

# 2011 Tertiary Education Performance Report



course completion  
rates rose  
overall to  
**82%**  
across tertiary  
providers



**\$2.68**  
billion dollars  
in direct funding  
to TEOs





The *2011 Tertiary Education Performance Report* is a publication from the Tertiary Education Commission (TEC).

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## CHAIR'S FOREWORD

An educated society enables economies to grow and communities to prosper by helping individuals achieve success both in their careers and in their wider lives. New Zealand's tertiary education system performed well in 2011. However, as in all systems there are areas that collectively we need to continue to improve.

With an increasing focus on the outcomes of tertiary education, the Tertiary Education Commission is seeking to support a system where more graduates hold a relevant tertiary education qualification, achieve success in their own lives and contribute to a better New Zealand.

Measuring the performance of tertiary education organisations (TEOs) and publishing this information is an important part of ensuring the continuous improvement of the tertiary education system. It is valuable as it creates visibility for the public on the performance of individual tertiary education institutions, across the respective sectors, and of the tertiary sector as a whole.

It is important to acknowledge that 2011 was both a challenging and eventful year for the tertiary education sector, with TEOs in the Canterbury region feeling the impacts of the earthquakes. That these organisations were able to very quickly reopen was a credit to their governors, management staff and students.

During the period we also saw two tertiary education institution mergers effective from 1 January 2011 and a number of mergers among industry training organisations.

The Government has continued to signal the importance of maintaining a strong tertiary sector by investing a total of approximately \$4 billion in 2011.

John Spencer  
Chair, Tertiary Education Commission

## CHIEF EXECUTIVE'S STATEMENT

The Tertiary Education Commission (TEC) is pleased to publish the *2011 Tertiary Education Performance Report*. I am encouraged to hear that the inaugural 2010 report proved useful as a reference for many of our stakeholders.

The primary role of TEC is to give effect to the Government's *Tertiary Education Strategy 2010–2015*. Creating visibility by publishing comparative performance information is an important part of maintaining the accountability of the tertiary education sector.

Responsiveness, effectiveness and capability are three key dimensions of the performance of tertiary education organisations. These are presented through both financial and educational lenses in this report.

This report presents a snapshot of key aspects of performance for universities, wānanga and institutes of technology and polytechnics, across the respective sectors and for the tertiary sector as a whole. It is not intended to provide a comprehensive picture of performance.

The *2011 Tertiary Education Performance Report* builds on the 2010 report and will be further enhanced in coming years as performance information is refined and becomes more readily available. I trust that stakeholders will find the report both useful and informative.



Belinda Clark  
Chief Executive, Tertiary Education Commission



## GLOSSARY

**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 (CRIs), and wānanga

**Crown Research Institutes (CRIs):** Crown-owned companies that carry out scientific research for the benefit of New Zealand

**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 (TEC) uses to assess the annual contribution each tertiary organisation makes towards the priorities set out in the *Tertiary Education Strategy 2010–15*

Tertiary education organisations (TEOs) funded through the Student Achievement Component (SAC) have four EPIs:

1. Successful course completion is measured by the EFTS-weighted successful course completion rate (where EFTS means 'equivalent full-time student'). This is the successfully completed enrolments in courses at a TEO each year, as a proportion of the total enrolments in courses, weighted by the EFTS value of the enrolments.
2. Student retention is measured by the student completion (or continuation) rate. This is the number of re-enrolments or qualification completions at a TEO each year compared with the number of students present at the TEO in the previous year.
3. Qualification completion is measured by the EFTS-weighted qualification completion rate. This is the number of qualifications completed at a TEO each year (weighted by the EFTS value of each qualification), as a proportion of the total enrolments in qualifications (weighted by the EFTS value of the enrolments).
4. Student progression is measured by the completion progression rate. This is a rate of re-enrolment in a higher-level qualification in the following year for students who have completed a qualification. As progression into higher study is more important from lower level programmes, TEC's published EPI figures on progression report the rate of learners who progress after completing a qualification at either NZQF Level 1, 2, 3, or 4.

Industry training organisations (ITOs) have two EPIs related to credit and programme completion:

1. Credit completion represents the credits achieved by trainees at an ITO, as a proportion of the total number of credits trainees are expected to complete in a given period at each ITO.
2. Programme completion measures the number of programmes completed by trainees, as a proportion of the total number of credits which trainees are expected to complete in a given period at each ITO, weighted by the nominal credit value of the completed programme.

**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 reviews independently 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 Monitoring Framework (FMF):** The framework the Tertiary Education Commission (TEC) uses to monitor the financial performance of tertiary education institutions (TEIs); uses audited historical financial results and forecast financial information to establish a risk rating for each TEI, enabling TEC to focus resources on TEIs in the greatest need; includes three-year average return on property, plant and equipment, the ratio of earnings before interest paid and earned, taxation, depreciation, amortisation, and abnormals (EBITDA) to end-of-year property, plant and equipment, averaged over three years

**Liquid funds:** Liquid assets less short-term overdrafts minus cash outflow (payments) from operations

**Net cashflow from operations:** Cash inflow (receipts) from operations minus cash outflow (payments) from operations

**Full-time equivalent staff (FTE):** A unit that measures employed persons by their proportion of worked compared to a full-time position; makes staffing numbers comparable despite employees working differing numbers of hours per week

**Net surplus (after unusual and non-recurring items):** Ratio of net surplus (or deficit) after unusual and non-recurring items to total revenue, expressed as a percentage (e.g. \$3 net surplus on \$100 total revenue is a 3% net surplus)

**Staffing FTE:** Total full-time equivalent (FTE) staff employed by the reporting entity; sourced from each TEI's financial monitoring templates as provided to TEC and may vary from single data return (SDR) submissions

**Total EFTS to Teaching Staffing (Academic and Tutorial Staffing FTE):** Ratio of total EFTS (SAC-funded plus non-SAC-funded) to academic and tutorial staff of the reporting entity; sourced from each TEI's financial monitoring templates as provided to TEC

**Total government revenue:** Total government funding as reflected in each TEI's financial monitoring templates as provided to TEC plus Performance-Based Research Fund (PBRF) income, internal research grants and income, and other government funding

**Foundation-Focused Training Opportunities (FFTO):** Programmes targeting learners at the highest risk of long-term unemployment, with explicit focus on improving literacy and numeracy skills; refocuses the Training Opportunities fund, with TEC and Ministry of Social Development allocating funding through a split arrangement from 2011



**Funding categories:** The 40 separate TEC administered funds across 14 appropriations; summarised for simplicity in four categories:

**Capability:** Funds that contribute to capability across the sector or enhance the capability of a specific tertiary education organisation (TEO). For example:

- Partnerships for Excellence
- ITO Sector Leadership Component
- National Centre for Tertiary Teaching Excellence (Ako Aotearoa)
- Encouraging and Supporting Innovation
- TEI merger support

**Research:** Funds that contribute to research:

- Performance-Based Research Fund
- Centres of Research Excellence

**Scholarships and Learners:** Tertiary scholarships paid directly to, or for the benefit of, specific students and learners

**Teaching and Learning:** Funds that specifically contribute to the provision of education, and connected funding streams. For example:

- Student Achievement Component
- Industry Training Fund
- Modern Apprenticeships and Modern Apprenticeship Brokerage
- Adult and Community Education
- Trades academies
- Intensive Literacy and Numeracy and Workplace Literacy
- Foundation-Focused Training Opportunities
- Youth Guarantee
- Equity loading

**Industry cash contribution rate:** Industries' contribution to industry training organisations (ITOs); an indicator that employers and industry value the training that the ITO sector arranges; calculated as the proportion of total ITO income contributed by employers and industry for the purpose of achieving credits and national qualifications

**Investment Plan:** The funding agreement between each tertiary education organisation (TEO) and the Tertiary Education Commission (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 percent of the agreed level of funded EFTS) prompts engagement with TEC to reach a satisfactory reduction in delivery; 'underdelivery' (enrolment of less than 97 percent of the agreed level of funded EFTS) may require the return of unused funding

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

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



**New Zealand Qualifications Authority (NZQA):** The Crown entity charged with ensuring that New Zealand qualifications are robust and are 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):** 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

**Partnerships for Excellence (PFX):** A fund that enables the Crown to match private-sector investments in significant new initiatives in the public tertiary education sector in line with the Tertiary Education Strategy

**Performance-Based Research Fund (PBRF):** The Tertiary Education Commission-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 will link five percent of providers' funding to their performance on educational performance indicators (EPIs) in the previous year

**Performance commitments:** The targets agreed between the Tertiary Education Commission (TEC) and an individual tertiary education organisation (TEO) that are used to measure and evaluate the TEO's performance; agreed on an individual organisation basis in Investment Plans, so commitments vary among TEOs

**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 Tertiary Education Commission (TEC) for funding, monitoring performance against Investment Plans, publishing performance information, as well as statistical reporting purposes; required of all tertiary education organisations (TEOs) that receive Student Achievement Component funding or have students with student loans or allowances

**Standard Training Measure (STM):** The main unit of measure 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 measure of input for 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

**StudyLink:** The service of the Ministry of Social Development that provides financial support to students



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

**Tertiary education organisation (TEO):** 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 2010–15 (TES):** The Government's high-level set of strategic priorities and associated strategies for tertiary education, as required by legislation

**University Quality Audits:** Five-yearly whole-of-institution audits carried out by the New Zealand Universities Academic Audit Unit (NZUAAU); focus on the ability of institutional processes to support each university's achievement of its specified outputs and outcomes

**Youth Guarantee:** An initiative announced in Budget 2009 that focuses on improving the educational achievements of targeted 16- and 17-year-olds by enabling them to participate in a range of vocational courses free of charge

**Youth Training:** A targeted, TEC-funded programme primarily for learners under 18 years of age who have left school with few or no qualifications; aimed at the acquisition of foundation skills that enable them to move into sustainable employment and/or higher levels of tertiary education



## LIST OF KEY ABBREVIATIONS

|        |   |
|--------|---|
| ACE    | Adult and Community Education                     |
| CoRE   | Centre of Research Excellence                     |
| CRI    | Crown Research Institute                          |
| EER    | External evaluation and review                    |
| EFTS   | Equivalent full-time student(s)                   |
| EPIs   | Educational performance indicators                |
| ERI    | External research income                          |
| FFTO   | Foundation-Focused Training Opportunities         |
| FMF    | Financial Monitoring Framework                    |
| FTE    | Full-time equivalent (as in staff)                |
| ITF    | Industry Training Fund                            |
| ITO    | Industry training organisation                    |
| ITP    | Institute of technology and polytechnic           |
| MA     | Modern Apprenticeships                            |
| MSD    | Ministry of Social Development                    |
| NZQA   | New Zealand Qualifications Authority              |
| NZQF   | New Zealand Qualifications Framework              |
| NZSCED | New Zealand Standard Classification for Education |
| NZUAAU | New Zealand Universities Academic Audit Unit      |
| PBRF   | Performance-Based Research Fund                   |
| PfX    | Partnerships for Excellence                       |
| PTE    | Private training establishment                    |
| REAP   | Rural Education Activities Programme              |
| SAC    | Student Achievement Component                     |
| STM    | Standard Training Measure                         |
| TEC    | Tertiary Education Commission                     |
| TEI    | Tertiary education institution                    |
| TEO    | Tertiary education organisation                   |
| TES    | Tertiary Education Strategy                       |



## PURPOSE OF THE *TERTIARY EDUCATION PERFORMANCE REPORT*

The Tertiary Education Commission (TEC) has a statutory responsibility to report to the Minister for Tertiary Education, Skills and Employment on the performance of the tertiary sector.

The *2011 Tertiary Education Performance Report* draws together a range of educational, financial and governance information on the tertiary sector as well as on individual universities, institutes of technology and polytechnics, and wānanga. This report provides a snapshot of selected indicators for each institution; see an institution's own website for a more comprehensive picture of its performance.

### The Tertiary Education Sector

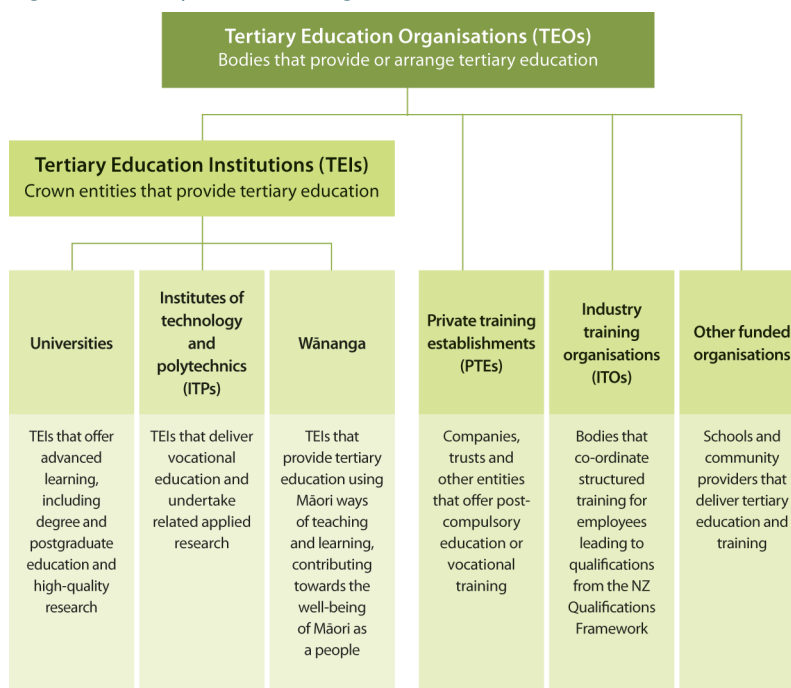
New Zealand's economic and social well-being relies in part on a high-quality and responsive tertiary education system. Its most important role is to help New Zealanders develop the right skills to meet the new and changing challenges of the 21<sup>st</sup> century.

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

- universities
- institutes of technology and polytechnics (ITPs)
- wānanga
- industry training organisations (ITOs)
- private training establishments (PTEs)
- other funded organisations.

Of these, the universities, ITPs and wānanga are Crown entities and are known as tertiary education institutions (TEIs).

Figure 1: Tertiary education organisations



The Government has named six strategic drivers of its policy to improve New Zealand's economic performance and support sustainable growth. These drivers are:

- improving the regulatory environment for business
- lifting the performance of the public sector
- supporting innovation and business
- improving infrastructure
- making the tax system as fair and efficient as possible
- ensuring New Zealand has the skills it needs.

The tertiary sector addresses these strategic imperatives in a number of ways. It plays a key role in enhancing skills across the spectrum from foundation learning through to the most advanced training and qualifications. Effective and efficient tertiary institutions contribute to a well performing public sector. The research and skills developed in tertiary education support innovation and growth in New Zealand industry.

The Government invests around \$4 billion annually in tertiary education. To get the best return on this investment, the Government has articulated seven priorities in its *Tertiary Education Strategy 2010–15*:

- increasing the number of young people (aged under 25) achieving qualifications at Level 4 and above on the New Zealand Qualifications Framework (NZQF), particularly degrees
- increasing the number of Māori students enjoying success at higher levels
- increasing the number of Pasifika students achieving at higher levels
- increasing the number of young people moving successfully from school into tertiary education
- improving literacy, numeracy and skills outcomes from NZQF Levels 1–3 study
- improving the educational and financial performance of providers
- strengthening research outcomes.

In addition to TEC, a range of other government agencies are concerned with tertiary education. These include the Ministry of Education, the New Zealand Qualifications Authority, Careers New Zealand, the Ministry of Social Development, Inland Revenue Te Tari Taake, and the Ministry of Business, Innovation and Employment. More information can be found on TEC website [www.tec.govt.nz](http://www.tec.govt.nz).



## Role of the Tertiary Education Commission

TEC is a Crown entity with the principal role of giving effect to the Tertiary Education Strategy (TES). It does this by:

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

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

### 2011 tertiary education funding

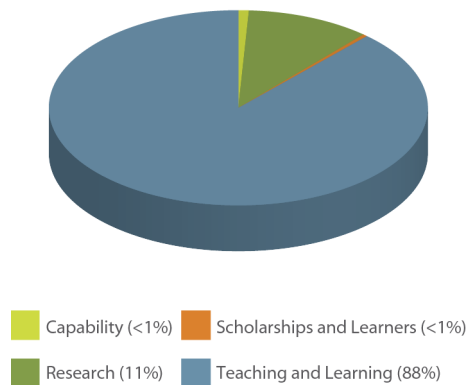
This report focuses primarily on the outputs achieved via the Student Achievement Component (SAC) fund, which is the government's direct contribution to teaching and learning, and accounts for 70 percent of government funding for TEOs. It is also allocated to private training establishments and Rural Education Activities Programmes. Allocations are based on volume of delivery measured in equivalent full-time students (EFTS), which are agreed between TEC and the providers in each institution's Investment Plan.

This report also provides information on the Industry Training Fund (ITF) which is allocated to industry training organisations for the arrangement of employment-based training linked to national qualifications, predominantly at NZQF Levels 1 to 4, including Modern Apprenticeships. The volume of such training is measured using Standard Training Measures (STM).

TEC funding 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 such as through 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
- Teaching and Learning funding – contributes to the provision of education and connected funding streams.

Figure 2: Tertiary Education Commission-allocated funding, 2011



In 2011 the Government spent \$2.68 billion on the services of TEOs. This was allocated by TEC to fund the activities of over 800 TEOs as they arranged and delivered tertiary education and training for an estimated 281,244 equivalent full-time students (EFTS) across New Zealand.

Table 1: TEC funding for 2011

| Providers                               | 2010               |             | 2011               |             |
|---|--------------------|-------------|--------------------|-------------|
|   | \$ (000)           | %           | \$ (000)           | %           |
| Universities                            | \$1,382,592        | 50%         | \$1,403,845        | 52%         |
| Institutes of technology & polytechnics | \$664,001          | 24%         | \$607,413          | 23%         |
| Wānanga                                 | \$169,901          | 6%          | \$170,359          | 6%          |
| Industry training organisations         | \$193,942          | 7%          | \$151,273          | 6%          |
| PTEs & OTEPs                            | \$323,638          | 12%         | \$300,363          | 11%         |
| Other funded organisations              | \$32,981           | 1%          | \$38,119           | 1%          |
| Students / Trainees                     | \$17,290           | 1%          | \$6,069            | 0.2%        |
| <b>Totals</b>                           | <b>\$2,784,345</b> | <b>100%</b> | <b>\$2,677,441</b> | <b>100%</b> |

**Note:**  
From 2011 the PTE sector includes TEOs formerly known as OTEPs.



## OPERATING ENVIRONMENT

2011 was a period of low economic growth with continued demand for tertiary education. As in previous years and in accordance with Government policy, funding was reprioritised away from lower-quality qualifications and programmes (those with low completion rates or poor educational outcomes) to fund growth in others that are seen as more likely to benefit New Zealanders and contribute to economic growth.

Tertiary organisations continued to seek efficiency gains in 2011, working collaboratively with other providers, reviewing programmes to ensure they meet stakeholder needs and align with the Government's priorities, and exploring additional sources of revenue.

The Government's focus throughout 2011 was to create more places in areas of high demand, ensure that providers were able to meet their costs, and make available additional resources to support the Christchurch rebuild (including both repairing tertiary education infrastructure and aligning education and training options to meet the needs of the rebuild). In order to make progress on the *Tertiary Education Strategy 2010–2015* and get the best value from its spending, the Government introduced a range of initiatives aimed at strengthening educational and financial performance.

Some key areas of focus in 2011 were:

- the tertiary sector's response to the Canterbury earthquakes
- strengthening sector capability
- performance initiatives
- targeting priority groups (Māori, Pasifika and students under the age of 25).

### Tertiary sector's response to the Canterbury earthquakes

On 4 September 2010 and 22 February 2011 major earthquakes struck the Canterbury region, causing widespread damage to buildings and infrastructure, and the second resulting in significant loss of life. The earthquakes severely disrupted a number of tertiary providers in the region, especially the University of Canterbury, Lincoln University, Christchurch Polytechnic Institute of Technology (CPIT), the Christchurch campus of Aoraki Polytechnic and the University of Otago's health sciences facilities in Christchurch.

Students and staff across Canterbury responded admirably to the unprecedented impacts of the earthquakes, and did an exceptional job in resuming normal activity despite the physical damage and the ongoing aftershocks. Tertiary providers in the surrounding regions offered to share facilities and services. An important early priority has been to restore business as usual activities.

Lincoln University had the least amount of structural damage and the start of its academic year was delayed by only a fortnight. Lincoln supported other education providers and organisations by providing teaching facilities and other resources. The University of Canterbury's academic year had started one day before the earthquake on 21 February 2011. It was able to re-open three weeks after the earthquake, delivering lectures in temporary facilities. Prefabricated buildings were erected for classrooms and offices, and students were given the opportunity to take up domestic and international exchange programmes.

CPIT, located within the cordoned-off 'red zone', was able to be fully operating by the beginning of April from their main campus. It was able to deliver all but two of its advertised courses, some delivered from temporary sites across Canterbury.



The Southern Institute of Technology, with its Christchurch site in Hornby largely unaffected by the earthquake, was able to provide teaching facilities to other institutions, which assisted Aoraki Polytechnic and CPIT to continue delivering throughout 2011.

The Tertiary Education Commission (TEC) has worked closely with TEIs and other agencies in the sector, including the Ministry of Education, and has focused its Canterbury earthquake response on two priority areas:

- Supporting providers affected by the earthquakes to recover and to renew the education system in Canterbury. TEC increased its engagement with tertiary education organisations (TEOs) affected by the Canterbury earthquakes to ensure that they were adequately supported, including maintaining Student Achievement Component funding levels and amending the rules for the Performance-Based Research Fund to allow for the earthquakes' impacts. TEC also supported providers' more integrated collaborative planning, including through the Canterbury Tertiary Alliance, a joint planning initiative of the three main tertiary institutions in the region.
- Supporting the rebuild of Canterbury by improving the training of skilled trades people around the country and by better connecting the training and employment systems. In particular, TEC helped tertiary providers reprioritise construction-related trades training. In 2011 additional funding of \$22.7 million (including relevant student support costs) was allocated for more than 1,000 additional places in construction-related trades and pre-trades training in 2012. This includes funding for a new initiative that provides additional support for Pasifika learners.

## Pasifika Trades Training Initiative

In 2011 the Pasifika Trades Training Initiative was developed to raise the profile of and provide more trades training within the Pasifika community, and to support the continued development of a skilled workforce for the rebuild of Christchurch specifically and for New Zealand's overall growth more generally.

Three hundred fees-free places in one-year trades training programmes will be made available over two years (2012 and 2013). A key element of this initiative is the role of Pasifika church leaders, who will provide leadership within the Pasifika community in collaboration with other community leaders and the TEOs.





## STRENGTHENING SECTOR CAPABILITY

### Governance in the tertiary sector

#### Education (Polytechnics) Amendment Act 2009

Changes made by the Education (Polytechnics) Amendment Act 2009 reconstituted institute of technology and polytechnics (ITP) councils from their original representative model to a smaller, competency-based governance model. In 2010 this reconstitution of ITP councils introduced 57 new appointments, including ten new council chairs.

Table 2: Demographic breakdown of ITP councils, as at July 2011

| Ethnicity         | Female          | Male            | Total             |
|-------------------|-----------------|-----------------|-------------------|
| European or other | 27% (39)        | 53% (76)        | 80% (115)         |
| Māori             | 7% (10)         | 11% (16)        | 18% (26)          |
| Pasifika          | 1% (1)          | 1% (2)          | 2% (3)            |
| <b>Total</b>      | <b>35% (50)</b> | <b>65% (94)</b> | <b>100% (144)</b> |

The legislation restricts the first tranche of members appointed by the council in 2010 to a term of one year, allowing councils during 2011 to assess the balance of skills and experience they need under the new model. In some cases this led to changes among the four council-appointed members, although most councils opted to retain their existing membership.

#### Combined councils

Another provision of the Education (Polytechnics) Amendment Act 2009 allows ITPs to combine councils with one or more other institution. Under a combined council, each institution retains a Chief Executive and they remain separate entities but are governed by the combined council. In late 2011, the Minister for Tertiary Education, Skills and Employment agreed to a proposal from the councils of Whitireia Community Polytechnic and Wellington Institute of Technology to combine their councils to provide greater collaboration across the Wellington region and to explore potential efficiencies. This change takes effect from 2012 and alters the constitution so that the council consists of 12 members in total the first year, ten in the second year, and eight in the third year and thereafter.

#### Council appointments

The Education Act 1989 requires that tertiary institutions are governed by councils of members appointed by the council and members appointed by the Minister for Tertiary Education, Skills and Employment. The Tertiary Education Commission (TEC) advises the Minister on council appointments.

Wānanga and university councils consist of between 12 and 20 members, four of whom are appointed by the Minister. ITP councils consist of eight members, four appointed by the council and four by the Minister. The Minister also appoints the Chair and the Deputy Chair of ITP councils. Members' terms are four years on university and wānanga councils, and members may be appointed to ITP councils for terms of no more than four years.

Further information on the appointments process is available on the TEC website.

During 2011 the following new Ministerial appointments were made to councils:

- Massey University – Ben Vanderkolk
- University of Waikato – Mervyn Dallas
- Waikato Institute of Technology – Maxine Moana-Tuwhangai
- Te Whare Wānanga o Awanuiārangī – Matiu Dickson
- Southern Institute of Technology – Sarah Brown (Chair) and Peter Hennan (Deputy Chair).

As 2011 was an election year, convention required no appointments be made for a period before the election. This held back appointments to the councils of four universities. The number of appointments was also significantly lower than usual because of the number of new appointments made during the reconstitution of all ITP councils in 2010.

## **Mergers**

### *Lincoln University*

Lincoln University and Telford Rural Polytechnic merged on 1 January 2011. The merger was in line with the Government's emphasis on productivity growth and investment in the export sector and on giving young people wider choices in education. The merger also aligned with the intention of both institutions' councils to collaborate in education and research to support land-based industries.

Both Lincoln and Telford have been specialist providers of tertiary education for the land-based sectors. Lincoln is a teaching and research university based in Canterbury with an international reputation in land-based learning and research outcomes. Telford was a specialist land-based polytechnic, recognised for its practical approach to tertiary education supporting the rural sector. The merged institution continues to offer land-based training, but with an aim of staircasing its students into higher-level study.

More information about the performance of Lincoln University in 2011 can be found in the two-page profile.

### *Eastern Institute of Technology*

The Eastern Institute of Technology and Tairāwhiti Polytechnic merged on 1 January 2011, with the goal of improving tertiary education outcomes of the Hawkes Bay and Tairāwhiti areas by creating a stronger base for vocational education and skills development in the region.

The merged institution is working through its merger implementation plan and provides six-monthly progress reports on the success of the merger and additional financial forecasts. The merged institution met all agreed milestones in the merger implementation plan in 2011.

More information about the performance of EIT in 2011 can be found in its two-page profile.

### *Industry training organisation mergers*

TEC's audits of industry training organisations (ITOs) in 2010 identified financial and capability issues in parts of the sector. The Government then sought to simplify the vocational training system and gain efficiencies by encouraging ITOs to merge. The mergers that took place in 2011 were largely due to ITOs experiencing financial viability issues.



At the start of 2011, there were 39 recognised ITOs. During 2011 there were a number of mergers:

- NZ Commercial Road Transport ITO into NZ Motor Industry ITO
- Real Estate (REINZ) ITO into the Electro-technology ITO
- Social Services ITO into Community Support Services (Careerforce) ITO
- NZ Equine ITO into Agriculture ITO.

Further, Creative Trades was dissolved and its coverage was split between the Building and Construction, Flooring, and Communications and the Media Industry Training Organisations. Further mergers were planned for 2012 and 2013. TEC is providing strategic support and guidance as ITOs investigate merger options.

The performance of the ITO sector improved from 2010 to 2011 as a result of the impact of new operational policies and a focus of ITOs on core business. This has been reflected in an indicative cross-sector rise in credit achievement, credit-weighted programme completions and industry's cash contribution towards the costs of training.

## The New Zealand Benchmarking Tool

The New Zealand Benchmarking Tool (NZBT) was developed to support tertiary education institutions to measure their performance against various educational and financial performance benchmarks. The objectives were to enhance institutional capability, performance and sustainability in the sector. The benchmarking information also allows TEC to develop a more accurate system view of the ITP sector, leading to more informed policy development. ITPs were the initial users of the NZBT from its development in 2007, later joined by two wānanga and five universities, giving a total of 26 users in 2011.

An evaluation was carried out in 2011 to examine whether and to what extent the intended outcomes of the NZBT have been achieved, and the current and potential utility of the system for its users. The evaluation showed that the planned objectives and achievements of the NZBT have been largely achieved for ITPs, but did not establish that it achieved similar objectives for universities and wānanga. This may be because these two groups have used NZBT more recently and thus are in a different stage of the benchmarking lifecycle. Further work is planned to enhance the value of the tool to its users.

## Performance initiatives

### Performance-Based Research Fund

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

The quality evaluation is a peer-review process that determines the quality of research at the level of an individual researcher at TEOs. This measure accounts for 60 percent of the funding pool and provides the basis of funding for a period following each quality evaluation. TEOs that do not participate in the quality evaluation cannot access funding through the other two measures.

A focus in 2011 was planning, developing systems and appointing panels to conduct the quality evaluation in 2012. TEOs will submit information, and peer-review panels and expert advisory groups will assess evidence portfolios. Decisions will be made at the end of 2012, with the results released to the sector and other stakeholders early in 2013.

### Tertiary Information Future State Programme

TEC, the Ministry of Education, the New Zealand Qualifications Authority (NZQA) and StudyLink are collaborating to improve the collection and management of information to improve decision-making and thus the value for money from tertiary education.

Specific objectives of this Tertiary Information Future State Programme are to provide more accurate, timely and accessible information that enables the tracking of individual student progress through the tertiary education system; strengthens the performance monitoring of tertiary education organisations and programmes; and supports and enables the implementation of new operational policy and funding arrangements.

### Performance-linked funding

Performance-linked funding is one of a number of approaches intended to improve educational outcomes for students and employers and improve value for taxpayers' money.

Performance-linked funding is targeted to encourage all tertiary education organisations to reach an acceptable standard of educational performance. From 2012 a maximum of five percent of a TEO's total Student Achievement Component or Industry Training funding will be at risk, based on an organisation's educational performance in the previous year.

TEC has developed a performance-linked funding calculator and has modelled 2009 and 2010 performance information accordingly. Organisations have been provided with the results of these performance-linked funding calculations so they can plan for implementation in 2012.

### Capital Asset Management

The high-level 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.

CAM follows the guidelines in Cabinet Office Circular: *Capital Asset Management in Departments and Crown Entities: Expectations CO(10)2*, which sets out policy expectations on asset management in departments and Crown agencies, including tertiary education institutions (TEIs).

TEIs own and manage net assets valued around \$7.8 billion in total, which makes tertiary assets the fourth-largest social-asset portfolio across government.<sup>1</sup> The majority of assets are held by universities (\$5.89 billion), followed by ITPs (\$1.66 billion) and wānanga (\$0.26 billion).<sup>2</sup> The size and importance of these assets to the social, cultural and economic wellbeing of New Zealand reinforces the need for TEC and TEIs to set high standards for managing them.

In June 2011 the Minister for Tertiary Education, Skills and Employment wrote to all TEIs to convey his expectations for how CAM should apply in the tertiary education sector.

1. The larger social-asset classes are the national highway network (approximately \$25 billion), the state housing network (\$15 billion) and the national school network (\$12 billion). All figures current as at 31 December 2010.

2. Figures may not add due to rounding.



Key successes during 2011 include:

- all TEIs developing and providing information to TEC on their long-term capital intentions to help inform decision-making
- in the ITP sector, progress implementing the recommendations of independent asset-management reviews in 2010 and 2011
- in the wānanga sector, independent reviews of asset management and development of tailored improvement plans similar to the reviews and improvement plans developed previously for ITPs
- in the university sector, final consultation on the nature and scope of how future monitoring of asset management would occur in this sector.

### Crown asset-transfer and disposal policy

The Government introduced a new policy on Crown assets (land and buildings) under TEI management in 2010 that enables TEIs to acquire full legal title to assets in Crown title that they have managed since 1990 and which they require for educational purposes, providing there are no overriding reasons to retain the assets in Crown title. The policy also allows TEIs to retain for reinvestment the net proceeds of disposal of Crown-titled assets that they no longer require for educational use, subject to a satisfactory business case for the reinvestment.

In the context of their long-term capital planning, TEIs are being encouraged to submit applications for the transfer and/or disposal and reinvestment of the Crown assets that they manage. As at 31 December 2011, six TEIs had submitted applications and the Minister of Tertiary Education, Skills and Employment and the Minister of Finance had jointly approved the transfer of all Crown-titled assets at one TEI.

Applications are assessed against criteria agreed by the Cabinet, which include demonstrating ongoing educational need and the incorporation of the Government's capital management expectations into the TEI's strategic, financial planning and reporting systems. Details of the criteria, the application process and timelines are available on the TEC website.

## Targeting priority groups

### Māori performance initiatives

'Māori enjoying education success as Māori' is the priority for Māori learners in tertiary education under the Tertiary Education Strategy (TES) and the Ministry of Education strategy *Ka Hikitia – Managing for Success 2008–2012*. The TES also states the government will do this by increasing the number of Māori students enjoying success at higher levels of New Zealand Qualifications Framework (NZQF) study.

In 2011, the mid-term review of *Ka Hikitia* asked that agencies accelerate progress towards improving the tertiary education performance of Māori. Key actions for tertiary education were identified as:

- including higher levels of achievement for Māori learners as performance commitments in institutions' Investment Plans
- using performance consequences, such as those related to funding, to drive greater achievement by Māori learners
- accelerating progress on tertiary-sector research on Māori achievement, including sharing of good practice and strengthening Māori research through the Performance-Based Research Fund

- increasing the tertiary te reo Māori education stream, including provision by region and funding decisions to ensure appropriate pathways for Māori within a Māori education stream
- increasing the numbers of Māori teachers and the numbers of Māori-medium teachers.

### Pasifika performance initiatives

In 2011 TEC provided a leadership role on lifting system performance for Pasifika learners, and worked closely with the Ministry of Education and other government agencies to:

- implement the *Pasifika Education Plan 2009–2012*
- ensure young Pasifika people are able to access education services
- ensure young Pasifika people are provided with information to enable good decisions about appropriate services and programmes
- work towards progressing Pasifika learners' achievement in tertiary education.

TEC worked with tertiary providers to:

- focus on qualification completion rates for Pasifika learners
- roll out new initiatives such as additional support for Pasifika learners to undertake pre-trades training
- develop and publish best-practice models for teaching literacy and numeracy to Pasifika students
- understand and improve their performance on behalf of Pasifika learners
- engage more effectively with Pasifika communities and trainees.

### Literacy, language and numeracy

The tertiary sector is working to increase the number of programmes and courses that include embedded literacy and numeracy at NZQF Levels 1–3. TEC funds the National Centre of Literacy and Numeracy for Adults to provide tertiary providers with professional development support in teaching and embedding literacy and numeracy throughout their provision and their organisations. The Centre's work is now extending to advisory services to support providers and employers who access the Workplace Literacy Fund.

During 2011 TEOs were required to use the Literacy and Numeracy for Adults Assessment Tool with all learners enrolled in Levels 1–3 provision. The tool records an individual's progress and is designed to help improve teaching and learning in Levels 1–3 programmes. Indicators will be developed to measure gains in literacy and numeracy based on Assessment Tool data.

### Improving pathways

#### *Secondary-Tertiary Partnerships*

The first TEC-funded Secondary-Tertiary Partnerships were instigated in 2011. This included five trades academies based at tertiary organisations and the School of Secondary-Tertiary Studies at Manukau Institute of Technology, which provide opportunities for senior secondary school students to achieve credits simultaneously towards secondary and tertiary qualifications.



There are significant variations among the five Secondary-Tertiary Partnership programmes. The largest number of funded places was 150 students and the smallest was 48. Most trades academies are based on two-year programmes, but other models range from one full-time year to part-time programmes of one or more days a week. One programme included block-courses during school-holiday breaks. Some trades academies struggled to get full enrolment at the beginning of the year, and only two trades academies achieved more than 80 percent enrolment. Enrolment levels were expected to increase in the second year of the programme. The average attendance rate of enrolees across all trades academies was 94 percent, compared with the expected 80 percent rate.

#### *Youth Guarantee*

The number of fees-free tertiary equivalent full-time students funded as part of the Youth Guarantee initiative increased from 2,000 in 2010 to 2,682 in 2011. The number of tertiary organisations involved in this initiative also increased, from 26 TEOs in 2010 to 35 in 2011. This included the addition of Te Wānanga o Aotearoa and eight private training establishments.

The overall aim of the fund is to provide tertiary education opportunities for disengaged 16 and 17-year-olds. Enrolments were limited to qualifications at NZQF Levels 1–3, with an emphasis on foundation-level skills and vocational training. Course and qualification completions for 2011 were 65 percent and 54 percent respectively (compared with 63% and 45% in 2010). Target-group participation in Youth Guarantee was approximately 35 percent for Māori and 18 percent for Pasifika youth. Educational performance by students involved in the Youth Guarantee initiative has been published and is available on the TEC website.



## 2011 PERFORMANCE

New Zealand's tertiary education system includes over 800 tertiary education organisations (TEOs) serving over 400,000 individual students and trainees. In 2011 the Government provided more than \$2.68 billion in direct funding to TEOs.

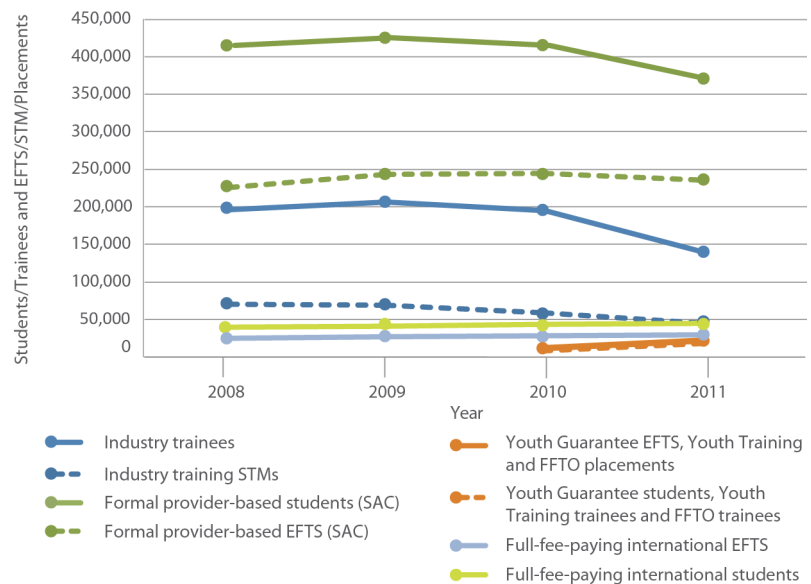
During 2011 the TEOs comprised:

- three types of tertiary education institutions (TEIs):
  - eight universities
  - eighteen institutes of technology and polytechnics (ITPs)
  - three wānanga
- 38 industry training organisations (ITOs), with 32 at year's end
- over 700 registered private training organisations (PTEs), around half of which receive some funding from the Tertiary Education Commission (TEC).

### Tertiary enrolments

Measured as equivalent full-time students (EFTS), enrolments in formal provider-based tertiary study<sup>3</sup> fell by four percent in 2011. This decrease is smaller, however, than the fall in the total number of students enrolled, which decreased by 11 percent. This is mainly attributable to more students enrolling in higher-level qualifications with higher study loads and thus a higher average EFTS per student.

**Figure 3: Total student numbers, industry trainees and international students, 2008–2011**



**Note:**

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. Youth Training and FFTO Data relates to trainees with a placement start-date during the year. Individuals who enrolled in more than one programme will be counted in each programme.

The sector continued its focus on international enrolments, with full fee-paying foreign EFTS increasing by five percent in 2011.

Overall, there were 437,699 students or 286,965 EFTS enrolled in formal qualifications at tertiary organisations in 2011. Of these, 236,170 EFTS were Student Achievement Component (SAC) enrolments, 2,608 were Youth Guarantee

3. 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 Student Achievement Component (SAC) funding unless otherwise stated.

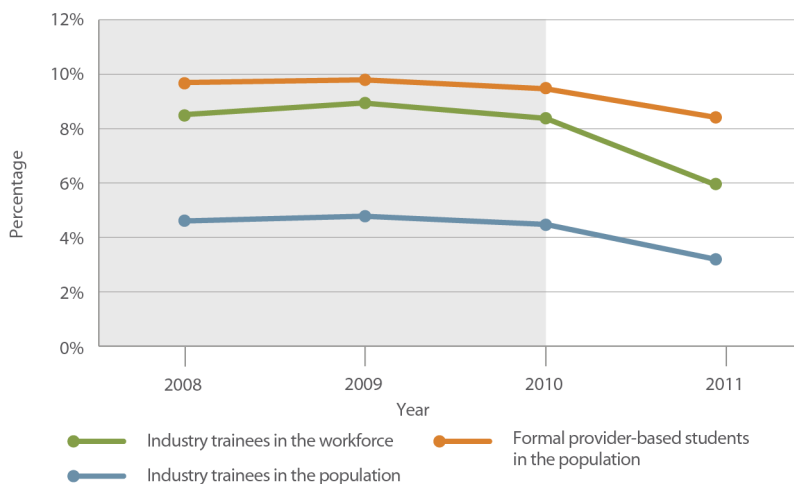


EFTS, 9,477 were Youth Training placements, 9,476 were Foundation-Focused Training Opportunities (FFTO) placements, and 29,235 EFTS were international full fee-paying students.

In 2011 there were also 140,056 trainees, comprising 45,074 standard training measures (STM), engaged in industry-based training, including 14,282 Modern Apprenticeships. The 2011 industry-training results are the first produced from the Industry Training Register (ITR) – based on a new data-collection system and reporting rules – and are not strictly comparable to previous years. More information on the impact of the ITR can be found on the TEC website.

The proportion of New Zealand's population in tertiary education and training decreased in 2011. The change is due to fewer enrolments in lower-level qualifications, plus higher unemployment creating fewer opportunities for industry training.

**Figure 4: Proportion of students and industry trainees in the population and workforce, 2008–2011**

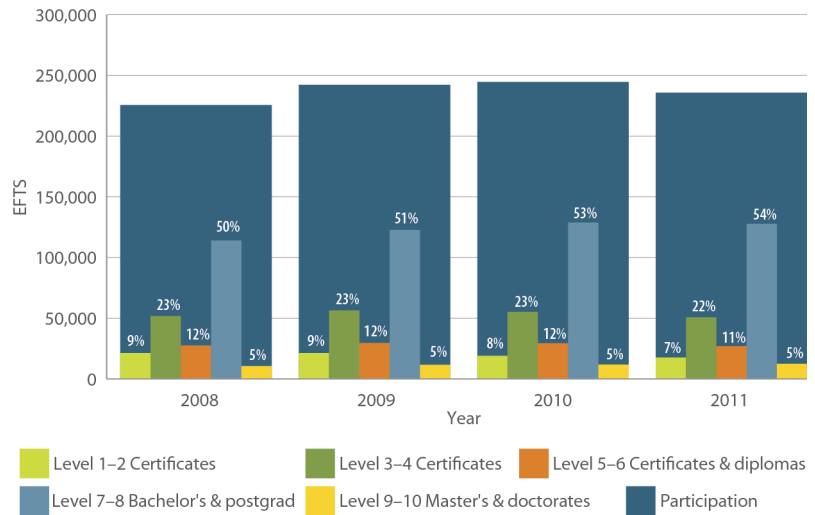


**Note:**

1. Population- and workforce-based calculations uses figures retrieved from Statistics New Zealand.
2. 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, as such all data prior to 2011 in graphs has been greyed. More information on the impact of the ITR can be found on the TEC website.

Domestic formal provider-based enrolments continued to shift towards degree-level courses and above. Since 2008 there have been increases at New Zealand Qualifications Framework (NZQF) Levels 7–8 (up 12%) and Levels 9–10 (up 17%), coinciding with a decrease at Levels 1–2 (down 17%). The increase in NZQF Levels 7–8 programmes is significant: these courses now comprise more EFTS than all other NZQF levels combined, highlighting that in accordance with the Tertiary Education Strategy (TES) students and providers together are focussing on higher-level tertiary education.

Figure 5: Participation by NZQF level, 2008–2011

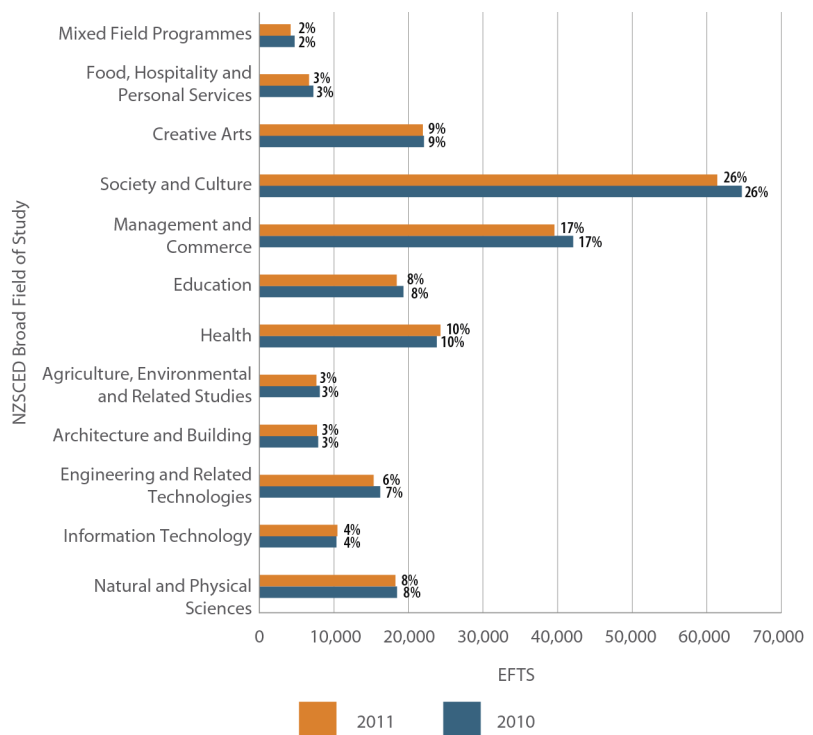


In 2011 the majority of EFTS were at Levels 7–8 (54%), followed by Levels 3–4 (22%) and Levels 5–6 (11%). The largest proportion of enrolments was in the Society and Culture (26%) field of study, followed by Management and Commerce (17%) and Health (10%). Most subject areas followed the general pattern of fewer enrolments compared with the previous year, though enrolments in health studies increased.

About 87 percent of all enrolments were intramural (students physically present in scheduled teaching sessions) and 13 percent extramural (where students are not required to regularly attend courses on campus), including students living overseas. In 2011 there was a one percentage point drop in the share of students studying extramurally compared with 2010.

**59 percent of enrolments were at degree-level and above qualifications**

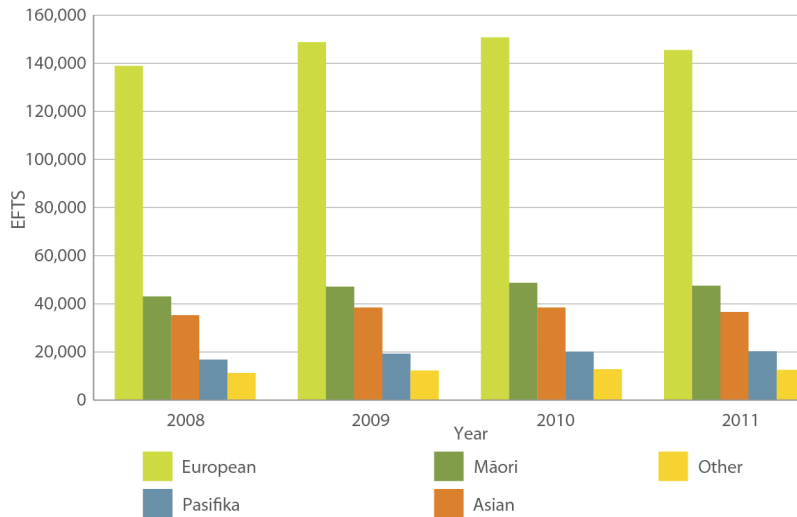
Figure 6: Enrolments by subject, 2010 and 2011





Enrolment fell in 2011 among most ethnic groups, though the share accounted for by each group remained fairly steady in 2011.

Figure 7: Enrolments by ethnicity 2008–2011



**Note:**

Total may exceed total EFTS or 100% as some students identify with more than one ethnicity.

## Performance against strategic priorities

In 2011 the tertiary sector continued to improve its performance against the priorities set out in the TES.

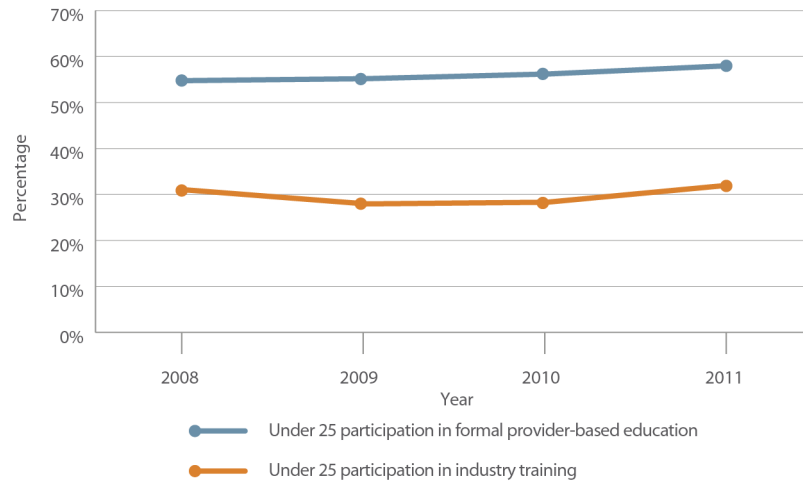
This section outlines key aspects of the sector's performance against the seven TES priority areas. The performance sections for each sector focus on the TES priorities for the youth, Māori and Pasifika student groups.

**TES Priority: Increasing the number of young people achieving qualifications at Level 4 and above, particularly degrees**

Overall, enrolments and the educational performance of young people (those under 25 years of age) remained strong in 2011. While the volume of youth enrolments dropped by four percent compared with 2010, the proportion of youth enrolled grew by two percentage points to reach 58 percent of all formal provider-based enrolments.

**Enrolments and educational performance remained strong**

**Figure 8: Participation by students and trainees under 25 years, 2008–2011**

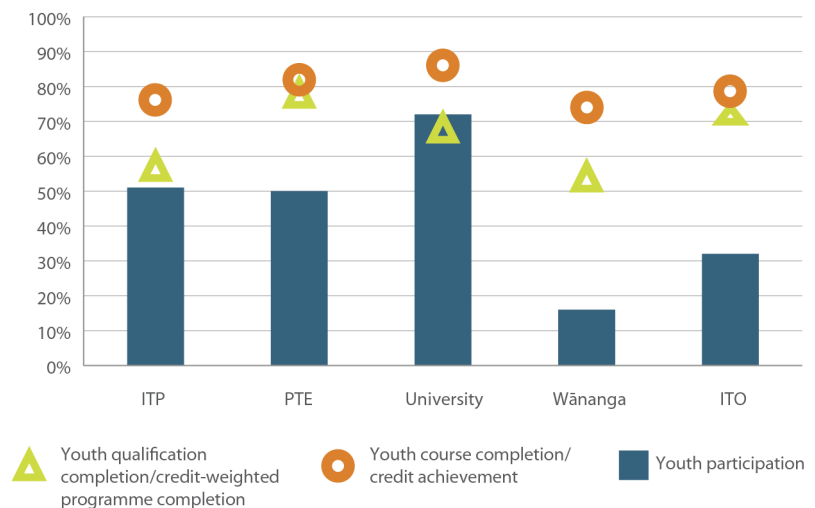


**Note:**

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.

Overall, the educational performance of under-25-year-olds continued to improve in 2011. Across the tertiary sectors, youth course completion rates were highest at universities and qualification completions rates were highest at PTEs. Such variances reflect different types of enrolments: PTE-sector enrolments tend to be in lower-level qualifications that take a shorter time to complete than university qualifications.

**Figure 9: Participation and achievement by students under 25 years, 2011**



The proportion of youth enrolled at Level 4 and above rose by two percentage points to reach 51 percent of all youth enrolments in formal provider-based education. Participation rose by 298 EFTS (up 12%) in Master’s and doctoral programmes (Levels 9–10), while enrolments fell at Levels 4–6 (down by 4% or 1,026 EFTS). Youth achievement at Levels 4 and above improved compared with 2010 and was higher than the overall youth cohort: the course completion rate by youth at Levels 4 and above increased from 82 percent in 2010 to 84 percent in



2011, and their qualification completion rate increased from 61 percent to 66 percent over the same period.

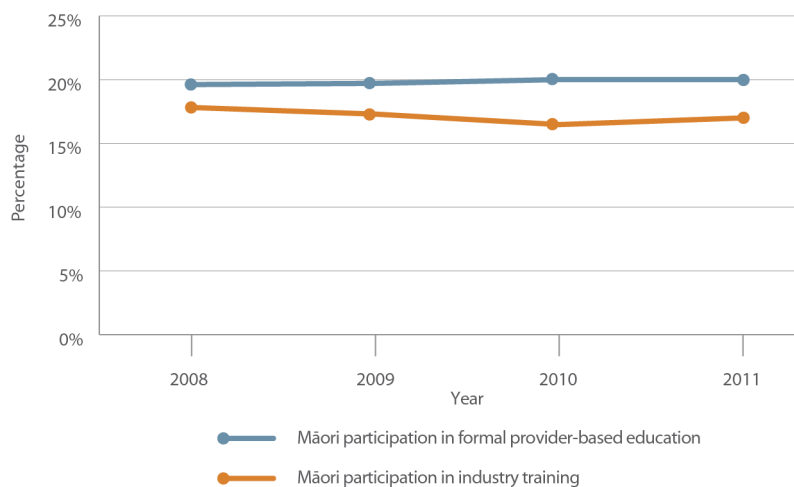
Fifteen percent of youth in industry training were at Levels 4 and above (21,627 trainees). Achievement by this group was higher than the overall youth cohort in industry training, with youth achievement at Levels 4 and above at 86 percent for credit achievement and 83 percent for programme completions.

2011 also saw significant youth participation in targeted programmes such as Youth Guarantee and Youth Training. The tertiary sector had 2,608 Youth Guarantee EFTS and 9,477 Youth Training placements in 2011. Sixty-five percent of Youth Guarantee students successfully completed their courses and 54 percent completed their qualifications in 2011. Among Youth Training students, 39 percent went on to further education and 35 percent progressed to employment in 2011. There were also 9,476 FFTO placements, of whom 24 percent advanced to further education and 41 percent went on to employment.

**TES Priority: Increasing the number of Māori students enjoying success at higher levels**

As for other groups, the volume of Māori students enrolled in tertiary education dropped in 2011; however, the share of Māori has remained steady at 20 percent of all enrolments since 2008.

Figure 10: Participation by Māori, 2008–2011



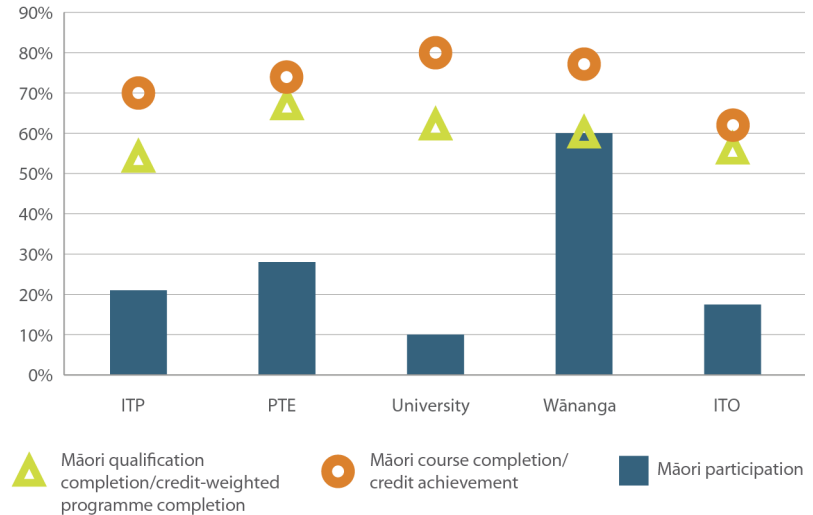
**Note:**

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.

Māori enrolments in tertiary education increasingly focus at degree level and above. In 2011 Māori enrolments in formal provider-based education were mainly at Levels 3–4 (37% of total Māori EFTS) and Levels 7–10 (36%). Māori educational achievement continued to improve across all sectors, with higher rates of both course and qualification completions.

***Māori educational achievement continued to improve***

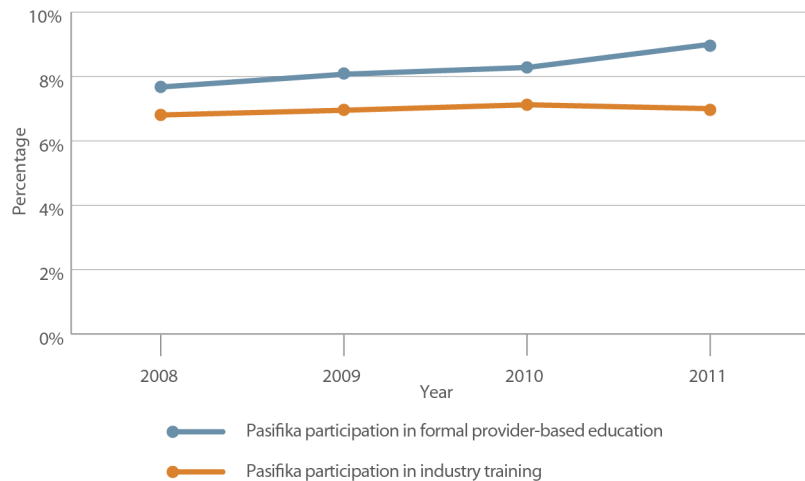
Figure 11: Participation and achievement by Māori students, 2011



**TES Priority: Increasing the number of Pasifika students achieving at higher levels**

Pasifika enrolments increased slightly in 2011, with the share of Pasifika students also increasing in formal provider-based study across the sector. Pasifika enrolments in 2011 accounted for nine percent of provider-based enrolments (up from 8% in 2010) and seven percent of total industry trainees.

Figure 12: Participation by Pasifika students, 2008–2011



**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.

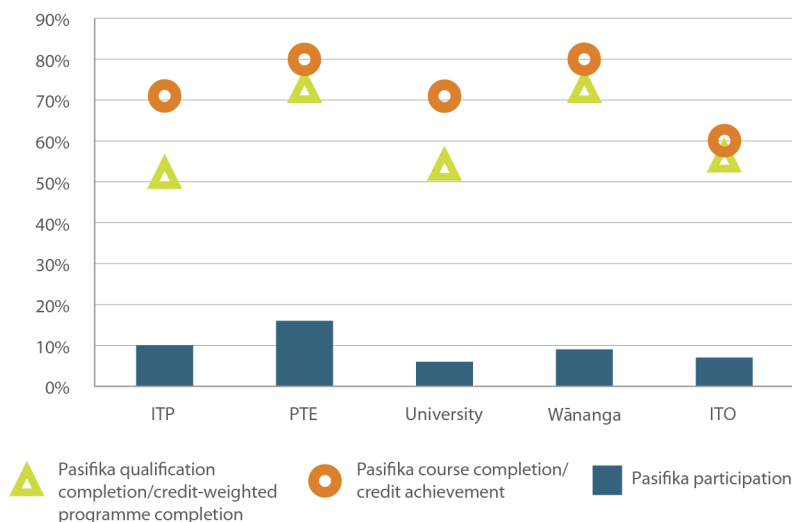
In 2011 Pasifika students were mainly studying at Levels 7–8 (41% of total Pasifika EFTS) and Levels 3–4 (36%). This represents a continued increase in participation at higher levels among Pasifika students, with a one percentage point (248 EFTS) increase in share at Levels 7–8 and a decrease of two percentage points (411 EFTS) at Levels 3–4 compared with 2010.

The educational performance of Pasifika students improved in 2011. Course and qualification completions by Pasifika students overall increased by four and five percentage points respectively compared with 2010.





Figure 13: Participation and achievement by Pasifika students, 2011



**Pasifika enrolments at higher levels of study continued to increase, as did Pasifika educational achievement**

**TES Priority: Increasing the number of young people moving successfully from school into tertiary education**

The Government has introduced targeted initiatives to attract more youth into tertiary study. This included the 2010 roll-out of Youth Guarantee, a fees-free programme aimed at increasing the educational achievement of 16- and 17-year-olds who are not currently engaged in education, and to improve transitions between school, tertiary education and work. Other progress in this area included opening the first secondary/tertiary high school at Manukau Institute of Technology, as well as five TEO-based trades academies.

Participation in the Youth Guarantee programme increased strongly in 2011. By ethnicity, 52 percent of the students identified as European, 29 percent Māori and 14 percent Pasifika in 2011. Youth Guarantee enrolments increased by volume across all ethnicities, though the share accounted for by Māori increased in 2011 and decreased for Pasifika students.

The achievement of Youth Guarantee students improved in 2011 across Levels 1–3. By ethnicity, achievement was higher among European and Māori students in 2011, but decreased among Pasifika and Asian students.<sup>4</sup>

**TES Priority: Improving literacy, numeracy and skills outcomes from Levels 1–3 study**

In 2011 the National Centre of Literacy and Numeracy for Adults continued to provide TEOs with professional development on literacy and numeracy.

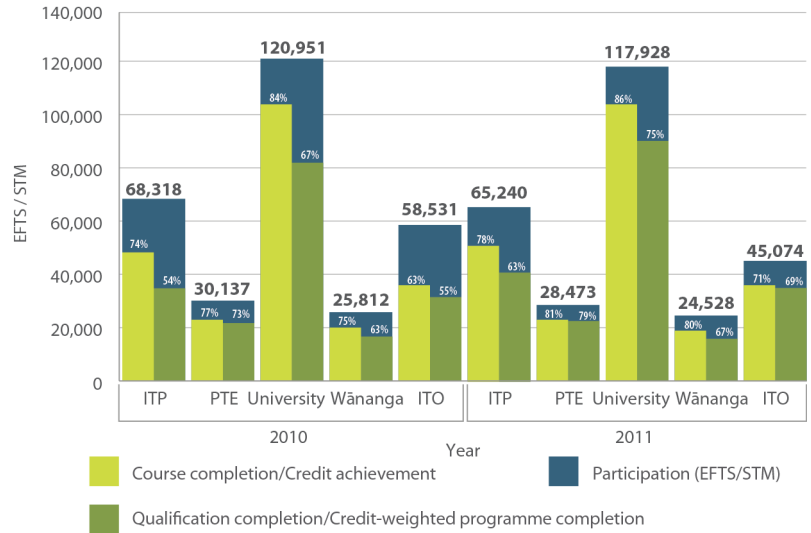
During 2011 TEOs were required to use the Literacy and Numeracy for Adults Assessment Tool with all learners enrolled in Levels 1–3 provision. The tool helps record an individual's progress in order to improve teaching and learning in Levels 1–3 programmes. Indicators to measure literacy and numeracy gain based on Assessment Tool data are currently being developed.

**TES Priority: Improving the educational and financial performance of providers<sup>5</sup>**

In 2011, educational performance improved across the tertiary sector as a whole as well as among all types of TEOs. Higher course completion rates contributed to better qualification completion in all sectors.

4. More information on the performance of Youth Guarantee can be found on the TEC website: <http://www.tec.govt.nz/Funding/Fund-finder/Youth-Guarantee/Performance/>
5. Financial information presented is based on the summary template returns of audited financial results provided to TEC. The figures are presented at a consolidated group level and reflect submissions received up to July 2011. For a more detailed breakdown of TEI financial performance, please refer to the TEC's website: <http://www.tec.govt.nz/Tertiary-Sector/Performance-information/TEI-financial-performance/2011-financial-performance-information/>

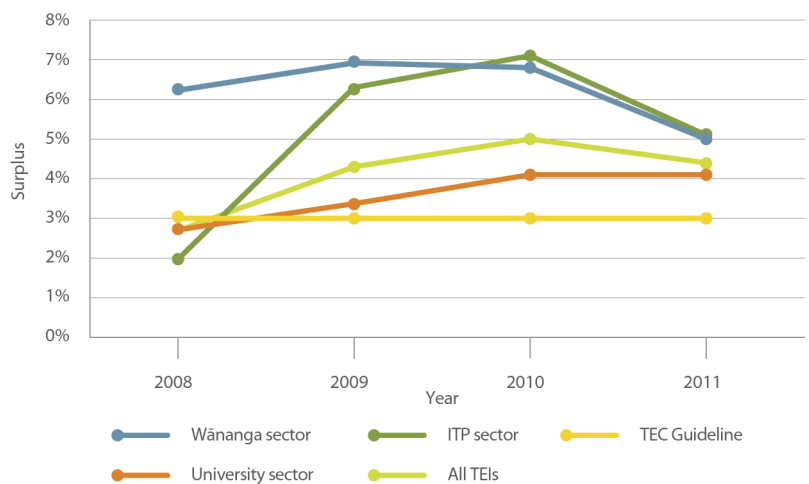
Figure 14: Participation and achievement, 2010 and 2011



**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.

TEIs achieved an overall surplus (after unusual and non-recurring items) on revenue of 4.4 percent (compared to 5.0% in 2010). Total revenues increased by 1.3 percent (\$56.5 million) to \$4.5 billion in 2011, with the main increases from domestic and international student tuition fees. Total operating expenses increased by 2.5 percent (\$104.6 million) with personnel costs comprising over 80 percent of that increase.

Figure 15: TEI surplus as a percentage of total revenue (after unusual and non-recurring items)



TEI balance sheets strengthened between 2010 and 2011, with improved liquidity levels and increased investment in campus facilities. As at 31 December 2011 the value of total assets managed by the TEIs was \$9.3 billion, with \$7.9 billion in long-term fixed assets. Of the sector's total fixed assets, 79 percent (\$6.2 billion) were managed by the universities.



Total equity (net assets) in the TEI sector was \$7.8 billion, unchanged from 2010. The lack of growth in net assets was due to revaluation write-downs of \$155 million largely offsetting the sector's \$196 million net surplus.

**Table 3: Overview of financial performance of TEIs**

| Key performance metrics  | 2009        | 2010        | 2011        | TEC minimum guidelines |
|--|-------------|-------------|-------------|------------------------|
| Net surplus (after unusual and non-recurring items)                | 4.3%        | 5.0%        | 4.4%        | 3.0%                   |
| Net cashflow from operations                                       | 117.1%      | 117.0%      | 115.7%      | 111.0%                 |
| Liquid funds   | 26.0%       | 27.9%       | 28.7%       | 8.0%                   |
| 3-Year average return on property, plant equipment and intangibles | 6.4%        | 6.7%        | 7.1%        | 4.5%                   |
| Summary financial statements (NZ\$000)                             | 2009        | 2010        | 2011        | % of 2011 category     |
| <b>Revenue:</b>  |             |             |             |                        |
| Total government revenue   | \$2,119,867 | \$2,198,918 | \$2,204,822 | 49%                    |
| Domestic student fees  | \$740,374   | \$806,450   | \$820,434   | 18%                    |
| International student fees   | \$330,677   | \$361,489   | \$379,015   | 8%                     |
| Other income (including research)                                  | \$986,946   | \$1,057,654 | \$1,076,771 | 24%                    |
| Total revenue  | \$4,177,865 | \$4,424,510 | \$4,481,041 | 100%                   |
| <b>Assets:</b>   |             |             |             |                        |
| Property, plant equipment and intangibles                          | \$7,549,971 | \$7,754,612 | \$7,921,389 | 85%                    |
| Other assets   | \$1,332,413 | \$1,450,680 | \$1,426,261 | 15%                    |
| Total Assets   | \$8,882,385 | \$9,205,292 | \$9,347,650 | 100%                   |
| <b>Equity (net assets)</b>   | \$7,521,979 | \$7,797,397 | \$7,838,344 |                        |

### **TES Priority: Strengthening research outcomes**

The number of postgraduate enrolments across the tertiary sector fell nominally in 2011, but since other enrolments decreased at a larger rate, postgraduate enrolments as a proportion of the total rose by one percentage point.

Under the Performance-Based Research Fund (PBRF), research and degree completions increased from 3,145 in 2010 to 3,543 in 2011 and external research income rose from \$404.0 million in 2010 to \$410.5 million in 2011.

The government's investment in Centres of Research Excellence (CoREs) continued to strengthen research outcomes in 2011. The mid-term review of CoREs conducted in 2010 confirmed that they are following coherent research agendas, carrying out research that is of benefit to New Zealand, and delivering research that is at the top of its class in New Zealand and in many instances internationally.

In 2011 the Ministry of Education announced a review of CoRE policy before current contracts end in June 2014. This review will lead to Government decisions in late 2012 about future CoRE policy settings and inform the next selection round, scheduled for 2013 and 2014.



## Future focus of the tertiary sector

As in previous years, funding increases across the tertiary education sector are unlikely in the foreseeable future, thus maintaining the pressure for efficiency and collaboration.

TEOs will need to continue developing strong self-management and demonstrate the willingness and ability to respond to Government priorities. In the coming years greater emphasis will be placed on lifting achievement of the Government's priority groups (youth, Māori and Pasifika students) with the aim of achieving parity with other students.



## Universities

Universities are a vital part of modern society. They are important for teaching, research and the advancement of society as a whole. Universities engage with a range of stakeholders to promote learning and to disseminate and apply knowledge. With a focus on research excellence, universities play an important role in the economic transformation and development of New Zealand.

Universities are repositories of knowledge and expertise. They focus on advanced learning with the principal aim of developing intellectual independence and strengthening research outcomes. New Zealand universities' teaching and research foster international connectedness and provide global learning opportunities for local and overseas students.

Eight universities across New Zealand deliver an extensive range of degree and postgraduate programmes, and some sub-degree programmes.

The Tertiary Education Strategy (TES) defines the core roles and expectations for universities as:

| Core roles   | Government expectations  |
|--|--|
| <ul style="list-style-type: none"> <li>Undertake research that adds to the store of knowledge</li> <li>Provide a wide range of research-led degree and postgraduate education that is of an international standard</li> <li>Act as sources of critical thinking and intellectual talent</li> </ul> | <ul style="list-style-type: none"> <li>Enable a wide range of students to successfully complete degree and postgraduate qualifications</li> <li>Undertake internationally recognised original research</li> <li>Create and share new knowledge that contributes to New Zealand's economic and social development and environmental management</li> </ul> |

Universities contribute to TES priorities by:

- increasing the number of young people (aged under 25) achieving qualifications at Level 4 and above of the New Zealand Qualifications Framework (NZQF), particularly degrees
- increasing the number of Māori students enjoying success at higher levels
- increasing the number of Pasifika students achieving at higher levels
- increasing the number of young people moving successfully from school into tertiary education
- strengthening research outcomes.

Universities' Investment Plans for 2011–13 aim to fulfil these roles and expectations with special emphasis on lifting course and qualification completions and other achievement rates, especially among the priority groups of Māori, Pasifika and those aged under 25 years.

***In 2011 universities received \$1.4 billion – 52 percent of total government funding for tertiary education organisations***



## University highlights

In 2011 university sector highlights included:

- increased overall student achievement, with average successful course completions rising from 84 percent to 86 percent compared with 2010
- increased Māori participation from nine percent to ten percent
- increased Māori achievement, with average successful course completions rising from 78 percent to 80 percent and qualification completion increasing from 55 percent to 62 percent
- increased postgraduate research degree completions, with more Master's and PhDs completed
- increased external research income revenue
- increased postgraduate enrolments and proportion of postgraduate to other enrolments.

## University performance

Overall, the university sector was again high-performing in 2011. Universities received the highest proportion of the government's total spending on tertiary education organisations: \$1.4 billion or 52 percent in 2011. This increased from 50 percent of tertiary funding the previous year.

The university sector performed strongly in 2011, with the highest average rate of successful course completions of all tertiary education sectors. Research performance as measured by the allocation of the Performance-Based Research Fund (PBRF) again exceeded other sectors, with 97 percent going to universities.

## Operating environment

In 2011 universities generally delivered well against agreed 2011 Investment Plan commitments. Key factors affecting their operating environment included:

- impact of the Canterbury earthquakes on infrastructure and enrolments at the University of Canterbury and Lincoln University, as well as at the University of Otago
- preparation for the PBRF quality evaluation in 2012, including the audit process
- an overall decline in enrolments, driven by agreed levels of delivery at some universities, reduced enrolments at the University of Canterbury and Lincoln University due to the Canterbury earthquakes, and lower demand across the sector compared the 2008–2010 Plan period.

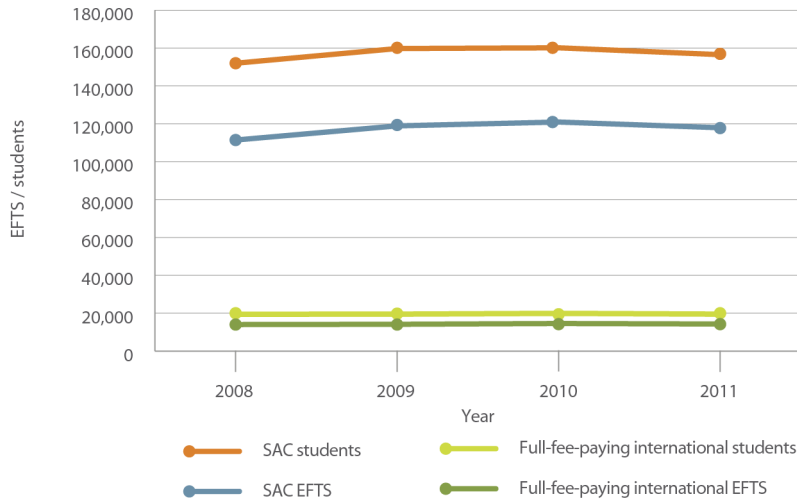
## Participation

In 2011 universities provided tertiary education to 156,522 students or 117,928 equivalent full-time students (EFTS) a two percent decrease in EFTS and students compared with 2010. There were 14,300 full-fee-paying international EFTS enrolled across the university sector.<sup>6</sup> In 2011, there were 2,504 international PhD EFTS (3,325 international students) enrolled under the domestic fees policy.

6. This is the number of international EFTS that were required to pay full fees and excludes PhD students or postgraduate students on scholarships who are not required to pay fees.



Figure 16: University enrolments, 2008–2011

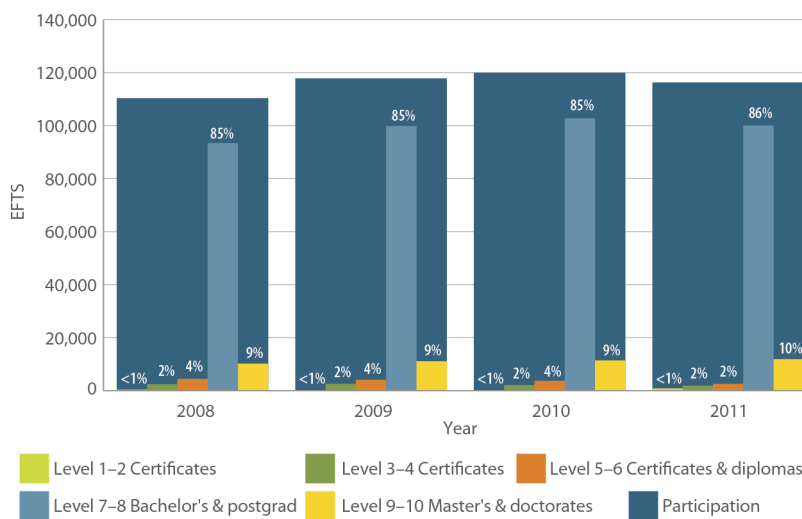


The lower volume of enrolments (down by 3,023 EFTS) in 2011 compared with 2010 is largely attributable to fewer enrolments across NZQF Levels 7–8 (3,029 EFTS, down 3%) and Levels 5–6 (851 EFTS, down 25%). Over the same period, there was an increase in Levels 9–10 Master’s and doctoral enrolments (up from 11,360 EFTS in 2010 to 11,884 EFTS in 2011). These shifts are in line with TES priorities and reflect the university sector’s continued emphasis on increasing participation at higher levels, especially postgraduate study.

In 2011 almost all university enrolments were in degree-level programmes and above (95% of overall provision). The university sector contributed 80 percent of all enrolments at degree level and above across all tertiary sectors in 2011. This proportion has decreased by two percentage points since 2010, due to increased enrolments at higher levels of study at other tertiary institutions. Due to the merger of Lincoln University with Telford Rural Polytechnic, the university sector recorded some provision (less than 1% of the national total) at Levels 1–2 in 2011, whereas there was almost none at these levels in previous years.

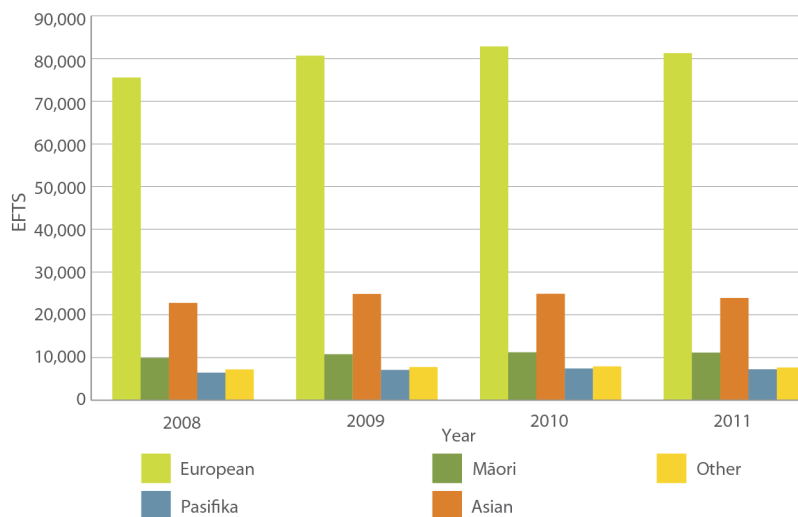
*In line with TES priorities, higher-level enrolments continued to increase across the university sector in 2011*

Figure 17: University enrolments by NZQF level, 2008–2011



Māori enrolments decreased slightly (by 41 EFTS) in 2011. Because this reduction was smaller than for the student population overall, the share of Māori students at universities rose from nine percent in 2010 to ten percent in 2011. Pasifika students remained at six percent of the university population, while the volume of Pasifika enrolments decreased by 183 EFTS.

**Figure 18: University enrolments by ethnicity, 2008–2011**



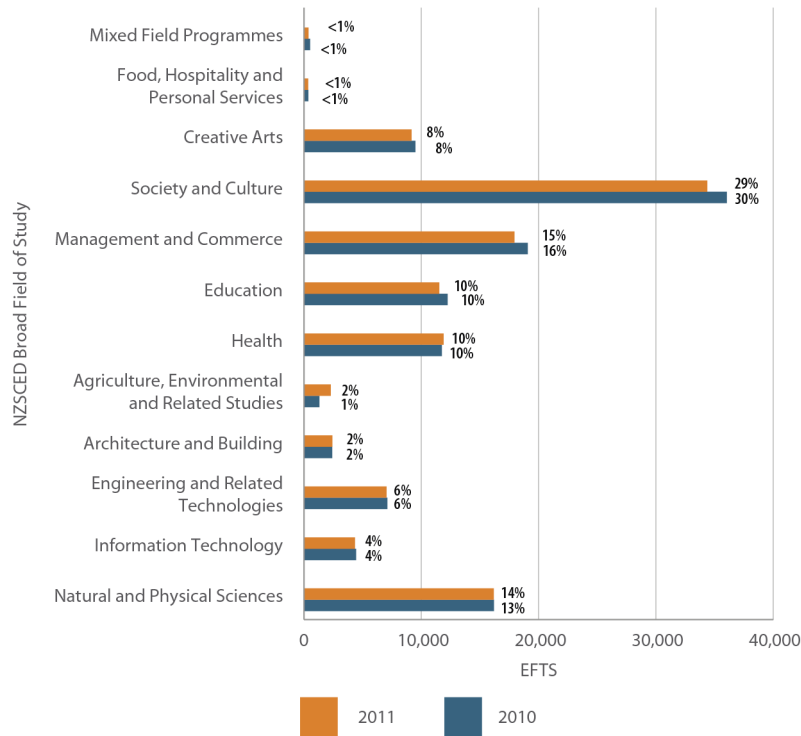
**Note:**  
Total may exceed total EFTS or 100% as some students identify with more than one ethnicity.

Society and Culture (29%) and Management and Commerce (15%) were the fields of study with the largest proportions of enrolments, but each decreased as a share of total delivery by one percentage point compared with 2010. Natural and Physical Sciences accounted for 14 percent of total delivery in 2011 (up by one percentage point). Agriculture, Environmental and Related Studies accounted for a small share of enrolments in 2011 (2%), but experienced the largest enrolment increase, with an extra 970 EFTS delivered in 2011 due to the merger of Telford Rural Polytechnic with Lincoln University.





Figure 19: University enrolments by subject, 2010 and 2011



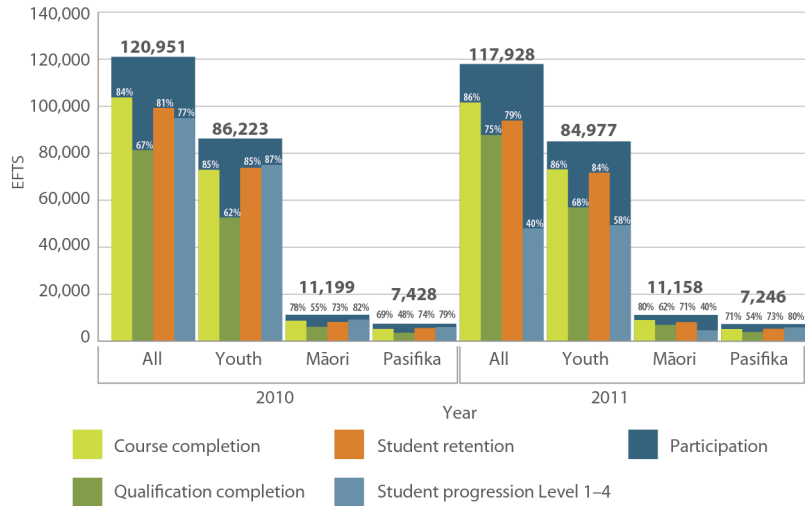
### Performance against TES priorities

Average educational performance by the universities improved in successful course completions (up from 84% in 2010 to 86% in 2011) and qualification completions (up from 67% to 75%), but decreased significantly for student progression within Levels 1–4 (down from 75% to 40%). The decrease can be attributed to the merger of Telford Rural Polytechnic and Lincoln University and the resulting significant increase in delivery at Levels 1–2, which the university sector had not traditionally delivered.

Achievement by all students and the TES priority groups (Māori, Pasifika and students under the age of 25) strengthened in 2011 across the university sector; however, with the exception of retention and course completions by youth, all three of these groups performed at a lower level than university students on average.

***In 2011, average course and qualification completion rates increased across the university sector***

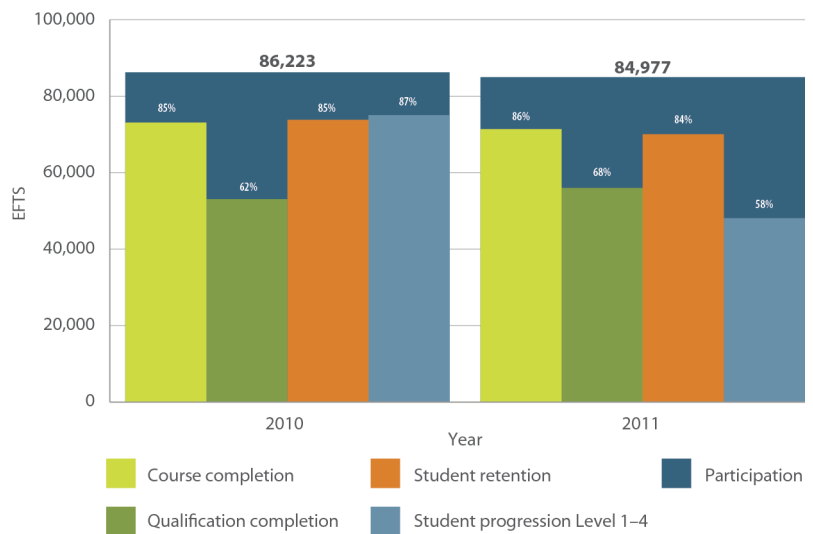
Figure 20: University participation and achievement, 2010 and 2011



**TES Priority: Increasing the number of young people (aged under 25) achieving qualifications at Level 4 and above, particularly degrees**

In 2011, universities continued to attract the largest share of students under 25 years of age, with this group accounting for 72 percent of university enrolments. Almost all youth enrolments were at degree level and above (96%) with proportions mainly unchanged from 2010. Youth achievement remained strong in 2011, with increases in successful course completions (up from 85% in 2010 to 86% in 2011) and qualification completions (up from 62% to 68%). Student retention dropped slightly due to lower participation across the sector (85% to 84%), while the drop in student progression within Levels 1–4 (87% to 58%) was largely due to the enrolments at Levels 1–2 as a result of the merger of Telford Rural Polytechnic with Lincoln University.

Figure 21: University participation and achievement by students under 25 years, 2010 and 2011



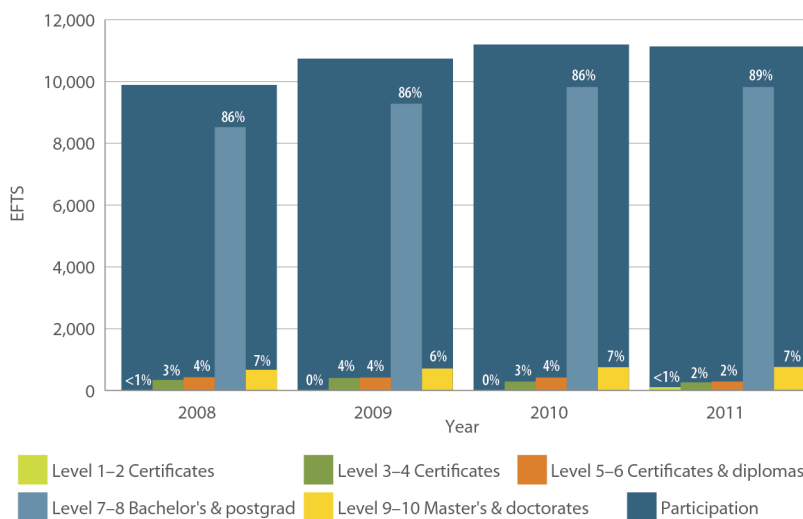


Almost all youth enrolments in the universities are at Levels 4 and above. Whilst the number of youth enrolments decreased in 2011 (by 1,490 EFTS or 2%), this decrease was largely across Levels 5–6 diplomas and graduate certificates (down by 478 EFTS or 24%) and Levels 7–8 degrees and postgraduate study (down by 1,067 EFTS or 1%). However, youth achievement at Levels 4 and above across the university sector improved in both course completions (up from 85% in 2010 to 86% in 2011) and qualification completions (up from 62% to 68%).

**TES Priority: Increasing the number of Māori students enjoying success at higher levels**

In 2011 Māori enrolments showed a marginal decrease of 41 EFTS but increased as a proportion of total university enrolments (from 9% to 10%). The distribution of Māori enrolments across the levels of study remained very similar to 2010. The merger of Telford Rural Polytechnic with Lincoln University brought 88 new Māori EFTS enrolled at Levels 1–2 in 2011.

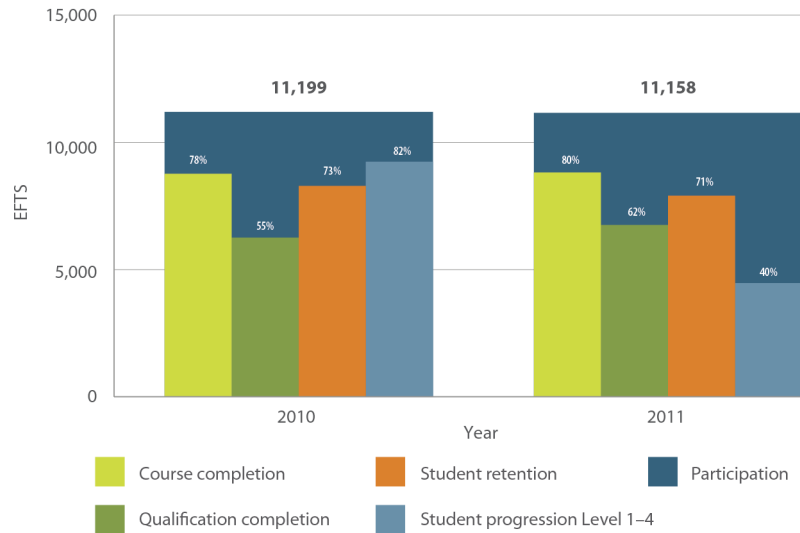
**Figure 22: University enrolments by NZQF level by Māori students, 2008 and 2011**



Educational achievement by Māori students continued to strengthen in 2011. Successful course completions increased from 78 percent to 80 percent, contributing to the improved qualification completion rate (up from 55% in 2010 to 62% in 2011). However, student retention and student progression decreased over the same period, which was attributable both to the lower student participation and increased delivery at lower levels following the Lincoln and Telford merger.

***Māori participation and achievement increased across the university sector***

Figure 23: University participation and achievement by Māori students, 2010 and 2011

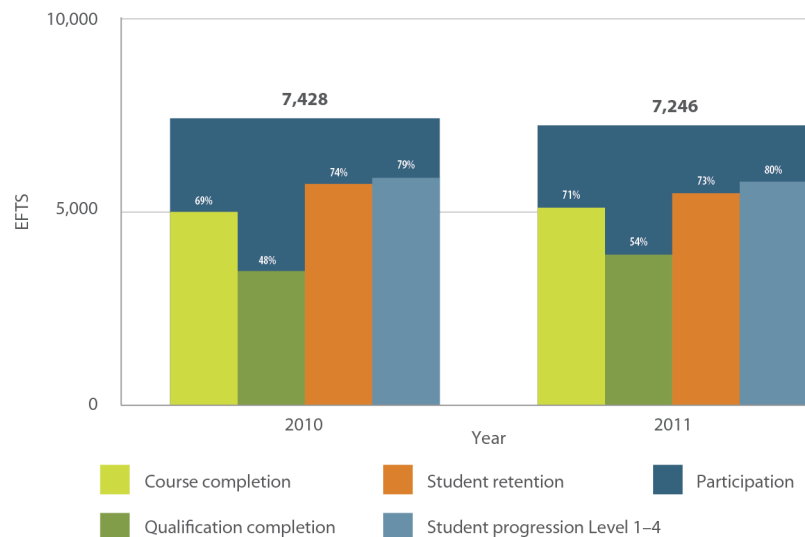


**TES Priority: Increasing the number of Pasifika students achieving at higher levels**

Pasifika participation remained stable at six percent of total enrolments, the same as 2010, although there was a decrease in Pasifika EFTS of two percent (183 EFTS). The distribution of Pasifika students across the levels of study was also very similar to 2010, with the vast majority (91%) studying at Levels 7–8.

Average Pasifika educational achievement remained low in 2011 but improved compared with 2010. Successful course completions increased from 69 percent to 71 percent and qualification completions increased from 48 percent to 54 percent. Pasifika student progression rose from 79 percent to 80 percent in 2011, contrary to the trend among other university students. This is mainly attributable to the decreased enrolments at Levels 3–4 (down from 421 EFTS in 2010 to 350 EFTS in 2011), and only seven EFTS delivered at Levels 1–2.

Figure 24: University participation and achievement by Pasifika students, 2010 and 2011





### TES Priority: Strengthening research outcomes

Funding for the PBRF is allocated according to three elements: quality evaluation, research degree completions and external research income. Universities received 97 percent of the available PBRF funding in 2011.

The university sector's research degree completions rose from 2,919 (95%) of the national total in 2010 to 3,452 out of a total 3,543 (97%) in 2011. The sector generated \$407.2 million in external research income (ERI) in 2011, an increase of almost \$7 million from 2010 and 99 percent of the total.

Universities received \$33.2 million in funding for the eight Centres of Research Excellence in 2011 and \$870,000 in continued funding for Partnerships for Excellence projects.

### Financial performance

Financial performance across the university sector met TEC's recommended three percent surplus (after unusual and non-recurring items). In 2011 the sector achieved an overall net surplus of 4.1 percent, unchanged from 2010. Total operating revenues increased 3.1 percent (\$95.9 million), mainly from total government revenue (especially SAC funding), student tuition fees and other income (including research). Total operating expenses increased 3.8 percent (\$113.5 million), predominantly from personnel costs. The sector's reported performance was influenced by a net \$21.5 million from earthquake-related insurance revenues exceeding related expenses. University balance sheets remained strong, with increased liquidity and increased investment in campus facilities.

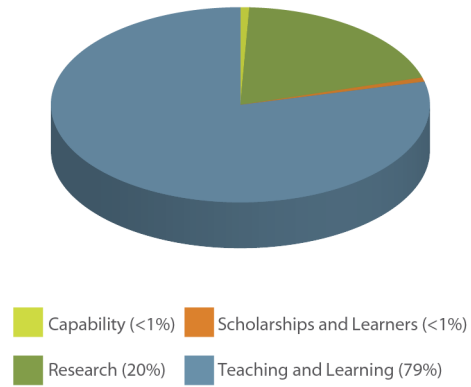
Table 4: Overview of university sector financial performance

| Key performance metrics  | 2009        | 2010        | 2011        | TEC minimum guidelines |
|--|-------------|-------------|-------------|------------------------|
| Net surplus (after unusual and non-recurring items)                | 3.4%        | 4.1%        | 4.1%        | 3.0%                   |
| Net cashflow from operations                                       | 117.2%      | 116.6%      | 115.9%      | 111.0%                 |
| Liquid funds   | 21.7%       | 22.4%       | 23.5%       | 8.0%                   |
| 3-Year average return on property, plant equipment and intangibles | 6.0%        | 6.1%        | 6.5%        | 4.5%                   |
| Summary financial statements (NZ\$000)                             | 2009        | 2010        | 2011        | % of 2011 category     |
| <b>Revenue:</b>  |             |             |             |                        |
| Total government revenue   | \$1,297,321 | \$1,344,780 | \$1,403,568 | 44%                    |
| Domestic student fees  | \$517,820   | \$559,708   | \$565,257   | 18%                    |
| International student fees   | \$256,673   | \$277,951   | \$287,723   | 9%                     |
| Other income (including research)                                  | \$889,840   | \$948,117   | \$969,873   | 30%                    |
| Total revenue  | \$2,961,654 | \$3,130,556 | \$3,226,420 | 100%                   |
| <b>Assets:</b>   |             |             |             |                        |
| Property, plant equipment and intangibles                          | \$5,961,986 | \$6,112,711 | \$6,220,126 | 88%                    |
| Other assets   | \$844,186   | \$888,379   | \$836,251   | 12%                    |
| Total Assets   | \$6,806,172 | \$7,001,090 | \$7,056,377 | 100%                   |
| <b>Equity (net assets)</b>   | \$5,738,091 | \$5,886,263 | \$5,871,739 |                        |

Of the government funding allocated by TEC, 79 percent (\$1.1 billion) was for Teaching and Learning, and 20 percent (\$276.7 million) for Research.

**The university sector produced 3,452 research degree completions and generated \$407.2 million in external research income**

Figure 25: Total university government funding by type, 2011



### Universities' future focus

In 2012 universities are expected to focus on the following key areas to support TES priorities:

- aligning courses and qualifications to support the TES, including a further reduction in provision below the level of the Bachelor's degree
- raising achievement rates for learners, especially for the priority student groups named in the TES (Māori, Pasifika and students aged under 25)
- strengthening research and economic outcomes through filling skill gaps in the economy, profiling research possibilities to business and developing relationships with other research-intensive organisations.



## Institutes of technology and polytechnics

Institutes of technology and polytechnics (ITPs) are key providers of vocational education in New Zealand. The Government expects ITPs to enable students (including students with low literacy, language and numeracy skills) to complete relevant qualifications that meet industry needs and/or lead to higher levels of learning.

In 2011 the government funded 18 ITPs across New Zealand to deliver technical, vocational, and professional education, and to undertake research, particularly applied and technological research.

The Tertiary Education Strategy (TES) defines the core roles and expectations of ITPs as:

| Core roles   | Government expectations   |
|--|---|
| <ul style="list-style-type: none"> <li>Deliver vocational education that provides skills for employment</li> <li>Undertake applied research that supports vocational learning and technology transfer</li> <li>Assist progression to higher levels of learning or work through foundation education</li> </ul> | <ul style="list-style-type: none"> <li>Enable a wide range of students to complete industry-relevant certificate, diploma and applied degree qualifications</li> <li>Enable local access to appropriate tertiary education</li> <li>Support students with low literacy, language and numeracy skills to improve these skills and progress to higher levels of learning</li> <li>Work with industry to ensure that vocational learning meets industry needs</li> </ul> |

In addition to these core roles and expectations, ITPs advance TES priorities according to the needs of their catchment areas. For smaller ITPs, this often involves helping learners to move on to higher levels of learning at other institutions. Others deliver higher levels of learning and undertake applied vocational research.

The Government expects ITPs to respond to the needs of their local catchments first and foremost, with particular focus on the priority groups identified in the TES (Māori, Pasifika and those aged under 25 years). ITPs contribute to TES priorities through:

- increasing the number of young people (aged under 25) achieving qualifications at Level 4 and above on the New Zealand Qualifications Framework (NZQF), especially degrees
- increasing the number of Māori students enjoying success at higher levels
- increasing the number of Pasifika students achieving at higher levels
- increasing the number of young people moving successfully from school into tertiary education
- improving literacy, language, and numeracy and skills outcomes from study at NZQF Levels 1–3.

***In 2011 ITPs received \$607.4 million – 23% of total government funding for tertiary education organisations***

## *In 2011 there was an increased number of enrolments in higher levels of study across the ITP sector*

### ITP highlights

In 2011 ITP sector highlights included:

- completing the first year under the revised governance model introduced in the Education (Polytechnics) Amendment Act 2009
- increased collaboration between ITPs and other organisations, including the first combined council involving the Wellington Institute of Technology and Whitireia Community Polytechnic
- enhanced network of provision to support learners
- more effective engagement with stakeholders.

### ITP performance

The ITP sector received \$607.4 million of Tertiary Education Commission (TEC) funding in 2011 (23% of the total). The sector performed strongly on some key measures:

- an increased volume of students moved into higher levels of study
- increased provision in areas of demand such as engineering and health-related qualifications
- improved educational performance, both overall and among the priority groups specified in the TES (Māori, Pasifika and those under the age of 25 years)
- increased responsiveness to the TES priority groups.

### Operating environment

A number of challenges faced the ITP sector in 2011, including:

- meeting objectives of Investment Plans that aligned with the TES priorities
- external evaluation and review, led by the New Zealand Qualifications Authority, for a further six ITPs
- response to the Canterbury earthquakes.

### Participation

In 2011 ITPs provided tertiary education to 136,775 students, comprising 65,240 equivalent full-time students (EFTS) eligible for funding through the Student Achievement Component (SAC).<sup>7</sup> The ITP sector delivered five percent fewer overall EFTS compared with 2010. Over the same period the ITP sector also delivered 1,700 EFTS (2,225 students) in Youth Guarantee programmes,<sup>8</sup> 182 Youth Training placements, 491 Foundation-Focused Training Opportunities (FFTO) placements and 7,790 full fee-paying foreign international EFTS (13,490 students). International enrolments increased by five percent compared with 2010, and comprised 11 percent of all EFTS delivered by ITPs.

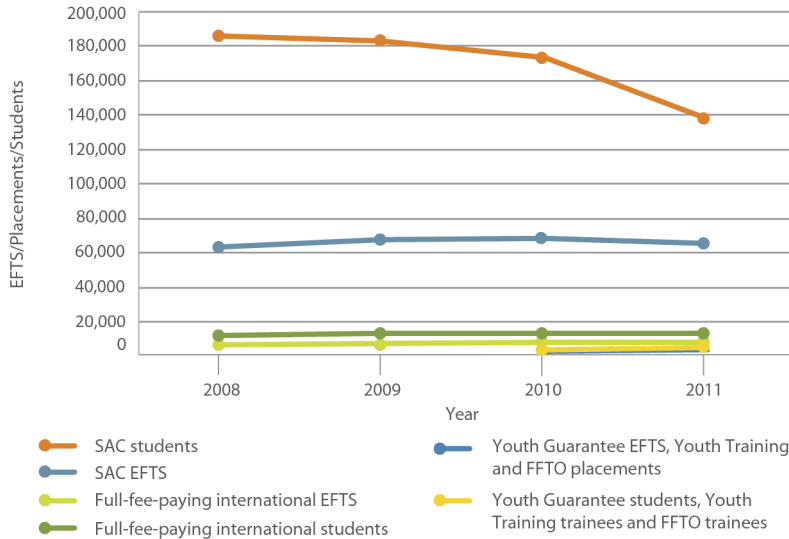
7. SAC-eligible EFTS refers to the total number of EFTS delivered. This can differ from the number of TEC-funded EFTS for two reasons: funding caps can mean that some delivered EFTS are not funded due to delivery higher than agreed values; and in 2011, on a case-by-case basis, TEC did not always recover funds otherwise owing when EFTS were underdelivered by organisations affected by the Canterbury earthquakes.

8. More information on the participation and performance of Youth Guarantee-funded places in 2010 and 2011 can be found on the TEC website.





Figure 26: ITP enrolments, 2008–2011



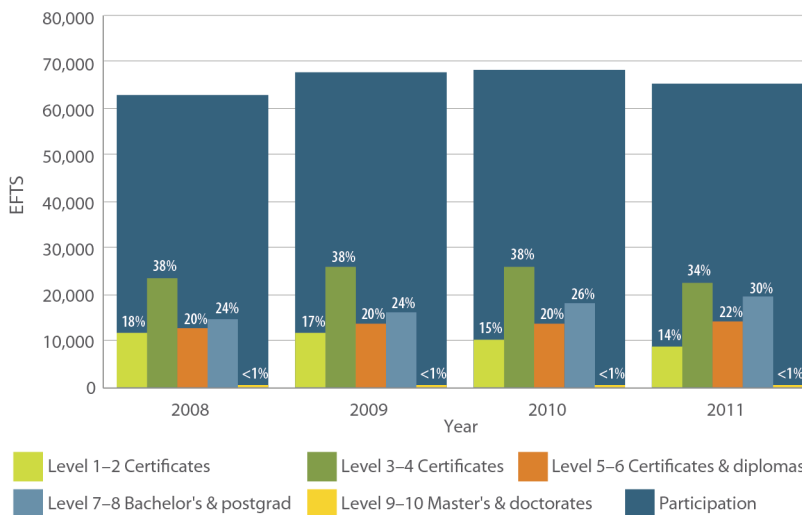
**Note:**

Youth Training and FFTO Data relates to trainees with a placement start-date during the year. Individuals who enrolled in more than one programme will be counted in each programme.

Unless otherwise stated, the following section describes SAC-eligible EFTS only. The ITP sector again delivered the largest share (34%) of its SAC-eligible EFTS at Levels 3–4, followed by Levels 7–8 (30%) and Levels 5–6 (22%).

The ITP sector continued in 2011 to focus on increasing the proportion of enrolments at higher levels, with consistent increases over the previous three years. Participation at Levels 7–8 increased by eight percent (1,475 EFTS) from 2010 to account for 30 percent of total 2011 enrolments.

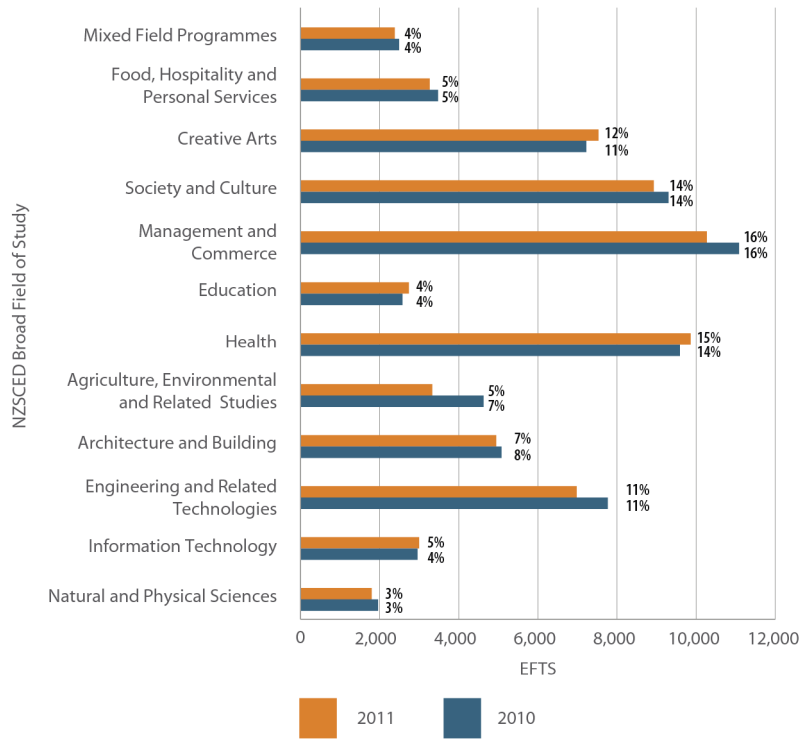
Figure 27: ITP enrolments by NZQF level, 2008–2011



The largest proportion of 2011 enrolments in the ITP sector was in Management and Commerce (16%), Health (15%) and Society and Culture (14%). The share of participation increased in Health, in Creative Arts and in Architecture and Building, while the share in Management and Commerce decreased. Across all enrolments, the largest decrease was in Agriculture and Horticulture, which fell by 28 percent (1,295 EFTS) in 2011. This is partly attributed to the merger of Telford Polytechnic

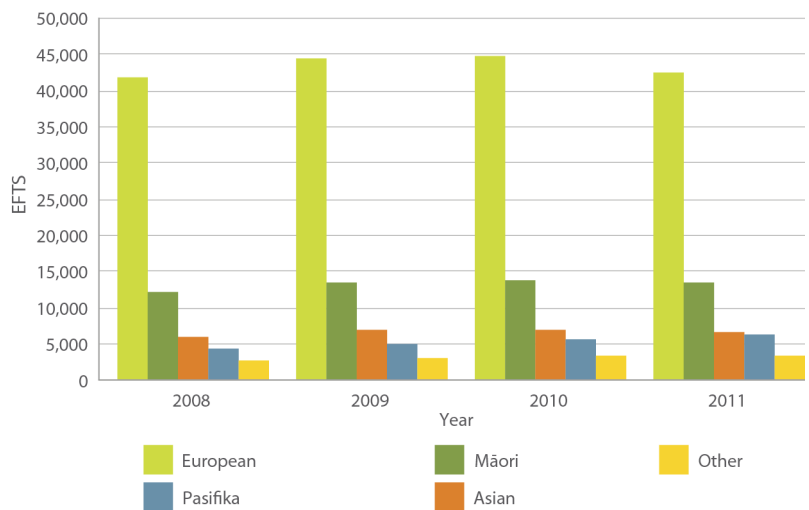
with Lincoln University. Overall, the distribution of students by field of study changed very little compared with 2010.

Figure 28: ITP enrolments by subject, 2010 and 2011



Enrolment volumes fell in the ITP sector in 2011 among each of the ethnic groups except Pasifika students. These decreases are in line with the overall drop in enrolments across the sector for the same period. In 2011, European students accounted for 65 percent of total enrolments, Māori enrolments 21 percent, Pasifika and Asian students ten percent each, and other ethnic groups five percent.<sup>9</sup>

Figure 29: ITP enrolments by ethnicity, 2008–2011



**Note:** Total may exceed total EFTS or 100% as some students identify with more than one ethnicity.

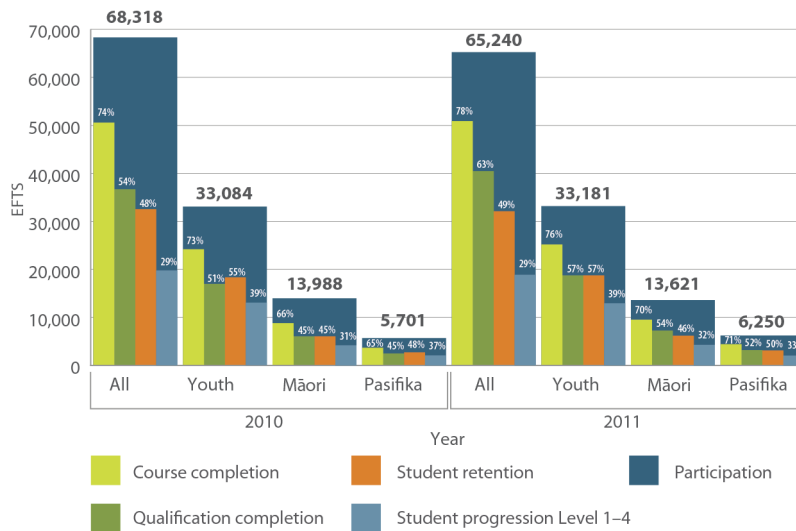
9. Total may exceed total EFTS or 100% as some students identify with more than one ethnicity.



### Performance against TES priorities

Overall, the ITP sector continued to improve its performance against all of the educational performance indicators in 2011. The following section briefly highlights key aspects of performance among the TES priority groups of youth, Māori, and Pasifika learners, as well as research and financial performance.

Figure 30: ITP participation and achievement, 2010 and 2011



### TES performance

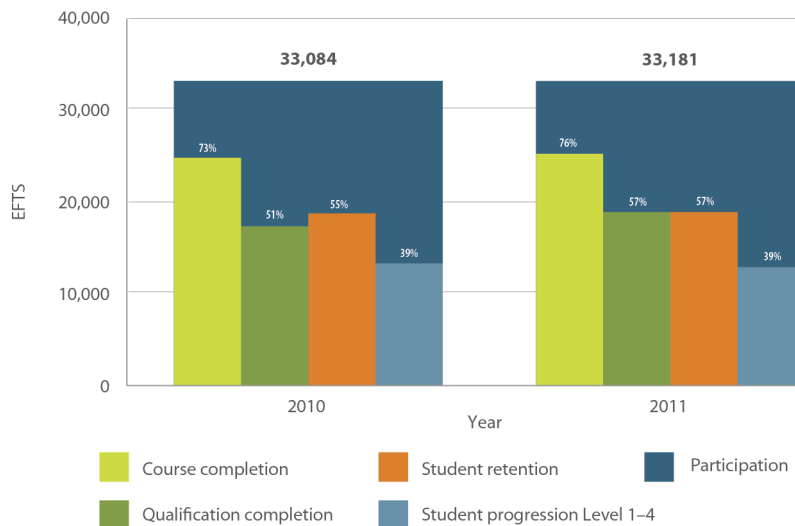
#### **TES Priority: Increasing the number of young people achieving qualifications at Level 4 and above, particularly degrees**

In 2011, participation of under-25-year-olds continued to rise. In 2011 this group grew to 51 percent of all enrolments across the ITP sector, up from 48 percent in 2010 and 45 percent of total participation in 2008. Youth enrolments continued to grow in higher-level study, with an increase of 835 EFTS (9%) across Levels 7–10 in 2011.

Youth achievement at ITPs improved or stayed the same across all educational performance indicators in 2011. Course completions increased (up from 73% to 76%) as did qualification completions (up from 51% to 57%), and retention (up from 55% to 57%). As was the case in 2010, the higher rates of retention and course completions helped to lift the number of qualification completions over the same period.

**Course and qualification completion rates improved among students aged under 25 years, Māori and Pasifika at ITPs**

Figure 31: ITP participation and achievement by students under 25 years, 2010 and 2011



Youth participation at Levels 4 and above increased in 2011 across the ITP sector (up by 860 EFTS, a 4% increase) to account for 71 percent of total youth enrolments across ITPs. The increased youth participation was largely in Levels 7–8 degrees and postgraduate programmes (up 818 EFTS or 9%). Youth achievement at Levels 4 and above improved in both course completions (from 75% in 2010 to 78% in 2011) and qualification completions (from 52% in 2010 to 57% in 2011) across the ITP sector in 2011.

In 2011 youth participation was also evident in targeted programmes, with 1,700 EFTS in Youth Guarantee and 182 placements in Youth Training. For Youth Guarantee students, 66 percent achieved course completion and 56 percent achieved qualification completions, while 50 percent of Youth Training trainees progressed to further education and 26 percent progressed to employment. There were also 491 FFTO placements, of which 33 percent progressed to further education and 35 percent progressed to employment.

**TES Priority: Increasing the number of Māori students enjoying success at higher levels**

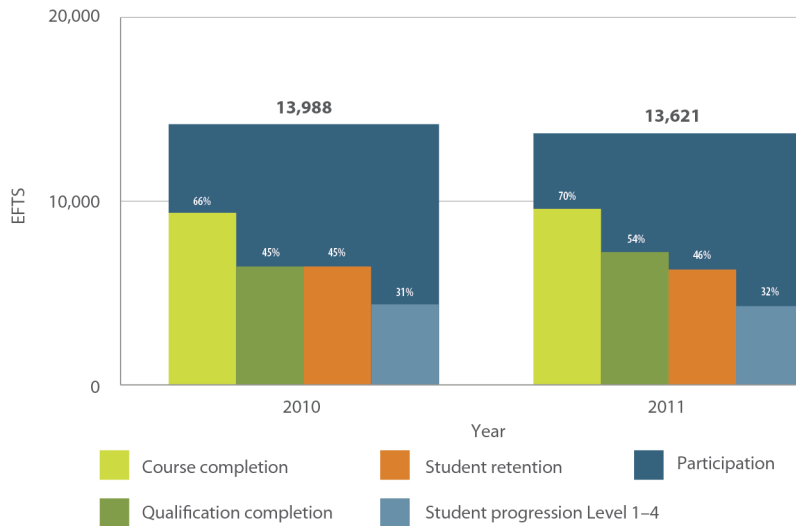
In line with overall ITP enrolments, Māori enrolments decreased by three percent in 2011, while continuing to account for 21 percent of total ITP enrolments. Māori enrolments shifted towards higher level study in 2011, with an increase of 370 EFTS in Levels 7–8 programmes.

Overall, educational achievement by Māori students improved across the ITP sector in 2011. Successful course completions by Māori increased (up to 70%, compared to 66% in 2010), while qualification completions increased from 45 percent to 54 percent. Course completions by Māori students rose across all levels of study, as did qualification completions for all levels with the exception of Levels 9–10 (where the decrease can be partially attributed to the enrolment increase at these levels in 2011).

Although these increases are positive trends, the educational performance of Māori students still remained below the average of all ITP students and youth in 2011.



Figure 32: ITP participation and achievement by Māori students, 2010 and 2011

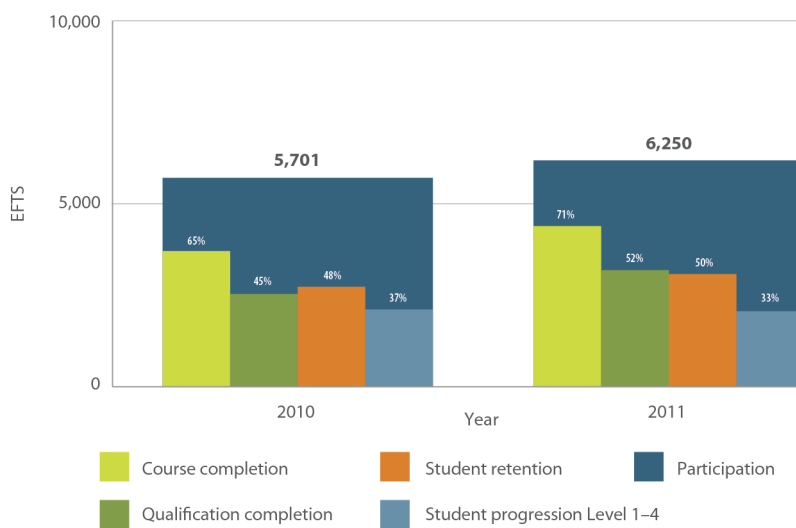


**TES Priority: Increasing the number of Pasifika students achieving at higher levels**

Pasifika enrolments at ITPs increased to ten percent of total enrolments in 2011. The majority of Pasifika students studied at Levels 3-4 (40% or 2,541 EFTS), followed by Levels 7-8 (24% or 1,521 EFTS). Pasifika enrolments in degree-level and higher programmes increased slightly (217 EFTS) from 2010.

Educational performance by Pasifika students improved in 2011 across course completions (up from 65% to 71%), qualification completions (up from 45% to 52%) and retention (up from 48% to 50%). Student progression from Levels 1-4 decreased, partially attributable to increased enrolments in Levels 1-4 programmes in 2011.

Figure 33: ITP participation and achievement by Pasifika students, 2010 and 2011



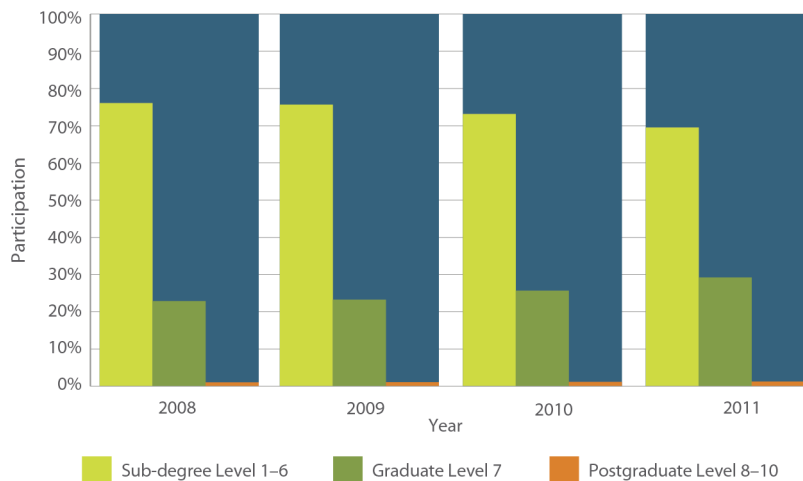
## The volume of postgraduate enrolments increased at ITPs

### TES Priority: Strengthening research outcomes

ITPs undertake research that supports vocational learning, and work with business and industry to transfer technology to the economy.

Across the ITP sector, the share and volume of postgraduate enrolments has steadily increased over recent years. In 2011, postgraduate enrolments accounted for one percent (820 EFTS) of all ITP enrolments.

Figure 34: ITP enrolments by qualification grouping, 2008–2011



Funding for the PBRF is allocated according to three elements: quality evaluation, research degree completions and external research income. ITPs received two percent of the available PBRF funding in 2011, while accounting for 83 research degree completions and generating \$1.9 million in external research income.

The quality evaluation round being held in 2012 will reveal an updated picture of research quality in the sector.

### Financial performance

Financial performance across the ITP sector met TEC’s recommended three percent surplus (after unusual and non-recurring items). In 2011 the sector achieved an overall net surplus of 5.1 percent, down on 7.1 percent in 2010. Total operating revenue was down 3.4 percent (\$36.9 million) with total government revenue down \$47.8 million due to a reduction in operational funding and policy changes in financial support for regional delivery. The reduction in government revenue was partially offset by increased revenue from student tuition fees. Total operating expenditure decreased by \$10.4 million, but the sector overall was not able to reduce expenses fully in line with its reduction in income. ITP balance sheets remained strong, with increased liquidity levels.

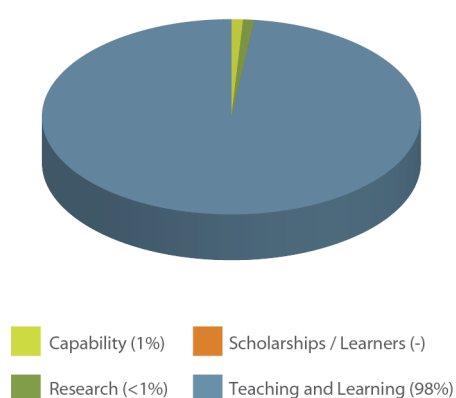


Table 5: Overview of ITP sector financial performance

| Key performance metrics  | 2009        | 2010        | 2011        | TEC minimum guidelines |
|--|-------------|-------------|-------------|------------------------|
| Net surplus (after unusual and non-recurring items)                | 6.3%        | 7.1%        | 5.1%        | 3.0%                   |
| Net cashflow from operations                                       | 117.2%      | 117.5%      | 115.2%      | 111.0%                 |
| Liquid funds   | 29.8%       | 34.0%       | 35.0%       | 8.0%                   |
| 3-Year average return on property, plant equipment and intangibles | 7.3%        | 8.4%        | 8.9%        | 4.5%                   |
| Summary financial statements (NZ\$000)                             | 2009        | 2010        | 2011        | % of 2011 category     |
| <b>Revenue:</b>  |             |             |             |                        |
| Total government revenue   | \$653,713   | \$679,186   | \$631,373   | 60%                    |
| Domestic student fees  | \$210,623   | \$233,132   | \$241,544   | 23%                    |
| International student fees   | \$74,004    | \$83,538    | \$90,872    | 9%                     |
| Other income (including research)                                  | \$82,592    | \$94,782    | \$89,983    | 9%                     |
| Total revenue  | \$1,020,933 | \$1,090,638 | \$1,053,772 | 100%                   |
| <b>Assets:</b>   |             |             |             |                        |
| Property, plant equipment and intangibles                          | \$1,488,244 | \$1,532,137 | \$1,574,577 | 79%                    |
| Other assets   | \$345,254   | \$393,433   | \$424,892   | 21%                    |
| Total Assets   | \$1,833,499 | \$1,925,570 | \$1,999,470 | 100%                   |
| <b>Equity (net assets)</b>   | \$1,584,101 | \$1,674,101 | \$1,719,808 |                        |

Almost all TEC-allocated funding for ITPs in 2011 went towards Teaching and Learning (\$595.5 million or 98% of the total). The rest was spread across Research (\$5.8 million or 1%) and Capability (\$6.1 million or 1%).

Figure 35: Total ITP government funding by type, 2011



### ITPs' future focus

ITPs will continue to focus on three key areas in 2011 and beyond in order to support the TES priorities:

- aligning courses and qualifications to TES priorities
- raising achievement rates among students
- enabling successful students to contribute to the local and national economy.



***In 2011 wānanga received \$170.0 million – six percent of total government funding for tertiary education organisations***

## Wānanga

**Wānanga deliver education through multiple sites, often using community resources to support teaching and learning. While the wānanga sector is smaller than the institute of technology and polytechnic and university sectors, its contribution is enhanced through collaboration with other tertiary institutions in the Teaching and Learning and the Research categories. Wānanga also contribute significantly to increasing Māori involvement in tertiary education.**

The wānanga sector delivers education from over 600 sites throughout New Zealand, including approximately 150 marae-based sites. While each wānanga is unique, they are also expected to contribute to the tertiary education sector and to support the priorities in the Government's Tertiary Education Strategy (TES). Wānanga also play a continuing role in re-engaging learners in education.

Wānanga contribute to the tertiary sector via their distinctive approach to teaching and learning, the areas in which they work and the groups with whom they work. Wānanga attract many first-time tertiary learners, both Māori and non-Māori, at foundation-level study. They are expected to support these learners on to higher levels of study.

The TES defines the core roles and expectations for wānanga as:

| Core roles   | Government expectations  |
|--|--|
| <ul style="list-style-type: none"> <li>• Provide quality education in accordance with kaupapa Māori philosophies, principles and approaches</li> <li>• Undertake teaching and research that advance and disseminate knowledge, develop intellectual independence, and assist the application of knowledge regarding āhuatanga Māori and tikanga Māori</li> <li>• Contribute to the survival and well being of Māori as a people</li> </ul> | <ul style="list-style-type: none"> <li>• Create and share new Māori knowledge that contributes to whānau, hapū and iwi prosperity, and to New Zealand's economic, social, cultural and environmental development</li> <li>• Make an increasing contribution to sector-wide leadership, through advancing mātauranga Māori at all qualification levels and across all fields of study</li> <li>• Enable students to complete a range of sub-degree, degree and postgraduate qualifications, with clear study paths to higher levels of learning through a Māori paradigm</li> </ul> |

Wānanga advance the Government's TES priorities by:

- increasing the number of young people (aged under 25) achieving qualifications at Level 4 and above of the New Zealand Qualifications Framework (NZQF), particularly degrees
- increasing the number of Māori students enjoying success at higher levels
- increasing the number of Pasifika students achieving at higher levels
- increasing the number of young people moving successfully from school into tertiary education
- improving literacy, language, and numeracy and skills outcomes from study at NZQF Levels 1–3.





## Wānanga highlights

In 2011 highlights across the wānanga sector included:

- continued collaborations between wānanga and other tertiary education organisations (TEOs) to develop pathways across institutions to enhance student outcomes
- continued improvement in achievement levels across all students and priority groups.

## Wānanga performance

In 2011 the wānanga sector received \$170.4 million in government funding (6% of all government funding for tertiary education organisations) and continued to make a significant contribution to tertiary education, particularly for Māori and Pasifika learners. The wānanga sector improved its performance on all of the educational performance indicators (EPIs) compared with 2010, with the exception of student progression. The wānanga sector's financial performance was weaker overall in 2011 than in 2010, principally due to a decrease in the number of funded equivalent full-time students (EFTS).

## Operating environment

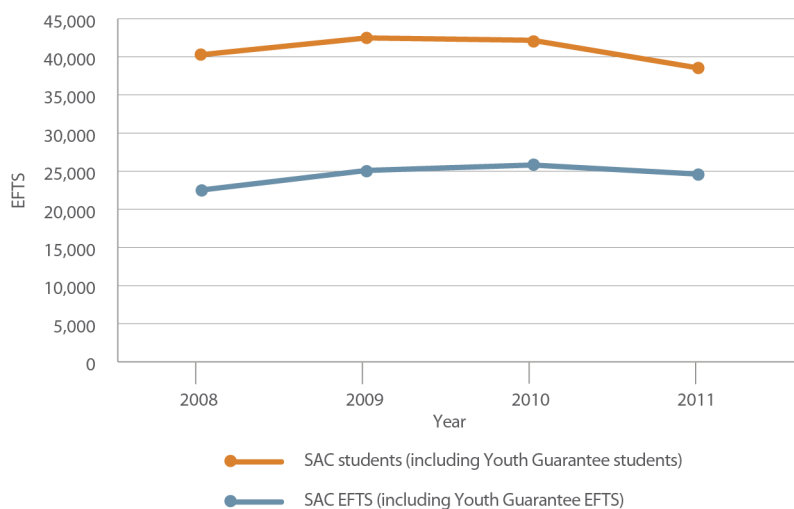
Key challenges for wānanga during 2011 included:

- the need to develop Investment Plans that respond to the TES, including improving outcomes for priority learner groups
- the need to increase participation by Māori at higher levels (Levels 4 and above) of learning.

## Participation

In 2011 wānanga delivered ten percent of provision across the tertiary sector, which equates to 24,623 EFTS or 38,538 students. Of these, 24,528 EFTS were Student Achievement Component (SAC) funded (38,436 SAC-eligible students) and 95 were Youth Guarantee EFTS (102 Youth Guarantee students).<sup>10</sup>

Figure 36: Wānanga enrolments, 2008–2011

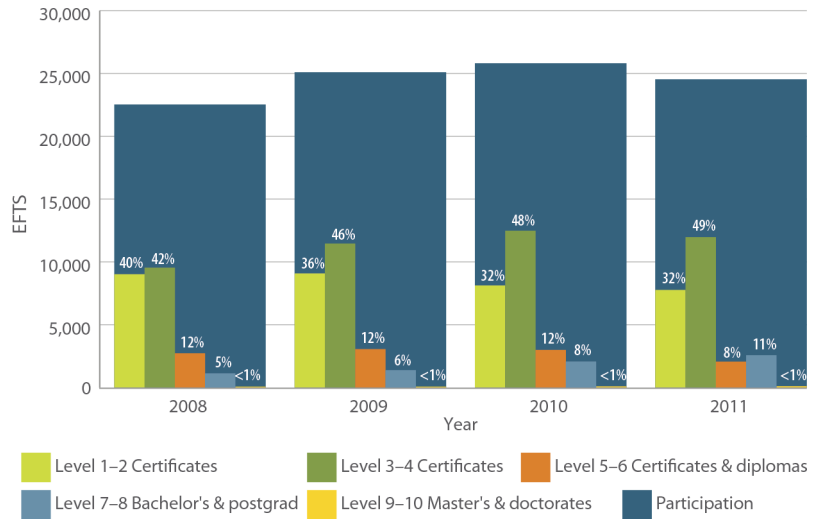


The largest proportion of education delivered by wānanga was again at Levels 1–4 (81%). Wānanga also increased their delivery at Levels 7–8 (501 EFTS), from eight percent of total provision in 2010 to 11 percent in 2011.

*The wānanga sector improved its performance on most educational performance indicators*

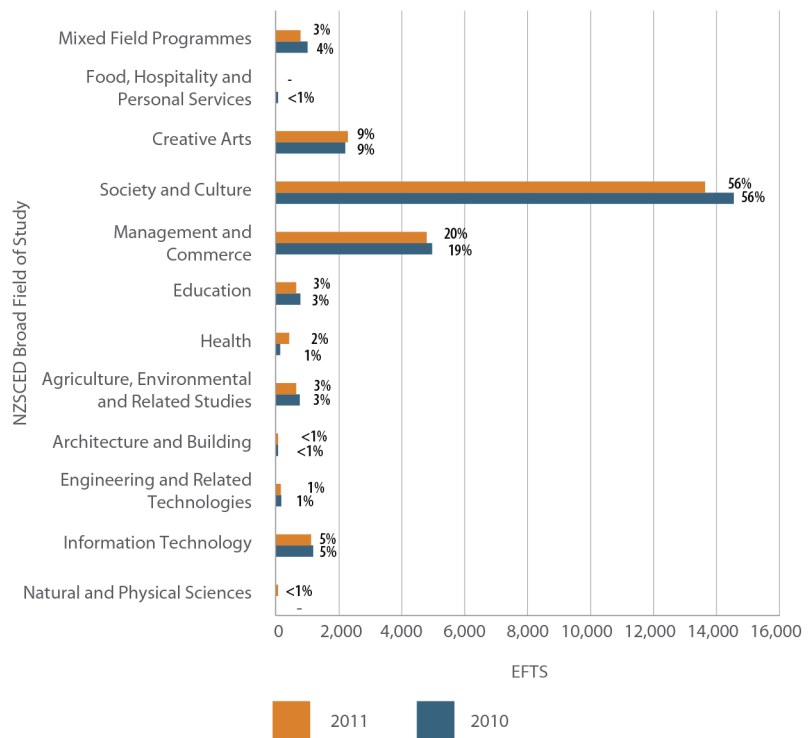
10. There were fewer than five international EFTS enrolled across the wānanga sector in 2011.

Figure 37: Wānanga enrolments by NZQF level, 2008–2011



The largest proportion of EFTS in the wānanga sector in 2011 was in Society and Culture (56%), followed by Management and Commerce (20%) and Creative Arts (9%). These shares did not change substantially from 2010.

Figure 38: Wānanga enrolments by subject, 2010 and 2011

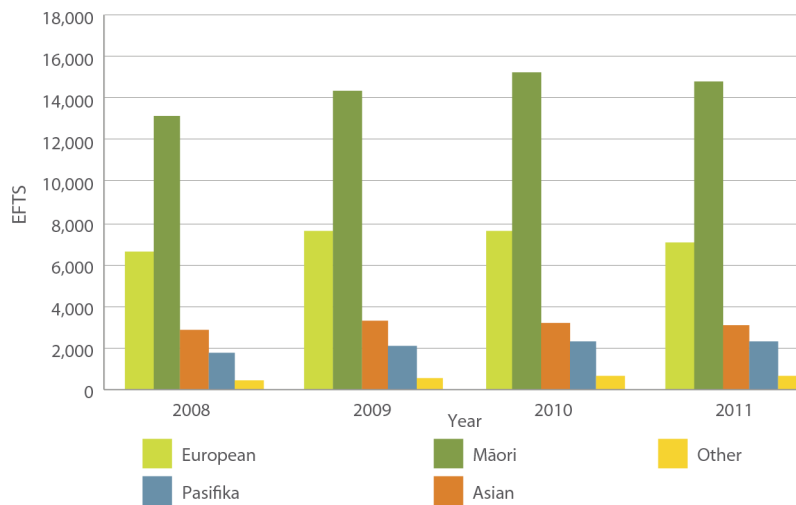




The number of Māori EFTS enrolled at wānanga decreased in 2011 by three percent (533 EFTS), in line with the overall decrease in total wānanga enrolments. The proportion of Māori students increased nonetheless from 59 percent of all students at wānanga in 2010 to 60 percent in 2011. Enrolments by other ethnicities remained very similar to 2010, with Pasifika student enrolments accounting for nine percent, European students 29 percent, and Asian enrolments 12 percent of all students at wānanga.

*In 2011 Māori students accounted for 60 percent of all wānanga enrolments*

Figure 39: Wānanga enrolments by ethnicity, 2008–2011

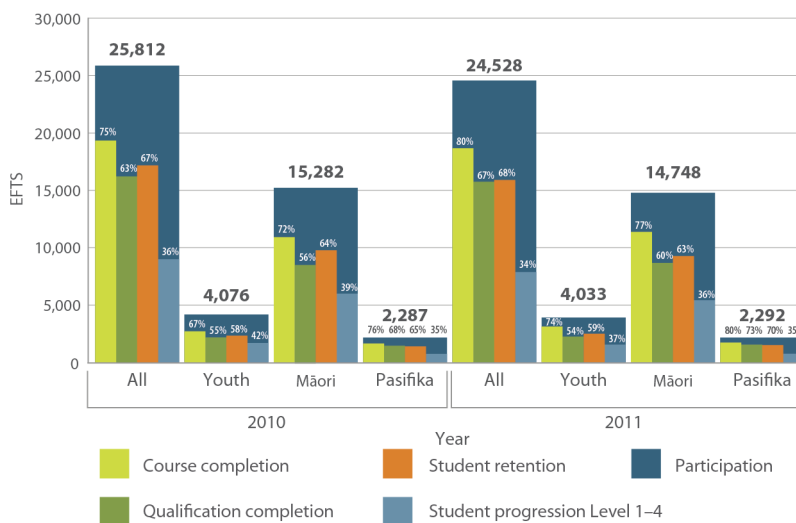


**Note:**  
Total may exceed total EFTS or 100% as some students identify with more than one ethnicity.

**Performance against TES priorities**

While participation levels dropped slightly in 2011, achievement improved in 2011 among wānanga students, including the TES priority groups (Māori, Pasifika and students under 25 years of age).

Figure 40: Wānanga participation and achievement, 2010 and 2011



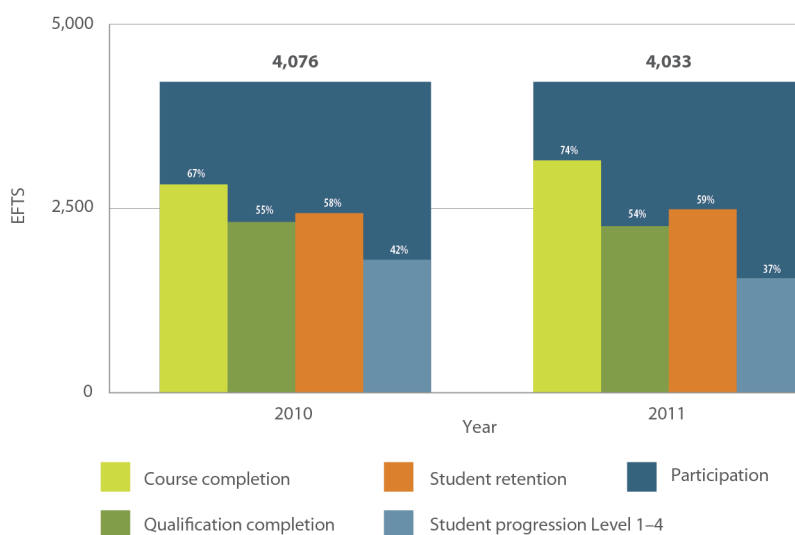
**TES Priority: Increasing the number of young people achieving qualifications at Level 4 and above, particularly degrees**

Students under the age of 25 accounted for 16 percent of all 2011 wānanga enrolments. Course completions among this group improved from 67 percent to 74 percent. Qualification completions fell from 55 percent in 2010 to 54 percent in 2011, and student progression decreased from 42 percent to 37 percent.

In 2011 the wānanga sector had 95 EFTS (102 students) enrolled in Youth Guarantee programmes, which target young people with low educational attainment.<sup>11</sup>

Youth Guarantee students in the wānanga sector achieved 71 percent in course completions and 64 percent in qualification completions in 2011. These achievement rates are comparable to, and in some instances higher than, the wider wānanga youth cohort over the same period.

**Figure 41: Wānanga participation and achievement by students under 25 years, 2010 and 2011**



Youth participation at Levels 4 and above increased slightly in 2011 across the wānanga sector (up by 72 EFTS or 4%) to account for 52 percent of total youth enrolments across the wānanga sector. Wānanga enrolments in 2011 shifted away from Levels 5–6 diplomas and graduate certificates (a decrease of 150 EFTS or 30%) towards Levels 7–8 degrees and postgraduate programmes (up by 156 EFTS or 52%). Youth achievement at Levels 4 and above at wānanga improved for course completions (from 65% in 2010 to 76% in 2011) and remained stable for qualification completions (49% in 2010 versus 48% in 2011).

**TES Priority: Increasing the number of Māori students enjoying success at higher levels**

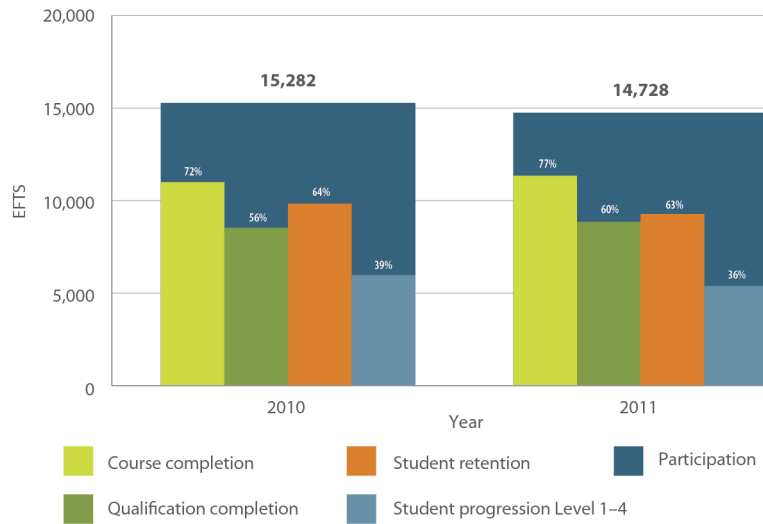
Māori students accounted for 60 percent of total wānanga enrolments in 2011. The majority of Māori enrolments (73%, or 10,747 EFTS) were at Levels 1–4. Māori enrolments at degree level and above accounted for 16 percent of all Māori enrolments, up from 13 percent in 2010. The majority of this increase was due to increased Māori participation at Levels 7–8.

Māori performance across the wānanga sector improved notably in 2011, with course completion (up from 72% to 77%) and qualification completion (up from 56% to 60%) rates improving from 2010.

11. See the TEC website for more information on Youth Guarantee: <http://www.tec.govt.nz/Funding/Funder/Youth-Guarantee/Performance/>



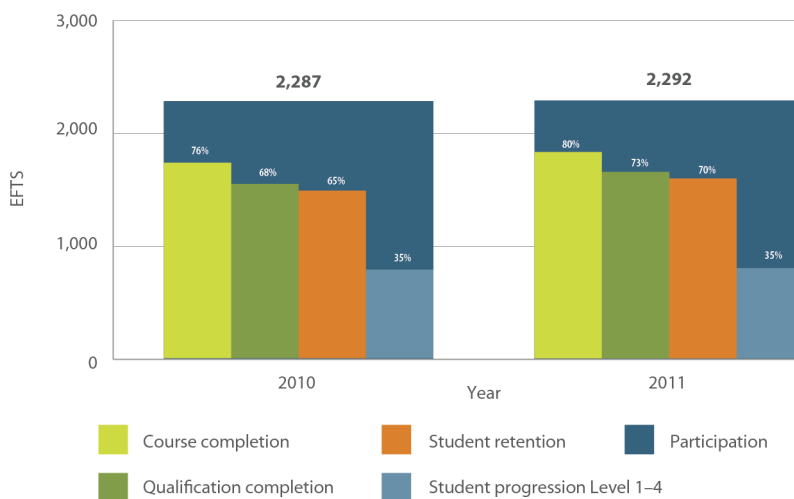
Figure 42: Wānanga participation and achievement by Māori students, 2010 and 2011



**TES Priority: Increasing the number of Pasifika students achieving at higher levels**

The proportion of Pasifika students at wānanga remained steady in 2011, accounting for nine percent of total wānanga enrolments. While most Pasifika enrolments were at Levels 1-4 (85%, or 1,958 EFTS), Pasifika enrolments at degree level and above increased in 2011 (up 73 EFTS from 153 in 2010). Pasifika students' achievement of the EPIs generally improved in 2011 across the wānanga sector.

Figure 43: Wānanga participation and achievement by Pasifika students, 2010 and 2011



**TES Priority: Strengthening research outcomes**

Wānanga undertake research that advances and disseminates knowledge, develops intellectual independence, and assists the application of āhuatanga Māori and tikanga Māori.

The volume of postgraduate enrolments across the wānanga sector remained steady in 2011, accounting for one percent (207 EFTS) of all wānanga enrolments.

## The wānanga sector continued to achieve strong net surpluses

Funding for the PBRF is allocated according to three elements: quality evaluation, research degree completions and external research income. Wānanga received 0.18 percent of the available PBRF funding in 2011, while accounting for six research degree completions and generating \$1 million in external research income.

The quality evaluation round in 2012 will reveal an updated picture of research quality in the sector.

### Financial performance

Since 2009 the wānanga sector has achieved the three percent net surplus (after unusual and non-recurring items) recommended by the Tertiary Education Commission (TEC). In 2011 the sector achieved an overall net surplus of 5.0 percent, down from 6.8 percent in 2010. Total operating revenue was down \$2.5 million (1.2%), with total government revenue down \$5.1 million (2.9%), principally due to a decrease in the number of EFTS funded. That drop in revenue was in part offset by other revenues rising by \$2.6 million. Total operating expenses increased by 0.8% (\$1.5 million), with increased personnel costs more than offsetting other savings. Wānanga balance sheets remained strong in 2011, with liquidity increasing. Wānanga also increased their investment in fixed assets as they implemented campus redevelopment plans.

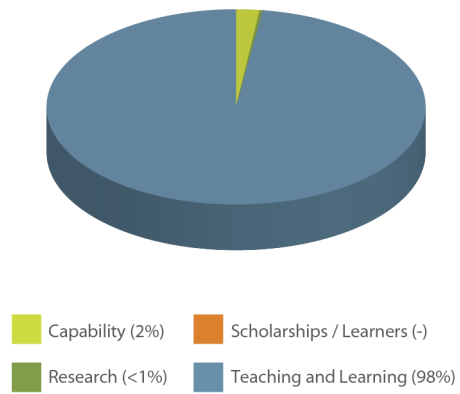
Table 6: Wānanga sector financial performance

| Key performance metrics  | 2009             | 2010             | 2011             | TEC minimum guidelines |
|--|------------------|------------------|------------------|------------------------|
| Net surplus (after unusual and non-recurring items)                | 6.9%             | 6.8%             | 5.0%             | 3.0%                   |
| Net cashflow from operations                                       | 115.1%           | 112.5%           | 115.2%           | 111.0%                 |
| Liquid funds   | 71.6%            | 78.9%            | 80.5%            | 8.0%                   |
| 3-Year average return on property, plant equipment and intangibles | 18.1%            | 18.3%            | 15.8%            | 4.5%                   |
| Summary financial statements (NZ\$000)                             | 2009             | 2010             | 2011             | % of 2011 category     |
| <b>Revenue:</b>  |                  |                  |                  |                        |
| Total government revenue   | \$168,833        | \$174,952        | \$169,881        | 85%                    |
| Domestic student fees  | \$11,931         | \$13,610         | \$13,633         | 7%                     |
| International student fees   | -                | -                | \$420            | 0%                     |
| Other income (including research)                                  | \$14,514         | \$14,755         | \$16,915         | 8%                     |
| <b>Total revenue</b>   | <b>\$195,278</b> | <b>\$203,317</b> | <b>\$200,849</b> | <b>100%</b>            |
| <b>Assets:</b>   |                  |                  |                  |                        |
| Property, plant equipment and intangibles                          | \$99,741         | \$109,764        | \$126,696        | 43%                    |
| Other assets   | \$142,973        | \$168,868        | \$165,107        | 57%                    |
| <b>Total Assets</b>  | <b>\$242,714</b> | <b>\$278,632</b> | <b>\$291,803</b> | <b>100%</b>            |
| <b>Equity (net assets)</b>   | <b>\$199,787</b> | <b>\$237,033</b> | <b>\$246,796</b> |                        |

In 2011 TEC allocated \$170.4 million in government funding to wānanga. The majority went to Teaching and Learning (\$166.5 million) and the remainder to Capability (\$3.4 million) and Research (\$440,030).



Figure 44: Total wānanga government funding by type, 2011



### Wānanga future focus

Wānanga will be required to focus on the following key areas in 2012 and beyond in order to support TES priorities:

- aligning courses and qualifications to TES priorities
- raising achievement rates for learners
- enabling successful learners to contribute to the local and national economy.

***In 2011, PTEs received \$300.4 million – 11% of total government funding for tertiary education organisations***

## Private training establishments

The private training establishment (PTE) sector plays an important role in responding to industry need for graduates with specific skills. It offers education that is not provided by other tertiary sectors, mostly in specific vocational niches at certificate and diploma level.

PTEs are operated by a wide range of companies, trusts and other entities, and offer post-school education or vocational training.

They are diverse in their scale of operation, location, ethnic makeup, culture and areas of educational expertise. Because of this they respond to the broad range of needs of learners, industries, employers, Māori and Pasifika people, and other communities and stakeholders.

From 2011 the PTE sector includes tertiary education organisations (TEOs) formerly known as 'other tertiary education providers', which had received funding under section 321 of the Education Act 1989.

In 2011, 348 PTEs across New Zealand received over \$300.4 million of government funding. The Tertiary Education Commission (TEC) allocated funding to the sector mainly through the Student Achievement Component (SAC), Youth Guarantee, Youth Training and Foundation-Focused Training Opportunities (FFTO) funds.

Youth Guarantee programmes aim to improve the educational achievement of targeted 16- and 17-year-olds by enabling them to participate in a range of vocational courses free of charge. These programmes focus on enabling young people under the age of 18 (as well as people of all ages with low or no qualifications and who are at risk of long-term unemployment) to engage in further education and training.

The Tertiary Education Strategy (TES) defines the core roles and expectations of PTEs as:

| Core roles   | Government expectations   |
|--|---|
| <ul style="list-style-type: none"> <li>• Offer flexible and responsive education programmes</li> <li>• Focus on specific areas of study</li> </ul> | <ul style="list-style-type: none"> <li>• Enable students to complete high-quality qualifications that lead to employment or higher-level education</li> <li>• Deliver tailored learning opportunities, such as marae and iwi-based provision and Pasifika learning environments</li> <li>• Provide specialised qualifications and training</li> </ul> |





PTEs contribute to the Government's TES priorities by:

- increasing the number of young people (aged under 25) achieving qualifications at Level 4 and above in the New Zealand Qualifications Framework (NZQF), particularly degrees
- increasing the number of Māori students enjoying success at higher levels
- increasing the number of Pasifika students achieving at higher levels
- increasing the number of young people moving successfully from school into tertiary education
- improving literacy, language and numeracy and skills outcomes from NZQF Levels 1–3 study.

### PTE highlights

In 2011 PTE sector highlights included continued improvement against the educational performance indicators (EPIs).

### PTE performance

In 2011 PTEs received \$300.4 million (11% of all government funding for TEOs), with almost all going towards teaching and learning. The PTE sector continued to improve against the EPIs.

### Operating environment

Key factors that affected the operating environment of the PTE sector in 2011 included:

- the impact of the February 2011 Canterbury earthquakes
- the need to respond to new Investment Plans that focused on meeting the requirements of the TES, including for educational performance and priority groups.

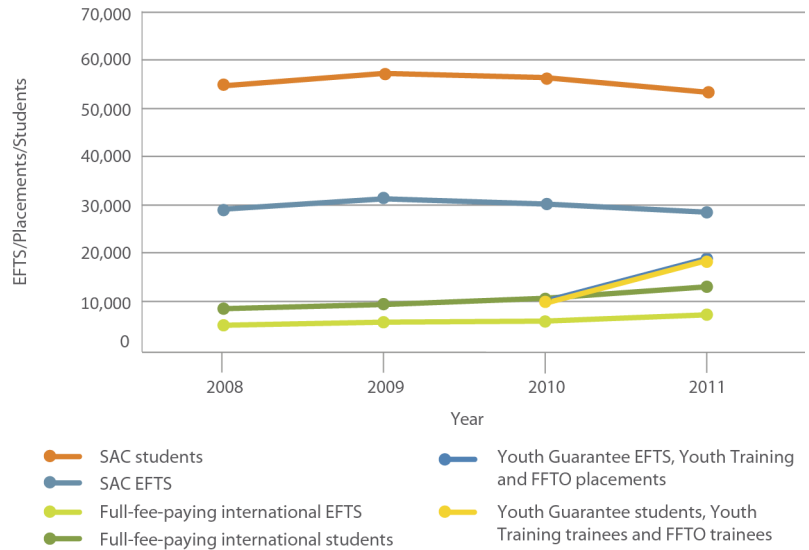
### Participation

In 2011 the PTE sector provided a wide variety of tertiary education, from foundation education at Levels 1–2 to degree and postgraduate study at Levels 7–10. PTEs enrolled 53,347 students, which equates to 28,473 SAC-eligible equivalent full-time students (EFTS).<sup>12</sup> In addition to SAC-eligible enrolments, there were 812 Youth Guarantee EFTS, 9,122 Youth Training placements, 8,725 FFO placements and 7,143 full fee-paying foreign EFTS enrolled across the PTE sector in 2011.

***PTEs improved their results on the educational performance indicators for youth, Māori, and Pasifika students***

12. SAC-eligible EFTS refers to the total number of EFTS delivered. This can differ from the number of TEC-funded EFTS for two reasons: funding caps can mean that some delivered EFTS are not funded due to delivery higher than agreed values; and in 2011, on a case-by-case basis, TEC did not always recover funds otherwise owing when EFTS were underdelivered by organisations affected by the Canterbury earthquakes.

Figure 45: PTE enrolments, 2008–2011



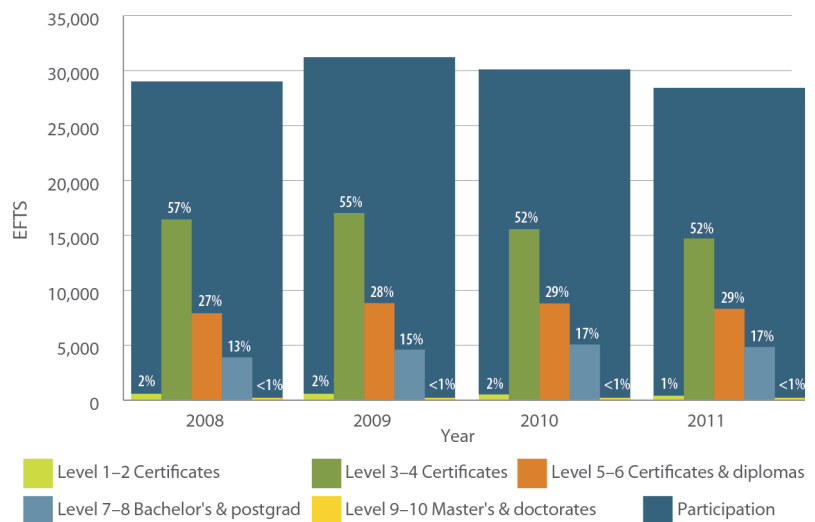
**Note:**

Youth Training and FFTO Data relates to trainees with a placement start-date during the year. Individuals who enrolled in more than one programme will be counted in each programme.

Unless otherwise stated, the following section describes participation and performance of SAC-eligible EFTS only.

In 2011 the largest proportion of education delivered across the PTE sector was at Levels 3–4 (52%), followed by Levels 5–6 (29%) and Levels 7–8 (17%). Enrolments at lower Levels 1–4 continued to decrease, with an overall decrease of six percent in 2011.

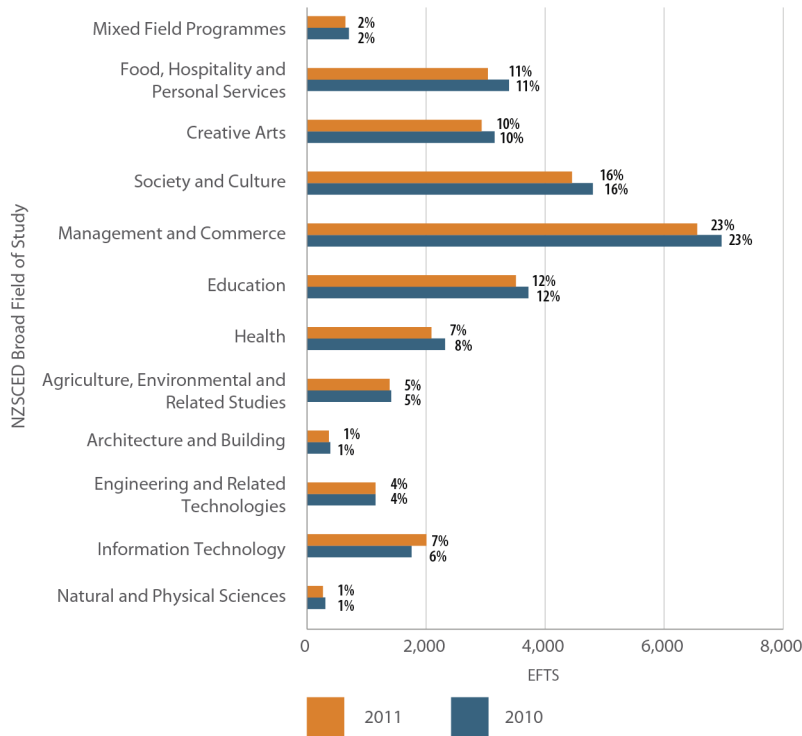
Figure 46: PTE enrolment by NZQF level, 2008–2011



The largest proportions of EFTS in the PTE sector in 2011 was in Management and Commerce (23%), Society and Culture (16%), Education (12%), and Food, Hospitality and Personal Services (11%), with no significant changes in these shares compared with 2010. The majority of PTE enrolments were intramural (79%), with extramural delivery accounting for the remaining 21 percent.



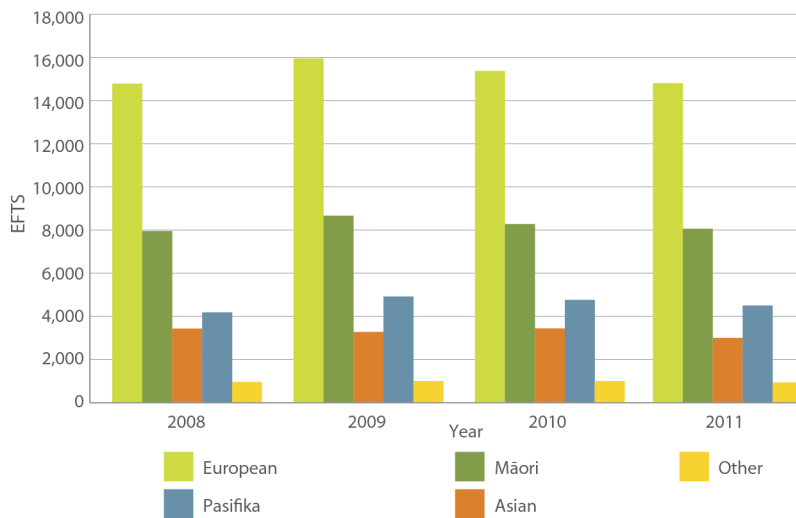
Figure 47: PTE enrolment by subject, 2010 and 2011



Under Youth Training, Youth Guarantee and FFTO programmes, the PTE sector delivered foundation education at Levels 1–3, mainly in the Auckland, Waikato, Wellington/Kapiti and Canterbury regions.

PTEs attracted a relatively high proportion of Māori and Pasifika students, highlighting the sector’s responsiveness to the Government’s emphasis on these TES-priority groups.

Figure 48: PTE enrolment by ethnicity, 2008–2011

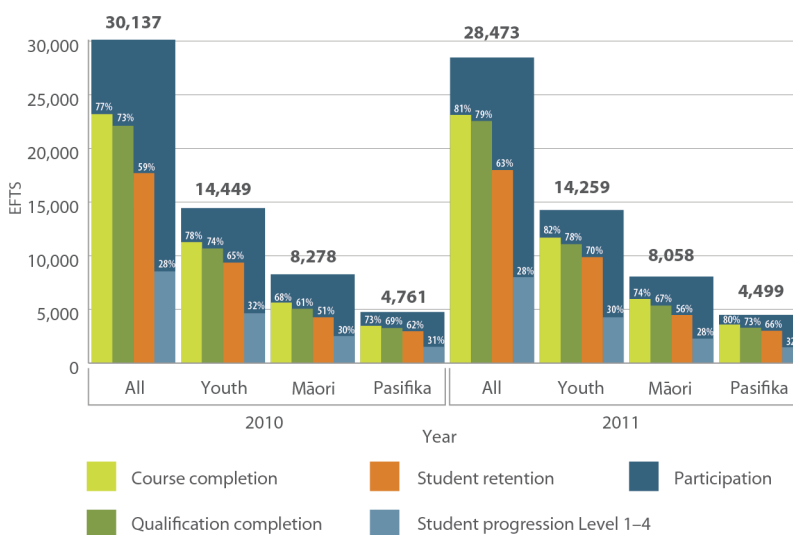


**Note:** Total may exceed total EFTS or 100% as some students identify with more than one ethnicity.

### Performance against TES priorities

The following section briefly highlights key aspects of the sector's performance against the TES. Unless otherwise stated, all enrolment and achievement measures refer to SAC-eligible EFTS only.

Figure 49: PTE participation and achievement, 2010–2011



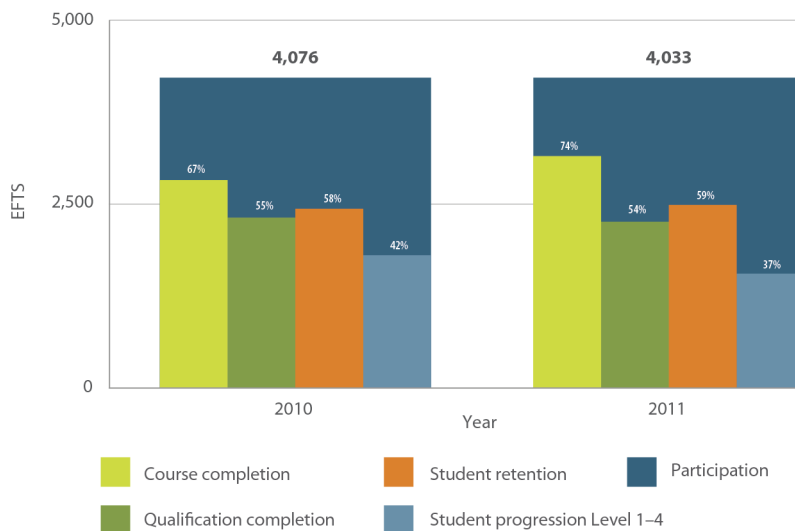
Participation decreased across the PTE sector and the proportion of participation by TEC priority groups was similar in 2011 to 2010. Overall, the PTE sector improved its performance on the EPIs in 2011. Course completions, qualification completions and student retention improved among all groups, with student progression similar to 2010.

**TES Priority: Increasing the number of young people achieving qualifications at Level 4 and above, particularly degrees**

Participation by under-25-year-olds decreased slightly overall among PTEs compared with 2010, in line with the overall decrease in EFTS the sector delivered in 2011. The decrease was primarily at Levels 1–4, while participation at Levels 7–8 rose four percent compared with 2010. As was the case in 2010, under-25-year-old participants accounted for 50 percent of all enrolments across the PTE sector in 2011. Overall, youth educational performance improved in 2011. Successful course completions increased in 2011 compared with 2010 (up from 78% to 82%), as did qualification completions (up from 74% to 78%) and student retention (up from 65% to 70%), while there was a slight decrease in student progression (down from 32% to 30%).



Figure 50: PTE participation and achievement by students under 25 years, 2010 and 2011



Youth participation at Levels 4 and above remained at 66 percent of total youth enrolments at PTEs, whilst total youth enrolments fell by 193 EFTS (down 2%) across the PTE sector in 2011. The decrease in youth participation was largely in Level 4 certificates (down 269 EFTS or 9%). Youth achievement at Levels 4 and above improved in both course completions (79% in 2010 to 83% in 2011) and qualification completions (75% in 2010 to 79% in 2011) across the PTE sector.

In 2011 the PTE sector had 812 Youth Guarantee EFTS and 9,122 Youth Training placements. Achievement by these groups showed Youth Guarantee students achieved 61 percent course completions and 50 percent qualification completions, while 39 percent of Youth Training trainees progressed to further education and 35 percent progressed into employment. There were also 8,725 FFTO placements, with 23 percent of those progressing to further education and 43 percent to employment.

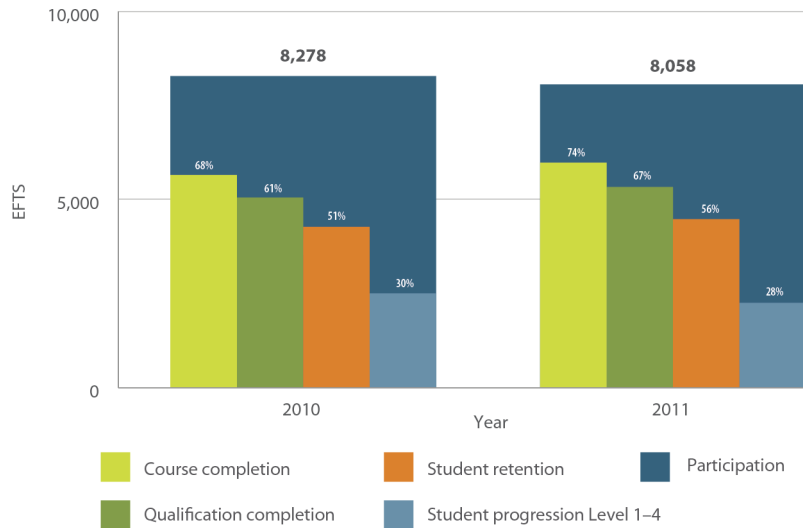
**TES Priority: Increasing the number of Māori students enjoying success at higher levels**

In 2011 Māori learners made up 28 percent of the PTE sector's student base, an increase from 25 percent in 2010. A higher share of Māori learners studied at Levels 5–6 (up from 5% in 2010 to 6% in 2011) and Levels 7–8 (1% in 2010 versus 3% in 2011).

Overall, Māori educational performance in PTEs continued to improve in 2011. Successful course completions increased compared to 2010 (up from 68% to 74%), as did qualification completions (up from 61% to 67%) and student retention (up from 51% to 56%).

**Pasifika educational performance in PTEs improved in 2011 across all four of the education performance indicators**

Figure 51: PTE participation and achievement by Māori students, 2010 and 2011

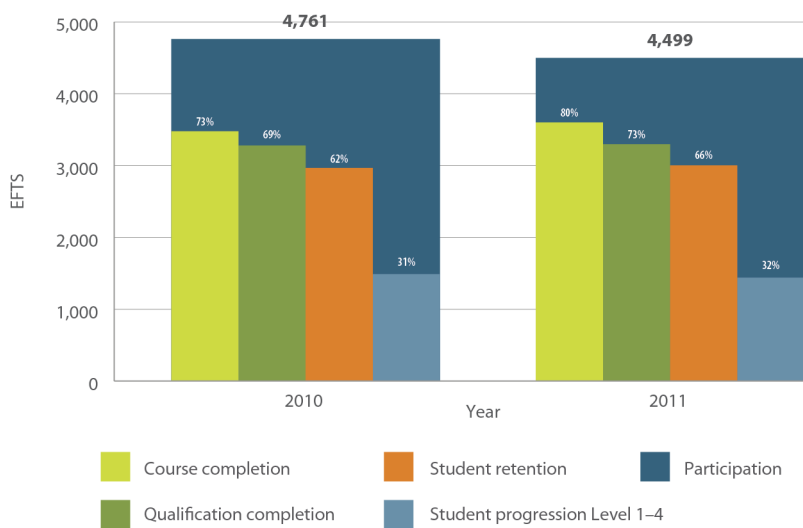


**TES Priority: Increasing the number of Pasifika students achieving at higher levels**

Pasifika participation decreased as a proportion of total enrolments compared with 2010, down to 16 percent of total enrolments across the PTE sector (17% in 2010). The majority of Pasifika students studied at Levels 3-4 (69% or 3,089 EFTS), followed by Levels 5-6 (24% or 1,086 EFTS).

Pasifika educational performance in PTEs improved in 2011 across all four of the education performance indicators. Compared with 2010, successful course completions increased (up from 73% to 80%), as did qualification completions (up from 69% to 73%), student retention (up from 62% to 66%) and student progression (up from 31% to 32%).

Figure 52: PTE participation and achievement by Pasifika students, 2010 and 2011



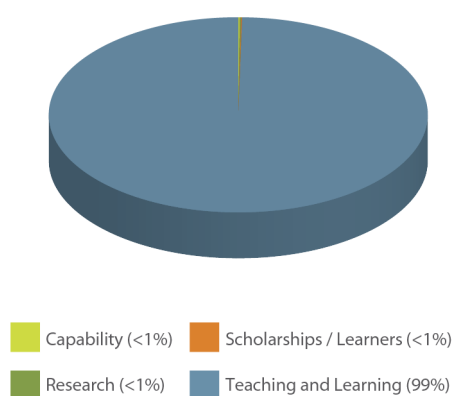


## Financial performance

While TEC engages with PTEs, it does not systematically collect PTEs' financial information. The New Zealand Qualifications Authority is the government agency responsible for monitoring the financial viability of individual PTEs.

In 2011 the PTE sector received a total of \$300.4 million in government funding from TEC, equating to 11 percent of all government spending on tertiary organisations. As in 2010, almost all the funds allocated to PTEs was for Teaching and Learning.

Figure 53: Total PTE government funding by type, 2011



## PTEs' future focus

The PTE sector will continue to play an important role in:

- improving learner achievement to produce graduates that contribute to our economic and social development
- raising educational achievement and skills levels of young, Māori and Pasifika learners
- supporting learner transitions to higher-level tertiary study or employment.

***In 2011, ITOs received \$151.3 million in government funding – 6% of its total spending on tertiary education organisations***

## Industry training organisations

Industry training organisations (ITOs) co-ordinate structured on- and off-the-job training for employees, enabling them to gain New Zealand Qualifications Framework (NZQF) qualifications while earning money. ITOs are owned by industries, are recognised by the government, and receive funding from both.

In 2011 funding was allocated to 38 ITOs covering most New Zealand industries, from traditional trades like building and plumbing, the primary industries and manufacturing and retail, through to government and community services.

ITOs are formally recognised under the Industry Training Act 1992 and the Education Act 1989, which provide for them to be partially funded by the Crown via the Tertiary Education Commission (TEC) and Investment Plans. ITOs differ from other tertiary education organisations in that they do not deliver industry training themselves. Instead, they:

- set skill standards for their particular industry or industries, which are registered by the New Zealand Qualifications Authority (NZQA)
- arrange for industry training to be delivered and for skill standards to be met, including arrangements for monitoring and assessing trainees
- provide industry leadership on skills and training needs.

The Tertiary Education Strategy (TES) defines the core roles and expectations of ITOs as:

| Core roles   | Government expectations  |
|--|--|
| <ul style="list-style-type: none"> <li>• Provide leadership in industry training needs</li> <li>• Design national qualifications and run moderation systems to ensure fair, valid and consistent assessment against national standards</li> <li>• Arrange for the delivery of industry training that enables trainees to attain these standards</li> <li>• Provide leadership to their industries on skill and training matters, identify current and future skill needs, and work with employers and employees to meet those needs</li> </ul> | <ul style="list-style-type: none"> <li>• Work with industry to ensure that vocational learning meets industry needs</li> <li>• Enable working New Zealanders to complete nationally recognised qualifications</li> <li>• Create clear pathways towards advanced trade qualifications at Level 4 and above</li> <li>• Build and maintain strong support from the industries they serve</li> </ul> |

ITOs contribute to advancing the Government’s TES priorities by:

- increasing the number of young people (aged under 25) achieving qualifications at NZQF Level 4 and above, particularly degrees
- increasing the number of Māori students enjoying success at higher levels
- increasing the number of Pasifika students achieving at higher levels
- increasing the number of young people moving successfully from school into tertiary education
- improving literacy, language and numeracy and skills outcomes from Levels 1–3 study.





## ITO highlights

- continued implementation of policies that reduced low-value provision and provided a clearer operational framework for the ITO sector
- initiation of a review of industry training to provide advice on possible directions to improve the value of the government's investment in industry training
- mergers designed to result in fewer and more-capable ITOs that reduced the number of ITOs from 38 to 32 by the end of 2011:
  - NZ Commercial Road Transport ITO into NZ Motor Industry ITO
  - Real Estate (REINZ) ITO into the Electro-technology ITO
  - Social Services ITO into Community Support Services (Careerforce) ITO
  - NZ Equine ITO into Agriculture ITO.
- stronger collaboration between ITOs and institutes of technology and polytechnics for the rebuild of Christchurch
- embedding literacy and numeracy in an increased proportion of Levels 1–3 programmes, with the intention of this becoming 'business as usual' by 2013.

## ITO performance

In 2011 the government spent \$151.3 million across the ITO sector to arrange training and apprenticeships across New Zealand. While the number of industry trainees dropped in 2011, credit achievement and programme completion improved from 2010 due to the impact of new operational policies.<sup>13</sup>

## Operating environment

In 2011 a number of policy changes were made to improve the link between funding and performance, and to focus funding on training that brings wider economic benefits.

Key challenges and factors influencing ITOs included:

- new operational policies implemented from 2011
- implementation of a new information management system, the Industry Training Register (ITR), that improved data accuracy
- government focus on a strengthened and simplified sector with fewer, stronger ITOs
- the requirement for literacy and numeracy to be included in all Levels 1–2 training from 2013
- a decline in trainee numbers, due to a lower uptake of training linked to lower employment and new funding rules
- impacts of the Canterbury earthquakes.

## Participation

In 2011 a total of 140,056 (45,074 standard training measures) trainees participated in industry training. This dropped from 2010, partially attributable to a lower uptake of training in line with lower employment rates.

***A number of operational policy changes were made to improve the link between funding and performance, and to focus funding on industry training with wider economic benefits***

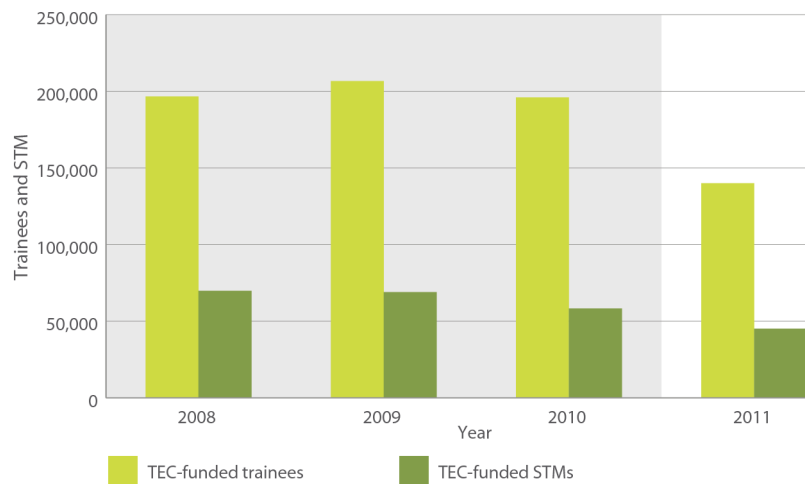
13. All performance data for the ITO sector is extracted from the Industry Training Register (ITR).

**Clarification of 2010 industry training participation**

In 2011 TEC introduced a new data collection system and reporting rules for ITOs and compiled the information in a new Industry Training Register (ITR). This has improved reporting and data quality, but makes it difficult to compare directly ITO data for 2011 with the information previously published for 2009 and 2010.

For the sake of comparability, TEC has recalculated industry trainee numbers for 2010 with the new approach used for 2011. This removes duplicate and unfunded trainees and results in a more accurate industry trainee count of 168,798 across the ITO sector in 2010 versus the 195,963 originally recorded. The revised figure should be borne in mind when comparing overall industry trainee numbers in 2010 with those for 2011.

**Figure 54: ITO enrolments by trainees and STM, 2008–2011**



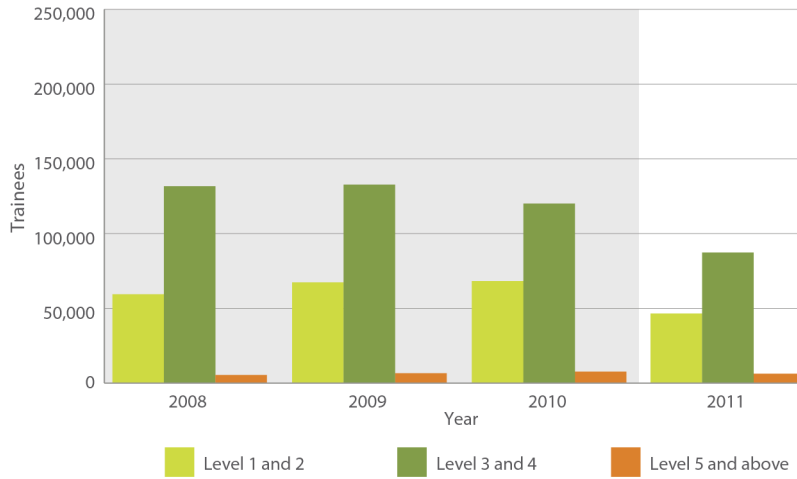
**Note:**

1. All figures include ITF and MA funded places.
2. 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, and as such all data prior to 2011 in graphs has been greyed. More information on the impact of the ITR can be found on the TEC website.

In 2011, the majority of ITO training was at Levels 3–4 (62%). While there has been a decrease in trainees across all levels, the spread of training by level remained similar to previous years.



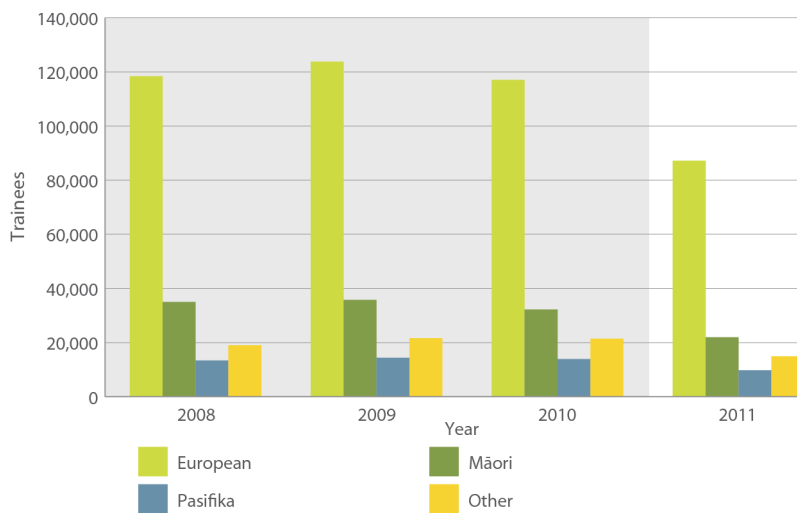
Figure 55: ITO trainees by NZQF level, 2008–2011

**Note:**

1. All figures include ITF and MA funded places.
2. 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, and as such all data prior to 2011 in graphs has been greyed. More information on the impact of the ITR can be found on the TEC website.

Aggregate data for Māori and Pasifika trainees are presented in Figure 56, and are discussed in more detail in the Performance against TES priorities section below.

Figure 56: ITO trainees by ethnicity, 2008–2011

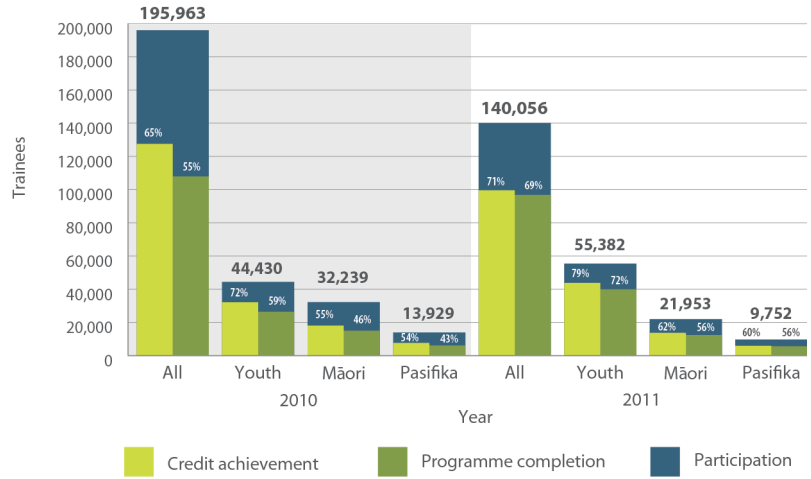
**Note:**

1. All figures include ITF and MA funded places.
2. 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, and as such all data prior to 2011 in graphs has been greyed. More information on the impact of the ITR can be found on the TEC website.
3. From 2011, trainees can identify with up to three ethnicities, and may be reported more than once across ethnicities.

**Performance against TES priorities**

The ITO sector has committed to improving trainees' credit achievement and programme completion, and performance on these factors improved in 2011.

Figure 57: ITO participation and achievement, 2010–2011



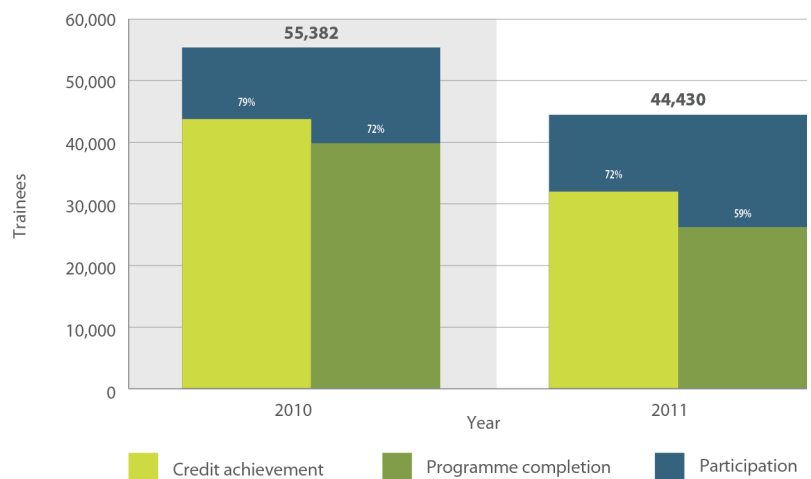
**Note**

1. All figures include ITF and MA funded places.
2. 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, and as such all data prior to 2011 in graphs has been greyed. More information on the impact of the ITR can be found on the TEC website.

**TES Priority: Increasing the number of young people (aged under 25) achieving qualifications at Level 4 and above, particularly degrees**

Trainees under 25 years of age accounted for 32 percent of total ITO enrolments in 2011. This youth cohort achieved 79 percent for credit achievement and 72 percent for programme completions in 2011. These results improved from 2010, at least in part as a result of the sector’s commitment to improve completion rates.

Figure 58: Participation and achievement by ITO trainees under 25 years, 2010 and 2011



**Note:**

1. All figures include ITF and MA funded places.
2. 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, and as such all data prior to 2011 in graphs has been greyed. More information on the impact of the ITR can be found on the TEC website.

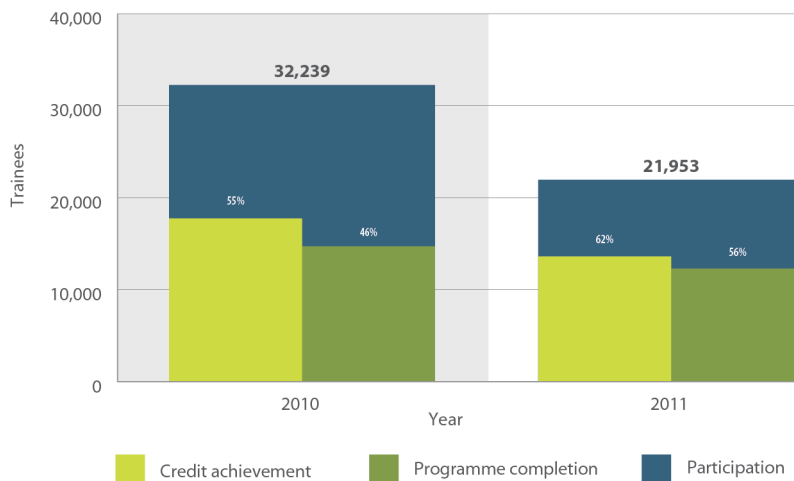


In 2011 youth participation at Levels 4 and above accounted for 15 percent of total youth in industry training (21,627 trainees). Achievement across this group was higher than for the overall youth cohort in industry training, with youth achievement at Levels 4 and above at 86 percent for credit achievement and 83 percent for programme completions.

**TES Priority: Increasing the number of Māori students enjoying success at higher levels**

Māori continued to make up 17 percent of the ITO sector's trainees in 2011. Māori educational performance improved from 2010: credit achievement rose from 55 percent in 2010 to 62 percent in 2011, while programme completion by Māori improved from 46 percent to 56 percent.

**Figure 59: Participation and achievement by Māori ITO trainees, 2010 and 2011**



**Note**

1. All figures include ITF and MA funded places.
2. 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, and as such all data prior to 2011 in graphs has been greyed. More information on the impact of the ITR can be found on the TEC website.

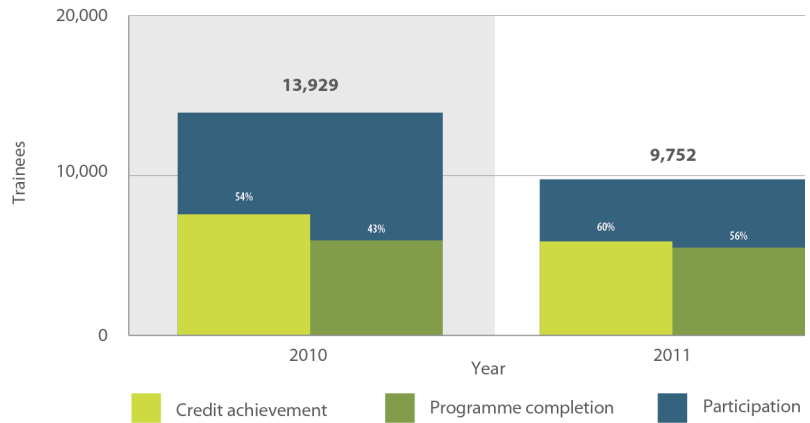
**TES Priority: Increasing the number of Pasifika students achieving at higher levels**

Pasifika accounted for seven percent of all industry trainees in 2011. Pasifika trainees' educational performance improved in 2011: their credit achievement rate rose from 54 percent in 2010 to 60 percent in 2011, while programme completion improved from 43 percent to 56 percent.

***In 2011, educational performance by industry trainees improved for TES priority groups***

**Industry contributed \$98 million – 40 percent of total ITO funding – towards training arranged by ITOs in 2011**

Figure 60: Participation and achievement by Pasifika ITO trainees, 2010 and 2011



**Note:**

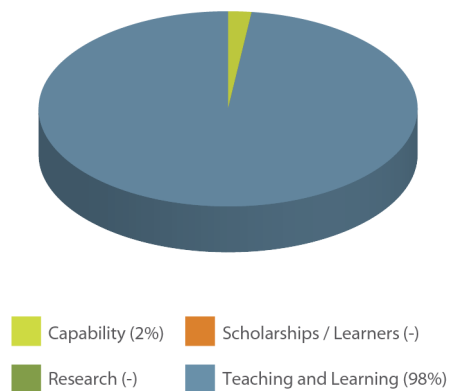
1. All figures include ITF and MA funded places.
2. The 2011 ITO results are the first to be produced using data from the Industry Training Register (ITR) and they are not strictly comparable to previous years, and as such all data prior to 2011 in graphs has been greyed. More information on the impact of the ITR can be found on the TEC website.

**Financial Performance**

The industry cash contribution rate is a measure of the extent to which employers and industry value the training that ITOs arrange. In 2011 industry support rose to \$98 million or 40 percent of total ITO funding, an increase of about six percentage points compared with 2010. Whilst this was above the 30 percent target rate, the proportion contributed by industry may be inflated by the reduction of government funding over the period.

TEC allocated \$151.3 million in government funding to ITOs in 2011. The majority went to Teaching and Learning (\$148.3 million) and the remainder to Capability (\$3.0 million).

Figure 61: Total ITO government funding by type, 2011





### ITOs' future focus

New funding rules for ITOs took effect from 1 January 2011. These clarified the need for clear evidence of trainee achievement in order to achieve better value for money.

The review of industry training is likely to result in a more capable and focussed ITO sector with increased industry and cross-tertiary collaborations. An increased number of ITO mergers are likely, as each industry sector advocates for more cohesive representation for its training needs.

# PERFORMANCE OF THE TERTIARY EDUCATION SECTOR – AT A GLANCE



**Participation**

EFTS/STMs  
% of Subsector Total  
Students < 25yrs  
Māori  
Pasifika

**Course Completions**

All  
Students < 25yrs  
Māori  
Pasifika

**Qualification Completions**

All  
Students < 25yrs  
Māori  
Pasifika

|  | EFTS/STMs      | % of Subsector Total | Students < 25yrs | Māori      | Pasifika   | All        | Students < 25yrs | Māori      | Pasifika   | All        | Students < 25yrs | Māori      | Pasifika   |
|--|----------------|----------------------|------------------|------------|------------|------------|------------------|------------|------------|------------|------------------|------------|------------|
| <b>Universities</b>                              | <b>117,928</b> | <b>100%</b>          | <b>72%</b>       | <b>10%</b> | <b>6%</b>  | <b>86%</b> | <b>86%</b>       | <b>80%</b> | <b>71%</b> | <b>75%</b> | <b>68%</b>       | <b>62%</b> | <b>54%</b> |
| University of Auckland                           | 28,865         | 24%                  | 77%              | 7%         | 9%         | 88%        | 88%              | 84%        | 75%        | 88%        | 76%              | 73%        | 63%        |
| University of Otago                              | 17,653         | 15%                  | 81%              | 8%         | 3%         | 89%        | 89%              | 83%        | 72%        | 81%        | 75%              | 66%        | 64%        |
| Massey University                                | 16,798         | 14%                  | 55%              | 10%        | 4%         | 80%        | 82%              | 70%        | 56%        | 49%        | 45%              | 42%        | 23%        |
| Victoria University of Wellington                | 15,578         | 13%                  | 77%              | 10%        | 5%         | 85%        | 85%              | 78%        | 68%        | 77%        | 66%              | 65%        | 49%        |
| Auckland University of Technology                | 15,056         | 13%                  | 69%              | 9%         | 14%        | 83%        | 82%              | 79%        | 70%        | 66%        | 59%              | 58%        | 48%        |
| University of Canterbury                         | 12,523         | 11%                  | 75%              | 7%         | 2%         | 88%        | 88%              | 83%        | 73%        | 76%        | 70%              | 68%        | 59%        |
| University of Waikato                            | 8,660          | 7%                   | 66%              | 21%        | 5%         | 87%        | 86%              | 82%        | 73%        | 78%        | 66%              | 61%        | 60%        |
| Lincoln University                               | 2,797          | 2%                   | 63%              | 9%         | 1%         | 82%        | 83%              | 75%        | 49%        | 65%        | 61%              | 48%        | 55%        |
| <b>Institutes of Technology and Polytechnics</b> | <b>65,240</b>  | <b>100%</b>          | <b>51%</b>       | <b>21%</b> | <b>10%</b> | <b>78%</b> | <b>76%</b>       | <b>70%</b> | <b>71%</b> | <b>63%</b> | <b>57%</b>       | <b>54%</b> | <b>52%</b> |
| Unitec New Zealand                               | 8,319          | 13%                  | 56%              | 11%        | 15%        | 78%        | 75%              | 72%        | 65%        | 57%        | 51%              | 45%        | 42%        |
| MIT  | 6,124          | 9%                   | 49%              | 15%        | 33%        | 82%        | 78%              | 76%        | 77%        | 61%        | 55%              | 58%        | 54%        |
| Open Polytechnic                                 | 5,477          | 8%                   | 22%              | 14%        | 10%        | 73%        | 68%              | 59%        | 69%        | 59%        | 39%              | 41%        | 56%        |
| WINTEC   | 4,943          | 8%                   | 62%              | 24%        | 5%         | 80%        | 78%              | 72%        | 69%        | 64%        | 57%              | 55%        | 49%        |
| CPIT   | 4,502          | 7%                   | 62%              | 8%         | 2%         | 85%        | 84%              | 75%        | 70%        | 71%        | 68%              | 59%        | 28%        |
| EIT  | 3,596          | 6%                   | 49%              | 42%        | 4%         | 78%        | 77%              | 72%        | 72%        | 58%        | 53%              | 52%        | 49%        |
| SIT  | 3,582          | 5%                   | 43%              | 15%        | 3%         | 70%        | 67%              | 64%        | 52%        | 55%        | 50%              | 54%        | 26%        |
| Otago Polytechnic                                | 3,314          | 5%                   | 64%              | 10%        | 3%         | 83%        | 82%              | 72%        | 67%        | 74%        | 66%              | 62%        | 47%        |
| UCOL   | 3,204          | 5%                   | 62%              | 25%        | 5%         | 71%        | 70%              | 57%        | 66%        | 65%        | 59%              | 51%        | 59%        |
| Weltec   | 3,122          | 5%                   | 62%              | 18%        | 10%        | 77%        | 75%              | 69%        | 66%        | 64%        | 57%              | 54%        | 48%        |
| Bay of Plenty Polytechnic                        | 2,787          | 4%                   | 63%              | 29%        | 3%         | 80%        | 79%              | 75%        | 70%        | 69%        | 66%              | 64%        | 63%        |
| NorthTec   | 2,757          | 4%                   | 37%              | 46%        | 3%         | 79%        | 75%              | 74%        | 75%        | 64%        | 54%              | 54%        | 67%        |
| Whitireia Community Polytechnic                  | 2,725          | 4%                   | 45%              | 21%        | 19%        | 80%        | 76%              | 69%        | 73%        | 68%        | 63%              | 49%        | 60%        |
| Wairiki Institute of Technology                  | 2,663          | 4%                   | 52%              | 56%        | 6%         | 73%        | 71%              | 67%        | 67%        | 55%        | 51%              | 47%        | 55%        |
| NMIT   | 2,474          | 4%                   | 47%              | 13%        | 4%         | 79%        | 77%              | 71%        | 64%        | 64%        | 54%              | 66%        | 55%        |
| Aoraki Polytechnic                               | 1,994          | 3%                   | 52%              | 13%        | 5%         | 80%        | 80%              | 73%        | 74%        | 68%        | 66%              | 65%        | 76%        |
| Tai Poutini Polytechnic                          | 1,974          | 3%                   | 41%              | 25%        | 8%         | 79%        | 78%              | 78%        | 78%        | 57%        | 64%              | 58%        | 64%        |
| WITT   | 1,685          | 3%                   | 45%              | 39%        | 3%         | 76%        | 71%              | 79%        | 79%        | 70%        | 62%              | 73%        | 70%        |
| <b>Wānanga</b>                                   | <b>24,528</b>  | <b>100%</b>          | <b>16%</b>       | <b>60%</b> | <b>9%</b>  | <b>80%</b> | <b>74%</b>       | <b>77%</b> | <b>80%</b> | <b>67%</b> | <b>54%</b>       | <b>60%</b> | <b>73%</b> |
| Te Wānanga o Aotearoa                            | 20,280         | 83%                  | 15%              | 53%        | 11%        | 79%        | 72%              | 75%        | 80%        | 71%        | 57%              | 64%        | 73%        |
| Te Whare Wānanga o Awanuiārangī                  | 2,786          | 11%                  | 23%              | 93%        | 4%         | 91%        | 91%              | 91%        | 92%        | 56%        | 54%              | 56%        | 91%        |
| Te Wānanga o Raukawa                             | 1,463          | 6%                   | 29%              | 98%        | 1%         | 58%        | 56%              | 58%        | 65%        | 49%        | 43%              | 47%        | 61%        |
| <b>Private Training Establishments</b>           | <b>28,473</b>  | <b>100%</b>          | <b>50%</b>       | <b>28%</b> | <b>16%</b> | <b>81%</b> | <b>82%</b>       | <b>74%</b> | <b>80%</b> | <b>79%</b> | <b>78%</b>       | <b>67%</b> | <b>73%</b> |
| <b>Industry Training Organisations</b>           | <b>45,074</b>  | <b>100%</b>          | <b>32%</b>       | <b>17%</b> | <b>7%</b>  | <b>71%</b> | <b>79%</b>       | <b>62%</b> | <b>60%</b> | <b>69%</b> | <b>72%</b>       | <b>56%</b> | <b>56%</b> |



## Universities

Total TEC funding: \$1,403,845,177 (52%)

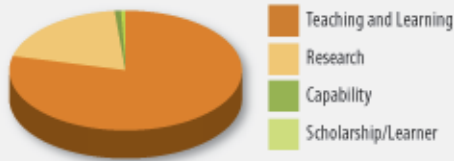


ENROLMENTS

STUDENTS: 156,522

EFTS: 117,928

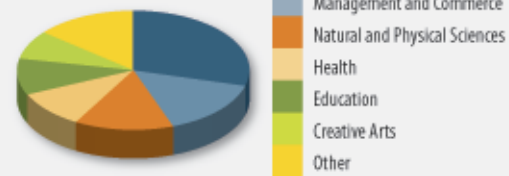
### TEC FUNDING CATEGORIES



### DELIVERY BY LEVEL



### DELIVERY BY SUBJECT



## Institutes of Technology and Polytechnics

Total TEC funding: \$607,412,869 (23%)

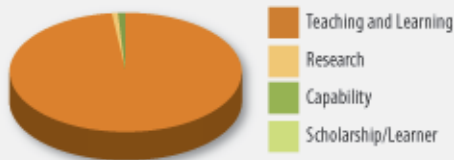


ENROLMENTS

STUDENTS: 136,682

EFTS: 65,240

### TEC FUNDING CATEGORIES



### DELIVERY BY LEVEL



### DELIVERY BY SUBJECT



## Wānanga

Total TEC funding: \$170,359,031 (6%)

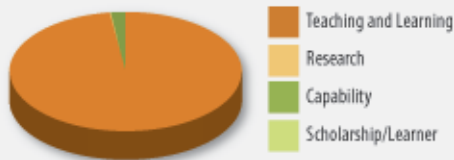


ENROLMENTS

STUDENTS: 38,436

EFTS: 24,528

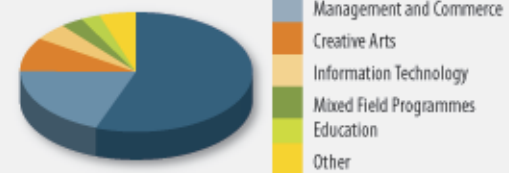
### TEC FUNDING CATEGORIES



### DELIVERY BY LEVEL



### DELIVERY BY SUBJECT



## Private Training Establishments

Total TEC funding: \$300,363,279 (11%)

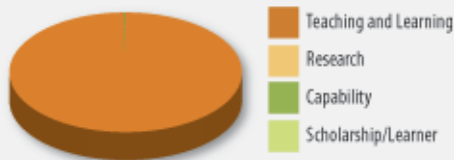


ENROLMENTS

STUDENTS: 53,363

EFTS: 28,473

### TEC FUNDING CATEGORIES



### DELIVERY BY LEVEL



### DELIVERY BY SUBJECT



## Industry Training Organisations

Total TEC funding: \$151,273,340 (6%)

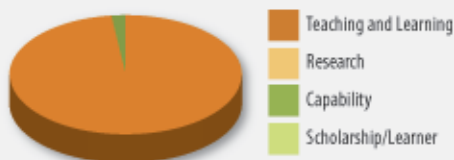


ENROLMENTS

TRAINEES: 140,056

STMs: 45,074

### TEC FUNDING CATEGORIES



### DELIVERY BY LEVEL



# TERTIARY EDUCATION INSTITUTIONS' 2011 PERFORMANCE

**Council Chancellor/Chair  
Vice-Chancellor/Chief Executive**

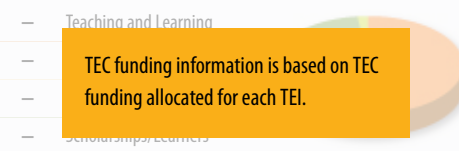
## Campus Locations



## NZQA EER/NZUAAU Academic Audit

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

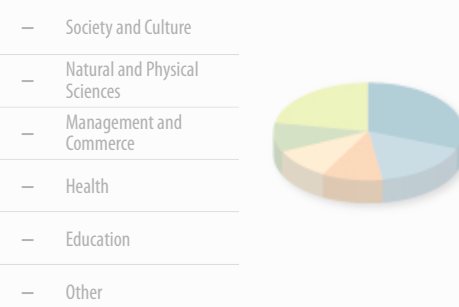
## Funding by TEC



## SAC Delivery by Level



## SAC Delivery by Subject



Each of the two-page profiles that follow provides a high-level overview of the 2011 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 to 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 without explanation. 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 (TES) 2010–2015*.

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 of the profiles assesses the effectiveness of the education delivered by each TEI as measured by TEC and the institution's respective quality-assurance body. Effectiveness is assessed using four education performance indicators (EPIs), which are not intended on their own to give a comprehensive picture of an organisation's overall performance.

Quality-assurance results for universities are assessed by the New Zealand Universities Academic Audit Unit (NZUAAU), while the New Zealand Qualifications Authority (NZQA) audits the quality of the education provided at other tertiary organisations:

- NZUAAU supports universities in achieving excellence in research and teaching through regular institutional audit and by promoting quality-enhancement practices across the sector. NZUAAU carries out audits of New Zealand universities every five years. The current cycle of audits focuses on the whole of the institution and runs from 2008 to 2012. Visit the NZUAAU website [www.nzuaau.ac.nz](http://www.nzuaau.ac.nz) for more information.
- NZQA is responsible for ensuring that other (i.e. 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](http://www.nzqa.govt.nz) for more information.



## Capability

This section covers the institution's organisational capability as monitored by TEC, and in particular its financial performance and any research funded under the Performance-Based Research Fund (PBRF). Any significant changes that may affect the performance of the governing body of each TEI is also discussed in this section.

All information presented comes from data submitted by the TEI. The financial performance data includes non-government funded activity and is based on the summary of audited financial results provided by each TEI in a standard template, as well as the audited financials in the institution's 2011 Annual Report.

## TES Priorities

| Participation     |     |                   |
|-------------------|-----|-------------------|
| 2011 Performance  | AUT | University sector |
| Students under 25 | –   | –                 |
| Māori             | –   | –                 |
| Pasifika          | –   | –                 |

| Course Completion |     |                   |
|-------------------|-----|-------------------|
| 2011 Performance  | AUT | University sector |
| All               | –   | –                 |
| Students          | –   | –                 |
| Māori             | –   | –                 |
| Pasifika          | –   | –                 |

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.

| Qualification Completion |     |                   |
|--------------------------|-----|-------------------|
| 2011 Performance         | AUT | University sector |
| All                      | –   | –                 |
| Students under 25        | –   | –                 |
| Māori                    | –   | –                 |
| Pasifika                 | –   | –                 |

| Overview of Educational Performance – Formal SAC Funded EFTS only |      |      |      |                 |
|---|------|------|------|-----------------|
|   | 2009 | 2010 | 2011 | % of ITP sector |
| Enrolments  | –    | –    | –    | –               |
| EFTS  | –    | –    | –    | –               |
| Students  | –    | –    | –    | –               |
| Educational Performance Indicators                                | –    | –    | 2011 | ITP sector      |
| Successful Course Completion                                      | –    | –    | –    | –               |
| Qualification Completion  | –    | –    | –    | –               |
| Student Retention   | –    | –    | –    | –               |
| Student Progression L1-4  | –    | –    | –    | –               |

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

| Overview of Financial Performance*                               |      |      |      |                        |
|--|------|------|------|------------------------|
| Key Performance Metrics  | 2009 | 2010 | 2011 | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | –    | –    | –    | –                      |
| Net cashflow from operations                                     | –    | –    | –    | –                      |
| Liquid funds   | –    | –    | –    | –                      |
| 3-yr average return on property, plant equipment and intangibles | –    | –    | –    | –                      |
| Summary Financial Statements (\$000)                             |      |      |      |                        |
|  | 2009 | 2010 | 2011 | % of 2011 category     |
| 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 items)              | –    | –    | –    | –                      |
| 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 ratio                                  | –    | –    | –    | –                      |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | –    | –    | –    | –                      |

All information presented comes from data submitted by the TEI. The financial performance data includes non-government funded activity and is based on the summary of audited financial results provided by each TEI in a standard template, as well as the audited financials in the institution's 2011 Annual Report.

# AUCKLAND UNIVERSITY OF TECHNOLOGY

**Chancellor:** Sir Paul Reeves from 2005–2011  
(Current: John Maasland)

**Vice-Chancellor:** Derek McCormack

## Main Campus

Auckland City

## Other Campus Locations

North Shore (Auckland)

Manukau City (Auckland)



## NZUAAU Academic Audit

Whole institution audit timeline: March–June 2011

Audit Report: September 2011

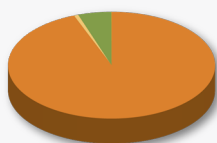
## Funding by TEC

94.1% Teaching and Learning

0.7% Capability

5.2% Research

0.0% Scholarships/Learners



## Delivery by Level

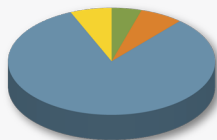
– Level 1–2

4.7% Level 3–4

6.8% Level 5–6

82.1% Level 7–8

6.5% Level 9–10



## Delivery by Subject

26.7% Management and Commerce

21.1% Health

15.6% Creative Arts

13.9% Society and Culture

6.5% Education

16.2% Other



**The educational performance of Auckland University of Technology (AUT) improved overall from 2010 and remains comparable with the rest of the university sector. AUT is in a sound financial position.**

## Responsiveness

AUT's Strategic Plan 2012–2016 was developed in 2011 and articulates the university's vision for the future. AUT intends to be known for a high-quality learning experience, inspired by innovative teaching and stimulated by research that advances intellectual debate, discovery and change. One of the year's most significant highlights was the business school receiving accreditation from the Association to Advance Collegiate Schools of Business (AACSB).

AUT had a successful year in terms of research, securing a number of contracts with the Health Research Council, the Marsden Fund and the Ministry of Health. In November, the National Training Centre for High Performance Athletes, a collaboration with High Performance Sport New Zealand, was opened at AUT's Millennium Campus. AUT also launched the International Centre for Language Revitalisation, dedicated to the preservation and revival of the world's indigenous languages.

Enrolments at postgraduate Levels 9–10 accounted for six percent of total provision (unchanged from 2010), with 12 percent of all enrolments at postgraduate Levels 8–10 (up from 11 percent in 2010). AUT's main fields of study were Management and Commerce (27%), Health (21%) and Creative Arts (16%). AUT's enrolment profile continued to shift from sub-degree programmes to degree-level or higher qualifications.

Participation by Māori remained comparable to the university sector average. Pasifika participation, at 14 percent of enrolments, was again above the sector average of six percent. The proportion of under-25-year-olds remained steady at 69 percent of all enrolments, but was below the university average of 72 percent. In 2011 AUT had 2,861 full fee-paying international EFTS (4,075 students).

## Effectiveness

AUT's educational performance has remained relatively steady over recent years, with a notable improvement in progression by Levels 1–4 students, from 64 percent in 2010 to 80 percent in 2011.

In 2011 AUT was below the university sector average in its achievement against educational performance indicators for the priority groups set out in the TES, except for student progression across these groups which was well above the sector average.

AUT received three percent of the 2011 allocation for the Performance-Based Research Fund (PBRF), the same proportion as in 2010, and a six percent increase in actual monetary value. AUT's PBRF-eligible external research income was \$9.5 million, an increase of 69 percent over 2010.

## Capability

The Rt Revd and The Hon Sir Paul Reeves, Chancellor of Auckland University of Technology, died in August 2011. Tributes highlighted commitment and strategic vision as hallmarks of his leadership. Lex Henry, Pro-Chancellor, took over as Acting Chancellor until John Maasland was elected Chancellor in March 2012.



In 2011, AUT reported a net surplus of 3.4 percent (\$10.1 million), down on the 7.2 percent result achieved in 2010. The university's total revenue increased by 3.4 percent, or \$9.8 million, from 2010 to 2011, with \$2.9 million (2.1% year on year) of that arising from increased total government revenue.

AUT's net surplus decreased significantly due to higher expenses, particularly personnel costs, which increased by \$14.0 million (8.3%) over 2010.

Despite operating below the TEC's recommended liquidity levels, AUT had \$29 million of undrawn capacity within the \$110 million borrowing approval for its substantial campus-redevelopment programme.

The majority of AUT's planned capital expenditure between 2012 and 2021 is to refurbish and replace assets in its central Auckland campus, and to meet demand by building new assets on its Manukau campus.



## TES Priorities

| Participation     |     |                   |
|-------------------|-----|-------------------|
| 2011 Performance  | AUT | University sector |
| Students under 25 | 69% | 72%               |
| Māori             | 9%  | 10%               |
| Pasifika          | 14% | 6%                |

| Course Completion |     |                   |
|-------------------|-----|-------------------|
| 2011 Performance  | AUT | University sector |
| All               | 83% | 86%               |
| Students under 25 | 82% | 86%               |
| Māori             | 79% | 80%               |
| Pasifika          | 70% | 71%               |

| Qualification Completion |     |                   |
|--------------------------|-----|-------------------|
| 2011 Performance         | AUT | University sector |
| All                      | 66% | 75%               |
| Students under 25        | 59% | 68%               |
| Māori                    | 58% | 62%               |
| Pasifika                 | 48% | 54%               |

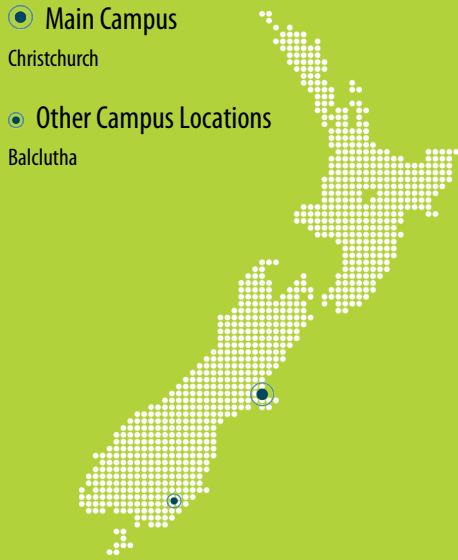
| Overview of Educational Performance – Formal SAC Funded EFTS only |        |        |        |                        |
|---|--------|--------|--------|------------------------|
| Enrolments  | 2009   | 2010   | 2011   | % of University sector |
| EFTS  | 14,803 | 15,484 | 15,056 | 13%                    |
| Students  | 20,605 | 21,413 | 20,621 | 13%                    |
| Educational Performance Indicators                                | 2009   | 2010   | 2011   | University sector      |
| Successful Course Completion                                      | 81%    | 81%    | 83%    | 86%                    |
| Qualification Completion  | 64%    | 63%    | 66%    | 75%                    |
| Student Retention   | 79%    | 80%    | 79%    | 79%                    |
| Student Progression L1-4  | 66%    | 64%    | 80%    | 40%                    |

| Overview of Financial Performance*                               |           |           |           |                        |
|--|-----------|-----------|-----------|------------------------|
| Key Performance Metrics  | 2009      | 2010      | 2011      | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | 3.1%      | 7.2%      | 3.4%      | 3.0%                   |
| Net cashflow from operations                                     | 124.5%    | 125.4%    | 122.0%    | 111.0%                 |
| Liquid funds   | 1.0%      | 2.1%      | 1.6%      | 8.0%                   |
| 3-yr average return on property, plant equipment and intangibles | 8.2%      | 9.3%      | 9.9%      | 4.5%                   |
| Summary Financial Statements (\$000)                             | 2009      | 2010      | 2011      | % of 2011 category     |
| Revenue  |           |           |           |                        |
| Total government revenue   | \$131,909 | \$138,709 | \$141,620 | 47%                    |
| Domestic student fees  | \$57,494  | \$67,758  | \$69,387  | 23%                    |
| International student fees                                       | \$38,675  | \$45,091  | \$47,050  | 16%                    |
| Other income (including research)                                | \$32,714  | \$38,542  | \$41,888  | 14%                    |
| Total revenue  | \$260,792 | \$290,100 | \$299,945 | 100%                   |
| Expenses   |           |           |           |                        |
| Personnel  | \$161,372 | \$168,268 | \$182,286 | 63%                    |
| Total expenses   | \$252,684 | \$269,288 | \$289,858 | 100%                   |
| Net surplus (after unusual and non-recurring items)              | \$8,108   | \$20,812  | \$10,087  |                        |
| Assets   |           |           |           |                        |
| Property, plant equipment and intangibles                        | \$467,126 | \$467,967 | \$498,418 | 94%                    |
| Total Assets   | \$490,088 | \$519,410 | \$530,844 | 100%                   |
| Equity (net assets)  | \$338,026 | \$358,050 | \$368,144 |                        |
| Cashflow   |           |           |           |                        |
| Net cashflow from operations                                     | \$52,127  | \$58,849  | \$55,424  |                        |
| Purchase of plant property equipment and intangibles             | \$40,650  | \$27,044  | \$57,574  |                        |
| Other  |           |           |           |                        |
| Staffing FTE   | 1,882     | 1,961     | 2,063     |                        |
| Total EFTS to Total staff ratio                                  | 9:1       | 10:1      | 9:1       |                        |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | 18:1      | 18:1      | 17:1      |                        |



# LINCOLN UNIVERSITY

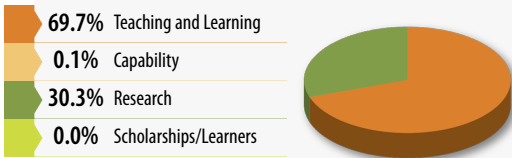
**Chancellor:** Tom C. Lambie  
**Vice-Chancellor:** Prof. Roger Field  
 (Dr Andy West from April 2012)



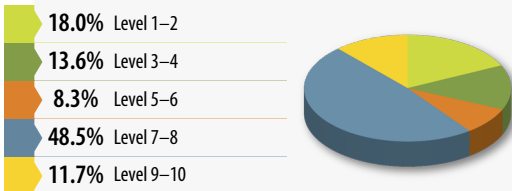
## NZUAAU Academic Audit

Whole institution audit timeline: April–July 2012  
 Audit Report : October 2012

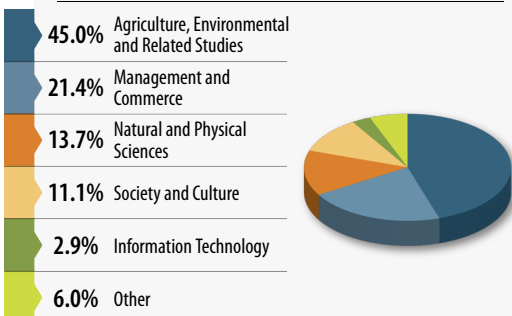
### Funding by TEC



### Delivery by Level



### Delivery by Subject



**In 2011, Lincoln University (Lincoln) merged with Telford Rural Polytechnic (Telford) located in Balclutha. Lincoln's 2011 results are not necessarily comparable to previous years, given the merger of Lincoln with Telford on 1 January 2011 and the effects of the 2010 and 2011 Canterbury earthquakes.**

## Responsiveness

Lincoln's merger with Telford on 1 January 2011 allowed the university to offer integrated pathways for students from secondary school level through to doctoral level across the full ambit of agricultural and land-based provision. Despite challenging times due to the Canterbury earthquakes, the implementation of the merger progressed well in 2011.

In 2011 Lincoln launched a Centre of Excellence in Farm Business Management and two research centres; The National Centre for Nitrous Oxide Measurement and the Centre for Wildlife Management and Conservation.

Lincoln has one Partnership for Excellence (Agriculture and Life Sciences, in conjunction with Massey), hosts one Centre of Research Excellence (the Bio-Protection Research Centre) and has a partnership with Ngā Pae o te Māramatanga, New Zealand's Indigenous Centre of Research Excellence.

Enrolments in 2011 increased by 43 percent (841 EFTS) due to the merger with Telford Polytechnic. The increased enrolments were predominantly at Levels 1–3 and delivered out of Telford, with 29 percent of EFTS delivered in 2011 at this level.

While the proportion of delivery at Levels 7–8 decreased to 48 percent in 2011 from 70 percent the year before, actual EFTS delivery fell by only 20 EFTS to 1,356 with all postgraduate enrolments decreasing by 30 EFTS. Lincoln's main fields of study were Agriculture, Environmental and Related Studies (45%) and Management and Commerce (21%). The merger with Telford is the main driver for the large increase in Agriculture delivery, which is up from 28 percent in 2010. The largest proportion of delivery was in the Bachelor of Commerce (Agriculture), with eight percent of all provision.

Māori, youth and Pasifika enrolments all saw an overall volume increase in 2011. The participation rates for Māori increased from six percent in 2010 to nine percent in 2011, and youth participation fell from 69 percent in 2010 to 63 percent in 2011. These shifts are largely due to the merger. In 2011 Lincoln had 561 full fee-paying international EFTS (817 students).

## Effectiveness

In 2011 Lincoln saw a decrease across all its educational performance indicators (EPIs). Student progression fell from 100 percent in 2010 to 20 percent in 2011 due to the increase in delivery of Level 1–3 qualifications resulting from the merger with Telford.

Lincoln was below the university sector average for achievement of EPIs by all TES priority groups (Māori, Pasifika and students under the age of 25). Under-25-year-olds qualification completions increased from 58 percent in 2010 to 61 percent in 2011, as did course completions by Pasifika students (from 34% to 49%).

Lincoln received three percent of the 2011 total allocation for the Performance-Based Research Fund (PBRF), proportionally the same as in 2010, but an almost two percent decrease in actual monetary value. Lincoln's PBRF-eligible external research income in 2010 was \$25.4 million, an increase of 12 percent compared with 2010.



## Capability

In 2011, Lincoln university reported a net surplus of 0.5 percent (\$0.5 million), up on the 4.0 percent deficit in 2010. The university's total revenue increased by 18.6 percent (\$17.9 million) from 2010 to 2011, including \$8.6 million (26.5%) higher government revenue.

Insurance recoveries net of earthquake costs improved the 2011 net surplus by \$1.5 million. The result was also enhanced by \$1.1 million of gains on asset sales. Within this period, two buildings were closed following seismic evaluations and written down to a zero book value.



## TES Priorities

| Participation     |         |                   |
|-------------------|---------|-------------------|
| 2011 Performance  | Lincoln | University sector |
| Students under 25 | 63%     | 72%               |
| Māori             | 9%      | 10%               |
| Pasifika          | 1%      | 6%                |

| Course Completion |         |                   |
|-------------------|---------|-------------------|
| 2011 Performance  | Lincoln | University sector |
| All               | 82%     | 86%               |
| Students under 25 | 83%     | 86%               |
| Māori             | 75%     | 80%               |
| Pasifika          | 49%     | 71%               |

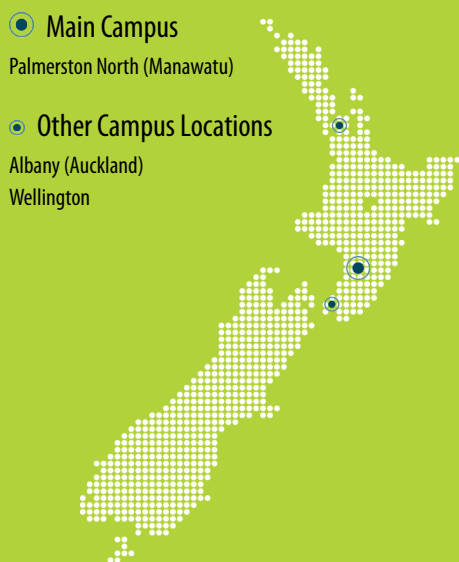
| Qualification Completion |         |                   |
|--------------------------|---------|-------------------|
| 2011 Performance         | Lincoln | University sector |
| All                      | 65%     | 75%               |
| Students under 25        | 61%     | 68%               |
| Māori                    | 48%     | 62%               |
| Pasifika                 | 55%     | 54%               |

| Overview of Educational Performance – Formal SAC Funded EFTS only |       |       |       |                        |
|---|-------|-------|-------|------------------------|
| Enrolments  | 2009  | 2010  | 2011  | % of University sector |
| EFTS  | 1,937 | 1,956 | 2,797 | 2%                     |
| Students  | 2,476 | 2,514 | 5,404 | 3%                     |
| Educational Performance Indicators                                | 2009  | 2010  | 2011  | University sector      |
| Successful Course Completion                                      | 84%   | 84%   | 82%   | 86%                    |
| Qualification Completion  | 66%   | 68%   | 65%   | 75%                    |
| Student Retention   | 85%   | 84%   | 55%   | 79%                    |
| Student Progression L1-4  | 89%   | 100%  | 20%   | 40%                    |

| Overview of Financial Performance*                               |           |           |           |                        |
|--|-----------|-----------|-----------|------------------------|
| Key Performance Metrics  | 2009      | 2010      | 2011      | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | -3.1%     | -4.0%     | 0.5%      | 3.0%                   |
| Net cashflow from operations                                     | 112.1%    | 106.3%    | 104.1%    | 111.0%                 |
| Liquid funds   | 28.1%     | 21.0%     | 22.8%     | 8.0%                   |
| 3-yr average return on property, plant equipment and intangibles | 2.0%      | 1.7%      | 2.9%      | 4.5%                   |
| Summary Financial Statements (\$000)                             | 2009      | 2010      | 2011      | % of 2011 category     |
| <b>Revenue</b>   |           |           |           |                        |
| Total government revenue   | \$31,433  | \$32,490  | \$41,101  | 38%                    |
| Domestic student fees  | \$7,168   | \$7,861   | \$8,459   | 7%                     |
| International student fees                                       | \$11,240  | \$10,910  | \$10,616  | 9%                     |
| Other income (including research)                                | \$40,384  | \$45,230  | \$54,259  | 44%                    |
| Total revenue  | \$90,225  | \$96,491  | \$114,435 | 100%                   |
| <b>Expenses</b>  |           |           |           |                        |
| Personnel  | \$51,634  | \$55,226  | \$58,973  | 52%                    |
| Total expenses   | \$94,503  | \$100,369 | \$113,897 | 100%                   |
| Net surplus (after unusual and non-recurring items)              | -\$2,796  | -\$3,878  | \$538     |                        |
| <b>Assets</b>  |           |           |           |                        |
| Property, plant equipment and intangibles                        | \$187,542 | \$185,183 | \$187,272 | 74%                    |
| Total Assets   | \$239,393 | \$236,416 | \$251,505 | 100%                   |
| <b>Equity (net assets)</b>                                       | \$205,821 | \$201,775 | \$216,079 |                        |
| <b>Cashflow</b>  |           |           |           |                        |
| Net cashflow from operations                                     | \$10,201  | \$5,684   | \$4,375   |                        |
| Purchase of plant property equipment and intangibles             | \$11,303  | \$7,058   | \$7,958   |                        |
| <b>Other</b>   |           |           |           |                        |
| Staffing FTE   | 641       | 652       | 681       |                        |
| Total EFTS to Total staff ratio                                  | 4:1       | 4:1       | 5:1       |                        |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | 12:1      | 11:1      | 14:1      |                        |

# MASSEY UNIVERSITY

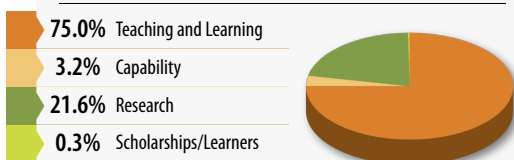
**Chancellor:** Dr Russell Ballard  
**Vice-Chancellor:** Hon Steve Maharey



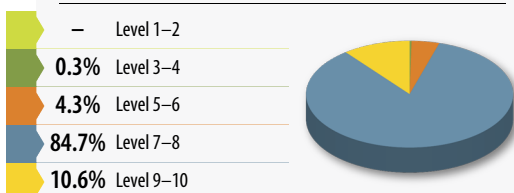
## NZUAAU Academic Audit

Whole institution audit timeline: August–September 2008  
 Audit Report : December 2008

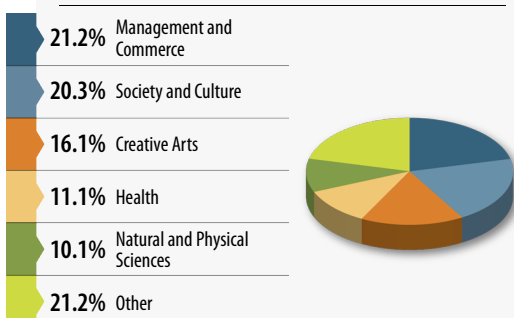
### Funding by TEC



### Delivery by Level



### Delivery by Subject



**Massey University's educational performance improved in 2011 but remained below the university sector average, reflecting the challenge of having a diverse student population and a significant proportion of extramural and part-time students. Massey is financially sound overall but, despite making a surplus in 2011, it continues to perform below the TEC's guideline for profitability.**

## Responsiveness

Massey remains at the forefront of agricultural and biotechnology research. In 2011 Massey created an alliance with six world-leading food research institutes. Massey also progressed its Agri-One collaboration with Lincoln University and Dairy NZ, which will pursue precision agriculture research and education. Massey has two Partnerships for Excellence projects: Future-focused NZ Equine Industry, and Agriculture and Life Sciences (in conjunction with Lincoln). It hosts two Centres of Research Excellence (CoREs): the Allan Wilson Centre for Molecular Ecology and Evolution, and the Riddet Institute and has partnerships with three CoREs.

Massey's enrolments reduced by 896 EFTS, compared with 2010, which was in line with its agreed Investment Plan. Massey has a mixed model of delivery, with 37 percent extramural and 63 percent intramural delivery. The majority of enrolments were at Levels 7–8 (85%), an increase from 2010 (81%). Enrolments at postgraduate Levels 9–10 increased from ten percent in 2010 to 11 percent in 2011, with an increase of 51 EFTS at doctorate level. The institution's main fields of study were Management and Commerce (21%) and Society and Culture (20%). The largest shares of EFTS enrolments were in the Bachelor of Business Studies (13%) and the Bachelor of Arts (10%).

Māori enrolments continue to remain steady, with the 2011 participation rate comparable to the university sector average. The participation rate of Pasifika students was below the university sector average, though it increased from three percent to four percent in 2011. Participation rates by under-25-year-olds increased slightly but continued to be well below the university sector average, reflecting the high proportion of extramural enrolments, which tend to comprise mature students. In 2011 Massey had 1,999 full fee-paying international EFTS (2,820 students), a large proportion of whom were enrolled for the Bachelor of Veterinary Science degree.

## Effectiveness

The comparatively large proportion of extramural enrolments negatively impacted Massey's educational performance indicators (EPIs). In 2011 all four EPIs at Massey were below the university sector average. Course completions and student progression improved in 2011, and qualification completion and student retention rates were steady. Educational performance by the TES priority groups (Māori, Pasifika and under-25-year-old students) was below university sector averages, but course completion rates improved among these students in 2011.

Massey received 14 percent of the 2011 total allocation for the Performance-Based Research Fund (PBRF), proportionally the same as in 2010. Massey's PBRF-eligible external research income was \$54.1 million, a decrease of three percent on 2010.

## Capability

Massey University reported a net surplus of 1.7 percent (\$7.6 million), down on the 2.4 percent surplus achieved in 2010. The university's total revenue increased by





2.2 percent (\$9.3 million) from 2010 to 2011, including an increase of \$1.3 million (0.7%) in government revenue.

Most of the university's increase in revenue resulted from an extra \$3.5 million (4.0%) in domestic student fees and an increase of \$4.0 million (11.9%) in international student fees. The university did not achieve the TEC-recommended minimum three percent surplus, although it continues to target this level as part of its strategy.

The majority of Massey's planned capital expenditure between 2012 and 2021 is to refurbish and replace assets. The Veterinary Complex upgrade (\$75.2 million) and the Hokowhitu campus relocation (\$31.6 million) are the two largest capital programmes forecast over the ten-year period.



MASSEY.AC.NZ | 0800 MASSEY



## TES Priorities

| Participation     |        |                   |
|-------------------|--------|-------------------|
| 2011 Performance  | Massey | University sector |
| Students under 25 | 55%    | 72%               |
| Māori             | 10%    | 10%               |
| Pasifika          | 4%     | 6%                |

| Course Completion |        |                   |
|-------------------|--------|-------------------|
| 2011 Performance  | Massey | University sector |
| All               | 80%    | 86%               |
| Students under 25 | 82%    | 86%               |
| Māori             | 70%    | 80%               |
| Pasifika          | 56%    | 71%               |

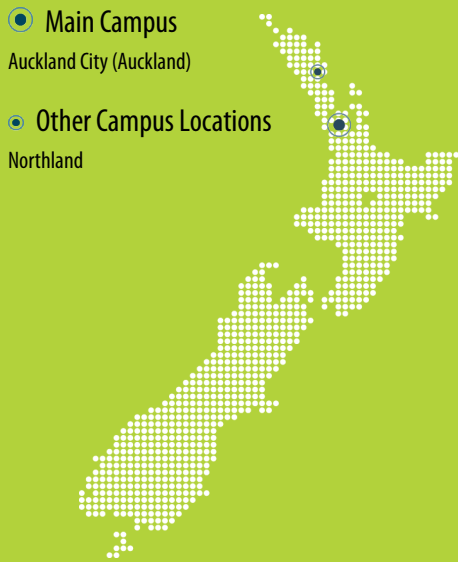
| Qualification Completion |        |                   |
|--------------------------|--------|-------------------|
| 2011 Performance         | Massey | University sector |
| All                      | 49%    | 75%               |
| Students under 25        | 45%    | 68%               |
| Māori                    | 42%    | 62%               |
| Pasifika                 | 23%    | 54%               |

| Overview of Educational Performance – Formal SAC Funded EFTS only |        |        |        |                        |
|---|--------|--------|--------|------------------------|
| Enrolments  | 2009   | 2010   | 2011   | % of University sector |
| EFTS  | 17,378 | 17,694 | 16,798 | 14%                    |
| Students  | 32,784 | 31,786 | 30,334 | 19%                    |
| Educational Performance Indicators                                | 2009   | 2010   | 2011   | University sector      |
| Successful Course Completion                                      | 77%    | 78%    | 80%    | 86%                    |
| Qualification Completion  | 55%    | 48%    | 49%    | 75%                    |
| Student Retention   | 69%    | 67%    | 67%    | 79%                    |
| Student Progression L1-4  | 51%    | 21%    | 26%    | 40%                    |

| Overview of Financial Performance*                               |             |             |             |                        |
|--|-------------|-------------|-------------|------------------------|
| Key Performance Metrics  | 2009        | 2010        | 2011        | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | 0.6%        | 2.4%        | 1.7%        | 3.0%                   |
| Net cashflow from operations                                     | 110.6%      | 113.2%      | 117.2%      | 111.0%                 |
| Liquid funds   | 20.4%       | 20.2%       | 22.8%       | 8.0%                   |
| 3-yr average return on property, plant equipment and intangibles | 4.0%        | 4.3%        | 4.7%        | 4.5%                   |
| Summary Financial Statements (\$000)                             | 2009        | 2010        | 2011        | % of 2011 category     |
| Revenue  |             |             |             |                        |
| Total government revenue   | \$176,155   | \$180,827   | \$182,089   | 42%                    |
| Domestic student fees  | \$79,588    | \$88,349    | \$91,878    | 21%                    |
| International student fees                                       | \$34,920    | \$33,440    | \$37,419    | 9%                     |
| Other income (including research)                                | \$114,883   | \$122,803   | \$123,363   | 28%                    |
| Total revenue  | \$405,546   | \$425,419   | \$434,749   | 100%                   |
| Expenses   |             |             |             |                        |
| Personnel  | \$237,780   | \$244,086   | \$249,612   | 58%                    |
| Total expenses   | \$403,264   | \$415,255   | \$427,161   | 100%                   |
| Net surplus (after unusual and non-recurring items)              | \$2,282     | \$10,164    | \$7,588     |                        |
| Assets   |             |             |             |                        |
| Property, plant equipment and intangibles                        | \$943,181   | \$933,937   | \$947,889   | 86%                    |
| Total Assets   | \$1,064,125 | \$1,075,456 | \$1,098,158 | 100%                   |
| Equity (net assets)  | \$924,943   | \$933,165   | \$943,407   |                        |
| Cashflow   |             |             |             |                        |
| Net cashflow from operations                                     | \$39,223    | \$50,246    | \$64,503    |                        |
| Purchase of plant property equipment and intangibles             | \$61,177    | \$35,598    | \$55,744    |                        |
| Other  |             |             |             |                        |
| Staffing FTE   | 3,080       | 3,047       | 2,982       |                        |
| Total EFTS to Total staff ratio                                  | 6:1         | 7:1         | 6:1         |                        |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | 17:1        | 17:1        | 16:1        |                        |

# THE UNIVERSITY OF AUCKLAND

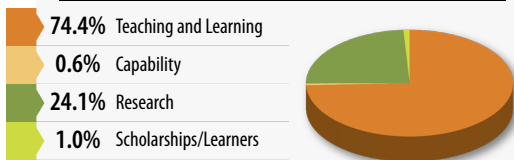
**Chancellor:** Roger France  
**Vice-Chancellor:** Prof. Stuart McCutcheon



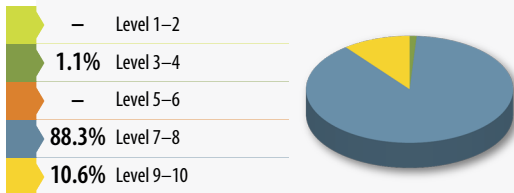
## NZUAAU Academic Audit

Whole institution audit timeline: April–May 2009  
 Audit Report : August 2009

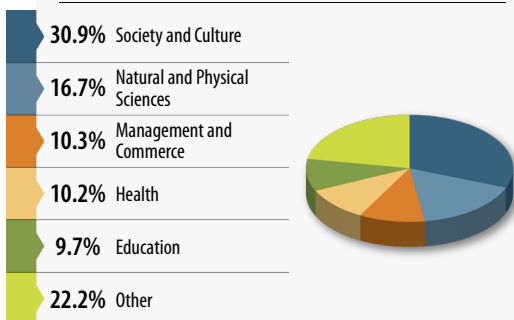
### Funding by TEC



### Delivery by Level



### Delivery by Subject



**The University of Auckland’s educational performance improved overall in 2011 and remained above the sector average. The university’s financial performance is strong and aligns to its longer-term planning.**

## Responsiveness

In 2011, Auckland established five joint graduate schools with Crown Research Institutes and industry partners, resulting in stronger relationships and higher numbers of postgraduate research students. Collaboration increased across the university and with other national and international research organisations through three research initiatives: Biopharma, Transforming Cities and Te Whare Kura. Auckland’s researchers undertook a range of commercial and applied research activities including the transfer of intellectual property in 2011 to allow commercial development of induction power technology developed within the university.

Auckland completed several construction projects, creating better spaces for teaching, learning and research, and an additional 442 places for student accommodation.

Auckland has four Partnerships for Excellence: the Centre for Plastics Innovation and Technology; the Institute of Innovation in Biotechnology; the National Institute of Health Innovation; and Starpath. Auckland hosts three Centres of Research Excellence: the Maurice Wilkins Centre for Molecular Biodiscovery; the National Research Centre for Growth and Development; and Ngā Pae o te Māramatanga, New Zealand’s Indigenous Centre of Research Excellence. Auckland has partnerships with the Allan Wilson Centre for Molecular Ecology and Evolution, and with the Riddet Institute.

In 2011, 88 percent of Auckland’s enrolments were at Levels 7–8 and 11 percent were at postgraduate Levels 9–10, a one percentage point increase from 2010. A total of 1,468 EFTS were enrolled in doctorates (5% of all provision).

Auckland’s main fields of study are Society and Culture (31%) and Natural and Physical Sciences (17%). Auckland offers a diverse range of undergraduate programmes, with areas of strength including Arts, Science, Engineering, Commerce, Medicine and Health, Education, and Law. Participation by Māori (7% of all students) was below the university sector average of ten percent, but has increased over the past few years. Participation rates by Pasifika and students under the age of 25 are both well above the university sector averages, at nine percent and 77 percent respectively. In 2011 Auckland had 3,007 full fee-paying international EFTS (3,857 students).

## Effectiveness

In 2011 Auckland again performed above the university sector average across all four educational performance indicators. Performance by the TES priority groups was also well above the university sector average, with significant increases in qualification completions by Māori, Pasifika and under-25-year-olds.

Auckland received 30 percent of the 2011 total allocation for the Performance-Based Research Fund (PBRF) – the largest of any institution, proportionally the same as its 2010 allocation, and a monetary increase of one percent. Its PBRF-eligible external research income was \$143.9 million in 2011, a four percent decrease on 2010.



## Capability

Auckland reported a net surplus of 3.5 percent (\$32.3 million) in 2011, up from a 3.1 percent surplus in 2010. The university's total revenue increased by five percent (\$44.5 million) from 2010 to 2011, including an \$18.4 million (5.3%) increase in total government revenue. The university received approval for a revolving credit facility during 2011 to support its planned \$1.2 billion investment in campus facilities over the next ten years.

The majority of Auckland University's planned capital expenditure between 2012 and 2021 is to refurbish and replace assets, with a smaller but still significant proportion for changing functionality and to meet new demand. Auckland's planned annual capital expenditure over the next ten years is the highest of any New Zealand tertiary institution and reflects its position as New Zealand's largest tertiary institution.



## TES Priorities

| Participation     |          |                   |
|-------------------|----------|-------------------|
| 2011 Performance  | Auckland | University sector |
| Students under 25 | 77%      | 72%               |
| Māori             | 7%       | 10%               |
| Pasifika          | 9%       | 6%                |

| Course Completion |          |                   |
|-------------------|----------|-------------------|
| 2011 Performance  | Auckland | University sector |
| All               | 88%      | 86%               |
| Students under 25 | 88%      | 86%               |
| Māori             | 84%      | 80%               |
| Pasifika          | 75%      | 71%               |

| Qualification Completion |          |                   |
|--------------------------|----------|-------------------|
| 2011 Performance         | Auckland | University sector |
| All                      | 88%      | 75%               |
| Students under 25        | 76%      | 68%               |
| Māori                    | 73%      | 62%               |
| Pasifika                 | 63%      | 54%               |

| Overview of Educational Performance – Formal SAC Funded EFTS only |        |        |        |                        |
|---|--------|--------|--------|------------------------|
| Enrolments  | 2009   | 2010   | 2011   | % of University sector |
| EFTS  | 28,536 | 29,296 | 28,865 | 24%                    |
| Students  | 37,950 | 37,957 | 36,254 | 23%                    |
| Educational Performance Indicators                                | 2009   | 2010   | 2011   | University sector      |
| Successful Course Completion                                      | 87%    | 87%    | 88%    | 86%                    |
| Qualification Completion  | 74%    | 72%    | 88%    | 75%                    |
| Student Retention   | 87%    | 88%    | 87%    | 79%                    |
| Student Progression L1-4  | 93%    | 92%    | 90%    | 40%                    |

| Overview of Financial Performance*                               |             |             |             |                        |
|--|-------------|-------------|-------------|------------------------|
| Key Performance Metrics  | 2009        | 2010        | 2011        | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | 3.4%        | 3.1%        | 3.5%        | 3.0%                   |
| Net cashflow from operations                                     | 118.2%      | 115.0%      | 114.5%      | 111.0%                 |
| Liquid funds   | 18.0%       | 22.0%       | 24.9%       | 8.0%                   |
| 3-yr average return on property, plant equipment and intangibles | 8.2%        | 8.0%        | 8.2%        | 4.5%                   |
| Summary Financial Statements (\$000)                             | 2009        | 2010        | 2011        | % of 2011 category     |
| <b>Revenue</b>   |             |             |             |                        |
| Total government revenue   | \$337,013   | \$351,077   | \$369,525   | 40%                    |
| Domestic student fees  | \$127,915   | \$132,365   | \$136,016   | 15%                    |
| International student fees                                       | \$60,403    | \$68,552    | \$70,564    | 8%                     |
| Other income (including research)                                | \$317,789   | \$336,515   | \$356,883   | 38%                    |
| Total revenue  | \$843,120   | \$888,509   | \$932,988   | 100%                   |
| <b>Expenses</b>  |             |             |             |                        |
| Personnel  | \$478,175   | \$516,107   | \$555,625   | 62%                    |
| Total expenses   | \$814,583   | \$861,225   | \$900,722   | 100%                   |
| Net surplus (after unusual and non-recurring items)              | \$28,537    | \$27,284    | \$32,266    |                        |
| <b>Assets</b>  |             |             |             |                        |
| Property, plant equipment and intangibles                        | \$1,399,660 | \$1,456,475 | \$1,581,329 | 94%                    |
| Total Assets   | \$1,605,985 | \$1,616,078 | \$1,678,509 | 100%                   |
| <b>Equity (net assets)</b>                                       | \$1,332,183 | \$1,338,353 | \$1,372,010 |                        |
| <b>Cashflow</b>  |             |             |             |                        |
| Net cashflow from operations                                     | \$129,167   | \$112,630   | \$130,120   |                        |
| Purchase of plant property equipment and intangibles             | \$88,170    | \$167,590   | \$220,957   |                        |
| <b>Other</b>   |             |             |             |                        |
| Staffing FTE   | 4,608       | 4,725       | 4,784       |                        |
| Total EFTS to Total staff ratio                                  | 7:1         | 7:1         | 7:1         |                        |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | 15:1        | 16:1        | 16:1        |                        |

# THE UNIVERSITY OF CANTERBURY

**Chancellor:** Rex Williams  
(Dr John Wood from January 2012)  
**Vice-Chancellor:** Dr Rod Carr

**Main Campus**  
Christchurch

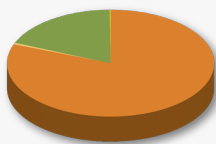


## NZUAAU Academic Audit

Whole institution audit timeline: April–June 2010  
Audit Report : August 2010

### Funding by TEC

- 80.7% Teaching and Learning
- 0.5% Capability
- 18.6% Research
- 0.2% Scholarships/Learners



### Delivery by Level

- Level 1–2
- 1.2% Level 3–4
- 0.2% Level 5–6
- 87.9% Level 7–8
- 10.8% Level 9–10



### Delivery by Subject

- 30.3% Society and Culture
- 16.8% Education
- 15.1% Natural and Physical Sciences
- 14.6% Engineering and Related Technologies
- 9.9% Management and Commerce
- 13.3% Other



**Despite challenging times due to the 2010 and 2011 earthquakes, the University of Canterbury again improved its educational performance and performed well financially, including meeting the TEC's surplus guideline.**

## Responsiveness

Canterbury initiated or completed more than 170 earthquake-related research projects during 2011, covering all disciplines and helping to provide solutions for rebuilding Christchurch.

In 2011 Canterbury responded to the needs of its students by creating 15,000 square metres of new facilities, including teaching rooms, study spaces and cafes.

Canterbury signed a Memorandum of Understanding with Ngāi Tahu to develop the Ngāi Tahu Research Centre, founded to be a leader in indigenous scholarships and to provide a centre for the intellectual capital and development of Ngāi Tahu.

Canterbury has one Partnership for Excellence: the NZ ICT Innovation Institute (NZi3), and has partnerships with five Centres of Research Excellence. Additionally, Canterbury is responding to the needs of the New Zealand wine industry in a major project to automate the vine-pruning process

In 2011 EFTS at Canterbury decreased by 1,584 EFTS (down 11% compared with 2010), primarily at Levels 7–8 (lower by 1,632 EFTS or 13%). This decrease is attributable to the 2010 and 2011 earthquakes. Most of Canterbury's enrolments remained at Levels 7–8 (88%), with most of the rest in postgraduate study at Levels 9–10 (11%). Canterbury's main fields of study were Society and Culture (30%) and Education (17%). The largest share of delivery was in the Bachelor of Engineering (15% of all EFTS).

Participation rates for Māori (7%) and Pasifika (2%) remained unchanged in 2011 and were below the university sector average (10% and 6% respectively), but not materially out of line with the demography of its region. Participation by students aged under 25 years (75%) increased in 2011 and was above the university average. In 2011 Canterbury had 950 full fee-paying international EFTS (1273 students).

## Effectiveness

In 2011, Canterbury's educational performance continued to increase and remained above the university sector average. Educational performance by the TES priority groups at Canterbury (Māori, Pasifika and under-25-year-old students) also improved and was above the university sector average in 2011. Despite the major earthquakes, Canterbury delivered a full academic programme and graduated the largest class in its history in December.

Canterbury received 11 percent of the 2011 total allocation for the Performance-Based Research Fund (PBRF), equal to its share in 2010 and with a small monetary increase. Canterbury's PBRF-eligible external research income was \$27.5 million in 2011, an eight percent increase on 2010.

## Capability

Canterbury has continued to respond to the challenging operating conditions created by the earthquakes of September 2010 and February 2011. Excluding earthquake impacts, the university's net surplus was 3.3 percent in 2011, with operating revenue falling by \$8.8 million. The drop was principally from tuition fees from both domestic and international students and other income falling, while government revenue was up. Total expenditure fell \$6.1 million compared with 2010, with personnel costs down and other expenses (including depreciation) increasing.





Earthquake impacts increased the net surplus by \$21.5 million. Contributions to this included insurance proceeds of \$56.6 million, offset by one-off costs of \$22.5 million, asset demolition write-offs of \$2.6 million, and write-downs of \$10.1 million that were unable to be taken through revaluation reserves. Earthquake impacts also had a large impact on equity in Canterbury's statement of financial position, with revaluation reserves decreasing by \$144 million.

Canterbury administers a number of Trusts that are not consolidated into the above results. These had equity (net assets) of \$91.1 million at 31 December 2011.



## TES Priorities

| Participation     |            |                   |
|-------------------|------------|-------------------|
| 2011 Performance  | Canterbury | University sector |
| Students under 25 | 75%        | 72%               |
| Māori             | 7%         | 10%               |
| Pasifika          | 2%         | 6%                |

| Course Completion |            |                   |
|-------------------|------------|-------------------|
| 2011 Performance  | Canterbury | University sector |
| All               | 88%        | 86%               |
| Students under 25 | 88%        | 86%               |
| Māori             | 83%        | 80%               |
| Pasifika          | 73%        | 71%               |

| Qualification Completion |            |                   |
|--------------------------|------------|-------------------|
| 2011 Performance         | Canterbury | University sector |
| All                      | 76%        | 75%               |
| Students under 25        | 70%        | 68%               |
| Māori                    | 68%        | 62%               |
| Pasifika                 | 59%        | 54%               |

| Overview of Educational Performance - Formal SAC Funded EFTS only |        |        |        |                        |
|---|--------|--------|--------|------------------------|
| Enrolments  | 2009   | 2010   | 2011   | % of University sector |
| EFTS  | 13,871 | 14,107 | 12,523 | 11%                    |
| Students  | 16,661 | 16,907 | 15,028 | 10%                    |
| Educational Performance Indicators                                | 2009   | 2010   | 2011   | University sector      |
| Successful Course Completion                                      | 83%    | 85%    | 88%    | 86%                    |
| Qualification Completion  | 66%    | 66%    | 76%    | 75%                    |
| Student Retention   | 84%    | 84%    | 81%    | 79%                    |
| Student Progression L1-4  | 75%    | 75%    | 88%    | 40%                    |

| Overview of Financial Performance*                               |           |           |           |                        |
|--|-----------|-----------|-----------|------------------------|
| Key Performance Metrics  | 2009      | 2010      | 2011      | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | 3.2%      | 4.1%      | 10.7%     | 3.0%                   |
| Net cashflow from operations                                     | 117.2%    | 112.7%    | 112.2%    | 111.0%                 |
| Liquid funds   | 37.9%     | 34.5%     | 24.3%     | 8.0%                   |
| 3-yr average return on property, plant equipment and intangibles | 4.6%      | 4.8%      | 5.3%      | 4.5%                   |
| Summary Financial Statements (\$000)                             | 2009      | 2010      | 2011      | % of 2011 category     |
| Revenue  |           |           |           |                        |
| Total government revenue   | \$140,269 | \$142,716 | \$152,624 | 52%                    |
| Domestic student fees  | \$58,531  | \$63,444  | \$58,809  | 20%                    |
| International student fees                                       | \$24,315  | \$24,322  | \$19,403  | 7%                     |
| Other income (including research)                                | \$61,058  | \$69,015  | \$59,880  | 21%                    |
| Total revenue  | \$284,173 | \$299,497 | \$290,716 | 100%                   |
| Expenses   |           |           |           |                        |
| Personnel  | \$171,217 | \$178,921 | \$172,119 | 61%                    |
| Total expenses   | \$275,118 | \$287,374 | \$281,249 | 100%                   |
| Net surplus (after unusual and non-recurring items)              | \$9,055   | \$12,393  | \$30,963  |                        |
| Assets   |           |           |           |                        |
| Property, plant equipment and intangibles                        | \$740,001 | \$751,231 | \$654,440 | 86%                    |
| Total Assets   | \$860,193 | \$870,608 | \$764,752 | 100%                   |
| Equity (net assets)  | \$708,895 | \$719,476 | \$604,657 |                        |
| Cashflow   |           |           |           |                        |
| Net cashflow from operations                                     | \$42,939  | \$33,569  | \$33,296  |                        |
| Purchase of plant property equipment and intangibles             | \$45,444  | \$37,612  | \$89,892  |                        |
| Other  |           |           |           |                        |
| Staffing FTE   | 2,041     | 2,012     | 1,870     |                        |
| Total EFTS to Total staff ratio                                  | 8:1       | 8:01      | 7:1       |                        |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | 19:1      | 20:1      | 19:1      |                        |

# THE UNIVERSITY OF OTAGO

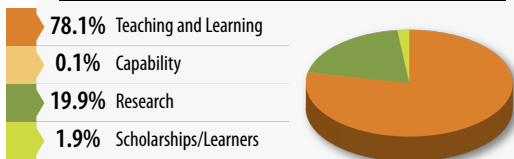
**Chancellor:** John Ward  
**Vice-Chancellor:** Prof. Sir David Skegg  
 (Prof. Harlene Hayne from July 2011)



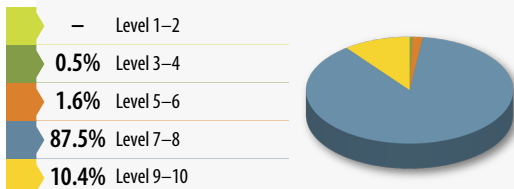
## NZUAAU Academic Audit

Whole institution audit timeline: August–October 2011  
 Audit Report : March 2012

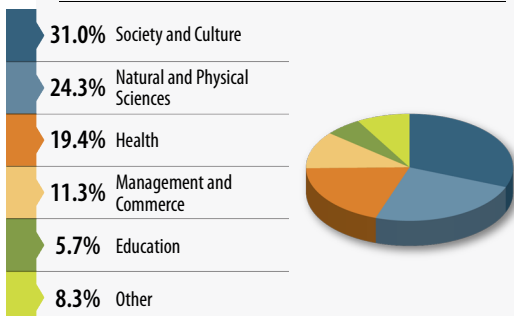
### Funding by TEC



### Delivery by Level



### Delivery by Subject



**In 2011 the University of Otago improved its educational performance and exceeded the TEC's financial performance guidelines.**

## Responsiveness

In 2011 Otago continued to collaborate on research through the Matariki network of universities. This network comprises seven universities from across the world sharing ideas and expertise on research and education. Otago undertook a number of health-related research initiatives on a broad range of national and international issues.

Otago has one Partnership for Excellence: Leading Thinkers. It also partners with six Centres of Research Excellence: the Riddet Institute; the Allan Wilson Centre; the MacDiarmid Institute for Advanced Materials and Nanotechnology; the Maurice Wilkins Centre for Molecular Biodiscovery; the National Research Centre for Growth and Development; and Ngā Pae o te Māramatanga, New Zealand's Indigenous Centre of Research Excellence.

In 2011 the majority of Otago's enrolments were at Levels 7–8 (88%) with postgraduate enrolments (Levels 9–10) accounting for ten percent of its provision. There were 1,016 EFTS in doctoral study in 2011, an increase of 37 from 2010. Otago's main fields of study were Society and Culture (31%), Natural and Physical Sciences (24%) and Health (19%). The largest proportion of delivery was towards Bachelor of Science degrees (21%).

Participation rates by Māori (8% of all Otago students) and Pasifika (3%) increased slightly over the previous four years. Participation by under-25-year-olds (81%) was well above the university sector's average (72%), and has remained steady over the past four years. In 2011 Otago had 1,737 full fee-paying international EFTS (2,078 students).

## Effectiveness

Otago achieved above the university sector average for all relevant education performance indicators, with increases in course and qualification completions in 2011. Performance measures for Māori, Pasifika and students aged under 25 were all above university sector averages.

Otago underwent its whole-of-institution academic audit in August to October 2011. The review was positive overall, with recommendations covering quality assurance; academic, management and professional support; and Te Tiriti o Waitangi.

Otago received 21 percent of the 2011's total allocation for the Performance-Based Research Fund (PBRF) – the second-largest funding amount given and proportionally the same as in 2010 – but with a monetary decrease of almost one percent. Otago increased its PBRF-eligible external research income to \$91.6 million in 2011, a two percent increase on 2010.

## Capability

In 2011, Otago reported a net surplus of 4.6 percent (\$27.4 million), down on the 5.9 percent surplus achieved in 2010. Total revenue increased by one percent (\$6.0 million) from 2010 to 2011, including \$5.8 million (2.2%) in additional government revenue.

This was more than offset by increased expenses of \$13.0 million (2.4% higher), of which \$10.0 million was due to non-personnel costs.



Otago's results are for the consolidated entity (including the University of Otago Foundation and the Hocken Collections) which had equity (net assets) of \$236.7 million at 31 December 2011.

The majority of Otago's planned capital expenditure between 2012 and 2021 is to refurbish and replace assets, with a smaller but material amount to enhance functionality. Otago is planning an average of about \$90 million per annum for capital expenditure over this ten-year period, with an increasing amount spent in out-years. The new Medical School Building in Canterbury (\$54.5 million) is Otago's largest single major project between 2011 and 2021.



## TES Priorities

| Participation     |       |                   |
|-------------------|-------|-------------------|
| 2011 Performance  | Otago | University sector |
| Students under 25 | 81%   | 72%               |
| Māori             | 8%    | 10%               |
| Pasifika          | 3%    | 6%                |

| Course Completion |       |                   |
|-------------------|-------|-------------------|
| 2011 Performance  | Otago | University sector |
| All               | 89%   | 86%               |
| Students under 25 | 89%   | 86%               |
| Māori             | 83%   | 80%               |
| Pasifika          | 72%   | 71%               |

| Qualification Completion |       |                   |
|--------------------------|-------|-------------------|
| 2011 Performance         | Otago | University sector |
| All                      | 81%   | 75%               |
| Students under 25        | 75%   | 68%               |
| Māori                    | 66%   | 62%               |
| Pasifika                 | 64%   | 54%               |

| Overview of Educational Performance – Formal SAC Funded EFTS only |        |        |        |                        |
|---|--------|--------|--------|------------------------|
| Enrolments  | 2009   | 2010   | 2011   | % of University sector |
| EFTS  | 17,476 | 18,085 | 17,653 | 15%                    |
| Students  | 19,272 | 19,748 | 19,354 | 12%                    |
| Educational Performance Indicators                                | 2009   | 2010   | 2011   | University sector      |
| Successful Course Completion                                      | 87%    | 87%    | 89%    | 86%                    |
| Qualification Completion  | 77%    | 74%    | 81%    | 75%                    |
| Student Retention   | 89%    | 88%    | 88%    | 79%                    |
| Student Progression L1-4  | -      | -      | -      | 40%                    |

| Overview of Financial Performance*                               |             |             |             |                        |
|--|-------------|-------------|-------------|------------------------|
| Key Performance Metrics  | 2009        | 2010        | 2011        | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | 5.6%        | 5.9%        | 4.6%        | 3.0%                   |
| Net cashflow from operations                                     | 119.6%      | 121.0%      | 117.9%      | 111.0%                 |
| Liquid funds   | 38.0%       | 39.1%       | 44.6%       | 8.0%                   |
| 3-yr average return on property, plant equipment and intangibles | 5.7%        | 5.2%        | 5.5%        | 4.5%                   |
| Summary Financial Statements (\$000)                             | 2009        | 2010        | 2011        | % of 2011 category     |
| Revenue  |             |             |             |                        |
| Total government revenue   | \$247,508   | \$259,458   | \$265,249   | 45%                    |
| Domestic student fees  | \$83,096    | \$90,360    | \$91,035    | 15%                    |
| International student fees                                       | \$37,645    | \$42,169    | \$46,000    | 8%                     |
| Other income (including research)                                | \$190,125   | \$195,362   | \$190,629   | 32%                    |
| Total revenue  | \$557,499   | \$586,383   | \$592,394   | 100%                   |
| Expenses   |             |             |             |                        |
| Personnel  | \$322,596   | \$341,610   | \$344,692   | 61%                    |
| Total expenses   | \$526,401   | \$551,908   | \$564,954   | 100%                   |
| Net surplus (after unusual and non-recurring items)              | \$31,098    | \$34,475    | \$27,440    |                        |
| Assets   |             |             |             |                        |
| Property, plant equipment and intangibles                        | \$1,236,489 | \$1,301,619 | \$1,312,678 | 83%                    |
| Total Assets   | \$1,457,318 | \$1,555,583 | \$1,581,101 | 100%                   |
| Equity (net assets)  | \$1,310,885 | \$1,391,781 | \$1,411,376 |                        |
| Cashflow   |             |             |             |                        |
| Net cashflow from operations                                     | \$92,057    | \$102,957   | \$91,858    |                        |
| Purchase of plant property equipment and intangibles             | \$89,399    | \$71,312    | \$70,511    |                        |
| Other  |             |             |             |                        |
| Staffing FTE   | 3,683       | 3,751       | 3,749       |                        |
| Total EFTS to Total staff ratio                                  | 5:1         | 5:1         | 5:1         |                        |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | 15:1        | 16:1        | 16:1        |                        |

# THE UNIVERSITY OF WAIKATO

**Chancellor:** Rt. Hon Jim Bolger  
**Vice-Chancellor:** Prof. Roy Crawford

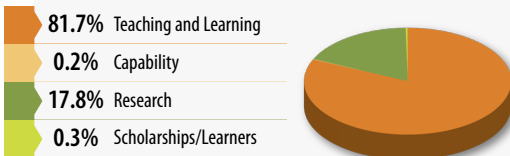
- Main Campus  
Hamilton
- Other Campus Locations  
Tauranga



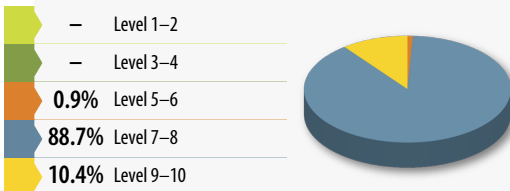
## NZUAAU Academic Audit

Whole institution audit timeline: June–July 2010  
 Audit Report : November 2010

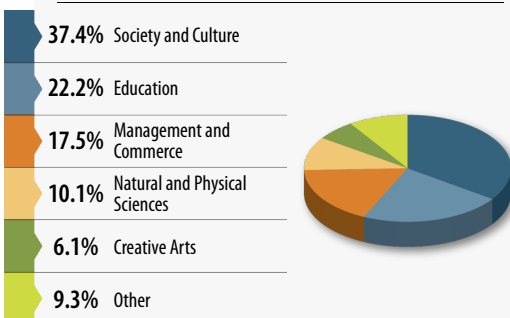
### Funding by TEC



### Delivery by Level



### Delivery by Subject



The University of Waikato's educational performance in 2011 was consistent with previous years and was comparable to the sector average. Waikato's financial performance met all TEC guidelines.

## Responsiveness

Waikato launched two new institutes in 2011: the Environmental Research Institute, encompassing the university's internationally-recognised expertise in ecosystems; and Te Kotahi Research Institute, which will research Māori economic development and well-being in consultation with iwi. Waikato also opened a research centre for Environmental, Resources and Energy Law to deepen the university's research platforms in environment and natural resources matters that require legal analysis and research.

Waikato has partnerships with two Centres of Research Excellence: the Maurice Wilkins Centre for Molecular Biodiscovery and Ngā Pae o te Māramatanga, New Zealand's Indigenous Centre of Research Excellence.

Enrolments increased slightly at Waikato in 2011 (up by 114 EFTS), compared to an overall decrease across the university sector. In 2011, 89 percent of Waikato's enrolments were at Levels 7–8. Waikato had no provision at Level 3–4 in 2011, and small numbers at Level 5–6. Postgraduate enrolments at Levels 9–10 made up ten percent of Waikato's total provision, and have been at this level consistently since 2008. Waikato had 442 EFTS enrolled for doctorates, 463 EFTS in Master's programmes and 671 EFTS in other diploma and honours programmes. Its main fields of study were Society and Culture (35%), Education (22%) and Management and Commerce (18%). The Bachelor of Management Studies makes up ten percent of all provision at Waikato.

Participation at Waikato by the TES priority groups (Māori, Pasifika and under-25-year-olds) has remained steady for the past four years. In 2011 Māori participation was well above the university sector average (21% compared to 10%), while Pasifika and under-25s participated at rates slightly below the sector average (5% compared to 6%, and 66% versus 72%). In 2011 Waikato had 1,543 full fee-paying international EFTS (2,667 students).

## Effectiveness

Waikato's performance on the educational performance indicators was above the university sector average in 2011, with increases in qualification completions and student retention. Student progression decreased by two percentage points but this can be attributed to the decrease in enrolments at Levels 3–4 resulting in no delivery at Levels 1–4 in 2011.

Performance at Waikato of the TES priority groups (Māori, Pasifika and under-25-year-old students) improved in 2011 and was on the whole comparable to or higher than the university sector average.

Waikato received six percent of the 2011 total allocation for the Performance-Based Research Fund (PBRF), proportionally the same as in 2010, but an almost two percent monetary decrease. Waikato's PBRF-eligible external research income for 2011 was \$20.6 million, an increase of 11 percent on 2010.

## Capability

Waikato reported a net surplus of 3.9 percent (\$8.8 million), down slightly on the 4.2 percent surplus achieved in 2010. Total revenue increased by 5.9 percent (\$12.6 million) from 2010 to 2011, including \$4.0 million (4.3%) in additional government revenue.





In November 2011, Waikato officially opened the new \$30 million Student Centre on its Hamilton campus. This was part of a larger capital works programme commenced in 2009, which included the redevelopment of the university's retail area.

The majority of Waikato's planned capital expenditure between 2012 and 2021 is to refurbish and replace assets, with a small amount to meet changing demand. The two largest capital programmes forecast over the ten-year period are the Law/Management Building (\$18 million) and the College Halls upgrade (\$24 million).



## TES Priorities

| Participation     |         |                   |
|-------------------|---------|-------------------|
| 2011 Performance  | Waikato | University sector |
| Students under 25 | 66%     | 72%               |
| Māori             | 21%     | 10%               |
| Pasifika          | 5%      | 6%                |

| Course Completion |         |                   |
|-------------------|---------|-------------------|
| 2011 Performance  | Waikato | University sector |
| All               | 87%     | 86%               |
| Students under 25 | 86%     | 86%               |
| Māori             | 82%     | 80%               |
| Pasifika          | 73%     | 71%               |

| Qualification Completion |         |                   |
|--------------------------|---------|-------------------|
| 2011 Performance         | Waikato | University sector |
| All                      | 78%     | 75%               |
| Students under 25        | 66%     | 68%               |
| Māori                    | 61%     | 62%               |
| Pasifika                 | 60%     | 54%               |

| Overview of Educational Performance – Formal SAC Funded EFTS only |        |        |        |                        |
|---|--------|--------|--------|------------------------|
| Enrolments  | 2009   | 2010   | 2011   | % of University sector |
| EFTS  | 8,700  | 8,546  | 8,660  | 7%                     |
| Students  | 11,277 | 10,837 | 10,924 | 7%                     |
| Educational Performance Indicators                                | 2009   | 2010   | 2011   | University sector      |
| Successful Course Completion                                      | 84%    | 87%    | 87%    | 86%                    |
| Qualification Completion  | 73%    | 71%    | 78%    | 75%                    |
| Student Retention   | 81%    | 82%    | 84%    | 79%                    |
| Student Progression L1-4  | 83%    | 87%    | 85%    | 40%                    |

| Overview of Financial Performance*                               |           |           |           |                        |
|--|-----------|-----------|-----------|------------------------|
| Key Performance Metrics  | 2009      | 2010      | 2011      | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | 5.2%      | 4.2%      | 3.9%      | 3.0%                   |
| Net cashflow from operations                                     | 115.5%    | 116.6%    | 113.6%    | 111.0%                 |
| Liquid funds   | 12.3%     | 12.7%     | 10.8%     | 8.0%                   |
| 3-yr average return on property, plant equipment and intangibles | 5.3%      | 6.3%      | 7.5%      | 4.5%                   |
| Summary Financial Statements (\$000)                             | 2009      | 2010      | 2011      | % of 2011 category     |
| Revenue  |           |           |           |                        |
| Total government revenue   | \$90,911  | \$93,641  | \$97,642  | 44%                    |
| Domestic student fees  | \$37,950  | \$38,618  | \$40,590  | 18%                    |
| International student fees                                       | \$25,330  | \$26,419  | \$26,663  | 12%                    |
| Other income (including research)                                | \$52,869  | \$53,057  | \$59,428  | 26%                    |
| Total revenue  | \$207,060 | \$211,735 | \$224,323 | 100%                   |
| Expenses   |           |           |           |                        |
| Personnel  | \$117,449 | \$123,349 | \$128,656 | 60%                    |
| Total expenses   | \$196,319 | \$202,881 | \$215,518 | 100%                   |
| Net surplus (after unusual and non-recurring items)              | \$10,741  | \$8,854   | \$8,805   |                        |
| Assets   |           |           |           |                        |
| Property, plant equipment and intangibles                        | \$351,984 | \$358,742 | \$357,947 | 88%                    |
| Total Assets   | \$390,217 | \$404,441 | \$404,929 | 100%                   |
| Equity (net assets)  | \$329,880 | \$338,927 | \$337,109 |                        |
| Cashflow   |           |           |           |                        |
| Net cashflow from operations                                     | \$28,058  | \$30,903  | \$26,646  |                        |
| Purchase of plant property equipment and intangibles             | \$27,489  | \$27,029  | \$29,085  |                        |
| Other  |           |           |           |                        |
| Staffing FTE   | 1,528     | 1,537     | 1,543     |                        |
| Total EFTS to Total staff ratio                                  | 7:1       | 7:1       | 7:1       |                        |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | 17:1      | 18:1      | 19:1      |                        |

# VICTORIA UNIVERSITY OF WELLINGTON

**Chancellor:** Ian McKinnon  
**Vice-Chancellor:** Prof. Pat Walsh

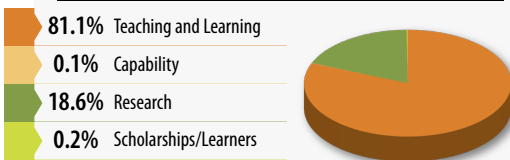
**Main Campus**  
 Wellington



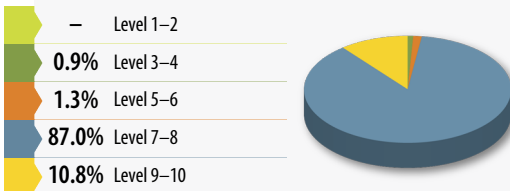
## NZUAAU Academic Audit

Whole institution audit timeline: July–August 2009  
 Audit Report : November 2009

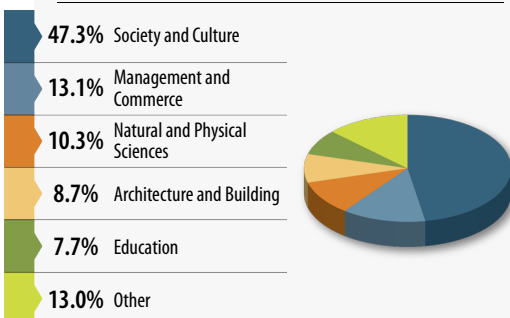
### Funding by TEC



### Delivery by Level



### Delivery by Subject



**Victoria University of Wellington's educational performance improved overall in 2011, with results comparable to the university sector average. Victoria also met TEC financial guidelines over the same period.**

## Responsiveness

In 2011 Victoria enhanced its relationships with local organisations by signing memorandums of understanding with Te Papa Tongarewa and ZEALANDIA. It made new international linkages by signing exchange agreements with several overseas universities, notably in China and Europe. Victoria worked with Weta, Google and other companies to enhance learning opportunities for its students. Its students and staff also worked with New Zealand businesses, government agencies and other institutions to design and build a solar-powered home to showcase New Zealand innovation. The *First Light House* won third place in the 2011 US Department of Energy's Solar Decathlon.

Victoria hosts the MacDiarmid Institute for Advanced Materials and Nanotechnology Centre of Research Excellence (CoRE) and has partnerships with three other CoREs: the Allan Wilson Centre for Molecular Ecology and Evolution, the Maurice Wilkins Centre for Molecular Biodiscovery, and Ngā Pae o te Māramatanga, New Zealand's Indigenous Centre of Research Excellence.

In 2011, 87 percent of Victoria's enrolments were at Levels 7–8. Enrolments at postgraduate Levels 9–10 made up 11 percent of total provision, an increase of two percentage points from 2010. Victoria had 677 EFTS enrolled in doctorates in 2011 (261 EFTS higher than in 2010), and the number of Master's EFTS rose from 975 to 1,001. Nearly half of Victoria's provision was in Society and Culture (47%). Other significant fields of study were Management and Commerce (13%), Natural and Physical Sciences (10%), Architecture and Building (9%) and Education (8%).

In 2011 Victoria's participation rate for Māori was comparable to the university sector average but Pasifika participation was slightly less (5% compared to the 6% average for universities). Victoria's under-25-year-old students accounted for 77 percent of total enrolments, above the university sector average (72%).

## Effectiveness

In 2011 Victoria achieved above the university sector average for all educational performance indicators (EPIs) except course completions (85% versus 86%), and improved its performance across all EPIs compared to 2010. The performance of Victoria's Māori, Pasifika and under-25-year-old students improved overall, but for the most part was below the university sector average.

Victoria received nine percent of the 2011 total allocation for the Performance-Based Research Fund (PBRF), the same share as in 2010, but with a monetary decrease of one percent. Victoria's PBRF-eligible external research income in 2011 was \$34.5 million, an increase of eight percent on 2010. In 2011 Victoria had 1,643 full fee-paying international EFTS (2,203 students).

## Capability

In 2011 Victoria reported a net surplus of 4.3 percent (\$14.5 million), down on the 5.6 percent surplus achieved in 2010. The university's total revenue increased by 1.3 percent (\$4.4 million) from 2010 to 2011, including a \$7.9 million (5.4%) increase in total government revenue. However, the higher revenue was more than offset by increased personnel costs, which were the principal reason for the lower surplus in 2011.



In 2011 Victoria applied for the transfer into its own title of all the Crown-titled land and buildings that it manages, comprising about 31 percent by value of the university's land and building assets. The application was approved by the Ministers of Tertiary Education, Skills and Employment and the Minister of Finance.

The majority of Victoria's planned capital expenditure between 2012 and 2021 will focus on renewing and enhancing technology and building infrastructure, alongside a plan for new equipment and facilities.



## TES Priorities

| Participation     |          |                   |
|-------------------|----------|-------------------|
| 2011 Performance  | Victoria | University sector |
| Students under 25 | 77%      | 72%               |
| Māori             | 10%      | 10%               |
| Pasifika          | 5%       | 6%                |

| Course Completion |          |                   |
|-------------------|----------|-------------------|
| 2011 Performance  | Victoria | University sector |
| All               | 85%      | 86%               |
| Students under 25 | 85%      | 86%               |
| Māori             | 78%      | 80%               |
| Pasifika          | 68%      | 71%               |

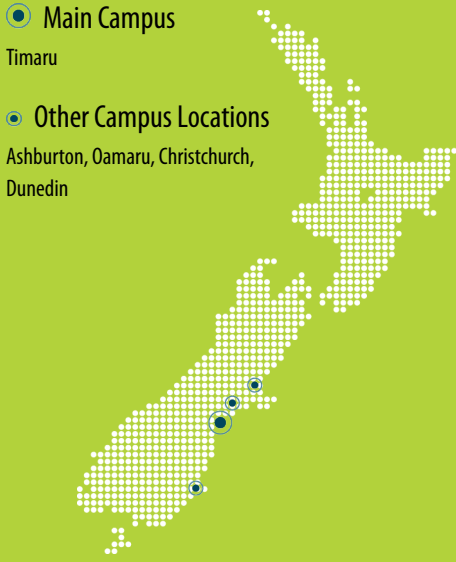
| Qualification Completion |          |                   |
|--------------------------|----------|-------------------|
| 2011 Performance         | Victoria | University sector |
| All                      | 77%      | 75%               |
| Students under 25        | 66%      | 68%               |
| Māori                    | 65%      | 62%               |
| Pasifika                 | 49%      | 54%               |

| Overview of Educational Performance – Formal SAC Funded EFTS only |        |        |        |                        |
|---|--------|--------|--------|------------------------|
| Enrolments  | 2009   | 2010   | 2011   | % of University sector |
| EFTS  | 16,219 | 15,827 | 15,578 | 13%                    |
| Students  | 20,995 | 20,802 | 20,404 | 13%                    |
| Educational Performance Indicators                                | 2009   | 2010   | 2011   | University sector      |
| Successful Course Completion                                      | 84%    | 83%    | 85%    | 86%                    |
| Qualification Completion  | 63%    | 70%    | 77%    | 75%                    |
| Student Retention   | 81%    | 79%    | 81%    | 79%                    |
| Student Progression L1-4  | 81%    | 86%    | 88%    | 40%                    |

| Overview of Financial Performance*                               |           |           |           |                        |
|--|-----------|-----------|-----------|------------------------|
| Key Performance Metrics  | 2009      | 2010      | 2011      | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | 4.1%      | 5.6%      | 4.3%      | 3.0%                   |
| Net cashflow from operations                                     | 116.7%    | 117.2%    | 119.6%    | 111.0%                 |
| Liquid funds   | 10.7%     | 9.7%      | 9.5%      | 8.0%                   |
| 3-yr average return on property, plant equipment and intangibles | 6.3%      | 6.5%      | 7.0%      | 4.5%                   |
| Summary Financial Statements (\$000)                             | 2009      | 2010      | 2011      | % of 2011 category     |
| Revenue  |           |           |           |                        |
| Total government revenue   | \$142,123 | \$145,862 | \$153,718 | 46%                    |
| Domestic student fees  | \$66,078  | \$70,953  | \$69,083  | 21%                    |
| International student fees                                       | \$24,145  | \$27,048  | \$30,008  | 9%                     |
| Other income (including research)                                | \$80,893  | \$88,559  | \$84,062  | 25%                    |
| Total revenue  | \$313,239 | \$332,422 | \$336,871 | 100%                   |
| Expenses   |           |           |           |                        |
| Personnel  | \$171,644 | \$178,680 | \$185,878 | 58%                    |
| Total expenses   | \$300,435 | \$313,893 | \$322,357 | 100%                   |
| Net surplus (after unusual and non-recurring items)              | \$12,804  | \$18,529  | \$14,514  |                        |
| Assets   |           |           |           |                        |
| Property, plant equipment and intangibles                        | \$636,003 | \$657,557 | \$680,153 | 91%                    |
| Total Assets   | \$698,853 | \$723,098 | \$746,579 | 100%                   |
| Equity (net assets)  | \$587,458 | \$604,736 | \$618,957 |                        |
| Cashflow   |           |           |           |                        |
| Net cashflow from operations                                     | \$45,337  | \$48,941  | \$55,038  |                        |
| Purchase of plant property equipment and intangibles             | \$60,091  | \$54,761  | \$56,497  |                        |
| Other  |           |           |           |                        |
| Staffing FTE   | 1,967     | 1,956     | 1,974     |                        |
| Total EFTS to Total staff ratio                                  | 9:1       | 9:1       | 8:1       |                        |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | 18:1      | 19:1      | 19:1      |                        |

# AORAKI POLYTECHNIC

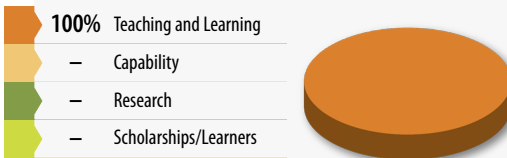
**Chair:** Kevin Cosgrove  
**Chief Executive:** Kay Nelson



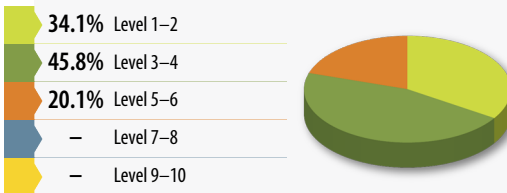
## NZQA EER

**Educational Performance:** Confident  
**Self-assessment:** Confident

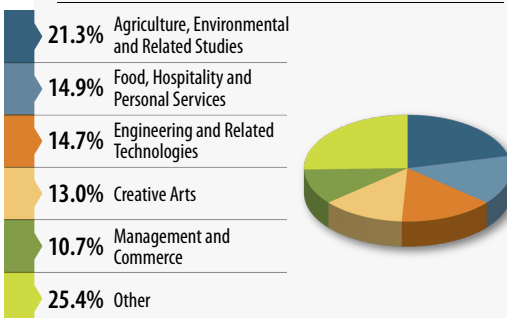
## Funding by TEC



## Delivery by Level



## Delivery by Subject



The educational performance of Aoraki Polytechnic overall was above the sector average on course and qualification completions in 2011, but its 2011 educational and financial performance dropped slightly compared with 2010.

## Responsiveness

In 2011, Aoraki made strong progress in reshaping its programme portfolio to better meet the needs of its students and community, as well as aligning delivery more closely with the Government's priorities. The February 2011 earthquakes forced Aoraki to close its Christchurch campus, but it was able to continue its classes through collaboration with the Southern Institute of Technology. Aoraki also took over Christchurch Polytechnic Institute of Technology's hairdressing course, which otherwise might have closed due to lack of access to its central Christchurch location.

Aoraki experienced an 11 percent decrease in EFTS (239 EFTS) in 2011, mainly across Levels 1–4, while increasing delivery at Levels 5–6 increased 15 percent in 2010 to 20 percent in 2011. The largest proportion of delivery was at Levels 3–4 (46%) and Levels 1–2 (34%). Aoraki offers no courses at Level 7 and above. The main fields of study were Agriculture, Environmental and Related Studies (21%), Engineering and Related Technologies (15%) and Food, Hospitality and Personal Services (15%).

Participation increased in 2011 among the TES priority groups (Māori, Pasifika and students aged under 25). Participation by under-25-year-olds was above the average for ITPs (52% versus 51%). While Māori and Pasifika participation was still below the ITP sector average, both were higher than in the previous year.

Aoraki achieved many of the key performance indicators outlined in its Statement of Service Performance.

## Effectiveness

The effectiveness of Aoraki's performance was demonstrated by the institution achieving above the ITP sector average for course and qualification completions. However, student retention and progression were both below the ITP sector average. Course completions decreased in 2011, as did student retention, while qualification completions increased from 57 percent in 2010 to 68 percent in 2011. The increase in the qualification completion rate is partly explained by the drop in overall EFTS enrolled across the institution in 2011. Aoraki's performance for both course and qualification completions across all TES priority groups saw Aoraki achieve above sector averages, although its overall performance decreased compared with 2010 results.

## Capability

In 2011 the Aoraki council re-assessed the capability of its membership following the reconstitution of ITP councils, which had restricted council-appointed members to an initial term of one year. The assessment resulted in the Aoraki council deciding to retain its existing members.

In 2011, Aoraki reported a net deficit of 6.7 percent (\$1.7 million), which was a reversal of the 7.1 percent surplus achieved in 2010. Aoraki's total revenue decreased by 12.4 percent, or \$3.5 million, from 2010 to 2011, including \$4.2 million (19.5%) less government revenue.





Total expenses increased by \$0.2 million (0.6%) compared to 2010. Personnel costs rose by \$2.5 million (23.8%) as Aoraki brought sub-contracted education provision in-house. The 2011 result included a number of unusual and non-recurring costs, and Aoraki's operations were also affected by the Canterbury earthquakes.

Aoraki's capital expenditure is expected to remain steady at around \$2 million annually on average between 2012 and 2021, with the majority to meet changing demand. Two large forecast items include \$5 million during 2012 for plant and equipment and \$2 million on non-residential buildings during 2013.



## TES Priorities

| Participation     |        |            |
|-------------------|--------|------------|
| 2011 Performance  | Aoraki | ITP sector |
| Students under 25 | 52%    | 51%        |
| Māori             | 13%    | 21%        |
| Pasifika          | 5%     | 10%        |

| Course Completion |        |            |
|-------------------|--------|------------|
| 2011 Performance  | Aoraki | ITP sector |
| All               | 80%    | 78%        |
| Students under 25 | 80%    | 76%        |
| Māori             | 73%    | 70%        |
| Pasifika          | 74%    | 71%        |

| Qualification Completion |        |            |
|--------------------------|--------|------------|
| 2011 Performance         | Aoraki | ITP sector |
| All                      | 68%    | 63%        |
| Students under 25        | 66%    | 57%        |
| Māori                    | 65%    | 54%        |
| Pasifika                 | 76%    | 52%        |

Of the tertiary-aged population in the Aoraki region, 3% were identified as Māori and 12% as under the age of 25 years. Pasifika population figures were unavailable. (Based on Statistics NZ 2011 population projections)

| Overview of Educational Performance – Formal SAC Funded EFTS only |        |        |       |                 |
|---|--------|--------|-------|-----------------|
| Enrolments  | 2009   | 2010   | 2011  | % of ITP sector |
| EFTS  | 2,189  | 2,233  | 1,994 | 3%              |
| Students  | 12,808 | 13,061 | 4,798 | 4%              |
| Educational Performance Indicators                                | 2009   | 2010   | 2011  | ITP sector      |
| Successful Course Completion                                      | 76%    | 84%    | 80%   | 78%             |
| Qualification Completion  | 51%    | 57%    | 68%   | 63%             |
| Student Retention   | 27%    | 54%    | 48%   | 49%             |
| Student Progression L1-4  | 24%    | 17%    | 17%   | 29%             |

| Overview of Financial Performance*                               |          |          |          |                        |
|--|----------|----------|----------|------------------------|
| Key Performance Metrics  | 2009     | 2010     | 2011     | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | 15.9%    | 7.1%     | -6.7%    | 3.0%                   |
| Net cashflow from operations                                     | 121.8%   | 119.2%   | 100.3%   | 111.0%                 |
| Liquid funds   | 124.8%   | 119.4%   | 111.4%   | 8.0%                   |
| 3-yr average return on property, plant equipment and intangibles | 7.4%     | 7.9%     | 4.2%     | 4.5%                   |
| Summary Financial Statements (\$000)                             | 2009     | 2010     | 2011     | % of 2011 category     |
| Revenue  |          |          |          |                        |
| Total government revenue   | \$21,770 | \$21,553 | \$17,344 | 70%                    |
| Domestic student fees  | \$3,030  | \$2,531  | \$3,402  | 14%                    |
| International student fees                                       | \$227    | \$378    | \$347    | 1%                     |
| Other income (including research)                                | \$2,370  | \$3,675  | \$3,547  | 14%                    |
| Total revenue  | \$27,397 | \$28,137 | \$24,640 | 100%                   |
| Expenses   |          |          |          |                        |
| Personnel  | \$9,099  | \$10,390 | \$12,865 | 49%                    |
| Total expenses   | \$23,070 | \$26,150 | \$26,300 | 100%                   |
| Net surplus (after unusual and non-recurring items)              | \$4,345  | \$1,987  | -\$1,660 |                        |
| Assets   |          |          |          |                        |
| Property, plant equipment and intangibles                        | \$34,166 | \$33,695 | \$27,374 | 49%                    |
| Total Assets   | \$62,321 | \$64,560 | \$56,383 | 100%                   |
| Equity (net assets)  | \$59,668 | \$62,001 | \$53,505 |                        |
| Cashflow   |          |          |          |                        |
| Net cashflow from operations                                     | \$4,586  | \$4,739  | \$64     |                        |
| Purchase of plant property equipment and intangibles             | \$2,738  | \$1,884  | \$2,391  |                        |
| Other  |          |          |          |                        |
| Staffing FTE   | 163      | 192      | 185      |                        |
| Total EFTS to Total staff ratio                                  | 14:1     | 13:1     | 12:1     |                        |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | 30:1     | 20:1     | 19:1     |                        |

# 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

The educational performance of Bay of Plenty Polytechnic (BoPP) was strong overall in 2011, and was above the ITP sector average on most measures. Financially, BoPP exceeded TEC guidelines and is well placed for delivery in 2012.

## Responsiveness

BoPP continued in 2011 to focus on collaborating with other providers in the region. In addition to its existing partnerships, BoPP has been working with Waiariki Institute of Technology to identify areas of potential collaboration to improve educational outcomes for learners in the wider Bay of Plenty. BoPP focussed especially on strategies to address disparities between Māori and non-Māori student performance.

BoPP's delivery in 2011 decreased by five percent (131 EFTS) from 2010. The majority of BoPP's programmes (89%) were delivered at Levels 3–6 in 2011, with a decrease in provision at Levels 1–4 (down 9%) and an increase at Levels 5–6 (up 3%). BoPP offers two Level 7 qualifications, the Bachelor of Computing Systems and the Graduate Diploma in Computing.

The main fields of study at BoPP were Society and Culture (17%) and Management and Commerce (17%). BoPP's students were predominately (63%) aged under 25 years. While Pasifika students' enrolments aligned with the local region's demography, Māori enrolments well exceeded those of the region as a whole.

BoPP achieved the majority of the key performance indicators outlined in its Statement of Service Performance.

## Effectiveness

BoPP demonstrated its effectiveness through improving its course completion, qualification completion and student retention rates compared with 2010. All three of these measures were above ITP sector averages in 2011. Performance among students in the TES priority groups (Māori, Pasifika and under-25-year-old students) all improved from 2010 and was generally above the ITP sector average.

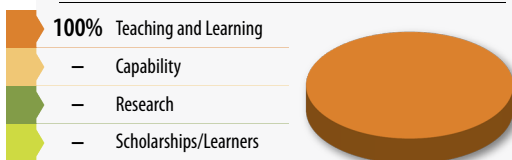
## Capability

In 2011 the BoPP council re-assessed the capability of its membership following the reconstitution of ITP councils, which had restricted council-appointed members to an initial term of one year. The assessment resulted in the BoPP council deciding to appoint four new members in order to complement the skills of the four Ministerial appointees.

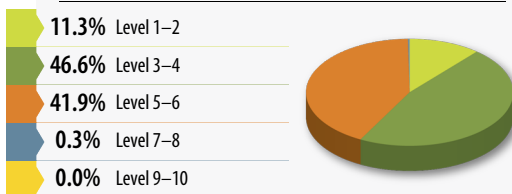
In 2011 BoPP reported a net surplus of 5.4 percent (\$4.8 million), down on the 11.3 percent surplus (\$2.6 million) achieved in 2010. BoPP's total revenue decreased by 1.0 percent (\$0.4 million) from 2010 to 2011, including a 7.3 percent (\$2.0 million) fall in total government revenue. BoPP's lower surplus between 2010 and 2011 was also affected by a 5.6 percent (\$2.2 million) increase in expenses.

BoPP's capital expenditure is expected to average around \$7.5 million per annum over the next ten years, with the majority aimed at meeting increased demand. No major capital projects are planned over the next ten years.

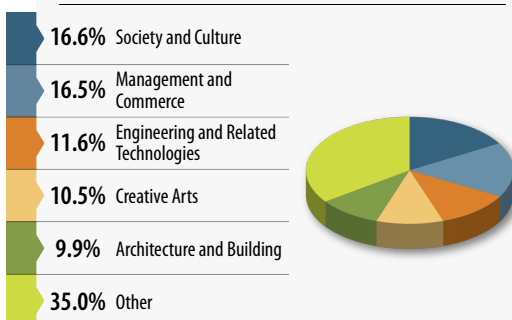
### Funding by TEC



### Delivery by Level





### Delivery by Subject






## TES Priorities

|  <b>Participation</b> |      |            |
|--|------|------------|
| 2011 Performance   | BOPP | ITP sector |
| Students under 25  | 63%  | 51%        |
| Māori  | 29%  | 21%        |
| Pasifika   | 3%   | 10%        |

|  <b>Course Completion</b> |      |            |
|--|------|------------|
| 2011 Performance   | BOPP | ITP sector |
| All  | 80%  | 78%        |
| Students under 25  | 79%  | 76%        |
| Māori  | 75%  | 70%        |
| Pasifika   | 70%  | 71%        |

|  <b>Qualification Completion</b> |      |            |
|---|------|------------|
| 2011 Performance  | BOPP | ITP sector |
| All   | 69%  | 63%        |
| Students under 25   | 66%  | 57%        |
| Māori   | 64%  | 54%        |
| Pasifika  | 63%  | 52%        |

Of the tertiary-aged population in the BOPP region, 17% were identified as Māori, 1% as Pasifika, and 12% as under the age of 25 years. (Based on Statistics NZ 2011 population projections)



| Overview of Educational Performance – Formal SAC Funded EFTS only |       |       |       |                 |
|---|-------|-------|-------|-----------------|
| Enrolments  | 2009  | 2010  | 2011  | % of ITP sector |
| EFTS  | 2,764 | 2,918 | 2,787 | 4%              |
| Students  | 7,792 | 6,800 | 4,152 | 3%              |
| Educational Performance Indicators                                | 2009  | 2010  | 2011  | ITP sector      |
| Successful Course Completion                                      | 68%   | 74%   | 80%   | 78%             |
| Qualification Completion  | 55%   | 59%   | 69%   | 63%             |
| Student Retention   | 45%   | 50%   | 58%   | 49%             |
| Student Progression L1-4  | 28%   | 25%   | 24%   | 29%             |

| Overview of Financial Performance*                               |          |          |          |                        |
|--|----------|----------|----------|------------------------|
| Key Performance Metrics  | 2009     | 2010     | 2011     | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | 19.5%    | 11.3%    | 5.4%     | 3.0%                   |
| Net cashflow from operations                                     | 145.0%   | 120.5%   | 118.6%   | 111.0%                 |
| Liquid funds   | 23.7%    | 12.6%    | 16.2%    | 8.0%                   |
| 3-yr average return on property, plant equipment and intangibles | 9.1%     | 10.8%    | 11.1%    | 4.5%                   |
| Summary Financial Statements (\$000)                             | 2009     | 2010     | 2011     | % of 2011 category     |
| <b>Revenue</b>   |          |          |          |                        |
| Total government revenue   | \$30,906 | \$27,905 | \$25,877 | 60%                    |
| Domestic student fees  | \$7,937  | \$10,103 | \$11,401 | 26%                    |
| International student fees                                       | \$1,003  | \$955    | \$1,091  | 3%                     |
| Other income (including research)                                | \$4,239  | \$4,500  | \$4,669  | 11%                    |
| Total revenue  | \$44,085 | \$43,463 | \$43,038 | 100%                   |
| <b>Expenses</b>  |          |          |          |                        |
| Personnel  | \$21,595 | \$24,578 | \$25,391 | 62%                    |
| Total expenses   | \$35,487 | \$38,565 | \$40,726 | 100%                   |
| Net surplus (after unusual and non-recurring items)              | \$8,598  | \$4,898  | \$2,312  |                        |
| <b>Assets</b>  |          |          |          |                        |
| Property, plant equipment and intangibles                        | \$75,762 | \$81,290 | \$82,186 | 85%                    |
| Total Assets   | \$89,851 | \$94,020 | \$96,799 | 100%                   |
| <b>Equity (net assets)</b>                                       | \$75,926 | \$81,029 | \$83,276 |                        |
| <b>Cashflow</b>  |          |          |          |                        |
| Net cashflow from operations                                     | \$13,831 | \$7,341  | \$6,721  |                        |
| Purchase of plant property equipment and intangibles             | \$11,726 | \$9,653  | \$5,307  |                        |
| <b>Other</b>   |          |          |          |                        |
| Staffing FTE   | 366      | 375      | 381      |                        |
| Total EFTS to Total staff ratio                                  | 9:1      | 9:1      | 9:1      |                        |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | 18:1     | 18:1     | 17:1     |                        |

# CHRISTCHURCH POLYTECHNIC INSTITUTE OF TECHNOLOGY

**Chair:** Jenn Bestwick  
**Chief Executive:** Kay Giles

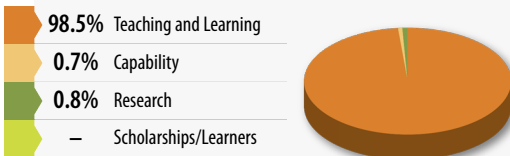
- **Main Campus**  
Christchurch City
- **Other Campus Locations**  
Waltham (Christchurch)



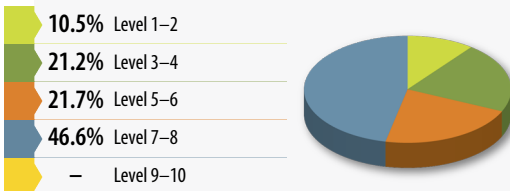
## NZQA EER

**Educational Performance:** Highly Confident  
**Self-assessment:** Confident

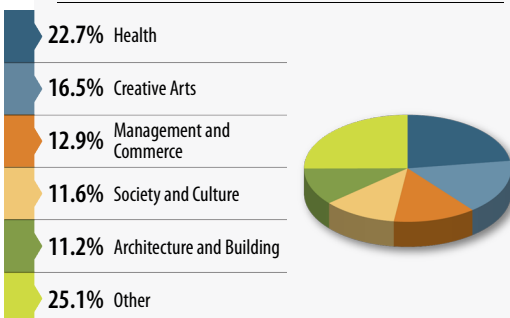
## Funding by TEC



## Delivery by Level



## Delivery by Subject



**Christchurch Polytechnic Institute of Technology (CPIT) performed strongly in 2011, an excellent result given the significant effects of the February 2011 earthquakes on the institution.**

## Responsiveness

As CPIT is primarily located in the central city, the effects of the February 2011 earthquakes were profound and caused significant and ongoing disruption for students and staff. CPIT staff responded swiftly to the events and were able to re-establish the vast majority of programmes in a short period of time by making use of community facilities and other tertiary institutions across Canterbury. Since the earthquakes, CPIT has significantly reconfigured its educational provision to support the rebuild of Christchurch. CPIT also formed a memorandum of understanding with the Canterbury District Health Board, the University of Canterbury and the University of Otago to enhance management and leadership-related curricula and increase the health workforce.

In 2011 CPIT had a decrease of 574 EFTS, primarily at Levels 3-4 (408 fewer EFTS at those levels). The decrease can, at least in part, be attributed to the 2010 and 2011 earthquakes.

In 2011 CPIT's delivery was focused largely on Levels 7-8, with 47 percent of provision occurring at these levels. The main fields of study were Health (23%), Creative Arts (17%) and Management and Commerce (13%). The majority of students were aged 25 and under, and Māori and Pasifika participation reflected the local demography. In 2011, CPIT had 561 full fee-paying international EFTS (1,192 students).

CPIT achieved well on the key performance indicators in its 2011 Statement of Service Performance and exceeded a number of targets. This was particularly impressive given the impact of the earthquakes.

## Effectiveness

In 2011 CPIT achieved above the ITP sector average across all four educational performance indicators. Qualification completions increased from 63 percent in 2010 to 71 percent in 2011. Performance for under-25-year-olds and Māori were all above the sector average, except for student progression. Pasifika students' performance decreased overall in 2011, with drops in qualification completion and student progression. However, the measurement of these changes is affected by the small volume of Pasifika students at CPIT and the higher number of enrolments at Levels 4 and above.

NZQA completed CPIT's external evaluation and review in 2012. It gave CPIT a 'highly confident' rating for its educational performance and a 'confident' rating for the methods and processes that CPIT uses to continuously self-assess.

CPIT received \$153,106 in Performance-Based Research Fund (PBRF) funding in 2011, down 41 percent on 2010. This was 0.16 percent of the 2011's total allocation for the PBRF, a decrease from its 0.17 percent share in 2010.

## Capability

In 2011 the CPIT council re-assessed the capability of its membership following the reconstitution of ITP councils, which had restricted council-appointed members to an initial term of one year. The assessment resulted in the CPIT council deciding to appoint two new members.

In 2011 CPIT reported a net surplus of 6.7 percent (\$5.7 million), down on the 11.7 percent surplus achieved in 2010. CPIT's total revenue decreased by 3.4 percent








(\$3.0 million) from 2010 to 2011, which was directly attributable to lower student numbers. Total government revenue increased in 2011 by \$2.1 million (4.2%) due to a Canterbury earthquake-relief exemption on meeting EFTS delivery in the face of lower domestic student numbers. The cost of remediation work after the February earthquakes is still being established, but is expected to be covered by insurance proceeds. The Council is also investigating the seismic strength of its buildings. Capital expenditure until 2015 is focussed on earthquake remediation work and replacing and refurbishing assets. A small amount is also planned to improve the functionality of assets from 2015 onwards.



## TES Priorities

|  <b>Participation</b> |      |            |
|--|------|------------|
| 2011 Performance   | CPIT | ITP sector |
| Students under 25  | 62%  | 51%        |
| Māori  | 8%   | 21%        |
| Pasifika   | 2%   | 10%        |

|  <b>Course Completion</b> |      |            |
|--|------|------------|
| 2011 Performance   | CPIT | ITP sector |
| All  | 85%  | 78%        |
| Students under 25  | 84%  | 76%        |
| Māori  | 75%  | 70%        |
| Pasifika   | 70%  | 71%        |

|  <b>Qualification Completion</b> |      |            |
|---|------|------------|
| 2011 Performance  | CPIT | ITP sector |
| All   | 71%  | 63%        |
| Students under 25   | 68%  | 57%        |
| Māori   | 59%  | 54%        |
| Pasifika  | 28%  | 52%        |

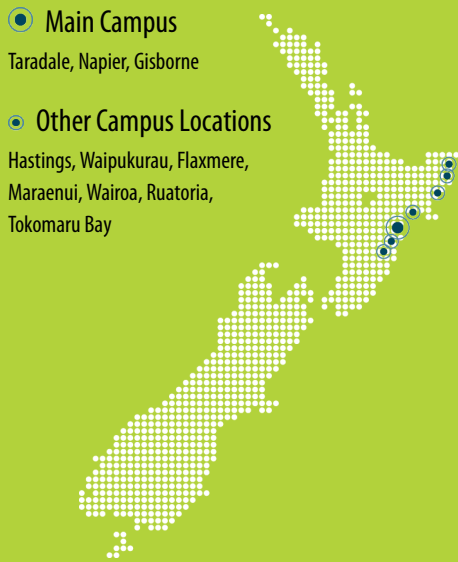
Of the tertiary-aged population in the CPIT region, 7% were identified as Māori, 2% as Pasifika, and 15% as under the age of 25 years. (Based on Statistics NZ 2011 population projections)

| Overview of Educational Performance – Formal SAC Funded EFTS only |        |        |       |                 |
|---|--------|--------|-------|-----------------|
| Enrolments  | 2009   | 2010   | 2011  | % of ITP sector |
| EFTS  | 5,280  | 5,076  | 4,502 | 7%              |
| Students  | 14,945 | 11,546 | 8,725 | 6%              |
| Educational Performance Indicators                                | 2009   | 2010   | 2011  | ITP sector      |
| Successful Course Completion                                      | 78%    | 81%    | 85%   | 78%             |
| Qualification Completion  | 54%    | 63%    | 71%   | 63%             |
| Student Retention   | 44%    | 44%    | 53%   | 49%             |
| Student Progression L1-4  | 26%    | 31%    | 30%   | 29%             |

| Overview of Financial Performance*                               |           |           |           |                        |
|--|-----------|-----------|-----------|------------------------|
| Key Performance Metrics  | 2009      | 2010      | 2011      | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | 10.8%     | 11.7%     | 6.7%      | 3.0%                   |
| Net cashflow from operations                                     | 126.2%    | 121.2%    | 115.9%    | 111.0%                 |
| Liquid funds   | 43.1%     | 49.3%     | 48.6%     | 8.0%                   |
| 3-yr average return on property, plant equipment and intangibles | 8.3%      | 8.7%      | 7.9%      | 4.5%                   |
| Summary Financial Statements (\$000)                             | 2009      | 2010      | 2011      | % of 2011 category     |
| <b>Revenue</b>   |           |           |           |                        |
| Total government revenue   | \$48,806  | \$49,925  | \$52,045  | 61%                    |
| Domestic student fees  | \$17,447  | \$19,395  | \$18,686  | 22%                    |
| International student fees                                       | \$8,463   | \$9,895   | \$7,292   | 9%                     |
| Other income (including research)                                | \$10,182  | \$8,638   | \$6,815   | 8%                     |
| Total revenue  | \$84,898  | \$87,853  | \$84,838  | 100%                   |
| <b>Expenses</b>  |           |           |           |                        |
| Personnel  | \$47,434  | \$48,697  | \$51,376  | 65%                    |
| Total expenses   | \$75,746  | \$77,568  | \$78,799  | 100%                   |
| Net surplus (after unusual and non-recurring items)              | \$9,152   | \$10,285  | \$5,720   |                        |
| <b>Assets</b>  |           |           |           |                        |
| Property, plant equipment and intangibles                        | \$166,198 | \$168,112 | \$190,656 | 82%                    |
| Total Assets   | \$202,295 | \$210,859 | \$233,649 | 100%                   |
| <b>Equity (net assets)</b>                                       | \$176,645 | \$186,997 | \$215,332 |                        |
| <b>Cashflow</b>  |           |           |           |                        |
| Net cashflow from operations                                     | \$18,263  | \$14,946  | \$11,757  |                        |
| Purchase of plant property equipment and intangibles             | \$4,552   | \$7,541   | \$5,483   |                        |
| <b>Other</b>   |           |           |           |                        |
| Staffing FTE   | 752       | 752       | 757       |                        |
| Total EFTS to Total staff ratio                                  | 8:1       | 8:1       | 7:1       |                        |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | 16:1      | 16:1      | 14:1      |                        |

# EASTERN INSTITUTE OF TECHNOLOGY

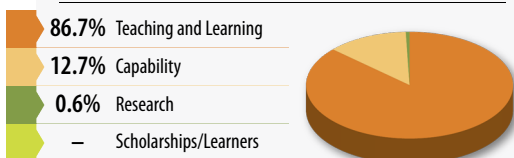
**Chair:** David Pearson  
**Chief Executive:** Chris Collins



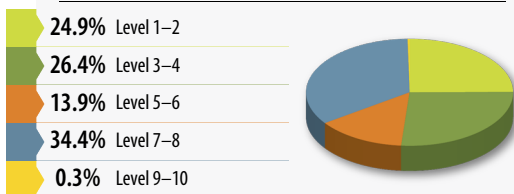
## NZQA EER

**Educational Performance:** Highly Confident  
**Self-assessment:** Confident

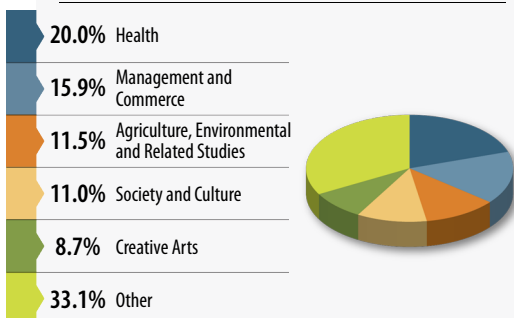
### Funding by TEC



### Delivery by Level



### Delivery by Subject



**Eastern Institute of Technology (EIT) continues to strengthen its educational performance overall, and is in a healthy financial position in 2011. This is a particularly good result given the costs and risks of the merger with Tairāwhiti Polytechnic (Tairāwhiti).**

**EIT's 2011 group results are not necessarily comparable to previous years, given the merger with Tairāwhiti on 1 January 2011.**

## Responsiveness

The merger with Tairāwhiti was a significant focus for EIT throughout 2011, and is intended to improve educational provision across the Hawke's Bay and Tairāwhiti regions. The merger implementation plan has focused on harmonising academic policies, processes and structures, developing an integrated programme portfolio, and a significant investment in building blended delivery of academic capabilities across the multi-campus institution.

Enrolments in 2011 increased by 32 percent (867 EFTS), due largely to the merger. The increase in EFTS was predominantly at Levels 1-4 and 7-8 (increases of 655 and 256 EFTS respectively). The largest section of EIT's education delivery was at Levels 7-8 in 2011. The largest fields of study were Health (20%), Management and Commerce (16%), Agriculture, Environmental and Related Studies (11%) and Society and Culture (11%). As EIT offers a broad range of subject areas, other fields accounted for 33 percent of total provision in 2011.

The merger with Tairāwhiti drove a significant increase in Māori participation, up from 33 percent of EIT students in 2010 to 42 percent in 2011. This is well above the regional demographic for Māori as well as above the ITP sector average (22%). Participation of under-25-year-olds and Pasifika students increased in EFTS volume and was similar to regional demographics.

The majority of the key performance indicators in EIT's 2011 Statement of Service Performance were achieved or partially achieved.

## Effectiveness

In 2011 the effectiveness of EIT's education delivery was evidenced in higher course and qualification completions compared with 2010. EIT's course completions were on par with the ITP sector average, while a drop in qualification completions and student retention was likely attributable to the merger with Tairāwhiti. In 2011, 49 percent of all EIT's enrolments were at Levels 1-4, and it achieved well above the ITP sector progression rate (29%) with 42 percent of its students progressing to a higher level of study. In 2011, performance of TES priority groups (Māori, Pasifika and under-25-year-olds) improved in both course and qualification completion. Course completions and student progression among all three priority groups were above the ITP sector average.

EIT received 0.09 percent of the 2011 total allocation for the Performance-Based Research Fund (PBRF), an increase from 0.07 percent in 2010. It earned PBRF-eligible external research income of \$176,093 in 2011, down 38 percent on 2010.

## Capability

In 2011, the EIT council re-assessed its membership following the merger. The assessment resulted in the EIT council deciding to appoint two new members to reflect its expanded geographic region and to include members from the Tairāwhiti council.

In 2011 EIT reported a group net surplus of \$4.1 million (7.4%) before unusual and non-recurring items, which in turn took the surplus to \$6.6 million. The result is



not comparable to the 2010 result because of the merger with Tairāwhiti. The unusual and non-recurring item was government merger funding of \$5.0 million recognised on receipt, less merger implementation costs of \$2.5 million incurred during the year. EIT's total revenue, excluding merger funding, increased by \$12.1 million, of which \$8.9 million was government funding, comprising funding for delivery in Tairāwhiti less government funding reductions.

EIT's capital expenditure is expected to average around \$7 million per annum between 2012 and 2021. Capital projects are to replace and refurbish non-residential buildings.



## TES Priorities

| Participation     |     |            |
|-------------------|-----|------------|
| 2011 Performance  | EIT | ITP sector |
| Students under 25 | 49% | 51%        |
| Māori             | 42% | 21%        |
| Pasifika          | 4%  | 10%        |

| Course Completion |     |            |
|-------------------|-----|------------|
| 2011 Performance  | EIT | ITP sector |
| All               | 78% | 78%        |
| Students under 25 | 77% | 76%        |
| Māori             | 72% | 70%        |
| Pasifika          | 72% | 71%        |

| Qualification Completion |     |            |
|--------------------------|-----|------------|
| 2011 Performance         | EIT | ITP sector |
| All                      | 58% | 63%        |
| Students under 25        | 53% | 57%        |
| Māori                    | 52% | 54%        |
| Pasifika                 | 49% | 52%        |

EIT's 2011 educational and financial results are not necessarily comparable to previous years, given the merger of EIT with Tairāwhiti on 1 January 2011.

Of the tertiary-aged population in the EIT region, 29% were identified as Māori, 2% as Pasifika and 13% as under the age of 25 years. (Based on Statistics NZ 2011 Population projections). \* The 2011 net surplus includes merger revenue of \$5.0 million and costs of \$2.5 million as abnormal items. Excluding these, the surplus would be \$4.1 million or 7.4%.

| Overview of Educational Performance – Formal SAC Funded EFTS only |       |       |       |                 |
|---|-------|-------|-------|-----------------|
| Enrolments  | 2009  | 2010  | 2011  | % of ITP sector |
| EFTS  | 2,553 | 2,729 | 3,596 | 6%              |
| Students  | 5,767 | 6,152 | 6,848 | 5%              |
| Educational Performance Indicators                                | 2009  | 2010  | 2011  | ITP sector      |
| Successful Course Completion                                      | 67%   | 76%   | 78%   | 78%             |
| Qualification Completion  | 43%   | 55%   | 58%   | 63%             |
| Student Retention   | 49%   | 52%   | 48%   | 49%             |
| Student Progression L1-4  | 48%   | 45%   | 42%   | 29%             |

| Overview of Financial Performance*                               |          |          |           |                        |
|--|----------|----------|-----------|------------------------|
| Key Performance Metrics  | 2009     | 2010     | 2011      | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | 5.1%     | 8.2%     | *10.9%    | 3.0%                   |
| Net cashflow from operations                                     | 118.0%   | 124.4%   | 122.1%    | 111.0%                 |
| Liquid funds   | 35.1%    | 38.2%    | 39.1%     | 8.0%                   |
| 3-yr average return on property, plant equipment and intangibles | 5.5%     | 6.7%     | 8.4%      | 4.5%                   |
| Summary Financial Statements (\$000)                             | 2009     | 2010     | 2011      | % of 2011 category     |
| Revenue  |          |          |           |                        |
| Total government revenue   | \$24,382 | \$27,557 | *\$41,032 | 68%                    |
| Domestic student fees  | \$8,045  | \$9,293  | \$11,524  | 19%                    |
| International student fees                                       | \$2,778  | \$2,755  | \$3,049   | 5%                     |
| Other income (including research)                                | \$4,434  | \$3,976  | \$5,087   | 8%                     |
| Total revenue  | \$39,640 | \$43,581 | *\$60,692 | 100%                   |
| Expenses   |          |          |           |                        |
| Personnel  | \$23,826 | \$24,776 | *\$32,499 | 60%                    |
| Total expenses   | \$37,619 | \$40,004 | *\$54,057 | 100%                   |
| Net surplus (after unusual and non-recurring items)              | \$2,021  | \$3,577  | *\$6,634  |                        |
| Assets   |          |          |           |                        |
| Property, plant equipment and intangibles                        | \$79,744 | \$82,030 | \$105,236 | 83%                    |
| Total Assets   | \$93,562 | \$97,462 | \$127,241 | 100%                   |
| Equity (net assets)  | \$85,955 | \$89,758 | \$117,455 |                        |
| Cashflow   |          |          |           |                        |
| Net cashflow from operations                                     | \$6,026  | \$8,551  | \$11,066  |                        |
| Purchase of plant property equipment and intangibles             | \$6,447  | \$7,238  | \$6,406   |                        |
| Other  |          |          |           |                        |
| Staffing FTE   | 386      | 392      | 523       |                        |
| Total EFTS to Total staff ratio                                  | 8:1      | 8:1      | 9:1       |                        |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | 15:1     | 16:1     | 15:1      |                        |

# MANUKAU INSTITUTE OF TECHNOLOGY

**Chair:** Kaye Turner

**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

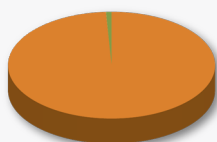
## Funding by TEC

99.1% Teaching and Learning

0.1% Capability

0.8% Research

0.0% Scholarships/Learners



## Delivery By Level

13.6% Level 1–2

40.2% Level 3–4

19.0% Level 5–6

27.2% Level 7–8

– Level 9–10



## Delivery By Subject

20.5% Management and Commerce

19.6% Society and Culture

13.4% Engineering and Related Technologies

10.5% Health

7.9% Education

28.2% Other



**The educational and financial performance of Manukau Institute of Technology (MIT) was strong in 2011. MIT improved its educational performance compared with 2010, and was above the ITP sector average.**

## Responsiveness

In 2011, in conjunction with Counties Manukau District Health Board and the University of Auckland, MIT opened the Ko Awatea centre at Middlemore Hospital, providing innovation in the field of healthcare education and research. MIT continues to increase its accessibility to students in the region, as evidenced by the construction of the Manukau Tertiary Centre getting under way in 2011. MIT has partnerships with Unitec and Te Wānanga o Aotearoa.

In 2011 MIT increased its EFTS by seven percent (400 EFTS), with the majority of the increase at Levels 7–8. Provision at Levels 3–4 in 2011 (at 40%) decreased compared to 2010, while delivery at Levels 7–8 continued to increase. The main fields of study at MIT in 2011 were Management and Commerce (21%), Society and Culture (20%) and Engineering and Related Technologies (13%).

Participation by under-25-year-olds continued to increase in 2011, but at 49 percent was still below the ITP sector average, as was Māori participation at 15 percent. Pasifika participation continued to increase and was well above the ITP sector average, accounting for 33 percent of total enrolments. In 2011 MIT had 472 full fee-paying international EFTS (870 students).

MIT achieved the majority of the key performance indicators outlined in its 2011 Statement of Service Performance. Where indicators were not met, the difference between actual and target was marginal.

## Effectiveness

In 2011 MIT achieved above the ITP sector averages on three of the four education performance indicators, with qualification completions being slightly below the ITP average (61% against 63%). Performance by Māori, Pasifika and students under 25 years was above the ITP sector average for all indicators, except qualification completions by under-25-year-olds.

MIT received 0.2 percent of the 2011 total allocation for the Performance-Based Research Fund (PBRF), the same share as in 2010. It earned PBRF-eligible external research income of \$94,413 in 2011, a 39 percent decrease on 2010.

## Capability

In 2011 the MIT council re-assessed the capability of its membership following the reconstitution of ITP councils, which had restricted council-appointed members to an initial term of one year. The assessment resulted in the MIT council deciding to retain its existing members.

In 2011, MIT reported a net surplus of 3.1 percent (\$3.3 million), similar to the three percent surplus achieved in 2010. MIT's total revenue increased by 3.2 percent (\$3.3 million) from 2010 to 2011, including a \$2.0 million (3.1%) increase in government revenue. Total costs rose at a similar level. During the period MIT obtained borrowing consent to enable the start of construction of the Manukau Tertiary Centre.





In 2011, MIT applied for the transfer into its own title of all the Crown-titled land and buildings that it manages. The application was under consideration at year end. MIT's capital expenditure between 2012 and 2021 is forecast to be the highest amongst ITPs, due primarily to the \$73 million Manukau development being the largest single project planned in the ITP sector over the period. This is in response to changing demand in Manukau. From 2012 onwards, the majority of capital spending is targeted at replacing or refurbishing assets.



## TES Priorities

| Participation     |     |            |
|-------------------|-----|------------|
| 2011 Performance  | MIT | ITP sector |
| Students under 25 | 49% | 51%        |
| Māori             | 15% | 21%        |
| Pasifika          | 33% | 10%        |

| Course Completion |     |            |
|-------------------|-----|------------|
| 2011 Performance  | MIT | ITP sector |
| All               | 82% | 78%        |
| Students under 25 | 78% | 76%        |
| Māori             | 76% | 70%        |
| Pasifika          | 77% | 71%        |

| Qualification Completion |     |            |
|--------------------------|-----|------------|
| 2011 Performance         | MIT | ITP sector |
| All                      | 61% | 63%        |
| Students under 25        | 55% | 57%        |
| Māori                    | 58% | 54%        |
| Pasifika                 | 54% | 52%        |

Of the tertiary-aged population in the MIT region, 11% were identified as Māori, 14% as Pasifika, and 15% as under the age of 25 years. (Based on Statistics NZ 2011 population projections)

| Overview of Educational Performance – Formal SAC Funded EFTS only |        |        |        |                 |
|---|--------|--------|--------|-----------------|
| Enrolments  | 2009   | 2010   | 2011   | % of ITP sector |
| EFTS  | 5,473  | 5,724  | 6,124  | 9%              |
| Students  | 12,081 | 11,747 | 11,542 | 8%              |
| Educational Performance Indicators                                | 2009   | 2010   | 2011   | ITP sector      |
| Successful Course Completion                                      | 76%    | 80%    | 82%    | 78%             |
| Qualification Completion  | 58%    | 58%    | 61%    | 63%             |
| Student Retention   | 52%    | 58%    | 61%    | 49%             |
| Student Progression L1-4  | 43%    | 47%    | 44%    | 29%             |

| Overview of Financial Performance*                               |           |           |           |                        |
|--|-----------|-----------|-----------|------------------------|
| Key Performance Metrics  | 2009      | 2010      | 2011      | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | 4.6%      | 3.0%      | 3.1%      | 3.0%                   |
| Net cashflow from operations                                     | 112.1%    | 114.7%    | 111.8%    | 111.0%                 |
| Liquid funds   | 47.8%     | 51.4%     | 45.9%     | 8.0%                   |
| 3-yr average return on property, plant equipment and intangibles | 5.0%      | 5.8%      | 5.8%      | 4.5%                   |
| Summary Financial Statements (\$000)                             | 2009      | 2010      | 2011      | % of 2011 category     |
| Revenue  |           |           |           |                        |
| Total government revenue   | \$56,859  | \$62,570  | \$64,530  | 60%                    |
| Domestic student fees  | \$25,305  | \$22,571  | \$23,936  | 22%                    |
| International student fees                                       | \$7,873   | \$7,112   | \$6,385   | 6%                     |
| Other income (including research)                                | \$6,952   | \$11,528  | \$12,228  | 11%                    |
| Total revenue  | \$96,989  | \$103,781 | \$107,079 | 100%                   |
| Expenses   |           |           |           |                        |
| Personnel  | \$61,132  | \$67,177  | \$67,894  | 65%                    |
| Total expenses   | \$92,486  | \$100,646 | \$103,786 | 100%                   |
| Net surplus (after unusual and non-recurring items)              | \$4,503   | \$3,135   | \$3,293   |                        |
| Assets   |           |           |           |                        |
| Property, plant equipment and intangibles                        | \$159,039 | \$160,722 | \$169,563 | 78%                    |
| Total Assets   | \$206,569 | \$210,808 | \$216,129 | 100%                   |
| Equity (net assets)  | \$187,160 | \$190,395 | \$193,687 |                        |
| Cashflow   |           |           |           |                        |
| Net cashflow from operations                                     | \$10,249  | \$13,670  | \$11,302  |                        |
| Purchase of plant property equipment and intangibles             | \$7,003   | \$8,938   | \$15,372  |                        |
| Other  |           |           |           |                        |
| Staffing FTE   | 787       | 769       | 838       |                        |
| Total EFTS to Total staff ratio                                  | 9:1       | 9:1       | 9:1       |                        |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | 16:1      | 20:1      | 19:1      |                        |

# NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY

**Chair:** Ross Butler  
**Chief Executive:** Tony Gray

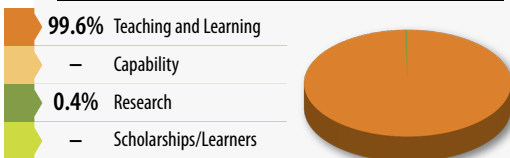
- Main Campus  
Nelson
- Other Campus Locations  
Blenheim



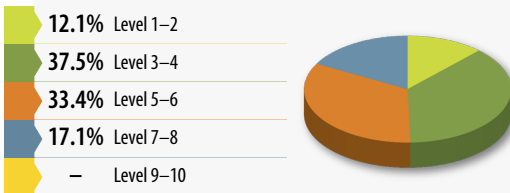
## NZQA EER

**Educational Performance:** Scheduled for October 2012  
**Self-assessment:** –

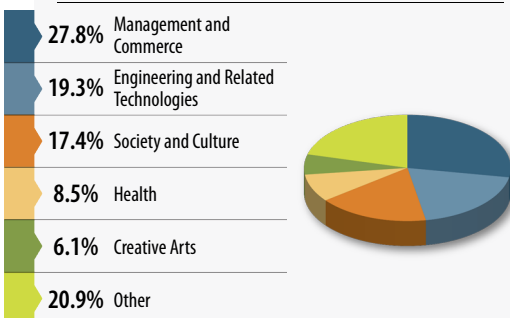
### Funding by TEC



### Delivery by Level



### Delivery by Subject



The educational and financial performance of Nelson Marlborough Institute of Technology (NMIT) was strong overall in 2011, and it remains above the ITP sector average on most educational performance measures.

## Responsiveness

In 2011 NMIT continued to strengthen its links with a wide range of stakeholders, including industry, city and regional councils and the nine local iwi. NMIT opened its Arts and Media building, a world first in earthquake technology, which received international recognition for its use of structural wood in multi-level construction. NMIT also opened a new aquaculture technical facility in collaboration with the Cawthron Institute, and completed a major revamp of its Library Learning Centre.

NMIT's enrolments fell by ten percent (275 EFTS) in 2011, with the main decrease at Levels 3–4. Provision at these levels has decreased over the past five years to 38 percent, while the share of delivery at Levels 5–6 increased, accounting for 33 percent of provision in 2011. The share of delivery at Levels 7–8 has also increased over the past five years, accounting for 17 percent of all provision in 2011. The main fields of study were Management and Commerce (28%), Engineering and Related Technologies (19%) and Society and Culture (17%).

Māori and Pasifika students made up 13 percent and four percent of NMIT's 2011 enrolments respectively. Although this was lower than the ITP sector average, it reflected the region's demography and has remained steady for the past three years. Participation by students under 25 years of age continued to increase, accounting for 47 percent of NMIT's total enrolments in 2011. In 2011 NMIT had 659 full fee-paying international EFTS (1,115 students).

NMIT achieved well on the key performance indicators in its 2011 Statement of Service Performance, but underperformed on the volume of delivery agreed with the TEC.

## Effectiveness

In 2011, the effectiveness of NMIT's education delivery was evidenced by its performance above ITP sector averages for course completion, qualification completion and student retention. However, NMIT's student progression rate was below the ITP sector average. Overall, NMIT's educational performance indicators improved on 2010 results. Educational achievement at NMIT was mainly above average among the TES priority groups (Māori, Pasifika and students under 25 years of age).

NMIT's external evaluation and review is scheduled for October 2012. In the meantime, NMIT retains its Quality Assured status.

NMIT received 0.03 percent of the 2011 total allocation for the Performance-Based Research Fund (PBRF), equal to its share in 2010. It earned no PBRF-eligible external research income in 2011, the same as in 2010.

## Capability

In 2011 the NMIT council re-assessed the capability of its membership following the reconstitution of ITP councils, which had restricted council-appointed members to an initial term of one year. The assessment resulted in the NMIT council deciding to appoint one new member.

In 2011, NMIT reported a net surplus of 8.9 percent (\$4.7 million), down on the 9.3 percent surplus achieved in 2010. NMIT's total revenue fell by 7.5 percent (\$4.3 million) from 2010 to 2011, including a \$3.1 million (12.2%) decrease in government revenue.



NMIT's average capital expenditure is expected to average around \$4.5 million annually over the next ten years, primarily to improve and replace assets.



## TES Priorities

| Participation     |      |            |
|-------------------|------|------------|
| 2011 Performance  | NMIT | ITP sector |
| Students under 25 | 47%  | 51%        |
| Māori             | 13%  | 21%        |
| Pasifika          | 4%   | 10%        |

| Course Completion |      |            |
|-------------------|------|------------|
| 2011 Performance  | NMIT | ITP sector |
| All               | 79%  | 78%        |
| Students under 25 | 77%  | 76%        |
| Māori             | 71%  | 70%        |
| Pasifika          | 64%  | 71%        |

| Qualification Completion |      |            |
|--------------------------|------|------------|
| 2011 Performance         | NMIT | ITP sector |
| All                      | 64%  | 63%        |
| Students under 25        | 54%  | 57%        |
| Māori                    | 66%  | 54%        |
| Pasifika                 | 55%  | 52%        |

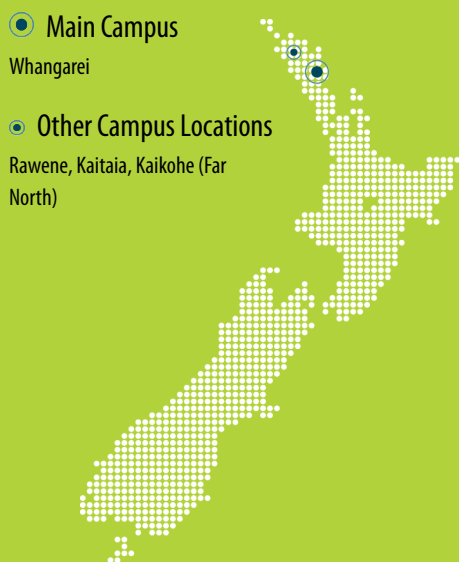
Of the tertiary-aged population in the NMIT region, 9% were identified as Māori and 12% as under the age of 25 years. Pasifika population figures were unavailable. (Based on Statistics NZ 2011 population projections)

| Overview of Educational Performance – Formal SAC Funded EFTS only |       |       |       |                 |
|---|-------|-------|-------|-----------------|
| Enrolments  | 2009  | 2010  | 2011  | % of ITP sector |
| EFTS  | 2,775 | 2,749 | 2,474 | 4%              |
| Students  | 6,259 | 5,857 | 4,772 | 3%              |
| Educational Performance Indicators                                | 2009  | 2010  | 2011  | ITP sector      |
| Successful Course Completion                                      | 68%   | 78%   | 79%   | 78%             |
| Qualification Completion  | 51%   | 60%   | 64%   | 63%             |
| Student Retention   | 47%   | 50%   | 57%   | 49%             |
| Student Progression L1-4  | 17%   | 23%   | 25%   | 29%             |

| Overview of Financial Performance*                               |          |          |           |                        |
|--|----------|----------|-----------|------------------------|
| Key Performance Metrics  | 2009     | 2010     | 2011      | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | 3.3%     | 9.3%     | 8.9%      | 3.0%                   |
| Net cashflow from operations                                     | 111.7%   | 115.0%   | 128.2%    | 111.0%                 |
| Liquid funds   | 47.7%    | 42.4%    | 66.8%     | 8.0%                   |
| 3-yr average return on property, plant equipment and intangibles | 4.6%     | 6.5%     | 8.4%      | 4.5%                   |
| Summary Financial Statements (\$000)                             | 2009     | 2010     | 2011      | % of 2011 category     |
| Revenue  |          |          |           |                        |
| Total government revenue   | \$25,808 | \$25,728 | \$22,598  | 43%                    |
| Domestic student fees  | \$20,168 | \$21,588 | \$19,778  | 38%                    |
| International student fees                                       | \$2,819  | \$3,918  | \$4,535   | 9%                     |
| Other income (including research)                                | \$3,532  | \$5,574  | \$5,643   | 11%                    |
| Total revenue  | \$52,327 | \$56,808 | \$52,554  | 100%                   |
| Expenses   |          |          |           |                        |
| Personnel  | \$17,061 | \$16,313 | \$16,407  | 34%                    |
| Total expenses   | \$50,601 | \$51,500 | \$47,872  | 100%                   |
| Net surplus (after unusual and non-recurring items)              | \$1,726  | \$5,308  | \$4,682   |                        |
| Assets   |          |          |           |                        |
| Property, plant equipment and intangibles                        | \$68,113 | \$75,378 | \$75,244  | 70%                    |
| Total Assets   | \$95,502 | \$99,897 | \$108,250 | 100%                   |
| Equity (net assets)  | \$75,265 | \$83,472 | \$87,417  |                        |
| Cashflow   |          |          |           |                        |
| Net cashflow from operations                                     | \$5,338  | \$7,533  | \$12,514  |                        |
| Purchase of plant property equipment and intangibles             | \$5,192  | \$10,324 | \$4,221   |                        |
| Other  |          |          |           |                        |
| Staffing FTE   | 232      | 227      | 209       |                        |
| Total EFTS to Total staff ratio                                  | 14:1     | 16:1     | 16:1      |                        |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | 29:1     | 32:1     | 35:1      |                        |

# NORTHLAND POLYTECHNIC

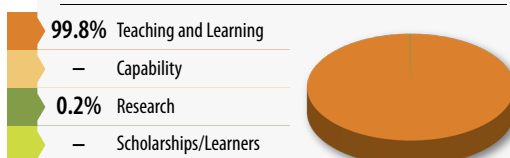
**Chair:** Vern Dark  
**Chief Executive:** Paul Binney



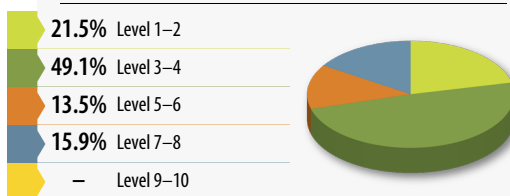
## NZQA EER

**Educational Performance:** Scheduled for June 2012  
**Self-assessment:** –

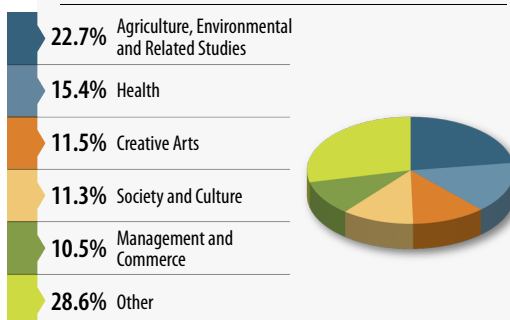
### Funding by TEC



### Delivery by Level



### Delivery by Subject



**The educational performance of Northland Polytechnic (NorthTec) was strong in 2011, improving across all measures compared with 2010. NorthTec remains in a healthy financial position, above TEC guidelines.**

## Responsiveness

During 2011 NorthTec demonstrated its service to its community through the opening of Te Wānanga O Aotearoa facilities within NorthTec’s main campus in Raumanga, Whangarei. This collaboration will enhance accessibility of tertiary education to students in the region. NorthTec also formed an alliance with Taratahi Agricultural Training centre enabling NorthTec to offer full National Certificate training in a number of farming skills. It also entered into an agreement with Unitec for NorthTec to deliver the final year of Unitec’s Bachelor of Applied Science (Biodiversity Management).

NorthTec’s delivery for 2011 was focused on Levels 1–2 (22%) and Levels 3–4 (49%). However, enrolments across Level 3–4 decreased by five percentage points, while enrolments at Levels 7–8 increased from 14 percent of total enrolments in 2010 to 16 percent in 2011. The main fields of study were Agriculture, Environmental and Related Studies (23%) and Health (15%).

Māori students were well represented at NorthTec, with their proportion (46% of enrolments) above ITP sector averages and the region’s demography. Pasifika and youth participation, while below the ITP sector average, broadly reflected the local region.

NorthTec met the majority of the key performance indicators outlined in its Statement of Service Performance. Where it did not meet a target, NorthTec still improved on its 2010 performance.

## Effectiveness

In 2011 the effectiveness of NorthTec’s education delivery was evidenced in NorthTec achieving above the ITP sector average against three of the four educational performance indicators, with student progression the only indicator to be below the average. These results generally improved in 2011, with the largest increase in qualification completions (8%). NorthTec’s course completion, qualification completion and student retention by Māori and Pasifika students were all above the ITP sector average, while performance by under-25-year-olds was below the average for all indicators except student retention.

NorthTec’s external evaluation and review is scheduled for June 2012. In the meantime, NorthTec retains its Quality Assured status.

NorthTec received 0.02 percent of the 2011 total allocation for the Performance-Based Research Fund (PBRF), the same proportion as in 2010. It earned no PBRF-eligible external research income in 2011, the same as in 2010.

## Capability

In 2011 the NorthTec council re-assessed the capability of its membership following the reconstitution of ITP councils, which had restricted council-appointed members to an initial term of one year. The assessment resulted in the NorthTec council deciding to retain its existing members.

In 2011 NorthTec reported a net surplus of 3.0 percent (\$1.1 million), down on the 4.5 percent surplus achieved in 2010. NorthTec’s total revenue fell by 9.5 percent (\$3.8 million) from 2010 to 2011, including a \$4.0 million (12.7%) decrease in government revenue.





In 2011 NorthTec applied for the transfer of the Crown-titled land and buildings at its Raumanga, Kaitaia and Rawene sites, which form about two-thirds by value of the institution's land and buildings. NorthTec also sought the disposal, with the retention of the net proceeds, of its Dargaville campus. At year end this application remained under consideration.

NorthTec's capital expenditure (is expected to remain steady at around \$3 million annually over the next ten years, with the majority to refurbish and replace assets. In 2012 a one-off purchase of IT equipment (approx \$0.4 million) is planned, followed by one-off expenditure on non-residential buildings of about \$1.3 million in 2013.



## TES Priorities

| Participation     |          |            |
|-------------------|----------|------------|
| 2011 Performance  | NorthTec | ITP sector |
| Students under 25 | 37%      | 51%        |
| Māori             | 46%      | 21%        |
| Pasifika          | 3%       | 10%        |

| Course Completion |          |            |
|-------------------|----------|------------|
| 2011 Performance  | NorthTec | ITP sector |
| All               | 79%      | 78%        |
| Students under 25 | 75%      | 76%        |
| Māori             | 74%      | 70%        |
| Pasifika          | 75%      | 71%        |

| Qualification Completion |          |            |
|--------------------------|----------|------------|
| 2011 Performance         | NorthTec | ITP sector |
| All                      | 64%      | 63%        |
| Students under 25        | 54%      | 57%        |
| Māori                    | 54%      | 54%        |
| Pasifika                 | 67%      | 52%        |

Of the tertiary-aged population in the NorthTec region, 31% were identified as Māori and 19% as under the age of 25 years. Pasifika population figures were unavailable. (Based on Statistics NZ 2011 population projections)

| Overview of Educational Performance – Formal SAC Funded EFTS only |       |       |       |                 |
|---|-------|-------|-------|-----------------|
| Enrolments  | 2009  | 2010  | 2011  | % of ITP sector |
| EFTS  | 2,961 | 2,826 | 2,757 | 4%              |
| Students  | 7,652 | 6,444 | 4,997 | 4%              |
| Educational Performance Indicators                                | 2009  | 2010  | 2011  | ITP sector      |
| Successful Course Completion                                      | 72%   | 77%   | 79%   | 78%             |
| Qualification Completion  | 44%   | 56%   | 64%   | 63%             |
| Student Retention   | 46%   | 52%   | 53%   | 49%             |
| Student Progression L1-4  | 34%   | 27%   | 27%   | 29%             |

| Overview of Financial Performance*                               |          |          |          |                        |
|--|----------|----------|----------|------------------------|
| Key Performance Metrics  | 2009     | 2010     | 2011     | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | 4.9%     | 4.5%     | 3.0%     | 3.0%                   |
| Net cashflow from operations                                     | 106.2%   | 115.2%   | 112.2%   | 111.0%                 |
| Liquid funds   | 12.1%    | 24.1%    | 28.4%    | 8.0%                   |
| 3-yr average return on property, plant equipment and intangibles | 4.7%     | 8.1%     | 9.9%     | 4.5%                   |
| Summary Financial Statements (\$000)                             | 2009     | 2010     | 2011     | % of 2011 category     |
| <b>Revenue</b>   |          |          |          |                        |
| Total government revenue   | \$31,028 | \$31,354 | \$27,372 | 76%                    |
| Domestic student fees  | \$4,601  | \$5,610  | \$6,481  | 18%                    |
| International student fees                                       | \$1,530  | \$1,133  | \$852    | 2%                     |
| Other income (including research)                                | \$1,778  | \$1,660  | \$1,296  | 4%                     |
| Total revenue  | \$38,937 | \$39,757 | \$36,001 | 100%                   |
| <b>Expenses</b>  |          |          |          |                        |
| Personnel  | \$20,850 | \$21,212 | \$20,209 | 58%                    |
| Total expenses   | \$37,036 | \$37,986 | \$34,921 | 100%                   |
| Net surplus (after unusual and non-recurring items)              | \$1,901  | \$1,771  | \$1,080  |                        |
| <b>Assets</b>  |          |          |          |                        |
| Property, plant equipment and intangibles                        | \$36,568 | \$38,010 | \$38,977 | 80%                    |
| Total Assets   | \$43,675 | \$47,578 | \$48,894 | 100%                   |
| <b>Equity (net assets)</b>                                       | \$39,090 | \$43,768 | \$44,848 |                        |
| <b>Cashflow</b>  |          |          |          |                        |
| Net cashflow from operations                                     | \$2,135  | \$5,480  | \$3,953  |                        |
| Purchase of plant property equipment and intangibles             | \$5,695  | \$1,906  | \$3,378  |                        |
| <b>Other</b>   |          |          |          |                        |
| Staffing FTE   | 351      | 330      | 326      |                        |
| Total EFTS to Total staff ratio                                  | 10:1     | 10:1     | 10:1     |                        |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | 17:1     | 17:1     | 17:1     |                        |

# OPEN POLYTECHNIC OF NEW ZEALAND

**Chair:** Graeme Hall  
**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.

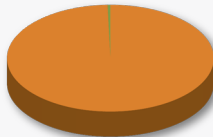


## NZQA EER

**Educational Performance:** Confident  
**Self-assessment:** Confident

## Funding by TEC

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



## Delivery by Level

|       |            |
|-------|------------|
| 20.5% | Level 1-2  |
| 22.7% | Level 3-4  |
| 29.6% | Level 5-6  |
| 27.3% | Level 7-8  |
| -     | Level 9-10 |



## Delivery by Subject

|       |                         |
|-------|-------------------------|
| 29.6% | Management and Commerce |
| 19.0% | Society and Culture     |
| 14.1% | Education               |
| 9.7%  | Health                  |
| 8.6%  | Mixed Field Programmes  |
| 19.0% | Other                   |



The Open Polytechnic of New Zealand achieved substantial increases in its overall educational performance in 2011 and was in a healthy financial position, exceeding the TEC's financial guidelines.

## Responsiveness

In 2011 the Open Polytechnic continued to build relationships with other ITPs, ITOs and employers to deliver a variety of vocationally applicable courses and qualifications via distance learning across New Zealand. In 2011 the Open Polytechnic worked closely with the Electrical Workers Registration Board and the Plumbers, Gasfitters and Drainlayers Board, providing distance study options to meet their registration requirements. The Open Polytechnic formed a collaboration with the Western Institute of Technology at Taranaki (WITT) to help students complete the Open Polytechnic's national Diploma of Construction with access to WITT's facilities and tutorial support. Following the Canterbury earthquakes the Open Polytechnic was able to help Christchurch Polytechnic Institute of Technology by providing continuity for its construction-related diplomas.

All Open Polytechnic delivery was extramural. It experienced a five percent (283 EFTS) decrease in enrolments in 2011. This decrease occurred mainly in Levels 3-4 programmes, which fell to 23 percent of delivery (down from 26 percent in 2010). All delivery was in Levels 1-8, with 57 percent at Levels 5-8. The largest fields of study were Management and Commerce (30%), Society and Culture (19%) and Education (14%).

The Open Polytechnic's enrolments were similar to the ethnic demography of New Zealand as a whole.

In 2011 the Open Polytechnic achieved most of the key performance indicators outlined in its 2011 Statement of Service Performance.

## Effectiveness

In 2011 the effectiveness of the Open Polytechnic's education delivery was evidenced by overall improvements in educational performance. It performed below the ITP sector averages against all educational performance indicators, but achieved considerable increases in both course and qualification completion (increases of 9 percentage points and 26 percentage points respectively). Except for qualification completions by Pasifika students, the performance of Māori, Pasifika and students under 25 years was below the ITP sector average.

NZQA completed the Open Polytechnic's external evaluation and review in June 2011. It gave the institution a 'confident' rating for its educational performance and a 'confident' rating for the methods and processes that the institution uses for continuous self-assessment.

The Open Polytechnic received 0.07 percent of the 2011 total allocation for the Performance-Based Research Fund (PBRF), a decrease from 0.08 percent in 2010. It earned PBRF-eligible external research income of \$137,920 in 2011, a 58 percent increase on 2010.

## Capability

In 2011 the Open Polytechnic council re-assessed the capability of its membership following the reconstitution of ITP councils, which had restricted council-appointed members to an initial term of one year. The assessment resulted in the Open Polytechnic council deciding to appoint two new members.



In 2011 the Open Polytechnic reported a net surplus of 6.4 percent (\$3.7 million), down on the 7.9 percent surplus achieved in 2010. Total revenue fell by 10.2 percent (\$6.7 million) from 2010 to 2011, including \$6.5 million (13.8%) less government revenue.

The Open Polytechnic applied for the transfer of its Lower Hutt site into its own title in 2011. Its capital expenditure is expected to average around \$3.5 million annually over the next ten years, focused mainly on large one-off IT equipment and software upgrades with peaks forecast in 2012, 2014, 2017 and 2020.



## TES Priorities

| Participation     |                  |            |
|-------------------|------------------|------------|
| 2011 Performance  | Open Polytechnic | ITP sector |
| Students under 25 | 22%              | 51%        |
| Māori             | 14%              | 21%        |
| Pasifika          | 10%              | 10%        |

| Course Completion |                  |            |
|-------------------|------------------|------------|
| 2011 Performance  | Open Polytechnic | ITP sector |
| All               | 73%              | 78%        |
| Students under 25 | 68%              | 76%        |
| Māori             | 59%              | 70%        |
| Pasifika          | 69%              | 71%        |

| Qualification Completion |                  |            |
|--------------------------|------------------|------------|
| 2011 Performance         | Open Polytechnic | ITP sector |
| All                      | 59%              | 63%        |
| Students under 25        | 39%              | 57%        |
| Māori                    | 41%              | 54%        |
| Pasifika                 | 56%              | 52%        |

| Overview of Educational Performance – Formal SAC Funded EFTS only |        |        |        |                 |
|---|--------|--------|--------|-----------------|
| Enrolments  | 2009   | 2010   | 2011   | % of ITP sector |
| EFTS  | 5,277  | 5,760  | 5,477  | 8%              |
| Students  | 32,405 | 37,347 | 34,950 | 26%             |
| Educational Performance Indicators                                | 2009   | 2010   | 2011   | ITP sector      |
| Successful Course Completion                                      | 62%    | 64%    | 73%    | 78%             |
| Qualification Completion  | 21%    | 33%    | 59%    | 63%             |
| Student Retention   | 24%    | 30%    | 30%    | 49%             |
| Student Progression L1-4  | 20%    | 20%    | 18%    | 29%             |

| Overview of Financial Performance*                               |          |          |          |                        |
|--|----------|----------|----------|------------------------|
| Key Performance Metrics  | 2009     | 2010     | 2011     | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | 4.4%     | 7.9%     | 6.4%     | 3.0%                   |
| Net cashflow from operations                                     | 111.9%   | 121.1%   | 118.3%   | 111.0%                 |
| Liquid funds   | 51.7%    | 53.1%    | 64.8%    | 8.0%                   |
| 3-yr average return on property, plant equipment and intangibles | 13.1%    | 15.7%    | 19.2%    | 4.5%                   |
| Summary Financial Statements (\$000)                             | 2009     | 2010     | 2011     | % of 2011 category     |
| Revenue  |          |          |          |                        |
| Total government revenue   | \$40,124 | \$47,044 | \$40,558 | 69%                    |
| Domestic student fees  | \$13,578 | \$16,048 | \$16,046 | 27%                    |
| International student fees                                       | \$250    | \$205    | \$182    | 0%                     |
| Other income (including research)                                | \$1,883  | \$1,859  | \$1,716  | 3%                     |
| Total revenue  | \$55,835 | \$65,156 | \$58,502 | 100%                   |
| Expenses   |          |          |          |                        |
| Personnel  | \$29,790 | \$36,099 | \$30,839 | 56%                    |
| Total expenses   | \$52,929 | \$59,983 | \$54,765 | 100%                   |
| Net surplus (after unusual and non-recurring items)              | \$2,466  | \$5,173  | \$3,737  |                        |
| Assets   |          |          |          |                        |
| Property, plant equipment and intangibles                        | \$35,594 | \$38,095 | \$36,417 | 49%                    |
| Total Assets   | \$65,820 | \$72,253 | \$74,785 | 100%                   |
| Equity (net assets)  | \$49,643 | \$55,197 | \$58,129 |                        |
| Cashflow   |          |          |          |                        |
| Net cashflow from operations                                     | \$5,656  | \$11,028 | \$9,352  |                        |
| Purchase of plant property equipment and intangibles             | \$2,754  | \$8,057  | \$4,150  |                        |
| Other  |          |          |          |                        |
| Staffing FTE   | 460      | 426      | 393      |                        |
| Total EFTS to Total staff ratio                                  | 13:1     | 16:1     | 15:1     |                        |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | 41:1     | 56:1     | 54:1     |                        |

# OTAGO POLYTECHNIC

**Chair:** Kathy Grant  
**Chief Executive:** Phil Ker

- Main Campus  
Dunedin
- Other Campus Locations  
Cromwell



## NZQA EER

**Educational Performance:** Highly Confident  
**Self-assessment:** Highly Confident

Otago Polytechnic's educational and financial performance was strong overall in 2011. Otago Polytechnic improved against almost all educational performance indicators (EPIs) compared with 2010, and is well positioned for delivery in 2012.

## Responsiveness

Otago Polytechnic has close and productive working relationships with its communities. Otago Polytechnic's expertise in applied research was recognised by its inclusion in the Ministry of Science and Innovation's technology-transfer voucher scheme. Otago Polytechnic is a foundation member of the international Open Education Resource university (OERu), which aims to widen access and reduce the cost of tertiary study for learners who may otherwise be excluded from the formal education sector. In early 2011 Otago Polytechnic hosted the OERu Foundation's strategic international meeting.

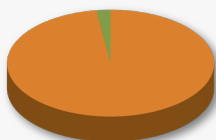
Otago Polytechnic's provision is predominately focused at Levels 7–8 (45%), with enrolments increasing over the past three years. The largest fields of study were Health (33%), Creative Arts (17%) and Management and Commerce (11%). The qualifications that attracted the most enrolments were Bachelor of Nursing (9%), Bachelor of Occupational Therapy (7%), Bachelor of Midwifery (5%) and Bachelor of Visual Arts (5%).

In 2011, the majority of students (64%) were aged under 25, well above the ITP sector average. Māori and Pasifika student participation aligned with the demography of its local catchment.

Otago Polytechnic achieved most of the key performance indicators outlined in its 2011 Statement of Service Performance. Where indicators were not met, the difference between actual and target was marginal.

## Funding by TEC

- 97.8% Teaching and Learning
  - Capability
- 2.2% Research
  - Scholarships/Learners



## Delivery by Level

- 5.3% Level 1–2
- 31.1% Level 3–4
- 17.7% Level 5–6
- 45.1% Level 7–8
- 0.8% Level 9–10



## Delivery by Subject

- 32.9% Health
- 17.0% Creative Arts
- 11.2% Management and Commerce
- 9.0% Society and Culture
- 6.3% Engineering and Related Technologies
- 23.6% Other



## Effectiveness

In 2011, the effectiveness of Otago Polytechnic's education delivery was evidenced in its performance above the ITP sector averages for all four EPIs. Performance has continued to improve, especially in qualification completions, with an increase of 12 percent. Performance by the TES priority groups (Māori, Pasifika and students under 25 years of age) also improved, with all indicators for Māori and students aged under 25 above the ITP sector average. Pasifika students' performance was below the ITP sector average for course and qualification completions, but both improved on 2010.

In 2011 Otago Polytechnic underwent an external evaluation and review assessment from the NZQA and received 'highly confident' ratings for both educational performance and self-assessment.

Otago received 0.27 percent of the 2011 total allocation for the Performance-Based Research Fund (PBRF), a decrease from 0.28 percent in 2010. It earned PBRF-eligible external research income (ERI) of \$1.3 million in 2011, a two percent increase on 2010.

## Capability

In 2011, the Otago Polytechnic council re-assessed the capability of its membership following the reconstitution of ITP councils, which had restricted council-appointed members to an initial term of one year. The assessment resulted in the Otago Polytechnic council deciding to retain its existing members.





In 2011, Otago Polytechnic reported a net surplus of 5.9 percent (\$3.3 million), up on the four percent surplus achieved in 2010. Otago Polytechnic's total revenue decreased by 0.7 percent (\$0.4 million) from 2010 to 2011, including a \$2.4 million (7.0%) fall in government revenue. Otago Polytechnic reduced its cost of operations, with total expenses falling \$1.5 million (2.7%) compared with 2010. Otago Polytechnic has a borrowing facility in place to cover short-term liquidity needs.

Otago Polytechnic's capital expenditure is expected to average around \$7.4 million annually over the next ten years. A large peak in capital spending is planned around 2015 for the development of the Cromwell Campus and Stage 2 of the Creative Precinct.



## TES Priorities

| Participation     |                   |            |
|-------------------|-------------------|------------|
| 2011 Performance  | Otago Polytechnic | ITP sector |
| Students under 25 | 64%               | 51%        |
| Māori             | 10%               | 21%        |
| Pasifika          | 3%                | 10%        |

| Course Completion |                   |            |
|-------------------|-------------------|------------|
| 2011 Performance  | Otago Polytechnic | ITP sector |
| All               | 83%               | 78%        |
| Students under 25 | 82%               | 76%        |
| Māori             | 72%               | 70%        |
| Pasifika          | 67%               | 71%        |

| Qualification Completion |                   |            |
|--------------------------|-------------------|------------|
| 2011 Performance         | Otago Polytechnic | ITP sector |
| All                      | 74%               | 63%        |
| Students under 25        | 66%               | 57%        |
| Māori                    | 62%               | 54%        |
| Pasifika                 | 47%               | 52%        |

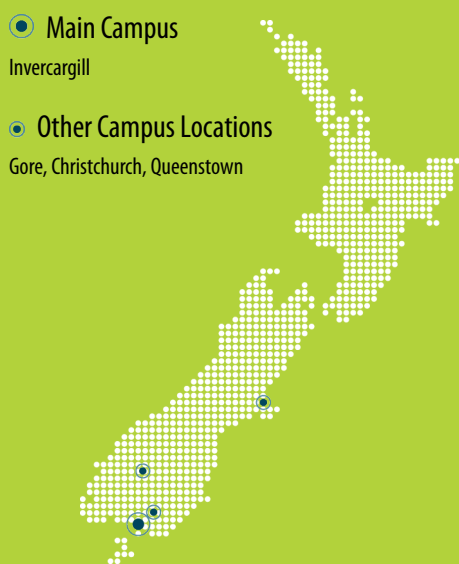
Of the tertiary-aged population in the Otago Polytechnic region, 4% were identified as Māori, Pasifika as 1%, and 19% as under the age of 25 years. (Based on Statistics NZ 2011 population projections)

| Overview of Educational Performance – Formal SAC Funded EFTS only |       |       |       |                 |
|---|-------|-------|-------|-----------------|
| Enrolments  | 2009  | 2010  | 2011  | % of ITP sector |
| EFTS  | 3,145 | 3,337 | 3,314 | 5%              |
| Students  | 6,847 | 6,190 | 4,977 | 4%              |
| Educational Performance Indicators                                | 2009  | 2010  | 2011  | ITP sector      |
| Successful Course Completion                                      | 74%   | 78%   | 83%   | 78%             |
| Qualification Completion  | 64%   | 62%   | 74%   | 63%             |
| Student Retention   | 47%   | 48%   | 54%   | 49%             |
| Student Progression L1-4  | 28%   | 33%   | 37%   | 29%             |

| Overview of Financial Performance*                               |          |          |          |                        |
|--|----------|----------|----------|------------------------|
| Key Performance Metrics  | 2009     | 2010     | 2011     | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | 1.4%     | 4.0%     | 5.9%     | 3.0%                   |
| Net cashflow from operations                                     | 112.2%   | 117.2%   | 117.3%   | 111.0%                 |
| Liquid funds   | 0.3%     | 0.3%     | 3.6%     | 8.0%                   |
| 3-yr average return on property, plant equipment and intangibles | 6.6%     | 7.3%     | 8.8%     | 4.5%                   |
| Summary Financial Statements (\$000)                             | 2009     | 2010     | 2011     | % of 2011 category     |
| Revenue  |          |          |          |                        |
| Total government revenue   | \$33,037 | \$33,840 | \$31,465 | 56%                    |
| Domestic student fees  | \$12,034 | \$14,120 | \$15,106 | 27%                    |
| International student fees                                       | \$2,082  | \$2,392  | \$2,467  | 4%                     |
| Other income (including research)                                | \$5,422  | \$6,246  | \$7,144  | 13%                    |
| Total revenue  | \$52,575 | \$56,598 | \$56,182 | 100%                   |
| Expenses   |          |          |          |                        |
| Personnel  | \$31,881 | \$33,753 | \$33,403 | 63%                    |
| Total expenses   | \$51,826 | \$54,334 | \$52,840 | 100%                   |
| Net surplus (after unusual and non-recurring items)              | \$749    | \$2,264  | \$3,342  |                        |
| Assets   |          |          |          |                        |
| Property, plant equipment and intangibles                        | \$83,228 | \$83,625 | \$82,845 | 90%                    |
| Total Assets   | \$91,200 | \$90,476 | \$92,401 | 100%                   |
| Equity (net assets)  | \$80,439 | \$82,677 | \$84,061 |                        |
| Cashflow   |          |          |          |                        |
| Net cashflow from operations                                     | \$5,637  | \$8,568  | \$8,131  |                        |
| Purchase of plant property equipment and intangibles             | \$9,393  | \$5,457  | \$6,630  |                        |
| Other  |          |          |          |                        |
| Staffing FTE   | 448      | 447      | 437      |                        |
| Total EFTS to Total staff ratio                                  | 8:1      | 8:1      | 8:1      |                        |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | 18:1     | 19:1     | 19:1     |                        |

# SOUTHERN INSTITUTE OF TECHNOLOGY

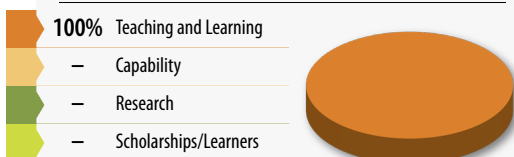
**Chair:** Graham Cooney  
(Sarah Brown from June 2011)  
**Chief Executive:** Penny Simmonds



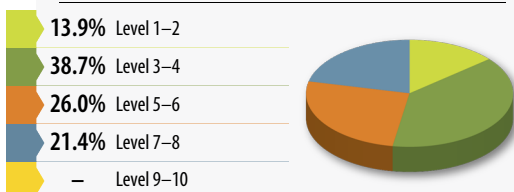
## NZQA EER

**Educational Performance:** Scheduled for July 2012  
**Self-assessment:** –

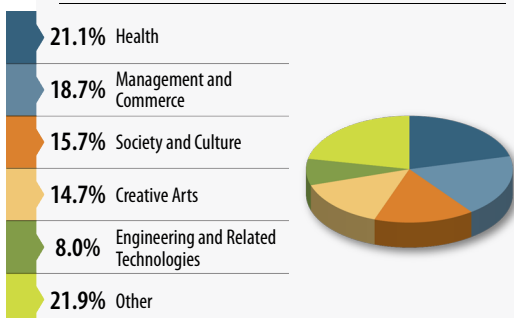
### Funding by TEC



### Delivery by Level



### Delivery by Subject



**In 2011 the Southern Institute of Technology (SIT) improved its educational performance across most measures, though it remains below the ITP sector average. SIT delivered a sound financial performance in 2011, meeting TEC financial guidelines.**

## Responsiveness

SIT continued its strong focus on halting the exodus of young students from the Southland region by providing attractive study options for students. In 2011, SIT completed a major refurbishment of its Invercargill campus and increased its international student enrolments by 25 percent on 2010.

SIT's Christchurch campus received only minimal damage in the February earthquakes, and thus SIT is well placed to contribute quality vocational training and education to support Canterbury. SIT was able to house some Christchurch Polytechnic Institute of Technology programmes and staff for half of the 2011 year at no charge and some Aoraki Polytechnic staff and programmes for the entire year.

In 2011, 47 percent of SIT's provision was delivered at Levels 5–8, with 53 percent at Levels 1–4. Provision has steadily shifted from lower to higher level study over the past four years. In 2011, the largest fields of study at SIT were Health (21%), Management and Commerce (19%) and Society and Culture (16%). The Bachelor of Nursing had the largest enrolment in 2011, with six percent of overall provision.

In 2011 Māori and Pasifika students made up 15 percent and three percent of SIT's enrolments respectively, similar to the region's demography. Participation by under-25-year-olds was under the ITP sector average (43% compared to 51%) but has increased over the last four years. In 2011 SIT had 451 full fee-paying international EFTS (730 students).

SIT achieved the majority of the key performance indicators outlined in its 2011 Statement of Service Performance. Where indicators were not met, the difference between actual and target was marginal.

## Effectiveness

In 2011 the effectiveness of SIT's education delivery was evidenced by improvements in course completion, qualification completion and student retention rates (although each was below the ITP sector average). Student progression from Levels 1–4 to higher levels was above the ITP sector average and participation at these levels accounted for over half of SIT's delivery in 2011. Performance by the three TES priority groups (Māori, Pasifika and students aged under 25) was below the ITP sector average, with the exception of student progression among Māori and youth.

SIT's external evaluation and review is scheduled for July 2012. In the meantime, SIT retains its Quality Assured status.

## Capability

In 2011 the SIT council re-assessed the capability of its membership following the reconstitution of ITP councils, which had restricted council-appointed members to an initial term of one year. The assessment resulted in the SIT council deciding to retain its existing members. In July 2011, the Minister appointed a new Council Chair and a Deputy Chair. The previous Chair continues as a council-appointed member.



In 2011 SIT reported a net surplus of 6.5 percent (\$2.9 million), down on the 13.1 percent surplus achieved in 2010. SIT's total revenue decreased by 7.8 percent (\$3.8 million) from 2010 to 2011, including a \$4.8 million (13.7%) fall in total government revenue.

SIT's capital expenditure is forecast to average around \$7 million annually over the next ten years. The major capital items are non-residential buildings and IT equipment plus large one-off expenditure on accommodation (about \$7.8 million) and non-accommodation (about \$12.5 million) buildings between 2012 and 2014.



## TES Priorities

| Participation     |     |            |
|-------------------|-----|------------|
| 2011 Performance  | SIT | ITP sector |
| Students under 25 | 43% | 51%        |
| Māori             | 15% | 21%        |
| Pasifika          | 3%  | 10%        |

| Course Completion |     |            |
|-------------------|-----|------------|
| 2011 Performance  | SIT | ITP sector |
| All               | 70% | 78%        |
| Students under 25 | 67% | 76%        |
| Māori             | 64% | 70%        |
| Pasifika          | 52% | 71%        |

| Qualification Completion |     |            |
|--------------------------|-----|------------|
| 2011 Performance         | SIT | ITP sector |
| All                      | 55% | 63%        |
| Students under 25        | 50% | 57%        |
| Māori                    | 54% | 54%        |
| Pasifika                 | 26% | 52%        |

Of the tertiary-aged population in the SIT region, 10% were identified as Māori and 13% as under the age of 25 years. Pasifika population figures were unavailable. (Based on Statistics NZ 2011 population projections)

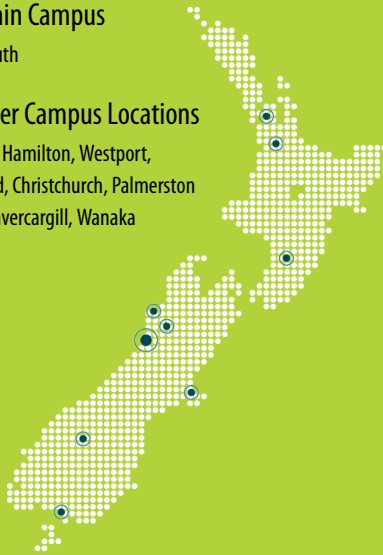
| Overview of Educational Performance – Formal SAC Funded EFTS only |       |       |       |                 |
|---|-------|-------|-------|-----------------|
| Enrolments  | 2009  | 2010  | 2011  | % of ITP sector |
| EFTS  | 3,887 | 3,815 | 3,582 | 5%              |
| Students  | 9,733 | 9,178 | 6,474 | 5%              |
| Educational Performance Indicators                                | 2009  | 2010  | 2011  | ITP sector      |
| Successful Course Completion                                      | 66%   | 65%   | 70%   | 78%             |
| Qualification Completion  | 42%   | 43%   | 55%   | 63%             |
| Student Retention   | 38%   | 39%   | 38%   | 49%             |
| Student Progression L1-4  | 43%   | 45%   | 40%   | 29%             |

| Overview of Financial Performance*                               |          |          |          |                        |
|--|----------|----------|----------|------------------------|
| Key Performance Metrics  | 2009     | 2010     | 2011     | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | 8.1%     | 13.1%    | 6.5%     | 3.0%                   |
| Net cashflow from operations                                     | 117.6%   | 124.0%   | 116.0%   | 111.0%                 |
| Liquid funds   | 65.4%    | 71.2%    | 79.0%    | 8.0%                   |
| 3-yr average return on property, plant equipment and intangibles | 16.1%    | 14.3%    | 11.7%    | 4.5%                   |
| Summary Financial Statements (\$000)                             | 2009     | 2010     | 2011     | % of 2011 category     |
| Revenue  |          |          |          |                        |
| Total government revenue   | \$33,328 | \$35,355 | \$30,514 | 68%                    |
| Domestic student fees  | \$5,785  | \$7,539  | \$6,303  | 14%                    |
| International student fees                                       | \$1,674  | \$2,852  | \$3,601  | 8%                     |
| Other income (including research)                                | \$3,984  | \$2,856  | \$4,373  | 10%                    |
| Total revenue  | \$44,771 | \$48,602 | \$44,791 | 100%                   |
| Expenses   |          |          |          |                        |
| Personnel  | \$17,406 | \$17,786 | \$18,625 | 44%                    |
| Total expenses   | \$41,130 | \$42,234 | \$41,862 | 100%                   |
| Net surplus (after unusual and non-recurring items)              | \$3,641  | \$6,368  | \$2,929  |                        |
| Assets   |          |          |          |                        |
| Property, plant equipment and intangibles                        | \$41,995 | \$58,802 | \$59,817 | 64%                    |
| Total Assets   | \$70,449 | \$90,421 | \$94,061 | 100%                   |
| Equity (net assets)  | \$64,270 | \$84,336 | \$88,017 |                        |
| Cashflow   |          |          |          |                        |
| Net cashflow from operations                                     | \$6,720  | \$9,612  | \$6,162  |                        |
| Purchase of plant property equipment and intangibles             | \$9,869  | \$7,628  | \$4,735  |                        |
| Other  |          |          |          |                        |
| Staffing FTE   | 303      | 312      | 317      |                        |
| Total EFTS to Total staff ratio                                  | 16:1     | 16:1     | 14:1     |                        |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | 31:1     | 30:1     | 28:1     |                        |

# TAI POUTINI POLYTECHNIC

**Chair:** Graeme McNally  
**Chief Executive:** Allan Sargison

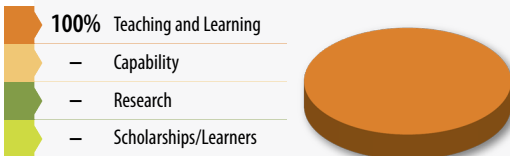
- Main Campus**  
Greymouth
- Other Campus Locations**  
Reefton, Hamilton, Westport,  
Auckland, Christchurch, Palmerston  
North, Invercargill, Wanaka



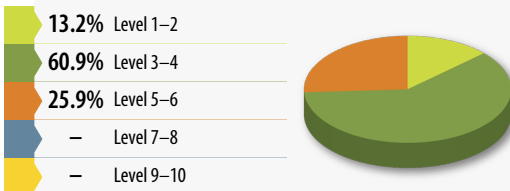
## NZQA EER

**Educational Performance:** Confident  
**Self-assessment:** Not yet Confident

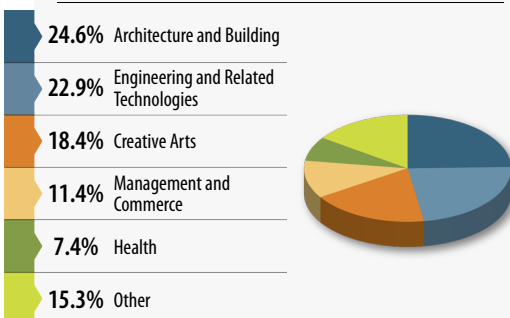
## Funding by TEC



## Delivery by Level



## Delivery by Subject



**Tai Poutini Polytechnic improved its overall educational performance in 2011, but was below the ITP sector average on some measures. Tai Poutini's financial performance was mixed, and included recording a small loss for 2011.**

## Responsiveness

In 2011 Tai Poutini increased its focus on and commitment to meeting the needs of the West Coast's residents, industries and businesses. In December, Tai Poutini held a forum for community and business leaders in the Buller region as part of plans to strengthen provision in that area. Tai Poutini is enhancing access by learners in remote areas and with disabilities through greater use of e-learning, improving access to its student learning centres and ensuring library services reach dispersed campuses. Tai Poutini also developed its Westport campus to make it more student-centric.

In 2011 all of Tai Poutini's delivery was focused at Levels 1-6, with 61 percent at Levels 3-4. Qualifications were mainly delivered in the Architecture and Building (25%) and Engineering and Related Technologies (23%) fields of study. The qualification with the most enrolments in 2011 was the National Certificate in Scaffolding (Elementary), a Level 3 qualification, comprising 13 percent of Tai Poutini's provision.

In 2011 Māori and Pasifika students made up 25 percent and eight percent of total enrolments respectively. These proportions are much higher than the West Coast's Māori and Pasifika populations, largely because of Tai Poutini delivering a large portion of its training in South Auckland. Participation by students aged under 25 was below the ITP sector average, but increased by three percentage points from 2010.

## Effectiveness

In 2011, the effectiveness of Tai Poutini's education delivery was evidenced by achieving above the ITP sector average for course completions. Tai Poutini was below the ITP sector average for the other three performance indicators. These results are affected by a programme mix that includes specialised delivery, and despite this there were improvements across these indicators when compared with 2010. Performance by the TES priority groups (Māori, Pasifika and students under the age of 25) was above the ITP sector average for course and qualification completions, but below average for student retention and progression.

NZQA completed Tai Poutini's external evaluation and review in 2011. It gave the institution a 'confident' rating for its educational performance and a 'not yet confident' rating for the methods and processes that Tai Poutini uses for continuous self-assessment.

## Capability

In 2011 the Tai Poutini council re-assessed the capability of its membership following the reconstitution of ITP councils, which had restricted council-appointed members to an initial term of one year. The assessment resulted in the Tai Poutini council deciding to appoint three new members.

In 2011 Tai Poutini reported a net deficit of 0.2 percent (\$46,000), compared with the 2.3 percent surplus achieved in 2010. Tai Poutini's total revenue decreased by 8.8 percent (\$2.3 million) from 2010 to 2011, including \$3.3 million (15.8%) less government revenue. Tai Poutini also incurred significant costs from the impact of the Canterbury earthquakes on its Christchurch-based provision.





Tai Poutini's capital expenditure is expected to average around \$1.5 million annually over the next ten years. All of this is forecast to be spent replacing and refurbishing existing assets.



## TES Priorities

| Participation     |             |            |
|-------------------|-------------|------------|
| 2011 Performance  | Tai Poutini | ITP sector |
| Students under 25 | 41%         | 51%        |
| Māori             | 25%         | 21%        |
| Pasifika          | 8%          | 10%        |

| Course Completion |             |            |
|-------------------|-------------|------------|
| 2011 Performance  | Tai Poutini | ITP sector |
| All               | 79%         | 78%        |
| Students under 25 | 78%         | 76%        |
| Māori             | 78%         | 70%        |
| Pasifika          | 78%         | 71%        |

| Qualification Completion |             |            |
|--------------------------|-------------|------------|
| 2011 Performance         | Tai Poutini | ITP sector |
| All                      | 57%         | 63%        |
| Students under 25        | 64%         | 57%        |
| Māori                    | 58%         | 54%        |
| Pasifika                 | 64%         | 52%        |

Of the tertiary-aged population in the Tai Poutini region, 12% were identified as under the age of 25 years. Māori and Pasifika population figures were unavailable. (Based on Statistics NZ 2011 population projections)

| Overview of Educational Performance – Formal SAC Funded EFTS only |       |       |       |                 |
|---|-------|-------|-------|-----------------|
| Enrolments  | 2009  | 2010  | 2011  | % of ITP sector |
| EFTS  | 2,138 | 2,219 | 1,974 | 3%              |
| Students  | 9,599 | 7,768 | 5,365 | 4%              |
| Educational Performance Indicators                                | 2009  | 2010  | 2011  | ITP sector      |
| Successful Course Completion                                      | 73%   | 79%   | 79%   | 78%             |
| Qualification Completion  | 44%   | 47%   | 57%   | 63%             |
| Student Retention   | 26%   | 32%   | 36%   | 49%             |
| Student Progression L1-4  | 18%   | 21%   | 17%   | 29%             |

| Overview of Financial Performance*                               |          |          |          |                        |
|--|----------|----------|----------|------------------------|
| Key Performance Metrics  | 2009     | 2010     | 2011     | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | 1.8%     | 2.3%     | -0.2%    | 3.0%                   |
| Net cashflow from operations                                     | 107.7%   | 111.3%   | 106.6%   | 111.0%                 |
| Liquid funds   | 21.7%    | 11.1%    | 19.3%    | 8.0%                   |
| 3-yr average return on property, plant equipment and intangibles | 6.2%     | 7.2%     | 12.6%    | 4.5%                   |
| Summary Financial Statements (\$000)                             | 2009     | 2010     | 2011     | % of 2011 category     |
| Revenue  |          |          |          |                        |
| Total government revenue   | \$22,226 | \$21,141 | \$17,797 | 73%                    |
| Domestic student fees  | \$3,879  | \$4,456  | \$4,097  | 17%                    |
| International student fees                                       | \$0      | \$0      | \$0      | 0%                     |
| Other income (including research)                                | \$1,403  | \$1,091  | \$2,454  | 10%                    |
| Total revenue  | \$27,509 | \$26,688 | \$24,348 | 100%                   |
| Expenses   |          |          |          |                        |
| Personnel  | \$15,854 | \$16,482 | \$15,300 | 63%                    |
| Total expenses   | \$27,133 | \$26,064 | \$24,394 | 100%                   |
| Net surplus (after unusual and non-recurring items)              | \$484    | \$624    | -\$46    |                        |
| Assets   |          |          |          |                        |
| Property, plant equipment and intangibles                        | \$13,817 | \$16,328 | \$15,570 | 72%                    |
| Total Assets   | \$21,307 | \$21,780 | \$21,586 | 100%                   |
| Equity (net assets)  |          |          |          |                        |
|  | \$17,889 | \$18,699 | \$18,636 |                        |
| Cashflow   |          |          |          |                        |
| Net cashflow from operations                                     | \$1,873  | \$2,809  | \$1,491  |                        |
| Purchase of plant property equipment and intangibles             | \$2,444  | \$4,318  | \$1,067  |                        |
| Other  |          |          |          |                        |
| Staffing FTE   | 201      | 185      | 211      |                        |
| Total EFTS to Total staff ratio                                  | 11:1     | 12:1     | 11:1     |                        |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | 15:1     | 19:1     | 17:1     |                        |

# UNITEC INSTITUTE OF TECHNOLOGY

**Chair:** Ted van Arkel  
**Chief Executive:** Dr Rick Ede

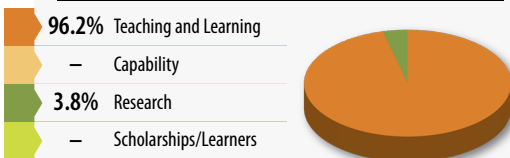
- Main Campus**  
Mt Albert, Auckland
- Other Campus Locations**  
Newmarket (Auckland), Waitakere (Auckland), Albany (Auckland)



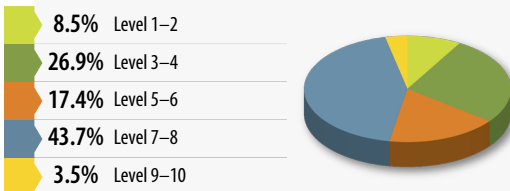
## NZQA EER

**Educational Performance:** Highly Confident  
**Self-assessment:** Confident

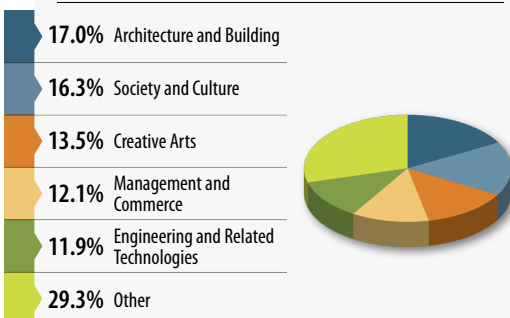
### Funding by TEC



### Delivery by Level



### Delivery by Subject



The financial performance of Unitec Institute of Technology was satisfactory overall in 2011. Its educational performance was comparable with the ITP sector as a whole, and for the most part improved on its 2010 performance.

## Responsiveness

In 2011 Unitec launched its Northern campus in Albany, increasing the vocational education opportunities available to students in the area. Unitec developed links with industry and continued with its self-assessment system to focus on the relevance of its programmes and the interaction each has with its relevant industry. Unitec worked on supporting learners, notably by implementing a new system to give students better access to information.

Unitec has continued to increase its focus on higher-level provision. In 2011 Unitec delivered 44 percent of its overall provision at Levels 7-8 and three percent at Levels 9-10. Its main fields of study were Architecture and Building (17%), Society and Culture (16%) and Creative Arts (14%).

In 2010 Unitec's student demography was representative of its region. Māori and Pasifika student participation has increased over the years, with Pasifika participation at 15 percent (above the ITP sector average of 10%) and Māori accounting for 11 percent of total enrolments. Enrolment by students under 25 years also increased (56% of enrolments, above the ITP sector average). In 2011 Unitec had 1,691 full fee-paying international EFTS (3,081 students).

Unitec met most of the targets set in its Statement of Service Performance for 2011.

## Effectiveness

In 2011 the effectiveness of Unitec's education delivery was evidenced by achieving above or equal to the ITP sector average on three out of the four educational performance indicators. Qualification completions were below average, but improved by five percentage points from 2010. Performance by the TES priority groups (Māori, Pasifika and students aged under 25) was better than the ITP sector averages for Pasifika and Māori, but below average for course and qualification completions by under-25-year-olds.

NZQA completed Unitec's external evaluation and review in 2011 and gave Unitec a 'highly confident' rating for its educational performance and a 'confident' rating for its self-assessment processes.

Unitec received 1.25 percent of the 2011 total allocation for the Performance-Based Research Fund (PBRF), an increase from 1.17 percent compared with 2010. It earned PBRF-eligible external research income of \$3,116,282 in 2011, a 57 percent decrease on 2010.

## Capability

In 2011, the Unitec council re-assessed the capability of its membership following the reconstitution of ITP councils, which had restricted council-appointed members to an initial term of one year. The assessment resulted in the Unitec council deciding to appoint two new members.


In 2011 Unitec reported a net surplus of 3.4 percent (\$4.8 million), down on the 6.4 percent surplus in 2010. Unitec's total revenue increased by 2.1 percent (\$3.0 million) from 2010 to 2011, including a \$3.4 million (20.4%) increase in international student fees. Unitec's total borrowing increased from \$5.3 million in 2010 to \$10.4 million in 2011. The borrowing facility is helping to fund campus redevelopments.





Unitec's capital expenditure is forecast to average around \$35 million annually over the next ten years, although no major capital projects have been individually reported beyond 2012.



## TES Priorities

|  <b>Participation</b> |        |            |
|--|--------|------------|
| 2011 Performance   | Unitec | ITP sector |
| Students under 25  | 56%    | 51%        |
| Māori  | 11%    | 21%        |
| Pasifika   | 15%    | 10%        |

|  <b>Course Completion</b> |        |            |
|--|--------|------------|
| 2011 Performance   | Unitec | ITP sector |
| All  | 78%    | 78%        |
| Students under 25  | 75%    | 76%        |
| Māori  | 72%    | 70%        |
| Pasifika   | 65%    | 71%        |

|  <b>Qualification Completion</b> |        |            |
|---|--------|------------|
| 2011 Performance  | Unitec | ITP sector |
| All   | 57%    | 63%        |
| Students under 25   | 51%    | 57%        |
| Māori   | 45%    | 54%        |
| Pasifika  | 42%    | 52%        |

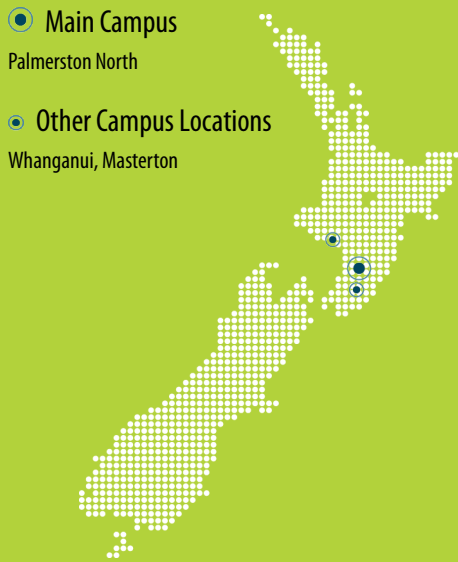
Of the tertiary-aged population in the Unitec region, 11% were identified as Māori, 14% as Pasifika, and 15% as under the age of 25 years. (Based on Statistics NZ 2011 population projections)

| Overview of Educational Performance – Formal SAC Funded EFTS only |        |        |        |                 |
|---|--------|--------|--------|-----------------|
| Enrolments  | 2009   | 2010   | 2011   | % of ITP sector |
| EFTS  | 8,344  | 8,378  | 8,319  | 13%             |
| Students  | 15,083 | 15,143 | 13,470 | 10%             |
| Educational Performance Indicators                                | 2009   | 2010   | 2011   | ITP sector      |
| Successful Course Completion                                      | 75%    | 77%    | 78%    | 78%             |
| Qualification Completion  | 55%    | 52%    | 57%    | 63%             |
| Student Retention   | 59%    | 64%    | 59%    | 49%             |
| Student Progression L1-4  | 31%    | 35%    | 37%    | 29%             |

| Overview of Financial Performance*                               |           |           |           |                        |
|--|-----------|-----------|-----------|------------------------|
| Key Performance Metrics  | 2009      | 2010      | 2011      | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | 6.4%      | 6.4%      | 3.4%      | 3.0%                   |
| Net cashflow from operations                                     | 114.5%    | 117.1%    | 111.5%    | 111.0%                 |
| Liquid funds   | 3.6%      | 1.5%      | 2.5%      | 8.0%                   |
| 3-yr average return on property, plant equipment and intangibles | 6.6%      | 7.6%      | 8.3%      | 4.5%                   |
| Summary Financial Statements (\$000)                             | 2009      | 2010      | 2011      | % of 2011 category     |
| Revenue  |           |           |           |                        |
| Total government revenue   | \$76,793  | \$79,087  | \$79,167  | 56%                    |
| Domestic student fees  | \$30,712  | \$32,449  | \$33,309  | 23%                    |
| International student fees                                       | \$15,390  | \$16,866  | \$20,299  | 14%                    |
| Other income (including research)                                | \$8,890   | \$10,701  | \$9,301   | 7%                     |
| Total revenue  | \$131,785 | \$139,103 | \$142,076 | 100%                   |
| Expenses   |           |           |           |                        |
| Personnel  | \$78,897  | \$81,712  | \$86,824  | 63%                    |
| Total expenses   | \$123,353 | \$130,229 | \$137,305 | 100%                   |
| Net surplus (after unusual and non-recurring items)              | \$8,432   | \$8,874   | \$4,771   |                        |
| Assets   |           |           |           |                        |
| Property, plant equipment and intangibles                        | \$223,434 | \$222,047 | \$229,531 | 96%                    |
| Total Assets   | \$232,873 | \$228,832 | \$238,865 | 100%                   |
| Equity (net assets)  | \$195,962 | \$197,746 | \$203,180 |                        |
| Cashflow   |           |           |           |                        |
| Net cashflow from operations                                     | \$18,013  | \$22,110  | \$15,791  |                        |
| Purchase of plant property equipment and intangibles             | \$8,661   | \$15,053  | \$18,247  |                        |
| Other  |           |           |           |                        |
| Staffing FTE   | 1,103     | 1,119     | 1,181     |                        |
| Total EFTS to Total staff ratio                                  | 9:1       | 9:1       | 9:1       |                        |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | 17:1      | 18:1      | 17:1      |                        |

# UNIVERSAL COLLEGE OF LEARNING

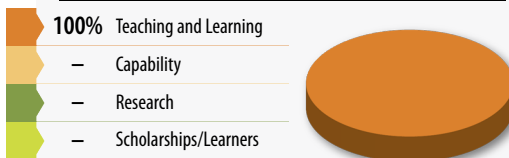
**Chair:** Trevor Goodwin  
**Chief Executive:** Paul McElroy



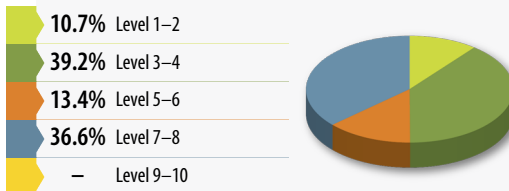
## NZQA EER

**Educational Performance:** Confident  
**Self-assessment:** Confident

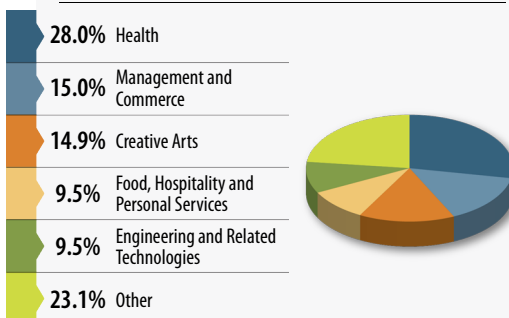
## Funding by TEC



## Delivery by Level



## Delivery by Subject



**Universal College of Learning (UCOL) improved its overall educational performance in 2011 and met TEC's recommended financial guidelines.**

## Responsiveness

In 2011 UCOL developed a partnership with the Open Polytechnic of New Zealand to offer a degree qualification in early childhood education to the Wairarapa community. UCOL is also partnering with the Wellington Institute of Technology and the Le Cordon Bleu New Zealand Institute to create a centre for cuisine and hospitality excellence based in Wellington, with construction to be completed in 2012.

UCOL embarked on a number of building improvements after seismic assessments in the wake of the Canterbury earthquakes indicated a number of its buildings needed upgrading to increase safety in the event of a significant earthquake. This has been a significant undertaking for UCOL.

In 2011 UCOL offered half of its qualifications at Levels 1-4 and half at Levels 5-8, with 37 percent of total delivery at Levels 7-8. Over the last four years UCOL has been increasing its delivery at Levels 7-8 and decreasing its delivery at Levels 3-4. The largest fields of study were Health (28%), Management and Commerce (15%) and Creative Arts (15%), with 15 percent of overall provision in the Bachelor of Nursing.

In 2011 UCOL's students were predominantly aged under 25 (62%). Māori enrolments were significantly higher than in the demography of the Manawatu-Whanganui region overall. UCOL achieved the majority of the key performance indicators in its 2011 Statement of Service Performance. Where it did not meet a target, there was usually an improvement compared with 2010.

## Effectiveness

In 2011 the effectiveness of UCOL's education delivery was evidenced by performing above the ITP sector average for qualification completions, student retention and student progression. Course completions, while below the ITP average, increased by nine percentage points from 2010. Performance of the TES priority groups (Māori, Pasifika and students aged under 25 years) was below the sector average, except for qualification completions by under-25s and Pasifika students.

In 2012 UCOL underwent an external evaluation and review from the NZQA and received 'confident' ratings for both educational performance and self-assessment.

## Capability

In 2011, the UCOL council re-assessed the capability of its membership following the reconstitution of ITP councils, which had restricted council-appointed members to an initial term of one year. The assessment resulted in the UCOL council deciding to appoint two new members.

In 2011 UCOL reported a net surplus of 4.2 percent (\$2.2 million), down on the 8.3 percent surplus achieved in 2010. UCOL's total revenue decreased by 7.4 percent (\$4.2 million) from 2010 to 2011. This decrease was largely attributable to government funding being \$4.4 million lower, which was partially offset by increases in income from domestic and international student fees.

Following the 2010 and 2011 Canterbury earthquakes, UCOL conducted a seismic review of all its buildings. The resulting remediation programme is to be partially completed in 2012.



UCOL's capital expenditure is forecast to average around \$6.5 million annually over the next ten years. The major capital items are non-accommodation buildings being upgraded for seismic safety. All capital spending is forecast to be spent replacing and refurbishing existing assets.



## TES Priorities

| Participation     |      |            |
|-------------------|------|------------|
| 2011 Performance  | UCOL | ITP sector |
| Students under 25 | 62%  | 51%        |
| Māori             | 25%  | 21%        |
| Pasifika          | 5%   | 10%        |

| Course Completion |      |            |
|-------------------|------|------------|
| 2011 Performance  | UCOL | ITP sector |
| All               | 71%  | 78%        |
| Students under 25 | 70%  | 76%        |
| Māori             | 57%  | 70%        |
| Pasifika          | 66%  | 71%        |

| Qualification Completion |      |            |
|--------------------------|------|------------|
| 2011 Performance         | UCOL | ITP sector |
| All                      | 66%  | 63%        |
| Students under 25        | 59%  | 57%        |
| Māori                    | 51%  | 54%        |
| Pasifika                 | 59%  | 52%        |

Of the tertiary-aged population in the UCOL region, 18% were identified as Māori and 15% as under the age of 25 years. Pasifika population figures were unavailable. (Based on Statistics NZ 2011 population projections)

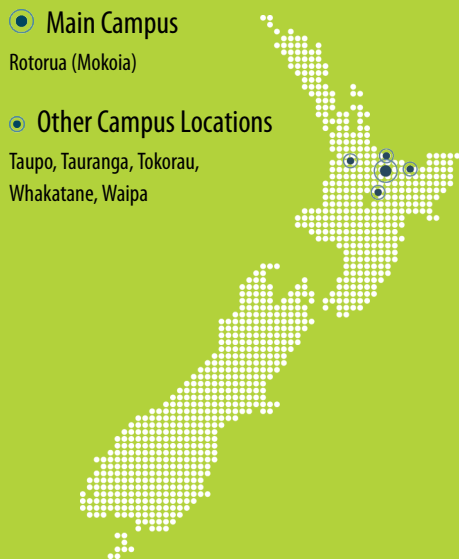
| Overview of Educational Performance – Formal SAC Funded EFTS only |       |       |       |                 |
|---|-------|-------|-------|-----------------|
| Enrolments  | 2009  | 2010  | 2011  | % of ITP sector |
| EFTS  | 3,546 | 3,410 | 3,204 | 5%              |
| Students  | 6,640 | 5,500 | 4,594 | 3%              |
| Educational Performance Indicators                                | 2009  | 2010  | 2011  | ITP sector      |
| Successful Course Completion                                      | 56%   | 62%   | 71%   | 78%             |
| Qualification Completion  | 45%   | 51%   | 65%   | 63%             |
| Student Retention   | 53%   | 51%   | 55%   | 49%             |
| Student Progression L1-4  | 32%   | 28%   | 35%   | 29%             |

| Overview of Financial Performance*                               |           |           |           |                        |
|--|-----------|-----------|-----------|------------------------|
| Key Performance Metrics  | 2009      | 2010      | 2011      | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | 3.7%      | 8.3%      | 4.2%      | 3.0%                   |
| Net cashflow from operations                                     | 114.3%    | 124.1%    | 117.4%    | 111.0%                 |
| Liquid funds   | 21.3%     | 29.3%     | 33.8%     | 8.0%                   |
| 3-yr average return on property, plant equipment and intangibles | 6.2%      | 6.8%      | 6.5%      | 4.5%                   |
| Summary Financial Statements (\$000)                             | 2009      | 2010      | 2011      | % of 2011 category     |
| Revenue  |           |           |           |                        |
| Total government revenue   | \$35,733  | \$35,925  | \$31,527  | 60%                    |
| Domestic student fees  | \$11,848  | \$13,198  | \$14,118  | 27%                    |
| International student fees                                       | \$2,708   | \$2,784   | \$3,544   | 7%                     |
| Other income (including research)                                | \$4,270   | \$4,658   | \$3,169   | 6%                     |
| Total revenue  | \$54,560  | \$56,565  | \$52,358  | 100%                   |
| Expenses   |           |           |           |                        |
| Personnel  | \$28,870  | \$28,245  | \$28,100  | 56%                    |
| Total expenses   | \$49,859  | \$51,897  | \$50,163  | 100%                   |
| Net surplus (after unusual and non-recurring items)              | \$2,032   | \$4,668   | \$2,195   |                        |
| Assets   |           |           |           |                        |
| Property, plant equipment and intangibles                        | \$134,884 | \$130,622 | \$121,951 | 82%                    |
| Total Assets   | \$152,949 | \$156,332 | \$149,143 | 100%                   |
| Equity (net assets)  | \$126,395 | \$130,940 | \$124,224 |                        |
| Cashflow   |           |           |           |                        |
| Net cashflow from operations                                     | \$6,739   | \$10,940  | \$7,932   |                        |
| Purchase of plant property equipment and intangibles             | \$3,501   | \$4,496   | \$5,885   |                        |
| Other  |           |           |           |                        |
| Staffing FTE   | 469       | 432       | 433       |                        |
| Total EFTS to Total staff ratio                                  | 9:1       | 9:1       | 9:1       |                        |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | 18:1      | 19:1      | 18:1      |                        |



# WAIARIKI INSTITUTE OF TECHNOLOGY

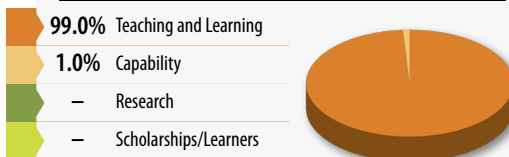
**Chair:** Graeme Nahkies  
**Chief Executive:** Keith Ikin (acting)  
 (Dr Margaret Noble from October 2012)



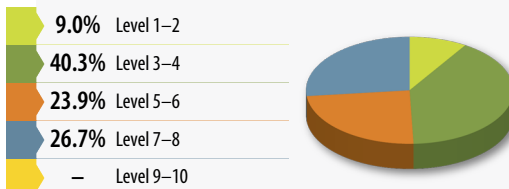
## NZQA EER

**Educational Performance:** Confident  
**Self-assessment:** Confident

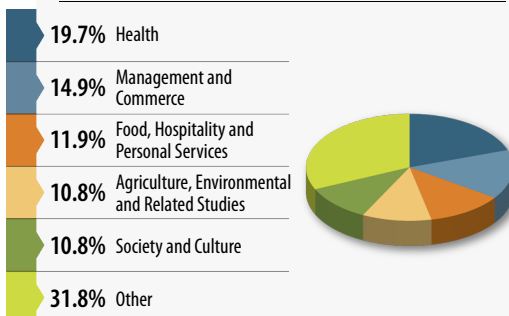
## Funding by TEC



## Delivery by Level



## Delivery by Subject



**Waiariki Institute of Technology’s educational performance improved significantly in 2011, although it remained below the ITP sector average on most measures. Waiariki remains in a strong financial position, exceeding TEC guidelines.**

## Responsiveness

Waiariki plays an important vocational education role in its region and works with a wide range of other providers. At the end of 2011 Waiariki was considering whether to join the Bay of Plenty Tertiary Partnership with university and wānanga participants. Waiariki and the Bay of Plenty Polytechnic also explored the potential of collaborating more closely. Waiariki is working with seven local high schools to deliver training to 105 students through the Eastern Bay of Plenty Trades Academy, which will grow again in 2012. In 2011, Waiariki was increasing its provision in construction-related trades in response to post-earthquake priorities in Canterbury.

In 2011, 49 percent of Waiariki’s total enrolments were at Levels 1–4 and 51 percent at Levels 5–8. There has been a significant shift from lower-level provision to higher, with a decrease of nine percentage points in Levels 1–2 provision, and an increase of seven percentage points at Levels 7–8. The institution’s main fields of study were Health (20%), Management and Commerce (15%) and Food, Hospitality and Personal Services (12%). The Bachelor of Nursing accounted for 16 percent of overall provision in 2011.

Just over half (52%) of Waiariki’s students were under 25 years of age. Māori and Pasifika students made up 56 percent and six percent of enrolments respectively, both above the region’s demographics. In 2011 Waiariki had 679 full fee-paying international EFTS (1,253 students).

Waiariki performed well against the key performance indicators in its 2011 Statement of Service Performance, meeting almost all targets.

## Effectiveness

In 2011 Waiariki generally improved its performance compared with 2010. Student retention was above the ITP sector average, while student progression decreased by ten percentage points from 2010 and was comparable to the ITP sector average. Waiariki performed below the sector average in both course and qualification completions but achieved a marked improvement in both compared with 2010. Performance among the TES priority groups (Māori, Pasifika and students below the age of 25) was lower than the ITP sector average, except for student retention and qualification completions by Pasifika students.

## Capability


In 2011, the Waiariki council re-assessed the capability of its membership following the reconstitution of ITP councils, which had restricted council-appointed members to an initial term of one year. The assessment resulted in the Waiariki council deciding to appoint two new members.


In 2011, Waiariki reported a net surplus of 10.4 percent (\$5.1 million), lower than the 16.0 percent surplus in 2010. Waiariki’s total revenue changed very little from 2010 to 2011, despite a drop of \$4.7 million (15.4%) in government revenue.


Waiariki’s capital expenditure is forecast to average around \$5.5 million annually over the next ten years. Most capital spending is for non-accommodation buildings, both to respond to changing demand and to replace and refurbish assets.



## TES Priorities

|  <b>Participation</b> |          |            |
|--|----------|------------|
| 2011 Performance   | Waiariki | ITP sector |
| Students under 25  | 52%      | 51%        |
| Māori  | 56%      | 21%        |
| Pasifika   | 6%       | 10%        |

|  <b>Course Completion</b> |          |            |
|--|----------|------------|
| 2011 Performance   | Waiariki | ITP sector |
| All  | 73%      | 78%        |
| Students under 25  | 71%      | 76%        |
| Māori  | 67%      | 70%        |
| Pasifika   | 67%      | 71%        |

|  <b>Qualification Completion</b> |          |            |
|---|----------|------------|
| 2011 Performance  | Waiariki | ITP sector |
| All   | 55%      | 63%        |
| Students under 25   | 51%      | 57%        |
| Māori   | 47%      | 54%        |
| Pasifika  | 55%      | 52%        |

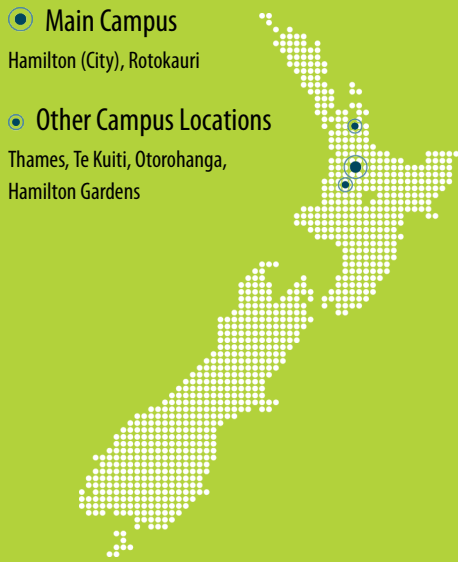
Of the tertiary-aged population in the Waiariki region, 37% were identified as Māori, 3% as Pasifika, and 14% as under the age of 25 years. (Based on Statistics NZ 2011 population projections)

| Overview of Educational Performance – Formal SAC Funded EFTS only |       |       |       |                 |
|---|-------|-------|-------|-----------------|
| Enrolments  | 2009  | 2010  | 2011  | % of ITP sector |
| EFTS  | 2,895 | 2,968 | 2,663 | 4%              |
| Students  | 5,724 | 5,222 | 4,106 | 3%              |
| Educational Performance Indicators                                | 2009  | 2010  | 2011  | ITP sector      |
| Successful Course Completion                                      | 50%   | 65%   | 73%   | 78%             |
| Qualification Completion  | 34%   | 44%   | 55%   | 63%             |
| Student Retention   | 28%   | 39%   | 54%   | 49%             |
| Student Progression L1-4  | 42%   | 39%   | 29%   | 29%             |

| Overview of Financial Performance*                               |          |          |          |                        |
|--|----------|----------|----------|------------------------|
| Key Performance Metrics  | 2009     | 2010     | 2011     | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | 10.3%    | 16.0%    | 10.4%    | 3.0%                   |
| Net cashflow from operations                                     | 123.4%   | 133.5%   | 128.5%   | 111.0%                 |
| Liquid funds   | 27.6%    | 49.6%    | 56.7%    | 8.0%                   |
| 3-yr average return on property, plant equipment and intangibles | 10.6%    | 15.3%    | 17.1%    | 4.5%                   |
| Summary Financial Statements (\$'000)                            | 2009     | 2010     | 2011     | % of 2011 category     |
| <b>Revenue</b>   |          |          |          |                        |
| Total government revenue   | \$27,146 | \$30,614 | \$25,900 | 53%                    |
| Domestic student fees  | \$6,475  | \$8,750  | \$9,372  | 19%                    |
| International student fees                                       | \$4,621  | \$6,018  | \$9,798  | 20%                    |
| Other income (including research)                                | \$4,808  | \$3,329  | \$3,635  | 7%                     |
| Total revenue  | \$43,050 | \$48,711 | \$48,705 | 100%                   |
| <b>Expenses</b>  |          |          |          |                        |
| Personnel  | \$24,527 | \$26,232 | \$28,556 | 65%                    |
| Total expenses   | \$38,625 | \$40,899 | \$43,629 | 100%                   |
| Net surplus (after unusual and non-recurring items)              | \$4,425  | \$7,812  | \$5,076  |                        |
| <b>Assets</b>  |          |          |          |                        |
| Property, plant equipment and intangibles                        | \$46,213 | \$46,307 | \$51,826 | 68%                    |
| Total Assets   | \$57,369 | \$67,401 | \$76,356 | 100%                   |
| <b>Equity (net assets)</b>                                       | \$52,418 | \$60,260 | \$65,336 |                        |
| <b>Cashflow</b>  |          |          |          |                        |
| Net cashflow from operations                                     | \$8,323  | \$12,859 | \$11,157 |                        |
| Purchase of plant property equipment and intangibles             | \$3,258  | \$3,307  | \$7,926  |                        |
| <b>Other</b>   |          |          |          |                        |
| Staffing FTE   | 332      | 327      | 394      |                        |
| Total EFTS to Total staff ratio                                  | 11:1     | 11:1     | 9:1      |                        |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | 20:1     | 22:1     | 17:1     |                        |

# WAIKATO INSTITUTE OF TECHNOLOGY

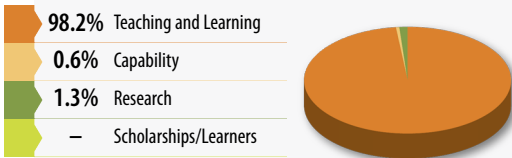
**Chair:** Gordon Chesterman  
(Mary Cave-Palmer from April 2012)  
**Chief Executive:** Mark Flowers



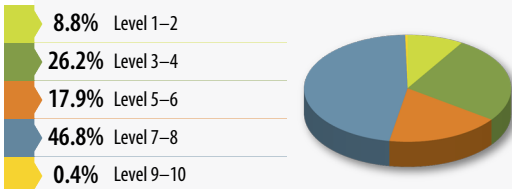
## NZQA EER

**Educational Performance:** Highly Confident  
**Self-assessment:** Confident

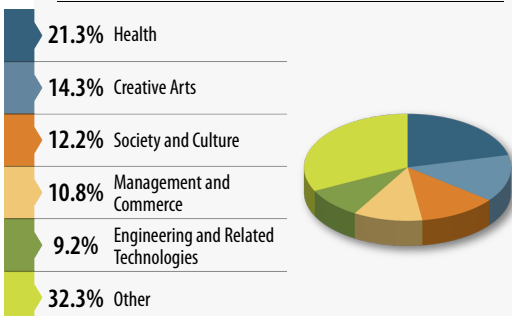
### Funding by TEC



### Delivery by Level



### Delivery by Subject



**Waikato Institute of Technology (Wintec) was a strong performer overall in 2011. Wintec was above the ITP sector average on all educational performance indicators (EPIs) and was in a healthy financial position.**

## Responsiveness

Wintec continued to collaborate with other ITPs to provide a wide range of tertiary opportunities to students in the region. Collaborations include working with the ITP Metro Group. The institution is running a Māori Trades Training initiative with Te Wānanga o Aotearoa and Tainui, and also launched the Waikato Trades Academy which encourages school students to stay longer at school by engaging them in hands-on learning. In 2011, Wintec worked on a joint project with the University of Waikato and Hamilton City Council to assess the current and future demand for tertiary education in the Waikato area. Wintec also partners with a number of industry and community organisations through its research initiatives, including its 'Research Voucher Scheme'.

Wintec's provision in 2011 was predominately at Levels 7-8 (47% of overall provision, up six percentage points from 2010). Provision at Levels 1-2 continued to decrease, down to nine percent. The largest fields of study were Health (21%), Creative Arts (14%) and Society and Culture (12%).

Wintec's ethnic demography was representative of its region, and Māori participation was above the ITP sector average. The majority of Wintec's students were under 25 years of age (62%). In 2011, Wintec had 608 full fee-paying international EFTS (935 students).

Wintec met the majority of the key performance indicators outlined in its 2011 Statement of Service Performance. Where indicators were not met, the difference between actual and target was marginal.

## Effectiveness

In 2011, the effectiveness of Wintec's education delivery was evidenced by Wintec achieving above ITP sector averages across all four EPIs. Course completion, qualification completion and student progression all increased compared to 2010. Performance by all three TES priority groups (Māori, Pasifika and students aged under 25) improved overall in 2011. Performance was above ITP sector averages for Māori and students under 25 years, but below average for Pasifika students' course and qualification completions.

Wintec received 0.23 percent of the 2011 total allocation for the Performance - Based Research Fund (PBRF), a decrease from 0.25 percent in 2010. It earned PBRF-eligible external research income of \$87,000 in 2011, more than seven times as much as in 2010 (\$11,500).

## Capability

In 2011, the Wintec council re-assessed the capability of its membership following the reconstitution of ITP councils, which had restricted council-appointed members to an initial term of one year. The assessment resulted in the Wintec council deciding to retain its existing council-appointed members. Gordon Chesterman, Chair since 2002, announced his resignation during the year. This would take effect from 30 April 2012.

Maxine Moana-Tuwhangai was appointed by the Minister in 2011 to replace Rahui Papa, who had resigned.





In 2011, Wintec reported a net surplus of 3.9 percent (\$3.3 million), up on the 3.3 percent surplus achieved in 2010. Wintec's total revenue increased by 0.6 percent (\$0.5 million) from 2010 to 2011, including \$0.3 million (0.5%) in higher government revenue. Wintec has an overdraft facility and secured loans that have allowed it to redevelop and modernise its campuses.

Wintec's capital expenditure is expected to average around \$10.5 million annually over the next ten years. Almost all of this is to replace or refurbish existing assets.



## TES Priorities

| Participation     |        |            |
|-------------------|--------|------------|
| 2011 Performance  | Wintec | ITP sector |
| Students under 25 | 62%    | 51%        |
| Māori             | 24%    | 21%        |
| Pasifika          | 5%     | 10%        |

| Course Completion |        |            |
|-------------------|--------|------------|
| 2011 Performance  | Wintec | ITP sector |
| All               | 80%    | 78%        |
| Students under 25 | 78%    | 76%        |
| Māori             | 72%    | 70%        |
| Pasifika          | 69%    | 71%        |

| Qualification Completion |        |            |
|--------------------------|--------|------------|
| 2011 Performance         | Wintec | ITP sector |
| All                      | 64%    | 63%        |
| Students under 25        | 57%    | 57%        |
| Māori                    | 55%    | 54%        |
| Pasifika                 | 49%    | 52%        |

Of the tertiary-aged population in the Wintec region, 18% were identified as Māori, 2% as Pasifika, and 15% as under the age of 25 years. (Based on Statistics NZ 2011 population projections)

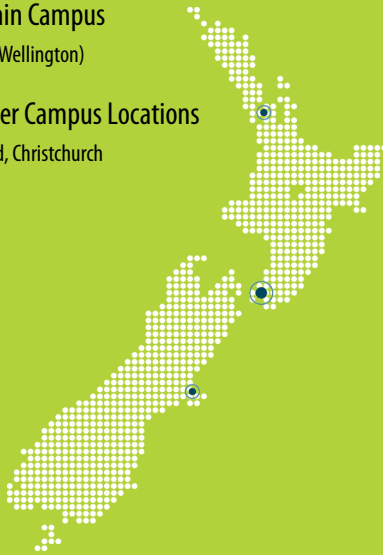
| Overview of Educational Performance – Formal SAC Funded EFTS only |        |       |       |                 |
|---|--------|-------|-------|-----------------|
| Enrolments  | 2009   | 2010  | 2011  | % of ITP sector |
| EFTS  | 4,818  | 4,918 | 4,943 | 8%              |
| Students  | 13,375 | 9,886 | 7,681 | 6%              |
| Educational Performance Indicators                                | 2009   | 2010  | 2011  | ITP sector      |
| Successful Course Completion                                      | 76%    | 77%   | 80%   | 78%             |
| Qualification Completion  | 65%    | 61%   | 64%   | 63%             |
| Student Retention   | 51%    | 59%   | 58%   | 49%             |
| Student Progression L1-4  | 30%    | 33%   | 45%   | 29%             |

| Overview of Financial Performance*                               |           |           |           |                        |
|--|-----------|-----------|-----------|------------------------|
| Key Performance Metrics  | 2009      | 2010      | 2011      | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | 2.0%      | 3.3%      | 3.9%      | 3.0%                   |
| Net cashflow from operations                                     | 121.1%    | 121.9%    | 114.5%    | 111.0%                 |
| Liquid funds   | 3.5%      | 17.1%     | 9.4%      | 8.0%                   |
| 3-yr average return on property, plant equipment and intangibles | 7.1%      | 7.3%      | 7.3%      | 4.5%                   |
| Summary Financial Statements (\$000)                             | 2009      | 2010      | 2011      | % of 2011 category     |
| Revenue  |           |           |           |                        |
| Total government revenue   | \$46,642  | \$49,198  | \$49,467  | 59%                    |
| Domestic student fees  | \$14,319  | \$17,277  | \$20,354  | 24%                    |
| International student fees                                       | \$6,717   | \$7,488   | \$7,545   | 9%                     |
| Other income (including research)                                | \$5,402   | \$8,909   | \$5,964   | 7%                     |
| Total revenue  | \$73,079  | \$82,872  | \$83,330  | 100%                   |
| Expenses   |           |           |           |                        |
| Personnel  | \$38,972  | \$44,113  | \$47,584  | 59%                    |
| Total expenses   | \$71,419  | \$80,153  | \$80,061  | 100%                   |
| Net surplus (after unusual and non-recurring items)              | \$1,441   | \$2,719   | \$3,269   |                        |
| Assets   |           |           |           |                        |
| Property, plant equipment and intangibles                        | \$114,324 | \$129,313 | \$138,474 | 87%                    |
| Total Assets   | \$124,223 | \$135,548 | \$159,394 | 100%                   |
| Equity (net assets)  | \$110,536 | \$113,258 | \$119,974 |                        |
| Cashflow   |           |           |           |                        |
| Net cashflow from operations                                     | \$13,165  | \$14,385  | \$10,598  |                        |
| Purchase of plant property equipment and intangibles             | \$11,913  | \$23,519  | \$15,060  |                        |
| Other  |           |           |           |                        |
| Staffing FTE   | 593       | 608       | 614       |                        |
| Total EFTS to Total staff ratio                                  | 11:1      | 10:1      | 11:1      |                        |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | 20:1      | 19:1      | 20:1      |                        |

# WELLINGTON INSTITUTE OF TECHNOLOGY

**Chair:** Roger Sowry  
**Chief Executive:** Dr Linda Sissons

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

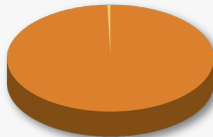


## NZQA EER

**Educational Performance:** Highly Confident  
**Self-assessment:** Confident

## Funding by TEC

- 99.5% Teaching and Learning
- 0.5% Capability
- Research
- Scholarships/Learners



## Delivery by Level

- 11.6% Level 1–2
- 38.9% Level 3–4
- 25.7% Level 5–6
- 23.7% Level 7–8
- Level 9–10



## Delivery by Subject

- 16.4% Society and Culture
- 16.0% Engineering and Related Technologies
- 14.5% Food, Hospitality and Personal Services
- 13.4% Architecture and Building
- 12.0% Management and Commerce
- 27.7% Other



**Wellington Institute of Technology (WelTec) was above the ITP sector average on most educational performance measures in 2011. WelTec's financial performance met or exceeded the TEC's guidelines.**

## Responsiveness

In 2011, following a public consultation process with key stakeholders, the councils of WelTec and Whitireia Community Polytechnic decided (with agreement from the Minister for Tertiary Education, Skills and Employment) to combine the institutions' councils. The combined council will allow both institutions to explore the benefits of collaboration and a shared strategy, and aims to improve the quality, accessibility, and diversity of the tertiary education offered to students in the greater Wellington region.

In 2011 WelTec began the construction of a centre for cuisine and hospitality excellence. This is a joint initiative between WelTec's award-winning School of Hospitality, the internationally renowned Le Cordon Bleu New Zealand Institute, and the Universal College of Learning. The centre will offer WelTec's Bachelor of Hospitality Management and the Graduate Diploma in Event Management and Training at all levels of employment across the hospitality sector. Construction was expected to be completed in 2012. Also in 2011, WelTec created new cadetships with several organisations, including NEC Corporation and Industrial Research Limited.

In 2011, 39 percent of WelTec's enrolments were at Levels 3–4, with 49 percent at Levels 5–8. The largest fields of study were Engineering and Related Technologies (16%), Society and Culture (16%), and Food, Hospitality and Personal Services (15%). WelTec's students were predominantly under 25 years of age, and students' ethnic demography was similar to the region itself. Pasifika student participation at WelTec was comparable to the ITP sector average (10%).

Weltec met the majority of the targets outlined in its Statement of Service Performance.

## Effectiveness

In 2011 the effectiveness of WelTec's education delivery was evidenced by performance above ITP sector averages on three of the four educational performance indicators: qualification completion, student retention and student progression. Course completion rates improved from 2010 by two percentage points, but were still below the ITP sector average.

In 2011 the performance of TES priority groups (Māori, Pasifika and students aged under 25) at WelTec was comparable to the ITP sector averages on most measures, except for Pasifika students which were slightly below.

WelTec underwent an external evaluation and review with NZQA in 2011. It received a 'highly confident' rating for its educational performance and a 'confident' rating for the methods and processes that it uses to continuously self-assess.

## Capability

In 2011 the WelTec council re-assessed the capability of its membership following the reconstitution of ITP councils, which had restricted council-appointed members to an initial term of one year. The assessment resulted in the WelTec council deciding to retain its existing members.



In 2011 WelTec reported a net surplus of 5.3 percent (\$2.8 million), down on the 5.7 percent result achieved in 2010. WelTec's total revenue decreased by 1.4 percent (\$0.8 million) from 2010 to 2011, including a \$1.3 million (3.9%) fall in total government revenue, which in turn was offset by a reduction in expenses.

Weltec's capital expenditure is expected to average around \$8 million annually over the next ten years. Most of this is to replace and refurbish existing assets, with smaller amounts to meet changing demand and improve functionality.



## TES Priorities

| Participation     |        |            |
|-------------------|--------|------------|
| 2011 Performance  | Weltec | ITP sector |
| Students under 25 | 62%    | 51%        |
| Māori             | 18%    | 21%        |
| Pasifika          | 10%    | 10%        |

| Course Completion |        |            |
|-------------------|--------|------------|
| 2011 Performance  | Weltec | ITP sector |
| All               | 77%    | 78%        |
| Students under 25 | 75%    | 76%        |
| Māori             | 69%    | 70%        |
| Pasifika          | 66%    | 71%        |

| Qualification Completion |        |            |
|--------------------------|--------|------------|
| 2011 Performance         | Weltec | ITP sector |
| All                      | 64%    | 63%        |
| Students under 25        | 57%    | 57%        |
| Māori                    | 54%    | 54%        |
| Pasifika                 | 48%    | 52%        |

Of the tertiary-aged population in the Weltec region, 12% were identified as Māori, 8% as Pasifika, and 15% as under the age of 25 years. (Based on Statistics NZ 2011 population projections)

| Overview of Educational Performance – Formal SAC Funded EFTS only |       |       |       |                 |
|---|-------|-------|-------|-----------------|
| Enrolments  | 2009  | 2010  | 2011  | % of ITP sector |
| EFTS  | 2,871 | 2,905 | 3,122 | 5%              |
| Students  | 4,762 | 4,786 | 4,988 | 4%              |
| Educational Performance Indicators                                | 2009  | 2010  | 2011  | ITP sector      |
| Successful Course Completion                                      | 67%   | 75%   | 77%   | 78%             |
| Qualification Completion  | 57%   | 64%   | 64%   | 63%             |
| Student Retention   | 51%   | 61%   | 64%   | 49%             |
| Student Progression L1-4  | 37%   | 39%   | 40%   | 29%             |

| Overview of Financial Performance*                               |          |          |          |                        |
|--|----------|----------|----------|------------------------|
| Key Performance Metrics  | 2009     | 2010     | 2011     | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | 7.6%     | 5.7%     | 5.3%     | 3.0%                   |
| Net cashflow from operations                                     | 125.5%   | 122.0%   | 112.8%   | 111.0%                 |
| Liquid funds   | 29.5%    | 33.5%    | 35.5%    | 8.0%                   |
| 3-yr average return on property, plant equipment and intangibles | 13.9%    | 13.7%    | 13.6%    | 4.5%                   |
| Summary Financial Statements (\$000)                             | 2009     | 2010     | 2011     | % of 2011 category     |
| Revenue  |          |          |          |                        |
| Total government revenue   | \$32,431 | \$33,581 | \$32,278 | 61%                    |
| Domestic student fees  | \$9,256  | \$9,491  | \$10,704 | 20%                    |
| International student fees                                       | \$4,245  | \$3,963  | \$3,775  | 7%                     |
| Other income (including research)                                | \$3,359  | \$6,310  | \$5,829  | 11%                    |
| Total revenue  | \$49,291 | \$53,345 | \$52,586 | 100%                   |
| Expenses   |          |          |          |                        |
| Personnel  | \$25,952 | \$28,290 | \$29,882 | 60%                    |
| Total expenses   | \$44,736 | \$50,279 | \$49,821 | 100%                   |
| Net surplus (after unusual and non-recurring items)              | \$3,747  | \$3,066  | \$2,765  |                        |
| Assets   |          |          |          |                        |
| Property, plant equipment and intangibles                        | \$59,493 | \$59,781 | \$61,256 | 70%                    |
| Total Assets   | \$77,378 | \$84,290 | \$87,703 | 100%                   |
| Equity (net assets)  | \$64,099 | \$68,642 | \$73,224 |                        |
| Cashflow   |          |          |          |                        |
| Net cashflow from operations                                     | \$10,346 | \$9,501  | \$5,857  |                        |
| Purchase of plant property equipment and intangibles             | \$8,588  | \$4,296  | \$4,511  |                        |
| Other  |          |          |          |                        |
| Staffing FTE   | 372      | 397      | 402      |                        |
| Total EFTS to Total staff ratio                                  | 12:1     | 11:1     | 12:1     |                        |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | 24:1     | 22:1     | 23:1     |                        |

# WESTERN INSTITUTE OF TECHNOLOGY AT TARANAKI

**Chair:** Mary Bourke  
**Chief Executive:** Richard Handley

**Main Campus**  
 New Plymouth



## NZQA EER

**Educational Performance:** Highly Confident  
**Self-assessment:** Confident

### Funding by TEC

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



### Delivery by Level

- 18.5% Level 1–2
- 44.5% Level 3–4
- 28.5% Level 5–6
- 8.5% Level 7–8
- Level 9–10



### Delivery by Subject

- 23.7% Creative Arts
- 18.6% Engineering and Related Technologies
- 15.2% Society and Culture
- 8.3% Agriculture, Environmental and Related Studies
- 7.7% Health
- 26.5% Other



**Western Institute of Technology at Taranaki (WITT) improved its overall educational performance compared with 2010. WITT's financial performance was slightly down on 2010 but remained above TEC guidelines.**

## Responsiveness

In 2011 WITT continued to work with industry and the community to ensure that its programmes remain relevant and effective. WITT also introduced its Academic Strategy, which aims to provide learning that is responsive to the market and communities, provides an effective and rewarding academic experience for learners and prepares them for employment or further study.

In 2011 around two-thirds (63%) of WITT's delivery was focused at Levels 1–4 and the rest at Levels 5–8 (37%). Provision at Levels 3–4 continued to increase, with 44 percent of overall provision at these levels. The largest fields of study were Creative Arts (24%), Engineering and Related Technologies (19%) and Society and Culture (15%).

Māori and Pasifika students made up 39 percent and three percent of WITT's enrolments respectively, both of which increased from 2010 and reflect the region's demography. Students under the age of 25 made up 45 percent of enrolments, an increase from 2010.

WITT achieved the majority of the targets set out in its Statement of Service Performance for 2011.

## Effectiveness

In 2011 the effectiveness of WITT's education delivery was evidenced in performance above ITP sector averages for qualification completion and student retention. These results were a marked improvement on 2010, with a ten percentage point increase in qualification completions. However, student progression fell by ten percentage points from (23% to 13%) and was below the ITP sector average.

Performance of WITT's Māori and Pasifika students in 2011 was above ITP sector averages, while performance of students aged under 25 years was below. The performance of all three TES priority groups (Māori, Pasifika and students under the age of 25) improved over 2010, with the exception of student progression, which decreased at WITT at a rate similar to the ITP sector as a whole.

WITT underwent an external evaluation and review with NZQA in August 2012. It received a 'highly confident' rating for its educational performance and a confident rating for the methods and processes that it uses to continuously self-assess.

## Capability

In 2011 the WITT council re-assessed the capability of its membership following the reconstitution of ITP councils, which had restricted council-appointed members to an initial term of one year. The assessment resulted in the WITT council deciding to retain its existing members.

In 2011 WITT reported a net surplus of 5.5 percent (\$1.3 million), down on the 11.2 percent surplus achieved in 2010. WITT's total revenue fell by 6.9 percent (\$1.7 million) from 2010 to 2011, including a \$2.2 million (12.7%) reduction in total government revenue.



## TES Priorities

| Participation     |      |            |
|-------------------|------|------------|
| 2011 Performance  | WITT | ITP sector |
| Students under 25 | 45%  | 51%        |
| Māori             | 39%  | 21%        |
| Pasifika          | 3%   | 10%        |

| Course Completion |      |            |
|-------------------|------|------------|
| 2011 Performance  | WITT | ITP sector |
| All               | 76%  | 78%        |
| Students under 25 | 71%  | 76%        |
| Māori             | 79%  | 70%        |
| Pasifika          | 79%  | 71%        |

| Qualification Completion |      |            |
|--------------------------|------|------------|
| 2011 Performance         | WITT | ITP sector |
| All                      | 70%  | 63%        |
| Students under 25        | 62%  | 57%        |
| Māori                    | 73%  | 54%        |
| Pasifika                 | 70%  | 52%        |

Of the tertiary-aged population in the WITT region, 15% were identified as Māori and 13% as under the age of 25 years. Pasifika population figures were unavailable. (Based on Statistics NZ 2011 population projections)

| Overview of Educational Performance – Formal SAC Funded EFTS only |       |       |       |                 |
|---|-------|-------|-------|-----------------|
| Enrolments  | 2009  | 2010  | 2011  | % of ITP sector |
| EFTS  | 1,650 | 1,744 | 1,685 | 3%              |
| Students  | 3,798 | 4,035 | 2,721 | 2%              |
| Educational Performance Indicators                                | 2009  | 2010  | 2011  | ITP sector      |
| Successful Course Completion                                      | 65%   | 76%   | 76%   | 78%             |
| Qualification Completion  | 45%   | 60%   | 70%   | 63%             |
| Student Retention   | 40%   | 59%   | 75%   | 49%             |
| Student Progression L1-4  | 32%   | 23%   | 13%   | 29%             |

| Overview of Financial Performance*                               |          |          |          |                        |
|--|----------|----------|----------|------------------------|
| Key Performance Metrics  | 2009     | 2010     | 2011     | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | 5.1%     | 11.2%    | 5.5%     | 3.0%                   |
| Net cashflow from operations                                     | 115.4%   | 122.7%   | 112.7%   | 111.0%                 |
| Liquid funds   | 15.0%    | 32.1%    | 31.2%    | 8.0%                   |
| 3-yr average return on property, plant equipment and intangibles | 5.8%     | 11.5%    | 14.6%    | 4.5%                   |
| Summary Financial Statements (\$000)                             | 2009     | 2010     | 2011     | % of 2011 category     |
| <b>Revenue</b>   |          |          |          |                        |
| Total government revenue   | \$16,443 | \$17,687 | \$15,444 | 66%                    |
| Domestic student fees  | \$4,429  | \$4,408  | \$4,938  | 21%                    |
| International student fees                                       | \$816    | \$1,119  | \$1,200  | 5%                     |
| Other income (including research)                                | \$1,945  | \$2,088  | \$1,974  | 8%                     |
| Total revenue  | \$23,633 | \$25,302 | \$23,556 | 100%                   |
| <b>Expenses</b>  |          |          |          |                        |
| Personnel  | \$10,771 | \$11,852 | \$12,015 | 54%                    |
| Total expenses   | \$21,940 | \$22,477 | \$22,264 | 100%                   |
| Net surplus (after unusual and non-recurring items)              | \$1,211  | \$2,825  | \$1,292  |                        |
| <b>Assets</b>  |          |          |          |                        |
| Property, plant equipment and intangibles                        | \$24,956 | \$23,598 | \$24,971 | 77%                    |
| Total Assets   | \$28,774 | \$32,094 | \$32,620 | 100%                   |
| <b>Equity (net assets)</b>                                       | \$22,183 | \$25,054 | \$25,994 |                        |
| <b>Cashflow</b>  |          |          |          |                        |
| Net cashflow from operations                                     | \$3,248  | \$4,652  | \$2,622  |                        |
| Purchase of plant property equipment and intangibles             | \$893    | \$1,564  | \$2,685  |                        |
| <b>Other</b>   |          |          |          |                        |
| Staffing FTE   | 164      | 150      | 155      |                        |
| Total EFTS to Total staff ratio                                  | 12:1     | 13:1     | 12:1     |                        |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | 24:1     | 24:1     | 22:1     |                        |



# WHITIREIA COMMUNITY POLYTECHNIC

**Chair:** Roger Sowry  
**Chief Executive:** Don Campbell

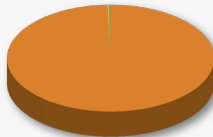
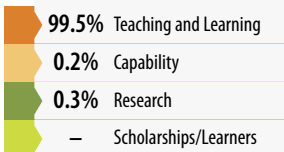
- **Main Campus**  
Porirua
- **Other Campus Locations**  
Wellington, Kapiti, Auckland



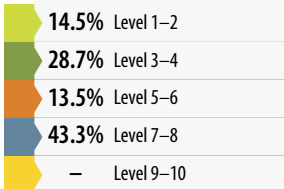
## NZQA EER

**Educational Performance:** Highly Confident  
**Self-assessment:** Confident

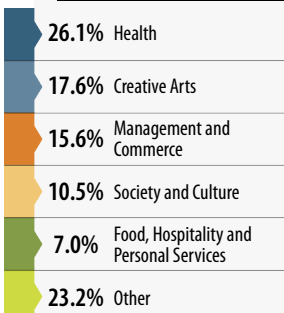
### Funding by TEC



### Delivery by Level



### Delivery by Subject



**Whitireia Community Polytechnic performed well overall educationally in 2011 and was generally above the ITP sector average. Whitireia's financial performance remained strong in 2011, exceeding most TEC guidelines.**

## Responsiveness

In 2011, following a public consultation process with key stakeholders, the councils of Whitireia and Wellington Institute of Technology (with agreement from the Minister for Tertiary Education, Skills and Employment) sought permission to combine the institutions' councils. The combined council will allow both institutions to explore the benefits of collaboration and a shared strategy, and aims to improve the quality, accessibility and diversity of the tertiary education offered to students in the greater Wellington region. 2011 was also Whitireia's 25<sup>th</sup> anniversary, marked by the opening of a new campus in Kapiti and a new look for its Auckland campus.

Whitireia delivered 57 percent of its provision at Levels 5-8, with 43 percent of all provision at Levels 7-8. Delivery at the higher levels continues to increase, with six percent of total delivery at Level 8, while delivery at the lower Levels 3-4 continues to decrease. Fields of study at Whitireia focused on Health (26%), Creative Arts (18%) and Management and Commerce (16%), with 13 percent of total provision being in Whitireia's three Bachelor of Nursing degrees.

Māori and Pasifika students made up 21 percent and 19 percent of enrolments respectively, both above ITP sector averages. Enrolments of under-25-year-olds, at 45 percent, were below the ITP sector average. Whitireia continued to grow its international focus, with 1,400 full fee-paying EFTS yielding revenue of \$15 million in 2011.

Whitireia achieved the majority of the key performance indicators in its 2011 Statement of Service Performance. Where it did not meet targets, its performance nonetheless generally improved compared with 2010.

## Effectiveness

In 2011 the effectiveness of Whitireia's education delivery was evidenced in Whitireia achieving above ITP sector averages across all four of the educational performance indicators. All four indicators improved from previous years, with student retention increasing by more than one-third (from 46% to 64%) in 2011. Whitireia performed above ITP sector averages for the TES priority groups of Pasifika and students under the age of 25. Performance by Māori was lower than the ITP sector average for qualification and course completions, although Māori course completions improved at Whitireia compared with the previous year.

Whitireia received 0.03 percent of the 2011 total allocation for the Performance-Based Research Fund (PBRF), equal to the proportion allocated to it in 2010. It earned PBRF-eligible external research income of \$229,416 in 2011, a 15 percent decrease on 2010.

## Capability

In 2011, the Whitireia council re-assessed the capability of its membership following the reconstitution of ITP councils, which had restricted council-appointed members to an initial term of one year. The assessment resulted in the Whitireia council deciding to retain its existing members.

In 2011 Whitireia reported a net surplus of 4.4 percent (\$2.6 million), which was down on the 6.1 percent surplus achieved in 2010. Total government revenue dropped by \$0.4 million (1.6%) due to a reduction in student numbers, but Whitireia's total revenue increased by 4.1% to \$58.5 million.



Whitireia's capital expenditure is expected to average around \$7.5 million annually over the next ten years. Most capital spending in 2012 and 2014 is for two large campus development projects costing about \$18 million each.



## TES Priorities

| Participation     |           |            |
|-------------------|-----------|------------|
| 2011 Performance  | Whitireia | ITP sector |
| Students under 25 | 45%       | 51%        |
| Māori             | 21%       | 21%        |
| Pasifika          | 19%       | 10%        |

| Course Completion |           |            |
|-------------------|-----------|------------|
| 2011 Performance  | Whitireia | ITP sector |
| All               | 80%       | 78%        |
| Students under 25 | 76%       | 76%        |
| Māori             | 69%       | 70%        |
| Pasifika          | 73%       | 71%        |

| Qualification Completion |           |            |
|--------------------------|-----------|------------|
| 2011 Performance         | Whitireia | ITP sector |
| All                      | 68%       | 63%        |
| Students under 25        | 63%       | 57%        |
| Māori                    | 49%       | 54%        |
| Pasifika                 | 60%       | 52%        |

Of the tertiary-aged population in the Whitireia region, 12% were identified as Māori, 8% as Pasifika, and 15% as under the age of 25 years. (Based on Statistics NZ 2011 population projections)

| Overview of Educational Performance – Formal SAC Funded EFTS only |       |       |       |                 |
|---|-------|-------|-------|-----------------|
| Enrolments  | 2009  | 2010  | 2011  | % of ITP sector |
| EFTS  | 2,789 | 2,780 | 2,725 | 4%              |
| Students  | 6,433 | 4,706 | 4,230 | 3%              |
| Educational Performance Indicators                                | 2009  | 2010  | 2011  | ITP sector      |
| Successful Course Completion                                      | 73%   | 76%   | 80%   | 78%             |
| Qualification Completion  | 56%   | 65%   | 68%   | 63%             |
| Student Retention   | 49%   | 46%   | 64%   | 49%             |
| Student Progression L1-4  | 28%   | 34%   | 35%   | 29%             |

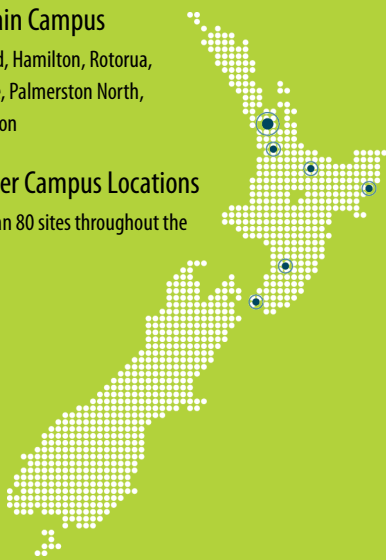
| Overview of Financial Performance*                               |          |          |          |                        |
|--|----------|----------|----------|------------------------|
| Key Performance Metrics  | 2009     | 2010     | 2011     | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | 3.0%     | 6.1%     | 4.4%     | 3.0%                   |
| Net cashflow from operations                                     | 117.4%   | 117.5%   | 109.9%   | 111.0%                 |
| Liquid funds   | 28.2%    | 38.3%    | 26.7%    | 8.0%                   |
| 3-yr average return on property, plant equipment and intangibles | 5.5%     | 7.5%     | 9.0%     | 4.5%                   |
| Summary Financial Statements (\$000)                             | 2009     | 2010     | 2011     | % of 2011 category     |
| <b>Revenue</b>   |          |          |          |                        |
| Total government revenue   | \$26,829 | \$26,886 | \$26,458 | 45%                    |
| Domestic student fees  | \$8,790  | \$11,239 | \$11,989 | 20%                    |
| International student fees                                       | \$10,738 | \$13,700 | \$14,910 | 25%                    |
| Other income (including research)                                | \$4,825  | \$4,365  | \$5,139  | 9%                     |
| Total revenue  | \$51,182 | \$56,190 | \$58,496 | 100%                   |
| <b>Expenses</b>  |          |          |          |                        |
| Personnel  | \$25,763 | \$28,725 | \$30,460 | 54%                    |
| Total expenses   | \$49,667 | \$52,746 | \$55,916 | 100%                   |
| Net surplus (after unusual and non-recurring items)              | \$1,515  | \$3,444  | \$2,580  |                        |
| <b>Assets</b>  |          |          |          |                        |
| Property, plant equipment and intangibles                        | \$61,885 | \$56,815 | \$62,674 | 74%                    |
| Total Assets   | \$75,420 | \$80,625 | \$85,211 | 100%                   |
| <b>Equity (net assets)</b>                                       | \$62,549 | \$63,823 | \$63,513 |                        |
| <b>Cashflow</b>  |          |          |          |                        |
| Net cashflow from operations                                     | \$7,721  | \$8,441  | \$5,129  |                        |
| Purchase of plant property equipment and intangibles             | \$2,581  | \$2,685  | \$9,840  |                        |
| <b>Other</b>   |          |          |          |                        |
| Staffing FTE   | 416      | 444      | 446      |                        |
| Total EFTS to Total staff ratio                                  | 10:1     | 10:1     | 10:1     |                        |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | 18:1     | 18:1     | 17:1     |                        |



# TE WĀNANGA O AOTEAROA

**Chair:** Richard Batley  
**Chief Executive:** Bentham Ohia

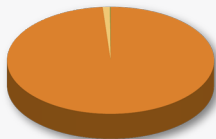
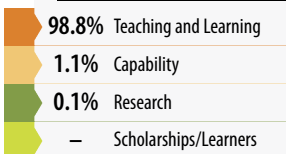
- Main Campus**  
Auckland, Hamilton, Rotorua, Gisborne, Palmerston North, Wellington
- Other Campus Locations**  
More than 80 sites throughout the country



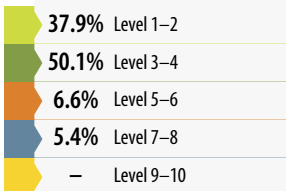
## NZQA EER

**Educational Performance:** Scheduled for April 2013  
**Self-assessment:** –

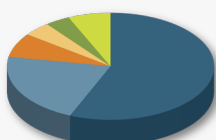
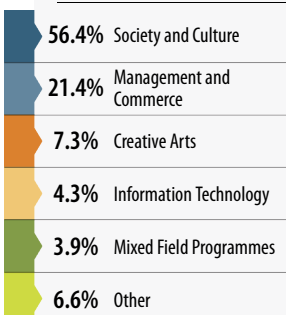
## Funding by TEC



## Delivery by Level



## Delivery by Subject



**Te Wānanga o Aotearoa (Aotearoa) continued its strong educational and financial performance in 2011 and improved compared with 2010. Aotearoa is well placed to advance the TES priorities in 2012.**

## Responsiveness

Aotearoa remains committed to its goal of minimising barriers to participation in tertiary education, particularly for priority learners. In 2011, more than half the organisation's students (53%) identified as Māori, and 11 percent acknowledged Pasifika ancestry. A growing proportion of under-25-year-old students made up 15 percent of total enrolments. Aotearoa has strategic partnerships with Te Wānanga o Raukawa, Te Whare Wānanga o Awanuiārangi, Southern Institute of Technology, Northtec, Christchurch Polytechnic Institute of Technology and Massey University. The organisation also maintains relationships with Manukau Institute of Technology and Unitec. In 2011, Aotearoa strengthened its connection with Northtec by opening a site on Northtec's Raumanga campus in Whangarei, maximising opportunities for students in Te Taitokerau.

In 2011 Aotearoa saw a decrease of 1335 EFTS, down six percent from 2010. The decrease was largely attributable to a decrease in delivery across all levels except for Levels 7–8 (increase of 232 EFTS). Thirty eight percent of Aotearoa's provision was at Levels 1–2, and 50 percent was at Levels 3–4. Enrolments were largely across the disciplines of Society and Culture (56%) and Management and Commerce (21%). Aotearoa also focused on delivering the Certificate in Mauri Ora (15% of total provision), and the Certificate in Te Ara Reo Māori (12% of total provision).

Assessment of its performance against the Statement of Service Performance showed that Aotearoa performed well against its performance targets, particularly against targets that measured the ability to attract students in priority groups, retain them and see them achieve success in their studies.

## Effectiveness

In 2011, the effectiveness of Aotearoa's education delivery was evidenced in Aotearoa achieving above wānanga sector averages for qualification completions and student retention. Aotearoa was just below wānanga sector averages for course completions and student progression but generally performed well against all educational performance indicators (EPIs). Course and qualification completions continued to improve over the period.

Overall, Aotearoa's performance across all three priority areas was comparable to the wānanga sector average and, with the exception of student progression, has shown improvements from 2010.

Māori performance also improved compared with 2010, and was above the wānanga sector average for qualification completions and student retention, but was below for course completion and progression. Pasifika performance met the wānanga sector average and showed continued improvements across all EPIs.

Aotearoa received 0.7 percent of the 2011 total allocation for the Performance-Based Research Fund (PBRF), equal to the proportion allocated to it in 2010. It earned no PBRF-eligible external research income (ERI) in 2011, the same as in 2010.



## Capability

In 2011, Aotearoa reported a net surplus of 4.8 percent (\$7.3 million), which was up on the 4.0 percent result achieved in 2010. Total revenue decreased by 3.0 percent, or \$4.6 million, from 2010 to 2011, with \$4.5 million (3.3% year on year) of that arising from decreased total government revenue. This was offset by a \$3.6 million (2.4%) reduction in expenses, and a \$2.0 million increase in non-government revenues.

The majority of Aotearoa's capital expenditure over the next ten years is expected to relate to the need to refurbish and replace assets. Aotearoa will potentially have major capital projects relating to its sites in Hamilton, Tauranga, Palmerston North, Christchurch, and Auckland.



## TES Priorities

| Participation     |          |                |
|-------------------|----------|----------------|
| 2011 Performance  | Aotearoa | Wānanga sector |
| Students under 25 | 15%      | 16%            |
| Māori             | 53%      | 60%            |
| Pasifika          | 11%      | 9%             |

| Course Completion |          |                |
|-------------------|----------|----------------|
| 2011 Performance  | Aotearoa | Wānanga sector |
| All               | 79%      | 80%            |
| Students under 25 | 72%      | 74%            |
| Māori             | 75%      | 77%            |
| Pasifika          | 80%      | 80%            |

| Qualification Completion |          |                |
|--------------------------|----------|----------------|
| 2011 Performance         | Aotearoa | Wānanga sector |
| All                      | 71%      | 67%            |
| Students under 25        | 57%      | 54%            |
| Māori                    | 64%      | 60%            |
| Pasifika                 | 73%      | 73%            |

| Overview of Educational Performance – Formal SAC Funded EFTS only |        |        |        |                     |
|---|--------|--------|--------|---------------------|
| Enrolments  | 2009   | 2010   | 2011   | % of Wānanga sector |
| EFTS  | 21,191 | 21,635 | 20,280 | 83%                 |
| Students  | 36,608 | 35,875 | 32,308 | 84%                 |
| Educational Performance Indicators                                | 2009   | 2010   | 2011   | Wānanga sector      |
| Successful Course Completion                                      | 73%    | 76%    | 79%    | 80%                 |
| Qualification Completion  | 63%    | 66%    | 71%    | 67%                 |
| Student Retention   | 64%    | 68%    | 70%    | 68%                 |
| Student Progression L1-4  | 35%    | 35%    | 33%    | 34%                 |

| Overview of Financial Performance*                               |           |           |           |                        |
|--|-----------|-----------|-----------|------------------------|
| Key Performance Metrics  | 2009      | 2010      | 2011      | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | 5.4%      | 4.1%      | 4.8%      | 3.0%                   |
| Net cashflow from operations                                     | 113.3%    | 108.4%    | 112.8%    | 111.0%                 |
| Liquid funds   | 28.2%     | 25.1%     | 33.4%     | 8.0%                   |
| 3-yr average return on property, plant equipment and intangibles | 19.4%     | 16.3%     | 15.2%     | 4.5%                   |
| Summary Financial Statements (\$'000)                            | 2009      | 2010      | 2011      | % of 2011 category     |
| Revenue  |           |           |           |                        |
| Total government revenue   | \$134,905 | \$138,865 | \$134,330 | 89%                    |
| Domestic student fees  | \$4,852   | \$5,478   | \$5,866   | 4%                     |
| International student fees                                       | \$0       | \$0       | \$420     | 0%                     |
| Other income (including research)                                | \$9,391   | \$9,144   | \$10,388  | 7%                     |
| Total revenue  | \$149,148 | \$153,487 | \$151,004 | 100%                   |
| Expenses   |           |           |           |                        |
| Personnel  | \$74,013  | \$80,409  | \$81,529  | 57%                    |
| Total expenses   | \$141,023 | \$147,270 | \$143,718 | 100%                   |
| Net surplus (after unusual and non-recurring items)              | \$8,125   | \$6,217   | \$7,286   |                        |
| Assets   |           |           |           |                        |
| Property, plant equipment and intangibles                        | \$74,385  | \$81,791  | \$85,190  | 56%                    |
| Total Assets   | \$129,593 | \$142,288 | \$151,359 | 100%                   |
| Equity (net assets)  | \$112,222 | \$126,492 | \$133,778 |                        |
| Cashflow   |           |           |           |                        |
| Net cashflow from operations                                     | \$17,454  | \$11,634  | \$16,892  |                        |
| Purchase of plant property equipment and intangibles             | \$10,974  | \$13,894  | \$11,642  |                        |
| Other  |           |           |           |                        |
| Staffing FTE   | 1,033     | 1,085     | 1,098     |                        |
| Total EFTS to Total staff ratio                                  | 21:01     | 20:1      | 19:1      |                        |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | 46:1      | 47:1      | 44:1      |                        |

# TE WĀNANGA O RAUKAWA

**Chair:** Dr Turoa Royal  
(Robin Hapi from January 2012)  
**Chief Executive:** Mereana Selby

**Main Campus**  
Otaki

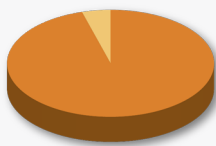


## NZQA EER

**Educational Performance:** Scheduled for August 2012  
**Self-assessment:** –

### Funding by TEC

|       |                       |
|-------|-----------------------|
| 95.5% | Teaching and Learning |
| 4.5%  | Capability            |
| –     | Research              |
| –     | Scholarships/Learners |



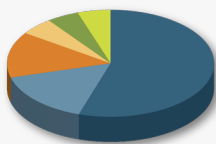
### Delivery by Level

|       |            |
|-------|------------|
| –     | Level 1–2  |
| 22.2% | Level 3–4  |
| 48.4% | Level 5–6  |
| 27.8% | Level 7–8  |
| 1.7%  | Level 9–10 |



### Delivery by Subject

|       |                         |
|-------|-------------------------|
| 55.0% | Society and Culture     |
| 15.8% | Information Technology  |
| 13.9% | Creative Arts           |
| 5.3%  | Education               |
| 5.0%  | Management and Commerce |
| 5.2%  | Other                   |



**Te Wānanga o Raukawa (Raukawa) made substantial improvements in its educational performance compared with 2010, in particular across course completions and qualification completions. Raukawa’s financial position weakened in 2011 compared with the previous year but met TEC’s financial performance guidelines.**

## Responsiveness

Te Wānanga o Raukawa has been providing tertiary education to its three founding iwi (Te Āti Awa, Ngāti Raukawa and Ngāti Toa Rangatira), to the wider community and on many sites throughout the country for 30 years. Inspired by the proverb *E kore au e ngaro; he kākano i ruia mai i Rangiātea*, its core purpose remains to maximise its contribution to the survival of Māori as a people through the expression of kaupapa.

In 2011 Raukawa implemented a plan to lift its overall performance, including improving its students’ educational experience and lifting the number of course and qualification completions and the number of students retained in study. Construction of Raukawa’s new Institute of Māori Learning and Lifestyle, Ngā Purapura, was completed and the facility opened in February 2012.

The majority of Raukawa’s provision was delivered at Levels 5 and above (78%). There was no foundation delivery at Levels 1–2, and 22 percent of provision was delivered at Levels 3–4. The majority of Raukawa’s provision was in the Society and Culture field of study (55%), followed by Information Technology (16%) and Creative Arts (14%).

A large majority of students (98%) identified as Māori, meeting Raukawa’s focus on more Māori receiving tertiary education. Raukawa also had the highest proportion of under-25-year-olds among the three wānanga, with students under 25 years accounting for 29 percent of all enrolments.

Raukawa achieved the majority of the key performance indicators outlined in its 2011 Statement of Service Performance. Where indicators were not met, there was usually an improvement on 2010 performance.

## Effectiveness

In 2011 the effectiveness of Raukawa’s education delivery was evidenced by continued improvement against the educational performance indicators (EPIs), particularly in course and qualification completions (15 percentage points and 12 percentage points higher respectively compared with 2010). However, Raukawa’s educational performance for 2011 was below wānanga sector averages for all EPIs except student progression.

Course completions by Māori, students under 25 years of age and Pasifika were all below wānanga sector averages, but all three priority groups improved significantly from 2010.

Raukawa is continuing to work on its educational performance through its performance improvement plan.

Raukawa’s external evaluation and review is scheduled for August 2012 and for the first time will be undertaken under the principles of the Mātauranga Māori evaluative quality assurance model. In the meantime, Raukawa retains its Quality Assured status.



## Capability

In 2011 Raukawa's financial performance met TEC guidelines. It reported a net surplus of 3.4 percent (\$0.7 million), which was down on the 18.5 percent surplus achieved in 2010. Total revenue decreased by 14.4 percent (\$3.4 million) from 2010 to 2011, including \$3.2 million (21.6%) less government revenue, mainly due to delivering fewer SAC EFTS. Operating expenses increased year on year by \$0.3 million (1.5%), attributable to higher staff costs from a retention and completion drive. Total assets include \$19.5 million of Treaty of Waitangi settlement funds the wānanga holds for Te Wānanga o Raukawa Foundation.



## TES Priorities

| Participation     |         |                |
|-------------------|---------|----------------|
| 2011 Performance  | Raukawa | Wānanga sector |
| Students under 25 | 29%     | 16%            |
| Māori             | 98%     | 60%            |
| Pasifika          | 1%      | 9%             |

| Course Completion |         |                |
|-------------------|---------|----------------|
| 2011 Performance  | Raukawa | Wānanga sector |
| All               | 58%     | 80%            |
| Students under 25 | 56%     | 74%            |
| Māori             | 58%     | 77%            |
| Pasifika          | 65%     | 80%            |

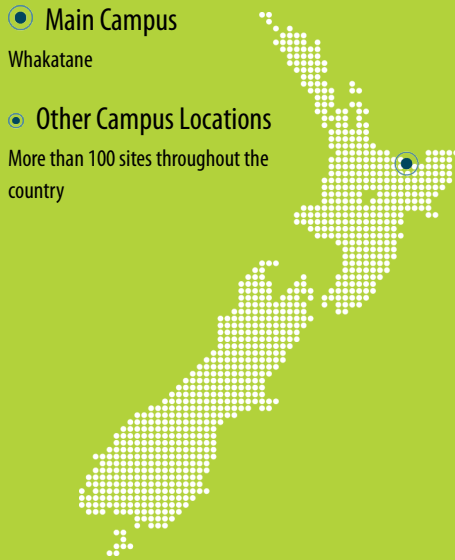
| Qualification Completion |         |                |
|--------------------------|---------|----------------|
| 2011 Performance         | Raukawa | Wānanga sector |
| All                      | 56%     | 67%            |
| Students under 25        | 54%     | 54%            |
| Māori                    | 56%     | 60%            |
| Pasifika                 | 91%     | 73%            |

| Overview of Educational Performance – Formal SAC Funded EFTS only |       |       |       |                     |
|---|-------|-------|-------|---------------------|
| Enrolments  | 2009  | 2010  | 2011  | % of Wananga sector |
| EFTS  | 1,519 | 1,695 | 1,463 | 6%                  |
| Students  | 1,958 | 2,144 | 1,895 | 5%                  |
| Educational Performance Indicators                                | 2009  | 2010  | 2011  | Wananga sector      |
| Successful Course Completion                                      | 42%   | 43%   | 58%   | 80%                 |
| Qualification Completion  | 37%   | 44%   | 56%   | 67%                 |
| Student Retention   | 56%   | 61%   | 58%   | 68%                 |
| Student Progression L1-4  | 39%   | 35%   | 37%   | 34%                 |

| Overview of Financial Performance*                               |          |          |          |                        |
|--|----------|----------|----------|------------------------|
| Key Performance Metrics  | 2009     | 2010     | 2011     | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | 16.8%    | 18.5%    | 3.4%     | 3.0%                   |
| Net cashflow from operations                                     | 134.5%   | 137.7%   | 119.6%   | 111.0%                 |
| Liquid funds   | 445.0%   | 453.0%   | 404.8%   | 8.0%                   |
| 3-yr average return on property, plant equipment and intangibles | 23.0%    | 29.0%    | 17.8%    | 4.5%                   |
| Summary Financial Statements (\$000)                             | 2009     | 2010     | 2011     | % of 2011 category     |
| Revenue  |          |          |          |                        |
| Total government revenue   | \$12,363 | \$14,666 | \$11,496 | 56%                    |
| Domestic student fees  | \$5,804  | \$6,342  | \$5,712  | 28%                    |
| International student fees                                       | \$0      | \$0      | \$0      | 0%                     |
| Other income (including research)                                | \$3,722  | \$2,865  | \$3,231  | 16%                    |
| Total revenue  | \$21,889 | \$23,873 | \$20,439 | 100%                   |
| Expenses   |          |          |          |                        |
| Personnel  | \$10,543 | \$10,599 | \$10,956 | 55%                    |
| Total expenses   | \$18,212 | \$19,455 | \$19,745 | 100%                   |
| Net surplus (after unusual and non-recurring items)              | \$3,677  | \$4,418  | \$694    |                        |
| Assets   |          |          |          |                        |
| Property, plant equipment and intangibles                        | \$9,269  | \$11,130 | \$18,479 | 20%                    |
| Total Assets   | \$85,390 | \$91,438 | \$92,969 | 100%                   |
| Equity (net assets)  |          |          |          |                        |
| Cashflow   |          |          |          |                        |
| Net cashflow from operations                                     | \$5,718  | \$6,514  | \$3,541  |                        |
| Purchase of plant property equipment and intangibles             | \$1,981  | \$3,416  | \$8,217  |                        |
| Other  |          |          |          |                        |
| Staffing FTE   | 203      | 208      | 202      |                        |
| Total EFTS to Total staff ratio                                  | 7:1      | 8:1      | 7:1      |                        |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | 27:1     | 28:1     | 24:1     |                        |

# TE WHARE WĀNANGA O AWANUIĀRANGI

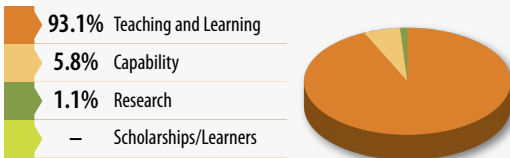
**Chair:** Dist. Prof. Sir Hirini Moko Mead  
**Chief Executive:** Dist. Prof. Graham H. Smith



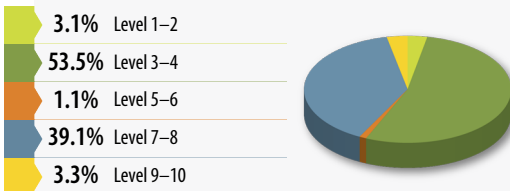
## NZQA EER

**Educational Performance:** Highly Confident  
**Self-assessment:** Confident

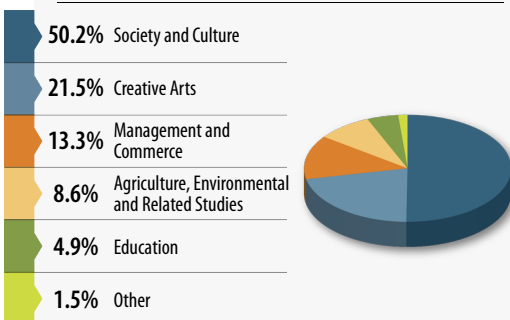
### Funding by TEC



### Delivery by Level



### Delivery by Subject



In 2011 Te Whare Wānanga o Awanuiārangi (Awanuiārangi) achieved above wānanga sector averages in course completions and student progression, but was again below sector averages for qualification completions and student retention. Financially Awanuiārangi is in a sound position and well placed for delivery in 2012.

## Responsiveness

In 2011, in order to respond to the needs of students in the region, Awanuiārangi continued to strengthen its partnerships with other providers. This included the Bay of Plenty Tertiary Partnership between Awanuiārangi, Bay of Plenty Polytechnic and the University of Waikato, which is designed to strengthen the institutions' commitment to work together to provide high-quality tertiary education and research in the region.

Awanuiārangi provides a portfolio of qualifications ranging from foundation education to doctoral studies. Awanuiārangi was the only wānanga to increase its EFTS (304) in 2011, up 12 percent from 2010. In 2011 provision was predominantly at Levels 3-4 (53%), a decrease from 61 percent in 2010. With increasing focus on degree-level participation, provision at Levels 7-8 rose from 32 percent in 2010 to 39 percent in 2011. Society and Culture (50%) was the main field of study across the wānanga, followed by Creative Arts (22%). Awanuiārangi was above wānanga sector averages for participation of Māori (93% of students identified as Māori) and students aged under 25 years (23%).

Assessment of its performance showed that Awanuiārangi achieved well on the key performance indicators in its 2011 Statement of Service Performance, exceeding targets for the majority of indicators.

## Effectiveness

In 2011 the effectiveness of Awanuiārangi's education delivery was evidenced in its performance being above wānanga sector averages for course completion and student progression. However, qualification completion and student retention were below wānanga sector averages, in part due to its mix of provision. Course completions rose by two percentage points compared with 2010, while student retention and progression both fell.

Performance by all three TES priority groups (Māori, Pasifika and students under 25 years of age) at Awanuiārangi was higher than wānanga sector averages for course completion rates and student progression but was lower than average for qualification completions and student retention. Performance by all three groups improved compared with 2010.

In early 2012 Awanuiārangi underwent an external evaluation and review assessment from the New Zealand Qualifications Authority and received a 'highly confident' rating for its educational performance and a 'confident' rating for its ability to self-assess.

Awanuiārangi received 0.11 percent of the 2011 total allocation for the Performance-Based Research Fund (PBRF), the same proportion as in 2010. It earned PBRF-eligible external research income of \$1m in 2011, an 18 percent increase on 2010.

## Capability

In 2011 Awanuiārangi reported a net surplus of 7.1 percent (\$2.1 million), down on the 11.9 percent surplus achieved in 2010. Total revenue increased by 13.3 percent (\$3.4 million) from 2010 to 2011, with \$2.6 million (12.3%) of that arising from increased total government revenue.





Awanuiārangi's expenses increased by \$4.7 million between 2010 and 2011, with \$2.1 million of this increase in personnel costs and a significant proportion of the rest in increased course-related costs. The increases reflect higher student numbers and higher investment in staff to support provision at higher levels of the New Zealand Qualifications Framework.

Awanuiārangi spent \$9.2 million in 2011 on capital expenditure to improve its facilities: a new library complex, classroom facilities and a teaching complex at its main campus in Whakatane. Significant cash reserves were held, totalling \$23.2 million at the end of 2011.



## TES Priorities

| Participation     |              |                |
|-------------------|--------------|----------------|
| 2011 Performance  | Awanuiārangi | Wānanga sector |
| Students under 25 | 23%          | 16%            |
| Māori             | 93%          | 60%            |
| Pasifika          | 4%           | 9%             |

| Course Completion |              |                |
|-------------------|--------------|----------------|
| 2011 Performance  | Awanuiārangi | Wānanga sector |
| All               | 91%          | 80%            |
| Students under 25 | 91%          | 74%            |
| Māori             | 91%          | 77%            |
| Pasifika          | 92%          | 80%            |

| Qualification Completion |              |                |
|--------------------------|--------------|----------------|
| 2011 Performance         | Awanuiārangi | Wānanga sector |
| All                      | 49%          | 67%            |
| Students under 25        | 43%          | 54%            |
| Māori                    | 47%          | 60%            |
| Pasifika                 | 61%          | 73%            |

| Overview of Educational Performance – Formal SAC Funded EFTS only |       |       |       |                     |
|---|-------|-------|-------|---------------------|
| Enrolments  | 2009  | 2010  | 2011  | % of Wānanga sector |
| EFTS  | 2,390 | 2,482 | 2,786 | 11%                 |
| Students  | 4,715 | 4,984 | 4,947 | 13%                 |
| Educational Performance Indicators                                | 2009  | 2010  | 2011  | Wānanga sector      |
| Successful Course Completion                                      | 80%   | 89%   | 91%   | 80%                 |
| Qualification Completion  | 54%   | 48%   | 49%   | 67%                 |
| Student Retention   | 59%   | 64%   | 53%   | 68%                 |
| Student Progression L1-4  | 37%   | 46%   | 44%   | 34%                 |

| Overview of Financial Performance*                               |          |          |          |                        |
|--|----------|----------|----------|------------------------|
| Key Performance Metrics  | 2009     | 2010     | 2011     | TEC Minimum Guidelines |
| Net surplus (after unusual and non-recurring items)              | 7.1%     | 11.9%    | 7.1%     | 3.0%                   |
| Net cashflow from operations                                     | 111.4%   | 118.6%   | 125.0%   | 111.0%                 |
| Liquid funds   | 50.1%    | 126.0%   | 95.7%    | 8.0%                   |
| 3-yr average return on property, plant equipment and intangibles | 10.2%    | 21.5%    | 19.0%    | 4.5%                   |
| Summary Financial Statements (\$'000)                            | 2009     | 2010     | 2011     | % of 2011 category     |
| Revenue  |          |          |          |                        |
| Total government revenue   | \$21,565 | \$21,421 | \$24,055 | 82%                    |
| Domestic student fees  | \$1,275  | \$1,790  | \$2,055  | 7%                     |
| International student fees                                       | \$0      | \$0      | \$0      | 0%                     |
| Other income (including research)                                | \$1,401  | \$2,746  | \$3,296  | 11%                    |
| Total revenue  | \$24,241 | \$25,957 | \$29,406 | 100%                   |
| Expenses   |          |          |          |                        |
| Personnel  | \$10,439 | \$10,154 | \$12,217 | 45%                    |
| Total expenses   | \$21,923 | \$22,550 | \$27,284 | 100%                   |
| Net surplus (after unusual and non-recurring items)              | \$1,713  | \$3,101  | \$2,075  |                        |
| Assets   |          |          |          |                        |
| Property, plant equipment and intangibles                        | \$16,087 | \$16,843 | \$23,027 | 49%                    |
| Total Assets   | \$27,731 | \$44,906 | \$47,475 | 100%                   |
| Equity (net assets)  | \$25,285 | \$41,841 | \$43,625 |                        |
| Cashflow   |          |          |          |                        |
| Net cashflow from operations                                     | \$2,541  | \$3,875  | \$6,057  |                        |
| Purchase of plant, property equipment and intangibles            | \$2,812  | \$3,376  | \$9,158  |                        |
| Other  |          |          |          |                        |
| Staffing FTE   | 155      | 146      | 174      |                        |
| Total EFTS to Total staff ratio                                  | 19:1     | 20:1     | 19:1     |                        |
| Total EFTS to Teaching Staff ratio (academic & tutorial)         | 34:1     | 43:1     | 41:1     |                        |

