	2014	
Student Achievement Component (SAC) EFTS	5%	3,151	3,013	2,889	
SAC Students	3%	4,242	4,020	4,150	
Youth Guarantee (YG) EFTS	5%	-	93	122	
YG Students	5%	-	112	164	
International full fee paying students EFTS	2%	252	247	202	
International full fee paying students	3%	424	429	360	
Educational Performance Indicators - SAC		ITP sector	2012	2013	2014
Successful Course Completion	80%	73%	76%	75%	
Qualification Completion	73%	65%	65%	67%	
Student Retention	66%	65%	68%	71%	
Student Progression L1-4	35%	43%	43%	41%	
Educational Performance Indicators - YG		ITP sector	2013	2014	
Successful Course Completion	72%	-	73%	80%	
Qualification Completion	65%	-	64%	77%	
Student Retention	68%	-	-	72%	
Student Progression L1-4	41%	-	-	34%	

Overview of Financial Performance*			
Summary Financial Statements (NZ\$000)	2012	2013	2014
Revenue			
Total government revenue	\$29,940	\$28,669	\$28,343
Domestic student fees	\$14,900	\$14,131	\$13,330
International student fees	\$3,398	\$2,636	\$2,397
Total revenue	\$53,126	\$49,374	\$47,126
Expenses			
Personnel	\$28,383	\$27,399	\$25,878
Total expenses	\$50,051	\$47,748	\$46,730
Net surplus (after unusual and non-recurring items)	\$56	\$12	\$15
Assets			
Total Assets	\$131,007	\$122,515	\$119,382
Equity (net assets)	\$109,246	\$99,870	\$97,722
Cashflow			
Net cashflow from operations	\$5,475	\$4,569	\$5,257
Other			
Staffing FTE	447	425	399
Total EFTS to total staff FTE	8.2:1	8.6:1	8.7:1
Total EFTS to teaching staff (academic and tutorial staff FTE)	16.2:1	16.0:1	16.4:1

WAIARIKI INSTITUTE OF TECHNOLOGY

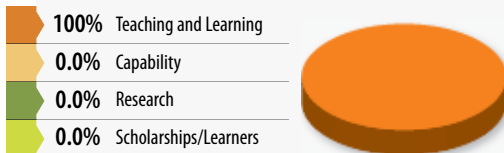
Chair: Graeme Nahkies
Chief Executive: Professor Margaret Noble

- Main Campus**
Rotorua (Mokoia)
- Other Campus Locations**
Taupo, Tokoroa, Whakatane, Waipa

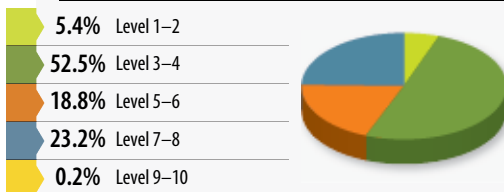
NZQA EER

Educational Performance: Confident
Self-assessment: Confident

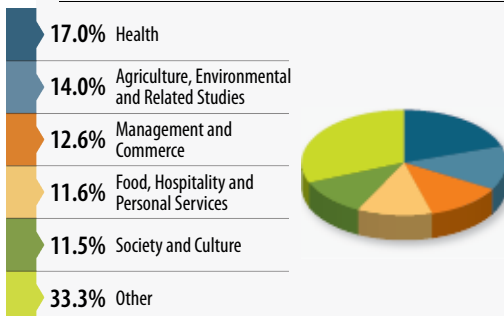
Funding by TEC



Delivery by Level



Delivery by Subject



Waiariki Institute of Technology’s (Waiariki’s) overall educational performance remained similar to 2013, while financial performance improved.

Responsiveness

In the 2014 annual report, Chair Graeme Nahkies and Chief Executive Professor Margaret Noble highlighted several of Waiariki’s achievements. These included the success of the expanded Bay of Plenty Trades Academy – led by Trident High School in partnership with Waiariki, Bay of Plenty Polytechnic and the region’s schools – which expanded to offer more than 420 places across the Bay of Plenty; co-locating provision in Tokoroa with Te Wānanga o Aotearoa to create a new Tertiary Learning Centre in the town; and completion of the construction of the new Health and Science Centre. New progression partnerships were also developed with institutions in India and China.

Waiariki’s enrolments decreased marginally (19 EFTS), compared with 2013. Most of Waiariki’s delivery remained at Levels 3–4 (53%), Levels 7–8 (23%) and Levels 5–6 (19%). The main fields of study were Health (17%), Agriculture, Environment and Related Studies (14%) and Management and Commerce (13%).

Participation of the TES priority groups (Māori, Pasifika and under-25-year-olds) remained at similar levels to 2013, with Māori (62%) more than twice the ITP sector average. Participation of under-25-year-olds was slightly above the ITP sector average and Pasifika slightly below. Participation of all priority groups was well above the regional demographic.

Waiariki had 70 YG EFTS (121 students) and 781 full-fee paying international EFTS (1,177 students), a 28 percent increase on 2013.

Effectiveness

Waiariki performed slightly below the ITP sector averages for course and qualification completions and slightly above for student retention and student progression. Performance was similar to the previous year, with the exception of a slight drop in qualification completion (down 4 percentage points) and an increase in student progression (up 4 percentage points).

Educational achievement for Māori and Pasifika was generally on par with or above the ITP sector average on all measures. Pasifika improved markedly against all measures apart from student retention, which decreased. Performance for under-25-year-olds was on par with or increased against 2013 performance, and this group performed above the ITP sector average for student retention but was slightly below on all other measures.

YG performance increased across all measures, with notable improvements in both course and qualification completions. Waiariki performed above the ITP sector averages, with course completion being the highest in the ITP sector. YG performance exceeded almost all of the TEC’s minimum performance expectations for EPIs.



Financial performance

In 2014, Waiariki achieved a net surplus of \$3.6 million (6.7%), an improvement of \$4.0 million over the 2013 net deficit of \$0.4 million (-0.9%).

Waiariki's total revenue increased by \$3.1 million (6.1%) from 2013 to 2014. This is primarily due to an increase of \$1.1 million (10.6%) in domestic tuition fees, a \$1.3 million (15.0%) increase in international tuition fees and increases in both trading (\$0.4 million) and other revenue (\$0.3 million).

Total expenditure decreased by \$1.0 million (-1.9%) between 2013 and 2014, mainly due to a decrease in personnel expenditure of \$1.4 million (-4.2%).

Total assets have increased by \$10.2 million (12.6%) between 2013 and 2014 to \$91.2 million.



TES Priorities

Participation (SAC)		
2014 Performance	Waiariki	ITP sector
Students under 25	52%	51%
Māori	62%	24%
Pasifika	7%	10%

Course Completion (SAC)		
2014 Performance	Waiariki	ITP sector
All	78%	80%
Students under 25	77%	79%
Māori	73%	74%
Pasifika	79%	74%

Qualification Completion (SAC)		
2014 Performance	Waiariki	ITP sector
All	71%	73%
Students under 25	69%	67%
Māori	64%	64%
Pasifika	70%	65%

Of the tertiary-aged population in the Waiariki region, 34% identified as Māori, 4% as Pasifika and 20% as under the age of 25 years (based on Census 2013).

Overview of Educational Performance				
Enrolments	2014 % of ITP sector	2012	2013	2014
Student Achievement Component (SAC) EFTS	5%	2,937	2,826	2,807
SAC Students	4%	4,226	4,110	4,226
Youth Guarantee (YG) EFTS	3%	-	69	70
YG Students	4%	-	106	121
International full fee paying students EFTS	9%	800	608	781
International full fee paying students	8%	1,215	919	1,177
Educational Performance Indicators - SAC	ITP sector	2012	2013	2014
Successful Course Completion	80%	77%	79%	78%
Qualification Completion	73%	68%	75%	71%
Student Retention	66%	63%	67%	67%
Student Progression L1-4	35%	29%	33%	36%
Educational Performance Indicators - YG	ITP sector	2013	2014	
Successful Course Completion	72%	-	72%	83%
Qualification Completion	65%	-	54%	75%
Student Retention	68%	-	-	74%
Student Progression L1-4	41%	-	-	43%

Overview of Financial Performance*			
Summary Financial Statements (NZ\$000)	2012	2013	2014
Revenue			
Total government revenue	\$26,666	\$25,732	\$25,923
Domestic student fees	\$9,198	\$10,044	\$11,104
International student fees	\$10,656	\$8,515	\$9,793
Total revenue	\$52,171	\$50,666	\$53,761
Expenses			
Personnel	\$33,254	\$33,312	\$31,904
Total expenses	\$50,791	\$51,107	\$50,157
Net surplus (after unusual and non-recurring items)	\$1,380	(\$440)	\$3,604
Assets			
Total Assets	\$75,500	\$80,971	\$91,190
Equity (net assets)	\$66,716	\$69,275	\$72,879
Cashflow			
Net cashflow from operations	\$2,597	\$5,442	\$10,348
Other			
Staffing FTE	459	444	452
Total EFTS to total staff FTE	8.9:1	8.6:1	8.9:1
Total EFTS to teaching staff (academic and tutorial staff FTE)	17.0:1	16.3:1	16.3:1

WAIKATO INSTITUTE OF TECHNOLOGY

Chair: Mary Cave-Palmer
Chief Executive: Mark Flowers

- Main Campus**
Hamilton (City), Rotokauri
- Other Campus Locations**
Thames, Te Kuiti, Otorohanga, Hamilton Gardens

NZQA EER

Educational Performance: Highly Confident
Self-assessment: Confident

Funding by TEC

- 97.9% Teaching and Learning
- 0.0% Capability
- 1.2% Research
- 0.0% Scholarships/Learners



Delivery by Level

- 7.0% Level 1-2
- 27.4% Level 3-4
- 18.6% Level 5-6
- 46.4% Level 7-8
- 0.5% Level 9-10



Delivery by Subject

- 23.5% Health
- 13.9% Society and Culture
- 12.3% Creative Arts
- 9.6% Management and Commerce
- 8.2% Engineering and Related Technologies
- 32.4% Other



Waikato Institute of Technology's (Wintec's) overall educational performance for 2014 was consistent with previous years. Financial performance remained solid.

Responsiveness

In the 2014 annual report, Chair Mary Cave-Palmer highlighted several of Wintec's achievements. These included actively engaging with employers for curricula development, to ensure that courses are relevant and graduates are work-ready, and the opening of a new engineering and trades building at the Rotokauri campus.

The Chief Executive, Mark Flowers, highlighted additional achievements, including Wintec hosting the national competition of WorldSkills New Zealand for the first time. The Waikato Trades Academy experienced strong growth, with 450 students from 30 schools taking part. Approval has been given for 550 students in 2015, making it the biggest trades academy in the New Zealand tertiary sector. Mr Flowers also noted that Wintec delivers more than 30 degree or postgraduate level programmes.

Wintec's enrolments decreased by 2 percent (108 EFTS), compared with the previous year. The majority of this decline occurred at Levels 3 and 7. Most provision was at Levels 7-8 (46%) and Levels 3-4 (27%). The main fields of study were Health (24%), Society and Culture (14%), Creative Arts (12%) and Management and Commerce (10%).

Participation of the TES priority groups (Māori, Pasifika and under-25-year-olds) remained at similar levels to 2013, with Māori and under-25-year-olds above the ITP sector averages and Pasifika below. Participation was above the regional demographic. Wintec had 150 YG EFTS (209 students) and 765 full-fee paying international EFTS (1,069 students).

Effectiveness

Wintec was below the ITP sector average for course and qualification completions. However, student progression and student retention increased and were above the sector averages. Educational performance was similar, overall, to 2013, with the exception of qualification completion, which dropped 9 percentage points.

Performance for the TES priority groups remained similar to 2013, with the exception of qualification completion, which dropped. Performance for all TES priority groups was below the ITP sector average for both qualification and course completions, and was comparable to the average for student retention. Student progression was well above the sector average for all groups.

Educational performance for YG students improved for all measures but remained below the ITP sector averages with the exception of student progression. YG performance exceeded almost all of the TEC's minimum performance expectations for EPIs.



Financial performance

In 2014, Wintec achieved a net surplus of \$0.6 million (0.6%), a decline of \$2.6 million over 2013, driven by expenditure increases.

While there was a decline in domestic student fees of \$1.0 million, Wintec's total revenue increased by \$3.1 million (3.5%) from 2013 to 2014. This is primarily due to an increase in international student fees of \$1.3 million (13.1%) and an increase in other income of \$3.6 million (27.5%). Total expenditure increased by \$5.7 million (6.6%) mainly due to personnel expenditure, which increased by \$3.1 million (6.0%), and other expenditure, which increased by \$1.6 million (5.4%).

Total assets have increased by \$13.6 million (8.0%) between 2013 and 2014 to \$184.6 million.



TES Priorities

Participation (SAC)		
2014 Performance	Wintec	ITP sector
Students under 25	58%	51%
Māori	25%	24%
Pasifika	6%	10%

Course Completion (SAC)		
2014 Performance	Wintec	ITP sector
All	79%	80%
Students under 25	76%	79%
Māori	73%	74%
Pasifika	69%	74%

Qualification Completion (SAC)		
2014 Performance	Wintec	ITP sector
All	68%	73%
Students under 25	61%	67%
Māori	57%	64%
Pasifika	48%	65%

Of the tertiary-aged population in the Wintec region, 18% identified as Māori, 3% as Pasifika and 22% as under the age of 25 years (based on Census 2013).

Overview of Educational Performance				
Enrolments	2014 % of ITP sector	2012	2013	2014
Student Achievement Component (SAC) EFTS	8%	5,008	4,819	4,710
SAC Students	7%	7,562	7,635	7,999
Youth Guarantee (YG) EFTS	6%	-	118	150
YG Students	6%	-	166	209
International full fee paying students EFTS	9%	622	674	765
International full fee paying students	8%	885	923	1,069
Educational Performance Indicators - SAC	ITP sector	2012	2013	2014
Successful Course Completion	80%	79%	78%	79%
Qualification Completion	73%	69%	78%	68%
Student Retention	66%	71%	70%	70%
Student Progression L1-4	35%	55%	58%	60%
Educational Performance Indicators - YG	ITP sector	2013	2014	
Successful Course Completion	72%	-	66%	67%
Qualification Completion	65%	-	43%	57%
Student Retention	68%	-	-	60%
Student Progression L1-4	41%	-	-	52%

Overview of Financial Performance*			
Summary Financial Statements (NZ\$000)	2012	2013	2014
Revenue			
Total government revenue	\$46,931	\$47,200	\$47,155
Domestic student fees	\$20,687	\$19,691	\$18,667
International student fees	\$8,990	\$10,112	\$11,436
Total revenue	\$87,717	\$90,790	\$93,936
Expenses			
Personnel	\$48,467	\$51,684	\$54,761
Total expenses	\$84,101	\$87,594	\$93,336
Net surplus (after unusual and non-recurring items)	\$3,616	\$3,196	\$600
Assets			
Total Assets	\$158,150	\$171,019	\$184,640
Equity (net assets)	\$122,525	\$127,926	\$127,608
Cashflow			
Net cashflow from operations	\$11,661	\$8,991	\$10,411
Other			
Staffing FTE	640	673	685
Total EFTS to total staff FTE	10.5:1	10.2:1	10.3:1
Total EFTS to teaching staff (academic and tutorial staff FTE)	19.0:1	17.1:1	17.3:1

WELLINGTON INSTITUTE OF TECHNOLOGY

Chair: Hon Roger Sowry
Chief Executive: Dr Linda Sissons (Chris Gosling from May 2015)

- Main Campus**
Petone (Wellington)
- Other Campus Locations**
Auckland, Christchurch



NZQA EER

Educational Performance: Highly Confident
Self-assessment: Confident

Funding by TEC

- 99.4% Teaching and Learning
- 0.0% Capability
- 0.6% Research
- 0.0% Scholarships/Learners



Delivery by Level

- 5.8% Level 1–2
- 40.8% Level 3–4
- 23.9% Level 5–6
- 29.5% Level 7–8
- 0.0% Level 9–10



Delivery by Subject

- 15.9% Engineering and Related Technologies
- 15.5% Society and Culture
- 15.1% Food, Hospitality and Personal Services
- 13.4% Architecture and Building
- 13.2% Information Technology
- 27.0% Other



In 2014, Wellington Institute of Technology (WelTec) continued its strong educational performance and improved its financial performance.

Responsiveness

In the 2014 annual report, Chair Roger Sowry and Chief Executive Dr Linda Sissons highlighted several of WelTec’s achievements. These included the announcement of the Joint Centre of Excellence for Creative Technologies and Arts in central Wellington with Whitireia Community Polytechnic (Whitireia), the newly built Wellington Regional School of Construction and the refurbishment of the Wellington School of Engineering. In addition, Mr Sowry and Dr Sissons noted the significant achievements WelTec and Whitireia had accomplished since forming a combined council.

WelTec entered into a new government-funded initiative for Māori and Pasifika trades training in partnership with Whitireia and local Iwi, Pasifika churches, the Industry Training Federation and major employers. A significant campaign was also launched to attract engineering students and improve capabilities and technology, such as the use of online education tools that ensure WelTec’s programmes reach across the country regardless of people’s physical location.

In November 2014, the decision was made to recruit a single chief executive to lead both institutions.

WelTec’s enrolments decreased by 4 percent (103 EFTS) on 2013. This reduction occurred mainly at Levels 2 and 4 and Levels 5–6. The bulk of WelTec’s delivery remained at Levels 3–4 (41%), Levels 7–8 (30%) and Levels 5–6 (24%), with provision concentrated in Engineering and Related Technologies (16%), Society and Culture (16%), Food, Hospitality and Personal Services (15%) and Architecture and Building (13%).

Participation was above the ITP sector average for under-25-year-olds and Pasifika but below for Māori. Participation for each of these groups increased slightly on 2013 and was above the regional demographic. WelTec had 365 full-fee paying international EFTS (557 students) and 151 YG EFTS (209 students) in 2014.

Effectiveness

WelTec’s educational performance remained similar to 2013 and was above the ITP sector average for all of the EPIs apart from progression, which dropped below the average.

Performance of the TES priority groups (Māori, Pasifika and under-25-year-olds) was above or equal to the ITP sector averages for all three groups across all EPIs except student progression and Pasifika qualification completions, which dropped slightly below the sector average. Performance for Māori improved on the previous year for all measures, with the exception of student progression. Under-25-year-olds remained similar to 2013, while Pasifika performance dropped for all measures except student retention, which increased.

Educational performance of YG students dropped for all measures apart from student progression, which saw a slight increase. Performance was, however, above the ITP sector averages for all measures, with the exception of progression. YG performance exceeded almost all TEC’s minimum performance expectations for EPIs.



Financial performance

In 2014, WelTec achieved a net surplus of \$0.4 million (0.8%), an improvement of \$3.2 million (115.8%) over the 2013 net deficit of \$2.8 million (-5.3%). This was driven by movements in the non-operating expenditure and share of jointly controlled entities losses.

Despite a reduction in total student fees of \$1 million, WelTec's total revenue increased by \$2.6 million (5.0%) from 2013 to 2014. This is primarily due to an increase in other revenue of \$2.5 million and in other teaching revenue of \$0.8 million. Total expenditure increased by \$1 million (1.9%), mainly due to increasing administration costs of \$0.6 million (10.0%) and an increase in infrastructure costs of \$1.8 million (27.7%), driven by increased insurance and operating lease costs.

Total assets have increased by \$5 million (5.9%) between 2013 and 2014 to \$89.3 million.



TES Priorities

Participation (SAC)		
2014 Performance	WelTec	ITP sector
Students under 25	63%	51%
Māori	19%	24%
Pasifika	11%	10%

Course Completion (SAC)		
2014 Performance	WelTec	ITP sector
All	81%	80%
Students under 25	79%	79%
Māori	78%	74%
Pasifika	75%	74%

Qualification Completion (SAC)		
2014 Performance	WelTec	ITP sector
All	76%	73%
Students under 25	68%	67%
Māori	70%	64%
Pasifika	62%	65%

Of the tertiary-aged population in the WelTec region, 11% identified as Māori, 7% as Pasifika and 22% as under the age of 25 years (based on Census 2013).

Overview of Educational Performance					
Enrolments	2014 % of ITP sector	2012	2013	2014	
Student Achievement Component (SAC) EFTS	4%	3,039	2,782	2,679	
SAC Students	3%	4,547	3,988	3,890	
Youth Guarantee (YG) EFTS	6%	-	117	151	
YG Students	6%	-	136	209	
International full fee paying students EFTS	4%	347	370	365	
International full fee paying students	4%	481	523	557	
Educational Performance Indicators - SAC		ITP sector	2012	2013	2014
Successful Course Completion	80%	82%	82%	81%	
Qualification Completion	73%	71%	76%	76%	
Student Retention	66%	67%	72%	76%	
Student Progression L1-4	35%	38%	37%	31%	
Educational Performance Indicators - YG		ITP sector	2013	2014	
Successful Course Completion	72%	-	79%	76%	
Qualification Completion	65%	-	73%	66%	
Student Retention	68%	-	-	73%	
Student Progression L1-4	41%	-	-	35%	

Overview of Financial Performance*			
Summary Financial Statements (NZ\$000)	2012	2013	2014
Revenue			
Total government revenue	\$30,229	\$28,537	\$28,783
Domestic student fees	\$12,043	\$11,663	\$10,866
International student fees	\$5,095	\$5,768	\$5,664
Total revenue	\$54,948	\$52,732	\$55,357
Expenses			
Personnel	\$31,034	\$30,761	\$30,928
Total expenses	\$53,764	\$53,066	\$54,064
Net surplus (after unusual and non-recurring items)	(\$315)	(\$2,798)	\$441
Assets			
Total Assets	\$86,962	\$84,305	\$89,278
Equity (net assets)	\$72,770	\$71,409	\$72,963
Cashflow			
Net cashflow from operations	\$5,633	\$3,594	\$7,991
Other			
Staffing FTE	444	425	427
Total EFTS to total staff FTE	9.9:1	9.9:1	9.6:1
Total EFTS to teaching staff (academic and tutorial staff FTE)	20.0:1	18.5:1	19.0:1

WESTERN INSTITUTE OF TECHNOLOGY AT TARANAKI

Chair: Mary Bourke
Chief Executive: Barbara George

Main Campus
 New Plymouth



NZQA EER

Educational Performance: Highly Confident
Self-assessment: Confident

Funding by TEC

- 100% Teaching and Learning
- 0.0% Capability
- 0.0% Research
- 0.0% Scholarships/Learners



Delivery by Level

- 16.3% Level 1–2
- 48.6% Level 3–4
- 24.8% Level 5–6
- 10.2% Level 7–8
- 0.0% Level 9–10



Delivery by Subject

- 25.2% Engineering and Related Technologies
- 19.7% Society and Culture
- 10.0% Food, Hospitality and Personal Services
- 9.7% Health
- 8.5% Creative Arts
- 26.9% Other



In 2014, Western Institute of Technology at Taranaki (WITT) had varied performance. WITT's educational performance dropped. However, there was sound financial performance, considering that a large repayment was made back to the TEC.

Responsiveness

During 2014, WITT Council and leadership continued to develop the strategic plan and to work towards realising goals designed to see the institute go from strength to strength, establishing its unique place in the tertiary sector, the community and the learning journey of students. The vision is that WITT is the leading facilitator of tertiary outcomes in Taranaki.

After an 11 percent decrease between 2012 and 2013, WITT's enrolments decreased by 12 percent (196 EFTS) for 2014. Most of the decline was at Level 4, which decreased by 40 percent on the previous year. Enrolments were mainly concentrated at Levels 3–4 (49%), Levels 5–6 (25%) and Levels 1–2 (16%). The main fields of study were Engineering and Related Technologies (25%), Society and Culture (20%), Food, Hospitality and Personal Services (10%) and Health (10%).

Māori participation remained well above the ITP sector average but fell 9 percentage points on 2013. Participation rates for Pasifika and under-25-year-olds remained below the ITP sector averages but all were above the regional demographic. WITT had 61 YG EFTS (85 students) and 127 full-fee paying international EFTS (196 students), a 112 percent increase on 2013.

Effectiveness

WITT achieved well below the ITP sector average for each of the EPIs, except student retention. Compared with the previous year, performance dropped across all measures apart from student retention, which saw a slight increase.

Compared with the previous year, performance for the TES priority groups (Māori, Pasifika and under-25-year-olds) fell significantly across the board apart from retention for under-25-year-olds and Pasifika, which showed slight increases. Performance for each of the TES priority groups was well below ITP sector averages for course and qualification completions, slightly below for student progression and above for student retention.

Educational performance for YG students decreased slightly for all measures apart from student retention, which showed a 10 percentage point increase. All measures, with the exception of student retention, remained below the ITP sector average. YG performance exceeded most of the TEC's minimum performance expectations for EPIs.



Financial performance

In 2014, WITT achieved a net deficit of \$3.3 million (-13.2%), an increased deficit of \$2.6 million, compared with 2013. This is primarily due to a one-off unusual expenditure item of \$3.7 million incurred in 2014. Excluding this repayment, WITT's net surplus was \$0.9million (3.7%).

WITT's total revenue increased by \$1.2 million (5.1%) from 2013 to 2014. This is primarily due to an increase in international student fees of \$0.9 million (133%). Meanwhile, total expenditure increased by \$1.5 million (6.3%), primarily because of an increase in general operating expenditure of \$1.0 million (12.5%).

Total assets decreased between 2013 and 2014 by \$1.7 million, due in part to the one-off expenditure item incurred, which reduced cash balances.



TES Priorities

Participation (SAC)		
2014 Performance	WITT	ITP sector
Students under 25	50%	51%
Māori	35%	24%
Pasifika	4%	10%

Course Completion (SAC)		
2014 Performance	WITT	ITP sector
All	71%	80%
Students under 25	70%	79%
Māori	58%	74%
Pasifika	66%	74%

Qualification Completion (SAC)		
2014 Performance	WITT	ITP sector
All	60%	73%
Students under 25	55%	67%
Māori	41%	64%
Pasifika	37%	65%

Of the tertiary-aged population in the WITT region, 16% identified as Māori and 19% as under the age of 25 years. Pasifika population figures were less than 1% (based on Census 2013).

In 2014, an investigation was undertaken by the TEC, which resulted in funding being recovered from WITT. The amount recovered is reflected in WITT's financial performance. More information is available on the TEC website.

At the time of publication, the WITT 2014 audit process was still ongoing. As such, the 2013 and 2014 financial information included in this report is subject to change.

Overview of Educational Performance					
Enrolments	2014 % of ITP sector	2012	2013	2014	
Student Achievement Component (SAC) EFTS	2%	1,786	1,603	1,408	
SAC Students	2%	2,919	2,759	2,483	
Youth Guarantee (YG) EFTS	3%	-	57	61	
YG Students	3%	-	75	85	
International full fee paying students EFTS	1%	70	60	127	
International full fee paying students	1%	121	108	196	
Educational Performance Indicators - SAC		ITP sector	2012	2013	2014
Successful Course Completion	80%	79%	81%	71%	
Qualification Completion	73%	72%	79%	60%	
Student Retention	66%	72%	77%	77%	
Student Progression L1-4	35%	37%	36%	30%	
Educational Performance Indicators - YG		ITP sector	2013	2014	
Successful Course Completion	72%	-	68%	67%	
Qualification Completion	65%	-	62%	60%	
Student Retention	68%	-	-	79%	
Student Progression L1-4	41%	-	-	37%	

Overview of Financial Performance*			
Summary Financial Statements (NZ\$000)	2012	2013	2014
Revenue			
Total government revenue	\$15,368	\$14,557	\$14,379
Domestic student fees	\$5,278	\$6,217	\$6,191
International student fees	\$1,051	\$701	\$1,631
Total revenue	\$24,320	\$23,772	\$24,993
Expenses			
Personnel	\$12,691	\$13,203	\$13,530
Total expenses	\$22,988	\$23,071	\$24,535
Net surplus (after unusual and non-recurring items)	\$1,332	-\$660	-\$3,291
Assets			
Total Assets	\$35,133	\$36,504	\$34,797
Equity (net assets)	\$29,055	\$28,396	\$25,104
Cashflow			
Net cashflow from operations	\$2,761	\$3,248	-\$482
Other			
Staffing FTE	172	170	167
Total EFTS to total staff FTE	11.7:1	11.2:1	20.4:1
Total EFTS to teaching staff (academic and tutorial staff FTE)	22.7:1	21.0:1	11.5:1

WHITIREIA COMMUNITY POLYTECHNIC

Chair: Hon Roger Sowry
Chief Executive: Don Campbell (Chris Gosling from May 2015)

- Main Campus**
Porirua
- Other Campus Locations**
Wellington, Kapiti, Auckland



NZQA EER

Educational Performance: Highly Confident
Self-assessment: Confident

Funding by TEC

- 99.3% Teaching and Learning
- 0.0% Capability
- 0.7% Research
- 0.0% Scholarships/Learners



Delivery by Level

- 14.8% Level 1–2
- 28.9% Level 3–4
- 9.4% Level 5–6
- 46.8% Level 7–8
- 0.1% Level 9–10



Delivery by Subject

- 29.4% Health
- 16.2% Creative Arts
- 10.5% Management and Commerce
- 10.4% Society and Culture
- 8.7% Mixed Field Programmes
- 24.7% Other



Whitireia Community Polytechnic (Whitireia) continued its strong educational performance in 2014 and remained in a sound financial position.

Responsiveness

In the 2014 annual report, Chair Roger Sowry highlighted several of Whitireia's achievements, including the strategic partnership between Whitireia and the Wellington Institute of Technology (WelTec) that remains at the forefront of the Council's strategy. He also noted a new Master's programme in Business and Information Technology and another, the Master in Professional Practice, in development in the Health faculty.

The Chief Executive, Don Campbell, highlighted additional achievements in 2014, including the building upgrades at the Wellington Dixon Street campus and Auckland campus. Also in 2014, Whitireia opened a new office in Bangalore to attract international students and submitted an ICT Graduate School proposal in collaboration with WelTec and Victoria University of Wellington. Council approval was gained to develop a Creative Arts Centre in Wellington's Cuba Street, in partnership with WelTec.

Between 2013 and 2014, Whitireia's enrolments decreased by 5 percent (131 EFTS). Most of Whitireia's delivery was at Levels 7–8 (47%), Levels 3–4 (29%) and Levels 1–2 (15%), with provision concentrated in Health (29%), Creative Arts (16%), Management and Commerce (11%) and Society and Culture (10%).

Participation rates for under-25-year-olds and Māori each remained just below the ITP sector average. Pasifika participation remained similar to 2013 and was well above the ITP sector average. Participation for each of the TES priority groups (Māori, Pasifika and under-25-year-olds) was above the regional demographic. Whitireia had 192 YG EFTS (228 students) and 997 full-fee paying international EFTS (1,495 students), a 13 percent decrease on 2013.

Effectiveness

Whitireia's overall educational performance was similar to previous years and on par with, or above, the ITP sector averages for all EPIs.

Performance by the TES priority groups was above the ITP sector averages in all but student progression for Māori, which was on par. Pasifika performance improved against all EPIs, and performance of Māori and under-25-year-olds dropped against the qualification completion measure but improved in terms of student retention.

Educational performance for YG students improved for all measures apart from student progression. Course and qualification completions were above the ITP sector average. However, student retention was marginally below and student progression well below. YG performance exceeded almost all of the TEC's minimum performance expectations for EPIs.



Financial performance

In 2014, Whitireia achieved a net surplus of \$0.8 million (1.3%), an improvement of \$2.5 million over the \$1.7 million (-2.8%) operating deficit in 2013. This was primarily driven by a \$1.0 million reduction in non-operating expenditure, namely \$0.2 million in loss of disposal of fixed assets and \$0.7 million contract settlement costs in 2013 that were not repeated in 2014.

Despite a \$0.7 million reduction in domestic student fees, Whitireia's total revenue increased by \$0.8 million (1.3%) from 2013 to 2014. This is primarily due to an increase in other revenue and in international student fees.

Total assets have increased by \$0.3 million (0.3%) between 2013 and 2014 to \$84.9 million.



TES Priorities

Participation (SAC)		
2014 Performance	Whitireia	ITP sector
Students under 25	49%	51%
Māori	23%	24%
Pasifika	18%	10%

Course Completion (SAC)		
2014 Performance	Whitireia	ITP sector
All	84%	80%
Students under 25	82%	79%
Māori	80%	74%
Pasifika	81%	74%

Qualification Completion (SAC)		
2014 Performance	Whitireia	ITP sector
All	80%	73%
Students under 25	71%	67%
Māori	68%	64%
Pasifika	78%	65%

Of the tertiary-aged population in the Whitireia region, 11% identified as Māori, 7% as Pasifika and 22% as under the age of 25 years (based on Census).

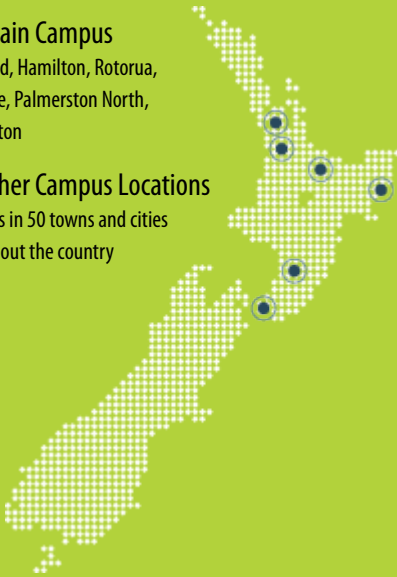
Overview of Educational Performance				
Enrolments	2014 % of ITP sector	2012	2013	2014
Student Achievement Component (SAC) EFTS	4%	2,891	2,701	2,570
SAC Students	3%	4,187	3,875	3,620
Youth Guarantee (YG) EFTS	8%	-	190	192
YG Students	7%	-	223	228
International full fee paying students EFTS	12%	1,254	1,151	997
International full fee paying students	11%	1,809	1,697	1,495
Educational Performance Indicators - SAC	ITP sector	2012	2013	2014
Successful Course Completion	80%	83%	84%	84%
Qualification Completion	73%	78%	82%	80%
Student Retention	66%	70%	75%	76%
Student Progression L1-4	35%	36%	35%	35%
Educational Performance Indicators - YG	ITP sector	2013	2014	
Successful Course Completion	72%	-	68%	76%
Qualification Completion	65%	-	65%	68%
Student Retention	68%	-	-	67%
Student Progression L1-4	41%	-	-	28%

Overview of Financial Performance*			
Summary Financial Statements (NZ\$000)	2012	2013	2014
Revenue			
Total government revenue	\$29,514	\$29,677	\$29,714
Domestic student fees	\$13,690	\$12,437	\$11,772
International student fees	\$14,171	\$14,331	\$14,698
Total revenue	\$64,297	\$60,910	\$61,705
Expenses			
Personnel	\$32,848	\$32,286	\$30,700
Total expenses	\$61,523	\$61,237	\$60,233
Net surplus (after unusual and non-recurring items)	\$18	-\$1,699	\$816
Assets			
Total Assets	\$87,386	\$84,615	\$84,887
Equity (net assets)	\$63,116	\$61,035	\$61,851
Cashflow			
Net cashflow from operations	\$4,216	\$4,018	\$4,936
Other			
Staffing FTE	473	449	488
Total EFTS to total staff FTE	10.6:1	10.6:1	9.2:1
Total EFTS to teaching staff (academic and tutorial staff FTE)	20.1:1	18.0:1	17.0:1

TE WĀNANGA O AOTEAROA

Chair: Richard Batley
Chief Executive: Jim Mather

- Main Campus**
Auckland, Hamilton, Rotorua, Gisborne, Palmerston North, Wellington
- Other Campus Locations**
120 sites in 50 towns and cities throughout the country



NZQA EER

Educational Performance: Highly Confident
Self-assessment: Confident

Funding by TEC

- 99.6% Teaching and Learning
- 0.4% Capability
- 0.0% Research
- 0.0% Scholarships/Learners



Delivery by Level

- 28.0% Level 1–2
- 57.0% Level 3–4
- 7.7% Level 5–6
- 7.2% Level 7–8
- 0.1% Level 9–10



Delivery by Subject

- 54.7% Society and Culture
- 23.8% Management and Commerce
- 6.8% Creative Arts
- 4.7% Mixed Field Programmes
- 3.8% Health
- 6.2% Other



Te Wānanga o Aotearoa continued its strong financial and educational performance in 2014.

Responsiveness

In the 2014 annual report, Te Heamana (Council Chairperson) Richard Batley highlighted several achievements. These included celebrating and reflecting on 30 years of delivering education, while keeping sight of their kaupapa and the goal of whānau transformation through education, and acknowledging the performance of Jim Mather who completed his first year in the role of Te Taurungi (Chief Executive).

Jim Mather, acknowledged several achievements including initiating an organisational realignment, Te Raumairanga, which sets the foundation for achieving the strategic focus areas of educational excellence, effective leadership, innovation, communication and strengthening the brand of Te Wānanga o Aotearoa; and the graduation of the inaugural cohort of He Waka Hiringa (Master of Applied Indigenous Knowledge) students.

Enrolments at Te Wānanga o Aotearoa decreased by 272 EFTS (or 1%) from 2013, largely due to a shift in the mix of provision, which saw a 1,500 EFTS decrease at Level 2 and significant increases at Levels 3, 4 and 7. Most delivery was at Levels 3–4 (57%) and Levels 1–2 (28%). More than half of all delivery was in Society and Culture (55%) followed by Management and Commerce (24%).

In 2014, 55 percent of students at Te Wānanga o Aotearoa were Māori, 11 percent were Pasifika and 14 percent were under-25-year-olds. Participation of Māori increased while Pasifika and under-25-year-olds remained virtually unchanged, compared with 2013.

Effectiveness

Educational performance was either on par or above the wānanga sector average for each of the EPIs. Course completion, qualification completion and retention dropped, compared with 2013, while student progression increased.

Performance by the TES priority groups was above or on par with the wānanga sector average, with the exception of course completion, which was slightly below the sector average for all groups. Compared with 2013, performance generally dropped for each of the TES priority groups, except for student progression and student retention, which improved or remained on par for Māori and Pasifika.

Educational performance for YG students improved significantly for qualification completion, up 14 percentage points, while performance decreased slightly against the other measures. YG performance was equal to the sector average and exceeded almost all of the TEC's minimum performance expectations for EPIs.



Financial performance

In 2014, Te Wānanga o Aotearoa achieved a net surplus of \$5.1 million (3.3%), an improvement of \$1.0 million (26.0%) over 2013, driven by increased revenue. Total revenue increased by \$3.3 million (2.2%) from 2013 to 2014. This is primarily due to an increase in government funding of \$1.2 million (0.9%) and an increase in other revenue of \$1.8 million (22.3%).

Total expenditure increased by \$2.2 million (1.5%) mainly because of an increase in personnel expenditure of \$2.8 million (3.2%).

Total assets have increased by \$7.9 million (5.0%) between 2013 and 2014. Total equity also increased by \$5.1 million to \$147.9 million.



TES Priorities

Participation (SAC)		
2014 Performance	Aotearoa	Wānanga sector
Students under 25	14%	16%
Māori	55%	61%
Pasifika	11%	10%

Course Completion (SAC)		
2014 Performance	Aotearoa	Wānanga sector
All	80%	80%
Students under 25	73%	75%
Māori	77%	77%
Pasifika	78%	79%

Qualification Completion (SAC)		
2014 Performance	Aotearoa	Wānanga sector
All	75%	72%
Students under 25	65%	63%
Māori	71%	68%
Pasifika	73%	72%

The difference in size and offerings between the wānanga is significant and this may skew the wānanga-sector averages for comparative purposes.

Overview of Educational Performance				
Enrolments	2014 % of Wānanga sector	2012	2013	2014
EFTS	84%	20,313	20,362	20,089
Students	84%	32,372	31,808	31,468
Youth Guarantee (YG) EFTS	100%	-	318	568
YG Students	100%	-	398	675
Educational Performance Indicators	Wānanga sector	2012	2013	2014
Successful Course Completion	80%	81%	82%	80%
Qualification Completion	72%	70%	80%	75%
Student Retention	72%	73%	76%	76%
Student Progression L1-4	36%	35%	36%	38%
Educational Performance Indicators - YG	Wānanga sector	2013	2014	
Successful Course Completion	70%	-	72%	70%
Qualification Completion	76%	-	62%	76%
Student Retention	72%	-	-	72%
Student Progression L1-4	39%	-	-	39%

Overview of Financial Performance*			
Summary Financial Statements (NZ\$000)	2012	2013	2014
Revenue			
Total government revenue	\$135,160	\$133,943	\$135,180
Domestic student fees	\$5,216	\$5,598	\$5,851
International student fees	\$681	\$902	\$741
Total revenue	\$152,339	\$151,735	\$155,025
Expenses			
Personnel	\$85,296	\$88,326	\$91,112
Total expenses	\$144,392	\$147,706	\$149,949
Net surplus (after unusual and non-recurring items)	\$7,947	\$4,029	\$5,076
Assets			
Total Assets	\$155,627	\$158,304	\$166,162
Equity (net assets)	\$138,764	\$142,793	\$147,869
Cashflow			
Net cashflow from operations	\$13,975	\$9,674	\$18,994
Other			
Staffing FTE	1,085	1,159	1,149
Total EFTS to total staff FTE	18.9:1	17.8:1	18.0:1
Total EFTS to teaching staff (academic and tutorial staff FTE)	36.2:1	27.1:1	31.1:1

TE WĀNANGA O RAUKAWA

Chair: Robin Hapi
Chief Executive: Mereana Selby

Main Campus
 Otaki

NZQA EER

Educational Performance: Confident
Self-assessment: Confident

Funding by TEC

- 95.2% Teaching and Learning
- 4.8% Capability
- 0.0% Research
- 0.0% Scholarships/Learners



Delivery by Level

- 0.0% Level 1-2
- 12.6% Level 3-4
- 61.7% Level 5-6
- 21.0% Level 7-8
- 4.7% Level 9-10



Delivery by Subject

- 61.1% Society and Culture
- 19.9% Creative Arts
- 9.2% Health
- 4.8% Education
- 2.4% Information Technology
- 2.6% Other



Te Wānanga o Raukawa (TWR) saw improved educational performance and remained in a strong financial position

Responsiveness

In the 2014 annual report, Chair Robin Hapi highlighted several achievements. These included work undertaken in designing a new academic model, which was approved by NZQA for all undergraduate degree courses; participating in the “Wānanga Ringahora” Business and Economic Research Limited (BERL) report on the economic contribution of the wānanga sector; the development of its own te reo Māori teaching resources; and gaining council approval to update facilities, including expanding the library, a new student activity centre and teaching space.

Te Tumuaki (Chief Executive) Mereana Selby also highlighted several achievements in 2014 including: continuing to improve educational performance; the academic achievements of wānanga staff – Petina Winiata was the first Māori woman to complete a PhD in te reo Māori, Meihana Durie was awarded a Hohua Tutengaehe post-doctoral research fellowship and Kim McBreen was awarded a Fulbright Post-doctoral Scholarship; and a delegation attended a hui in New York City, representing the JR McKenzie Trust and accepting an award on their behalf for work in indigenous philanthropy.

Enrolments at TWR remained stable, increasing slightly (13 EFTS) on 2013 volumes with an increase of 258 EFTS at Level 5. Delivery was spread across Levels 5-6 (62%), Levels 7-8 (21%) and Levels 3-4 (13%), with provision concentrated in Society and Culture (61%), Creative Arts (20%), Health (9%) and Education (5%). Māori participation was high (92%), reflecting a focus on increasing the number of Māori receiving tertiary education but down from the 94 percent achieved in 2013. Participation for under-25-year-olds (26%) was well above the wānanga sector average of 16 percent. Pasifika participation (2%) increased slightly on 2013 but was below the sector average (10%).

Effectiveness

Between 2013 and 2014, TWR improved in both the course and qualification completion EPIs, with a 5 percentage point increase in course completion. TWR remained below the wānanga sector average for all EPIs.

Performance by Māori at TWR was below the wānanga sector average for all EPIs apart from qualification completion, which was 6 percentage points higher than the average. Under-25-year-olds achieved above-average rates for all EPIs apart from student retention, which was slightly lower than the average. Compared with 2013, Māori and under-25-year-olds showed significant improvement in both course and qualification completions. However, retention dropped for all groups as did progression for under-25 year olds and Māori.



Financial performance

In 2014, TWoR achieved a net surplus of \$0.9 million (6.2%), an improvement of \$0.5 million over 2013. TWoR's total revenue decreased by \$0.5 million (-3.0%) from 2013 to 2014, driven by a \$0.6 million (-24.0%) reduction in student fees.

Total expenditure reduced by \$1.0 million (-6.2%) mainly due to a \$0.7 million reduction in personnel expenditure.

Total assets decreased by \$2.4 million (-3.2%) between 2013 and 2014 to \$73.5 million.

TWoR holds significant cash assets of \$55.4 million as at 31 December 2014. However, \$21.4 million (2013: \$21.0 million) is being held on behalf of Te Wānanga o Raukawa Foundation.



TES Priorities

Participation (SAC)		
2014 Performance	Raukawa	Wānanga sector
Students under 25	26%	16%
Māori	92%	61%
Pasifika	2%	10%

Course Completion (SAC)		
2014 Performance	Raukawa	Wānanga sector
All	72%	80%
Students under 25	78%	75%
Māori	74%	77%
Pasifika	75%	79%

Qualification Completion (SAC)		
2014 Performance	Raukawa	Wānanga sector
All	70%	72%
Students under 25	87%	63%
Māori	74%	68%
Pasifika	47%	72%

The difference in size and offerings between the wānanga is significant and this may skew the wānanga-sector averages for comparative purposes.

Overview of Educational Performance				
Enrolments	2014 % of Wānanga sector	2012	2013	2014
EFTS	6%	1,334	1,327	1,340
Students	7%	2,259	2,420	2,508
Educational Performance Indicators	Wānanga sector	2012	2013	2014
Successful Course Completion	80%	61%	67%	72%
Qualification Completion	72%	54%	69%	70%
Student Retention	72%	69%	55%	53%
Student Progression L1-4	36%	45%	33%	27%

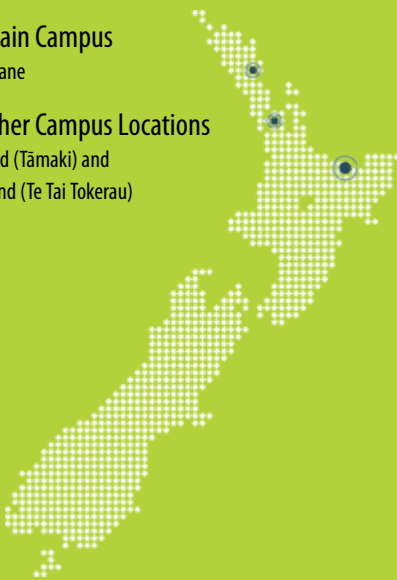
Overview of Financial Performance*			
Summary Financial Statements (NZ\$000)	2012	2013	2014
Revenue			
Total government revenue	\$10,794	\$10,610	\$10,650
Domestic student fees	\$3,607	\$2,617	\$1,989
International student fees	-	-	-
Total revenue	\$17,053	\$16,123	\$15,632
Expenses			
Personnel	\$10,255	\$10,133	\$9,447
Total expenses	\$16,253	\$15,682	\$14,715
Net surplus (after unusual and non-recurring items)	\$800	\$441	\$916
Assets			
Total Assets	\$92,007	\$75,956	\$73,543
Equity (net assets)	\$70,193	\$70,634	\$71,550
Cashflow			
Net cashflow from operations	\$1,273	\$834	\$2,867
Other			
Staffing FTE	193	187	172
Total EFTS to total staff FTE	6.9:1	7.1:1	7.8:1
Total EFTS to teaching staff (academic and tutorial staff FTE)	24.7:1	23.7:1	23.8:1

TE WHARE WĀNANGA O AWANUIĀRANGI

Chair: Distinguished Professor Sir Hirini Moko Mead
Chief Executive: Distinguished Professor Hingangaroa Smith (Professor Wiremu Doherty from May 2015)

Main Campus
Whakatane

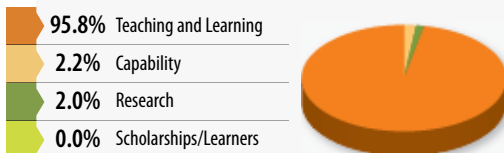
Other Campus Locations
Auckland (Tāmaki) and
Northland (Te Tai Tokerau)



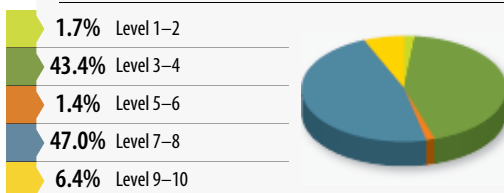
NZQA EER

Educational Performance: Highly Confident
Self-assessment: Confident

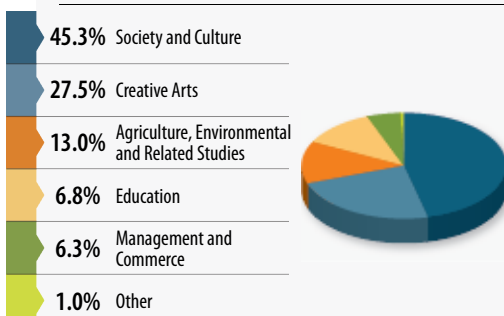
Funding by TEC



Delivery by Level



Delivery by Subject



In 2014, the educational performance of Te Whare Wānanga o Awanuiārangi (TWWoA) generally declined, compared with the previous year. Financially, TWWoA remained in a healthy position.

Responsiveness

In the 2014 annual report, the Chair, Distinguished Professor Sir Hirini Moko Mead, highlighted several achievements. These included the awarding of five PhD degrees, including the first Doctor of Philosophy in Environment Studies; the awarding of honorary doctorates to two long-serving elders of Ngai Te Rangi, Mr Kihī Ngatai QSM and Mr Hauata Palmer, and to Ms Georgina Kingi, QSO, for years of outstanding service to Māori development and education. As part of engagement in education discussions with indigenous people across several countries, an Honorary Doctorate was awarded to Professor Alan R Parker, a noted Native American Indian educator of Washington State and a well-known advocate for Native American Indian affairs. Te Ōhanga Mataora Paetahi: Bachelor of Health Sciences Māori (Nursing) degree was relaunched and relocated to Whakatāne.

Sir Hirini also acknowledged the contribution of retiring Chief Executive Distinguished Professor Hingangaroa Smith, stating that Professor Smith's incomparable leadership, vision and dedication will be sorely missed.

Professor Smith himself highlighted several achievements over the seven years that he had been with the wānanga. In looking specifically at 2014, Professor Smith celebrated TWWoA as being a leading exemplar of innovative indigenous education, with innovation in its pedagogy and curriculum space with respect to mātauranga Māori, producing graduates with competencies in Māori and contemporary world knowledge.

Following a 4 percent increase between 2012 and 2013, TWWoA's enrolments decreased by 17 percent (498 EFTS) for 2014, mostly across Levels 3–4. Most of its delivery was focused at Levels 7–8 (47%) and Levels 3–4 (43%), with provision concentrated in Society and Culture (45%), Creative Arts (28%), Agriculture, Environmental and Related Studies (13%) and Education (7%).

Participation by Māori (92%) remained stable and at similar levels to previous years, well above the wānanga sector average (61%). Participation by under-25-year-olds (27%) was also well above the wānanga sector average (16%), while Pasifika participation, at 6 percent, remained below the sector average (10%).

Effectiveness

Overall performance for TWWoA against the EPIs decreased against its 2013 results. However, course completion remained above the wānanga sector averages both overall and for the TES priority groups (Māori, Pasifika and under-25-year-olds).

Performance by the TES priority groups fell against all EPIs, with the exception of student retention, which increased for each group. The decrease was particularly significant for qualification completion and student progression. Educational performance was generally below the wānanga sector average for the TES priority groups.

Financial performance

In 2014, TWWoA achieved a net surplus of \$1.8 million (6.3%), a result on a par with the restated 2013 result of \$1.8 million (6.5%). When compared with the non-restated 2013 surplus of \$3.9 million, the decline is \$2.1 million (–54.6%) and is primarily driven by reductions in government funding.



Total revenue for TWWoA increased by \$0.2 million (0.7%) when compared with the restated 2013 result. This is primarily due to the \$1.6 million reduction in government funding being offset by increases in other income of \$1.5 million. Total expenditure increased marginally, by \$0.3 million (1.0%) with the \$1.5 million (13.1%) increase in personnel expenditure offset by other cost savings.

Total assets have remained reasonably similar to 2013 levels. However, the restatement of the 2013 account has seen the addition of a 2013 liability to the TEC of \$5.9 million. Total equity has increased, compared with the restated result (by \$3 million). The 2014 total assets were \$55.4 million.



TES Priorities

Participation (SAC)		
2014 Performance	Awanuiārangi	Wānanga sector
Students under 25	27%	16%
Māori	92%	61%
Pasifika	6%	10%

Course Completion (SAC)		
2014 Performance	Awanuiārangi	Wānanga sector
All	82%	80%
Students under 25	80%	75%
Māori	82%	77%
Pasifika	84%	79%

Qualification Completion (SAC)		
2014 Performance	Awanuiārangi	Wānanga sector
All	52%	72%
Students under 25	45%	63%
Māori	51%	68%
Pasifika	60%	72%

The difference in size and offerings between the wānanga is significant and this may skew the wānanga-sector averages for comparative purposes.

In 2014, an investigation was undertaken by the TEC that resulted in funding being recovered from TWWoA. The amount recovered is reflected in TWWoA's financial performance. More information is available on the TEC website.

Overview of Educational Performance				
Enrolments	2014 % of Wānanga sector	2012	2013	2014
EFTS	11%	2,906	3,013	2,516
Students	12%	4,990	5,004	4,440
Educational Performance Indicators	Wānanga sector	2012	2013	2014
Successful Course Completion	80%	88%	86%	82%
Qualification Completion	72%	64%	68%	52%
Student Retention	72%	57%	59%	60%
Student Progression L1-4	36%	36%	38%	23%

Overview of Financial Performance*			
Summary Financial Statements (NZ\$000)	2012	2013	2014
Revenue			
Total government revenue	\$23,584	\$23,341	\$21,774
Domestic student fees	\$2,489	\$3,033	\$3,155
International student fees	\$0	\$112	\$34
Total revenue	\$29,197	\$28,049	\$28,255
Expenses			
Personnel	\$11,175	\$11,330	\$12,819
Total expenses	\$25,310	\$26,212	\$26,486
Net surplus (after unusual and non-recurring items)	\$3,887	\$1,837	\$1,769
Assets			
Total Assets	\$51,749	\$55,993	\$55,473
Equity (net assets)	\$47,538	\$45,656	\$48,654
Cashflow			
Net cashflow from operations	\$7,218	\$6,302	-\$130
Other			
Staffing FTE	151	146	178
Total EFTS to total staff FTE	22.6:1	24.0:1	16.9:1
Total EFTS to teaching staff (academic and tutorial staff FTE)	46.7:1	49.3:1	33.1:1

