



2010

Tertiary Education Performance Report

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CHAIR'S FOREWORD

Tertiary education is widely viewed as an essential enabler of successful modern economies and societies. It contributes to economic growth, higher social and democratic participation, better health and lower crime levels. For individuals it enables higher earnings, greater personal satisfaction and more social mobility.

With funding tight in the current economy, it becomes even more important that our tertiary education system performs well with the investment made by the government, students and families.

Most of the government's investment goes to teaching and learning. The rest supports research and innovation, helps to sustain Tertiary Education Organisations as businesses, and supports institutions' connections with stakeholders such as employers, industry, iwi and communities. It is vital to continuously improve in all these areas to ensure that we get value for money from our national investment in tertiary education.

Successful outcomes for learners is the most important measure of tertiary education performance. The institutions themselves are best placed to enhance their performance using a systematic, evidence-based approach to robust self-evaluation and external review. Sharing good practise and benchmarking (nationally and internationally) are an important part of this, as is transparency. Publishing performance information provides accountability for government and student funds, and provides a reputational incentive to improve.

Comprehensive measures of student achievement include inputs, outputs and outcomes – which in turn incorporate dimensions such as the extent to which the student body reflects the community being served, measures of student achievement (completions, retention and progression) and, ideally, information on students' satisfaction and employment outcomes.

In order to maintain and improve performance in the longer term it is crucial for tertiary education organisations to show strong financial and educational performance, governance and leadership, and in all other aspects of managing themselves as businesses.

It is also important to meet the needs of external stakeholders but this is often not as easily quantified, particularly for qualifications that are not strongly vocationally aligned. Feedback loops with industry, employers and their communities help well-managed institutions ensure their graduates succeed beyond the tertiary education system.

Finally, I would like to mention the importance of the government's investment in research carried out by the tertiary sector. Tertiary organisations involved in research activities have their own performance systems and the TEC-administered Performance-Based Research Fund provides a significant reward to ensure excellent research is achieved across the sector.



Sir Wira Gardiner
Chair, Tertiary Education Commission



CHIEF EXECUTIVE'S STATEMENT

The Tertiary Education Commission (TEC) is pleased to publish the first *Tertiary Education Performance Report*, providing in one document the key measures¹ of performance across New Zealand's Tertiary Education Organisations. By presenting a more holistic view, the report is designed to enhance public visibility of the tertiary sector's contribution to New Zealand and to the Government's priorities during 2010.

The role of the TEC is to give effect to the Government's *Tertiary Education Strategy 2010-15*.

The TEC supports the Tertiary Education Strategy by monitoring and reporting on the educational and financial performance of the tertiary education organisations and the wider tertiary sector. The wealth of information that results is valuable for transparency and public confidence.

The *Tertiary Education Performance Report 2010* provides educational, financial and organisational information for the whole tertiary sector; aggregate performance data across universities, institutes of technology and polytechnics, wānanga, private training establishments and industry training organisations. All the information derives from data published by the TEC, TEOs, and quality assurance bodies.

I trust that all stakeholders will find the *Tertiary Education Performance Report 2010* useful and informative. I expect this to be the first of a series of annual performance publications focused on enhancing the transparency and accountability of the tertiary education sector.

Belinda Clark
Chief Executive

¹ The *Tertiary Education Performance Report 2010* does not provide information on the performance of institutions accessing the Performance-Based Research Fund (PBRF). This information will be available as a separate report covering the 2010 year.

GLOSSARY

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

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

Education (Polytechnics) Amendment Act 2009: The Act that introduced a new governance arrangement for the councils of Institutes of Technology and Polytechnics (ITPs) initiated an augmented interventions framework, and set out several other changes to the ITP sector.

Educational Performance Indicators (EPIs): The key measures that the Tertiary Education Commission uses to assess the annual contribution of each tertiary organisation to achieving the priorities set out in the Tertiary Education Strategy 2010-15.

Student Achievement Component funded Tertiary Education Organisations have four EPIs:

1. Successful course completion
2. Qualification completion
3. Student progression to higher level study from levels 1 to 4
4. Student retention within a qualification

Industry training organisations have two EPIs:

1. Achievement of credits
2. Completion of programmes

Equivalent full-time students (EFTS): The main unit of measure of the consumption of education (with one student enrolled in a 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 (inputs and processes).

Financial Monitoring Framework (FMF): The Tertiary Education Commission's (TEC's) framework for monitoring the financial performance of Tertiary Education Institutions (TEIs). This framework makes use of historical audited financial results and forecast financial information to establish a risk rating for each TEI. This rating allows the 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 to cash outflow (payments) from operations.

Net cashflow from operations: Cash inflow (receipts) from operations to 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 (before unusual and non-recurring items): Net surplus/deficit before unusual and non-recurring items to total income.

Staffing FTE: Data as reflected in tertiary education institution (TEI) financial monitoring templates provided to TEC. Data may vary from single data return (SDR) submissions received.

Total EFTS to Teaching Staff (Academic and Tutorial Staff FTE): Data as reflected in tertiary education institution (TEI) financial monitoring templates provided to TEC.

Total EFTS to Total Staff FTE: Data as reflected in tertiary education institution (TEI) financial monitoring templates provided to TEC. Data may vary from single data return (SDR) submissions received.

Total government revenue: Total government funding as reflected in tertiary education institution (TEI) financial monitoring templates provided to TEC plus Performance-Based Research Fund (PBRF) income, internal research grants and income, and other government funding.

Funding categories: The 54 separate TEC administered funds across 14 appropriations (reducing to 40 funds beginning in 2011); 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. For example:

- Supporting change and Quality Reinvestment Fund capital
- Partnerships for Excellence
- ITO Sector Leadership Component
- National Centre for Tertiary Teaching Excellence (Ako Aotearoa)
- Encouraging and Supporting Innovation

Research: Funds that contribute to research. For example:

- Performance-Based Research Fund
- Centres of Research Excellence

Scholarships and Learners: Funds paid directly to, or for the benefit of, specific students and learners. For example:

- All tertiary scholarships
- Academic Migrant Grants
- Summer scholarships
- European Union exchange programme

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
- Trade Academies
- Intensive Literacy and Numeracy
- Workplace Literacy
- Modern Apprenticeship Brokerage
- Equity Loading
- Tripartite Adjustment Fund

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.

Investment Plans: the funding agreement between a Tertiary Education Organisation and the Tertiary Education Commission covering the institution's operational and capital spending; outlines each organisation's mix of education and training, performance standards and outcomes; links each organisation's education provision and performance to the desired outcomes of the Government, learners, businesses, and communities; over-delivery (enrolment of more than 103 percent of the agreed level of funded EFTS) prompts engagement with the TEC to reach a satisfactory reduction in delivery; "under-delivery" (enrolment of significantly less than 97 percent of the agreed level of funded EFTS) may require the return of unused funding.

Ministry of Education (MoE): MoE is the Government's lead advisor on the New Zealand education system, shaping direction for sector agencies and providers.

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

New Zealand Qualifications Authority (NZQA): The Crown Entity charged with ensuring that New Zealand qualifications are regarded as credible and robust, nationally and internationally, in order to help learners succeed in their chosen endeavours and to contribute to New Zealand society.

New Zealand Qualifications Framework (NZQF): A 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 the New Zealand Vice-Chancellors' Committee (NZVCC). The body reviews academic quality monitoring systems, and advises the NZVCC 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 (TES) and the Statement of Tertiary Education Priorities.

Performance-Based Research Fund (PBRF): The Tertiary Education Commission-administered fund designed 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. PBRF funding is based on three elements: 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 5 percent of providers' funding to their performance on Educational Performance Indicators in the previous year.

Performance commitments: The targets agreed between the Tertiary Education Commission and an individual Tertiary Education Organisation (TEO) which are used to measure and evaluate the TEO's performance; agreed on an individual organisation basis during Investment Plan development, so commitments vary between TEOs.

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



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

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: The five-yearly whole-of-institution audits carried out by the New Zealand Universities Academic Audit Unit; focus on the ability of institutional processes to support each university's achievement of its specified outputs and outcomes.

Youth Guarantee: A new tertiary education initiative announced in Budget 2009; focuses on improving the educational achievements of targeted 16- and 17-year-olds by providing an opportunity to participate in a range of vocational courses free of charge.

Youth Training: A TEC-funded targeted training programme primarily for learners under 18 years of age who have left school with few or no qualifications; aimed at helping the target group acquire valuable foundation skills enabling 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
EPIs	Education performance indicators
ERI	External research income
FFTO	Foundation-Focused Training Opportunities
FMF	Financial Monitoring Framework
FTE	Full-time equivalent
ITF	Industry Training Fund
ITO	Industry training organisation
ITP	Institute of Technology and Polytechnic
MA	Modern Apprenticeships
MSD	Ministry of Social Development
NZQF	New Zealand Qualifications Framework
NZQA	New Zealand Qualifications Authority
NZSCED	New Zealand Standard Classification for Education
NZUAAU	New Zealand Universities Academic Audit Unit
NZVCC	New Zealand Vice-Chancellors' Committee
OTEP	Other tertiary education provider
PBRF	Performance-Based Research Fund
PfX	Partnerships for Excellence
PTE	Private training establishment
RDC	Research Degree Completion
REAP	Rural Education Activities Programme
SAC	Student Achievement Component
SNZ	Statistics New Zealand
STM	Standard Training Measure
TEC	Tertiary Education Commission
TEI	Tertiary Education Institution
TEO	Tertiary Education Organisation
TES	Tertiary Education Strategy
TTF	Targeted Training Fund



2010 PERFORMANCE HIGHLIGHTS

- Higher participation and achievement across the student population with the trend also a feature for youth, Māori and Pacific students
- Shift in enrolments towards higher level qualifications: 70 percent enrolled in Level 4 and above
- Increased post-graduate enrolments and research degree completions: 11 percent enrolled in postgraduate qualifications and 3,062 Research Degree Completions
- Improved financial performance across TEIs: 5.7 percent increase in total revenues, 5.2 percent overall surplus on revenue (before abnormal items)

PURPOSE OF THE TERTIARY EDUCATION PERFORMANCE REPORT

As a monitoring and funding agency, the Tertiary Education Commission (TEC) has a statutory responsibility to report to the Minister for Tertiary Education on the performance of the tertiary sector. The Minister has asked that the progress and performance of Tertiary Education Organisations (TEOs) in 2010 be reported on and made available to the public.

The Tertiary Education Performance Report 2010 provides an overview of the performance of the tertiary sector as well as individual Tertiary Education Institutions (TEIs). This report provides a snapshot of selected performance indicators measured by the TEC. For a more comprehensive picture of any organisation's performance please visit the organisation's website.

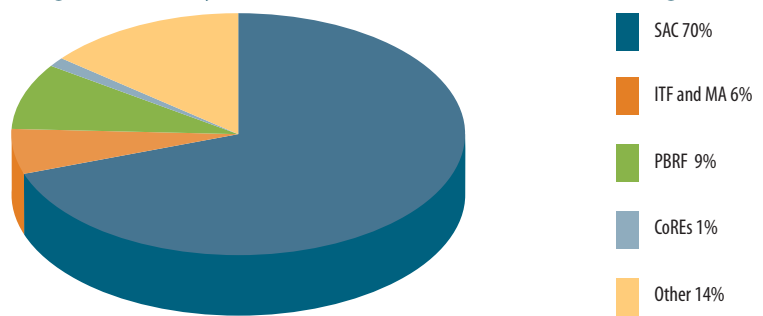
The information presented in this report mainly covers participation and educational achievement of students in the three largest tertiary education funds specific for teaching and learning: the Student Achievement Component Fund (SAC), Industry Training Fund (ITF), and Modern Apprenticeship (MA) Fund.

SAC funding is the government's direct contribution towards teaching and learning and is the single largest source of government funding for TEIs – Universities, Institutes of technologies and polytechnics, and Wānanga. It is also allocated to private training establishments and Rural Education Activities Programs. Allocations are based on volume of delivery which is measured in equivalent full-time students (EFTS). EFTS levels are agreed through the Investment Plan process between the TEC and providers.

The ITF is allocated to industry training organisations for the arrangement of employment-based training linked to national qualifications, predominately at Levels 1 to 4. The volume of such training is measured using Standard Training Measures (STM).

Sections of this report also refer to research performance which takes into account the Performance-Based Research Fund (PBRF). The PBRF is allocated to universities, ITPs, wānanga and PTEs to ensure that excellent research in the tertiary education sector is encourage and rewarded.

Figure 1: Tertiary Education Commission allocated funding, 2010



By way of context, the following issues may have an impact on educational performance for 2010:

- The effects of the September 2010 earthquake in Canterbury, which resulted in some students not completing courses.²
- The enrolment of part-time or extramural students can affect measured performance, as these students often have outside commitments that reduce their ability to devote themselves to their studies. This affects providers such as Massey University and the Open Polytechnic of New Zealand which have large part-time or extramural rolls.
- Reported qualification completion rates across years can be affected by increases or decreases in enrolments. The TEC is seeking feedback on introducing a rolling average to smooth this variability.

² These concerns were exacerbated by the second large earthquake in February 2011, but are outside the scope of this report.



THE TERTIARY EDUCATION SECTOR

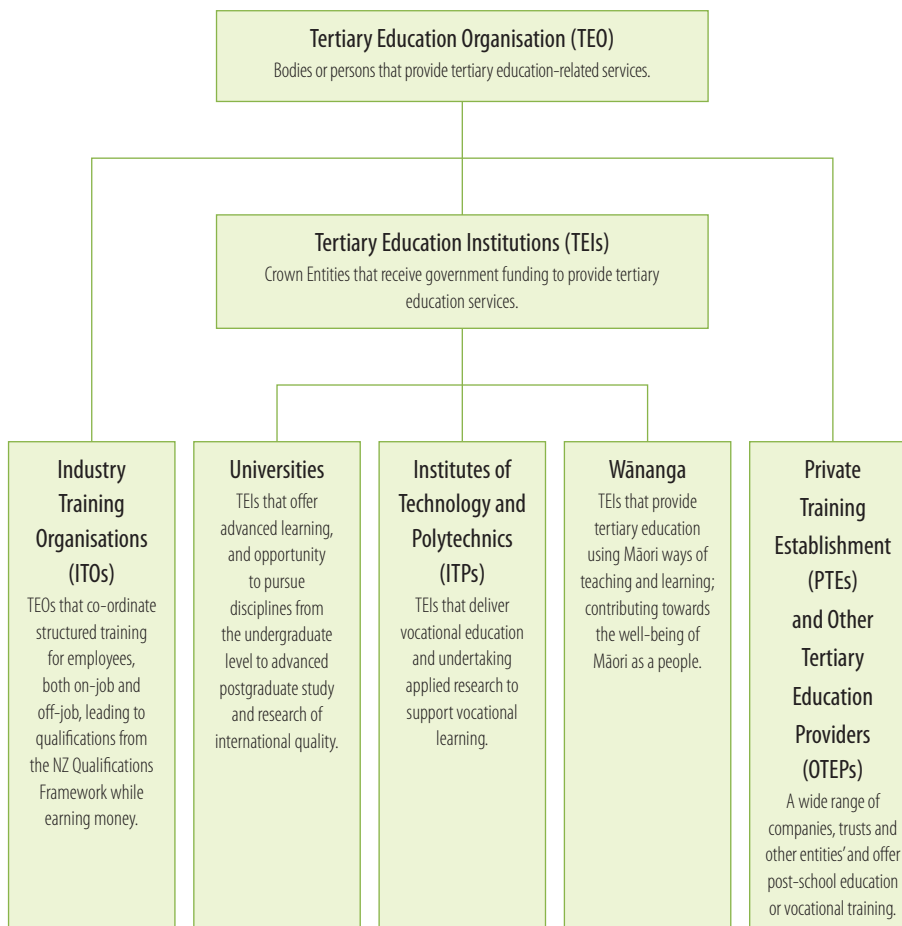
New Zealand's economic and social well-being relies in part on a high-quality and responsive tertiary education system. Its most important role is to help New Zealanders develop the right skills to meet the new and ever-changing challenges of the 21st century.

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

- universities
- institutes of technology and polytechnics (ITPs)
- wānanga
- industry training organisations (ITOs)
- private training establishments (PTEs) and other tertiary education providers (OTEPs)
- Other funded organisations.³

Of these, the 31⁴ universities, ITPs and wānanga are Crown Entities in terms of the Public Finance Act, and are known as Tertiary Education Institutions (TEIs).

Figure 2: Tertiary Education Organisations



³ Other funded organisations include schools and community providers.

⁴ Two TEI mergers took effect on 1 January 2011, bringing the number of TEIs to 29: The Eastern Institute of Technology and Tairāwhiti Polytechnic merged as did Lincoln University and Telford Rural Polytechnic.

The Government has identified six policy drivers 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 plays a key role in enhancing skills across the spectrum from improving literacy, numeracy and youth achievement through to the most advanced training and qualifications. Effective and efficient tertiary institutions contribute to a well performing public sector, and the research and skills developed in tertiary education support innovation and growth in New Zealand industry.

The Government invests around \$4 billion annually on 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, particularly degrees⁵
- increasing the number of Māori students enjoying success at higher levels
- increasing the number of Pacific students achieving at higher levels⁶
- increasing the number of young people moving successfully from school into tertiary education
- improving literacy, numeracy and skills outcomes from Levels 1-3 study
- improving the educational and financial performance of providers
- strengthening research outcomes.

In addition to the Tertiary Education Commission (TEC), a range of government agencies are also concerned with tertiary education, from quality assurance of the education provided through to support for learners during their tertiary study. 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 Department of Labour. More information can be found on the TEC website www.tec.govt.nz.

⁵ The education "Levels" are defined in the Glossary.

⁶ Throughout this report, the reported percentages of Māori and Pacific students can be read in the context that Māori comprise 15 percent of New Zealand's total population, with Pacific people comprising 8 percent in 2010.



Role of the Tertiary Education Commission

The TEC is a Crown Entity. Its principal legislated function, under the Education Act 1989, is to give effect to the Tertiary Education Strategy. The TEC does this by:

Focusing on outcomes to increasingly **influence**:

- excellent provider performance and responsiveness to their communities
- the educational choices made by students
- the responsiveness of education and research to the needs of industry and business, and the uptake of knowledge and skills by firms
- stronger international connections that provide New Zealand with access to global knowledge
- how the tertiary education system works and performs as a whole
- wider recognition of the contribution of tertiary education to economic recovery and growth.

Investing in tertiary education organisations (TEOs) to:

- align funding to the areas that earn greatest returns for “NZ Inc” from tuition subsidies, student loans and investment in research, science and technology
- materially advance economic and social outcomes for Māori, Pacific and young people
- provide real returns to education for individual learners
- respond to emerging needs, for example in Canterbury and Auckland.

Using **information** to:

- enable learners to make better education choices and loan commitments
- encourage innovation and reward creativity by sharing models of effective practice
- ensure that TEOs are publicly accountable for the investments made by learners and taxpayers, as well for as the outcomes achieved.

2010 Tertiary education funding

The government spends around \$2.8 billion each year directly on the services of TEOs, and a further \$1.1 billion to support students. In 2010, the \$2.8 billion allocated by the TEC funded the activities of 870 TEOs as they arranged and delivered tertiary education and training for an estimated more than 301,500 equivalent full-time students (EFTS) across New Zealand.⁷

Table 1: Tertiary Education Commission Funding, 2010

Providers	2009		2010	
	\$ (000)	%	\$ (000)	%
8 universities	\$1,345,882	49%	\$1,382,592	50%
20 institutes of technology and polytechnics (ITPs)	\$627,958	23%	\$664,001	24%
3 wānanga	\$167,412	6%	\$169,901	6%
38 industry training organisations (ITOs)	\$198,932	7%	\$193,942	7%
369 private training establishments (PTEs) and other tertiary education providers	\$335,463	12%	\$323,638	12%
451 other funded organisations	\$45,941	2%	\$32,981	1%
Students / trainees ⁸	\$19,555	1%	\$17,290	1%
Totals	\$2,741,144	100%	\$2,784,345	100%

Funding in 2010 grew compared with 2009 for universities, ITPs and wānanga, and decreased across all other tertiary organisations. These changes were largely due to funding reprioritisation announced in Budget 2009 and policy decisions introduced over 2010.

The TEC allocated \$2.8 billion to fund tertiary education and training for more than 301,500 equivalent full-time students across 870 tertiary education organisations

⁷ More than 50,400 individuals were also funded through programmes such as Gateway, ACE in schools, Intensive Literacy and Numeracy, Workplace Literacy and Training Opportunities.

⁸ Students and Trainees represents funds paid directly to, or for the benefit of, specific students or learners.

Operating environment

Following a period of steady growth prior to the global recession, New Zealand's economy showed little growth in 2010. A tight fiscal environment coincided with higher demand for tertiary education.

Funding was reprioritised away from lower-quality qualifications and programmes (those with low completion rates or poor educational or labour-market outcomes) to fund growth in others that are seen as more likely to benefit New Zealanders and contribute to economic growth.

Tertiary organisations also sought efficiency gains, reviewed programmes to ensure the qualifications they offered best met student and employer needs, and explored additional sources of revenue.

In 2010 the Government sought to simplify the funding system, lower compliance costs and reduce central planning. There was less emphasis on central control, and greater responsibility for institutions to manage the quality and delivery of tertiary education.

In order to deliver against the *Tertiary Education Strategy 2010-2015* the Government also introduced a range of initiatives aimed at strengthening educational and financial performance, and to invest in training that would produce wider economic benefits. The approach focused on:

- targeting priority groups
- improving system performance
- supporting high-quality research that helps to drive innovation.

Each of these is discussed below.

Targeting priority groups

In 2010 two key initiatives were introduced or enhanced in order to improve the participation of youth in tertiary education: Youth Guarantee⁹, and changes in resources for literacy, language and numeracy.

Youth Guarantee

The Government announced the Youth Guarantee initiative as part of a youth opportunities package to create new work, education and training opportunities for young people across New Zealand, the first year of implementation being 2010. There were 29 institutions (19 ITPs and 10 PTEs) that received new Youth Guarantee funding to deliver 2000 EFTS of free Level 1-3 vocational training courses for 16- and 17-year-olds.

In 2010, course completion rates for Youth Guarantee were 63 percent, and qualification completion rates were 45 percent. These relatively low rates are explained by short implementation timeframes and students starting partway through 2010. The institutions believe they are better prepared for delivery in 2011, and the TEC is closely monitoring performance.

Literacy, language and numeracy

Tertiary institutions can access extra funding and professional development support in literacy, language and numeracy through the National Centre of Literacy and Numeracy for Adults at the University of Waikato. They are working to increase the number of programmes and courses at Levels 1-3 that include a focus on literacy and numeracy.

During 2010 institutions were required to use the Literacy and Numeracy for Adults Assessment Tool for learners at Levels 1-3 to record individual progress and to help improve the relevant programmes in the future. Consideration is being given to using the data from the tool as an indicator of performance by identifying whether students are assisted to make progress with their levels 1-3 tertiary study.

⁹ From 1 January 2012 Youth Guarantee and Youth Training will be amalgamated.



Improving system performance

Several initiatives and policy changes were introduced to improve system performance. A brief description of the key changes follows.

Publication of performance information

A key responsibility of the TEC is to monitor the performance of TEOs. In 2009 the TEC consulted with the sector to develop educational performance measures to reflect the performance of individual organisations as well as the wider tertiary sector. The 2009 educational performance results of TEOs were published for the first time via the TEC website in 2010.

Investment focused on high-quality provision

In 2010 the Government decided to remove funding for training that was primarily designed to fulfil regulatory compliance or health and safety requirements. The Government also asked for a review of Levels 1-2 courses to:

- look for ways to focus them more tightly on foundation education
- target them to the groups who need them
- create pathways to higher-level study or employment.

The Minister for Tertiary Education subsequently agreed to the development of a new policy framework and funding arrangements for Levels 1-2 courses.

Increasing capacity and capability to grow international education

During 2010 the Government announced a revised strategy for further growth in New Zealand's international education sector. The strategy includes proposals to liberalise the entry of, or partnerships with, overseas providers.

Strengthening ITP sector governance

In accordance with the Education (Polytechnics) Amendment Act 2009, in May 2010 all 20 ITP councils were reconstituted in line with a smaller, competency-based governance model. The changes are designed to strengthen the governance, educational performance and financial viability of ITPs, and also establish a new interventions framework.¹⁰

Capital-asset management

As at 31 December 2010 the value of total assets managed and maintained by Tertiary Education Institutions was \$7.5 billion, 87 percent of which comprised land and buildings.

In August 2010 the Cabinet issued revised expectations for capital-asset management by capital-intensive agencies. The TEC has accordingly worked with the tertiary sector to introduce a number of initiatives to encourage good practice in asset management. Among these is an Asset Management Standard, which has been used to assess the asset-management practices of institutes of technology and polytechnics and to agree improvement plans.

Operational review of ITOs

Throughout the year, the TEC conducted compliance-focussed reviews of ITOs to ensure that funding rules and conditions were observed. The compliance-focussed reviews showed a number of ITOs were overpaid, as they had been ineligible for funding claimed for the 2009 year. As a result, ITOs repaid \$4.3 million of government funding from the 2009 year.

In response to findings from the review, the TEC has modified funding rules governing ITOs' use of funding, improved the systems that track trainees and strengthened monitoring processes for ITOs.

¹⁰ An evaluation was carried out by the TEC to assess how the changes were working in practice. A copy of the evaluation report is available from the TEC website.

High-quality research that helps to drive innovation

In 2010 the Government continued to support high-quality research through the Performance-Based Research Fund (PBRF) and funding for the Centres of Research Excellence (CoREs).

The TEC led a mid-term performance review of all eight CoREs, covering the first three years of CoRE contracts and planned future activities. As a result, the TEC has confirmed allocation of funding for each CoRE for the second half of the six-year contract (July 2011 to June 2014).

What are Centres of Research Excellence (CoREs)?

CoREs are primarily, but not exclusively, inter-institutional research networks with researchers working together on commonly agreed work programmes. CoREs make a contribution to national development and focus on the impact of their research. Each CoRE is hosted by a university and has a number of partner organisations, which may include other universities, Crown Research Institutes and wānanga. The eight CoREs are:

- The Allan Wilson Centre (hosted by Massey University) focuses on the study of ecology and evolution worldwide with a particular emphasis on New Zealand and Pacific.
- The Bio-Protection Research Centre (Lincoln University) focuses on finding new, non-pesticide and sustainable solutions to protect New Zealand's plant-based, productive ecosystems from plant pests, pathogens and weeds.
- The MacDiarmid Institute for Advanced Materials and Nanotechnology (Victoria University of Wellington) is concerned with research in materials science and nanotechnology.
- The Maurice Wilkins Centre (University of Auckland) brings together leading biologists, chemists, and computer scientists to target serious disease.
- The National Research Centre for Growth and Development (University of Auckland) brings together leading scientists from six partner organisations across New Zealand to address the question: what makes a healthy start to life?
- The New Zealand Institute of Mathematics and its Applications (University of Auckland) engages many of the best pure and applied mathematicians and statisticians from around New Zealand to bring forward the next generation of mathematical scientists.
- Ngā Pae o te Māramatanga, New Zealand's Māori Centre of Research Excellence (University of Auckland), seeks the transformation of New Zealand society so that Māori participate fully in all aspects of society and the economy.
- The Riddet Institute (Massey University) is carrying out research to underpin the next generation of innovative foods targeting health and wellness.



2010 PERFORMANCE

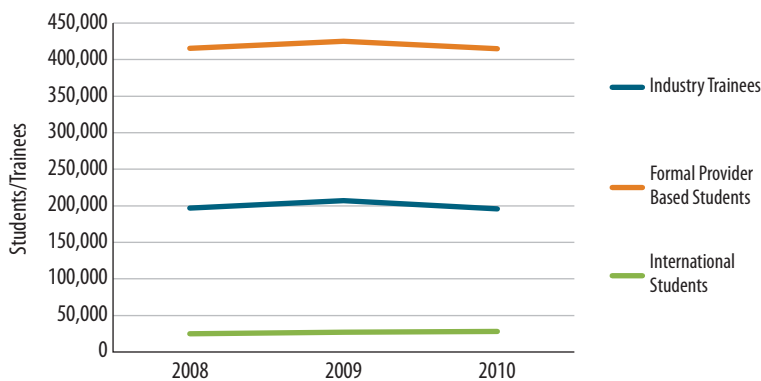
Tertiary enrolments

Following an increase in enrolled students¹¹ in 2008 to 2009, the number of students enrolled in formal provider based tertiary study decreased by 2 percent in 2010. Within this overall decrease:

- enrolments in lower-level qualifications (Levels 1-3) fell by 11 percent
- there was a 5 percent increase at graduate and postgraduate levels.

Measured as equivalent full-time students (EFTS), overall enrolments increased by 1 percent from 2009 to 2010. This is likely attributable to more formal provider-based students¹² enrolling in higher-level qualifications, corresponding to higher study loads and thus a higher average EFTS per student.

Figure 3: Total student numbers, industry trainees and international students, 2008-2010

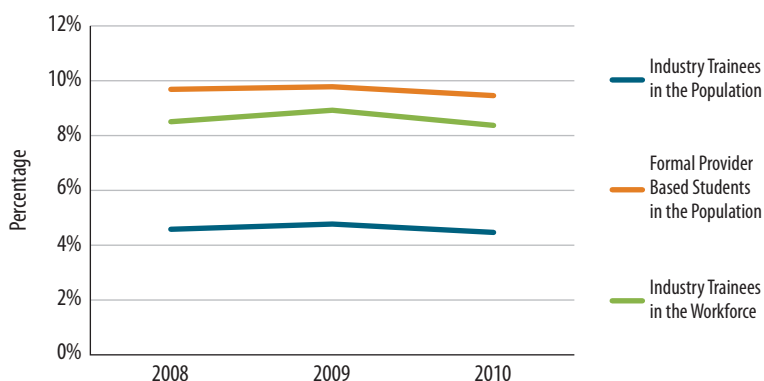


Full-fee-paying foreign EFTS increased by 5 percent in 2010. This continues the trend since 2008, after a downturn during the three years prior (2005-2007).

Overall, there were 414,759 students or 273,088 EFTS enrolled in formal tertiary qualifications at tertiary organisations in 2010. Of these, 245,276 EFTS were domestic Student Achievement Component funded enrolments and 27,811 were international full-fee-paying enrolments.

There were 195,963 trainees engaged in industry-based training in 2010, including 15,863 in Modern Apprenticeships. Since 2009 there has been a 5 percent decline in participation in industry training, attributable to lower uptake of training due to higher unemployment and new funding rules.

Figure 4: Proportion of students and industry trainees in the population and workforce, 2008-2010



Note: Population and workforce calculations uses figures retrieved from Statistics New Zealand. Participation figures are based on New Zealand's 2010 population, while the workforce figures are based on the 2010 population for the working-age population (15-64 years).

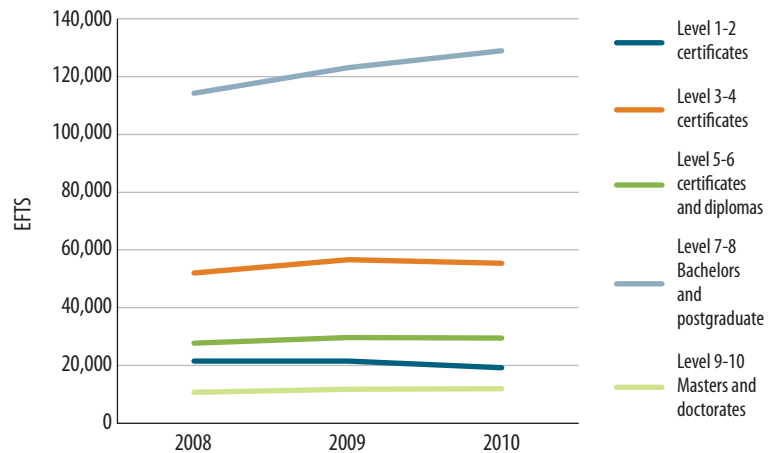
¹¹ All student-enrolment and EFTS data refer only to Student Achievement Component funding unless otherwise stated.

¹² Formal provider based students are students (excluding industry trainees), enrolled at a tertiary education organisation and undertaking study which contributes towards a qualification.

58% of enrolments were in degree level and above qualifications

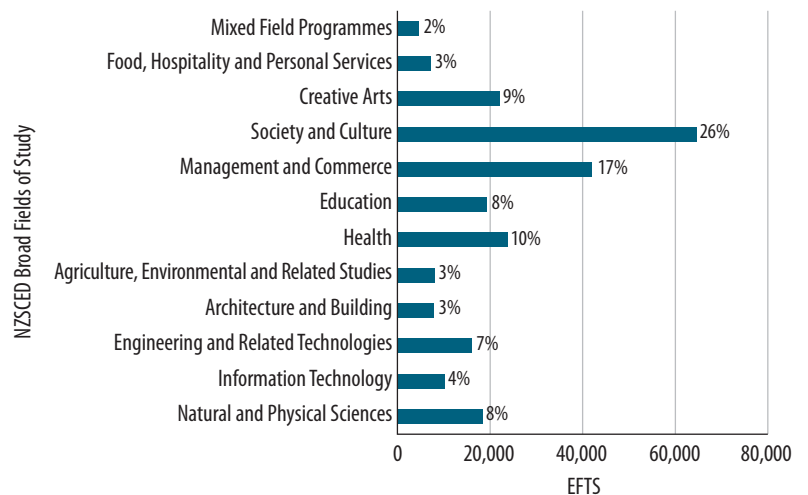
Enrolments across the sector overall shifted towards degree-level courses and above. Since 2008 there have been increases at Levels 7-8 (13%) and Levels 9-10 (12%), coinciding with a decrease at Levels 1-2 (10%). The increase in Levels 7-8 programmes is important: these courses are taken up by the largest number of students, and the growth highlights that both students and providers are focusing on higher-level tertiary education.

Figure 5: Participation by NZQF level, 2008-2010



In 2010 the majority of EFTS were enrolled at Levels 7-8 (53%), followed by Levels 3-4 (23%) and Levels 5-6 (12%). In terms of the fields of study, the largest proportion of EFTS provision in 2010 was in the Society and Culture field (26%), followed by Management and Commerce (17%) and Health (10%). Across all enrolments, 86 percent were intramural (students physically present in scheduled teaching sessions) and 14 percent extramural (where students are not required to regularly attend courses on campus), including students living overseas.

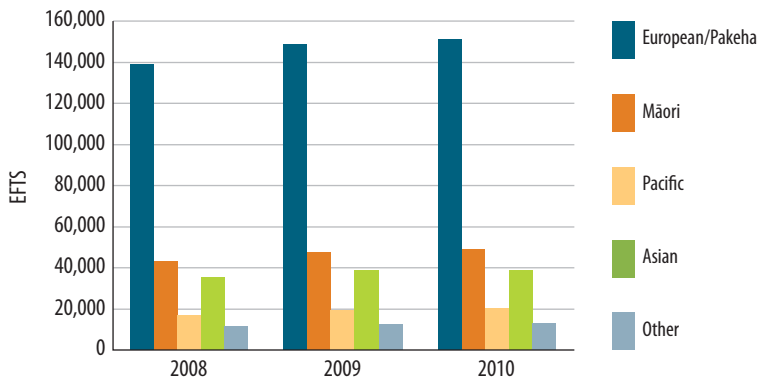
Figure 6: 2010 Participation by Field of Study, 2010



The number of Māori enrolled in tertiary education has increased since 2008, with 20 percent of all enrolments being Māori students in 2010. Pacific enrolments have also increased since 2008, with 8 percent of all enrolments in 2010 being Pacific students. While the numbers have increased, the proportion has remained constant as overall enrolment numbers have increased. Between 2009 and 2010 there was a slight decrease in Asian enrolments, while the biggest increase in enrolments has been amongst Europeans.



Figure 7: Enrolments by ethnicity 2008-2010



Performance against strategic priorities

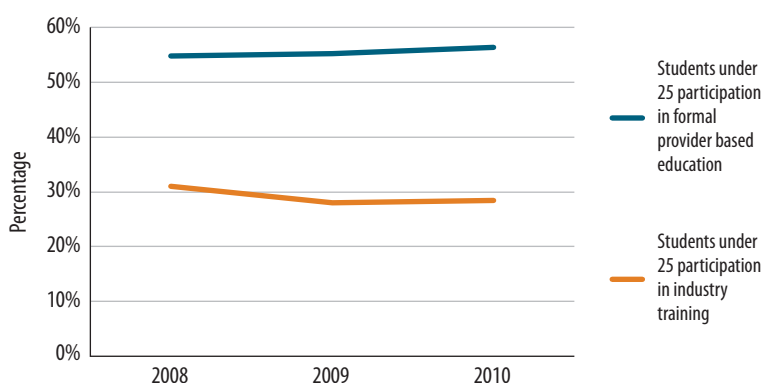
In 2010 the tertiary sector continued to improve performance against the priorities established in the Tertiary Education Strategy (TES).

This section outlines at the aggregate level key aspects of the sector's performance against the seven TES priorities. It is important to acknowledge there are differences across and within sectors, and the detailed performance of each sector is discussed in later sections of this report. Due to the availability of performance measures, the performance sections for each sector will focus on the performance of the TES priorities for Māori, Pacific and youth.¹³

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

Overall, enrolments and educational performance by young people (those under 25 years of age) remained strong in 2010 compared with 2009. Continuing a steady increase from 2009, students under 25 years accounted for 56 percent of total formal provider-based enrolments in 2010.¹⁴ For industry trainees, youth participation remained relatively constant at 28 percent in 2010 after a drop in 2009.

Figure 8: Participation for students under 25 years, 2010



The strong performance of students under 25 years resulted in improved course and qualification completion rates across the whole tertiary sector for 2010.

In 2010 youth course completions were the highest at universities compared to the other sectors and qualification completions were highest at PTEs. The variance across the sectors reflected the types of qualifications delivered, as the PTE sector tends to deliver lower level qualifications that take a shorter time to complete than higher-level qualifications generally delivered by universities.

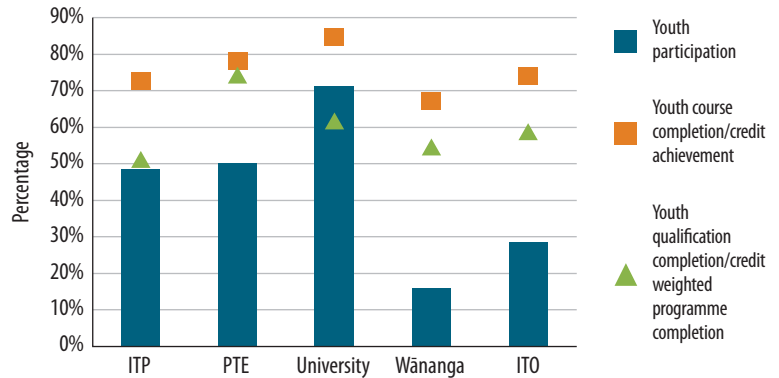
Enrolments and educational performance by young people remained strong

¹³ The Ministry of Education (MoE) is responsible for monitoring the progress of the tertiary education sector towards the goals of the Tertiary Education Strategy 2010-2015. Reports on how the sector performs against the Tertiary Education Strategy can be found on the MoE's Education Counts website.

¹⁴ Formal provider-based enrolments refer to students/EFTS (excluding industry trainees) enrolled at a tertiary education organisation and undertaking study which contributes towards a qualification.

Greater number of Māori students enrolled in higher level study, with improved educational achievement seen across all sectors

Figure 9: Participation and achievement for students under 25 years, 2010

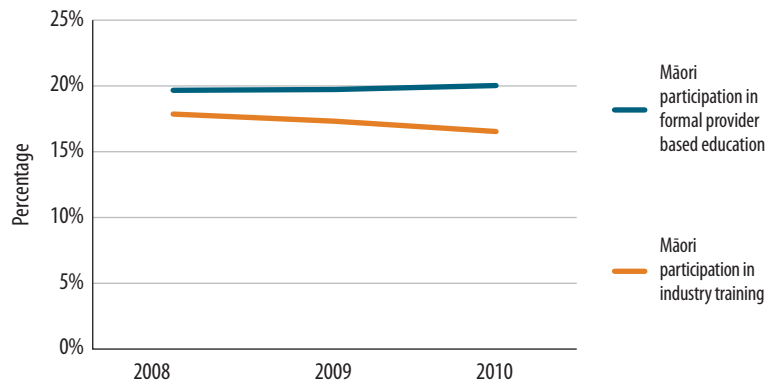


Note: Participation levels refer to the percentage of total students in each sector that are under 25.

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

The proportion of Māori students enrolled in tertiary organisations has increased marginally over recent years, with 20 percent of tertiary enrolments in 2010 being Māori students. In contrast, the proportion of Māori enrolments in industry training has steadily decreased since 2008, with Māori accounting for 17 percent of total industry trainees in 2010.

Figure 10: Participation for Māori students, 2008-2010

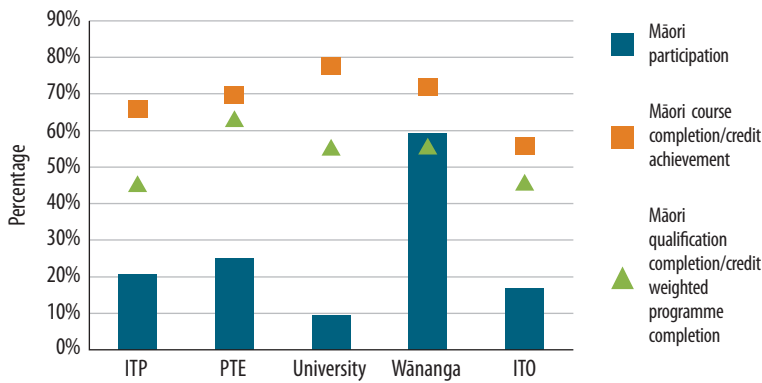


Note: Formal provider based education refers to students/EFTS (excluding industry trainees), enrolled at a tertiary education organisation and undertaking study which contributes towards a qualification

Māori enrolments were predominantly at Levels 3-4 (38 percent of total Māori EFTS), although the number of Māori students enrolled at degree level and above increased by 11 percent from approximately 14,500 EFTS in 2009 to 16,100 EFTS in 2010.

Māori educational achievement improved across all sectors, measured by strong course and qualification rates in 2010.

Figure 11: Participation and achievement for Māori students, 2010

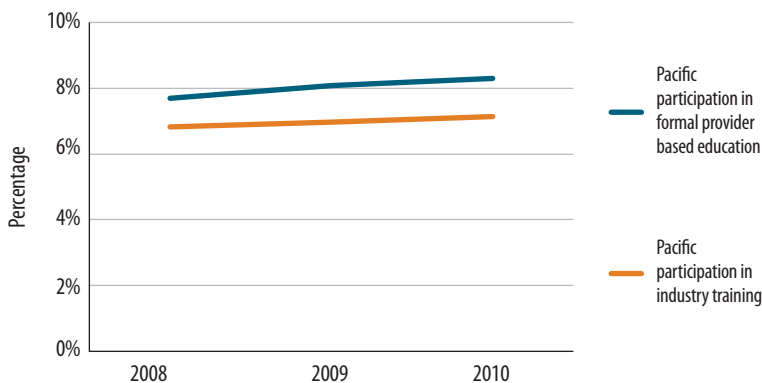


Note: Participation levels refer to the percentage of total students in each sector that identify themselves as Māori.

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

Overall, the volume of Pacific enrolments has increased slightly over recent years. Pacific enrolments in 2010 accounted for 7 percent of industry trainees and 8 percent of provider-based enrolments.

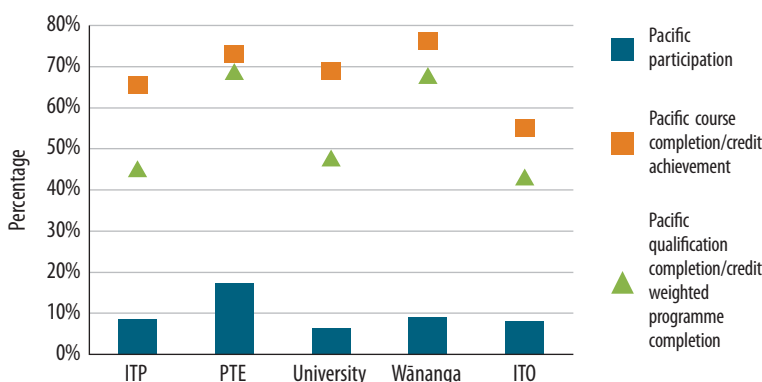
Figure 12: Participation for Pacific students, 2008-2010



The largest proportion of Pacific students were studying at Levels 7-8 (40 percent of total Pacific EFTS), followed by Levels 3-4 (38 percent of total Pacific EFTS). Enrolments across degree level and higher have been steadily increasing over recent years, with a 10 percent increase between 2009 and 2010 (approximately 7550 EFTS to 8400 EFTS).

Overall, Pacific educational achievement in 2010 improved for all sectors. The largest improvement was in the proportion of successful course completions.

Figure 13: Participation and achievement for Pacific students, 2010



Note: Participation levels refer to the percentage of total students in each sector that identify themselves as Pacific.

Participation of Pacific students increased in provider-based and workplace learning

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

There is currently no specific measure developed to assess performance against this priority, so no such performance measures were reported for 2010.

However, to strengthen the transition from school to tertiary for young people the Government introduced targeted initiatives to attract more youth into tertiary study. This included the roll-out of Youth Guarantee, the fees-free programme focused on providing opportunities for 16 and 17 year-olds who had disengaged from school, and opening the first tertiary high-school at Manukau Institute of Technology in Auckland.

TES Priority: improving literacy, numeracy and skills outcomes from Levels 1-3 study

In 2010 the focus on literacy and numeracy has seen continued funding and professional development support for TEOs to build their capability in delivering literacy and numeracy through the National Centre of Literacy and Numeracy for Adults, at the University of Waikato.

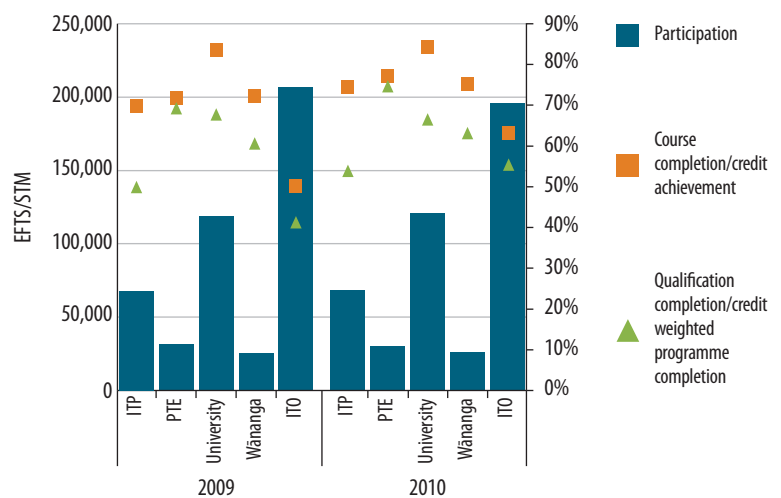
To measure the performance of this priority, learners on Levels 1-3 courses are required to use the Literacy and Numeracy for Adults Assessment Tool to record their progress and to inform improvements to programme design and delivery. The TEC is working with the sector to define the measure, using data from the Assessment Tool, that will be used to assess provider performance in raising the literacy and numeracy skills of learners.

TES Priority: improving the educational and financial performance of providers¹⁵

Overall, there has been an improvement in the education performance of all tertiary education sectors and an improved financial performance across the 31 TEIs compared with 2009.¹⁶

Across the whole sector, performance improved on each of the four Educational Performance Indicators: greater student retention and course completions translated into more qualification completions; and increased student progression was reflected in more participation in higher level study in 2010.

Figure 14: Participation and achievement, 2010.



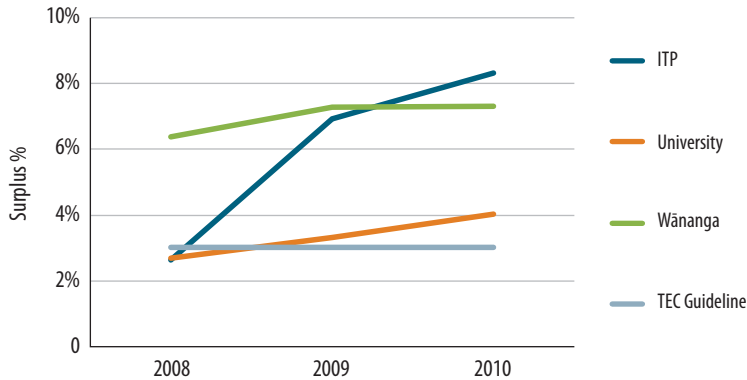
TEIs achieved an overall surplus on revenue (before abnormal items) of 5.2 percent (compared with 4.4 percent in 2009). Total revenues increased by 5.7 percent or \$240.0 million to \$4,417 million in 2010, with the main increases coming from government funding, domestic and international student tuition fees and research-derived income. Total operating expenditure increased by 4.8 percent (\$191.7 million). The main increases were in the personnel, subcontracting, occupancy and property costs, and other expense categories.

¹⁵ Financial information presented is based on the summary template returns of audited financial results provided by TEIs to the TEC. The figures are presented at a TEI 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.
¹⁶ TEC is responsible for monitoring the financial and operational performance of all 31 TEIs.



Balance sheets strengthened in 2010, with lower overall debt levels, strong net cashflow from operations, and improved liquidity and return-on-assets ratios. Surpluses on revenue (before abnormal items) were well above the 3 percent TEC minimum guideline across all TEIs. ITPs reported 8.3 percent surplus on revenue, universities 4 percent and wānanga 7.3 percent. These results were an improvement from 2009 across all categories of TEI.

Figure 15: TEI Surplus (pre-abnormals)



As at 31 December 2010, the total value of assets (both current and fixed) managed collectively by TEIs was \$9.0 billion. \$7.6 billion of this total related to capital assets with land and buildings being the largest asset class at \$6.4 billion. Of the sector's total land and buildings, 78 percent (\$5.0 billion) were managed by universities.

Overall, total net assets (total assets less total liabilities) within the sector were \$7.6 billion, this compared to \$7.3 billion in 2009.

TES Priority: strengthening research outcomes

2010 saw continued improvement in research performance across the tertiary sector. In particular, the volume of post-graduate enrolments increased by 4 percent from 2009. This increase was largely driven by international PhD enrolments as well as by a rise in enrolments across levels 8 and 9.

Performance-Based Research Fund (PBRF) measures showed an overall increase in the number of research degree completions from 2,917 in 2009 to 3,062 in 2010. Over the same period, the PBRF-eligible external research income (ERI) generated by the sector showed its first decrease since 2005, dropping from \$411 million in 2009 to \$404 million in 2010. Despite this overall reduction in ERI, performance across PBRF-participating institutions for this measure was relatively constant for 2010.

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

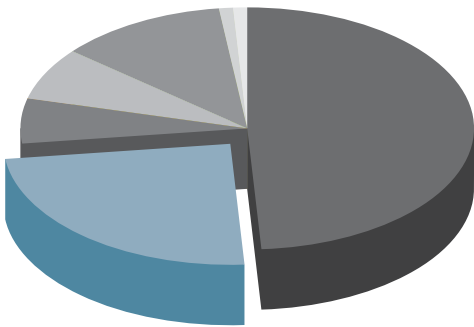
Future focus of the tertiary sector

Constrained fiscal policy is likely in the foreseeable future. Funding increases for individual tertiary organisations and the agencies that administer the tertiary sector are unlikely. Both must continue to strive for efficiencies and work collaboratively to ensure New Zealand obtains the best value for its investment in tertiary education.

Tertiary education organisations in particular will need to continue developing strong self-management and to demonstrate the willingness and ability to respond to Government priorities.

**Continued improvement
in research performance
across the tertiary sector**

2010 PERFORMANCE



In 2010 ITPs received \$664 million (24%) of total government funding¹⁷

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 those with low literacy, language and numeracy skills) to complete relevant qualifications that meet industry needs and/or lead to higher levels of learning.

In 2010 the government funded 20 ITPs across New Zealand to deliver technical, vocational and professional education and to promote research, particularly applied and technological research.

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

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

In addition to performing these core roles and expectations, ITPs advance the Government’s specific TES priorities according to the needs of their catchment areas. For smaller ITPs this typically involves progressing learners 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 region first and foremost, with particular focus on the priority groups identified in the TES. They contribute to these priorities through:

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

ITP highlights

In 2010 ITP sector highlights included:

- the reconstitution of all 20 ITP councils in line with the smaller, skill-based governance model in the Education (Polytechnics) Amendment Act 2009, which introduced 57 new members across the 160 appointments
- a number of initiatives to encourage good practice for asset management, including a new Asset Management Standard, which was used to assess the asset management practice of all ITPs and to agree improvement plans
- increased collaboration between ITPs and other organisations, including a collaboration strategy among Manukau Institute of Technology, Unitec Institute of Technology and Te Wānanga o Aotearoa

¹⁷ Total government funding refers to all TEC funding allocated to Institutes of Technology and Polytechnics in 2010. This includes funding for Teaching and Learning, Capability, Research and Scholarship/Learner.



- the merger of Telford Rural Polytechnic into Lincoln University to create one institution with a stronger base to support education, research and knowledge transfers across the land-based sector
- Tairāwhiti Polytechnic merging into the Eastern Institute of Technology (EIT) to create a single institution to support and expand vocational education and skills development across the East Coast.

ITP performance

The ITP sector received \$664.0 million (24%) of total Tertiary Education Commission (TEC) funding in 2010. The sector performed strongly on key measures:

- an increased volume of students moved into higher levels of study
- improved educational performance among the priority groups specified in the TES
- a stronger financial position across ITPs overall during 2010.

Operating environment

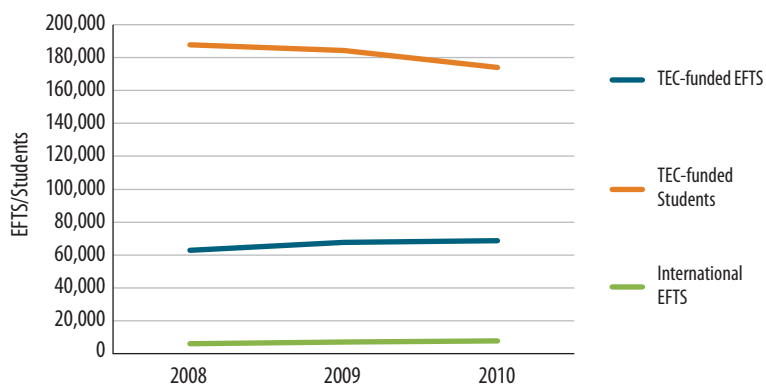
All ITPs delivered within their agreed 2010 Investment Plan commitments, despite facing challenges. These included:

- increased demand for tertiary education at ITPs
- the need to develop new Investment Plans for 2011-2012 that responded to the TES
- seven ITPs participating in the first round of the External Evaluation and Review (EER) process, led by the New Zealand Qualifications Authority (NZQA)
- the implementation of the Education (Polytechnics) Amendment Act 2009
- the development of new Educational Performance Indicators (EPIs) by the TEC, for use in performance-linked funding, publication of performance information and for performance commitments.

Participation

ITPs provided tertiary education to approximately 173,774 students or 68,318 EFTS.¹⁸ This represents 1.2 percent growth in overall EFTS compared with 2009. In 2010, 7,406 full-fee-paying foreign international EFTS were enrolled across the ITP sector.

Figure 16: ITP enrolments, 2008-2010

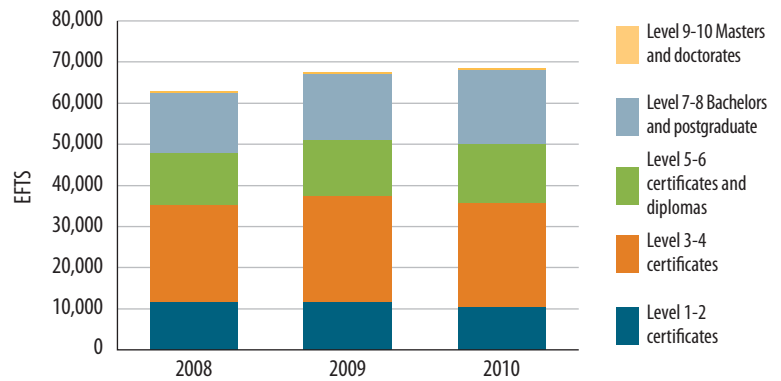


The ITP sector delivered the largest share (37%) of its equivalent full-time students (EFTS) at Levels 3-4, followed by Levels 7-8 (26%) and Levels 5-6 (21%).

In pursuit of the sector's increased focus on outcomes at higher levels, there was a 12 percent increase in Levels 7-8 enrolments across the ITP sector between 2009 and 2010, and volume decreased for lower-level qualifications. The larger number of higher-level, multi-year enrolments helps to explain the drop in the qualification completion rate over the same period.

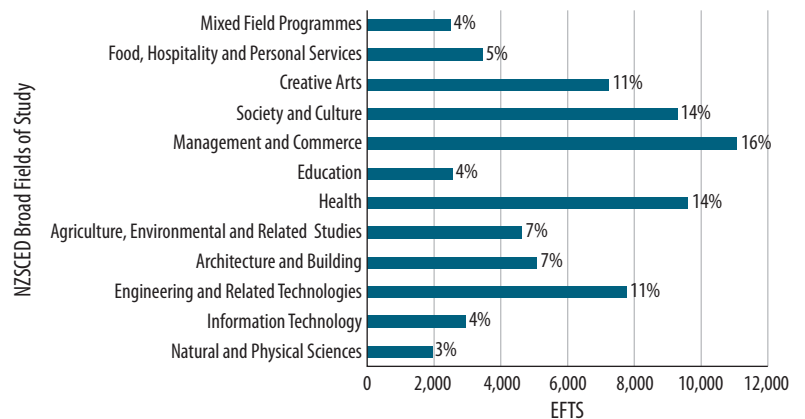
¹⁸ All student enrolments and EFTS refers to Student Achievement Component funding only unless otherwise stated.

Figure 17: ITP enrolments by NZQF Level, 2008-2010



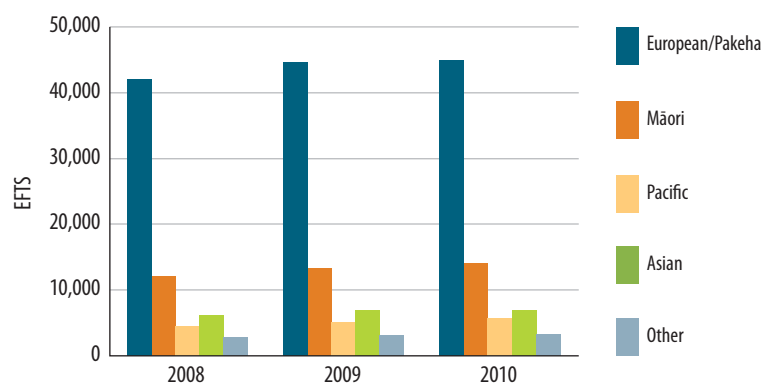
The largest proportion of EFTS in the ITP sector in 2010 was in Management and Commerce (16%), Health (14%) and Society and Culture (14%). Although Management and Commerce had 16 percent of all EFTS in 2010, this has been decreasing since 2008, when 19 percent of all EFTS were in this field of study. Architecture and Building has also decreased from 9 percent of enrolments to 7 percent. As these areas have decreased, Health has increased from 12 percent to 14 percent of enrolments.

Figure 18: 2010 ITP participation by subject, 2010



The number of Māori EFTS enrolled at ITPs has increased slightly from 2008, making up 21 percent of enrolments in 2010, equivalent to the overall sector average. Pacific enrolments have also increased slightly up to over 8 percent in 2010, also equivalent to the sector average.

Figure 19: ITP enrolments by ethnicity, 2008-2010



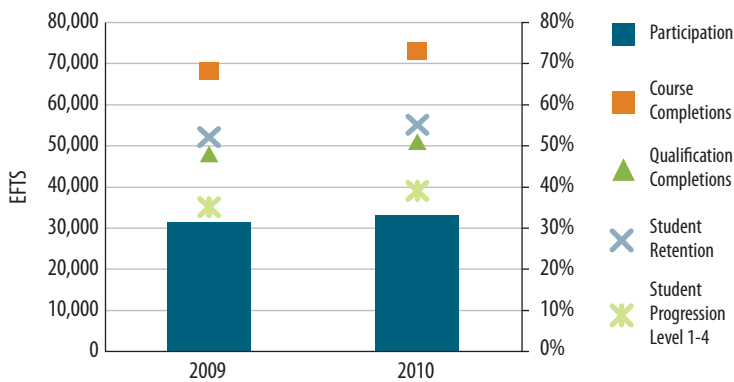
Performance against TES priorities

Overall, the ITP sector improved its performance against the Educational Performance Indicators (EPIs) in 2010. The following section briefly highlights key aspects of this performance against the TES priority groups of youth, Māori, and Pacific student groups, as well as research and financial performance.

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

Across the ITPs, participation of students under 25 years has steadily increased since 2008, growing from 45 percent in 2008 to 48 percent of total enrolments in 2010. Youth participation and achievement in ITPs improved in 2010 compared with 2009, with higher retention and course completions translating to more qualification completions. The growing emphasis on the ITP sector's pathway approach also saw a strengthening of youth progression within the tertiary sector.

Figure 20: ITP participation and achievement for students under 25 years, 2009 and 2010



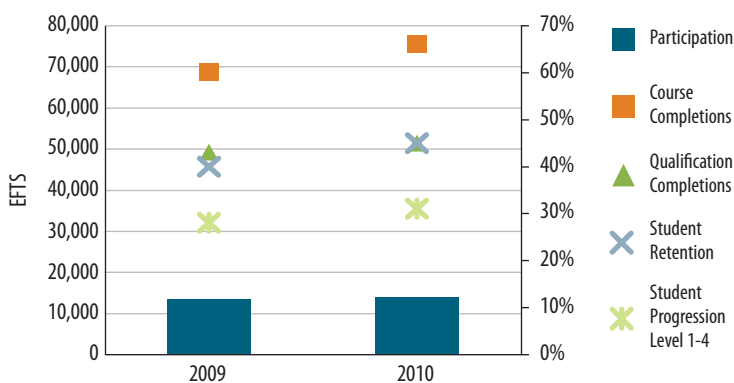
TES Priority: Increasing the number of Māori students enjoying success at higher levels

Between 2009 and 2010, Māori student enrolments showed a slight increase to account for 21 percent of total ITP enrolments.

Māori enrolled in ITPs predominantly studied at Levels 3-4 (45%, 6257 EFTS). The proportion of students enrolled at degree level and above grew by approximately 14 percent (347 EFTS) between 2009 and 2010.

Overall, there has been an improvement in Māori educational performance at ITPs, as demonstrated by an increase in course completions and student retention.

Figure 21: ITP Participation and achievement for Māori students, 2009 and 2010



Improved educational performance across Māori, Pacific and youth student groups

The volume of postgraduate enrolments increased across institutes of technology and polytechnics

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

Pacific enrolments at ITPs remained steady at 8 percent of total ITP enrolments. The majority of Pacific students studied at Levels 3-4 (45%, 2560 EFTS), followed by Levels 7-8 (23%, 1308 EFTS). Enrolments across degree-level and higher courses have increased strongly (by 23% between 2009 and 2010).

Educational performance among Pacific students improved across all EPIs in 2010 compared with 2009. The largest gains were in the proportion of successful course completions (up from 60% to 65%) and student retention (up from 41% to 48%).

Figure 22: ITP Participation and achievement for Pacific students, 2009 and 2010



TES Priority: Strengthening research outcomes

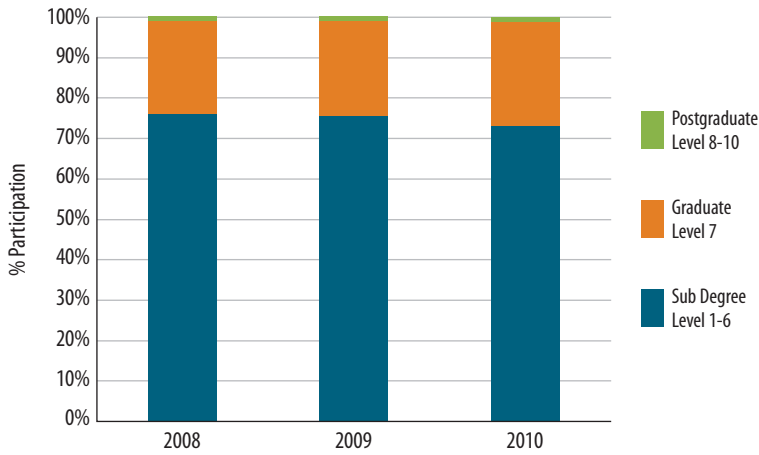
ITPs undertake applied research that supports vocational learning, and work with business and industry to transfer technology to the economy.

Across the ITP sector, the volume of postgraduate enrolments has steadily increased over recent years. In 2010 enrolments in postgraduate qualifications including masters and doctoral study (levels 8-10) accounted for 1 percent of all ITP enrolments, a 24 percent increase from 2008.

On the basis of the ITP sector's performance in the last Performance-Based Research Fund (PBRF) Quality Evaluation, held in 2006, ITPs received 2 percent of the available PBRF funding in 2010. For 2010 the ITP sector accounted for 113 research degree completions and generated \$2.6 million in external research income.

The next Quality Evaluation round, to be held in 2012, will reveal an updated picture of research quality performance in the sector.

Figure 23: ITP enrolments by qualification grouping, 2008-2010



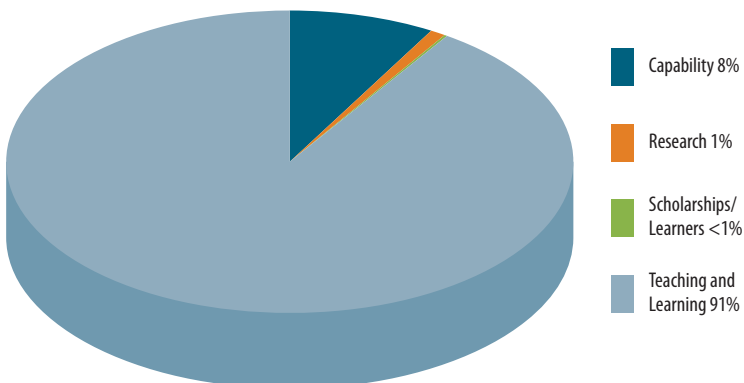
Financial performance

The ITP sector continued to meet the TEC’s recommended 3 percent surplus guideline in 2010. An overall 8.3 percent return on revenue (before abnormal items) was achieved in 2010 compared with 6.9 percent in 2009.

Total operating revenue increased 6.6 percent (\$67.3 million) from 2009, with the main increases coming from government funding and domestic and international tuition fees. Total expenditure increased 5 percent (\$47.5 million), with the largest increases in spending on personnel, subcontracting and faculty support costs. ITP balance sheets continued to strengthen in 2010, with increasing liquidity reserves, lower debt and improved returns on fixed assets.

In terms of the government funding allocated by the TEC, 91 percent (\$601.9 million) was funded for Teaching and Learning, and 1 percent (\$5.9 million) for Research activities.

Figure 24: Total ITP government funding by type, 2010



Note: For a more detailed explanation of funding types see the Glossary.

ITP 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 enrolled students
- enabling successful students to contribute to the local and national economy.

Financial performance continued to improve across the institutes of technology and polytechnics sector



In 2010 universities received 50 percent or \$1.38 billion of total government funding for the tertiary sector¹⁹

Universities

Universities are a vital part of modern society. They are important for teaching, for research and for the advancement of society as a whole. Universities engage 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 a repository of knowledge and expertise. They focus on advancing learning with the principal aim of developing intellectual independence and strengthening research outcomes. New Zealand universities' teaching and research practices foster international connectedness and provide global learning opportunities for local and overseas students.

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

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

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

Universities contribute to TES priorities by:

- increasing the number of young people (aged under 25) achieving qualifications at Level 4 and above, particularly degrees
- increasing the number of Māori students enjoying success at higher levels
- increasing the number of Pacific 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 for the priority groups of Māori, Pacific students and those aged under 25 years.

University highlights

In 2010 university sector highlights included:

- the mid-term review of the Centres of Research Excellence (CoREs) concluding their research is of benefit to New Zealand, carried out within coherent research agendas, and at the top of their class in New Zealand and, in many instances, internationally.
- Research and Development spending of \$802.0 million, a 23 percent increase since 2008.
- the volume of post-graduate enrolments and research degree completions has continued to increase from 2009.
- an increase in the number of international students enrolled.

¹⁹ Total government funding refers to all TEC funding allocated to universities in 2010. This includes funding for Teaching and Learning, Capability, Research and Scholarship/Learner.



- the joint development with the Tertiary Education Commission (TEC) of a university outcomes framework, which will support a range of planning, performance and accountability improvements.
- the development of Investment Plans that commit to significant improvements in TES priority areas
- the adoption of enrolment policies to manage high demand for degree-level study
- the merger of Telford Rural Polytechnic into Lincoln University.

New Zealand's universities perform well in global ranking systems. While the rankings vary from year to year, in 2010 the Academic Ranking of World Universities (ARWU) found that:

- Five of New Zealand's universities were in the ARWU's top 500 universities of the world.
- Those five universities ranked higher when measured on a per-academic-staff-member basis.

Analysis of the ARWU data by the Ministry of Education²⁰ concludes that:

- New Zealand's share of universities in the ARWU's top 500 ranked first in the world when taking into account our share of the world economy.
- When taking into account New Zealand's share of the world's population, the performance of New Zealand universities ranked eighth in the world.

University performance

Overall, the university sector was high-performing. It received a significant proportion of the government's total spending on tertiary organisations: \$1.38 billion or 50 percent in 2010. The university sector performed strongly in 2010 as seen in, for example, higher course and qualification completion rates at undergraduate level compared with other tertiary education sectors. Research performance, as measured through success through the Performance-Based Research Fund (PBRF), far outstripped other sectors, with 97 percent of funding going to universities.

Operating environment

In 2010 all universities delivered within their agreed 2010 Investment Plan commitments. The key factors affecting their operating environment included:

- developing new Investment Plans that responded to the new TES priority areas, raising educational performance, meeting the needs of priority learner groups, and commercialising the results of research
- the TEC's development of new Educational Performance Indicators for use in performance-linked funding, published performance information and Performance Commitments.
- Government expectations that all universities will increase their international education activities and revenue
- the 2010 release of the 2012 PBRF Quality Evaluation Guidelines, which includes the addition of information on professional and applied research.

Participation

In 2010 universities provided tertiary education to 160,138 students²¹ or 120,951 equivalent full-time students (EFTS), a 2 percent increase in EFTS over 2009. There were 14,566 full-fee-paying foreign EFTS enrolled across the university sector.²² Additionally, international PhD student enrolments under the domestic fees policy increased from 882 EFTS in 2006 to over 2230 EFTS in 2010.²³

20 Ministry of Education publication: *Analysing the performance of New Zealand universities in the 2010 Academic Ranking of World Universities*.

21 All student-enrolment and EFTS data refer only to Student Achievement Component funding only unless otherwise stated.

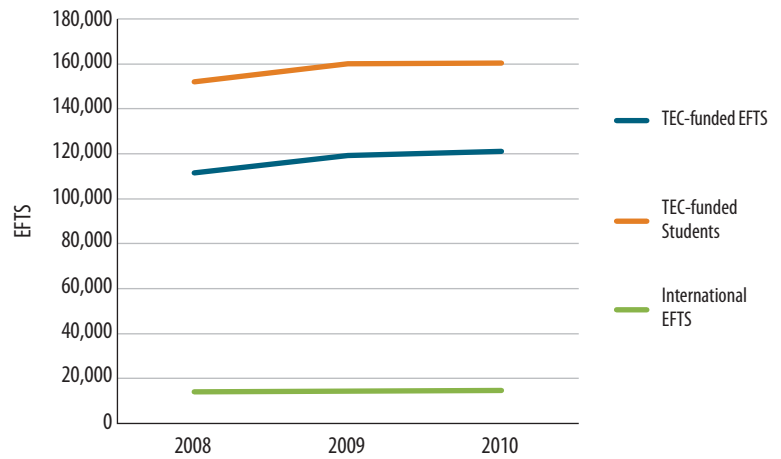
22 This is the number of international EFTS that were required to pay full fees. This does not include PhD students or postgraduate students on scholarships that are not required to pay fees. Therefore the number does not represent the total number of international EFTS in the university sector.

23 For this report, international PhD enrolments are counted as TEC-funded EFTS and are excluded from the international EFTS figures reported.

In 2010, 95 percent of all university enrolments were in degree-level and above programmes

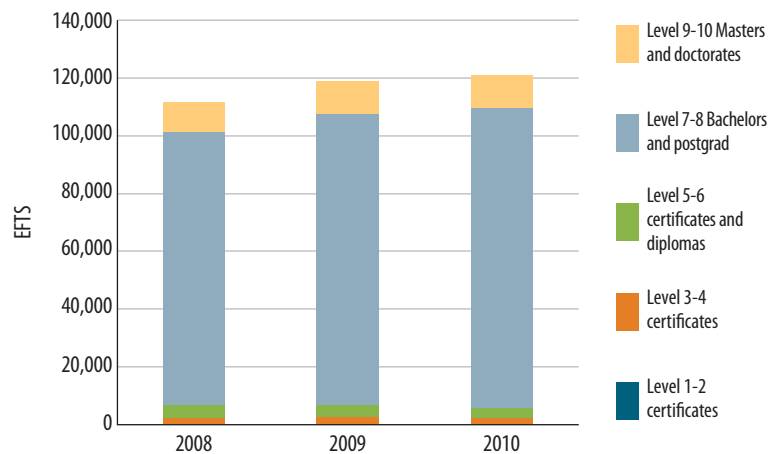
> 85 percent of all degree-level and above enrolments across the tertiary sector were in the university sector

Figure 25: University enrolments, 2008-2010



Across the universities, the volume of enrolments has grown steadily over the years to meet the increasing demand for university education. The majority of this growth occurred in degree-level and above programmes.

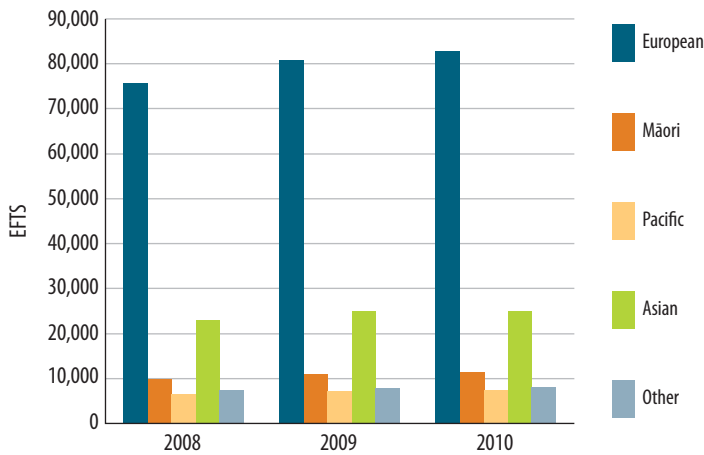
Figure 26: University enrolments by NZQF level, 2008-2010



Beginning in 2008 universities explicitly shifted their emphasis to higher-level education. As a result, almost all university enrolments were in degree-level and above programmes. The university sector contributed 85 percent of all degree-level and above enrolments in 2010.

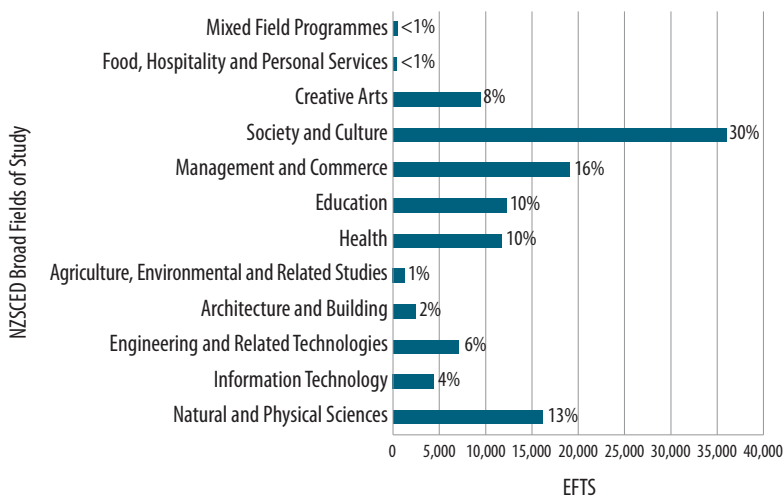
The number of Māori EFTS enrolled at universities has remained steady since 2008 making up 9 percent of enrolments in 2010, below the sector average of 20 percent. Pacific enrolments increased slightly up to 6 percent in 2010 from 5 percent in 2008, which was below the sector average of 8 percent.

Figure 27: University enrolments by ethnicity, 2008-2010



Across the fields of study, the largest number of university enrolments were in Society and Culture (30%) and Management and Commerce (16%). Society and Culture was also the fastest-growing subject area, increasing by 2 percent (738 EFTS) over 2009. Other growing fields included Education (4%, rising by 498 EFTS) and Health (4%, 451 EFTS). The vast majority of the increases in these areas were in degree-level and above programmes.

Figure 28: 2010 University enrolments by Field of Study



Performance against TES priorities

Overall, educational performance across the universities remained relatively steady compared with 2009. Performance among the TES's priority student groups showed that universities supported a greater volume of Māori, Pacific and youth enrolments in higher-level qualifications in 2010.

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

Across the universities, students under 25 years of age accounted for 71 percent of total enrolments in 2010. This proportion has remained the same over the past three years, but the total number of under-25-year-old students has risen with the overall increase in enrolments across the universities.

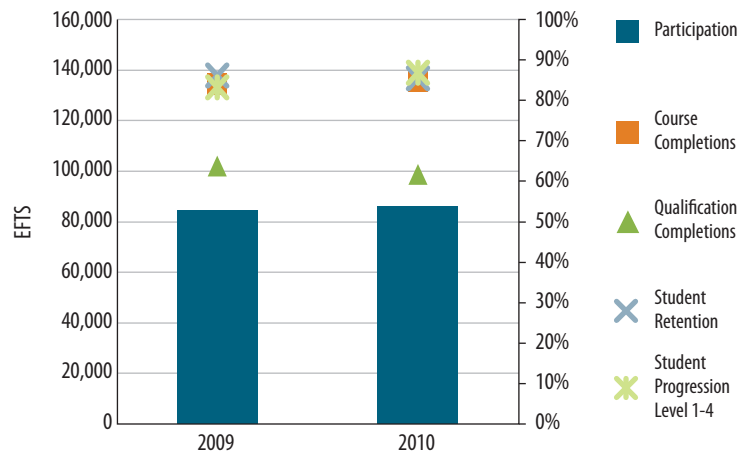
Universities supported a greater volume of Māori, Pacific and youth enrolments in higher-level qualifications

While the share of Māori students remained the same, the number of Māori enrolments increased by 4 percent in 2010

> most of the increase was in degree level and above qualifications

Youth participation and achievement remained strong at Level 4 and above (including at degree level and above). Qualification completions dropped slightly (64% in 2009, down to 62% in 2010), but youth performance across other indicators remained constant. The drop in qualification completions is likely to be contributed by the increased participation in degree-level study over the same period, which takes longer to complete than lower-level qualifications.

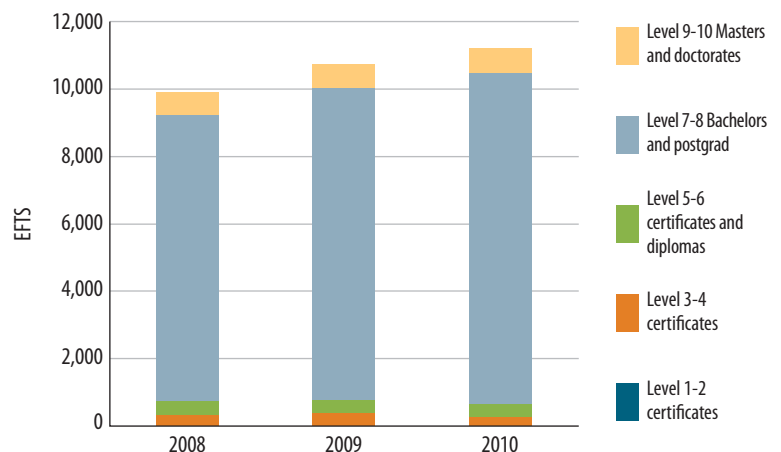
Figure 29: University participation and achievement for students under 25 years, 2009 and 2010



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

From 2009 to 2010 the volume of Māori enrolments increased by 4 percent (452 EFTS), while the proportion of Māori students (9%) has remained steady as a share of the total student population. As with other students, the volume increase was almost exclusively in degree-level and above programmes.

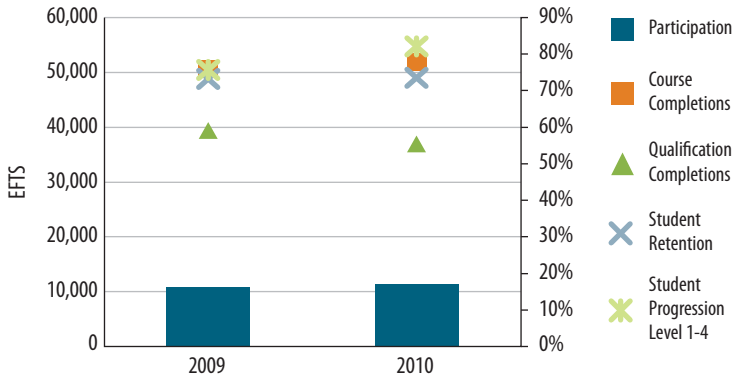
Figure 30: University enrolments by NZQF level for Māori students, 2008-2010



Māori educational performance remained strong except for a slight drop in degree-level qualification completions. This is attributable in part to increased enrolments at degree-level and higher programmes, which take longer to complete.



Figure 31: University participation and achievement for Māori students, 2009 and 2010

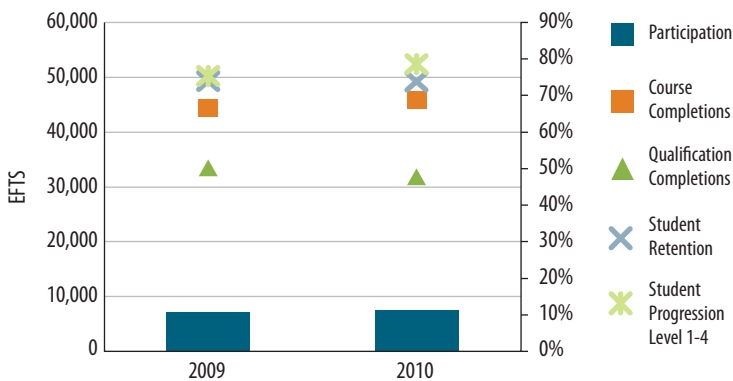


TES Priority: Increasing the number of Pacific students achieving at higher levels

The volume of Pacific enrolments increased in 2010 over 2009, mostly across Levels 7-8 programmes (up 9%, or 510 EFTS). The proportion of Pacific students as a share of all students remained steady at 6 percent.

The strong performance of Pacific students in 2010 was consistent both with 2009 and with course completions and student progression improving across the university sector. As with other groups, Pacific student qualification completions decreased in 2010, driven largely by higher enrolments at Levels 7-8. Qualification completions for all other levels improved over the same period.

Figure 32: University participation and achievement for Pacific students, 2009 and 2010



The volume of Pacific enrolments increased by 5 percent in 2010, while the share accounted by the Pacific student group remained the same

> **the increased volume was specific to study across Levels 7-8 qualifications**

Universities received 97 percent of Performance-Based Research Funding in 2010

> **the sector produced 2,919 research degree completions and generated \$400.3 million dollars in external research income**

TES priority: Strengthening research outcomes

On the basis of the universities' performance in the last Performance-Based Research Fund (PBRF) Quality Evaluation, held in 2006, universities received 97 percent of the available PBRF funding in 2010. The next Quality Evaluation round, to be held in 2012, will reveal an updated picture of research quality performance in the sector.

For the universities, the volume of research degree completions has steadily increased over the years. In 2010, universities produced 2,919 (95%) out of the total 3,062 research degree completions across the sector. Universities generated \$400.3 million (99%) of the external research income in 2010, a decrease of 2 percent from 2009.

In addition, universities received \$34.6 million in funding for the eight Centres of Research Excellence in 2010 as well as continued funding for Partnerships for Excellence projects. Nine out of the ten Partnerships for Excellence projects are university led initiatives, and the sector received \$105.6 million of the total \$110.3 million available to further strengthen research outcomes across the tertiary education sector.

What are Partnerships for Excellence?

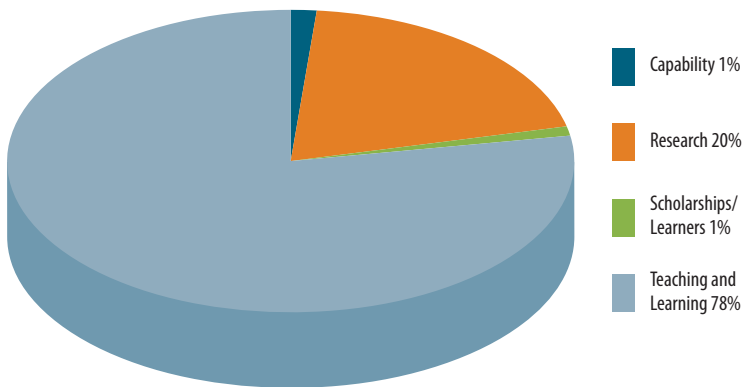
Ten Partnerships for Excellence projects have been established since the scheme began in 2002 to increase private sector investment in tertiary education, and to foster better links between tertiary education institutions (TEIs), industry and business. The ten Partnerships for Excellence projects are led by seven TEIs:

- Centre for Plastics Innovation and Technology (Led by the University of Auckland in partnership with key companies in the New Zealand plastics industry)
- Institute of Innovation in Biotechnology (Led by the University of Auckland in partnership with companies in the health, food and environmental biotechnology industry)
- National Institute of Health Innovation (Led by the University of Auckland in partnership with a diverse range of private sector companies)
- Starpath (Led by the University of Auckland in partnership with corporate, community and philanthropic organisations)
- Business School (Led by the University of Auckland in partnership with over fifty individuals, corporations and trusts)
- Future-focused New Zealand Equine Industry (Led by Massey University in partnership with key participants in the equine industry)
- Agriculture and Life Sciences (Led by Massey University and Lincoln University in partnership with key agricultural industry groups)
- New Zealand ICT Innovation Institute (NZi3) (led by University of Canterbury in partnership with national and international ICT companies)
- Leading Thinkers (Led by Otago University in partnership with Corporate, community and philanthropic organisations)
- Tradfit (Led by CPIT in partnership with construction and civil engineering companies)

Financial performance

Financial performance across the university sector met the TEC's minimum surplus guideline in 2010 and financial results improved overall compared with 2009. The overall return on revenue (before abnormal items) was 4 percent. Total operating revenues increased 5.5 percent (\$163.9 million), mainly from government (especially Student Achievement Component) funding, domestic and international student tuition fees, and research-derived income. Across the government funding allocated by TEC, 78 percent (\$1.1 billion) was for Teaching and Learning, and 20 percent (\$274.3 million) for Research.

Figure 33: Total University government funding by type, 2010



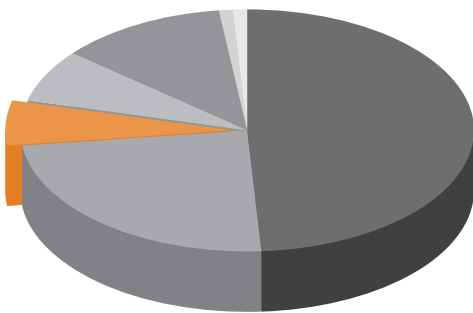
Note: For a more detailed explanation of funding types see the Glossary.

Universities' future focus

In 2011 universities are expected to focus on the following key areas to support TES priorities:

- aligning courses and qualifications to support the TES priorities, including a further reduction in sub-degree-level provision
- raising achievement rates for enrolled learners, especially for the priority student groups named in the TES
- strengthening research and economic outcomes through the further commercialisation of research activity.

Financial performance continued to improve across the university sector



In 2010 wānanga received \$169.9 million (6%) in government funding²⁴

Wānanga

New Zealand's three wānanga provide quality education using Māori methods of teaching and learning. They contribute to the education and well-being of Māori as a people. Wānanga have a unique role in the cultural and social goals of New Zealand through the regeneration of Māori language, customs and traditions, the utilisation of Māori assets (including those gained through recent Treaty settlements) and the generation of new knowledge around mātauranga Māori.

Wānanga deliver education through multiple sites, often using community resources to support teaching and learning. While the wānanga sector is smaller than the ITP and university sectors, its contribution is enhanced through collaboration with other tertiary institutions in the Teaching and Learning and the Research categories.

The wānanga sector has over 600 delivery sites throughout New Zealand, including approximately 150 marae-based sites. Each wānanga is unique and is expected to contribute to the tertiary education sector and support the achievement of the priorities in the Government's Tertiary Education Strategy (TES). Wānanga also have a continuing role to play in re-engaging learners in education.

Wānanga contribute to the tertiary sector via the distinctive way they operate, 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"> To provide quality education in accordance with kaupapa Māori philosophies, principles and approaches To undertake teaching and research that advances and disseminates knowledge, develops intellectual independence, and assists the application of knowledge regarding āhuatanga Māori and tikanga Māori To contribute to the survival and well being of Māori as a people 	<ul style="list-style-type: none"> 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 Make an increasing contribution to sector-wide leadership, through advancing mātauranga Māori at all qualification levels and across all fields of study 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

Wānanga advance the Government's TES priorities by:

- increasing the number of young people (aged under 25) achieving qualifications at Level 4 and above, particularly degrees
- increasing the number of Māori students enjoying success at higher levels
- increasing the number of Pacific 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.

²⁴ Total government funding refers to all TEC funding allocated to wānanga in 2010; this includes funding for Teaching and Learning, Capability, Research and Scholarship/Learner.



Wānanga highlights

In 2010 highlights across the wānanga sector included:

- Te Wānanga o Aotearoa and Te Whare Wānanga o Awanuiārangi collaborated with other tertiary organisations to create pathways between institutions and enhance student outcomes
- All three wānanga were in strong financial positions at the end of the year, with each reporting surpluses.

Wānanga performance

Overall, the wānanga sector received \$169.9 million in Tertiary Education Commission (TEC) funding and made a significant contribution to tertiary education, particularly for Māori and Pacific learners. In 2010 the wānanga sector improved its performance on the Educational Performance Indicators and also improved its overall financial position.

Operating environment

In 2010 all wānanga delivered within their agreed 2010 Investment Plan commitments.

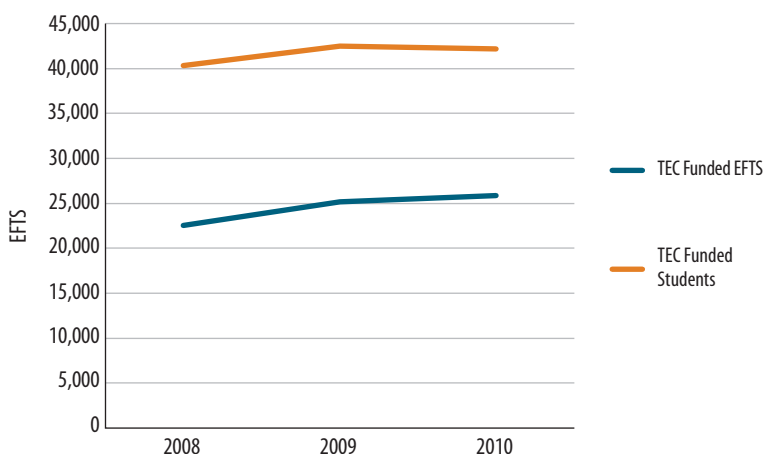
Key challenges for wānanga during 2010 included:

- the need to develop new Investment Plans that responded to the new TES, including improving outcomes for priority learner groups
- increased demand for tertiary education at wānanga, with an overall increase of 3 percent of equivalent full-time students (EFTS) delivered.

Participation

In 2010 wānanga provided tertiary education to approximately 25,812 EFTS, which equates to 42,170 students.²⁵ This represents 3 percent growth in overall EFTS compared with 2009. No international students were enrolled in the wānanga sector.

Figure 34: Wānanga enrolments, 2008-2010

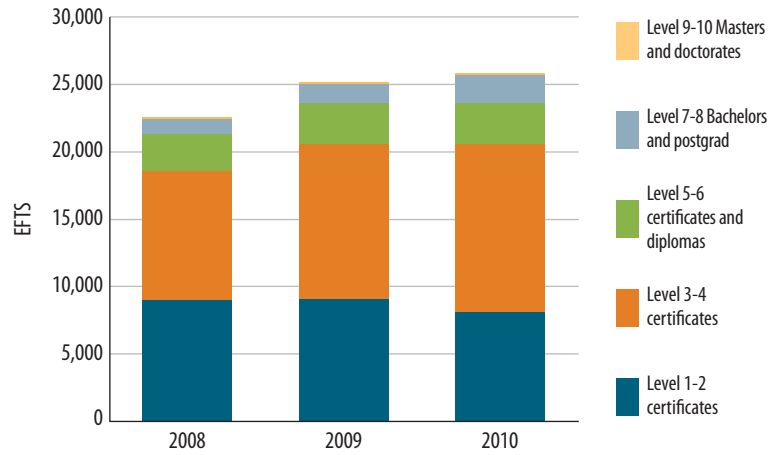


The largest proportion of education delivered across the wānanga was at Levels 1-4 (80%). This is similar to previous years, but the drive across the tertiary sector to increase enrolments in higher-level study increased Level 5 and above enrolments in 2010.

The wānanga sector improved its performance against the educational performance indicators as well its overall financial position

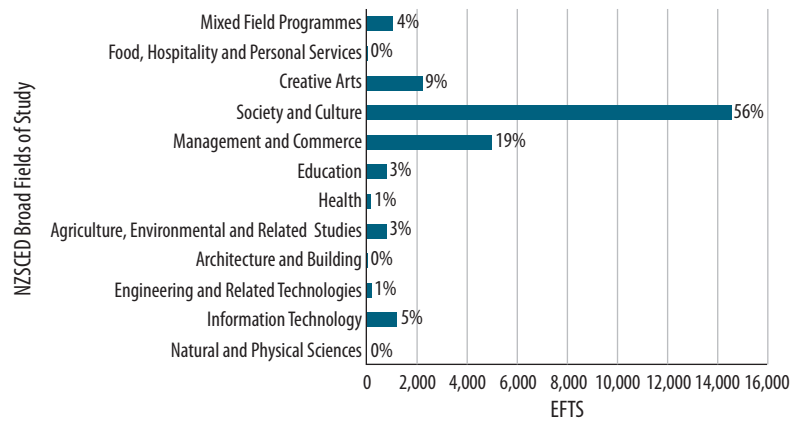
²⁵ All student enrolments and EFTS refers to Student Achievement Component funding only unless otherwise stated.

Figure 35: Wānanga enrolments by NZQF level, 2008-2010



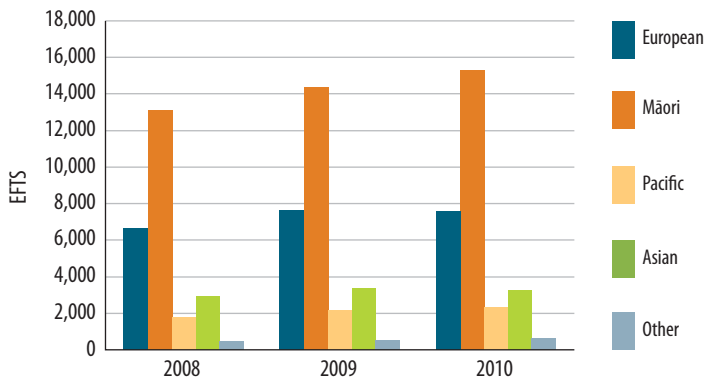
The largest proportion of EFTS in the wānanga sector in 2010 was in Society and Culture (53%), Management and Commerce (19%) and Creative Arts (8%). Although Society and Culture had 53 percent of all EFTS in 2010, this has been decreasing since 2008, when 56 percent of all EFTS were in this field of study. Management and Commerce has also decreased from 20 percent of enrolments to 19 percent. As these areas have decreased, Creative Arts has increased from 5 percent.

Figure 36: Wānanga enrolments by subject, 2010



The number of Māori EFTS enrolled at wānanga has increased slightly from 2008, making up 59 percent of enrolments in 2010. Pacific enrolments have also increased slightly to 9 percent in 2010 from 8 percent in 2008, equivalent to the sector average. The proportion of European and Asian EFTS enrolled remained the same in 2010 to account for 30 percent and 13 percent of total wānanga participation respectively.

Figure 37: Wānanga enrolments by ethnicity, 2008-2010



Performance against TES priorities

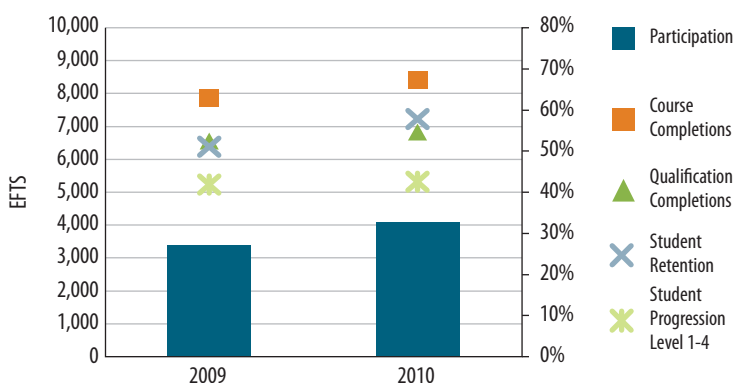
Overall, the wānanga sector improved its performance against all the educational performance indicators for youth, Māori, and Pacific student groups in 2010.

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

Across the wānanga, students under 25 accounted for 16 percent of all 2010 enrolments, up from 13.5 percent in 2009 and 12.0 percent in 2008. This growth was largely in Levels 3-4 (up 44%, 664 EFTS) and Levels 7-8 (up 76%, 130 EFTS). The growth in the share of under-25s attending wānanga was slower than in the other tertiary sectors, but their participation across the wānanga sector has nonetheless steadily increased since 2008.

Educational performance at wānanga also improved in 2010, as seen in higher course and qualification completion rates.

Figure 38: Wānanga participation and achievement for students under 25 years, 2009 and 2010



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

Māori accounted for nearly 60 percent of total wānanga enrolments in 2010, largely recovering ground that had been lost during 2009.

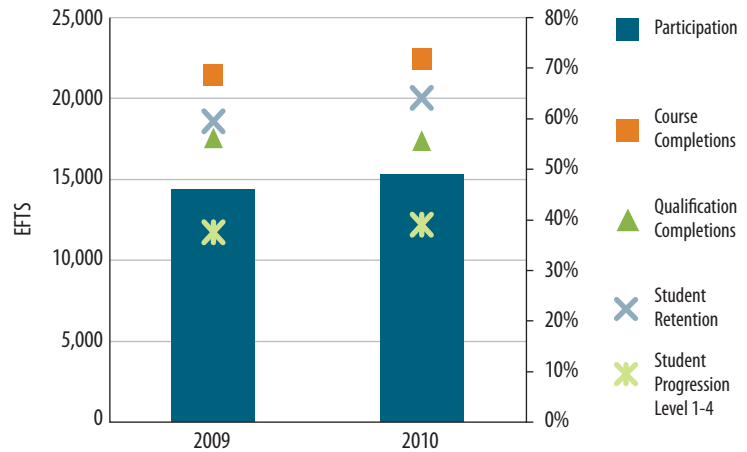
There was a 6 percent (911 EFTS) increase in the volume of Māori enrolments from 2009 to 2010. In 2010 the majority of Māori enrolments were at Levels 1-4 (72%, 11,021 EFTS). Māori enrolments at degree level and above accounted for 13 percent of total enrolments, an increase of 48 percent (639 EFTS) over 2009.

Māori educational performance at wānanga improved between 2009 and 2010 with, for example, successful course completions rising from 68% to 72%.

Māori students accounted for nearly 60 percent of all wānanga enrolments

Pacific student education achievement improved from 2009 across the wānanga sector

Figure 39: Wānanga participation and achievement for Māori students, 2009 and 2010



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

The proportion of Pacific students at wānanga grew slightly during 2010, accounting for nine percent of total enrolments in 2010 (up from 8 percent in 2008). The majority of Pacific enrolments were at Levels 1-4 (86%, 1957 EFTS). Overall, all Education Performance Indicators in 2010 improved for Pacific students, with improved course completion, student retention rates and qualification completions across the wānanga sector.

Figure 40: Wānanga participation and achievement for Pacific students, 2009 and 2010



TES priority: Strengthening research outcomes

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

Across the wānanga sector, the volume of postgraduate enrolments increased in 2010 after decreasing in 2008 and 2009. In 2010, enrolments in postgraduate qualifications including masters and doctoral study (Levels 8-10) accounted for 1 percent of total wānanga sector enrolments, a 26 percent increase since 2009 (albeit from a small base).

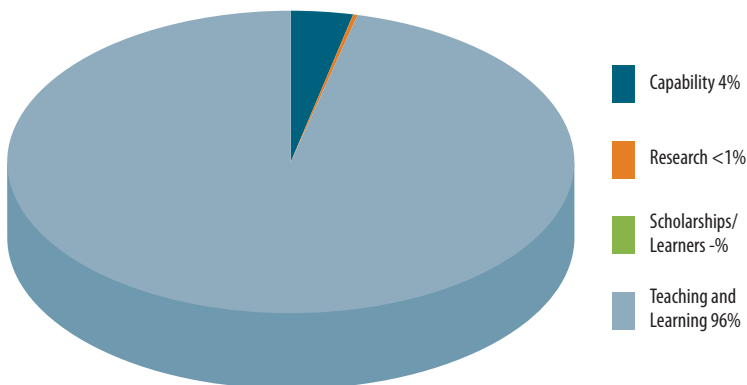
On the basis of the wānanga's performance in the last Performance-Based Research Fund (PBRF) Quality Evaluation, which was held in 2006, wānanga received 0.2 percent of the available PBRF funding in 2010. The next Quality Evaluation round, to be held in 2012, will reveal an updated picture of research quality performance in the sector.

Financial performance

Since 2008 the wānanga sector has consistently met the TEC's recommended 3 percent net surplus (before unusual and non-recurring items). In 2010 an overall net surplus of 7.3 percent was achieved, matching the performance of 2009. Total operating revenue was up 4.5 percent (\$8.8 million), with the main increases reported in government (particularly Student Achievement Component) funding, other revenue and domestic tuition fees. Total EFTS growth drove an increase in academic staff numbers. Total operating expenses rose 4.5 percent (\$8.1 million), with the main increases reported in personnel, occupancy and other expenses. Wānanga balance sheets strengthened in 2010. Liquidity reserves increased (largely due to the Te Whare Wānanga o Awanuiārangi Treaty settlement), with minimal debt and improved returns on fixed assets.

In 2010, the TEC allocated \$169.9 million in government funding to wānanga. The majority went towards Teaching and Learning (\$163.5 million) and the remainder towards Capability (\$6.0 million) and Research (\$435,675).

Figure 41: Total Wānanga government funding by type, 2010



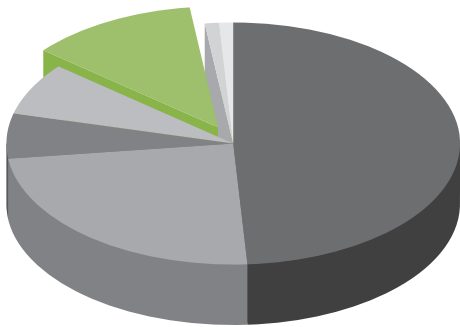
Note: For a more detailed explanation of funding types see the Glossary.

Wānanga future focus

Wānanga will be required to focus on the following key areas in 2011 and beyond in order to support TES priorities:

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

The wānanga sector continued to exceed TEC-recommended levels of net surplus



In 2010 PTEs received 12 percent, \$323.6 million dollars of government funding

Private Training Establishments

The Private Training Establishment (PTE) sector plays an important role in responding to industry need for graduates with specific skills. It often provides education that is not provided by other tertiary sectors. PTE programmes are mostly in specific vocational niches at certificate and diploma level.

In 2010, 369 PTEs across New Zealand received \$323 million of government funding.²⁶ The Tertiary Education Commission (TEC) allocated two main types of funding to the sector: Student Achievement Component (SAC) funding and Targeted Training Funding (TTF).

SAC is the Government's contribution to the direct costs of teaching, learning, and other costs driven by learner numbers. In 2010, PTEs received \$161 million dollars in SAC funding to provide teaching and training to students across New Zealand. TTF includes both Youth Training and Training Opportunity Funding. PTEs deliver Youth Training programmes at Levels 1-3, enabling young people under the age of 18 with low qualifications, and who are at risk of long-term unemployment, to engage in further education and training.²⁷ Training Opportunities²⁸ programmes have a similar purpose, but are for all ages and are delivered at Levels 1-2. In 2010 PTEs received 94 percent of all available funding (approximately \$112.3 million) for Youth Training and Training Opportunities.²⁹

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

Core Roles	Government Expectations
<ul style="list-style-type: none"> To offer flexible and responsive education programmes To focus on specific areas of study 	<ul style="list-style-type: none"> Enable students to complete high-quality qualifications that lead to employment or higher-level education Deliver tailored learning opportunities, such as marae and iwi-based provision and Pacific learning environments Provide specialised qualifications and training

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, particularly degrees
- increasing the number of Māori students enjoying success at higher levels
- increasing the number of Pacific 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.

PTE highlights

In 2010 PTE sector highlights included:

- The Youth Guarantee programme was introduced into 10 PTEs. The TEC chose the PTEs according to specific size criteria and how well the organisations had been delivering their SAC-funded programmes. Overall, those PTEs implemented their Youth Guarantee programmes well during the first year, with 653 enrolled learners.
- An average of 68 percent of PTE students in TTF-programmes progressed to further study or employment.
- PTEs achieved improved performance against the Educational Performance Indicators (EPIs) for youth, māori and pacific student groups.

²⁶ All PTEs information presented in this section includes Other Tertiary Education Providers (OTEPs). There are 14 SAC-funded OTEPs and as most OTEPs are also registered with NZQA as PTEs, they have been grouped with PTEs for the remaining of this report. Total government funding refers to all TEC funding allocated to PTEs in 2010. This includes funding for Teaching and Learning, Capability, Research and Scholarship/Learner.

²⁷ Budget 2011 announced that Youth Training would be merged into Youth Guarantee from 2012.

²⁸ The TEC-funded portion of Training Opportunities was refocused in 2011 and is now called Foundation-Focused Training Opportunities.

²⁹ The educational performance of TTF programmes is measured by 'labour-market outcomes' as measured by the percentage of students who go on to further study or employment. An average of 68 percent of PTE students in TTF programmes progressed to further study or employment in 2010.



PTE performance

In 2010 PTEs received \$323.6 million dollars (12 percent) of total government funding across the tertiary sector, half of which was places funded by SAC. The PTE sector continued to improve against the Educational Performance Indicators, while experiencing a decrease in overall funding in 2010.

Operating environment

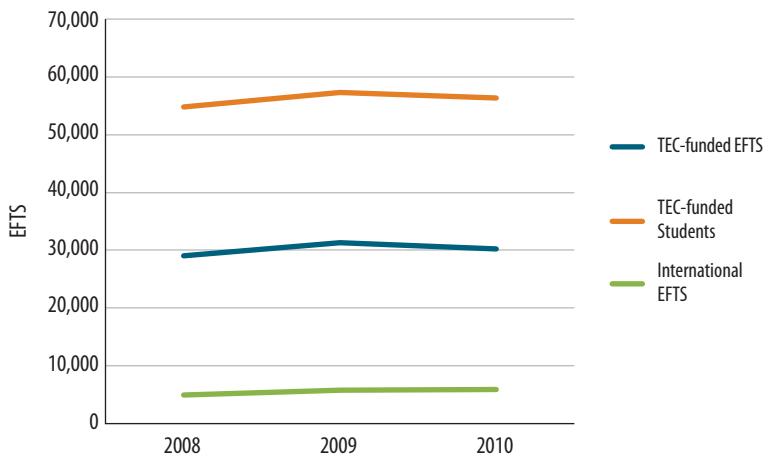
Key factors that affected the operating environment of the PTE sector in 2010 included:

- an overall decrease in funding, with the previously announced reduction in adult and community education funding taking effect
- the impact of the September 2010 Christchurch earthquake³⁰
- the need to develop new Investment Plans that responded to the new Tertiary Education Strategy in areas including educational performance and priority learner groups.

Participation

In 2010 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 56,331 students³¹, 30,122 equivalent full-time students (EFTS), a decrease of 3 percent since 2009. There were 5,840 full-fee-paying foreign EFTS enrolled across the PTE sector.³²

Figure 42: PTE enrolments, 2008-2010



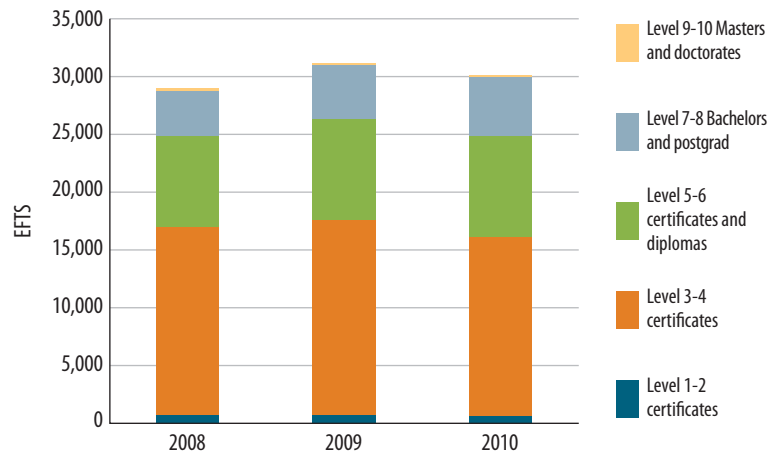
³⁰ The more destructive February 2011 earthquake is likely to have an even greater impact on the sector, but is outside the scope of this report.

³¹ All student-enrolment and EFTS data refer only to Student Achievement Component funding unless otherwise stated.

³² This is the number of international EFTS that were required to pay full fees. This does not include PhD students or postgraduate students on scholarships that are not required to pay fees. Therefore the number does not represent the total number of international EFTS in the PTE sector.

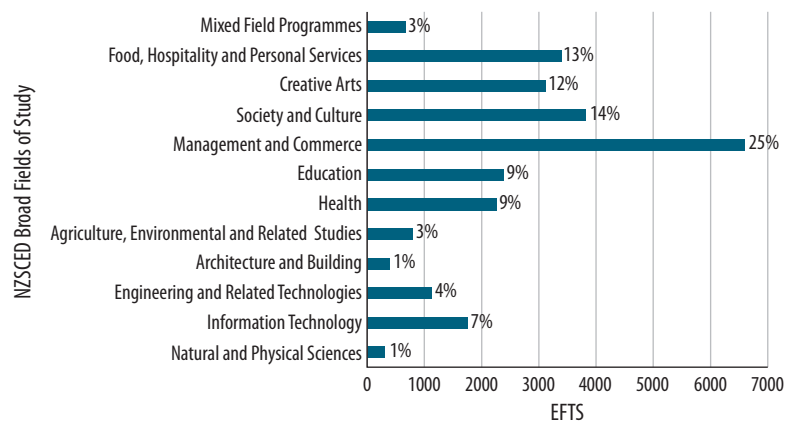
In 2010 the largest proportion of education delivered across the PTE sector was at Levels 3-4 (54%), followed by Levels 5-6 (30%) and Levels 7-8 (13%). In accordance with TES priorities, the volume of enrolments has shifted away from lower-level programmes to higher-level certificates and degrees. There was a 9 percent decrease in Levels 3-4 certificates and an increase of 10 percent at Levels 7-8 between 2009 and 2010.

Figure 43: PTE enrolment by NZQF Level, 2008-2010



Across the fields of study, the largest proportion of EFTS in the PTE sector in 2010 were in Management and Commerce (25%), Society and Culture (14%), Food, Hospitality and Personal Services (13%), and Creative Arts (12%). The majority of PTE enrolments were intramural (79%), with extramural delivery accounting for the remaining 21 percent.

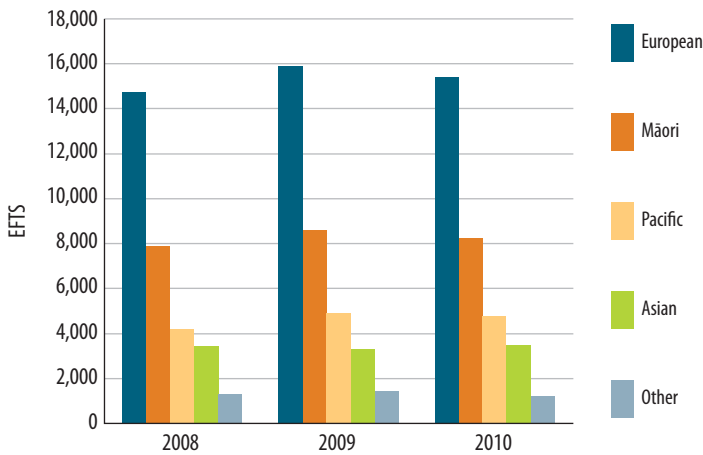
Figure 44: PTE enrolment by Field of Study, 2010



Under the Targeted Training Funds, 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 Pacific students, highlighting the sector's responsiveness to the Government's priorities for Māori and Pacific learners. Targeted Training qualifications attracted a particularly high proportion of Māori and Pacific students (53% in 2010).

Figure 45: PTE enrolment by ethnicity, 2008-2010



Performance against TES priorities

Overall, the PTE sector improved its performance against the Educational Performance Indicators in 2010. The following section briefly highlights key aspects of the sector’s performance against the TES. All student enrolment and achievement measures, unless otherwise stated, refers to Student Achievement Component funded places only.

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

Overall, across the PTEs participation of under-25-year-olds decreased from 2009. For SAC-funded enrolments, the decrease in youth participation mainly occurred in lower-level qualifications. The drop of 1,432 EFTS at Levels 3-4 was counteracted by an enrolment increase of 381 EFTS at Levels 7-8, making the overall decrease 1,080 EFTS. For 2010, youth participants accounted for 50 percent of enrolments in 2010. They made up 72 percent of student places in Targeted Training. This reflects the tight focus of Targeted Training-funded education on this Government priority group.

Overall, youth educational performance improved compared with 2009. The consistently strong performance of this group has seen improved course completions and student retention translating to qualification completions.

Figure 46: PTE participation and achievement for students under 25 years, 2009 and 2010



Improved educational performance against the educational performance indicators for youth, Māori, and Pacific students across the PTE sector

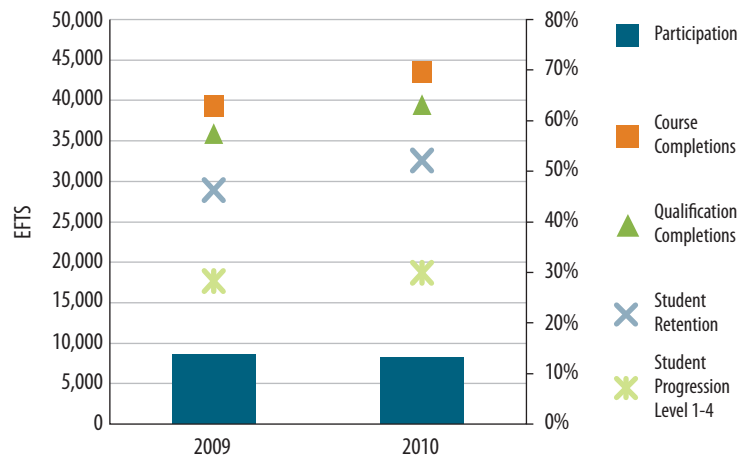
TES Priority: Increasing the number of Māori students enjoying success at higher levels

Māori students made up 25 percent of the PTE sector's student base. This participation rate has persisted at around 25 to 26 percent since 2008.

The decrease in overall enrolments saw the proportion of students who are Māori in the PTE sector, which had been steadily increasing over recent years, decrease in 2010. The decrease was predominantly across Levels 3-4 enrolments (down 10%, 574 EFTS). Enrolments across Levels 5 and above increased by 6% (142 EFTS), to account for 31 percent of all Māori PTE enrolments in 2010.

Overall, Māori educational performance in PTEs improved in 2010 as measured by course completions, student retention and the completion of qualifications.

Figure 47: PTE participation and achievement for Māori students, 2009 and 2010

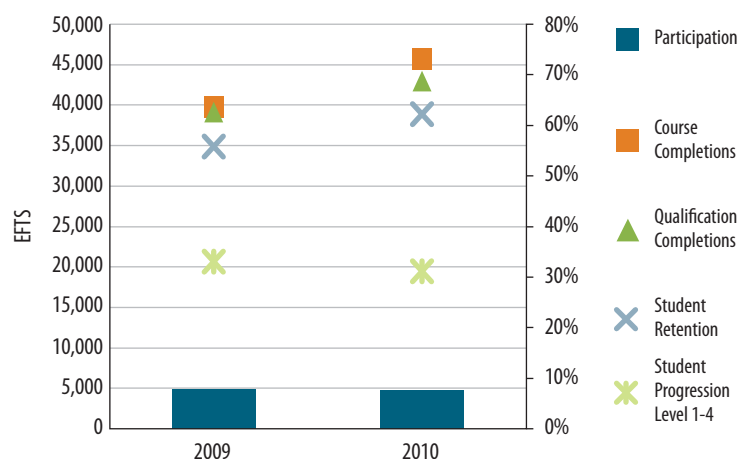


TES Priority: Increasing the number of Pacific students achieving at higher levels

Pacific participation in PTEs continued to increase during 2010, with this group contributing 17 percent of total enrolments – a rate that has persisted since 2008. The majority of Pacific students studied at Levels 3-4 (71%, 3354 EFTS), followed by Levels 5-6 (22%, 1067 EFTS). Enrolments at Levels 5-6 and above have steadily increased since 2008 (up 31% at Levels 5-6 and 33% at Levels 7-8).

Educational performance among Pacific students in 2010 improved across all the EPIs. The largest improvement was in the proportion of successful course completions (up from 64% in 2009 to 73% in 2010) and student retention (up from 56% to 62%).

Figure 48: PTE participation and achievement for Pacific students, 2009 and 2010





TES Priority: Strengthening Research Outcomes

A small number of PTEs undertake research activities in specialised fields. Across the PTE sector, enrolments in postgraduate qualifications accounted for 1.3 percent of total PTE EFTS in 2010. Enrolments have been increasing since 2007, although there was a slight decrease (12 EFTS) from 2009.

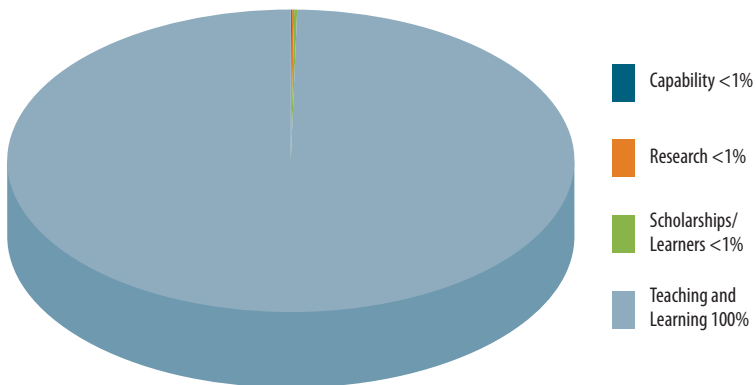
On the basis of the PTE sector's performance in the last Performance-Based Research Fund (PBRF) Quality Evaluation, held in 2006, PTEs received 0.2 percent of the available PBRF funding in 2010. The next Quality Evaluation round, to be held in 2012, will reveal an updated picture of research quality performance in the sector. In 2010 the PTE sector accounted for 113 research degree completions and generated \$2.6 million in external research income.

Financial performance

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

In 2010 the PTE sector received a total of \$323.6 million dollars in government funding from the TEC. Across the total funds allocated, almost all was paid to PTEs for the delivery of teaching and learning.

Figure 49: Total PTE government funding by type, 2010

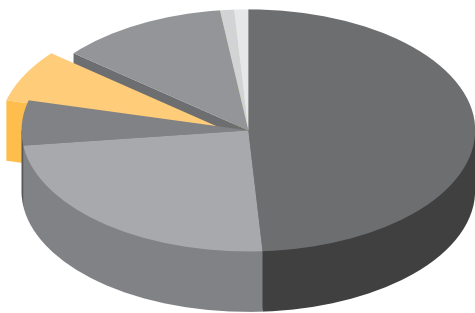


Note: For a more detailed explanation of funding types see the Glossary.

PTE future focus

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

- raising the achievement of younger learners, Māori learners and Pacific learners at all levels
- supporting the progression of those learners to higher levels of study
- responding to industry need for graduates with specific skills by providing education in areas where there is no provision from other sectors.



In 2010 ITOs received \$193.9 million (7%) in government funding³³

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 2010 there were 39 recognised 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; rather, 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 follows:

Core Roles	Government Expectations
<ul style="list-style-type: none"> • To provide leadership in industry training needs • To design national qualifications and run moderation systems to ensure fair, valid and consistent assessment against national standards • To arrange for the delivery of industry training that enables trainees to attain these standards • To 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 	<ul style="list-style-type: none"> • Work with industry to ensure that vocational learning meets industry needs • Enable working New Zealanders to complete nationally recognised qualifications • Create clear pathways towards advanced trade qualifications at Level 4 and above • Build and maintain strong support from the industries they serve

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

- increasing the number of young people (aged under 25) achieving qualifications at Level 4 and above, particularly degrees
- increasing the number of Māori students enjoying success at higher levels
- increasing the number of Pacific 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

In 2010 ITO sector highlights included:

- ITO cluster groups were formed or strengthened to share qualification development and collaborate on arranging training with like industries. Collaborative groups formed included:
 - the Built Environment Training Alliance (BETA) across building and construction ITOs
 - the Service Industry Training Alliance across service industry ITOs

³³ Total government funding refers to all TEC funding allocated to ITOs in 2010. This includes funding for Teaching and Learning, Capability, Research and Scholarship/Learner.



- the Primary Sector Group, consisting of seven ITOs across the primary industries.
- The Agriculture ITO, Forest Industry Training and Education Council (FITEC) and the Horticulture ITO prepared for the New Zealand Primary Industry Trades Academy to be opened in 2011, offering an initial 150 trainee places.
- The Plastics and Materials Processing ITO launched a Women's Network in collaboration with the Ministry of Women's Affairs and established a Mentor's Network to provide professional development support to employers for training and mentoring staff.
- The ITO sector worked toward embedding literacy and numeracy in an increased proportion of NZQF Levels 1-3 programmes with the intention of this becoming 'business as usual' by 2013.

ITO performance

In 2010 the TEC spent approximately \$193.9 million across the 38 funded ITOs to arrange training and apprenticeships across New Zealand. While the number of industry trainees dropped in 2010, credit-achievement and credit-weighted programme completion rates improved from 2009.

Operating environment

In 2010 a number of policy changes were made to improve the link between funding and performance, and to focus funding on training with wider economic benefits.

Key challenges and factors influencing ITOs included:

- a greater emphasis on the industry cash contribution rate
- the requirement for literacy and numeracy as part of all Levels 1-2 training from 2013
- the removal of funding for training primarily designed to fulfil regulatory compliance or health and safety requirements
- a decline in trainees attributed to a lower uptake of training linked to lower employment, and new funding rules.

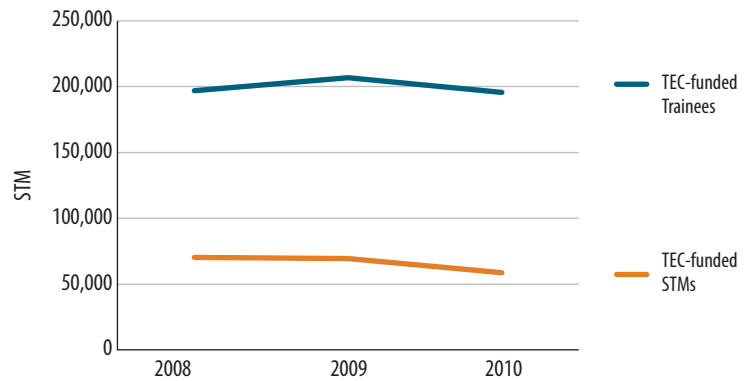
Participation

Since 2009 there has been a decline in demand for industry training. The number of people participating in industry training fell from 206,646 (68,924 Standard Training Measures) in 2009 to 195,963 (58,351 Standard Training Measures) in 2010, a drop of 5 percent.

The decline can be attributed to a lower uptake of training linked to lower employment and to new funding rules that fund ITOs at rates that reflect the actual progress of trainees.

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

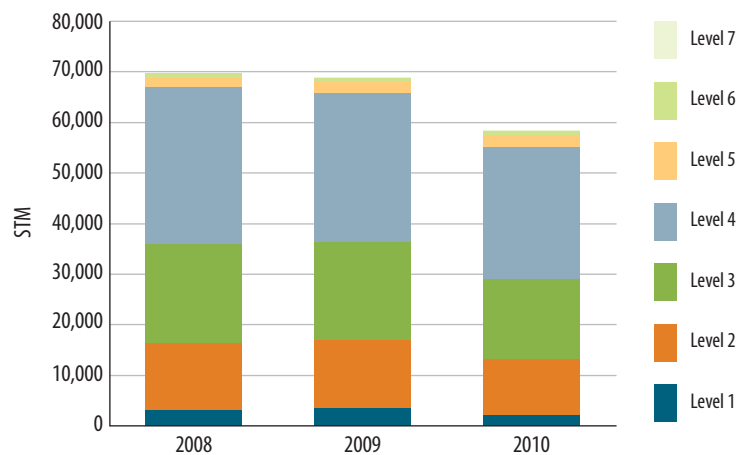
Figure 50: ITO enrolments by trainees and STM, 2008-2010



Note: All figures include ITF and MA funded places.

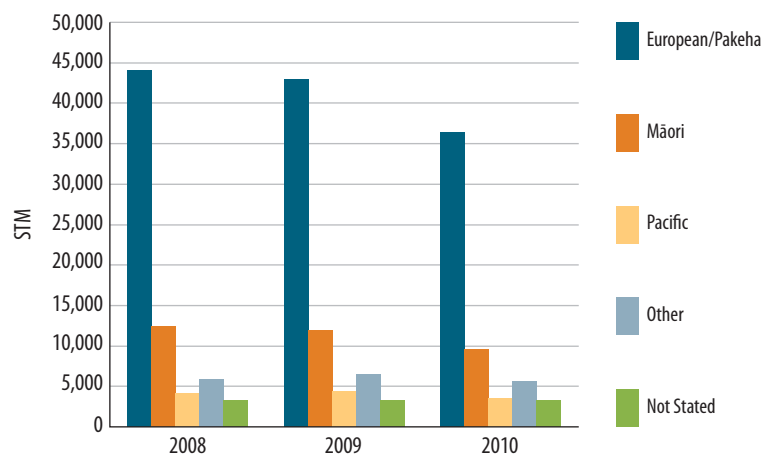
The majority of ITO trainee enrolments in 2010 were at Levels 3 and 4 (61%). The largest decrease in enrolments also occurred at these levels (decrease of 6,988 STM or 12,645 trainees) in 2010, while there was an increase at Level 5 and above of 293 STM or 1,149 trainees.

Figure 51: ITO STMs by NZQF level, 2008-2010



The proportion of Māori and Pacific trainees remained relatively constant from 2009 to 2010. Māori and Pacific trainees accounted for 17 percent and 8 percent of total industry trainees respectively in 2010.

Figure 52: ITO STM by ethnicity, 2008-2010



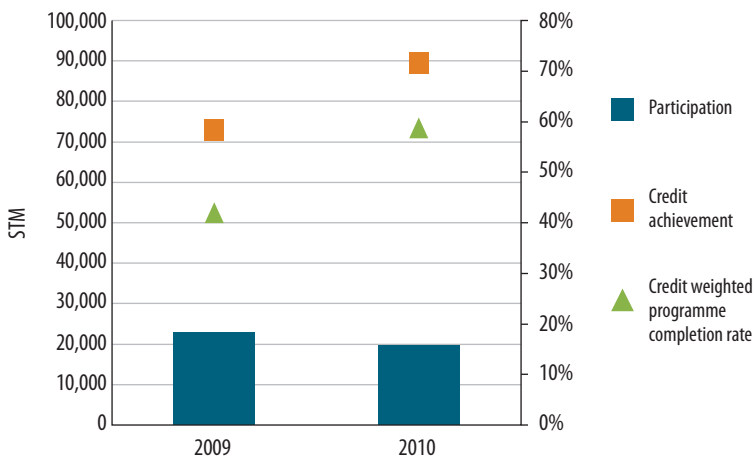
Performance against TES priorities

The ITO sector has committed to improving credit achievement and credit-weighted programme completion rates. Improvements as measured by the Educational Performance Indicators suggest that this focus had a modest but positive impact on the performance of the ITO sector in 2010.

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

Students under 25 years of age accounted for 28 percent of total ITO enrolments in 2010, the same proportion as in 2009. Overall, credit achievement was 73 percent, compared with 59 percent in 2009. Credit-weighted programme completion rate was 59 percent in 2010, up from 44 percent in 2009.

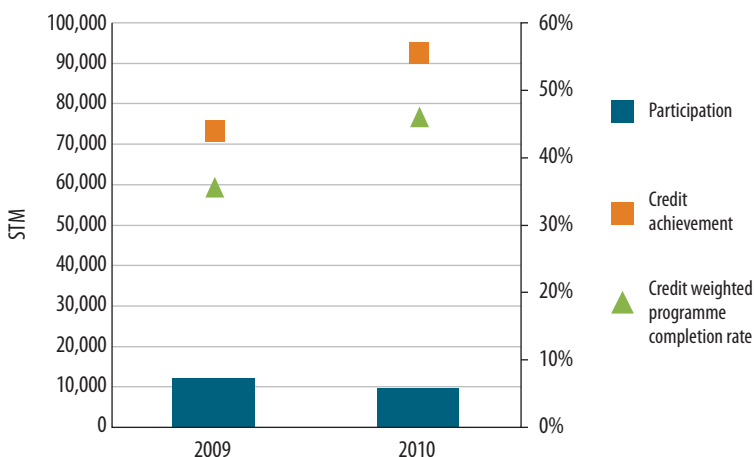
Figure 53: ITO participation and achievement for students under 25 years, 2009 and 2010



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

Māori trainees made up 7 percent of the ITO sector’s trainee base, a decrease of 1 percent from 2009. In 2010, 58 percent of Māori trainees were enrolled in Levels 3-4 and 40 percent at Levels 1-2. Māori educational performance increased from 2009: The credit achievement rate for Māori improved from 44 percent in 2009 to 56 percent in 2010, while credit-weighted programme completion rose from 36 percent to 46 percent in the same period.

Figure 54: ITO participation and achievement for Māori students, 2009 and 2010

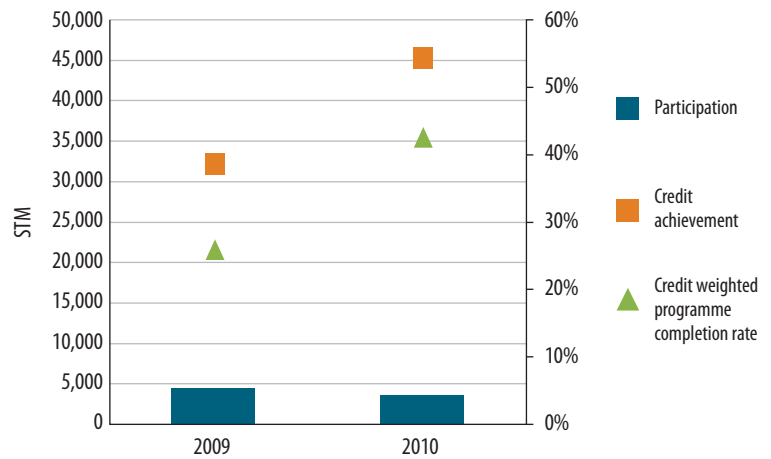


Industry contributed 34%, or \$88 million in cash towards training arranged in 2010

TES Priority: Increasing the number of Pacific students achieving at higher levels.

Pacific participation decreased in 2010 whilst maintaining a steady share of 8 percent. In 2010, Pacific trainees were largely enrolled in programmes across Levels 1-2 (50%) and Levels 3-4 (49%). Pacific students' educational performance improved in 2010: their credit achievement rate rose from 39 percent in 2009 to 55 percent in 2010, while credit weighted programme completion rose from 26 percent to 43 percent in the same period.

Figure 55: ITO participation and achievement for Pacific students, 2009 and 2010

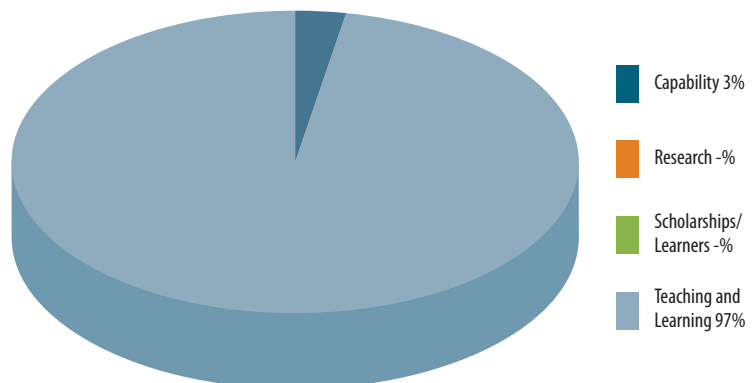


Financial Performance

The industry cash contribution rate is a measure of the extent to which employers and industry value the training that ITOs arrange. In 2010 the industry support for the sector as a proportion of total ITO funding rose to \$88 million or 34 percent, an increase of approximately 5 percentage points compared with 2009. This is above the 30 percent target rate.

In 2010, a total of \$193.9 million dollars in government funding was allocated to ITOs. Across the funds allocated, the majority went towards teaching and learning (97 percent) and a small proportion towards capability (3 percent) across the sector.

Figure 56: Total ITO government funding by type, 2010



Note: For a more detailed explanation of funding types see the Glossary.



ITO future focus

In 2010 Government introduced new funding rules which took effect from 1 January 2011. The new rules aim to clarify expectations of ITOs, and to emphasise performance. These rules have clarified the need for clear evidence of trainee achievement and ensure that ITOs are funded at rates that reflect the actual progress of trainees.

In addition, ITOs will be required to focus on three key areas in order to support the priorities of the TES:

- aligning courses and qualifications to support TES priorities
- raising achievement rates for trainees
- enabling employees to contribute to the local and national economy.

TERTIARY EDUCATION INSTITUTIONS 2010 PERFORMANCE

Council Chancellor/Chair
Vice Chancellor/Chief Executive

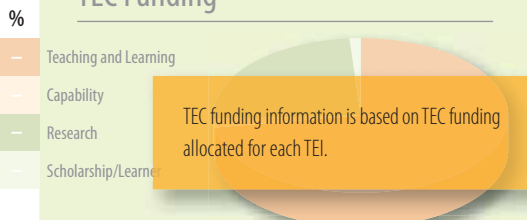
Campus Locations



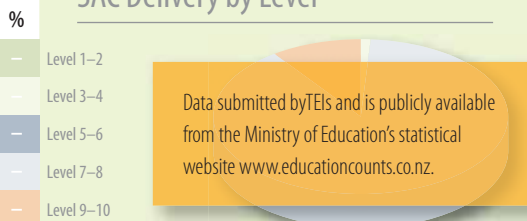
NZQA EER/NZUAAU Academic Audit

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

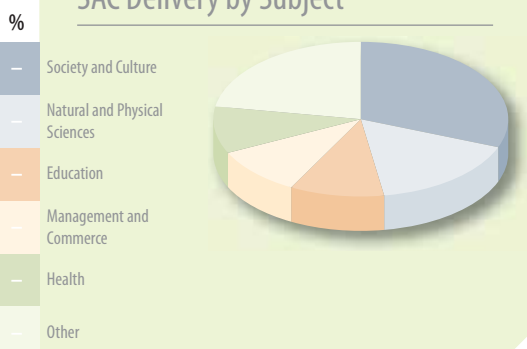
TEC Funding



SAC Delivery by Level



SAC Delivery by Subject



The information presented in each performance profile provides a high-level overview of the performance of each tertiary education institution (TEI) in 2010. This section amalgamates existing published performance information and aligns the range of information monitored by the TEC with the information needs of end users of tertiary education.

All enrolment and education achievement information presented, unless otherwise stated, covers participation funded by Student Achievement Component (SAC) funding only. SAC is the largest source of government funding to tertiary education organisations for the delivery of teaching and learning. SAC funded education may not account for all tertiary education delivered by a given institution as institutions can also receive funding from non-government sources and international students.

Each performance section has been compiled using the same sources of data and information. A description of the content and information source used for each section is provided below.

Responsiveness

This section provides information on how the TEI is delivering tertiary education in response to the needs of its stakeholders and the *Tertiary Education Strategy 2010-2015*.

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

Effectiveness

This section provides information on the effectiveness of the tertiary education delivery across each TEI as measured by the TEC and its respective quality assurance body.

The effectiveness of tertiary education delivery is measured using educational performance indicators (EPIs). The EPIs are published on the TEC website and are not intended to give a comprehensive picture of organisation's overall performance.

For results on quality assurance, the New Zealand Universities Academic Audit Unit (NZUAAU) is responsible for the quality audit of universities and the New Zealand Qualifications Authority (NZQA) is responsible for all other tertiary education organisations.

- NZUAAU supports universities in their achievement of standards of excellence in research and teaching through regular institutional audit and the promotion of quality enhancement practices across the sector. The 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 for more information.
- NZQA is responsible for ensuring that tertiary education organisations (TEOs) continue to comply with the statutory policies and criteria after initial course approval and accreditation and/or registration is granted. NZQA engages in periodic external evaluation and review of TEOs whereby it provides an independent judgement of the educational performance and capability in self-assessment of all TEOs. Visit the NZQA website www.nzqa.govt.nz for more information.



Capability

This section provides information on the capability of the institution as monitored by the TEC. In particular, financial performance and research performance funded under the Performance-Based Research Fund. Information is also provided on significant changes to council arrangements which may impact the performance of the governing body of each TEI.

All information presented comes from data submitted by the TEI. The financial performance data includes non-government funded activity and is based on the summaries of audited financial results provided by the TEIs to the TEC in a standard financial template format, as well as the audited financials as reported in the TEIs 2010 Annual Report. It brings together the three key financial statements: Statement of Financial Performance, Statement of Financial Position, and Statement of Cashflow.

Educational Performance Indicators are as published on the TEC website in August 2010. Rates are for formal student component funding EFTS only.

The financial information is based on summaries of audited financial results provided by the TEIs to the TEC, and data published in the TEIs 2010 Annual Reports. This data is based on all funding received by TEIs, not government funding for student component EFTS.

Participation, course and qualification completions for TES priority groups uses data as collected by the TEC submitted by individual TEIs for Student Achievement Component funded EFTS only.

Overview of Educational Performance – Formal SAC Funded EFTS only				
Enrolments	2008	2009	2010	% of University Sector
EFTS	-	-	-	-
Students	-	-	-	-
Educational Performance Indicators	2008	2009	2010	University Sector
Successful Course Completion	-	-	-	-
Qualification Completion	-	-	-	-
Student Retention	-	-	-	-
Student Progression L1-4	-	-	-	-

Overview of Financial Performance*				
Key Performance Metrics**	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	-	-	-	-
Net cashflow from operations	-	-	-	-
Liquid funds	-	-	-	-
3-yr average return on property, plant and equipment	-	-	-	-
Summary Financial Statements (\$000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	-	-	-	-
Domestic student fees	-	-	-	-
International student fees	-	-	-	-
Other income (including research)	-	-	-	-
Total revenue	-	-	-	-
Expenses				
Personnel	-	-	-	-
Total expenses	-	-	-	-
Net surplus before abnormals	-	-	-	-
Assets				
Property plant and equipment	-	-	-	-
Total Assets	-	-	-	-
Equity (net assets)	-	-	-	-
Cashflow				
Net cashflow from operations	-	-	-	-
Purchase of Fixed Assets	-	-	-	-
Other				
Staffing FTE	-	-	-	-
Total EFTS to Total Staff ratio	-	-	-	-
Total EFTS to Teaching Staff ratio (academic & tutorial)	-	-	-	-

TES Priorities

Participation		
2010 SAC Performance	Tertiary Education Institution (TEI)	TEI Sector
Students under 25	-	-
Māori	-	-
Pacific	-	-

Course Completion		
2010 SAC Performance	Tertiary Education Institution (TEI)	TEI Sector
Students under 25	-	-
Māori	-	-
Pacific	-	-

Qualification Completion		
2010 SAC Performance	Tertiary Education Institution (TEI)	TEI Sector
Students under 25	-	-
Māori	-	-
Pacific	-	-

* All financial information is on a consolidated basis.

Note: Refer to Glossary for definitions.

THE UNIVERSITY OF AUCKLAND

Chancellor: Roger France

Vice-Chancellor: Prof. Stuart McCutcheon

Main Campus

Auckland City, Auckland

Other Campus Locations

Northland



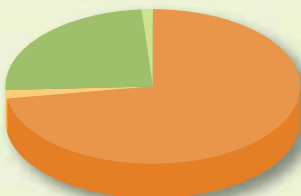
NZUAAU Academic Audit

Whole institution audit timeline: April – May 2009

Audit Report: August 2009

TEC Funding

%	Category
72.5	Teaching and Learning
1.8	Capability
24.5	Research
1.2	Scholarship/Learner



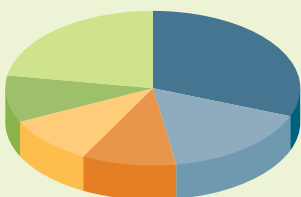
Delivery by Level

%	Level
—	Level 1–2
1.1	Level 3–4
0.0	Level 5–6
89.0	Level 7–8
9.9	Level 9–10



Delivery by Subject

%	Subject
30.9	Society and Culture
16.6	Natural and Physical Sciences
10.4	Education
10.0	Management and Commerce
9.8	Health
22.4	Other



The University of Auckland (Auckland) has four campuses in Auckland city, and one in Whangarei, as well as external sites at Leigh, on Waiheke Island and at more than eight locations elsewhere in the upper North Island.

In 2010, Auckland continued to perform above the university sector average in terms of educational performance indicators (EPIs). It also performed well financially, and achieved the net surplus recommended by the TEC.

Responsiveness

Auckland hosts three of the Centres of Research Excellence. The Maurice Wilkins Centre for Molecular Biodiscovery carries out multidisciplinary research in cancer, diabetes and infectious disease, in collaborations with 27 institutions in 15 countries. The National Research Centre for Growth and Development seeks to reveal how events in early life affect mammalian development in relation to both human health and the development of animals of agricultural importance. Ngā Pae o te Māramatanga – The National Institute for Research Excellence in Māori Development and Advancement – conducts research of relevance to Māori communities and in 2010 supported 392 Māori students in doctoral research programmes.

Auckland has four current Partnerships for Excellence projects:

- Starpath researches the barriers students face in successfully transitioning to tertiary education. The project focuses on Māori, Pacific and students from low socio-economic groups, and runs pilot initiatives in a number of schools to help students overcome the barriers identified.
- The Institute of Innovation in Biotechnology aims to provide an entrepreneurial environment where research in this field and its translation into commercial applications are co-located.
- The National Institute for Health Innovation provides an environment for democratising health information and innovation, and fostering linkages between universities, commercial partners and health care agencies.
- The Centre for Plastics Innovation and Technology aims to provide polymer research and technology development for the New Zealand plastics sector.

In 2010, 89 percent of Auckland's enrolments were at Levels 7-8 and 10 percent were at postgraduate Levels 9-10, a 1 percent increase from the previous two years. A total of 1,522 EFTS were enrolled in Doctorates (5 percent of all provision and 25 percent of doctoral enrolments in the sector), 1,530 in Masters and 5,038 in postgraduate Diploma and Honours programmes.

Auckland's delivery of undergraduate programmes reflects the comprehensive nature of its courses and qualifications, with a number of areas of strength. These include the Bachelors of Arts and associated conjoint degrees (22% of undergraduate provision), Science (19%), Engineering (13%), Commerce (16%), Medicine and Health (9%), Education (8%) and Law (7%).

Participation for Māori (7%) was below the university sector average (9%), while participation rates for students under 25 years of age and Pacific (76% and 9%, respectively) were above average (71% and 6%). Qualification completions at degree level and above for Māori and Pacific students were the highest for the university sector.

Effectiveness

In 2010, Auckland continued to perform above the university sector average across all four EPIs. These results show marginal changes from 2009. Performance indicators for Māori, Pacific and students under 25 years of age were all well above the university sector average.



Auckland received 30 percent of the 2010 indicative allocation for the PBRF, the largest funding amount earned, and an increase of 8 percent compared with 2009. Its PBRF external research income was \$149.7m in 2010, a 0.1 percent increase from 2009.

Auckland had its audit for Cycle 4 – Whole of Institution Academic Audit in April-May 2009. The overall review was positive.

Capability

Over the past year, total revenue for Auckland increased in all categories. In 2010, government funded income contributed \$351.1m (40%) towards total revenue across the university. Auckland has historically achieved the TEC recommended guidelines and 2010 was no exception across all financial measures.

TES Priorities

Participation		
2010 Performance	University of Auckland	University Sector
Students under 25	76%	71%
Māori	7%	9%
Pacific	9%	6%

Course Completion		
2010 Performance	University of Auckland	University Sector
Students under 25	87%	85%
Māori	84%	78%
Pacific	74%	69%

Qualification Completion		
2010 Performance	University of Auckland	University Sector
Students under 25	63%	62%
Māori	64%	55%
Pacific	55%	48%



Overview of Educational Performance – Formal SAC Funded EFTS only				
Enrolments	2008	2009	2010	% of University Sector
EFTS	27,054	28,536	29,296	24%
Students	37,091	37,950	37,957	24%
Educational Performance Indicators	2008	2009	2010	University Sector
Successful Course Completion	86%	87%	87%	84%
Qualification Completion	79%	74%	72%	67%
Student Retention	86%	87%	88%	81%
Student Progression L1-4	83%	93%	92%	75%

Overview of Financial Performance*				
Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	3.1%	3.4%	3.1%	3.0%
Net cashflow from operations	120.0%	118.2%	115.0%	111.0%
Liquid funds	12.7%	18.0%	10.7%	8.0%
3-yr average return on property, plant and equipment	7.5%	8.2%	8.0%	4.5%
Summary Financial Statements (\$000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 319,500	\$ 337,013	\$ 351,077	40%
Domestic student fees	\$ 116,400	\$ 129,597	\$ 133,850	15%
International student fees	\$ 56,467	\$ 60,403	\$ 68,552	8%
Other income (including research)	\$ 296,548	\$ 316,107	\$ 335,030	38%
Total revenue	\$ 788,915	\$ 843,120	\$ 888,509	100%
Expenses				
Personnel	\$ 429,841	\$ 445,048	\$ 477,117	55%
Total expenses	\$ 764,189	\$ 814,583	\$ 861,225	100%
Net surplus before abnormals	\$ 24,726	\$ 28,537	\$ 27,284	
Assets				
Property plant and equipment	\$ 1,417,683	\$ 1,399,660	\$ 1,456,475	90%
Total Assets	\$ 1,574,382	\$ 1,605,985	\$ 1,616,078	100%
Equity (net assets)	\$ 1,298,513	\$ 1,332,183	\$ 1,338,353	
Cashflow				
Net cashflow from operations	\$ 130,767	\$ 129,167	\$ 112,630	
Purchase of Fixed Assets	\$ 101,756	\$ 88,170	\$ 167,590	
Other				
Staffing FTE	4,493	4,608	4,725	
Total EFTS to Total Staff ratio	7:1	7:1	7:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	15:1	15:1	16:1	

UNIVERSITY OF WAIKATO

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

Main Campus

Hamilton

Other Campus Locations

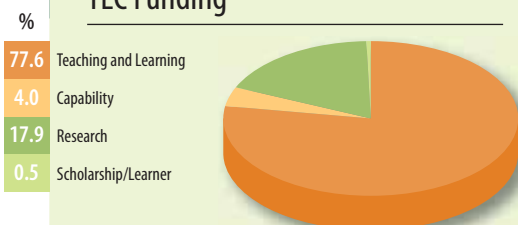
Tauranga



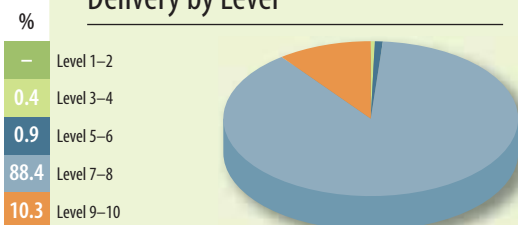
NZUAAU Academic Audit

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

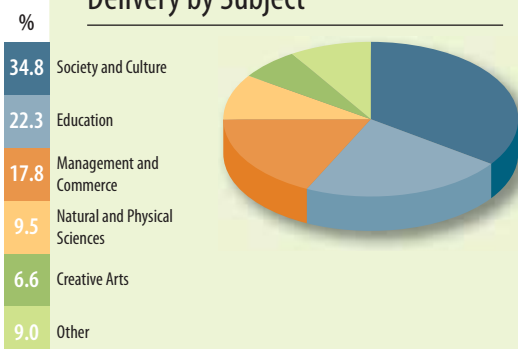
TEC Funding



Delivery by Level



Delivery by Subject



The University of Waikato (Waikato) is located in Hamilton, with a campus co-located with the Bay of Plenty Polytechnic in Tauranga. It performed well against the educational performance indicators (EPIS) and had a sound financial position, meeting TEC guidelines in 2010.

Responsiveness

Waikato launched two new Research Centres in 2010 – the National Institute of Demographic and Economic Analysis (NIDEA) and the Institute for Business Research (IBR). Preparation also began for the 2011 launch of the Environmental Research Institute, which will encompass the institution's internationally recognised expertise in ecosystems, and the Te Kotahi Research Institute, which will develop research relevant to Māori economic development and well-being in consultation with iwi.

Waikato also has partnerships with several Centres of Research Excellence: Ngā Pae o te Māramatanga hosted at the University of Auckland, looking at Māori research; and the Maurice Wilkins Centre for Molecular Biodiscovery hosted at the University of Auckland, looking at drug and vaccine discovery.

In 2010, 88 percent of Waikato's enrolments were at Levels 7-8, and there has been a planned decrease at Levels 3-6 since 2008. Enrolments at postgraduate Levels 9-10 made up 10 percent of provision, and have consistently been at this level since 2008. Waikato had 434 EFTS enrolled in Doctorates, 449 in Masters and 682 in other Diploma and Honours programmes. Its main areas of delivery were Society and Culture (35%) and Education (22%). The Bachelor of Management Studies was a key part of Waikato's profile of delivery for 2010, making up 11 percent of all provision. Areas of strength, such as Social Sciences and Education, had 8 percent of provision each, and Communication Studies had 3 percent of provision.

Participation for Māori was well above the university sector average, but participation for Pacific and students aged under 25 years was below average. These participation rates have remained constant at these levels since 2008.

Effectiveness

Waikato delivered above the university sector average against all four EPIS in 2010. This is fairly consistent with Waikato's 2009 performance. Its qualification completion rate dropped 2 percent, but increased against its course completion, student retention and student progression rates. Performance across students under 25 years, Māori and Pacific remained strong and above the university sector average in 2010.

Waikato received 6 percent of the 2010 indicative allocation for the PBRF, an increase of 1.4 percent compared with 2009. Waikato's PBRF external research income for 2010 was \$18.6m, a decrease of 10 percent from 2009.

Waikato had its audit for Cycle 4 – Whole of Institution Academic Audit in June-July 2010. Overall the audit was positive, with recommendations made only on quality assurance.

Capability

Over the year, Waikato had an increase in total revenue, assisted by increases in government, domestic and international revenue streams. It exceeded the TEC-recommended guideline of a 3.0 percent net surplus and continues to have net cash flows from operations and liquidity levels above TEC minimum guidelines.



TES Priorities

Participation		
2010 Performance	University of Waikato	University Sector
Students under 25	66%	71%
Māori	21%	9%
Pacific	5%	6%

Course Completion		
2010 Performance	University of Waikato	University Sector
Students under 25	87%	85%
Māori	81%	78%
Pacific	73%	69%

Qualification Completion		
2010 Performance	University of Waikato	University Sector
Students under 25	63%	62%
Māori	60%	55%
Pacific	48%	48%

Overview of Educational Performance – Formal SAC Funded EFTS only				
Enrolments	2008	2009	2010	% of University Sector
EFTS	7,859	8,700	8,546	7%
Students	10,303	11,277	10,837	7%
Educational Performance Indicators	2008	2009	2010	University Sector
Successful Course Completion	84%	84%	87%	84%
Qualification Completion	67%	73%	71%	67%
Student Retention	79%	81%	82%	81%
Student Progression L1-4	79%	83%	87%	75%

Overview of Financial Performance*				
Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	-0.9%	5.2%	4.2%	3.0%
Net cashflow from operations	113.2%	115.5%	116.6%	111.0%
Liquid funds	12.5%	12.3%	12.7%	8.0%
3-yr average return on property, plant and equipment	5.1%	5.3%	6.3%	4.5%
Summary Financial Statements (\$'000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 86,568	\$ 90,911	\$ 93,641	44%
Domestic student fees	\$ 33,566	\$ 37,950	\$ 38,618	19%
International student fees	\$ 23,562	\$ 25,330	\$ 26,419	12%
Other income (including research)	\$ 44,785	\$ 52,869	\$ 53,057	24%
Total revenue	\$ 188,481	\$ 207,060	\$ 211,735	100%
Expenses				
Personnel	\$ 114,293	\$ 117,449	\$ 122,621	60%
Total expenses	\$ 190,152	\$ 196,319	\$ 202,881	100%
Net surplus before abnormals	\$ (1,671)	\$ 10,741	\$ 8,854	
Assets				
Property plant and equipment	\$ 318,629	\$ 351,984	\$ 358,742	89%
Total Assets	\$ 355,546	\$ 390,217	\$ 404,441	100%
Equity (net assets)	\$ 296,391	\$ 329,880	\$ 338,927	
Cashflow				
Net cashflow from operations	\$ 23,343	\$ 28,058	\$ 30,903	
Purchase of Fixed Assets	\$ 26,776	\$ 27,489	\$ 27,029	
Other				
Staffing FTE	1,560	1,528	1,537	
Total EFTS to Total Staff ratio	6:1	7:1	7:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	15:1	17:1	16:1	

MASSEY UNIVERSITY

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

Main Campus

Palmerston North

Other Campus Locations

North Shore, Auckland
 Wellington

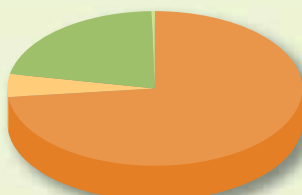


NZUAAU Academic Audit

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

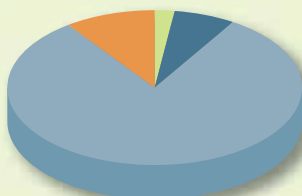
TEC Funding

%	Category
73.2	Teaching and Learning
4.8	Capability
21.6	Research
0.3	Scholarship/Learner



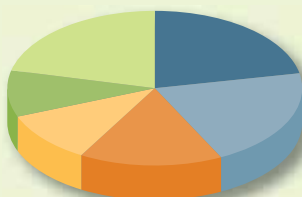
Delivery by Level

%	Level
—	Level 1–2
2.2	Level 3–4
6.8	Level 5–6
81.1	Level 7–8
10.0	Level 9–10



Delivery by Subject

%	Subject
21.9	Management and Commerce
20.7	Society and Culture
15.7	Creative Arts
10.7	Health
9.7	Natural and Physical Sciences
21.3	Other



Massey University (Massey) has campus sites at Palmerston North, Wellington and the North Shore in Auckland. The reach of its provision also extends beyond these sites through its extensive range of distance programmes and international partnerships underpinning research.

Massey's financial performance met TEC guidelines, whilst its educational performance as measured by the educational performance indicators was comparable to previous results with the challenge of supporting a diverse student population being a key feature of provision. The institution has a continuing commitment in its 2011-13 Investment Plan educational performance.

Responsiveness

Massey remains at the forefront of agricultural research, with a growing emphasis on Precision Agriculture, Food Security and the applications of bio-technology to improve human and animal health. Massey hosts two of the Centres of Research Excellence: the Allan Wilson Centre for Molecular Ecology and Evolution, and the Riddet Centre – advancing knowledge in foods and biologicals. The Allan Wilson Centre has received major awards from the Marsden fund and has been very successful in attracting and supporting an international community of researchers. The Riddet Centre receives significant additional funding from industry and government departments and supports a growing number of doctoral students undertaking sponsored research.

Massey has obtained preferred provider status in three Primary Growth Partnership bids and is continuing to establish research partnerships with national and international partners. Massey has two Partnerships for Excellence projects: Agriculture and Life Sciences, in partnership with Lincoln University, which aims to build human capacity and capability in agriculture in a way that responds to industry needs, and Towards a Future-Focussed New Zealand Equine Industry, which aims to improve teaching, productivity, and outcomes.

In 2010, the profile of delivery across Massey reflected its delivery model, with 36 percent of its EFTS contributing to extramural provision. The majority of enrolments at Massey (81%) were at Levels 7-8, with enrolments at postgraduate Levels 9-10 contributing to 10 percent of Massey's academic provision. In 2010 at Massey, 785 EFTS were enrolled in Doctorates, 979 in Masters, and 3,399 in postgraduate Diploma and Honours programmes. The institution's main areas of provision were Management and Commerce (22%) and Society and Culture (21%). EFTS enrolled were largely in the Bachelor of Business Studies (12%) and the Bachelor of Arts (9%). Massey's Bachelor of Veterinary Sciences continues to attract a large proportion of international students.

Māori enrolments have remained relatively steady over the years, with the 2010 participation rate comparable to the university sector average. For Pacific students, whilst the participation rate was below the average, the volume of enrolments has increased over the years. This group contributed to 3 percent of total enrolments in 2010. Similarly, participation rates for students under 25 years of age increased by 4 percent over the past year and accounted for over half of Massey's total student population in 2010 (54%).

Effectiveness

In 2010, all four EPIs at Massey were below the university sector average, influenced by the nature of enrolments at Massey. While course completion rates showed a small improvement, this is yet to translate into qualification completion rates. Additionally, the increase in degree-level enrolments has had an impact on its qualification completion rate for 2010. Across the other EPIs, while student progression rate showed a significant drop from 2009, it is important to note that only 2 percent of Massey's total delivery was at Levels 1-4. Performance across the EPIs for Māori, Pacific and students under 25 years of age were also below the university sector



averages. University educational achievement rates for full time students are in line with the university sector average. Massey has made a commitment to improve educational performance through its 2011-13 Investment Plan and Student Success Strategy, with a specific focus on improving its engagement of youth, Māori and Pacific students.

Massey received 14 percent of the 2010 indicative allocation for the PBRF, a decrease of 1.5 percent compared with 2009. Massey's PBRF external research income was \$55.9m, an increase of 5 percent from 2009. In 2010, Massey implemented its PBRF "Road to 2020" Institutional Strategy aimed at improving its PBRF performance for the 2012 Quality Evaluation round.

Massey had its audit for Cycle 4 – Whole of Institution Academic Audit in August-September 2008. Recommendations were made for quality assurance, teaching and learning. These areas have been a focus of the 2010-2011 Academic Reform Project.

Capability

In 2010, Massey increased revenues in most areas, which contributed to an improved surplus of \$10.2m. While improved, the surplus in 2010 did not meet the TEC recommended guideline of 3.0 percent. Overall, Massey still has a strong balance sheet with good levels of liquidity.

TES Priorities

Participation		
2010 Performance	Massey University	University Sector
Students under 25	54%	71%
Māori	11%	9%
Pacific	3%	6%

Course Completion		
2010 Performance	Massey University	University Sector
Students under 25	80%	85%
Māori	67%	78%
Pacific	54%	69%

Qualification Completion		
2010 Performance	Massey University	University Sector
Students under 25	49%	62%
Māori	38%	55%
Pacific	24%	48%



MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA

Overview of Educational Performance – Formal SAC Funded EFTS only				
Enrolments	2008	2009	2010	% of University Sector
EFTS	16,001	17,378	17,694	15%
Students	30,730	32,784	31,786	20%
Educational Performance Indicators	2008	2009	2010	University Sector
Successful Course Completion	78%	77%	78%	84%
Qualification Completion	59%	55%	48%	67%
Student Retention	67%	69%	67%	81%
Student Progression L1-4	30%	51%	21%	75%

Overview of Financial Performance*				
Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	1.3%	0.6%	2.4%	3.0%
Net cashflow from operations	114.3%	110.6%	113.2%	111.0%
Liquid funds	27.1%	20.4%	25.4%	8.0%
3-yr average return on property, plant and equipment	3.7%	4.0%	4.3%	4.5%
Summary Financial Statements (\$'000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 176,179	\$ 176,155	\$ 180,827	43%
Domestic student fees	\$ 71,959	\$ 79,588	\$ 88,349	21%
International student fees	\$ 36,126	\$ 34,920	\$ 33,440	8%
Other income (including research)	\$ 114,357	\$ 114,883	\$ 120,552	28%
Total revenue	\$ 398,621	\$ 405,546	\$ 423,168	100%
Expenses				
Personnel	\$ 232,694	\$ 237,780	\$ 244,086	59%
Total expenses	\$ 393,338	\$ 403,264	\$ 412,990	100%
Net surplus before abnormals	\$ 5,283	\$ 2,282	\$ 10,178	
Assets				
Property plant and equipment	\$ 921,587	\$ 943,181	\$ 933,937	87%
Total Assets	\$ 1,054,035	\$ 1,064,125	\$ 1,075,456	100%
Equity (net assets)	\$ 923,186	\$ 924,943	\$ 933,165	
Cashflow				
Net cashflow from operations	\$ 50,714	\$ 39,223	\$ 50,246	
Purchase of Fixed Assets	\$ 37,050	\$ 61,177	\$ 35,598	
Other				
Staffing FTE	3,013	3,103	3,049	
Total EFTS to Total Staff ratio	6:1	6:1	7:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	16:1	17:1	17:1	

* All financial information is on a consolidated basis.

Note: Refer to Glossary for definitions.

VICTORIA UNIVERSITY OF WELLINGTON

Chancellor: Ian McKinnon

Vice-Chancellor: Prof. Pat Walsh

Main Campus

Wellington



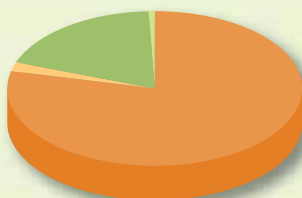
NZUAAU Academic Audit

Whole institution audit timeline: July – August 2009

Audit Report: November 2009

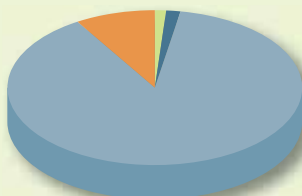
TEC Funding

%	Category
78.6	Teaching and Learning
1.9	Capability
18.8	Research
0.7	Scholarship/Learner



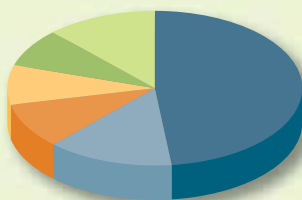
Delivery by Level

%	Level
—	Level 1–2
1.2	Level 3–4
1.6	Level 5–6
88.4	Level 7–8
8.8	Level 9–10



Delivery by Subject

%	Subject
48.2	Society and Culture
13.9	Management and Commerce
9.5	Natural and Physical Sciences
8.3	Architecture and Building
8.0	Education
12.1	Other



Victoria University of Wellington (Victoria) has four campuses based throughout Wellington city in Kelburn, Karori, Te Aro and Pipitea.

Overall, Victoria's performance against the educational performance indicators (EPs) improved over the past year with results comparable with university sector averages in 2010. Victoria also improved its financial performance, with indicators meeting TEC financial guidelines over the same period.

Responsiveness

Victoria has formed productive relationships with institutions such as the Malaghan Institute of Medical Research, Te Papa Tongarewa The Museum of New Zealand, various Crown Research Institutes, most significantly GNS Science and Industrial Research Limited, Zealandia and the Capital and Coast District Health Board.

Victoria hosts one of the Centres of Research Excellence, the MacDiarmid Institute for Advanced Materials and Nanotechnology which was formed in 2002. Originally a partnership involving Massey, Canterbury, Otago and Victoria Universities and two Crown Research Institutes (GNS Science and Industrial Research Ltd), principal investigators from the University of Auckland are now also involved. The Institute is achieving most of its stated aims and in particular is doing world-class basic research in New Zealand attracting emerging researchers in its area of physical science. In 2010 the Institute had 40 principal investigators at six institutions.

Victoria has partnerships with three other Centres of Research Excellence: the Allan Wilson Centre for Molecular Ecology and Evolution hosted at Massey University (with Victoria's Professor Charles Daugherty as Director), looking at plant and animal life of New Zealand; the Maurice Wilkins Centre for Molecular Biodiscovery hosted by the University of Auckland, looking at drug and vaccine discovery; and Ngā Pae o te Māramatanga hosted by the University of Auckland for Māori research.

In 2010, 88 percent of Victoria's enrolments were at Levels 7-8. Enrolments at postgraduate Levels 9-10 made up 9 percent of total provision. Victoria had 416 EFTS in Doctorates, 975 in Masters and 767 in postgraduate Diploma and Honours programmes. Nearly half of its delivery (48%) was in the area of Society and Culture. Management and Commerce had 14 percent of total enrolments. Other areas of significant delivery were Natural and Physical Sciences, Law, Architecture and Building Science, Music, Design, Engineering and Education.

In 2010, Victoria's participation rates for Māori and Pacific students were comparable with the university sector average. For students aged under 25, Victoria's performance was above the university sector averages.

With students from over 100 countries, Victoria is committed to making and maintaining international connections that ensure students, academics and ultimately New Zealand benefit from global links.

Effectiveness

Course completion and student retention rates were just below the university sector average for Victoria, but its qualification completion and student progression rates were above average (the student progression measure accounts for approximately 1% of Victoria's enrolments). These rates were relatively constant compared with 2009, with the most notable change being



a 7 percent increase in qualification completions. Overall, performance of Māori, Pacific and students under 25 years old was comparable with the university sector average. Victoria has made a strong commitment in its Investment Plan 2011-2013 to improve educational performance where needed, via a number of methods. These include the recent establishment of a comprehensive Teaching and Learning Strategy that identifies specific actions and projects that will be undertaken in order to enhance student success.

Victoria received 9 percent of the 2010 allocation for PBRF, an increase of 5.9 percent compared with 2009. Victoria's PBRF external research income in 2010 was \$32.0m, a decrease of 2 percent from 2009.

Victoria had its audit for Cycle 4 – Whole of Institution Academic Audit in July-August 2009 and overall the review was positive.

Capability

Victoria has consistently exceeded the TEC guideline of a 3.0 percent net surplus and 2010 was no exception. Net cash flows from operations and liquidity levels remained above TEC minimum guidelines.

TES Priorities

Participation		
2010 Performance	Victoria University	University Sector
Students under 25	77%	71%
Māori	10%	9%
Pacific	5%	6%

Course Completion		
2010 Performance	Victoria University	University Sector
Students under 25	83%	85%
Māori	77%	78%
Pacific	63%	69%

Qualification Completion		
2010 Performance	Victoria University	University Sector
Students under 25	62%	62%
Māori	56%	55%
Pacific	43%	48%



Overview of Educational Performance – Formal SAC Funded EFTS only				
Enrolments	2008	2009	2010	% of University Sector
EFTS	15,294	16,219	15,827	13%
Students	19,824	20,995	20,802	13%
Educational Performance Indicators	2008	2009	2010	University Sector
Successful Course Completion	83%	84%	83%	84%
Qualification Completion	74%	63%	70%	67%
Student Retention	80%	81%	79%	81%
Student Progression L1-4	82%	81%	86%	75%

Overview of Financial Performance*				
Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	3.3%	4.1%	4.8%	3.0%
Net cashflow from operations	116.4%	116.7%	117.2%	111.0%
Liquid funds	12.0%	10.7%	8.4%	8.0%
3-yr average return on property, plant and equipment	6.2%	6.3%	6.4%	4.5%
Summary Financial Statements (\$'000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 136,439	\$ 142,123	\$ 145,862	44%
Domestic student fees	\$ 59,156	\$ 66,078	\$ 79,743	24%
International student fees	\$ 26,226	\$ 24,145	\$ 27,048	8%
Other income (including research)	\$ 79,172	\$ 80,893	\$ 77,168	23%
Total revenue	\$ 300,993	\$ 313,239	\$ 329,821	100%
Expenses				
Personnel	\$ 168,731	\$ 171,644	\$ 178,680	57%
Total expenses	\$ 291,093	\$ 300,435	\$ 313,893	100%
Net surplus before abnormals	\$ 9,900	\$ 12,804	\$ 15,928	
Assets				
Property plant and equipment	\$ 620,940	\$ 636,003	\$ 657,558	91%
Total Assets	\$ 685,738	\$ 698,853	\$ 721,314	100%
Equity (net assets)	\$ 588,327	\$ 587,458	\$ 604,735	
Cashflow				
Net cashflow from operations	\$ 42,339	\$ 45,337	\$ 48,941	
Purchase of Fixed Assets	\$ 85,943	\$ 60,091	\$ 50,605	
Other				
Staffing FTE	1,931	1,884	1,871	
Total EFTS to Total Staff ratio	9:1	9:1	9:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	19:1	21:1	20:1	

* All financial information is on a consolidated basis.

Note: Refer to Glossary for definitions.

UNIVERSITY OF CANTERBURY

Chancellor: Rex Williams

Vice-Chancellor: Dr Rod Carr

Main Campus

Christchurch



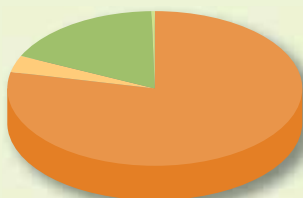
NZUAAU Academic Audit

Whole institution audit timeline: April – June 2010

Audit Report: August 2010

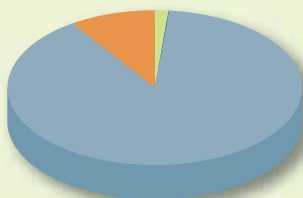
TEC Funding

%	
78.4	Teaching and Learning
3.5	Capability
17.7	Research
0.3	Scholarship/Learner



Delivery by Level

%	
–	Level 1–2
1.5	Level 3–4
0.1	Level 5–6
89.0	Level 7–8
9.4	Level 9–10



Delivery by Subject

%	
32.6	Society and Culture
17.2	Education
14.2	Natural and Physical Sciences
13.1	Engineering and Related Technologies
10.2	Management and Commerce
12.7	Other



The University of Canterbury (Canterbury) operates its main campus in Ilam, a suburb of Christchurch. It has teaching centres based in Nelson, Tauranga, Timaru, Greymouth, New Plymouth and Rotorua.

Overall, Canterbury's performance against the educational performance indicators (EPs) remained steady over the past year with performance comparable with the university sector average in 2010. The institution's financial performance also met TEC guidelines over the same period. The September earthquake caused minimal disruption to the operation of the institution in 2010 and minor damage to its buildings and infrastructure.

Responsiveness

In 2010, Canterbury established two new research centres: the Biomolecular Interaction Centre and the New Zealand Institute of Language, Brain and Behaviour. One of Canterbury's research institutes is a Partnerships for Excellence project, NZi3, which aims to increase the number of ICT research graduates, provide access to world-class ICT knowledge and resources and provide an entrepreneurial environment. NZi3 is now in partnership with Microsoft, which will assist Canterbury in promoting a world-class learning environment.

Canterbury has partnerships with several Centres of Research Excellence: the National Research Centre for Growth and Development hosted by the University of Auckland, looking at the biology of growth and development in humans and livestock; the Maurice Wilkins Centre for Molecular Biodiscovery, also hosted by the University of Auckland, looking at drug and vaccine discovery; the Allan Wilson Centre for Molecular Ecology and Evolutions hosted by Massey University, looking at plant and animal life in New Zealand; and the MacDiarmid Institute at Victoria University of Wellington, looking at materials science and nanotechnology.

In 2010, 89 percent of Canterbury's enrolments were at Levels 7-8. Enrolments at postgraduate Levels 9-10 were 9 percent of Canterbury's provision and have consistently been at this level since 2008. In 2010, 630 EFTS were in Doctorates, 682 in Masters and 2,465 in postgraduate Diploma and Honours programmes. Canterbury's main areas of delivery were Society and Culture (33%), Education (17%) and Natural and Physical Sciences (14%). The largest proportion delivery was in the Bachelor of Arts (15%), Bachelor of Commerce (12%) and Bachelor of Science (12%). Areas of strength included the Bachelors of Engineering (13% of overall provision) and Fine Arts (1%).

Participation rates for Māori (7%) and Pacific (2%) were below average (9% and 6%, respectively), while participation for students aged 25 years and under (73%) was above the university sector average of 71 percent. Across the groups, the volume of enrolments has shown an increase over recent years with Māori and Pacific student enrolments increasing by 4 percent and 2 percent, respectively.

Effectiveness

Canterbury's educational performance remained steady over the past year with performance comparable with the university sector average in 2010. Performance for students aged 25 and under was equal to or above the university sector average for all indicators, while performance rates for Māori and Pacific students were below average.

Canterbury received 10 percent of the 2010 indicative allocation for the PBRF, which was an increase of 3.4 percent compared with 2009. Canterbury's PBRF external research income was \$25.6m in 2010, a 30 percent decrease from 2009.



Canterbury had its audit for Cycle 4 – Whole of Institution Academic Audit in April-June 2010. Recommendations were made around quality assurance, but overall the review was positive.

Capability

In 2010, Canterbury's total revenue was \$299.8m, of which \$142.7m (48%) was government-funded income. Canterbury has consistently produced surpluses above the TEC recommended guideline of 3.0 percent. Net cash flows from operations and liquidity levels were good, while debt levels continued to meet TEC recommended guidelines.



TES Priorities

Participation		
2010 Performance	Canterbury University	University Sector
Students under 25	73%	71%
Māori	7%	9%
Pacific	2%	6%

Course Completion		
2010 Performance	Canterbury University	University Sector
Students under 25	85%	85%
Māori	75%	78%
Pacific	62%	69%

Qualification Completion		
2010 Performance	Canterbury University	University Sector
Students under 25	62%	62%
Māori	45%	55%
Pacific	52%	48%

Overview of Educational Performance – Formal SAC Funded EFTS only				
Enrolments	2008	2009	2010	% of University Sector
EFTS	13,013	13,871	14,107	12%
Students	15,720	16,661	16,907	11%
Educational Performance Indicators	2008	2009	2010	University Sector
Successful Course Completion	83%	83%	85%	84%
Qualification Completion	71%	66%	66%	67%
Student Retention	81%	84%	84%	81%
Student Progression L1-4	71%	75%	75%	75%

Overview of Financial Performance*				
Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	5.5%	3.2%	4.0%	3.0%
Net cashflow from operations	116.5%	117.2%	113.0%	111.0%
Liquid funds	21.9%	37.9%	34.5%	8.0%
3-yr average return on property, plant and equipment	4.7%	4.6%	4.8%	4.5%
Summary Financial Statements (\$'000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 133,384	\$ 140,269	\$ 142,716	48%
Domestic student fees	\$ 54,886	\$ 62,732	\$ 76,300	25%
International student fees	\$ 22,867	\$ 24,315	\$ 24,322	8%
Other income (including research)	\$ 61,337	\$ 56,857	\$ 56,429	19%
Total revenue	\$ 272,474	\$ 284,173	\$ 299,767	100%
Expenses				
Personnel	\$ 162,897	\$ 171,217	\$ 178,921	62%
Total expenses	\$ 257,496	\$ 275,118	\$ 287,644	100%
Net surplus before abnormals	\$ 14,977	\$ 9,055	\$ 12,123	
Assets				
Property plant and equipment	\$ 721,610	\$ 740,001	\$ 751,231	86%
Total Assets	\$ 796,537	\$ 861,157	\$ 870,608	100%
Equity (net assets)	\$ 698,104	\$ 708,895	\$ 719,476	
Cashflow				
Net cashflow from operations	\$ 38,756	\$ 42,939	\$ 34,232	
Purchase of Fixed Assets	\$ 49,341	\$ 45,444	\$ 37,612	
Other				
Staffing FTE	1,962	2,041	2,012	
Total EFTS to Total Staff ratio	8:1	8:1	8:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	19:1	19:1	20:1	

* All financial information is on a consolidated basis.

Note: Refer to Glossary for definitions.

LINCOLN UNIVERSITY

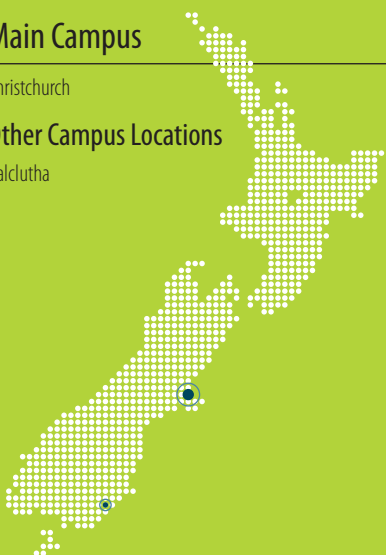
Chancellor: Tom C. Lambie
 Vice-Chancellor: Prof. Roger Field

Main Campus

Christchurch

Other Campus Locations

Balclutha



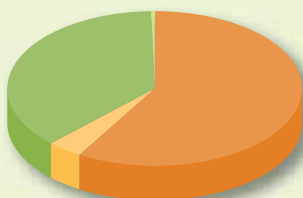
NZUAAU Academic Audit

Whole institution audit timeline: First half 2012

Audit Report: Yet to be completed

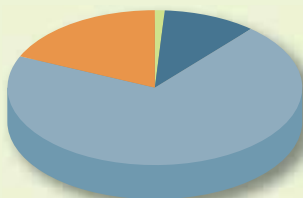
TEC Funding

Category	Percentage (%)
Teaching and Learning	58.5
Capability	3.9
Research	37.2
Scholarship/Learner	0.4



Delivery by Level

Level	Percentage (%)
Level 1-2	—
Level 3-4	1.1
Level 5-6	10.2
Level 7-8	70.3
Level 9-10	18.4



Delivery by Subject

Subject	Percentage (%)
Management and Commerce	32.7
Agriculture, Environmental and Related Studies	19.9
Natural and Physical Sciences	19.4
Society and Culture	17.0
Information Technology	4.4
Other	6.6



Lincoln University's (Lincoln's) main campus is in a rural setting on the Canterbury Plains. Lincoln is a specialist university with land-based sciences and related areas comprising the majority of its core business. In January 2011, Lincoln merged with Telford Rural Polytechnic located in Balclutha. The merger aimed to create a single institution with a strong base to support education, research, and knowledge transfer across the land-based sector.

In 2010, Lincoln's educational performance either met or exceeded university sector averages across all four educational performance indicators. Lincoln's financial performance was below TEC recommended guidelines but it is working with the TEC to manage its financial position.

Responsiveness

The aim of Lincoln's merger with Telford Rural Polytechnic was to facilitate a vertical integration model that encompasses all aspects of the agricultural and land-based sector provision and supply chain, from secondary school and sub-degree teaching to post-doctoral research.

Lincoln hosts one Centre of Research Excellence, the Bio-Protection Research Centre focusing on bio-protection and biosecurity. In 2010 the Centre produced 52 PhDs, with 31 percent of its graduates moving into industry. Lincoln also has a Partnerships for Excellence collaboration with Massey University, Agriculture and Life Sciences, which aims to build human capacity and capability in agriculture in a way that responds to the needs of industry, and Crown Research Institute (CRI) connections.

In 2010, Lincoln and AgResearch Limited agreed to develop a partnership. Lincoln's relationships with other CRIs are also important and are likely to become more so with the implementation of the CRI Taskforce Report. Lincoln has substantial, positive relationships with both Plant and Food Research Limited and Landcare Research Limited. The components of these relationships include (but are not limited to) engagement through the Centre for Research Excellence, South Island Dairy Development Centre (SIDDC), supervision of postgraduate research students and joint research.

In 2010, 70 percent of Lincoln's provision was at Levels 7-8. Enrolments at postgraduate Levels 9-10 made up 18 percent of its provision, which was the largest proportion for the university sector. In 2010, 243 EFTS were in Doctorates (12% of all provision), 116 in Masters and 80 in postgraduate Diploma and Honours programmes. Its main areas of delivery were Management and Commerce (33%); Agriculture, Environmental, and Related Studies (20%); and Natural and Physical Sciences (19%). The largest proportion of delivery was in the Bachelor of Commerce (Agriculture), with 12 percent of all provision. Areas of strength, such as agricultural science, valuation and property management, and viticulture and oenology, had 5-6 percent of the provision each.

Participation rates for Māori and Pacific students have remained relatively steady over the years with performance in 2010 below the university sector averages. Enrolments of students under 25 years of age have shown an increase over recent years and contributed 69 percent of Lincoln's enrolments in 2010.

Effectiveness

In 2010 Lincoln either met or exceeded the university sector averages across all four educational performance indicators (EPIS). Whilst Lincoln's progression rate increased to 100 percent in 2010, its delivery in Levels 1-4 programmes accounted for 1 percent of total enrolments. Māori and Pacific qualification completion rates were well above the university sector average, however, these figures account for a small volume of enrolments across the organisation. Course completions across the groups showed that Māori course completion rates met the university sector



average. Course and qualification completion rates for students under 25 years of age either met, or were just below, the university sector averages.

Lincoln received 3 percent of the 2010 indicative allocation for the PBRF, a decrease of 3.2 percent compared with 2009. Lincoln's PBRF external research income (ERI) in 2010 was \$22.8m, an increase of 9 percent compared with 2009.

Lincoln has not yet had its audit for Cycle 4 – Whole of Institution Academic Audit. The audit is scheduled for the first half of 2012.

Capability

Lincoln and Telford Rural Polytechnic merged from 1 January 2011. The merger focused on national needs to ensure that essential capability was retained to support the land-based industries and agriculture at all organisational levels. For 2010, financial performance across Lincoln was below TEC recommended guidelines. Lincoln recognises its current deficit position must be brought to surplus to secure financial sustainability. The merger with Telford will assist this.

Although the Canterbury earthquake on 4 September 2010 had a major impact in terms of disrupting operations and damaging some buildings on campus, Lincoln quickly returned to business as usual.

TES Priorities

Participation		
2010 Performance	Lincoln University	University Sector
Students under 25	69%	71%
Māori	6%	9%
Pacific	*	6%

Course Completion		
2010 Performance	Lincoln University	University Sector
Students under 25	85%	85%
Māori	78%	78%
Pacific	*	69%

Qualification Completion		
2010 Performance	Lincoln University	University Sector
Students under 25	58%	62%
Māori	62%	55%
Pacific	*	48%

* Proportions where the denominator for a calculation is less than 30 are not reported as these rates are likely to be subject to significant variation and this may lead to misinterpretation.



New Zealand's specialist land-based university

Overview of Educational Performance – Formal SAC Funded EFTS only				
Enrolments	2008	2009	2010	% of University Sector
EFTS	1,843	1,937	1,956	2%
Students	2,344	2,476	2,514	2%
Educational Performance Indicators	2008	2009	2010	University Sector
Successful Course Completion	84%	84%	84%	84%
Qualification Completion	50%	66%	68%	67%
Student Retention	86%	85%	84%	81%
Student Progression L1-4	100%	89%	100%	75%

Overview of Financial Performance**				
Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	-1.7%	-4.7%	-4.4%	3.0%
Net cashflow from operations	108.6%	112.1%	106.3%	111.0%
Liquid funds	31.1%	28.1%	21.0%	8.0%
3-yr average return on property, plant and equipment	2.7%	2%	1.6%	4.5%
Summary Financial Statements (\$000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 26,191	\$ 31,433	\$ 32,490	34%
Domestic student fees	\$ 6,498	\$ 7,168	\$ 7,861	8%
International student fees	\$ 11,463	\$ 11,240	\$ 10,910	11%
Other income (including research)	\$ 45,069	\$ 40,384	\$ 44,916	47%
Total revenue	\$ 89,221	\$ 90,225	\$ 96,177	100%
Expenses				
Personnel	\$ 50,035	\$ 51,634	\$ 55,226	55%
Total expenses	\$ 90,777	\$ 94,503	\$ 100,369	100%
Net surplus before abnormals	\$ (1,556)	\$ (4,278)	\$ (4,192)	
Assets				
Property plant and equipment	\$ 177,093	\$ 187,542	\$ 185,183	78%
Total Assets	\$ 238,217	\$ 239,393	\$ 236,416	100%
Equity (net assets)	\$ 208,621	\$ 205,821	\$ 201,775	
Cashflow				
Net cashflow from operations	\$ 7,031	\$ 10,201	\$ 5,684	
Purchase of Fixed Assets	\$ 9,599	\$ 11,303	\$ 6,625	
Other				
Staffing FTE	610	641	652	
Total EFTS to Total Staff ratio	4:1	4:1	4:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	12:1	12:1	11:1	

** All financial information is on a consolidated basis.

Note: Refer to Glossary for definitions.

UNIVERSITY OF OTAGO

Chancellor: John Ward

Vice-Chancellor: Prof. Sir David Skegg from 2004 to 2011 (Current: Prof. Harlene Hayne)

Main Campus

Dunedin

Other Campus Locations

Christchurch, Wellington, Invercargill
Auckland City, Auckland



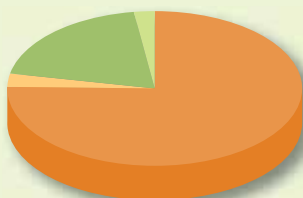
NZAAU Academic Audit

Whole institution audit timeline: August – October 2011

Audit Report: Yet to be completed

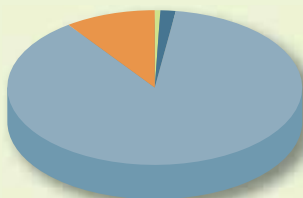
TEC Funding

%	Category
75.3	Teaching and Learning
2.8	Capability
19.6	Research
2.3	Scholarship/Learner



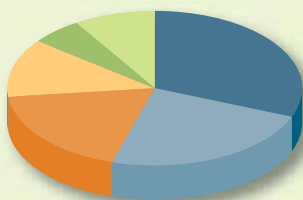
Delivery by Level

%	Level
—	Level 1–2
0.6	Level 3–4
1.7	Level 5–6
87.8	Level 7–8
9.9	Level 9–10



Delivery by Subject

%	Subject
31.0	Society and Culture
23.6	Natural and Physical Sciences
18.6	Health
12.2	Management and Commerce
5.6	Education
8.9	Other



The University of Otago (Otago) operates with a main campus in Dunedin, specialist health science-focused campuses in Christchurch and Wellington, a teacher-training facility in Invercargill, and a small base in Auckland City.

Overall in 2010, Otago continued its performance trend both educationally and financially. It had strong results against the educational performance indicators (EPis) and met TEC financial guidelines.

Responsiveness

Otago has partnerships with a large number of universities around the world, including student exchange agreements with more than 80 universities in 33 countries.

Otago's Leading Thinkers is a Partnerships for Excellence project developed to attract and retain leaders in research to increase the capability of Otago in a variety of academic areas. Otago also has partnerships with several of the Centres of Research Excellence: the National Research Centre for Growth and Development hosted by the University of Auckland, looking at the biology of growth and development in humans and livestock; the Maurice Wilkins Centre for Molecular Biodiscovery, also hosted by the University of Auckland, looking at drug and vaccine discovery; the Allan Wilson Centre for Molecular Ecology and Evolutions hosted by Massey University, looking at plant and animal life in New Zealand; the Riddet Institute at Massey University, looking at food science, human nutrition and food innovation; and the MacDiarmid Institute at Victoria University of Wellington, looking at materials science and nanotechnology.

In 2010, 88 percent of Otago's enrolments were at Levels 7-8 which included an increased first-year medical intake. Enrolments at postgraduate Levels 9-10 were at 10 percent of its provision, and have consistently been at this level since 2008. There were 980 students in Doctorates, 814 in Masters and 1,488 in other postgraduate Diploma and Honours programmes.

Otago's main areas of delivery were Society and Culture (31%) and Natural and Physical Sciences (24%). Over the year, the largest proportion of delivery was in the Bachelor of Science (21%). Science is an area of specialist provision for Otago, and it has shifted its mix of provision towards more Science and less Arts. Areas of strength for Otago are Medicine (6% of all provision), Physical Education (3%), Pharmacy and Physiotherapy (2% each), Dental and Oral Health, and Surveying (1% each).

Participation rates for Māori (8%) and Pacific students (3%) have increased steadily over the past three years. Participation rates for students aged 25 and under (81%) were well above the university sector average (71%), with the enrolment volume increasing by 2 percent over the past year.

Effectiveness

Otago was above the university sector average for course completion, qualification completion and student retention rates. The most notable result was its qualification completion rate of 74 percent (compared with the university sector average of 67%). Otago's results for 2010 changed only marginally from 2009, with a slight decrease for qualification completions and student retention. Performance indicators for Māori, Pacific and students under 25 years of age were all above the university sector averages.

Otago received 21 percent of the 2010 indicative allocation for the PBRF, the second largest funding amount given, and an increase of 2.2 percent from 2009. Otago increased its PBRF external research income to \$90.1m in 2010, a 4 percent increase from 2009. Otago has successfully recruited new staff with PBRF ratings of A or B, enhancing it as a research-led institution of international standing.



Otago has not yet had its audit for Cycle 4 – Whole of Institution Academic Audit. The audit is scheduled for October 2011.

Capability

In 2010, Otago's revenue increased in all categories. The institution has consistently achieved the TEC minimum guideline of a 3.0 percent net surplus and 2010 was no exception. Net cash flows from operations and liquidity levels remained above TEC minimum guidelines.



UNIVERSITY OF
OTAGO
Te Whare Wānanga o Otāgo
NEW ZEALAND

TES Priorities

Participation		
2010 Performance	University of Otago	University Sector
Students under 25	81%	71%
Māori	8%	9%
Pacific	3%	6%

Course Completion		
2010 Performance	University of Otago	University Sector
Students under 25	88%	85%
Māori	81%	78%
Pacific	71%	69%

Qualification Completion		
2010 Performance	University of Otago	University Sector
Students under 25	70%	62%
Māori	67%	55%
Pacific	55%	48%

Overview of Educational Performance – Formal SAC Funded EFTS only				
Enrolments	2008	2009	2010	% of University Sector
EFTS	16,802	17,476	18,085	15%
Students	18,732	19,272	19,748	12%
Educational Performance Indicators	2008	2009	2010	University Sector
Successful Course Completion	87%	87%	87%	84%
Qualification Completion	75%	77%	74%	67%
Student Retention	88%	89%	88%	81%
Student Progression L1-4	-	-	-	75%

Overview of Financial Performance*				
Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	5%	4%	4%	3.0%
Net cashflow from operations	119%	119%	117%	111.0%
Liquid funds	16%	14%	17%	8.0%
3-yr average return on property, plant and equipment	6%	6%	6%	4.5%
Summary Financial Statements (\$000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 233,900	\$ 246,633	\$ 258,492	46%
Domestic student fees	\$ 75,993	\$ 82,681	\$ 89,927	16%
International student fees	\$ 29,978	\$ 32,528	\$ 37,342	7%
Other income (including research)	\$ 178,849	\$ 177,085	\$ 180,645	32%
Total revenue	\$ 517,720	\$ 538,927	\$ 566,406	100%
Expenses				
Personnel	\$ 303,378	\$ 317,268	\$ 336,073	62%
Total expenses	\$ 493,041	\$ 517,691	\$ 544,367	100%
Net surplus before abnormals	\$ 24,679	\$ 21,236	\$ 22,039	
Assets				
Property plant and equipment	\$ 1,078,641	\$ 1,121,296	\$ 1,184,818	91%
Total Assets	\$ 1,196,232	\$ 1,230,866	\$ 1,307,787	100%
Equity (net assets)	\$ 1,066,792	\$ 1,088,028	\$ 1,156,487	
Cashflow				
Net cashflow from operations	\$ 81,742	\$ 86,785	\$ 84,359	
Purchase of Fixed Assets	\$ 87,046	\$ 89,263	\$ 71,222	
Other				
Staffing FTE	3,737	3,683	3,751	
Total EFTS to Total Staff ratio	5:1	5:1	5:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	20:1	15:1	16:1	

* All financial information is on a consolidated basis (these figures are parent only and relate to University only). Note: Refer to Glossary for definitions.

AUCKLAND UNIVERSITY OF TECHNOLOGY

Chancellor: Sir Paul Reeves from 2005 to 2011

Vice-Chancellor: Derek McCormack

Main Campus

Auckland City

Other Campus Locations

North Shore, Auckland

Manukau City, Auckland

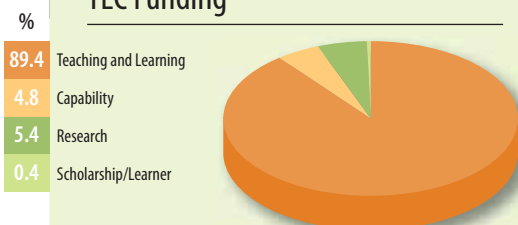


NZUAAU Academic Audit

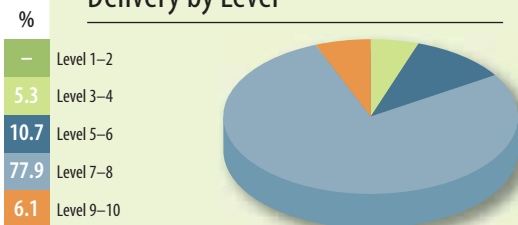
Whole institution audit timeline: March – June 2011

Audit Report: September 2011

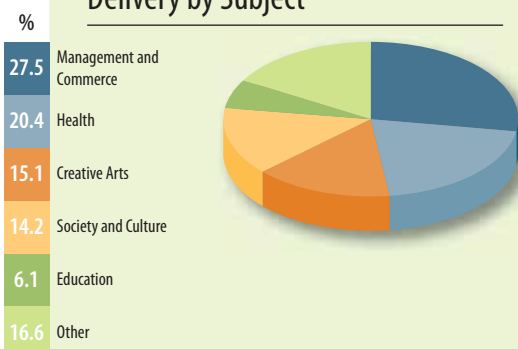
TEC Funding



Delivery by Level



Delivery by Subject



Auckland University of Technology (AUT) has four campuses in Auckland. The main campus is located in Auckland City, with two campuses located on the North Shore and one in Manukau City.

AUT is the newest university in New Zealand, established in 2001. In 2010, AUT's educational performance remained consistent with its 2009 results. The institution has made a commitment in its 2011-13 Investment Plan to improve educational performance. AUT was in a sound financial position, meeting TEC guidelines, in 2010.

Responsiveness

During 2010, AUT continued to expand its international research collaborations, signing memoranda of understanding with several international universities. AUT has developed 18 research institutes, which focus on areas such as biotechnology, earth and oceanic sciences, public health, stroke and applied neurosciences, and sport performance. AUT has research relationships with commercial, governmental and community organisations. In 2010, AUT opened its Manukau campus, creating the first university campus based in this district. The campuses offers a range of undergraduate and postgraduate degrees and hosts the AUT Business Innovation Centre.

Enrolments at postgraduate Levels 9-10 were 6 percent of total provision in 2010, an increase of 12 percent (103 EFTS) from 2009. Postgraduate enrolment is the largest growth area for AUT. In 2010, 293 EFTS were enrolled in Doctorates, 651 in Masters programmes, and 815 in postgraduate Diploma and Honours programmes. Overall, AUT's main areas of delivery were Management and Commerce (28%) and Health (20%). The Bachelor of Business was a key part of AUT's profile of delivery, representing 18 percent of its provision. Areas of speciality, such as communication studies and design, made up 5 and 6 percent of overall enrolments respectively.

In recent years, AUT has shifted provision from sub-degree programmes to degree-level or higher qualifications. Sub-degree provision has shifted from 26 percent in 2008 to 16 percent in 2010, while degree-level provision has increased from 68 percent in 2008 to 78 percent in 2010, the highest growth in the university sector.

Participation for both Māori and Pacific students was both above the university sector average (10% and 14% respectively) and the highest proportion in the university sector, and both saw an increase over the past year. Enrolments of students under 25 years of age made up 69 percent of enrolments. While this is slightly below the university sector average (71%), this proportion has remained steady over the years.

Effectiveness

In 2010, AUT was below the university sector average in its achievement against educational performance indicators for TES priority groups. Overall, AUT's educational performance has remained relatively steady over recent years. A contributing factor to AUT's educational performance has been its shifting mix of provision to more degree-level and above programmes and the increase of enrolments at this level. AUT has made a clear commitment in its 2011-13 Investment Plan to continuing improvement of educational performance and achievement against the Government's Tertiary Education Strategy priorities.

AUT received 3 percent of the 2010 indicative allocation for the PBRF, an increase of 15.1 percent compared with 2009. It earned PBRF external research income (ERI) of \$5.6m in 2010. This was a 28 percent decrease from 2009. AUT



has focused on increasing the number of research-active and PBRF eligible academic staff it employs as a means to strengthen its research capability and support for its learners.

AUT had its academic audit for Cycle 4 – Whole of Institution Academic Audit, in March-June 2011. Overall the report was positive with recommendations for governance and management, quality assurance, teaching and learning support and research environment.

Capability

In 2010 AUT significantly increased total revenue to \$290.1m (\$138.7m was government-funded income), with revenue across all categories increasing. Faster growth in revenue than expenses resulted in a record net surplus of \$20.8m. AUT has the most borrowings of any of the universities but has the profitability and operational cashflow to support consented levels of borrowing. AUT has a liquid funds percentage below TEC guidelines but does have access to liquidity through committed but undrawn banking facilities.



TES Priorities

Participation		
2010 Performance	AUT	University Sector
Students under 25	69%	71%
Māori	10%	9%
Pacific	14%	6%

Course Completion		
2010 Performance	AUT	University Sector
Students under 25	80%	85%
Māori	77%	78%
Pacific	67%	69%

Qualification Completion		
2010 Performance	AUT	University Sector
Students under 25	58%	62%
Māori	52%	55%
Pacific	44%	48%

Overview of Educational Performance – Formal SAC Funded EFTS only

Enrolments	2008	2009	2010	% of University Sector
EFTS	13,588	14,803	15,484	13%
Students	19,345	20,605	21,413	13%
Educational Performance Indicators	2008	2009	2010	University Sector
Successful Course Completion	82%	81%	81%	84%
Qualification Completion	86%	64%	63%	67%
Student Retention	77%	79%	80%	81%
Student Progression L1-4	54%	66%	64%	75%

Overview of Financial Performance*

Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	2.2%	3.1%	7.2%	3.0%
Net cashflow from operations	112.6%	124.5%	125.4%	111.0%
Liquid funds	0.9%	1.0%	2.1%	8.0%
3-yr average return on property, plant and equipment	8.8%	8.2%	9.3%	4.5%
Summary Financial Statements (\$'000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 116,928	\$ 131,909	\$ 138,709	48%
Domestic student fees	\$ 50,109	\$ 57,494	\$ 67,758	23%
International student fees	\$ 35,620	\$ 38,675	\$ 45,091	16%
Other income (including research)	\$ 34,620	\$ 32,714	\$ 38,542	13%
Total revenue	\$ 237,277	\$ 260,792	\$ 290,100	100%
Expenses				
Personnel	\$ 147,424	\$ 161,372	\$ 168,268	62%
Total expenses	\$ 232,169	\$ 252,684	\$ 269,288	100%
Net surplus before abnormals	\$ 5,108	\$ 8,108	\$ 20,812	
Assets				
Property plant and equipment	\$ 454,649	\$ 467,126	\$ 467,967	90%
Total Assets	\$ 463,781	\$ 490,088	\$ 519,410	100%
Equity (net assets)	\$ 329,698	\$ 338,026	\$ 358,050	
Cashflow				
Net cashflow from operations	\$ 26,630	\$ 52,127	\$ 58,849	
Purchase of Fixed Assets	\$ 67,943	\$ 40,650	\$ 27,044	
Other				
Staffing FTE	1,871	1,860	1,916	
Total EFTS to Total Staff ratio	9:1	9:1	10:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	17:1	19:1	20:1	

* All financial information is on a consolidated basis.

Note: Refer to Glossary for definitions.

AORAKI POLYTECHNIC

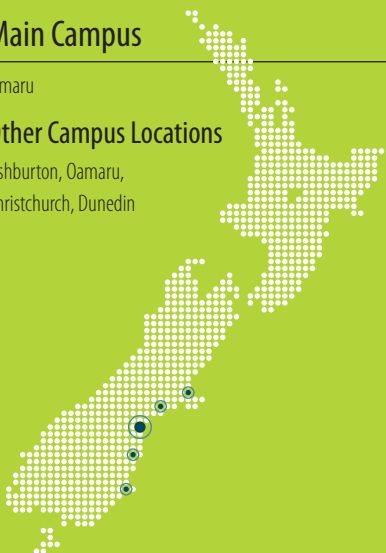
Chair: Kevin Cosgrove
 Chief Executive: Kay Nelson

Main Campus

Timaru

Other Campus Locations

Ashburton, Oamaru,
 Christchurch, Dunedin

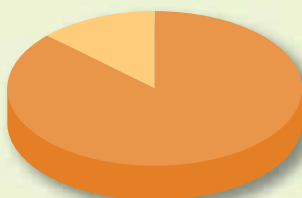


NZQA EER

Educational Performance: Confident
 Self-assessment: Confident

TEC Funding

Category	Percentage
Teaching and Learning	87.0
Capability	13.0
Research	—
Scholarship/Learner	—



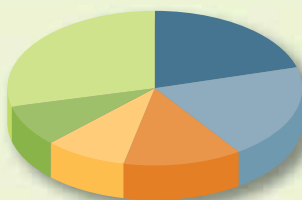
Delivery by Level

Level	Percentage
Level 1–2	32.6
Level 3–4	52.6
Level 5–6	14.8
Level 7–8	—
Level 9–10	—



Delivery by Subject

Subject	Percentage
Engineering and Related Technologies	20.6
Agriculture, Environmental and Related Studies	19.7
Food, Hospitality and Personal Services	13.0
Creative Arts	9.1
Management and Commerce	8.7
Other	28.8



Aoraki Polytechnic (Aoraki) is a regional institution focused on the central South Island. Its main campus is in Timaru, and it has satellite delivery sites in Ashburton, Oamaru, Christchurch and Dunedin.

Overall, Aoraki improved its educational and financial performance, and with focused market positioning and governance changes is in a strengthened position in 2010.

Responsiveness

In 2010, Aoraki undertook new brand positioning, as a result of feedback from stakeholder engagement within its region. The repositioning aimed to better align the institution's mission, value and delivery to the needs of the businesses and learners within the region.

Over half of the courses delivered by Aoraki were at Levels 3–4 (53%) and none at Level 7 or above. The main areas of delivery were Engineering and Related Technologies (21%), Agriculture, Environmental and Related Studies (20%), and Food, Hospitality and Personal Services (13%).

Enrolments over the period showed the majority of students were engaged in intramural study. The proportion of participation by TES priority groups was below the ITP sector average, but reflected the demography across the region.

Aoraki achieved well against its 2010 Statement of Service key performance indicators, performing well above targets for the majority of indicators monitored.

Effectiveness

Aoraki undertook an External Evaluation Review with the New Zealand Qualifications Authority in 2010. It received a 'confident' rating for both its educational performance and for the methods and processes it uses to continuously self-assess.

In 2010, while Aoraki performed above the ITP sector average across most of its educational performance indicators (EPis), its student progression rate was below the ITP sector average. Performance against TES priority groups showed Aoraki achieved above the ITP sector average for Māori, Pacific and students under 25 years. Across the years, Aoraki's educational performance has improved and the institution has committed in its 2011–13 Investment Plan to improving youth participation and completion rates.

Capability

Whilst Aoraki achieved a lower net surplus (7.1%) than previous years, due to larger personnel costs, it performed well against the TEC financial guidelines in 2010. Aoraki's balance sheet was strong, with healthy liquidity and minimal term liabilities. Overall, total revenue increased a little over the past year, with total government revenue contributing 77 percent to its income streams in 2010.

In 2010 more than 80 percent of Aoraki's delivery was at Levels 1–4 and nearly 50 percent of its total delivery was subcontracted to other providers. This contributed to Aoraki's relatively high student EFTS to staff ratio.

As part of the council reconstitution of the ITP sector, Aoraki experienced extensive changes, with the introduction of three new Ministerial council members, including a new council chair and a cross-council appointee with the Tai Poutini Polytechnic council. In addition to the Ministerial appointments, the Aoraki council also appointed four members from its previous council in accordance with its new appointment statute. These appointments provided the Aoraki council with a degree of continuity as it adapted to the new governance model.



TES Priorities

Participation		
2010 Performance	Aoraki Polytechnic	ITP Sector
Students under 25	41%	48%
Māori	10%	21%
Pacific	4%	8%

Course Completion		
2010 Performance	Aoraki Polytechnic	ITP Sector
Students under 25	82%	73%
Māori	83%	66%
Pacific	91%	65%

Qualification Completion		
2010 Performance	Aoraki Polytechnic	ITP Sector
Students under 25	65%	51%
Māori	74%	45%
Pacific	100%	45%

Overview of Educational Performance – Formal SAC Funded EFTS only				
Enrolments	2008	2009	2010	% of ITP Sector
EFTS	2,132	2,189	2,233	3%
Students	12,676	12,808	13,061	8%
Educational Performance Indicators	2008	2009	2010	ITP Sector
Successful Course Completion	78%	76%	84%	74%
Qualification Completion	31%	51%	57%	54%
Student Retention	17%	27%	54%	48%
Student Progression L1-4	23%	24%	17%	29%

Overview of Financial Performance*				
Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	10.6%	15.8%	7.1%	3.0%
Net cashflow from operations	117.4%	121.8%	119.2%	111.0%
Liquid funds	118.2%	124.8%	119.4%	8.0%
3-yr average return on property, plant and equipment	6.2%	7.4%	7.9%	4.5%
Summary Financial Statements (\$000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 18,102	\$ 21,770	\$ 21,553	77%
Domestic student fees	\$ 2,803	\$ 3,030	\$ 2,531	9%
International student fees	\$ 207	\$ 227	\$ 378	1%
Other income (including research)	\$ 2,467	\$ 2,370	\$ 3,675	13%
Total revenue	\$ 23,579	\$ 27,397	\$ 28,137	100%
Expenses				
Personnel	\$ 8,424	\$ 9,099	\$ 10,770	41%
Total expenses	\$ 21,068	\$ 23,070	\$ 26,150	100%
Net surplus before abnormals	\$ 2,511	\$ 4,327	\$ 1,987	
Assets				
Property plant and equipment	\$ 33,088	\$ 34,166	\$ 33,695	52%
Total Assets	\$ 57,186	\$ 62,321	\$ 64,560	100%
Equity (net assets)	\$ 54,305	\$ 59,668	\$ 62,001	
Cashflow				
Net cashflow from operations	\$ 3,398	\$ 4,586	\$ 4,739	
Purchase of Fixed Assets	\$ 2,573	\$ 2,738	\$ 1,737	
Other				
Staffing FTE	147	163	155	
Total EFTS to Total Staff ratio	16:1	14:1	16:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	33:1	30:1	37:1	

BAY OF PLENTY POLYTECHNIC

Chair: Ian Turner

Chief Executive: Dr Alan Hampton

Main Campus

Tauranga (Windermere)

Other Campus Locations

Tauranga City (Bongard Centre)

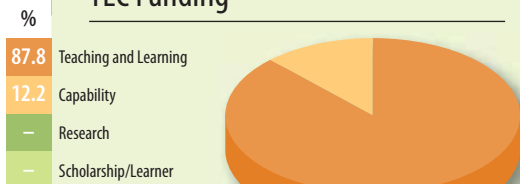


NZQA EER

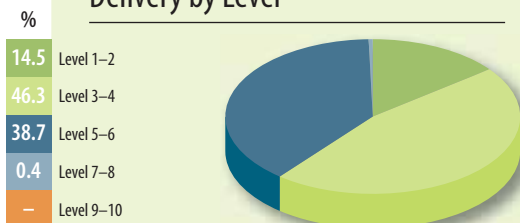
Educational Performance: Highly Confident

Self-assessment: Confident

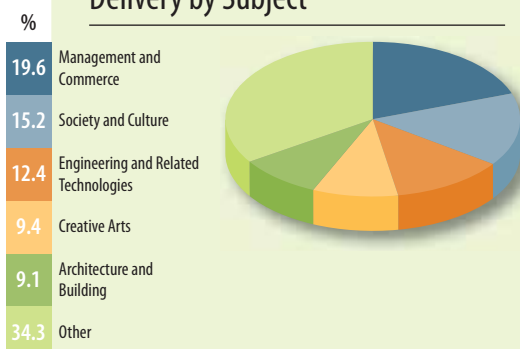
TEC Funding



Delivery by Level



Delivery by Subject



Bay of Plenty Polytechnic (BOPP) has two main campuses in Tauranga: the Windermere Campus and the Bongard Centre (situated in the central city).

BOPP's strong educational and financial performance in 2010, along with its responsiveness and collaborations, has put it in a good position to advance the TES priorities.

Responsiveness

BOPP has responded to both industry and community needs by increasing its range of qualifications up to Level 6 and partnering with the University of Waikato and Te Whare Wānanga o Awanuiārangi to pathway students to university degrees. BOPP has also participated in the development of a Regional Tertiary Education Action Plan to meet the needs of the Bay of Plenty area. The Action Plan proposes increased research capability and tertiary education provision, which will be targeted to improve regional productivity and economic performance.

Over half of BOPP's programmes was delivered at Levels 1-4, and its main delivery was focused at Levels 3-6. Its main areas of delivery were Management and Commerce (20%), Society and Culture (15%), and Engineering and Related Technologies (12%). BOPP does not offer degrees, but has well-developed pathways for its students to move into further study at the University of Waikato and Te Whare Wānanga o Awanuiārangi.

BOPP's students were predominantly aged under 25 years, and its ethnic demography was representative of the region.

BOPP achieved the majority of the key performance indicators outlined in its 2010 Statement of Service. Where it did not meet targets, its performance still improved compared with 2009.

Effectiveness

BOPP was the first polytechnic to be reviewed under the External Evaluation Review process. The New Zealand Qualifications Authority (NZQA) completed this evaluation in 2010. NZQA gave BOPP a 'highly confident' rating for its educational performance and a 'confident' rating for the methods and processes that BOPP uses to continuously self-assess.

Overall, the institution's educational performance improved in 2010. BOPP's performance was comparable or above ITP sector averages for qualification completion, course completions and student retention. For student progression, the drop over the past year has placed its 2010 performance below the ITP sector average. Performance against TES priority groups showed BOPP achieved above the ITP sector average for Māori, Pacific and students under 25 years.

Capability

In 2010, BOPP performed very well against TEC recommended guidelines for all financial indicators. However, its net surplus dropped 8.2 percent, from a high of 19.5 percent in 2009, due to increased personnel and occupancy costs. Its total revenue in 2010 was \$43.4m (down 1.4%), of which \$27.9m was government funding.

As part of the council reconstitution of the ITP sector, BOPP experienced extensive changes in its council with the introduction of three new minister-appointed council members. The changes included a new council chair and deputy chair. The deputy is also a cross-council appointee as the deputy chair of the Waiariki Institute of Technology council. In addition to the ministerial appointments, BOPP appointed four members, two of which are new, in accordance with its appointment statute.



TES Priorities

Participation		
2010 Performance	BOPP	ITP Sector
Students under 25	56%	48%
Māori	28%	21%
Pacific	3%	8%

Course Completion		
2010 Performance	BOPP	ITP Sector
Students under 25	74%	73%
Māori	73%	66%
Pacific	66%	65%

Qualification Completion		
2010 Performance	BOPP	ITP Sector
Students under 25	60%	51%
Māori	61%	45%
Pacific	49%	45%

Overview of Educational Performance – Formal SAC Funded EFTS only

Enrolments	2008	2009	2010	% of ITP Sector
EFTS	2,457	2,764	2,918	4%
Students	7,306	7,792	6,800	4%
Educational Performance Indicators	2008	2009	2010	ITP Sector
Successful Course Completion	72%	68%	74%	74%
Qualification Completion	57%	55%	59%	54%
Student Retention	37%	45%	50%	48%
Student Progression L1-4	27%	28%	25%	29%

Overview of Financial Performance*

Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	5.6%	19.5%	11.3%	3.0%
Net cashflow from operations	117.2%	145.0%	120.5%	111.0%
Liquid funds	19.0%	23.7%	12.6%	8.0%
3-yr average return on property, plant and equipment	6.2%	9.1%	10.8%	4.5%
Summary Financial Statements (\$'000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 22,942	\$ 30,906	\$ 27,905	64%
Domestic student fees	\$ 6,570	\$ 7,937	\$ 9,750	22%
International student fees	\$ 722	\$ 1,003	\$ 955	2%
Other income (including research)	\$ 3,295	\$ 4,239	\$ 4,853	11%
Total revenue	\$ 33,529	\$ 44,085	\$ 43,463	100%
Expenses				
Personnel	\$ 20,572	\$ 21,595	\$ 24,578	64%
Total expenses	\$ 31,652	\$ 35,487	\$ 38,565	100%
Net surplus before abnormals	\$ 1,877	\$ 8,598	\$ 4,898	
Assets				
Property plant and equipment	\$ 65,988	\$ 75,762	\$ 81,290	86%
Total Assets	\$ 76,007	\$ 89,851	\$ 94,020	100%
Equity (net assets)	\$ 65,765	\$ 75,926	\$ 81,029	
Cashflow				
Net cashflow from operations	\$ 4,843	\$ 13,831	\$ 7,341	
Purchase of Fixed Assets	\$ 4,474	\$ 11,726	\$ 9,171	
Other				
Staffing FTE	341	366	375	
Total EFTS to Total Staff ratio	9:1	9:1	9:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	18:1	18:1	18:1	

* All financial information is on a consolidated basis.

Note: Refer to Glossary for definitions.

UNITEC INSTITUTE OF TECHNOLOGY

Chair: Ted van Arkel
 Chief Executive: Dr Rick Ede

Main Campus

Mt Albert, Auckland

Other Campus Locations

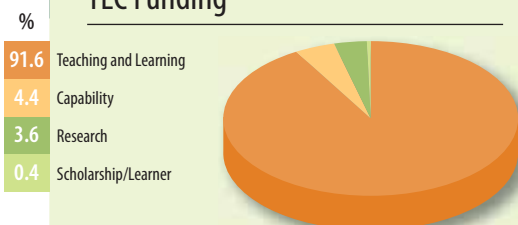
North Shore, Auckland
 Newmarket, Auckland
 Waitakere, Auckland



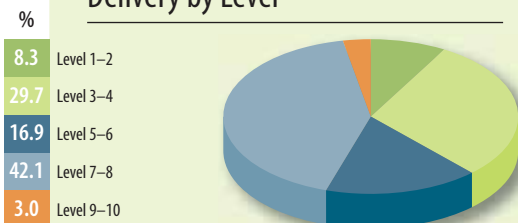
NZQA EER

Scheduled for November 2011

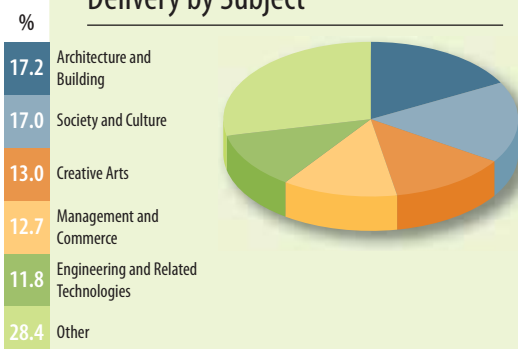
TEC Funding



Delivery by Level



Delivery by Subject



Unitec Institute of Technology (Unitec) is located in Auckland. It has a main campus in Mt Albert, with three other sites in Waitakere, the North Shore and Newmarket.

Overall, Unitec performed well educationally and financially in 2010, placing it in a good position to advance the TES priorities.

Responsiveness

Unitec is establishing strategic relationships with key business and employer groups, creating opportunities to provide involvement in the learning process from programme design to work placements. The institution is developing three learning precincts, planned for completion in 2020. It plans to support these precincts with online campuses and community access points, as well as deepened partnerships with schools and other educational providers, business and government organisations. Through its collaboration with Manukau Institute of Technology and Te Wānanga o Aotearoa, it aims to support the social, spatial and economic transformation of Auckland.

Over the past years, Unitec has increased its focus on higher-level provision, which is reflected in its profile of delivery. In 2010, Unitec delivered 62 percent of its provision at Levels 5 and above, of which the majority was across Levels 7-8 qualifications (42%). Its main areas of provision were Architecture and Building (17%), Society and Culture (17%), Creative Arts (13%) and Management and Commerce (13%).

In 2010, Unitec's student demography was representative of its region. Across the institution, Māori and Pacific students have increased over the years. These groups contributed up 10 percent and 13 percent (respectively) of Unitec's total enrolments in 2010. Enrolments for students under 25 years also increased, totalling 53 percent of the student population.

Unitec achieved the majority of the key performance indicators outlined in its 2010 Statement of Service. Where indicators were not met, the difference between actual and target was marginal.

Effectiveness

The New Zealand Qualifications Authority is yet to complete Unitec's External Evaluation Review, but this is scheduled for November 2011. In the meantime, Unitec retains its Quality Assured status.

Unitec performed above or comparable to the ITP sector average against three out of the four the educational performance indicators (EPis). These results improved on 2009 rates, except for qualification completions. Performance across the TES priority groups showed Unitec performed well against the ITP sector average for course completions and below average for qualification completions across youth, Māori and Pacific groups.

Capability

Unitec's financial performance met the TEC's recommended guidelines for most indicators, with the exception of liquid funds. Unitec has a borrowing facility to support its capital expenditure programme and is reducing its overall level of debt. It also has an uncommitted borrowing facility to support its low level of liquidity. The institution has consolidated its improved net surplus position due to increased revenue and cost efficiencies over the last two years following losses in earlier years. Its total revenue has steadily increased over the past years, and in 2010 it was \$138.3m. Government revenue of \$79.1m contributed 57 percent towards this total.



As part of the council reconstitution of the ITP sector, Unitec experienced significant changes in its council structure. Three new Ministerial appointments were made, including that of deputy chair, who is also a cross-council appointment with Manukau Institute of Technology. The Unitec council appointed four existing members in accordance with its statutes. This enabled the council to retain some continuity as it adapted to the new governance model.



TES Priorities

Participation		
2010 Performance	Unitec	ITP Sector
Students under 25	53%	48%
Māori	10%	21%
Pacific	13%	8%

Course Completion		
2010 Performance	Unitec	ITP Sector
Students under 25	74%	73%
Māori	70%	66%
Pacific	62%	65%

Qualification Completion		
2010 Performance	Unitec	ITP Sector
Students under 25	48%	51%
Māori	39%	45%
Pacific	34%	45%

Overview of Educational Performance – Formal SAC Funded EFTS only				
Enrolments	2008	2009	2010	% of ITP Sector
EFTS	7,108	8,344	8,378	12%
Students	13,392	15,083	15,143	9%
Educational Performance Indicators	2008	2009	2010	ITP Sector
Successful Course Completion	76%	75%	77%	74%
Qualification Completion	49%	55%	52%	54%
Student Retention	19%	59%	64%	48%
Student Progression L1-4	20%	31%	35%	29%

Overview of Financial Performance*				
Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	-0.1%	6.4%	6.4%	3.0%
Net cashflow from operations	115.5%	114.5%	117.1%	111.0%
Liquid funds	2.7%	3.6%	1.5%	8.0%
3-yr average return on property, plant and equipment	5.4%	6.6%	7.6%	4.5%
Summary Financial Statements (\$000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 66,795	\$ 76,793	\$ 79,086	57%
Domestic student fees	\$ 25,121	\$ 30,712	\$ 32,449	23%
International student fees	\$ 15,660	\$ 15,390	\$ 16,866	12%
Other income (including research)	\$ 10,957	\$ 8,890	\$ 9,870	7%
Total revenue	\$ 118,533	\$ 131,785	\$ 138,272	100%
Expenses				
Personnel	\$ 75,524	\$ 78,897	\$ 81,550	63%
Total expenses	\$ 118,615	\$ 123,353	\$ 129,398	100%
Net surplus before abnormals	\$ (82)	\$ 8,432	\$ 8,874	
Assets				
Property plant and equipment	\$ 225,908	\$ 223,434	\$ 222,047	97%
Total Assets	\$ 233,030	\$ 232,873	\$ 228,832	100%
Equity (net assets)	\$ 186,485	\$ 195,962	\$ 197,746	
Cashflow				
Net cashflow from operations	\$ 17,952	\$ 18,013	\$ 22,110	
Purchase of Fixed Assets	\$ 5,642	\$ 8,661	\$ 15,053	
Other				
Staffing FTE	1,094	1,103	1,121	
Total EFTS to Total Staff ratio	8:1	9:1	9:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	15:1	17:1	18:1	

* All financial information is on a consolidated basis.

Note: Refer to Glossary for definitions.

CHRISTCHURCH POLYTECHNIC INSTITUTE OF TECHNOLOGY

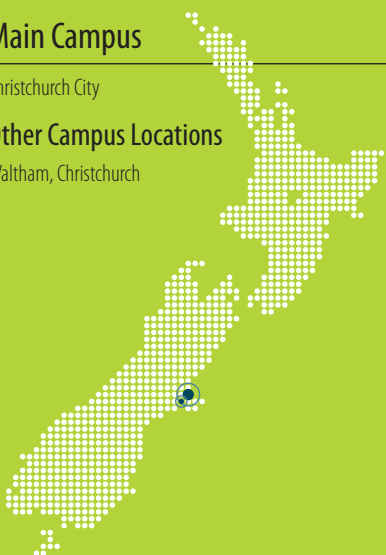
Chair: Jenn Bestwick
Chief Executive: Kay Giles

Main Campus

Christchurch City

Other Campus Locations

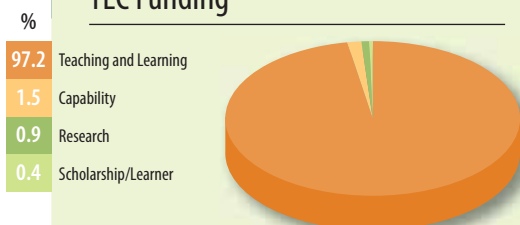
Waltham, Christchurch



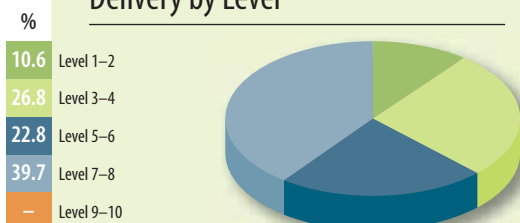
NZQA EER

Due to the Canterbury Earthquake the EER has been rescheduled to be carried out in April 2012.

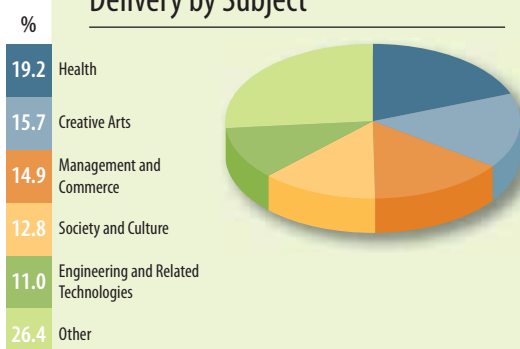
TEC Funding



Delivery by Level



Delivery by Subject



Christchurch Polytechnic Institute of Technology (CPIT) is one of New Zealand's largest tertiary institutions. It has two campuses in the Canterbury region: one in Christchurch city centre and another in Waltham.

CPIT's strong educational and financial performance in 2010 has positioned it well for achieving the TES priorities stipulated for the ITP sector.

The impact of the September earthquake caused minimal disruption to the operation of the institution in 2010 and minor damage to CPIT's buildings and infrastructure.

Responsiveness

In 2010, several initiatives were implemented to enhance the responsiveness of CPIT to the industries and learners it serves. To enhance the industry connectedness of its programmes of delivery, CPIT launched Tradefit. This is an experience-based learning project, which represents a solution-based approach to industry training. It supports industry with training programmes that directly benefit local communities and provide real-world training activities. Focus on learner support also saw CPIT develop a Māori and Pacific Student Support team to better meet the learning needs of its students.

In 2010, CPIT's profile of delivery was largely focused on Levels 5-8 qualifications (63%) and across the areas of delivery of Health (19%), Creative Arts (16%) and Management and Commerce (15%). The ethnicity and age of enrolled students reflected of the local demography. CPIT performed well with regard to the TES priority areas.

CPIT performed above targets for the majority of key performance indicators in its 2010 Statement of Service.

Effectiveness

CPIT has had Quality Assured status for the past four years, consistent with ITP quality requirements. Due to the Canterbury earthquakes, the New Zealand Qualifications Authority has now rescheduled CPIT's External Evaluation Review to April 2012.

CPIT performed above the ITP sector average against course completion, qualification completion and student progression rates but was slightly below average for student retention. CPIT has performed increasingly well across the educational performance indicators (EPIs) over recent years, with course completions for Māori, Pacific and students under 25 years all above ITP sector averages.

Capability

Overall, CPIT performed well above TEC-recommended guidelines across all financial indicators with continued improvement to net surplus (11.8%). In 2010, CPIT received \$87.4m in total revenue, a 2.9 percent increase on 2009. This figure included increased government revenue as well as student fee income. Government funding (\$49.9m) contributed 57 percent and international student fees (\$9.9m) contributed 11 percent. The September 2010 earthquake had no significant financial impact.

In 2010, CPIT experienced changes in its council and senior management, with the appointment of three new council members through the council reconstitution of the ITP and the appointment of a new chief executive. The council reconstitution process introduced one Ministerial appointment that was also a cross-council appointment to the Tai Poutini Polytechnic council.



TES Priorities

Participation		
2010 Performance	CPIT	ITP Sector
Students under 25	60%	48%
Māori	7%	21%
Pacific	2%	8%

Course Completion		
2010 Performance	CPIT	ITP Sector
Students under 25	80%	73%
Māori	71%	66%
Pacific	70%	65%

Qualification Completion		
2010 Performance	CPIT	ITP Sector
Students under 25	58%	51%
Māori	44%	45%
Pacific	53%	45%

Overview of Educational Performance – Formal SAC Funded EFTS only

Enrolments	2008	2009	2010	% of ITP Sector
EFTS	4,866	5,280	5,076	7%
Students	14,881	14,945	11,546	7%
Educational Performance Indicators	2008	2009	2010	ITP Sector
Successful Course Completion	77%	78%	81%	74%
Qualification Completion	57%	54%	63%	54%
Student Retention	45%	44%	44%	48%
Student Progression L1-4	41%	26%	31%	29%

Overview of Financial Performance*

Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	9.6%	10.8%	11.8%	3.0%
Net cashflow from operations	113.9%	126.2%	121.2%	111.0%
Liquid funds	30.5%	43.1%	49.3%	8.0%
3-yr average return on property, plant and equipment	6.1%	8.3%	6%	4.5%
Summary Financial Statements (\$000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 47,494	\$ 48,806	\$ 49,925	58%
Domestic student fees	\$ 15,338	\$ 17,447	\$ 18,514	21%
International student fees	\$ 7,538	\$ 8,463	\$ 9,895	11%
Other income (including research)	\$ 12,116	\$ 10,182	\$ 9,060	10%
Total revenue	\$ 82,486	\$ 84,898	\$ 87,394	100%
Expenses				
Personnel	\$ 45,773	\$ 47,434	\$ 48,657	63%
Total expenses	\$ 74,560	\$ 75,746	\$ 77,109	100%
Net surplus before abnormals	\$ 7,926	\$ 9,152	\$ 10,285	
Assets				
Property plant and equipment	\$ 156,151	\$ 166,198	\$ 168,112	80%
Total Assets	\$ 183,688	\$ 202,295	\$ 192,992	100%
Equity (net assets)	\$ 158,050	\$ 176,645	\$ 170,545	
Cashflow				
Net cashflow from operations	\$ 9,571	\$ 18,263	\$ 14,948	
Purchase of Fixed Assets	\$ 4,715	\$ 4,552	\$ 7,541	
Other				
Staffing FTE	746	752	752	
Total EFTS to Total Staff ratio	8:1	8:1	8:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	14:1	16:1	16:1	

* All financial information is on a consolidated basis.

Note: Refer to Glossary for definitions.

EASTERN INSTITUTE OF TECHNOLOGY

Chair: David Pearson
 Chief Executive: Chris Collins

Main Campus

Taradale, Napier

Other Campus Locations

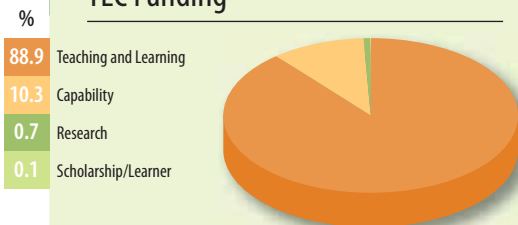
Hastings, Waipukurau, Flaxmere,
 Maraenui, Wairoa



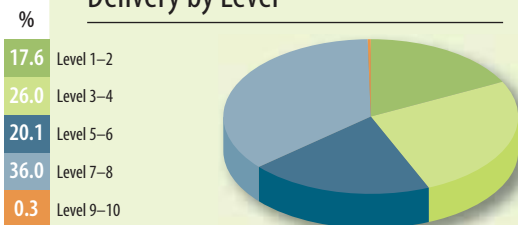
NZQA EER

Educational Performance: Highly Confident
 Self-assessment: Confident

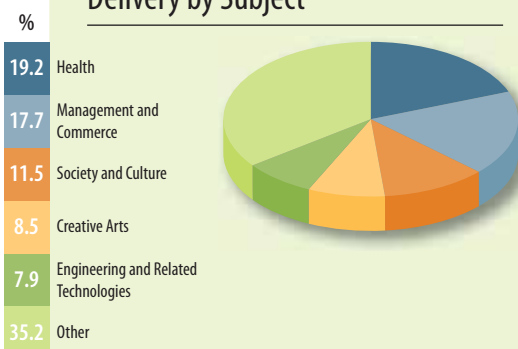
TEC Funding



Delivery by Level



Delivery by Subject



Eastern Institute of Technology (EIT) is a regional polytechnic with a main campus in Napier, and five other sites in Hastings, Waipukurau, Maraenui, Wairoa and Flaxmere.

Overall, EIT performed well educationally and financially in 2010, placing it in a strong position to advance the TES priorities.

Responsiveness

EIT received a Spirit of Napier Award in recognition of its significant impact in raising the region's profile, contributing to the economy and creating opportunities through the provision of a variety of educational programmes for the benefit of the wider community – locally, nationally and internationally.

Over half of EIT's qualifications were delivered at Levels 5 and above. The largest areas of delivery were Health (19%), Management and Commerce (18%), and Society and Culture (12%).

In recent years, participation across the priority groups increased. Half of EIT's enrolments were by students under 25 years. Māori and Pacific made up 33 percent and 4 percent (respectively) of total enrolments. Māori enrolments exceeded EIT's regional population, but the Pacific population was slightly under-represented.

The majority of EIT's 2010 Statement of Service key performance indicators were achieved or partially achieved and showed an increase compared with 2009.

Effectiveness

EIT had an External Evaluation Review with the New Zealand Qualifications Authority in 2010. 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.

In 2010, EIT performed above the ITP sector average for all educational performance indicators (EPIs), mainly improving on 2009. Results across the TES priority groups for Māori, Pacific and students under 25 years also improved.

Capability

In 2010, EIT performed well against TEC financial guidelines, and continued to improve its net surplus. Total revenue increased by 9.9 percent (\$3.9m), with the main increase coming in respect to government funding and domestic student fees (driven up by increased EFTS and a shift to higher-level provision). Net cash flow from operations and liquid funds continued to reflect the strong financial position of the institution.

As part of the council reconstitution of the ITP sector, EIT's existing Ministerial appointees were appointed again to provide continuity to the council as it managed the shift to the smaller council model. During this time, the EIT council was also in discussions with the Tairāwhiti Polytechnic council about a potential merger opportunity. The two institutions merged on 1 January 2011.



EASTERN INSTITUTE OF TECHNOLOGY

TES Priorities

Participation		
2010 Performance	EIT	ITP Sector
Students under 25	50%	48%
Māori	33%	21%
Pacific	4%	8%

Course Completion		
2010 Performance	EIT	ITP Sector
Students under 25	74%	73%
Māori	67%	66%
Pacific	60%	65%

Qualification Completion		
2010 Performance	EIT	ITP Sector
Students under 25	48%	51%
Māori	44%	45%
Pacific	49%	45%

Overview of Educational Performance – Formal SAC Funded EFTS only				
Enrolments	2008	2009	2010	% of ITP Sector
EFTS	2,430	2,553	2,729	4%
Students	5,482	5,767	6,152	4%
Educational Performance Indicators	2008	2009	2010	ITP Sector
Successful Course Completion	67%	67%	76%	74%
Qualification Completion	48%	43%	55%	54%
Student Retention	49%	49%	52%	48%
Student Progression L1-4	49%	48%	45%	29%

Overview of Financial Performance*				
Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	3.6%	5.1%	8.2%	3.0%
Net cashflow from operations	117.1%	118.0%	124.4%	111.0%
Liquid funds	31.9%	35.1%	38.2%	8.0%
3-yr average return on property, plant and equipment	5.3%	5.5%	6.7%	4.5%
Summary Financial Statements (\$000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 20,984	\$ 24,382	\$ 27,105	62%
Domestic student fees	\$ 7,229	\$ 8,045	\$ 9,294	21%
International student fees	\$ 2,388	\$ 2,778	\$ 2,755	6%
Other income (including research)	\$ 5,414	\$ 4,434	\$ 4,428	10%
Total revenue	\$ 36,015	\$ 39,640	\$ 43,551	100%
Expenses				
Personnel	\$ 21,878	\$ 23,826	\$ 24,776	62%
Total expenses	\$ 34,726	\$ 37,619	\$ 40,004	100%
Net surplus before abnormals	\$ 1,289	\$ 2,021	\$ 3,577	
Assets				
Property plant and equipment	\$ 69,187	\$ 79,744	\$ 82,030	84%
Total Assets	\$ 81,823	\$ 93,562	\$ 97,462	100%
Equity (net assets)	\$ 75,086	\$ 85,955	\$ 89,758	
Cashflow				
Net cashflow from operations	\$ 5,355	\$ 6,026	\$ 8,551	
Purchase of Fixed Assets	\$ 3,568	\$ 6,197	\$ 7,130	
Other				
Staffing FTE	374	386	392	
Total EFTS to Total Staff ratio	8:1	8:1	8:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	15:1	15:1	16:1	

* All financial information is on a consolidated basis.

Note: Refer to Glossary for definitions.

WELLINGTON INSTITUTE OF TECHNOLOGY

Chair: Roger Sowry
Chief Executive: Dr Linda Sissons

Main Campus

Petone, Wellington

Other Campus Locations

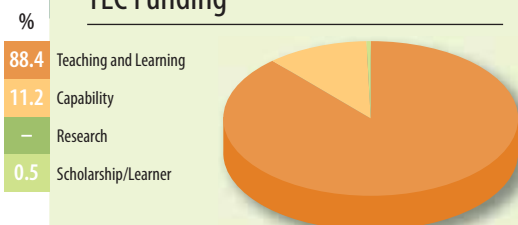
Auckland, Christchurch



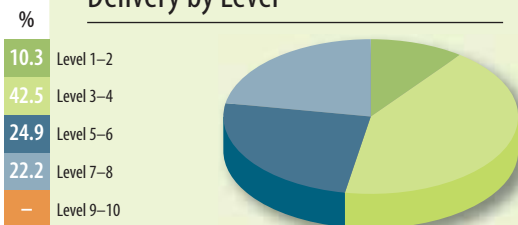
NZQA EER

Scheduled for May 2011

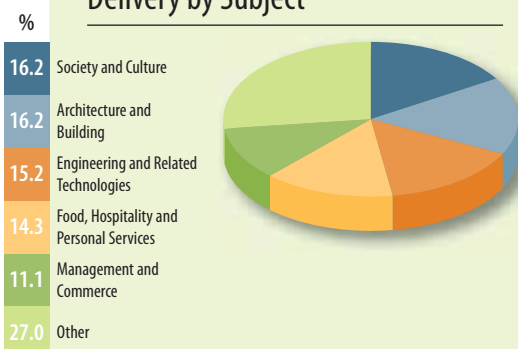
TEC Funding



Delivery by Level



Delivery by Subject



Wellington Institute of Technology (WelTec) has main campuses in Petone and Wellington and satellite campus sites in Auckland and Christchurch.

Overall, WelTec's financial performance and strengthened educational performance has put the institution in a strong position to deliver against TES priorities.

Responsiveness

WelTec has a well-established Advisory Committee structure that supports 17 different sectors and trades. Council and staff maintain close contact with leaders in industry through these committees and have greatly benefited from their expertise and guidance. The Advisory Committees have been helpful in providing WelTec with an understanding of not only the current state of its markets, but also any future challenges and opportunities. The council will continue to communicate directly with WelTec's Advisory Committees to maintain a strong industry perspective.

In 2010, 43 percent of enrolments were at Levels 3–4 and 47 percent were at Levels 5–8. The largest areas of delivery were Architecture and Building (16%), Society and Culture (16%), and Engineering and Related Technologies (15%).

WelTec's students were predominantly under 25 years of age, and students' ethnic demography was representative of the region.

WelTec achieved well against its 2010 Statement of Service key performance indicators, performing above targets for the majority of indicators.

Effectiveness

WelTec is yet to undergo an External Evaluation Review with the New Zealand Qualifications Authority. This review is scheduled to take place in May 2011. In the meantime, WelTec retains its Quality Assured status.

In 2010, WelTec performed above ITP sector averages against all four educational performance indicators (EPs) of course completion, qualification completion, student retention and student progression. These results improved on 2009, with the most significant shift being for student retention (up 10%). In 2010, performance against the TES priority groups was above ITP sector averages for qualification completions and comparable for course completions.

Capability

In 2010, WelTec continued to perform well financially, meeting all TEC recommended guidelines. However, its surplus (before abnormals) was down from 2009 by 2.5 percent due to a fall in student numbers. The result of 6.7 percent was further impacted by restructuring costs (\$0.5m), reducing net surplus after abnormals to 5.7 percent. WelTec's total revenue in 2010 was \$53.3m, with almost two-thirds of this coming from government funding (\$33.6m). Total revenue was up 8.2 percent due to increases in other income, as well as government grants.

As part of the council reconstitution of the ITP sector, WelTec experienced extensive changes in its council. Four cross-council appointments were made across the WelTec and Whitireia Community Polytechnic councils, meaning they share the same four Ministerial appointees (including the chair and deputy chair). All four of the Ministerial appointees are new to the council. The WelTec council then appointed four members from its existing council in accordance with its statutes.



TES Priorities

Participation		
2010 Performance	WelTec	ITP Sector
Students under 25	59%	48%
Māori	17%	21%
Pacific	10%	8%

Course Completion		
2010 Performance	WelTec	ITP Sector
Students under 25	73%	73%
Māori	68%	66%
Pacific	64%	65%

Qualification Completion		
2010 Performance	WelTec	ITP Sector
Students under 25	56%	51%
Māori	59%	45%
Pacific	47%	45%

Overview of Educational Performance – Formal SAC Funded EFTS only

Enrolments	2008	2009	2010	% of ITP Sector
EFTS	2,702	2,871	2,905	4%
Students	5,283	4,762	4,786	3%
Educational Performance Indicators	2008	2009	2010	ITP Sector
Successful Course Completion	65%	67%	75%	74%
Qualification Completion	56%	57%	64%	54%
Student Retention	52%	51%	61%	48%
Student Progression L1-4	35%	37%	39%	29%

Overview of Financial Performance*

Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	4.9%	9.2%	6.7%	3.0%
Net cashflow from operations	110.7%	125.5%	122.0%	111.0%
Liquid funds	24.4%	29.5%	33.5%	8.0%
3-yr average return on property, plant and equipment	11.5%	14.1%	14.1%	4.5%
Summary Financial Statements (\$000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 29,768	\$ 32,431	\$ 33,581	63%
Domestic student fees	\$ 8,133	\$ 9,256	\$ 9,491	18%
International student fees	\$ 3,504	\$ 4,245	\$ 3,963	7%
Other income (including research)	\$ 7,881	\$ 3,359	\$ 6,310	12%
Total revenue	\$ 49,286	\$ 49,291	\$ 53,345	100%
Expenses				
Personnel	\$ 26,944	\$ 25,952	\$ 28,177	57%
Total expenses	\$ 46,886	\$ 44,736	\$ 49,746	100%
Net surplus before abnormals	\$ 2,400	\$ 4,555	\$ 3,599	
Assets				
Property plant and equipment	\$ 55,676	\$ 58,970	\$ 59,615	70%
Total Assets	\$ 71,867	\$ 77,378	\$ 85,197	100%
Equity (net assets)	\$ 59,966	\$ 64,099	\$ 68,642	
Cashflow				
Net cashflow from operations	\$ 4,495	\$ 10,346	\$ 9,501	
Purchase of Fixed Assets	\$ 7,996	\$ 8,457	\$ 3,871	
Other				
Staffing FTE	389	372	397	
Total EFTS to Total Staff ratio	11:1	12:1	11:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	21:1	24:1	22:1	

* All financial information is on a consolidated basis.

Note: Refer to Glossary for definitions.

UNIVERSAL COLLEGE OF LEARNING

Chair: Trevor Goodwin
Chief Executive: Paul McElroy

Main Campus

Palmerston North

Other Campus Locations

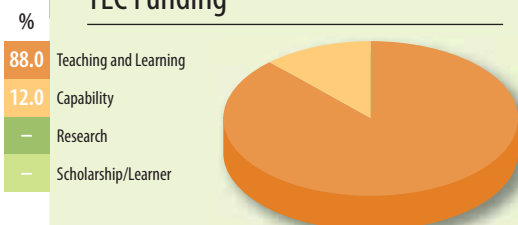
Whanganui, Wairarapa



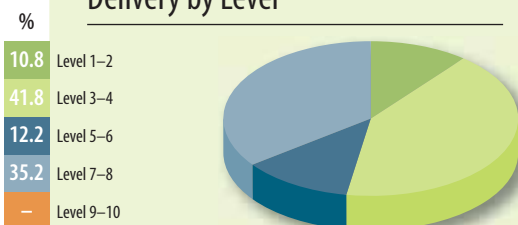
NZQA EER

Scheduled for October 2011

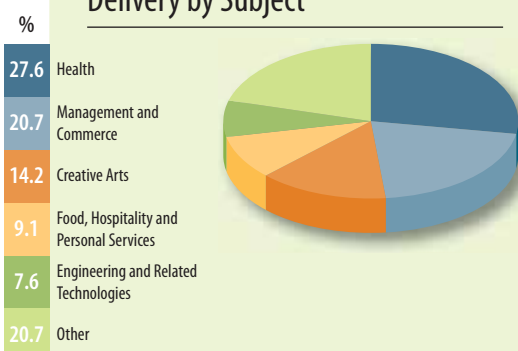
TEC Funding



Delivery by Level



Delivery by Subject



The Universal College of Learning (UCOL) has a main campus in Palmerston North and two other campuses in Whanganui and the Wairarapa.

UCOL's improved educational performance reflects the improvement plan the institution has put in place to continue to increase educational performance with further improvement expected in 2011. UCOL's improved financial performance strengthened its position for 2010.

Responsiveness

Stakeholder engagement groups form a vital link between UCOL and the workplace. Stakeholder members assist in assessing the employment market and community needs, developing programmes that meet those needs effectively and evaluating and moderating the quality of delivery of UCOL programmes. During 2010, extra effort was put into enhancing partnerships within the community, in particular with the industries and sectors associated with its academic programmes. Sponsorship was increased for UCOL's Motorsport programmes, led by Toyota New Zealand, and new partnerships were developed that provide ongoing resources and other support.

UCOL delivered over half of its qualifications at Levels 1–4, and around one-third across Levels 7–8 programmes. The largest areas of delivery were Health (28%), Management and Commerce (21%), and Creative Arts (14%).

In 2010, UCOL's students were predominantly under 25 years of age. The institution's ethnic demography was significantly higher for Māori when compared to the Manawatu-Whanganui region.

UCOL achieved the majority of its 2010 Statement of Service key performance indicators. Where it did not meet its target, there was still an increase in performance compared with 2009.

Effectiveness

UCOL is yet to have its External Evaluation Review undertaken by the New Zealand Qualifications Authority. This is scheduled for October 2011. In the meantime, UCOL retains its Quality Assured status.

In 2010, educational performance across UCOL was mixed. Improvements were seen across course and qualification completion rates and drops across student progression and retention. Across the priority groups, performance against all indicators was below the ITP sector average. In response, UCOL put in place an educational performance improvement plan to further address its educational performance in the coming years.

Capability

UCOL performed well against TEC financial guidelines for 2010 with a surplus (before abnormal) of 11.5 percent. Its improved financial position was largely due to a review of costs, resulting in the introduction of various cost-saving initiatives. Abnormal costs incurred through impairments on property, plant and equipment, together with change management expenses reduced this to a net surplus of 8.6 percent. Total revenue increased 3.7 percent to \$56.6m. Government revenue (\$35.9m) comprised 64 percent of this total.

As part of the council reconstitution of the ITP sector, UCOL experienced extensive changes in its council with the introduction of three new Ministerial council members, including a new chair and deputy chair. The UCOL council also appointed four existing members in accordance with its statutes, including the UCOL chief executive.



TES Priorities

Participation		
2010 Performance	UCOL	ITP Sector
Students under 25	58%	48%
Māori	27%	21%
Pacific	5%	8%

Course Completion		
2010 Performance	UCOL	ITP Sector
Students under 25	59%	73%
Māori	50%	66%
Pacific	38%	65%

Qualification Completion		
2010 Performance	UCOL	ITP Sector
Students under 25	47%	51%
Māori	41%	45%
Pacific	26%	45%

Overview of Educational Performance – Formal SAC Funded EFTS only				
Enrolments	2008	2009	2010	% of ITP Sector
EFTS	3,321	3,575	3,374	5%
Students	6,975	6,467	4,627	3%
Educational Performance Indicators	2008	2009	2010	ITP Sector
Successful Course Completion	55%	56%	62%	74%
Qualification Completion	52%	45%	51%	54%
Student Retention	44%	53%	51%	48%
Student Progression L1-4	32%	32%	28%	29%

Overview of Financial Performance*				TEC guidelines
Key Performance Metrics	2008	2009	2010	
Net surplus (before abnormals) to revenue	4.6%	8.6%	11.5%	3.0%
Net cashflow from operations	114.8%	114.3%	124.1%	111.0%
Liquid funds	5.5%	21.3%	29.3%	8.0%
3-yr average return on property, plant and equipment	5.7%	6.2%	7.3%	4.5%
Summary Financial Statements (\$000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 35,071	\$ 35,733	\$ 35,925	64%
Domestic student fees	\$ 10,394	\$ 11,848	\$ 13,197	23%
International student fees	\$ 2,294	\$ 2,708	\$ 2,784	5%
Other income (including research)	\$ 4,138	\$ 4,270	\$ 4,659	8%
Total revenue	\$ 51,897	\$ 54,560	\$ 56,565	100%
Expenses				
Personnel	\$ 27,936	\$ 28,870	\$ 28,910	58%
Total expenses	\$ 49,525	\$ 49,859	\$ 50,079	100%
Net surplus before abnormals	\$ 2,372	\$ 4,701	\$ 6,486	
Assets				
Property plant and equipment	\$ 119,950	\$ 134,884	\$ 130,622	84%
Total Assets	\$ 130,658	\$ 152,949	\$ 156,332	100%
Equity (net assets)	\$ 107,634	\$ 126,395	\$ 130,940	
Cashflow				
Net cashflow from operations	\$ 6,896	\$ 6,739	\$ 10,940	
Purchase of Fixed Assets	\$ 11,787	\$ 3,501	\$ 4,496	
Other				
Staffing FTE	478	469	432	
Total EFTS to Total Staff ratio	8:1	9:1	9:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	17:1	18:1	19:1	

MANUKAU INSTITUTE OF TECHNOLOGY

Chair: Kaye Turner

Chief Executive: Dr Peter Brothers

Main Campus

Manukau, Auckland

Other Campus Locations

Newmarket, Auckland City,
Pukekohe, Highbrook

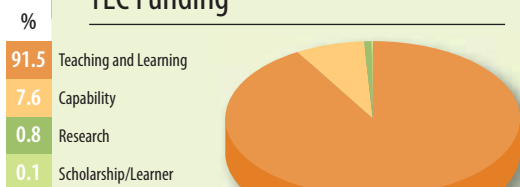


NZQA EER

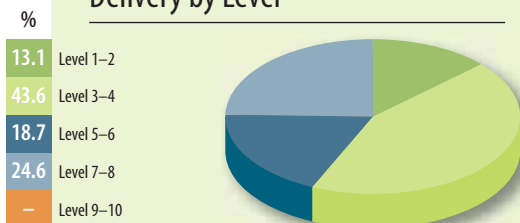
Educational Performance: Highly Confident

Self-assessment: Highly Confident

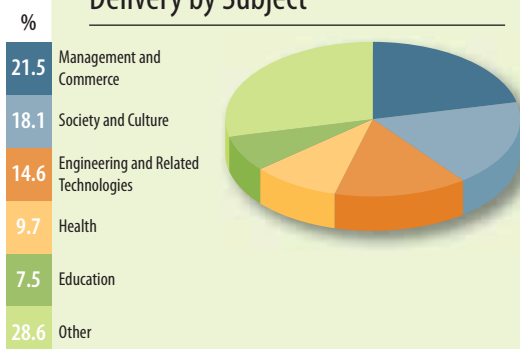
TEC Funding



Delivery by Level



Delivery by Subject



Manukau Institute of Technology (MIT) is based in South Auckland. It also has specialised campuses located throughout the city, including Newmarket, the central business district, Highbrook Business Park and Pukekohe.

MIT's 2010 educational performance was strong, achieving above the ITP sector averages for all educational performance indicators (EPIs). MIT's financial performance was healthy, with the institution continuing to report a modest surplus.

Responsiveness

MIT has taken a lead role in developing a collaborative strategy with Unitec Institute of Technology and Te Wānanga o Aotearoa to ensure that the communities and economy of Auckland are adequately supported by an appropriate volume, nature and location of vocational education delivery. MIT is committed to the partnership approach and the innovation that is required to deliver on this strategy. Within this context, MIT will maintain a particular focus on the needs of Central and South Auckland, where existing levels of tertiary education attainment fall short of those needed to support anticipated demographic and economic growth in the region.

For 2010, MIT delivered 44 percent of its qualifications at Levels 3-4 and 25 percent at Levels 7-8. MIT's profile of delivery has a strong vocational focus, and the institution has developed a number of initiatives designed to support the secondary to tertiary transition across its catchment.

In 2010, 47 percent of students were aged under 25 years, with the trend across this group increasing over the past three years. Māori and Pacific students made up 14 percent and 31 percent (respectively) of total enrolments, rates that reflect the local demography.

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

Effectiveness

The New Zealand Qualifications Authority completed MIT's External Evaluation Review in 2010 and gave MIT a 'highly confident' rating for both its educational performance and for the methods and processes that it uses to continuously self-assess.

In 2010, MIT achieved above the ITP sector averages against all four EPIs, improving on 2009 rates. Performance for Māori, Pacific and students under 25 years was above the ITP sector average for all indicators, with the exception of qualification completion rates for students under 25 years.

Capability

MIT's financial performance was in line the TEC's recommended guidelines, with a net surplus of 3 percent down from 4.6 percent in 2009 (partially due to increased personnel costs). Across recent years, MIT's total revenue has shown a steady increase due to increased domestic students, and it reached \$103.8m in 2010, with government revenue contributing 60 percent to this. MIT has significant cash reserves, which it plans to use to develop a permanent campus in Manukau City to support its commitment to South Auckland.



As part of the council reconstitution of the ITP sector, MIT experienced extensive changes in its council with the appointment of four new Ministerial members, including a new chair and deputy chair. The new chair is a cross-council appointee and holds the position of deputy chair of the Unitec Institute of Technology council. In contrast to the Ministerial appointments, the MIT council appointed four existing members in accordance with its statutes. These appointments, together with the Ministerial appointments, provided a balance of continuity and rejuvenation.



TES Priorities

Participation		
2010 Performance	MIT	ITP Sector
Students under 25	47%	48%
Māori	14%	21%
Pacific	31%	8%

Course Completion		
2010 Performance	MIT	ITP Sector
Students under 25	75%	73%
Māori	74%	66%
Pacific	72%	65%

Qualification Completion		
2010 Performance	MIT	ITP Sector
Students under 25	49%	51%
Māori	57%	45%
Pacific	53%	45%

Overview of Educational Performance – Formal SAC Funded EFTS only				
Enrolments	2008	2009	2010	% of ITP Sector
EFTS	4,596	5,473	5,724	8%
Students	11,617	12,081	11,747	7%
Educational Performance Indicators	2008	2009	2010	ITP Sector
Successful Course Completion	74%	76%	80%	74%
Qualification Completion	56%	58%	58%	54%
Student Retention	54%	52%	58%	48%
Student Progression L1-4	43%	43%	47%	29%

Overview of Financial Performance*				
Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	3.2%	4.6%	3.0%	3.0%
Net cashflow from operations	111.3%	112.1%	114.7%	111.0%
Liquid funds	46.5%	47.8%	48.8%	8.0%
3-yr average return on property, plant and equipment	3.8%	5.0%	5.8%	4.5%
Summary Financial Statements (\$000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 46,995	\$ 56,859	\$ 62,570	60%
Domestic student fees	\$ 26,074	\$ 25,305	\$ 26,612	26%
International student fees	\$ 9,073	\$ 7,873	\$ 7,258	7%
Other income (including research)	\$ 7,567	\$ 6,952	\$ 7,341	7%
Total revenue	\$ 89,709	\$ 96,989	\$ 103,781	100%
Expenses				
Personnel	\$ 55,161	\$ 61,132	\$ 68,283	68%
Total expenses	\$ 86,818	\$ 92,486	\$ 100,646	100%
Net surplus before abnormals	\$ 2,891	\$ 4,503	\$ 3,135	
Assets				
Property plant and equipment	\$ 148,694	\$ 159,039	\$ 160,722	76%
Total Assets	\$ 192,138	\$ 206,569	\$ 210,808	100%
Equity (net assets)	\$ 171,234	\$ 187,160	\$ 190,395	
Cashflow				
Net cashflow from operations	\$ 8,942	\$ 10,249	\$ 13,670	
Purchase of Fixed Assets	\$ 7,128	\$ 7,003	\$ 8,938	
Other				
Staffing FTE	757	787	811	
Total EFTS to Total Staff ratio	8:1	9:1	9:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	15:1	16:1	17:1	

NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY

Chair: Ross Butler
Chief Executive: Tony Gray

Main Campus

Nelson

Other Campus Locations

Blenheim

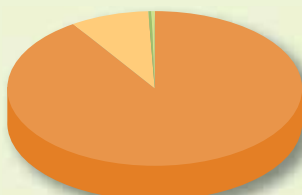


NZQA EER

Scheduled for 2012

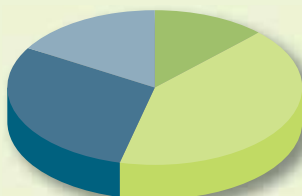
TEC Funding

%	Category
90.7	Teaching and Learning
8.6	Capability
0.3	Research
0.4	Scholarship/Learner



Delivery by Level

%	Level
12.4	Level 1-2
41.4	Level 3-4
29.7	Level 5-6
16.5	Level 7-8
—	Level 9-10



Delivery by Subject

%	Subject
23.4	Engineering and Related Technologies
21.9	Management and Commerce
18.0	Society and Culture
8.2	Health
7.3	Agriculture, Environmental and Related Studies
21.2	Other



Nelson Marlborough Institute of Technology (NMIT) is located in the Nelson-Marlborough region at the top of the South Island. It has a main campus in Nelson and satellite campuses in Blenheim, Marlborough and Richmond.

NMIT's strong educational and financial performance for 2010 has placed it in a good position to advance the TES priorities in 2011.

Responsiveness

In 2010, NMIT strengthened its links with industry stakeholders, in particular by reviewing the qualifications it offers with a focus on better meeting the needs of Māori and local iwi.

NMIT's profile of delivery was largely focused on qualifications at Levels 3-4 (41%) and Levels 5-6 (30%), in the areas of delivery of Engineering (23%), Management and Commerce (22%), and Society and Culture (18%). Māori and Pacific students made up 13 percent and 4 percent (respectively) of 2010 enrolments. Although this was lower than the ITP sector average, it reflected the regional population demography. Participation by students under 25 years increased by 3 percent, accounting for 45 percent of NMIT's total enrolments in 2010.

NMIT achieved the majority of its 2010 Statement of Service key performance indicators. Of those not met, the majority are either ongoing or were above the ITP sector average.

Effectiveness

NMIT is yet to have an External Evaluation Review undertaken by the New Zealand Qualifications Authority. A date for this has not been confirmed. NMIT's last NZQA Audit provided the institute with full quality approval for another four year cycle.

In 2010 NMIT performed above the ITP sector average against the three educational performance indicators (EPIs) of course completion, qualification completion and student retention, but its student progression rate was below average. NMIT's results across these indicators improved on 2009 results, with the most significant shift observed in a 9 percent increase in its qualification completion rate. Rates for Māori, Pacific and students under 25 years were above the ITP sector average for all indicators, with the exception of Pacific course completion rates.

Capability

NMIT met TEC targets across all financial indicators including a strong surplus (before abnormals) of 9.7 percent. This compares well with earlier years, reflecting growth in domestic and international student numbers of 11 percent. Abnormal costs related to funding to support a scholarship programme resulted in a net surplus of 8.5 percent. The 2010 total revenue for NMIT was \$56.8m, of which 45 percent was contributed by government funding (\$25.7m).

As part of the council reconstitution of the ITP sector, NMIT experienced extensive changes to its council structure. Two new Ministerial members were appointed to the council; one was an existing member and one was new to the council. Three existing members were appointed by the NMIT council in accordance with its appointment statute. Consultation with local iwi was still in progress to appoint a final member.



TES Priorities

Participation		
2010 Performance	NMIT	ITP Sector
Students under 25	45%	48%
Māori	13%	21%
Pacific	4%	8%

Course Completion		
2010 Performance	NMIT	ITP Sector
Students under 25	75%	73%
Māori	72%	66%
Pacific	61%	65%

Qualification Completion		
2010 Performance	NMIT	ITP Sector
Students under 25	53%	51%
Māori	54%	45%
Pacific	52%	45%

Overview of Educational Performance – Formal SAC Funded EFTS only

Enrolments	2008	2009	2010	% of ITP Sector
EFTS	2,682	2,775	2,749	4%
Students	6,562	6,259	5,857	3%
Educational Performance Indicators	2008	2009	2010	ITP Sector
Successful Course Completion	68%	68%	78%	74%
Qualification Completion	43%	51%	60%	54%
Student Retention	40%	47%	50%	48%
Student Progression L1-4	23%	17%	23%	29%

Overview of Financial Performance*

Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	3.1%	3.3%	9.7%	3.0%
Net cashflow from operations	112.9%	111.7%	115.7%	111.0%
Liquid funds	33.8%	47.7%	43.9%	8.0%
3-yr average return on property, plant and equipment	3.9%	4.6%	6.7%	4.5%
Summary Financial Statements (\$'000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 26,461	\$ 25,808	\$ 25,728	45%
Domestic student fees	\$ 17,612	\$ 20,168	\$ 21,588	38%
International student fees	\$ 2,526	\$ 2,819	\$ 3,918	7%
Other income (including research)	\$ 2,730	\$ 3,532	\$ 5,549	10%
Total revenue	\$ 49,329	\$ 52,327	\$ 56,783	100%
Expenses				
Personnel	\$ 15,742	\$ 17,061	\$ 16,313	32%
Total expenses	\$ 47,776	\$ 50,601	\$ 51,252	100%
Net surplus before abnormals	\$ 1,553	\$ 1,726	\$ 5,531	
Assets				
Property plant and equipment	\$ 63,155	\$ 68,113	\$ 74,667	75%
Total Assets	\$ 82,710	\$ 95,502	\$ 99,838	100%
Equity (net assets)	\$ 64,643	\$ 75,265	\$ 82,681	
Cashflow				
Net cashflow from operations	\$ 5,823	\$ 5,338	\$ 7,900	
Purchase of Fixed Assets	\$ 7,174	\$ 5,192	\$ 10,324	
Other				
Staffing FTE	255	232	227	
Total EFTS to Total Staff ratio	12:1	14:1	13:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	23:1	29:1	25:1	

* All financial information is on a consolidated basis.

Note: Refer to Glossary for definitions.

NORTHLAND POLYTECHNIC

Chair: Vern Dark

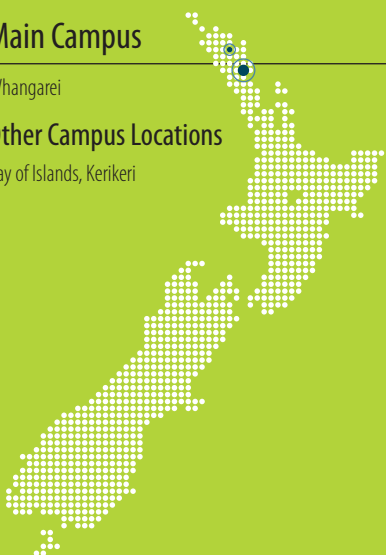
Chief Executive: Paul Binney

Main Campus

Whangarei

Other Campus Locations

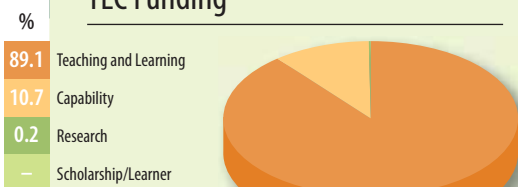
Bay of Islands, Kerikeri



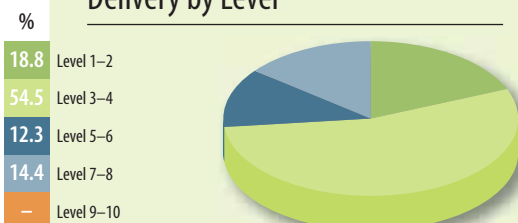
NZQA EER

Scheduled for 2012

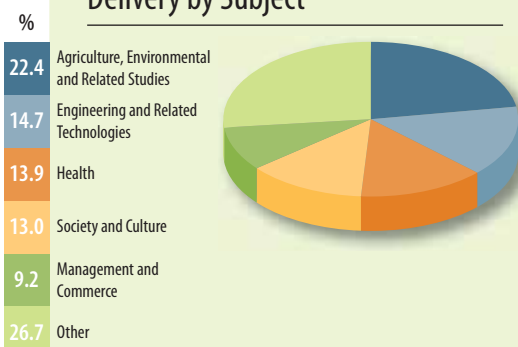
TEC Funding



Delivery by Level



Delivery by Subject



Northland Polytechnic (NorthTec) is situated in the northern-most region of New Zealand. Its largest campus is based in Whangarei. A regional campus is located in the Bay of Islands (Kerikeri) and Learning Centres are based at Rawene, Kaikohe and Kaitaia. NorthTec also provides education to smaller, isolated areas through memoranda of agreement with education providers, industry, iwi and charitable trusts.

Overall, NorthTec's improved educational and financial performance, along with governance changes, strengthened its position in 2010.

Responsiveness

In 2010, NorthTec established methods for ongoing engagement and consultation across the industries it works with and for which it produces graduates. This included undertaking an employer survey and establishing local advisory committees. A key outcome was the greater level of interaction with local industry around establishing training needs and priorities in the Northland region, which will ultimately enhance outcomes for students.

NorthTec's delivery for 2010 was focused on Levels 1-2 (19%) and Levels 3-4 (55%). However, enrolments across these levels saw a drop over the past year. This resulted in an increase in the proportion of delivery in Levels 5-8 across the institution (25% in 2009 to 27% in 2010). The main areas of delivery were Agriculture, Environmental and Related Studies (22%) and Engineering and Related Technologies (15%).

Māori students were well represented at NorthTec, with a proportion (43%) that was above the regional population demography. Pacific enrolments broadly reflect the regional demography, and over half of its students were aged 25 and older (64%).

The institution met the majority of the key performance indicators outlined in its 2010 Statement of Service. Where it did not meet a target, NorthTec still improved on its 2009 performance.

Effectiveness

The New Zealand Qualifications Authority is yet to complete NorthTec's External Evaluation and Review. There is one scheduled for 2012. In the meantime, NorthTec retains its Quality Assured status.

In 2010, NorthTec performed above the ITP sector average against three of the four educational performance indicators (EPIs). These results generally showed an increase on 2009 results. The largest increase was for qualification completions (12%). Student progression decreased by 7 percent. Course completions for Māori, Pacific and students under 25 years were all above the ITP sector averages.

Capability

NorthTec has achieved a significant turnaround in its financial position since 2008. This is highlighted by a 2010 surplus (before abnormal) of 7.5 percent, building on the 4.9 percent surplus recorded in 2009. Abnormal costs, related to restructuring, resulted in a net surplus of 4.5 percent. Increased government funding and a focus on restructuring and efficiency gains have been major drivers for the turnaround, with net cash flow from operations now meeting TEC's recommended guidelines. In 2010, total operating income was up 2.1 percent, with the main increases coming from student tuition fees, government grants and interest income. In 2010, North Tec's total revenue was \$39.8m, with government funding making up \$31.4m (79%).



As part of the council reconstitution of the ITP sector, NorthTec experienced extensive changes to its council with the introduction of two new Ministerial appointments. The existing chair was appointed again, but this time as a Ministerial appointee. The deputy chair is new to the council. The NorthTec council also appointed three new members in accordance with its appointment statute.



North Tec
TAI TOKERAU WĀNANGA

TES Priorities

Participation		
2010 Performance	NorthTec	ITP Sector
Students under 25	36%	48%
Māori	43%	21%
Pacific	3%	8%

Course Completion		
2010 Performance	NorthTec	ITP Sector
Students under 25	74%	73%
Māori	74%	66%
Pacific	70%	65%

Qualification Completion		
2010 Performance	NorthTec	ITP Sector
Students under 25	51%	51%
Māori	51%	45%
Pacific	52%	45%

Overview of Educational Performance – Formal SAC Funded EFTS only				
Enrolments	2008	2009	2010	% of ITP Sector
EFTS	2,936	2,961	2,826	4%
Students	7,872	7,652	6,444	4%
Educational Performance Indicators	2008	2009	2010	ITP Sector
Successful Course Completion	72%	72%	77%	74%
Qualification Completion	42%	44%	56%	54%
Student Retention	53%	46%	52%	48%
Student Progression L1-4	24%	34%	27%	29%

Overview of Financial Performance*				
Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	-3.3%	4.9%	7.5%	3.0%
Net cashflow from operations	102.1%	106.2%	115.2%	111.0%
Liquid funds	12.0%	12.1%	24.1%	8.0%
3-yr average return on property, plant and equipment	3.3%	4.7%	9.1%	4.5%
Summary Financial Statements (\$000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 27,715	\$ 31,028	\$ 31,354	79%
Domestic student fees	\$ 3,756	\$ 4,601	\$ 5,610	14%
International student fees	\$ 1,126	\$ 1,530	\$ 1,133	3%
Other income (including research)	\$ 1,203	\$ 1,778	\$ 1,668	4%
Total revenue	\$ 33,800	\$ 38,937	\$ 39,765	100%
Expenses				
Personnel	\$ 20,117	\$ 20,850	\$ 20,251	55%
Total expenses	\$ 34,932	\$ 37,036	\$ 36,766	100%
Net surplus before abnormals	\$ (1,132)	\$ 1,901	\$ 2,999	
Assets				
Property plant and equipment	\$ 32,882	\$ 36,568	\$ 38,010	80%
Total Assets	\$ 37,683	\$ 43,675	\$ 47,578	100%
Equity (net assets)	\$ 28,069	\$ 39,090	\$ 43,768	
Cashflow				
Net cashflow from operations	\$ 707	\$ 2,135	\$ 5,480	
Purchase of Fixed Assets	\$ 2,012	\$ 5,695	\$ 1,906	
Other				
Staffing FTE	345	351	330	
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	

OTAGO POLYTECHNIC

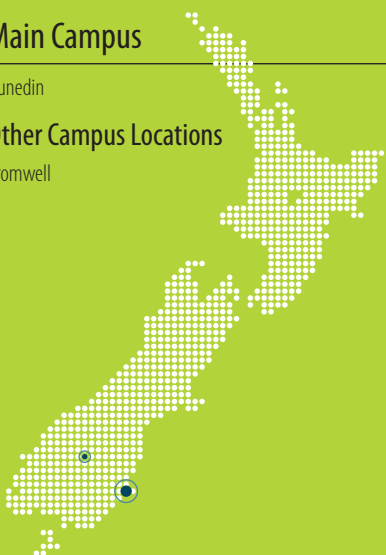
Chair: Kathy Grant
Chief Executive: Phil Ker

Main Campus

Dunedin

Other Campus Locations

Cromwell



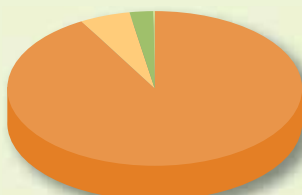
NZQA EER

Educational Performance: Highly Confident

Self-assessment: Highly Confident

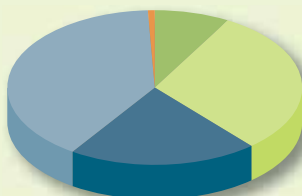
TEC Funding

%	Category
91.7	Teaching and Learning
5.5	Capability
2.6	Research
0.1	Scholarship/Learner



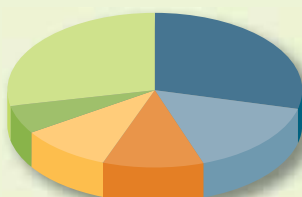
Delivery by Level

%	Level
8.2	Level 1-2
30.4	Level 3-4
20.8	Level 5-6
39.8	Level 7-8
0.8	Level 9-10



Delivery by Subject

%	Subject
28.9	Health
15.8	Creative Arts
11.1	Management and Commerce
10.1	Society and Culture
5.9	Agriculture, Environmental and Related Studies
28.3	Other



Otago Polytechnic has two campuses in the Otago region, with its main campus in Dunedin and the other in Cromwell.

Overall, Otago Polytechnic's strong educational performance and improved financial performance has placed it in a good position to advance the TES priorities in 2011.

Responsiveness

Otago Polytechnic has close and productive working relationships with its communities. This is a key part of the institution's ability to respond to identified stakeholder needs, including the development of new qualifications. The institution is a major contributor to Dunedin's economy through the expenditure generated by staff and students.

The majority of qualifications delivered at Otago Polytechnic were at Levels 5 and above. The largest areas of delivery were Health (29%), Creative Arts (16%) and Management and Commerce (11%). In 2010, the majority of students were aged under 25. Māori and Pacific student enrolments aligned with the local catchment demography.

Otago Polytechnic met its targets for the majority of the key performance indicators outlined in its 2010 Statement of Service.

Effectiveness

The New Zealand Qualifications Authority (NZQA) completed Otago Polytechnic's External Evaluation Review in October 2011 and gave Otago a 'highly confident' rating for both its educational performance and for the methods and processes that it uses to continuously self-assess.

In 2010, Otago Polytechnic performed above the ITP sector averages for successful course completion, qualification completion and student progression rates. It also matched the ITP sector average for student retention rates. Overall, educational performance improved over the past year. The slight decrease in qualification completion rates, compared with 2009, was caused by an overall increase in enrolments and in particular a large (14 percent) increase in degree enrolments. Course completions for Māori, Pacific and students under 25 years either met, or exceeded, ITP sector averages.

Capability

In 2010, Otago Polytechnic's financial performance met most TEC guidelines, with the exception of liquidity. However, the institution has access to a credit line facility up to \$3.4m to manage cash flow requirements. Overall, Otago Polytechnic has strengthened its financial performance over the last three years to achieve a 4 percent net surplus in 2010, with the result due to improved student staff efficiencies. Otago Polytechnic's total revenue for 2010 was up 7.7 percent to \$56.6m, of which government funding made up \$33.8m (60%).

As part of the council reconstitution of the ITP sector, Otago Polytechnic experienced extensive changes in its council with the appointment of three new Ministerial members, including a new chair. The Otago Polytechnic council appointed three existing members in accordance with its appointment statute, and a new and final member was appointed at the end of 2010.



TES Priorities

Participation		
2010 Performance	Otago Polytechnic	ITP Sector
Students under 25	64%	48%
Māori	11%	21%
Pacific	3%	8%

Course Completion		
2010 Performance	Otago Polytechnic	ITP Sector
Students under 25	77%	73%
Māori	67%	66%
Pacific	65%	65%

Qualification Completion		
2010 Performance	Otago Polytechnic	ITP Sector
Students under 25	58%	51%
Māori	48%	45%
Pacific	52%	45%

Overview of Educational Performance – Formal SAC Funded EFTS only				
Enrolments	2008	2009	2010	% of ITP Sector
EFTS	3,081	3,145	3,337	5%
Students	7,302	6,847	6,190	4%
Educational Performance Indicators	2008	2009	2010	ITP Sector
Successful Course Completion	76%	74%	78%	74%
Qualification Completion	61%	64%	62%	54%
Student Retention	47%	47%	48%	48%
Student Progression L1-4	28%	28%	33%	29%

Overview of Financial Performance*				
Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	-0.7%	1.4%	4.0%	3.0%
Net cashflow from operations	111.9%	112.2%	117.2%	111.0%
Liquid funds	0.9%	0.3%	0.3%	8.0%
3-yr average return on property, plant and equipment	7.1%	6.7%	7.5%	4.5%
Summary Financial Statements (\$000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 32,856	\$ 33,037	\$ 33,840	60%
Domestic student fees	\$ 10,923	\$ 12,034	\$ 14,393	25%
International student fees	\$ 1,887	\$ 2,082	\$ 2,392	4%
Other income (including research)	\$ 5,009	\$ 5,422	\$ 5,973	11%
Total revenue	\$ 50,675	\$ 52,575	\$ 56,598	100%
Expenses				
Personnel	\$ 31,178	\$ 31,881	\$ 32,925	61%
Total expenses	\$ 51,012	\$ 51,826	\$ 54,334	100%
Net surplus before abnormals	\$ (337)	\$ 749	\$ 2,264	
Assets				
Property plant and equipment	\$ 77,496	\$ 81,481	\$ 82,069	91%
Total Assets	\$ 87,112	\$ 91,200	\$ 90,476	100%
Equity (net assets)	\$ 79,313	\$ 80,439	\$ 82,677	
Cashflow				
Net cashflow from operations	\$ 5,358	\$ 5,637	\$ 8,568	
Purchase of Fixed Assets	\$ 5,479	\$ 8,894	\$ 4,914	
Other				
Staffing FTE	456	448	447	
Total EFTS to Total Staff ratio	7:1	8:1	8:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	15:1	18:1	19:1	

WHITIREIA COMMUNITY POLYTECHNIC

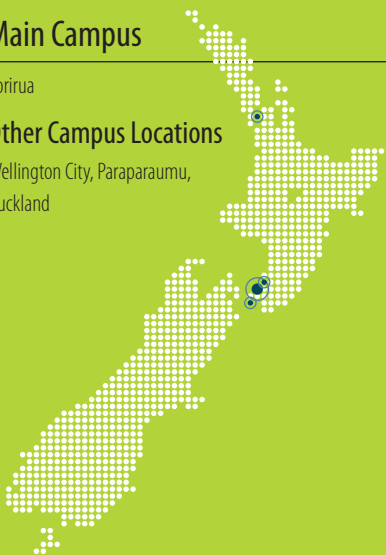
Chair: Roger Sowry
Chief Executive: Don Campbell

Main Campus

Porirua

Other Campus Locations

Wellington City, Paraparaumu,
Auckland

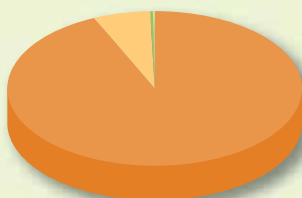


NZQA EER

Educational Performance: Highly Confident
Self-assessment: Confident

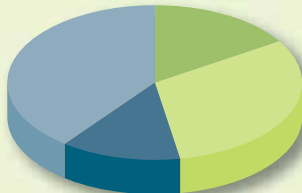
TEC Funding

%	Category
93.3	Teaching and Learning
6.3	Capability
0.3	Research
0.2	Scholarship/Learner



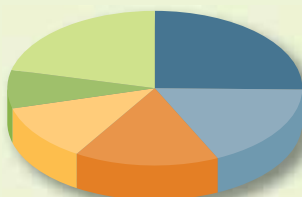
Delivery by Level

%	Level
16.0	Level 1-2
31.3	Level 3-4
13.2	Level 5-6
39.6	Level 7-8
-	Level 9-10



Delivery by Subject

%	Subject
25.3	Health
17.7	Creative Arts
15.9	Management and Commerce
11.9	Society and Culture
8.0	Engineering and Related Technologies
21.2	Other



Whitireia Community Polytechnic (Whitireia) is based in Porirua and has four other campuses: two in Wellington (Media Training Centre and Performing Arts Centre), one on the Kāpiti Coast and one in Auckland.

Overall, Whitireia continued to strengthen its performance both educationally and financially, positioning it well to deliver against the TES priorities in 2011.

Responsiveness

Whitireia is recognised as a leading provider of tertiary education for culturally diverse communities. This is reflected in the growth of domestic students attending Whitireia who are of Māori, Pacific and international origin. An important role for Whitireia is to enhance the pool of skilled people for industry and to help lift the productivity of business in its region.

Whitireia delivered 53 percent of its provision at Levels 5-8, of which 40 percent was across Levels 7-8. Whitireia's profile of delivery was focused on Health (25%) and Creative Arts (18%). Over the years, Whitireia has grown its international focus, with enrolments totalling 1,316 EFTS in 2010.

In 2010, Whitireia's ethnic demography was representative of the region. Māori and Pacific students made up 21 percent and 19 percent (respectively) of enrolments and 43 percent of students were aged under 25 years.

Whitireia delivers a large proportion of its provision to International students, with a campus in Albany on Auckland's North Shore dedicated to International delivery.

The majority of its 2010 Statement of Service key performance indicators were achieved.

Effectiveness

Whitireia had its External Evaluation Review undertaken by the New Zealand Qualifications Authority in 2010. 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.

In 2010, Whitireia performed above ITP sector averages across three of the four educational performance indicators (EPIs), except in the area of student retention. Overall, these results showed an increase over recent years. Performance against ITP sector averages for the TES priority groups of Māori, Pacific and students under 25 years was also good.

Capability

In 2010, Whitireia performed well against TEC recommended guidelines. It achieved a strong net surplus of 6.1 percent, consolidating a surplus position that has improved over the last three years. Whitireia's total revenue was \$56.2m, an increase of 9.8 percent, with almost half coming from government revenue (48%) and a significant contribution coming from international student fees (24%). Across the revenue streams, total government revenue remained steady, while international and domestic student fee income increased by 27 percent.

During 2010, the council reconstitution process for the ITP sector saw extensive changes in Whiteria's council. Four cross-council appointments were made across the Whitireia and WelTec councils. This means they share the same four Ministerial appointees (including the chair and deputy chair). Two of those appointees are new to the Whitireia council. The Whitireia council then appointed three members from its existing council and one new member, in accordance with its statutes.



TES Priorities

Participation		
2010 Performance	Whitireia	ITP Sector
Students under 25	43%	48%
Māori	21%	21%
Pacific	19%	8%

Course Completion		
2010 Performance	Whitireia	ITP Sector
Students under 25	73%	73%
Māori	66%	66%
Pacific	69%	65%

Qualification Completion		
2010 Performance	Whitireia	ITP Sector
Students under 25	58%	51%
Māori	54%	45%
Pacific	51%	45%

Overview of Educational Performance – Formal SAC Funded EFTS only

Enrolments	2008	2009	2010	% of ITP Sector
EFTS	2,911	2,789	2,780	4%
Students	6,534	6,433	4,706	3%
Educational Performance Indicators	2008	2009	2010	ITP Sector
Successful Course Completion	67%	73%	76%	74%
Qualification Completion	55%	56%	65%	54%
Student Retention	43%	49%	46%	48%
Student Progression L1-4	38%	28%	34%	29%

Overview of Financial Performance*

Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	-1.1%	3.0%	6.1%	3.0%
Net cashflow from operations	117.2%	117.4%	117.5%	111.0%
Liquid funds	17.0%	28.2%	38.3%	8.0%
3-yr average return on property, plant and equipment	3.9%	5.5%	7.5%	4.5%
Summary Financial Statements (\$'000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 24,895	\$ 26,829	\$ 26,886	48%
Domestic student fees	\$ 8,926	\$ 8,790	\$ 11,171	20%
International student fees	\$ 8,813	\$ 10,738	\$ 13,700	24%
Other income (including research)	\$ 3,788	\$ 4,825	\$ 4,297	8%
Total revenue	\$ 46,422	\$ 51,182	\$ 56,190	100%
Expenses				
Personnel	\$ 23,932	\$ 25,763	\$ 28,725	54%
Total expenses	\$ 46,920	\$ 49,667	\$ 52,746	100%
Net surplus before abnormals	\$ (498)	\$ 1,515	\$ 3,444	
Assets				
Property plant and equipment	\$ 64,284	\$ 61,885	\$ 58,740	70%
Total Assets	\$ 73,228	\$ 75,420	\$ 80,625	100%
Equity (net assets)	\$ 62,153	\$ 62,549	\$ 63,823	
Cashflow				
Net cashflow from operations	\$ 7,538	\$ 7,721	\$ 8,441	
Purchase of Fixed Assets	\$ 7,052	\$ 2,581	\$ 2,590	
Other				
Staffing FTE	478	406	434	
Total EFTS to Total Staff ratio	9:1	11:1	11:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	15:1	18:1	18:1	

* All financial information is on a consolidated basis.

Note: Refer to Glossary for definitions.

SOUTHERN INSTITUTE OF TECHNOLOGY

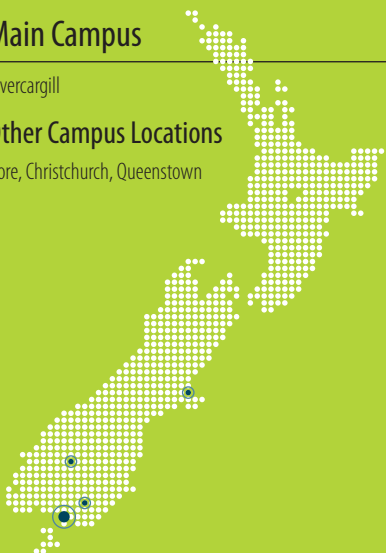
Chair: Graham Cooney
 Chief Executive: Penny Simmonds

Main Campus

Invercargill

Other Campus Locations

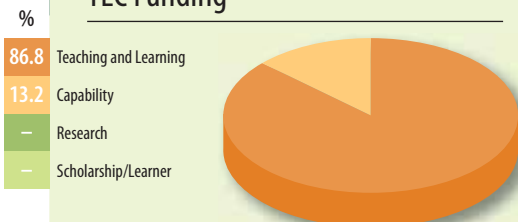
Gore, Christchurch, Queenstown



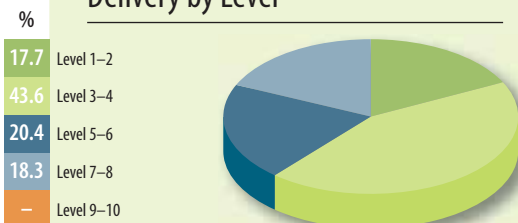
NZQA EER

Scheduled for 2012

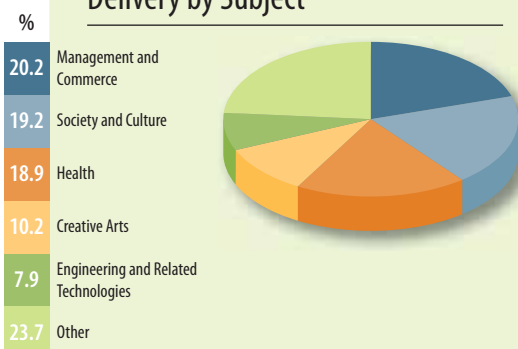
TEC Funding



Delivery by Level



Delivery by Subject



Southern Institute of Technology (SIT) has a main campus in Invercargill and smaller sites in Queenstown, Christchurch and Gore. SIT is well known for its Zero Fees Scheme, in which it does not charge tuition fees for its students.

SIT had a strong financial performance in 2010. Educational performance was below the ITP sector average but showed some progressive improvement over the year.

Responsiveness

SIT is a community-based institution. It continues to respond to its community's need for education that supports the region's exports. The region is vulnerable to the exodus of young people, and SIT is seen as the leader in halting and reversing that exodus.

The largest areas of delivery at SIT were Management and Commerce (20%), Health (19%) and Society and Culture (19%). The institution delivered 44 percent of its education at Levels 3-4 and 20 percent at Levels 5-6.

In 2010, Māori and Pacific students made up 15 percent and 2 percent (respectively) of SIT's enrolments, reflecting the regional demography. Over half of enrolments were for students aged 25 and over (59%).

SIT achieved half of the key performance indicators outlined in its Statement of Service Performance for 2010.

Effectiveness

The New Zealand Qualifications Authority has not yet carried out SIT's External Evaluation Review. This is planned for 2012. In the meantime, SIT retains its Quality Assured status.

In 2010, SIT's successful course completion, qualification completion and student retention rates were below the ITP sector averages. Its student progression rate, however, was above average. Compared with 2009, SIT's results showed little change. Course completion, qualification completion and progression rates for Māori, Pacific and students under 25 were below ITP sector averages.

Capability

Over the last five years, SIT has consistently generated net surpluses in excess of 8 percent, including a 13.1 percent net surplus in 2010. SIT's total revenue for 2010 was \$48.6m, of which government funding made up \$35.4m (73%). The institution continues to have significant cash reserves.

As part of the council reconstitution of the ITP sector, SIT experienced extensive changes in its council with the introduction of four new Ministerial council members. The existing chair and deputy chair retained their positions. Both of these members were appointed by the council. This provided the SIT council with continuity of leadership through a period of significant change. The two remaining council-appointed positions were also given to existing members, in accordance with SIT's statutes.



TES Priorities

Participation		
2010 Performance	SIT	ITP Sector
Students under 25	41%	48%
Māori	15%	21%
Pacific	2%	8%

Course Completion		
2010 Performance	SIT	ITP Sector
Students under 25	63%	73%
Māori	56%	66%
Pacific	49%	65%

Qualification Completion		
2010 Performance	SIT	ITP Sector
Students under 25	41%	51%
Māori	38%	45%
Pacific	39%	45%

Overview of Educational Performance – Formal SAC Funded EFTS only

Enrolments	2008	2009	2010	% of ITP Sector
EFTS	3,787	3,887	3,815	6%
Students	9,114	9,733	9,178	5%
Educational Performance Indicators	2008	2009	2010	ITP Sector
Successful Course Completion	53%	66%	65%	74%
Qualification Completion	38%	42%	43%	54%
Student Retention	30%	38%	39%	48%
Student Progression L1-4	35%	43%	45%	29%

Overview of Financial Performance*

Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	13.3%	8.1%	13.1%	3.0%
Net cashflow from operations	122.3%	117.6%	124.0%	111.0%
Liquid funds	79.9%	65.4%	71.2%	8.0%
3-yr average return on property, plant and equipment	16.8%	16.1%	14.3%	4.5%
Summary Financial Statements (\$000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 30,368	\$ 33,328	\$ 35,355	73%
Domestic student fees	\$ 578	\$ 5,785	\$ 7,201	15%
International student fees	\$ 715	\$ 1,674	\$ 2,852	6%
Other income (including research)	\$ 9,481	\$ 3,984	\$ 3,194	7%
Total revenue	\$ 41,142	\$ 44,771	\$ 48,602	100%
Expenses				
Personnel	\$ 15,928	\$ 17,406	\$ 18,004	43%
Total expenses	\$ 35,651	\$ 41,130	\$ 42,234	100%
Net surplus before abnormals	\$ 5,491	\$ 3,641	\$ 6,368	
Assets				
Property plant and equipment	\$ 34,892	\$ 41,995	\$ 58,802	65%
Total Assets	\$ 65,305	\$ 70,449	\$ 90,421	100%
Equity (net assets)	\$ 59,949	\$ 64,270	\$ 84,336	
Cashflow				
Net cashflow from operations	\$ 7,666	\$ 6,720	\$ 9,612	
Purchase of Fixed Assets	\$ 4,396	\$ 9,869	\$ 7,628	
Other				
Staffing FTE	292	303	312	
Total EFTS to Total Staff ratio	16:1	16:1	16:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	31:1	31:1	30:1	

* All financial information is on a consolidated basis.

Note: Refer to Glossary for definitions.

TAIRĀWHITI POLYTECHNIC

Chair: Geoff Milner

Chief Executive: Judy Campbell

Main Campus

Gisborne

Other Campus Locations

Napier, Ruatoria, Tokomaru Bay

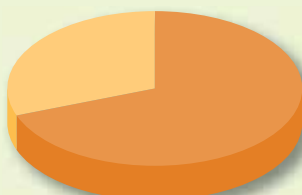


NZQA EER

Tairāwhiti is now part of EIT. EER will be carried out in the next round of assessments as part of EIT.

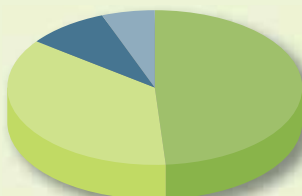
TEC Funding

%	
69.3	Teaching and Learning
30.7	Capability
—	Research
—	Scholarship/Learner



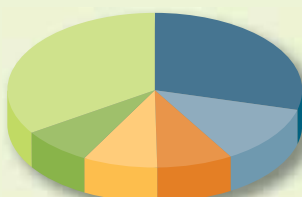
Delivery by Level

%	
48.8	Level 1–2
36.4	Level 3–4
9.0	Level 5–6
5.8	Level 7–8
—	Level 9–10



Delivery by Subject

%	
29.0	Agriculture, Environmental and Related Studies
12.3	Management and Commerce
8.4	Engineering and Related Technologies
8.2	Mixed Field Programmes
7.8	Architecture and Building
34.2	Other



Tairāwhiti Polytechnic (Tairāwhiti) has two primary sites in Gisborne with programme delivery sites in a number of rural communities on the East Coast. Tairāwhiti also has three other sites in Napier, Ruatoria and Tokomaru Bay. On 1 January 2011 Tairāwhiti merged with Eastern Institute of Technology (EIT) and is now known as EIT Tairāwhiti.

The merging of Tairāwhiti with EIT is likely to support Tairāwhiti to improve its educational performance and provide sustainable quality education to its community.

Responsiveness

In 2010, Tairāwhiti set in place a final fundamental transformation of the institution to achieve sustainable, high-quality tertiary vocational education for the community.

Tairāwhiti's profile of delivery in 2010 focused on Agriculture (29%) and Management and Commerce (12%). Over 2010, it mainly delivered lower-level qualifications, with 85 percent of all provision at Levels 1-4 and 49 percent specifically focused at Levels 1-2 programmes.

Māori and Pacific students made up 69 percent and 4 percent (respectively) of Tairāwhiti's enrolments, meaning the institution's ethnic demography was representative of the region it serves. Across all enrolments, 41 percent of students were under 25 years of age.

Effectiveness

Tairāwhiti did not have an External Evaluation Review undertaken by the New Zealand Qualifications Authority. The institution has now merged with EIT, which had a review in 2010. However Tairāwhiti did undergo a mid term review by Institutes of Technology and Polytechnic Quality in October 2010 and was noted for excellent progress.

In 2010, Tairāwhiti's successful course completion, qualification completion, student retention and student progression rates were all below the ITP sector averages. Performance over the past year showed an institutional improvement against 2009 course completions and student progression rates. Course completion rates for Māori, Pacific and students under 25 all improved on 2009 rates.

Capability

At the end of 2010, net cash flows from operations and liquidity positions were both below TEC recommended guidelines. While Tairāwhiti reported a 2010 operating surplus of 6.4 percent (\$1.0m), its overall total revenue was down 6.9 percent (\$1.2m), with the largest reduction being in respect to Government revenue. The net surplus was further impacted by significant unbudgeted restructuring and merger costs that led to a reported net loss of \$1.9m (11.7 percent). The restructuring costs related to the disestablishment of the polytechnic, which was in line with the decision by the Tairāwhiti Council to merge with EIT. The merger was principally due to longer-term financial sustainability issues. Total revenue for Tairāwhiti was \$15.9m in 2010, of which 80 percent (\$12.7m) came from government funding.

As part of the council reconstitution of the ITP sector, Tairāwhiti experienced extensive changes to its council, with the introduction of three new Ministerial council members, including a new deputy chair. The Tairāwhiti council appointed three existing members in accordance with its statutes. Following continued discussions with EIT, it was agreed that as of 2011 EIT and Tairāwhiti would merge. This led to the disestablishment of the Tairāwhiti council on 1 January 2011.



TES Priorities

Participation		
2010 Performance	Tairawhiti	ITP Sector
Students under 25	41%	48%
Māori	69%	21%
Pacific	4%	8%

Course Completion		
2010 Performance	Tairawhiti	ITP Sector
Students under 25	68%	73%
Māori	67%	66%
Pacific	67%	65%

Qualification Completion		
2010 Performance	Tairawhiti	ITP Sector
Students under 25	43%	51%
Māori	41%	45%
Pacific	40%	45%

Overview of Educational Performance – Formal SAC Funded EFTS only				
Enrolments	2008	2009	2010	% of ITP Sector
EFTS	988	1,009	756	1%
Students	2,303	2,424	1,934	1%
Educational Performance Indicators	2008	2009	2010	ITP Sector
Successful Course Completion	53%	59%	69%	74%
Qualification Completion	45%	44%	44%	54%
Student Retention	31%	43%	40%	48%
Student Progression L1-4	29%	18%	24%	29%

Overview of Financial Performance*				
Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	-21.2%	7.1%	6.4%	3.0%
Net cashflow from operations	88.7%	110.1%	99.3%	111.0%
Liquid funds	4.3%	6.3%	6.6%	8.0%
3-yr average return on property, plant and equipment	-3.8%	4.3%	3.0%	4.5%
Summary Financial Statements (\$000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 8,646	\$ 14,038	\$ 12,690	80%
Domestic student fees	\$ 1,573	\$ 2,364	\$ 2,204	14%
International student fees	\$ 181	\$ 70	\$ 6	0%
Other income (including research)	\$ 722	\$ 1,006	\$ 988	6%
Total revenue	\$ 11,122	\$ 17,478	\$ 15,888	100%
Expenses				
Personnel	\$ 7,144	\$ 8,582	\$ 7,342	49%
Total expenses	\$ 13,482	\$ 15,851	\$ 14,866	100%
Net surplus before abnormals	\$ (2,360)	\$ 1,218	\$ 1,020	
Assets				
Property plant and equipment	\$ 22,030	\$ 23,487	\$ 22,116	94%
Total Assets	\$ 24,100	\$ 26,088	\$ 23,513	100%
Equity (net assets)	\$ 20,467	\$ 23,554	\$ 20,619	
Cashflow				
Net cashflow from operations	\$ (1,994)	\$ 1,805	\$ (109)	
Purchase of Fixed Assets	\$ 1,798	\$ 2,234	\$ 723	
Other				
Staffing FTE	167	118	129	
Total EFTS to Total Staff ratio	8:1	11:1	8:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	13:1	21:1	15:1	

WESTERN INSTITUTE OF TECHNOLOGY TARANAKI

Chair: Mary Bourke
Chief Executive: Richard Handley

Main Campus

New Plymouth

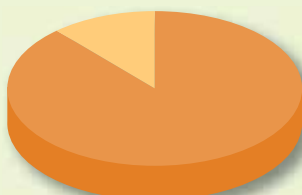


NZQA EER

Scheduled for 2012

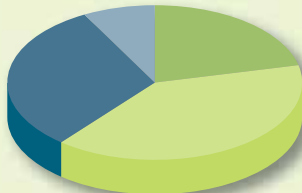
TEC Funding

%	
88.4	Teaching and Learning
11.6	Capability
—	Research
—	Scholarship/Learner



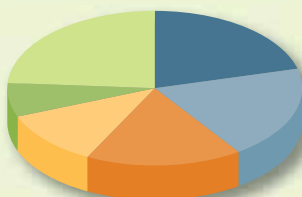
Delivery by Level

%	
21.4	Level 1–2
39.6	Level 3–4
31.1	Level 5–6
7.9	Level 7–8
—	Level 9–10



Delivery by Subject

%	
21.0	Creative Arts
19.4	Engineering and Related Technologies
17.1	Society and Culture
11.5	Health
7.0	Agriculture, Environmental and Related Studies
23.9	Other



Western Institute of Technology Taranaki (WITT) is based in New Plymouth.

WITT's educational performance showed a marked improvement on 2009 rates. Its financial performance has also progressively improved over recent years. As a result, WITT is in a stronger position to advance the TES priorities in 2011.

Responsiveness

WITT has established strategic partnerships with its business and industry partners and is building the confidence and support of its communities within the vision of 'Learning Excellence in Partnership'. It enrolled its first group of students into the Certificate in Process Operations (Oil and Gas), and continued to work with industry partners in the delivery of this qualification. WITT also collaborated with other TEOs, such as the Open Polytechnic of New Zealand and Taratahi Agricultural Training Centre, allowing it to improve the range of qualifications available to local students.

In 2010, 61 percent of WITT's delivery was focused at Levels 1-4 and 31 percent at Levels 5-6. The largest areas of delivery were Creative Arts (21%) and Engineering and Related Technologies (19%).

Māori and Pacific students made up 36 percent and 2 percent (respectively) of WITT's enrolments, which was representative of its regional demography. Over half of its students are aged 25 years and over (57%).

WITT achieved the majority of the key performance indicators outlined in its 2010 Statement of Service. The indicators that WITT did not meet were within range of being met.

Effectiveness

WITT has yet to have an External Evaluation Review undertaken by the New Zealand Qualifications Authority, but one is scheduled for 2012. In the meantime, it retains its Quality Assured status.

In 2010, WITT performed above the ITP sector averages for course completion, qualification completion and student retention. These results showed a marked improvement on 2009 results, with a 15 percent increase in qualification completions. However, its student progression rate was below the ITP sector average and below its 2009 rate. Performance for Māori, Pacific and students under 25 years was above ITP sector averages, with the exception of course completion rates for students under 25 years.

Capability

Overall, WITT achieved the TEC's recommended financial guidelines reflecting continued increases in total revenue levels and ongoing change management initiatives. The surplus (before abnormals) of 11.7 percent, along with a 7.2 percent surplus in 2009, represented a significant improvement on 2008 and earlier years. At the end of 2010, WITT continued to have an interest-free Crown loan, which is repayable in equal installments over a five-year period from 2020. WITT's total revenue was \$25.3m, up 7.1 percent due to international student fees and government funding.

As part of the council reconstitution of the ITP sector, WITT experienced extensive changes in its council, with the introduction of four new Ministerial appointments. The WITT council also appointed three new members in accordance with its statutes. WITT maintained the same council chair in what is a largely new council.



TES Priorities

Participation		
2010 Performance	WITT	ITP Sector
Students under 25	43%	48%
Māori	36%	21%
Pacific	2%	8%

Course Completion		
2010 Performance	WITT	ITP Sector
Students under 25	71%	73%
Māori	74%	66%
Pacific	77%	65%

Qualification Completion		
2010 Performance	WITT	ITP Sector
Students under 25	58%	51%
Māori	60%	45%
Pacific	62%	45%

Overview of Educational Performance – Formal SAC Funded EFTS only				
Enrolments	2008	2009	2010	% of ITP Sector
EFTS	1,388	1,650	1,744	3%
Students	3,689	3,798	4,035	2%
Educational Performance Indicators	2008	2009	2010	ITP Sector
Successful Course Completion	65%	65%	76%	74%
Qualification Completion	41%	45%	60%	54%
Student Retention	49%	40%	59%	48%
Student Progression L1-4	26%	32%	23%	29%

Overview of Financial Performance*				
Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	-9.6%	7.2%	11.7%	3.0%
Net cashflow from operations	102.6%	115.4%	122.7%	111.0%
Liquid funds	11.8%	15.0%	32.1%	8.0%
3-yr average return on property, plant and equipment	-1.3%	5.9%	11.6%	4.5%
Summary Financial Statements (\$000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 14,680	\$ 16,443	\$ 17,687	70%
Domestic student fees	\$ 4,651	\$ 4,429	\$ 4,448	18%
International student fees	\$ 834	\$ 816	\$ 1,079	4%
Other income (including research)	\$ 3,498	\$ 1,945	\$ 2,088	8%
Total revenue	\$ 23,663	\$ 23,633	\$ 25,302	100%
Expenses				
Personnel	\$ 11,885	\$ 10,771	\$ 11,852	53%
Total expenses	\$ 25,940	\$ 21,940	\$ 22,336	100%
Net surplus before abnormals	\$ (2,277)	\$ 1,693	\$ 2,966	
Assets				
Property plant and equipment	\$ 25,624	\$ 24,704	\$ 23,379	73%
Total Assets	\$ 29,945	\$ 28,774	\$ 32,094	100%
Equity (net assets)	\$ 22,327	\$ 22,183	\$ 25,054	
Cashflow				
Net cashflow from operations	\$ 611	\$ 3,248	\$ 4,652	
Purchase of Fixed Assets	\$ 1,443	\$ 655	\$ 1,232	
Other				
Staffing FTE	163	164	164	
Total EFTS to Total Staff ratio	10:1	12:1	12:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	21:1	24:1	24:1	

WAIARIKI INSTITUTE OF TECHNOLOGY

Chair: Graeme Nahkies
Chief Executive: Dr Pim Borren

Main Campus

Rotorua (Mokoia)

Other Campus Locations

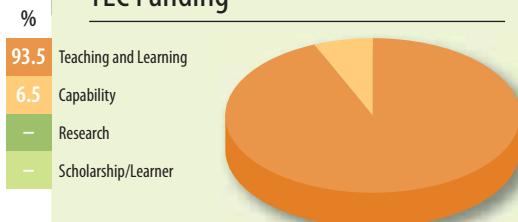
Taupo, Tokoroa, Whakatane, Waipa



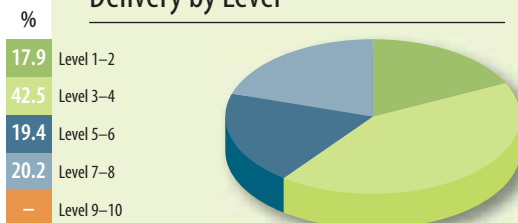
NZQA EER

Educational Performance: Confident
Self-assessment: Confident

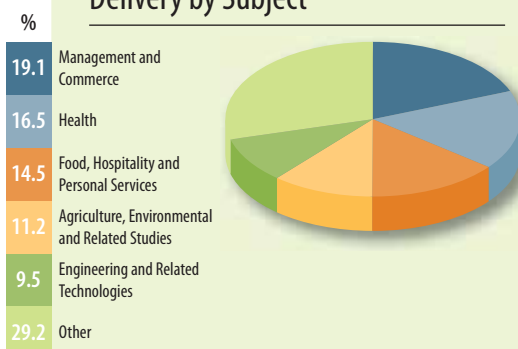
TEC Funding



Delivery by Level



Delivery by Subject



Waiariki Institute of Technology (Waiariki) comprises five schools of study, a wānanga, an academy of singing and music, and a sports academy. Waiariki's main campus is in Rotorua, with additional regional campuses in Taupo, Tokoroa and Whakatane and a campus dedicated to the primary industries and forestry, with a training sawmill at Waipa.

Waiariki's educational performance improved on 2009 results. This trend of improvement, along with a strong financial performance, will enable the institution to continue to support the advancement of the TES priorities.

Responsiveness

Waiariki plays an important role in its region, helping youth transition into higher education or careers and helping unemployed people to gain the skills needed to join the workforce. With an increasing emphasis on meeting industry needs, Waiariki works with its industry partners, who assist in ensuring qualifications and courses offered are accessible and responsive to the needs of the various communities the institution serves.

In 2010, 60 percent of Waiariki's total enrolments were at Levels 1–4 and 40 percent at Levels 5–8. The institution delivered programmes mainly across the areas of Management and Commerce (19%) and Health (17%).

Just over half of Waiariki's students were under 25 years of age (52%). Māori and Pacific students made up 56 percent and 6 percent (respectively) of enrolments, representative of the ethnic demography of the region.

The majority of the key performance indicators Waiariki outlined in its 2010 Statement of Service were achieved. Where it did not meet a target, performance still improved compared with 2009 rates.

Effectiveness

The New Zealand Qualifications Authority completed Waiariki's External Evaluation Review in 2010, awarding a 'confident' rating for both educational performance and the methods and processes Waiariki uses for continuous self-assessment.

In 2010, with the significant proportion of Levels 1–4 delivery across Waiariki, the institution performed well against its sector in student progression. However, the institution performed below the ITP sector average in successful course completions, qualification completions and student retention. Performance for Māori, Pacific and students under 25 was below the ITP sector averages. In response, Waiariki committed in its 2011 Investment Plan to improve these educational performance indicators.

Capability

Waiariki's financial performance met TEC guidelines. The institution also reported a surplus of 16 percent, which is an improvement on a strong 2009 result of 10.3 percent. In 2010, Waiariki received a total of \$48.7m in revenue (13.1% higher than 2009), due to increases in both domestic and international student fees and changes in delivery. Government funding (\$30.6m) made up 63 percent, with a further 12 percent (\$6.0m) of revenue coming from increasing international student income.

As part of the council reconstitution of the ITP sector, Waiariki experienced extensive changes in its council, with the introduction of four new Ministerial council members, including a new chair and deputy chair. The deputy chair is also a cross-council appointee with the Bay of Plenty Polytechnic council. Three existing members were appointed by the Waiariki council in accordance with its statutes.



TES Priorities

Participation		
2010 Performance	Waiariki	ITP Sector
Students under 25	52%	48%
Māori	56%	21%
Pacific	6%	8%

Course Completion		
2010 Performance	Waiariki	ITP Sector
Students under 25	64%	73%
Māori	57%	66%
Pacific	59%	65%

Qualification Completion		
2010 Performance	Waiariki	ITP Sector
Students under 25	44%	51%
Māori	34%	45%
Pacific	38%	45%

Overview of Educational Performance – Formal SAC Funded EFTS only

Enrolments	2008	2009	2010	% of ITP Sector
EFTS	2,677	2,895	2,968	4%
Students	6,590	5,724	5,222	3%
Educational Performance Indicators	2008	2009	2010	ITP Sector
Successful Course Completion	47%	50%	65%	74%
Qualification Completion	29%	34%	44%	54%
Student Retention	31%	28%	39%	48%
Student Progression L1-4	39%	42%	39%	29%

Overview of Financial Performance*

Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	2.4%	10.3%	16.0%	3.0%
Net cashflow from operations	114.5%	123.4%	133.5%	111.0%
Liquid funds	15.6%	27.6%	49.6%	8.0%
3-yr average return on property, plant and equipment	6.6%	10.6%	15.4%	4.5%
Summary Financial Statements (\$000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 24,809	\$ 27,146	\$ 30,614	63%
Domestic student fees	\$ 5,334	\$ 6,475	\$ 8,750	18%
International student fees	\$ 2,369	\$ 4,621	\$ 6,018	12%
Other income (including research)	\$ 3,109	\$ 4,808	\$ 3,318	7%
Total revenue	\$ 35,621	\$ 43,050	\$ 48,700	100%
Expenses				
Personnel	\$ 21,550	\$ 24,527	\$ 26,232	64%
Total expenses	\$ 34,769	\$ 38,625	\$ 40,888	100%
Net surplus before abnormals	\$ 852	\$ 4,425	\$ 7,812	
Assets				
Property plant and equipment	\$ 38,912	\$ 45,650	\$ 46,470	69%
Total Assets	\$ 45,012	\$ 57,369	\$ 67,401	100%
Equity (net assets)	\$ 41,171	\$ 52,418	\$ 60,260	
Cashflow				
Net cashflow from operations	\$ 4,662	\$ 8,323	\$ 12,859	
Purchase of Fixed Assets	\$ 3,641	\$ 3,152	\$ 3,307	
Other				
Staffing FTE	324	332	327	
Total EFTS to Total Staff ratio	10:1	11:1	11:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	19:1	20:1	22:1	

* All financial information is on a consolidated basis.

Note: Refer to Glossary for definitions.

WAIKATO INSTITUTE OF TECHNOLOGY

Chair: Gordon Chesterman
Chief Executive: Mark Flowers

Main Campus

Hamilton (City)

Other Campus Locations

Thames, Te Kuiti, Otorohanga



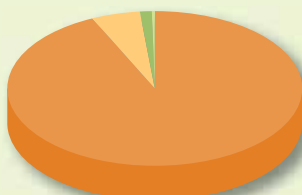
NZQA EER

Educational Performance: Highly Confident

Self-assessment: Confident

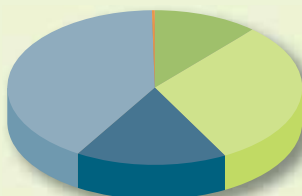
TEC Funding

%	Category
93.0	Teaching and Learning
5.3	Capability
1.3	Research
0.3	Scholarship/Learner



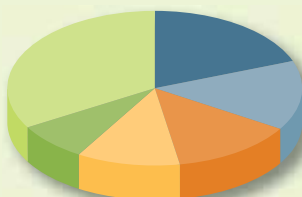
Delivery by Level

%	Level
11.5	Level 1-2
30.6	Level 3-4
16.6	Level 5-6
41.0	Level 7-8
0.3	Level 9-10



Delivery by Subject

%	Subject
19.3	Health
14.5	Management and Commerce
13.5	Creative Arts
11.3	Society and Culture
7.9	Engineering and Related Technologies
33.4	Other



Waikato Institute of Technology (Wintec) is based in Hamilton where it has three campuses. It hosts three others in Thames, Te Kuiti and at the Otorohanga Training Centre.

Wintec's strong educational performance and improved financial position in 2010 places it in a strengthened position to advance the TES priorities in 2011.

Responsiveness

Wintec effectively engages with employers, industry and its communities to ensure its provision of education and services is driven by the needs of the region. The institution is working collaboratively with industry to undertake relevant research through its 'Research Voucher Scheme' and enjoys ongoing, productive relationships with Opportunity Hamilton, the city's Economic Development Agency, and the Waikato Chamber of Commerce. Wintec's commitment to its community was recognised by the Association for Supported Employment in New Zealand when it was awarded 'Employer of the Year' award for its work in placing people with severe disabilities in meaningful employment.

Wintec delivered 42 percent of its provision at Levels 1-4 and 58 percent at Levels 5 and above. Its largest areas of delivery were Health (19%) and Management and Commerce (15%).

Wintec's ethnic demography was representative of its region, and its students were predominantly under 25 years of age (61%).

Effectiveness

The New Zealand Qualifications Authority completed Wintec's External Evaluation Review in 2010. It gave the institution a 'highly confident' rating for its educational performance and a 'confident' rating for the methods and processes that Wintec uses to continuously self-assess.

Wintec performed above the ITP sector averages across all four educational performance indicators (EPIs). Rates have for course completions, student retention and student progression all improved compared with 2009. Performance results were above ITP sector averages for Māori and students under 25 years, but below average for Pacific students.

Capability

In 2010, Wintec performed above the TEC recommended guidelines for most financial indicators, including the TEC guideline of 3 percent surplus being met for the first time in five years. However, as a result of impairments to fixed assets Wintec's surplus (before abnormal) of 8.6 percent was further reduced by \$4.4m to a 3.3 percent net surplus. Wintec also had term borrowings of \$10.4m, reflecting a large capital works programme and a decision to build rather than lease facilities. As part of the borrowing facility, it also had access to an overdraft facility to manage liquidity levels, which are below TEC recommendations. Wintec's total revenue for 2010 was \$82.9m, up 13.4 percent from 2009 (due to a mix of operating and one-off events), of which government revenue made up \$46.1m.

As part of the council reconstitution of the ITP sector, Wintec experienced change to the size of its council while maintaining a degree of continuity in its appointments.



TES Priorities

Participation		
2010 Performance	Wintec	ITP Sector
Students under 25	61%	48%
Māori	24%	21%
Pacific	5%	8%

Course Completion		
2010 Performance	Wintec	ITP Sector
Students under 25	75%	73%
Māori	67%	66%
Pacific	64%	65%

Qualification Completion		
2010 Performance	Wintec	ITP Sector
Students under 25	55%	51%
Māori	46%	45%
Pacific	41%	45%

Overview of Educational Performance – Formal SAC Funded EFTS only				
Enrolments	2008	2009	2010	% of ITP Sector
EFTS	4,897	4,818	4,918	7%
Students	14,103	13,375	9,886	6%
Educational Performance Indicators	2008	2009	2010	ITP Sector
Successful Course Completion	73%	76%	77%	74%
Qualification Completion	62%	65%	61%	54%
Student Retention	43%	51%	59%	48%
Student Progression L1-4	38%	30%	33%	29%

Overview of Financial Performance*				
Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	0.9%	2.3%	8.6%	3.0%
Net cashflow from operations	110.2%	121.1%	121.9%	111.0%
Liquid funds	0.0%	3.5%	4.0%	8.0%
3-yr average return on property, plant and equipment	6.2%	7.1%	8.5%	4.5%
Summary Financial Statements (\$000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 47,045	\$ 46,642	\$ 46,139	56%
Domestic student fees	\$ 12,348	\$ 14,319	\$ 17,277	21%
International student fees	\$ 6,647	\$ 6,717	\$ 7,488	9%
Other income (including research)	\$ 5,196	\$ 5,402	\$ 11,968	14%
Total revenue	\$ 71,236	\$ 73,079	\$ 82,872	100%
Expenses				
Personnel	\$ 38,279	\$ 38,972	\$ 44,113	58%
Total expenses	\$ 70,628	\$ 71,419	\$ 75,726	100%
Net surplus before abnormals	\$ 608	\$ 1,660	\$ 7,146	
Assets				
Property plant and equipment	\$ 108,409	\$ 114,324	\$ 129,313	95%
Total Assets	\$ 121,355	\$ 124,223	\$ 135,548	100%
Equity (net assets)	\$ 109,108	\$ 110,536	\$ 113,258	
Cashflow				
Net cashflow from operations	\$ 6,476	\$ 13,165	\$ 14,385	
Purchase of Fixed Assets	\$ 11,370	\$ 11,913	\$ 23,519	
Other				
Staffing FTE	603	593	648	
Total EFTS to Total Staff ratio	11:1	11:1	10:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	20:1	20:1	19:1	

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.

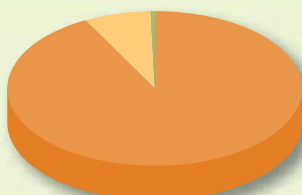


NZQA EER

Scheduled for June 2011

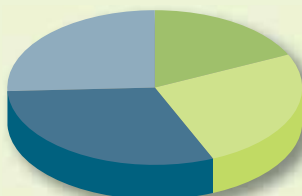
TEC Funding

%	
92.2	Teaching and Learning
7.3	Capability
0.4	Research
—	Scholarship/Learner



Delivery by Level

%	
18.0	Level 1–2
25.6	Level 3–4
30.7	Level 5–6
25.7	Level 7–8
—	Level 9–10



Delivery by Subject

%	
29.7	Management and Commerce
20.0	Society and Culture
12.6	Education
9.7	Health
9.3	Mixed Field Programmes
18.7	Other



Located at a main campus in Lower Hutt, the Open Polytechnic of New Zealand (Open Polytechnic) delivers courses by distance learning throughout New Zealand.

Open Polytechnic's educational performance compares well with exclusive extramural providers internationally. Its continued improvement in educational and financial performance strengthened its position in 2010.

Responsiveness

Open Polytechnic provides access to a variety of vocationally applicable courses and qualifications via distance learning. This enables learners to gain the skills they need to succeed in the workforce, or enhance their existing skill base, while still being able to earn a living and fit their studies around work and lifestyle commitments. Open Polytechnic maintains close working relationships with a significant number of industry training organisations in New Zealand, ensuring that those undertaking industry-related training can apply what they learn directly to their work environment.

All of Open Polytechnic's delivery was extramural and across Levels 1-8, with 56 percent at Levels 5-8. The largest areas of delivery were Management and Commerce (30%), and Society and Culture (20%). Its students were predominantly aged 25 years and older. As a national provider, Open Polytechnic's enrolments reflected the ethnic demography of New Zealand.

Open Polytechnic achieved most of the key performance indicators outlined in its 2010 Statement of Service.

Effectiveness

The New Zealand Qualifications Authority will complete Open Polytechnic's External Evaluation Review in June 2011. The results are not yet released. In the meantime, the Open Polytechnic retains its Quality Assured status.

In 2010, Open Polytechnic performed below the ITP sector averages against all four educational performance indicators (EPIs). However, its course completion rates were comparable with similar exclusive extramural providers internationally, and its qualification completion and student retention rates reflected the nature of part-time extramural study. These results also showed an increase on 2009 results. The largest shift was seen in qualification completion rates (up 12%). Performance for Māori, Pacific and students under 25 years was below the ITP sector average.

Capability

For 2010, Open Polytechnic performed well above the TEC's recommended guidelines across all financial indicators, with both a strong surplus (10.8%) and net cash flow from operations compared with 2009. This reflected a significant increase in total revenue of 16.7 percent, due to an increase in student numbers and improved efficiencies relating to staff and delivery costs. Abnormal costs related to restructuring resulted in a net surplus of 8.5 percent. Open Polytechnic's total revenue for 2010 was \$65.2m, of which \$47.0m (72%) was government funding.

As part of the council reconstitution of the ITP sector, Open Polytechnic experienced extensive changes in its council with the appointment of four new Ministerial members, including a new chair and deputy chair. The deputy chair is also a cross-council appointee and is the deputy chair of the Wellington Institute of Technology and Whitireia Community Polytechnic councils. In contrast to the Ministerial appointees, the Open Polytechnic council, in accordance with its statutes, appointed four existing members.



TES Priorities

Participation		
2010 Performance	Open Polytechnic	ITP Sector
Students under 25	21%	48%
Māori	16%	21%
Pacific	8%	8%

Course Completion		
2010 Performance	Open Polytechnic	ITP Sector
Students under 25	57%	73%
Māori	46%	66%
Pacific	51%	65%

Qualification Completion		
2010 Performance	Open Polytechnic	ITP Sector
Students under 25	18%	51%
Māori	22%	45%
Pacific	27%	45%

Overview of Educational Performance – Formal SAC Funded EFTS only

Enrolments	2008	2009	2010	% of ITP Sector
EFTS	4,364	5,277	5,760	8%
Students	32,753	32,405	37,347	21%
Educational Performance Indicators	2008	2009	2010	ITP Sector
Successful Course Completion	63%	62%	64%	74%
Qualification Completion	34%	21%	33%	54%
Student Retention	23%	24%	30%	48%
Student Progression L1-4	29%	20%	20%	29%

Overview of Financial Performance*

Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	1.4%	5.2%	10.8%	3.0%
Net cashflow from operations	117.8%	111.9%	121.1%	111.0%
Liquid funds	45.8%	51.7%	53.1%	8.0%
3-yr average return on property, plant and equipment	15.3%	14.5%	19.6%	4.5%
Summary Financial Statements (\$000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 37,844	\$ 40,124	\$ 47,044	72%
Domestic student fees	\$ 11,190	\$ 13,578	\$ 16,164	25%
International student fees	\$ 287	\$ 250	\$ 205	0%
Other income (including research)	\$ 2,894	\$ 1,883	\$ 1,742	3%
Total revenue	\$ 52,215	\$ 55,835	\$ 65,155	100%
Expenses				
Personnel	\$ 29,192	\$ 29,790	\$ 30,725	53%
Total expenses	\$ 51,502	\$ 52,929	\$ 58,113	100%
Net surplus before abnormals	\$ 713	\$ 2,906	\$ 7,042	
Assets				
Property plant and equipment	\$ 33,187	\$ 31,481	\$ 33,514	46%
Total Assets	\$ 62,261	\$ 65,820	\$ 72,253	100%
Equity (net assets)	\$ 46,607	\$ 49,643	\$ 55,197	
Cashflow				
Net cashflow from operations	\$ 8,479	\$ 5,656	\$ 11,028	
Purchase of Fixed Assets	\$ 1,709	\$ 908	\$ 5,537	
Other				
Staffing FTE	441	460	426	
Total EFTS to Total Staff ratio	12:1	13:1	16:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	37:1	41:1	56:1	

* All financial information is on a consolidated basis.

Note: Refer to Glossary for definitions.

TAI POUTINI POLYTECHNIC

Chair: Graeme McNally
Chief Executive: Paul Wilson

Main Campus

Greymouth

Other Campus Locations

Reefton, Hamilton, Westport,
Auckland, Christchurch,
Palmerston North,
Invercargill, Wanaka



NZQA EER

Scheduled for September 2011

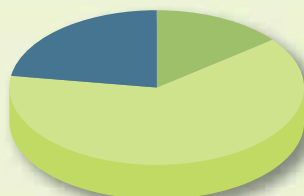
TEC Funding

%	Category
89.5	Teaching and Learning
10.5	Capability
—	Research
—	Scholarship/Learner



Delivery by Level

%	Level
14.4	Level 1–2
63.1	Level 3–4
22.6	Level 5–6
—	Level 7–8
—	Level 9–10



Delivery by Subject

%	Subject
28.3	Engineering and Related Technologies
22.4	Architecture and Building
16.1	Creative Arts
9.2	Health
6.0	Management and Commerce
18.1	Other



Tai Poutini Polytechnic (Tai Poutini) is based in Greymouth on the West Coast. It also has specialist delivery sites in Auckland, Hamilton, Palmerston North, Christchurch, Wanaka, Invercargill, Westport and Reefton.

The institution's improved educational performance moved it closer to the ITP sector average in 2010. Its financial performance also improved, but the 2010 net surplus did not meet TEC guidelines.

Responsiveness

Tai Poutini's delivery is spread across three divisions – West Coast (25%), industry training (26%) and specialist national provision (49%). Tai Poutini's specialist national provision includes the Music and Audio Institute of New Zealand (16%) and Search and Rescue (14%).

All of Tai Poutini's delivery is focused at Levels 1–6, with 63 percent at Levels 3–4. Qualifications were mainly delivered in Engineering (28%) and Architecture and Building (22%).

In 2010, Māori and Pacific students made up 25 percent and 9 percent (respectively) of enrolments. The high proportion of these groups, in relation to the West Coast's Māori and Pacific populations (10% Māori and 0% Pacific), is explained by Tai Poutini delivering a large portion of its training in South Auckland, which caters to a higher proportion of Māori and Pacific populations. Students at Tai Poutini were predominantly aged 25 and older.

Tai Poutini achieved against half of its Service Performance key performance indicators and was within range of meeting the remaining indicators.

Effectiveness

Tai Poutini is yet to have an External Evaluation Review undertaken by the New Zealand Qualifications Authority, but one is scheduled for September 2011. In the meantime, Tai Poutini retains its Quality Assured status.

In 2010, Tai Poutini performed above the ITP sector average for course completions. Qualification completion, student retention and student progression rates, however, were all below average but still improved on 2009 rates. Course completion rates for Māori, Pacific and students under 25 years all exceeded ITP sector averages.

Capability

In 2010, Tai Poutini improved its financial performance, due in part to an increase in student fee income. While its net surplus, before abnormals, did not meet TEC financial guidelines, all other financial measures were above TEC recommended guidelines, including net cash flow from operations for the first time in some years. Tai Poutini's total revenue (\$26.7m) showed a slight decrease over the past year. Government revenue (\$21.1m) amounted to 79 percent of the institution's income for 2010, a decrease of 4.2 percent.

As part of the council reconstitution of the ITP sector, Tai Poutini experienced extensive changes in its council with the introduction of two new Ministerial council members, one of which is chair. Both new Ministerial members are also cross-council appointees, one of which is also on the Christchurch Polytechnic Institute of Technology council with the other on the Aoraki Polytechnic council. The Tai Poutini council appointed four existing members to the council in accordance with its statutes.



TES Priorities

Participation		
2010 Performance	Tai Poutini	ITP Sector
Students under 25	38%	48%
Māori	25%	21%
Pacific	9%	8%

Course Completion		
2010 Performance	Tai Poutini	ITP Sector
Students under 25	77%	73%
Māori	78%	66%
Pacific	73%	65%

Qualification Completion		
2010 Performance	Tai Poutini	ITP Sector
Students under 25	54%	51%
Māori	42%	45%
Pacific	46%	45%

Overview of Educational Performance – Formal SAC Funded EFTS only

Enrolments	2008	2009	2010	% of ITP Sector
EFTS	2,251	2,138	2,219	3%
Students	12,361	9,599	7,768	4%
Educational Performance Indicators	2008	2009	2010	ITP Sector
Successful Course Completion	74%	73%	79%	74%
Qualification Completion	38%	44%	47%	54%
Student Retention	16%	26%	32%	48%
Student Progression L1-4	22%	18%	21%	29%

Overview of Financial Performance*

Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	-6.2%	1.4%	2.3%	3.0%
Net cashflow from operations	97.8%	107.7%	111.3%	111.0%
Liquid funds	21.0%	21.7%	11.1%	8.0%
3-yr average return on property, plant and equipment	5.8%	6.2%	7.2%	4.5%
Summary Financial Statements (\$000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 19,020	\$ 22,226	\$ 21,141	79%
Domestic student fees	\$ 3,213	\$ 3,879	\$ 4,456	17%
International student fees	\$ 80	\$ 0	\$ 0	0%
Other income (including research)	\$ 2,061	\$ 1,403	\$ 1,091	4%
Total revenue	\$ 24,374	\$ 27,509	\$ 26,688	100%
Expenses				
Personnel	\$ 14,577	\$ 15,854	\$ 16,482	63%
Total expenses	\$ 25,886	\$ 27,133	\$ 26,064	100%
Net surplus before abnormals	\$ (1,512)	\$ 376	\$ 624	
Assets				
Property plant and equipment	\$ 13,017	\$ 13,817	\$ 16,328	75%
Total Assets	\$ 20,458	\$ 21,307	\$ 21,780	100%
Equity (net assets)	\$ 17,363	\$ 17,889	\$ 18,699	
Cashflow				
Net cashflow from operations	\$ (556)	\$ 1,873	\$ 2,809	
Purchase of Fixed Assets	\$ 2,358	\$ 2,444	\$ 4,318	
Other				
Staffing FTE	247	201	185	
Total EFTS to Total Staff ratio	9:1	11:1	12:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	13:1	15:1	19:1	

* All financial information is on a consolidated basis.

Note: Refer to Glossary for definitions.

TELFORD RURAL POLYTECHNIC

Chair: David Yardley

Chief Executive: Jonathan Walmisley

Main Campus

Balclutha

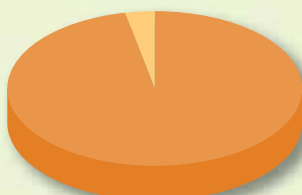


NZQA EER

Telford is now part of the Lincoln University. Audit cycle planned for the first half of 2012.

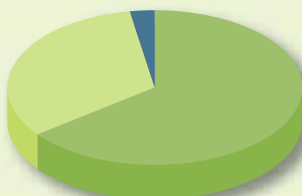
TEC Funding

%	
96.8	Teaching and Learning
3.2	Capability
—	Research
—	Scholarship/Learner



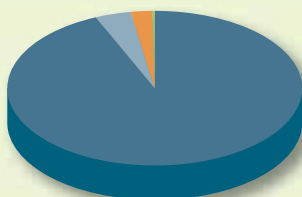
Delivery by Level

%	
64.6	Level 1–2
32.7	Level 3–4
2.7	Level 5–6
—	Level 7–8
—	Level 9–10



Delivery by Subject

%	
93.5	Agriculture, Environmental and Related Studies
3.9	Health
2.3	Engineering and Related Technologies
0.3	Other



In 2010, Telford Rural Polytechnic (Telford) was a polytechnic situated in the heart of South Otago in Balclutha, offering a range of qualifications in areas such as agriculture, equine, forestry and apiculture.

Following continued discussions with Lincoln University, Cabinet accepted a proposal that saw Lincoln University and Telford Rural Polytechnic merge as of 1 January 2011. Lincoln and Telford are both specialist providers of tertiary education for the land-based sectors. Telford is a specialist land-based polytechnic, recognised for its practical approach to tertiary education supporting the rural sector. The merger aimed to create one institution with a strong base to support education, research and knowledge transfers across the land-based sector.

Responsiveness

Telford maintains close relationships with industry bodies, identifies local demand through a network of regional co-ordinators and identifies national demand through close relationships with industry. This allows the institution to develop a suite of qualifications and short courses to meet demand using industry specialists and to provide literacy/numeracy support on all courses.

The majority of Telford's courses were delivered at Levels 1–4 (97%). Its delivery was heavily focused on Agriculture, Environmental and Related Studies (94%).

Māori students made up 17 percent of Telford's enrolments. As a national provider, Telford's proportion of Māori students was above the Māori population nationally (14%). Engagement across youth was comparable to the ITP sector average for 2010.

Telford achieved the majority of key performance indicators in its 2010 Statement of Service. Where it did not meet targets, there was still an increase in performance compared with 2009.

Effectiveness

Following the Limited Scope Audit conducted by the Institutes of Technology and Polytechnic Quality (ITP Quality) in 2007, the ITP Quality Board withdrew Telford's Quality Assured status. Since that time the institution has worked closely with ITP Quality in an effort to remove residual quality concerns. Through a full audit, completed in early December 2009, Telford regained its Quality Assured status after demonstrating to the New Zealand Qualifications Authority that there were sufficient controls in sub-contracted providers to ensure the assessment of learning was appropriate. Now that Telford has merged with Lincoln University, it falls under the New Zealand Universities Academic Audit Unit audit cycle (with Lincoln due to for its review in the first half of 2012).

Telford's educational performance over the years has shown a decrease. However, results in 2010 placed Telford around the ITP sector average. Telford's educational performance appeared strong in 2010 due to its provision being dominated by short programmes at lower levels on the National Qualifications Framework. The short duration of these programmes often meant they had higher rates of completion. In 2010, course completion rates for Māori and students aged 25 and under were above ITP sector averages.



Capability

Historically, Telford has consistently produced strong financial results and 2010 was no exception, where a net surplus of 8.0 percent was achieved. This is further supported by substantial cash reserves.

Telford's total revenue for 2010 was \$12.2m. The spread across income streams showed 78 percent was contributed by Government funding (\$9.5m) and 7 percent was from domestic student fees (\$0.9m).

As part of the council reconstitution of the ITP sector, Telford experienced significant changes in its council makeup. Three new members were appointed, consisting of one new Ministerial council member and two new council appointed members. Due to the merger with Lincoln University, the Telford council was disestablished as of 1 January 2011.



Overview of Educational Performance – Formal SAC Funded EFTS only				
Enrolments	2008	2009	2010	% of ITP Sector
EFTS	1,200	1,125	1,071	2%
Students	6,637	6,132	5,860	3%
Educational Performance Indicators	2008	2009	2010	ITP Sector
Successful Course Completion	80%	72%	73%	74%
Qualification Completion	65%	58%	45%	54%
Student Retention	41%	68%	59%	48%
Student Progression L1-4	13%	15%	22%	29%

TES Priorities

Participation		
2010 Performance	Telford	ITP Sector
Students under 25	46%	48%
Māori	17%	21%
Pacific	*	8%

Course Completion		
2010 Performance	Telford	ITP Sector
Students under 25	74%	73%
Māori	67%	66%
Pacific	*	65%

Qualification Completion		
2010 Performance	Telford	ITP Sector
Students under 25	48%	51%
Māori	36%	45%
Pacific	*	45%

Overview of Financial Performance**				
Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	16.3%	6.8%	8.0%	3.0%
Net cashflow from operations	110.4%	113.6%	113.3%	111.0%
Liquid funds	89.5%	88.7%	100.9%	8.0%
3-yr average return on property, plant and equipment	53.9%	33.4%	21.0%	4.5%
Summary Financial Statements (\$000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 9,658	\$ 9,592	\$ 9,546	78%
Domestic student fees	\$ 849	\$ 756	\$ 862	7%
International student fees	\$ 0	\$ 0	\$ 0	0%
Other income (including research)	\$ 2,035	\$ 1,973	\$ 1,831	15%
Total revenue	\$ 12,542	\$ 12,321	\$ 12,239	100%
Expenses				
Personnel	\$ 3,001	\$ 3,342	\$ 3,492	31%
Total expenses	\$ 10,498	\$ 11,488	\$ 11,264	100%
Net surplus before abnormals	\$ 2,044	\$ 833	\$ 975	
Assets				
Property plant and equipment	\$ 4,252	\$ 5,344	\$ 5,450	32%
Total Assets	\$ 15,178	\$ 15,873	\$ 16,820	100%
Equity (net assets)	\$ 13,622	\$ 14,455	\$ 15,430	
Cashflow				
Net cashflow from operations	\$ 1,162	\$ 1,528	\$ 1,433	
Purchase of Fixed Assets	\$ 1,188	\$ 1,490	\$ 555	
Other				
Staffing FTE	90	85	100	
Total EFTS to Total Staff ratio	14:1	14:1	11:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	18:1	18:1	13:1	

* Proportions where the denominator for a calculation is less than 30 are not reported as these rates are likely to be subject to significant variation and this may lead to misinterpretation.

** All financial information is on a consolidated basis.

Note: Refer to Glossary for definitions.

TE WĀNANGA O AOTEAROA

Chair: Richard Batley

Chief Executive: Bentham Ohia

Main Campus

Auckland, Hamilton, Rotorua,
Gisborne, Palmerston North,
Wellington

Other Campus Locations

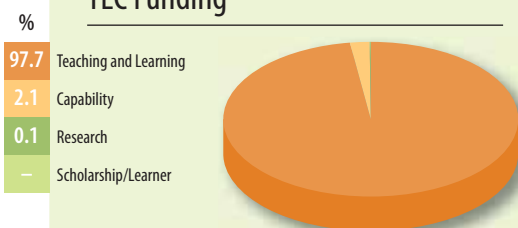
More than 80 sites
throughout the country



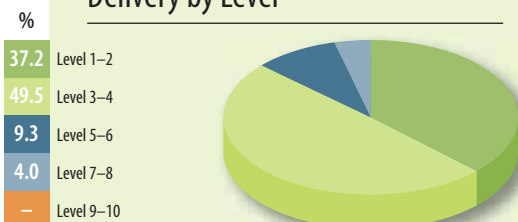
NZQA EER

Aotearoa underwent a 'focused' EER in 2010. Ratings included 'confident' for the strategic direction of the review, 'confident' for performance in the rangahau section and 'highly confident' for the self-assessment capability section. A whole-of-organisation EER is rescheduled for 2013.

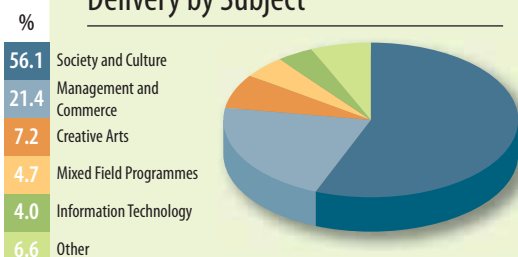
TEC Funding



Delivery by Level



Delivery by Subject



Te Wānanga o Aotearoa (Aotearoa) provides national coverage operating from over 80 delivery sites, including medium-sized campuses in all major centres and marae-based programmes.

Aotearoa's educational performance was strong across three of the four educational performance indicators (EPis). Aotearoa delivered a sound financial performance for 2010, with the organisation meeting most of the TEC's recommended financial guidelines.

Responsiveness

Aotearoa responds to the needs of its learners, 52% of which are Māori, by delivering all of its programmes in a Māori context and based on Māori pedagogy. The organisation extends its reach to its students with 28 percent of its provision offered as 'home-base' fees-free programmes at Levels 1-4. Aotearoa has also formed close ties with both Manukau Institute of Technology and Unitec Institute of Technology to develop a Tertiary Education Strategy for Auckland, to respond to the diverse needs of the region.

In 2010, across all foundation delivery, Aotearoa contributed 49 percent, and is New Zealand's largest provider of foundation learning. Thirty-seven percent of Aotearoa's provision was at Levels 1-2, and 50 percent was at Levels 3-4. Education at all levels was delivered 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 overall provision), a foundation programme aimed at creating cultural awareness, and the Certificate in Te Ara Reo Māori (11% of overall provision), a beginner's course in te reo Māori.

In 2010, Aotearoa did well to ensure that Māori learners were engaged into higher education. Over half of its students enrolled identified as Māori. Māori participation at Levels 1-2 was the highest for the wānanga sector at 19 percent. (Note that the wānanga sector average was heavily skewed to Aotearoa as it provided over 84 percent of all wānanga education delivery.)

Assessment of its own performance showed that Aotearoa performed well above targets for the majority of key performance indicators outlined in its 2010 Statement of Service.

Effectiveness

The New Zealand Qualifications Authority (NZQA) completed a 'focused' External Evaluation Review (EER) of Aotearoa in March 2010. The two areas agreed between Aotearoa and NZQA for the focused EER were strategic direction and rangahau. Key evaluation questions were developed, focusing on relevant outcomes and key contributing processes. NZQA gave Aotearoa a 'confident' rating for the strategic direction section of the review, a 'confident' rating for the performance in the rangahau section. Aotearoa also received a 'highly confident' rating for the self-assessment capability section. These statements of confidence relate to the two focus areas only, not, as in a standard EER, to whole-of-organisation performance and capability.

In 2010, Aotearoa performed above the wānanga sector averages against the indicators of successful course completions, qualification completions and student retention. Aotearoa's performance against the student progression indicator was close to average. These results improved from 2009 for all indicators except progression, which has remained the same. Māori educational performance at Aotearoa was above or comparable to the



wānanga sector average. Course completion and qualification completion rates for Pacific matched the wānanga sector average. Although Aotearoa has a smaller proportion of youth participation (14%), the organisation performed above average in course and qualification rates for this group.

Capability

Aotearoa's 2010 financial performance continued to be steady and met TEC recommended guidelines across all indicators except net cash flow from operations, which was slightly below target but offset by strong liquidity levels. The organisation's total revenue for 2010 was \$153.5m, up 2.9 percent on 2009, of which government funding made up \$138.9m (90%).



TES Priorities

Participation		
2010 Performance	Aotearoa	Wānanga Sector
Students under 25	14%	16%
Māori	52%	59%
Pacific	10%	9%

Course Completion		
2010 Performance	Aotearoa	Wānanga Sector
Students under 25	69%	67%
Māori	73%	72%
Pacific	76%	76%

Qualification Completion		
2010 Performance	Aotearoa	Wānanga Sector
Students under 25	57%	55%
Māori	59%	56%
Pacific	68%	68%

Overview of Educational Performance – Formal SAC Funded EFTS only				
Enrolments	2008	2009	2010	% of Wānanga Sector
EFTS	19,016	21,191	21,635	84%
Students	35,066	36,608	35,875	85%
Educational Performance Indicators	2008	2009	2010	Wānanga Sector
Successful Course Completion	69%	73%	76%	75%
Qualification Completion	62%	63%	66%	63%
Student Retention	61%	64%	68%	67%
Student Progression L1-4	31%	35%	35%	36%

Overview of Financial Performance*				
Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	4.6%	5.4%	4.1%	3.0%
Net cashflow from operations	114.4%	113.0%	108.4%	111.0%
Liquid funds	34.5%	28.2%	26.7%	8.0%
3-yr average return on property, plant and equipment	12.6%	20.3%	17.1%	4.5%
Summary Financial Statements (\$000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 118,310	\$ 134,905	\$ 138,865	90%
Domestic student fees	\$ 2,114	\$ 4,852	\$ 5,478	4%
International student fees	\$ 0	\$ 0	\$ 0	0%
Other income (including research)	\$ 7,931	\$ 9,391	\$ 9,144	6%
Total revenue	\$ 128,355	\$ 149,148	\$ 153,487	100%
Expenses				
Personnel	\$ 63,433	\$ 74,013	\$ 80,409	55%
Total expenses	\$ 122,418	\$ 141,023	\$ 147,270	100%
Net surplus before abnormals	\$ 5,937	\$ 8,125	\$ 6,217	
Assets				
Property plant and equipment	\$ 65,787	\$ 70,343	\$ 78,071	55%
Total Assets	\$ 114,667	\$ 129,593	\$ 142,288	100%
Equity (net assets)	\$ 98,000	\$ 112,222	\$ 126,492	
Cashflow				
Net cashflow from operations	\$ 16,053	\$ 17,454	\$ 11,634	
Purchase of Fixed Assets	\$ 11,021	\$ 7,673	\$ 12,358	
Other				
Staffing FTE	884	1,056	1,056	
Total EFTS to Total Staff ratio	22:1	20:1	21:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	48:1	46:1	47:1	

TE WĀNANGA O RAUKAWA

Chair: Turoa Royal
Chief Executive: Mereana Selby

Main Campus

Otaki

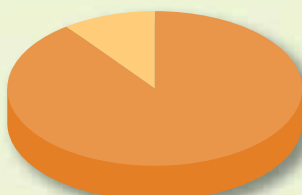


NZQA EER

To be confirmed

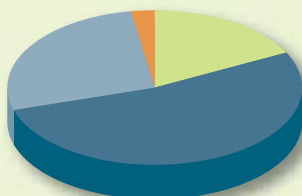
TEC Funding

%	
89.8	Teaching and Learning
10.2	Capability
—	Research
—	Scholarship/Learner



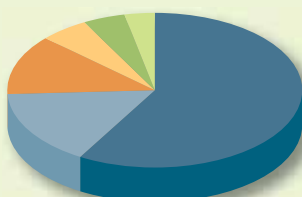
Delivery by Level

%	
—	Level 1–2
17.5	Level 3–4
52.8	Level 5–6
27.1	Level 7–8
2.6	Level 9–10



Delivery by Subject

%	
58.4	Society and Culture
15.8	Information Technology
12.5	Creative Arts
5.4	Management and Commerce
4.6	Education
3.3	Other



Te Wānanga o Raukawa (Raukawa) is a small wānanga based in Otaki. Raukawa is widely recognised for its contribution to iwi, hapū and whānau development.

Financially, Raukawa met all TEC recommended guidelines and continues to be in a strong position. It performed below the wānanga sector average against all four educational performance indicators (EPIs); however, since 2009 Raukawa has improved against three of these indicators. It has also put in place an educational performance improvement plan, with improvement expected in 2011.

Responsiveness

Raukawa is responsive to the needs of its learners, who are 98 percent Māori. A distinctive feature of Raukawa's delivery includes the number of programmes delivered exclusively in te reo Māori. Raukawa delivers 60 percent of its courses at various marae throughout the North Island.

In 2010, Raukawa did not provide foundation education (Levels 1-2). The majority of Raukawa's provision was delivered at Levels 5-8 (80%), and across the disciplines of Society and Culture (58%) and Information Technology (16%). All qualifications at Raukawa (excluding certificates) include a compulsory te reo Māori, iwi and hapū development component. The qualifications that had the largest enrolments were the Mātauranga Māori programmes, aimed at understanding kaupapa and tikanga Māori.

In 2010, Raukawa did well to ensure that Māori learners were engaged into higher education. The majority of its students enrolled (98%) identified as Māori. Moreover, Raukawa's Māori participation at Levels 5 and above was much higher than the wānanga sector average. (Note that the wānanga sector average was heavily skewed to Te Wānanga o Aotearoa, as Raukawa accounted for approximately 7 percent of total 2010 delivery across the wānanga sector.)

Assessment of its own performance showed that Raukawa achieved half the targets outlined in its Statement of Service Performance, but was within range of meeting the indicators it did not achieve.

Effectiveness

Raukawa has not had an External Evaluation Review undertaken by the New Zealand Qualifications Authority. This is scheduled for early 2012.

In 2010, Raukawa's performance against three of the four EPIs had improved compared with its 2009 results, particularly in relation to qualification completion and student retention rates. However, Raukawa's educational performance for 2010 was below the wānanga sector average against all four EPIs. Performance of Māori and students under 25 years of age was also below the wānanga sector averages for all EPIs.

Raukawa has an open entry policy, with many of its students studying for the first time at tertiary level. Students also tend to be older, with the majority studying part-time. These factors, along with a higher workload for qualifications at a similar level at other institutions, contribute to the lower-than-average educational performance rates. Raukawa is introducing measures designed to improve the educational achievement rates of its students, with expected improvements in 2011.



Capability

Raukawa's financial performance met TEC recommended guidelines for all indicators. Its performance was particularly strengthened due to the ongoing effects of a 2009 Treaty of Waitangi settlement, which generates significant interest income. Its total revenue for 2010 was \$24.7m, up 12.1 percent on 2009, of which Government funding made up \$14.2m (57%).



TES Priorities

Participation		
2010 Performance	Raukawa	Wānanga Sector
Students under 25	29%	16%
Māori	98%	59%
Pacific	*	9%

Course Completion		
2010 Performance	Raukawa	Wānanga Sector
Students under 25	37%	67%
Māori	43%	72%
Pacific	*	76%

Qualification Completion		
2010 Performance	Raukawa	Wānanga Sector
Students under 25	37%	55%
Māori	44%	56%
Pacific	*	68%

Overview of Educational Performance – Formal SAC Funded EFTS only

Enrolments	2008	2009	2010	% of Wānanga Sector
EFTS	1,628	1,519	1,695	7%
Students	1,890	1,958	2,144	5%
Educational Performance Indicators	2008	2009	2010	Wānanga Sector
Successful Course Completion	38%	42%	43%	75%
Qualification Completion	34%	37%	44%	63%
Student Retention	58%	56%	61%	67%
Student Progression L1-4	48%	39%	35%	36%

Overview of Financial Performance**

Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	14.0%	17.1%	21.3%	3.0%
Net cashflow from operations	134.8%	134.5%	136.9%	111.0%
Liquid funds	118.1%	445.0%	450.2%	8.0%
3-yr average return on property, plant and equipment	19.7%	23.0%	29.0%	4.5%
Summary Financial Statements (\$000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 13,498	\$ 12,363	\$ 14,210	57%
Domestic student fees	\$ 5,409	\$ 5,804	\$ 6,342	26%
International student fees	\$ 0	\$ 0	\$ 0	0%
Other income (including research)	\$ 2,257	\$ 3,814	\$ 4,171	17%
Total revenue	\$ 21,164	\$ 21,981	\$ 24,723	100%
Expenses				
Personnel	\$ 10,003	\$ 10,543	\$ 10,925	56%
Total expenses	\$ 18,195	\$ 18,212	\$ 19,455	100%
Net surplus before abnormals	\$ 2,969	\$ 3,769	\$ 5,268	
Assets				
Property plant and equipment	\$ 8,900	\$ 9,269	\$ 11,129	12%
Total Assets	\$ 29,110	\$ 85,390	\$ 91,436	100%
Equity (net assets)	\$ 25,123	\$ 80,342	\$ 87,388	
Cashflow				
Net cashflow from operations	\$ 5,582	\$ 5,718	\$ 6,409	
Purchase of Fixed Assets	\$ 1,241	\$ 1,981	\$ 2,966	
Other				
Staffing FTE	216	203	208	
Total EFTS to Total Staff ratio	8:1	7:1	8:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	24:1	27:1	22:1	

* Proportions where the denominator for a calculation is less than 30 are not reported as these rates are likely to be subject to significant variation and this may lead to misinterpretation.

** All financial information is on a consolidated basis.

Note: Refer to Glossary for definitions.

TE WHARE WĀNANGA O AWANUIĀRANGI

Chair: Dist. Prof. Sir Sidney Mead Hirini Moko

Chief Executive: Dist. Prof. Graham H. Smith

Main Campus

Whakatane

Other Campus Locations

More than 100 sites throughout the country

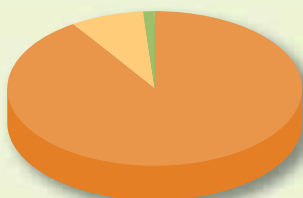


NZQA EER

Scheduled for October 2011

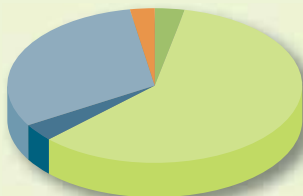
TEC Funding

%	Category
90.7	Teaching and Learning
8.0	Capability
1.3	Research
—	Scholarship/Learner



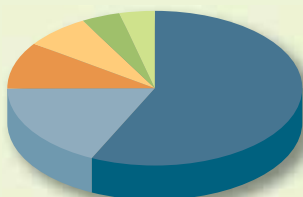
Delivery by Level

%	Level
3.3	Level 1–2
59.5	Level 3–4
3.7	Level 5–6
30.9	Level 7–8
2.7	Level 9–10



Delivery by Subject

%	Subject
57.0	Society and Culture
17.9	Creative Arts
9.8	Management and Commerce
7.2	Agriculture, Environmental and Related Studies
4.2	Education
3.9	Other



Te Whare Wānanga o Awanuiārangi (Awanuiārangi) has a campus and delivery sites across the country, with its main hub located in Whakatāne. It also has smaller sites delivering a selection of programmes in Rotorua, Auckland and Whangarei. Marae-based delivery increased to over 100 sites and produced staircasing outcomes from adult and community education to undergraduate programmes. Awanuiārangi refers to itself as an Indigenous University.

In 2010, Awanuiārangi performed above the wānanga sector average for course completions and student progression, and below average for qualification completions and student retention. Its financial position was sound in 2010, placing the organisation in a positive position for its 2010 delivery.

Responsiveness

Awanuiārangi provides a portfolio of qualifications that range from foundation education to doctoral studies, with 64 percent of its provision delivered through a network of marae over the North Island. Awanuiārangi has established a number of important relationships with the Unitec Institute of Technology, University of Waikato, Bay of Plenty Polytechnic, Northland Polytechnic and Manukau Institute of Technology to support student pathways and enhance learner outcomes.

In 2010, Awanuiārangi's provision was predominantly delivered at Levels 3–4 (60%) and Levels 7–8 (31%), and across the disciplines of Society and Culture (57%) and Creative Arts (18%). Some qualifications had a high level of Māori language emphasis, while others were designed to support new and emerging language learners. The qualifications that had the largest areas of enrolment were the Certificate in Te Pouhono, a marae-based programme designed to revitalise te reo Māori, kawa, āhuatanga Māori and tikanga Māori, and the National Certificate in Māori Tourism.

In 2010, Awanuiārangi did well to ensure that Māori learners were engaged into higher education, with the majority of its student enrolled (94%) identifying as Māori. Moreover, Awanuiārangi's Māori participation at Levels 7–8 was the highest for the wānanga sector. (Note that the wānanga sector average was heavily skewed to Te Wānanga o Aotearoa, as Awanuiārangi accounted for 10 percent of overall wānanga delivery in 2010.)

Assessment of its own performance showed that Awanuiārangi achieved well against its 2010 Statement of Service key performance indicators, performing well above targets for the majority of indicators.

Effectiveness

Awanuiārangi is yet to complete an External Evaluation and Review with the New Zealand Qualifications Authority. In the meantime, Awanuiārangi retains its Quality Assured status.

In 2010, Awanuiārangi's course completion and student progression rates were well above the wānanga sector average. However, qualification completion and student retention rates were below average. With the exception of qualification completion rates (which have decreased by 6%), these results showed an increase from 2009. Qualification completion rates at Awanuiārangi have been affected by changing provision to multi-year qualifications and higher levels of provision. There has been a shift from 9 percent of provision at Levels 7–8 in 2008, to over 30 percent provision at this level in 2010, with a significant number of these students completing in 2013. This should signal a gradual improvement in completion rates. Awanuiārangi's course progression rate for



Māori enrolments, at 46 percent, was higher than the wānanga sector average of 39 percent, as was its course completion rate. Course completion rates for Pacific and students under 25 years old were also above the wānanga sector average.

Awanuiārangi completed a major restructuring of its portfolio and management systems during the 2008-10 period, and the results are being reflected in its improved educational performance.

Capability

Awanuiārangi's balance sheet improved markedly in 2010 due to the receipt of \$14.5m in Treaty Settlements. Awanuiārangi's financial performance over recent years has continued to improve, and it met all TEC recommended guidelines for 2010, including an increased surplus (before abnormals) of 13 percent. This reduced to an 8 percent net surplus following property revaluations and previous year expenses. The organisation's total revenue for 2010 was \$26.0m, up 7.1 percent on 2009, of which government funding made up \$21.4m.

TES Priorities

Participation		
2010 Performance	Awanuiārangi	Wānanga Sector
Students under 25	22%	16%
Māori	94%	59%
Pacific	3%	9%

Course Completion		
2010 Performance	Awanuiārangi	Wānanga Sector
Students under 25	88%	67%
Māori	89%	72%
Pacific	82%	76%

Qualification Completion		
2010 Performance	Awanuiārangi	Wānanga Sector
Students under 25	55%	55%
Māori	46%	56%
Pacific	54%	68%



TE WHARE WĀNANGA O
AWANUIĀRANGI
indigenous-university

Overview of Educational Performance – Formal SAC Funded EFTS only				
Enrolments	2008	2009	2010	% of Wānanga Sector
EFTS	1,882	2,390	2,482	10%
Students	4,101	4,715	4,984	12%
Educational Performance Indicators	2008	2009	2010	Wānanga Sector
Successful Course Completion	86%	80%	89%	75%
Qualification Completion	47%	54%	48%	63%
Student Retention	41%	59%	64%	67%
Student Progression L1-4	30%	37%	46%	36%

Overview of Financial Performance*				
Key Performance Metrics	2008	2009	2010	TEC Minimum Guidelines
Net surplus (before abnormals) to revenue	9.1%	9.6%	13.1%	3.0%
Net cashflow from operations	136.2%	111.4%	118.6%	111.0%
Liquid funds	63.3%	50.1%	126.0%	8.0%
3-yr average return on property, plant and equipment	-9.6%	10.1%	22.2%	4.5%
Summary Financial Statements (\$'000)	2008	2009	2010	% of 2010 category
Revenue				
Total government revenue	\$ 20,798	\$ 21,565	\$ 21,421	83%
Domestic student fees	\$ 968	\$ 1,275	\$ 1,790	7%
International student fees	\$ 0	\$ 0	\$ 0	0%
Other income (including research)	\$ 1,174	\$ 1,401	\$ 2,746	11%
Total revenue	\$ 22,940	\$ 24,241	\$ 25,957	100%
Expenses				
Personnel	\$ 9,366	\$ 10,439	\$ 10,154	45%
Total expenses	\$ 20,862	\$ 21,923	\$ 22,550	100%
Net surplus before abnormals	\$ 2,078	\$ 2,318	\$ 3,407	
Assets				
Property plant and equipment	\$ 14,820	\$ 16,087	\$ 16,843	35%
Total Assets	\$ 27,281	\$ 27,731	\$ 44,906	100%
Equity (net assets)	\$ 23,572	\$ 25,285	\$ 41,841	
Cashflow				
Net cashflow from operations	\$ 6,427	\$ 2,541	\$ 3,875	
Purchase of Fixed Assets	\$ 1,092	\$ 2,705	\$ 3,376	
Other				
Staffing FTE	144	155	146	
Total EFTS to Total Staff ratio	13:1	19:1	20:1	
Total EFTS to Teaching Staff ratio (academic & tutorial)	29:1	35:1	41:1	



