

2005

Unitec Annual Report



experience
REAL WORLD LEARNING

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Key Results 2005

- Modest growth in domestic effective full-time students (EFTS) offset most of the decline in international EFTS experienced throughout the New Zealand tertiary sector. The end of year result of 10,013 EFTS was only slightly less than last year.
- A consolidated loss of \$84,000, despite \$16 million less revenue than predicted in November 2004 for the Profile, shows that adverse impacts were minimised through responsible management.
- Some \$28 million was invested in the development of our second campus at Waitakere. The new teaching block and joint community and university library were completed on time and opened in early 2006.
- Real world learning and comprehensive educational pathways differentiate us from other tertiary education establishments, and provide our graduates with professional and vocational skills that make them work-ready and highly sought after both in New Zealand and overseas.
- The application for designation as a university under the Education Act was unsuccessful. However, despite the ministerial decision, we remain firmly committed to securing designation as a dual-sector university of technology as the key mechanism to address the region's educational needs.
- Internationalisation continues to focus on the development of new links and collaborative ventures, including joint programme delivery, the offshore provision of Unitec programmes, and staff and student exchanges. These developments have occurred both at the university level and within the vocational sector.
- A number of restructuring exercises were undertaken within the central services area and within several schools negatively affected by changes in student demand. Operational efficiencies and stringent cost controls were aimed at increasing resilience and ensuring future operational sustainability.
- Research outputs (as defined by PBRF rules) increased by 12% over 2004 outputs.
- Programme development emphasised the continued alignment of our portfolio of qualifications to best meet the skill shortages in the labour market.

Mission

Unitec inspires people to discover and apply their intellectual and creative potential and contribute responsibly to their societies and cultures

Distinctive Character

As an integrated dual-sector institution, with both national and international frames of reference, Unitec is committed to offering programmes from certificates to doctorates, across a wide range of professional and vocational areas, and thus to providing:

- Access for learners from all educational backgrounds and age groups;
- Opportunities for learners to progress from one level of qualification to another while remaining within a single organisational culture; and
- Parity of esteem for students and programmes in both vocational and higher education.

This balanced and continuing commitment to postgraduate and degree-level study on the one hand, and to vocational education and training on the other, distinguishes Unitec from other institutes of technology and universities in New Zealand.

Unitec fosters an institutional culture in which innovation and enterprise are expected and rewarded, and is committed to providing graduates with the knowledge and skills to face the challenges of the future and to live in a multi-cultural world.

Unitec recognises and celebrates the diverse backgrounds of its students and is committed to providing them with a socially, culturally and spiritually responsive environment. In particular, Unitec seeks to provide excellent academic and pastoral support for, and to interact with, students in whatever ways best suit their learning needs.

Unitec has a distinctive guiding principle based on educating people for work, in work and through work:

- Educating people for work is manifest in the vocational and professional outcomes for all Unitec programmes and the active and responsive interactions that take place with key industry, professional and community groups to shape the curricula;
- Educating people in work is reflected in the special focus that Unitec has on adult learners who are already in the workforce and who seek to change or enhance their careers; and
- Educating people through work is demonstrated by a commitment to offering students at all levels access to credit-bearing, work-based educational opportunities.

Unitec has an educational philosophy based upon the nexus between excellence of teaching, relevance of research and currency of practice.

Unitec focuses upon applied research that serves educational, social and economic goals, regionally, nationally and internationally.

Unitec is committed to sustainable development, and seeks to apply the principles of sustainability in its teaching and research, and in developing an eco-campus environment that enhances the learning experience.

Year in review

For the year ended 31 December 2005

REAL research



A half-million dollar research project led by IT lecturer Dr Logan Muller has made a huge difference to the people of Antabamba, high in the Peruvian Andes. Instead of walking for hours and paying a day's wages for a one-minute phone call, they now use internet technology to improve their farming practice, develop new businesses and communicate more easily with the outside world.

Chairman's Report

The annual report of Unitec New Zealand for 2005 sets out the progress we have made towards meeting the commitments outlined in our Charter, our Profile and our Strategic Plan for 2005 to 2007. In particular, it records our contributions to the Auckland region, with a special emphasis on the west and north of the region, and to the wider economic, social and cultural development of New Zealand.

As a council, we have maintained a strong focus on our Statement of Strategic Purpose, which is to be an enduring dual-sector university of technology. We have sought to strengthen our distinctive character through our firm resolve to promote an integrated dual-sector framework within which we deliver programmes from certificate to doctorate across a range of relevant professional and vocational areas.

This commitment to dual-sector education has been reflected in our decisions as to Unitec's strategic direction and in our governance of the institution over the past year. The development of our campus at Waitakere has made this commitment clearly evident in our bricks and mortar asset base. Two years into our Charter, we believe that the document is truly coming to life.

The year began with high expectations, as the long awaited assessment of our application for designation as a university under the Education Act took place in late March. We were aware that, on any of the formal measures of university performance, Unitec was well ahead of the point that had been reached by AIT when that institution was deemed to have met the legislated criteria for designation. We consequently approached the exercise with real confidence. We were all the more disappointed to discover that the panel had been directed by the NZQA to set aside the AIT precedent, to judge our research performance against that of an established research-led university, and to assume, incorrectly, that the Education Act precluded dual-sector institutions. The resulting assessment, although largely positive, gave the Minister a convenient basis for announcing a decision that appeared, from evidence that emerged during our successful legal action, to have been taken in February 2000.

For more than a decade we have pursued a consistent strategy of securing designation as a university of technology. Despite this recent setback, we remain convinced that such designation offers the most secure framework within which to address the diverse and expanding educational needs of our region. Recent events have only strengthened our determination to pursue that goal.

Unitec has a distinctive character based on real world learning and the creation of comprehensive educational pathways for students at all stages of their careers. Throughout the year, Council has sought to enhance this character by improving Unitec business results, enhancing stakeholder outcomes, streamlining internal processes, and continuing the development of the organisation and its people. Maintaining positive strategic outcomes has become increasingly demanding in the current fiscal climate where shortfalls resulting from policy constraints on bulk funding and tuition fees, exacerbated by increased compliance costs, can no longer be fully offset by income generated from our successful international education activities.

Once again, Unitec has achieved over 10,000 EFTS and maintained a strong domestic as well as international focus. We have maintained our desired balance between enrolments in vocational education and training (VET) programmes and enrolments in undergraduate and postgraduate programmes, providing an unambiguous dual sector profile. Seamless pathways within a broad range of disciplines have enabled almost a quarter of our students to progress to further study on the successful completion of their qualification.

Our focus on real world learning, greatly supported by our students, allows us to produce graduates who are not only work ready, but also have a broader set of vocational and professional capabilities in areas much in demand by our business, industry and community stakeholders.

The development of the Waitakere Campus, key to our long-term strategic vision, has required Council to enter into significant borrowings for the first time. That decision was not taken lightly and has placed additional responsibility on us to ensure prudent management of the institution and to assess and mitigate the associated risks. We are confident that the investments made will have substantial benefits for the people of West Auckland, an area with significant educational needs. The systems and structures established over the last year, both within Council and across the whole organisation, will ensure that good governance and sound financial management safeguard these investments.

While our financial results show a small operating deficit in 2005, considerable work has been undertaken to better align the organisation with our strategy and to generate greater resilience in future years.

On behalf of Council, I would like to once again thank Dr John Webster, our President and Chief Executive, for his leadership and unwavering commitment to the vision of Unitec as a dual-sector university of technology. The support of a capable and committed executive management team has also been invaluable to Council in its governance of the institution.

I would also like to pass on thanks to my Council colleagues for their contribution over the last year. Each Council member brings to the table an extensive range of experience and specialist knowledge that greatly enhances the institution's governance.

You will see from this report that we have achieved a great deal in 2005. We look forward with confidence to 2006 being the year during which we will finally gain recognition for our delivery of high quality, real world education, within an explicitly dual-sector framework, that clearly meets the needs of our learners as well as those of the industries, the professions and the communities we serve.



Alan Dickinson
Chairman of Council

Chief Executive's Report

2005 In Review

This has been a difficult year for Unitec. Our courage and resolve has been tested as never before as we faced serious challenges to the integrity of our core mission, and to our capacity to address the urgent needs of our stakeholders.

We deliver innovative programmes that cater for the specific needs and requirements of students who are commencing their careers, seeking a career change, or engaging in continuing professional development. To that end, and with a special emphasis on providing a seamless educational experience as students progress to higher academic and professional levels, we offer a comprehensive range of programmes, from trade certificates to doctorates, across a variety of professional and industrial sectors.

Our core business is teaching informed by research and practice. Our leadership in vocational and professional education, and close links with business and industry, have enabled us to ensure that our portfolio of qualifications remains relevant and accessible. Our special focus on real world learning distinguishes us from other tertiary education providers. We aim to produce work-ready graduates with professional and vocational skills and attributes that are in high demand both at home and overseas.

During 2005, our long-standing efforts to have our application for university standing properly assessed were at least partly successful, although we ultimately had to resort to legal action in order to achieve that outcome. Throughout our quest, we have been motivated entirely by the need to secure proper recognition for the achievements of our students and staff, clarity of our role in national and international contexts, and endorsement by government of the inherent value of seamless dual-sector education. The extent to which we have achieved stakeholder support for these objectives was shown by the results of an independent opinion poll during the year, with 87% of respondents expressing the view that the region would benefit from Unitec being designated as a university of technology. Unfortunately, the assessment that finally took place in late March 2005 was seriously flawed, with the issues including:

- Mistaken directions issued by the NZQA Board to the assessment panel;
- The consequent use by the panel of incorrect benchmarks for their assessment;
- A refusal by the panel to engage in constructive discussion on those interpretations; and
- Failure by the panel to have regard to the precedents offered by the AIT assessment.

Despite our disappointment at receiving a negative decision based on political rather than educational criteria, we seem to have been unexpectedly successful in adding the term 'dual-sector' firmly to the lexicon of tertiary education policy, and building a widespread public understanding of what the term 'university of technology' means. In the course of post-election negotiations, the government agreed to explore the introduction of a 'university of technology, non-university, class of institution' during the term of the current parliament. Institutions

within that class would offer both university and polytechnic education, with a balanced profile extending from vocational training to doctoral studies. They would be characterised by a wide range of teaching, research and advanced practice, much of it at higher levels, that advances, disseminates and assists the application of knowledge and professional expertise, develops intellectual independence, and promotes community learning.

We do not intend to pursue a traditional university model, and applied for designation as a university (unqualified) only on the basis that there was no other route available by which appropriate recognition could be obtained. Designation in a separate university of technology category would thus meet our central objectives while protecting our dual-sector mission.

Following the decline in international EFTS over the past two years and changing patterns of domestic student demand, we have reviewed the operations of several schools and central service units. Each school and unit has been required to develop a zero-based budget that reflects the best assessment we can make of future revenue flows. At the same time, we have been particularly conscious that we must continue to deliver high-quality programmes to students who often need greater levels of support than their counterparts at a traditional university. The reviews were hard on all concerned. However, while financial necessity was a central driver, there were positive outcomes, with renewed efforts being made to ensure that programme content, structure and delivery modes address emerging market needs and expectations more effectively.

In parallel with these reviews, we have faced hard decisions on areas of our future educational profile. While programme viability reviews help identify and address cases in which programmes do not adequately address current market needs and/or institutional priorities, the most serious problems have been outside Unitec's control. In particular, government actions designed to address issues arising elsewhere in the tertiary sector have sharply increased compliance costs and threatened to affect the delivery of some well-established, high-demand programmes.

The review of A1 and J1 programmes did not, in the end, adversely affect any of our programmes, but the more complex arrangements now in place for programme approvals will reduce our capacity to respond as rapidly as we might wish to emerging stakeholder needs. In 2006, we will be forced to reconsider our approach to the ongoing provision of short courses. We do have some capacity to deliver more courses on an entrepreneurial basis, and will also need to consider the ACE fee structure. The competitive approach now being taken to the allocation of ACE funding will place a significant compliance burden on community-based providers and may put us in competition with groups with whom we have previously collaborated closely. On the other side of the ledger, Unitec has higher overheads than community-based ACE providers and, in the likely absence of government funding at appropriate levels, provision may well not be viable. Some institutions will choose to withdraw entirely from ACE provision, and Unitec may have to be one of them.

Meanwhile, our developments at Waitakere continued apace, with construction of a new teaching building and a joint university and community library on track to be operating early in 2006. In 2005, we commissioned an independent company to survey the demand for tertiary education across Waitakere City. The company interviewed over 500 respondents, covering all age groups and postal codes, who indicated that they had contemplated undertaking tertiary study in the next two years. They were not advised that the survey was being carried out for Unitec. The main survey results showed that:

- == Demand is spread across qualification levels, and closely matches our dual-sector profile;
- == Demand is well-aligned with our discipline base, with business and health being popular;
- == Unitec is the dominant institution of choice, ahead of Auckland University; and
- == Many respondents would prefer to study at our new campus.

We remain dedicated to dual-sector university education, and believe that this commitment represents a major and distinctive contribution on our part to implementing the Tertiary Education Strategy set out by the government. By international standards, we already operate as a highly effective dual-sector university, and have a significant level of de facto recognition internationally. Official recognition of our true standing, and of the importance of maintaining and expanding the opportunities we provide for students to progress seamlessly between the various levels of education, as their careers unfold and their confidence develops, surely cannot be denied for much longer.

University designation

In June 2004, we requested that the New Zealand Qualifications Authority (NZQA) resume processing our application for university designation, which had been lodged in August 1999. For some months, both the NZQA and the Tertiary Education Commission (TEC) prevaricated. In September 2004 the government introduced a bill designed primarily to prevent our assessment from continuing. However, after extensive hearings, the Select Committee recommended in March 2005 that all the retrospective elements of the Bill be removed, and that the wording be amended to clarify that there had been no change to the standards for designation.

In January 2005, with great reluctance, we initiated legal action against the Minister of Education and the NZQA in an effort to secure a fair hearing, which had been denied since May 2000. That legal action was heard before Justice Miller in the Wellington High Court on 2-3 June 2005. Ironically, the Deputy Solicitor-General, appearing for the government, attempted to portray our consistent efforts to seek a mutually acceptable way forward as reflecting acquiescence in the government actions that were the main subject of the hearing. Justice Miller, thankfully, commented that he would be reluctant to penalise Unitec for trying so hard to avoid litigation.

Justice Miller handed down his decision on 7 July 2005, finding that we had succeeded in each of our three causes of action, and awarding us costs. He decided that the Associate Minister had:

- == Unlawfully suspended section 162 of the Education Act between May 2001 and January 2003;
- == Breached the rules of natural justice by reason of delay in determining our application between the end of 2001 and January 2003; and
- == Breached section 27(1) of the New Zealand Bill of Rights Act 1990 by reason of delay in determining our application between the end of 2001 and January 2003. We were awarded costs.

In March 2005, an expert panel appointed by the NZQA visited the campus to assess our application. Unfortunately, the panel was operating under directions from the NZQA that both set aside the agreed guidelines that had been applied in the earlier assessment of the Auckland Institute of Technology and conveyed the quite inaccurate impression that dual-sector institutions are not permitted under the Education Act. We strongly dispute the legality of that direction. However, the panel decided to:

- == Apply the principle that “either the whole institution is a university or it is not”;
- == Assess our performance on the basis that staff members become ‘research active’ only when they achieve a ranking of ‘C’ or higher under the Performance Based Research Fund (PBRF);
- == Expect any new university to demonstrate a level of research intensity comparable to that achieved in well-established traditional universities; and
- == Set aside entirely the AIT precedent.

The panel refused to entertain any subsequent discussion as to the validity of those assumptions.

Although the Minister announced his decision in August (in terms so seriously misleading as to raise doubts as to the entire basis of the assessment), that decision remains open to judicial review. Perhaps even more importantly, it is also open to a review by the incoming government of the educational context in which it was reached. We firmly believe that our students, our graduates and the communities that we serve would benefit significantly if Unitec were now to be designated as a university of technology. We have expertise in, and responsibility for, continuing to develop and deliver vocational and professional education and training of the highest quality that meets regional, national and international needs.

Such a designation would:

- == Recognise the benefits a teaching-led, research-informed, dual-sector university can generate;
- == Acknowledge the unique contribution seamless education makes to achieving national goals;
- == Enhance access to university education for people to whom it has traditionally been denied;

- == Secure the integrated delivery of professional and vocational education in the region;
- == Contribute to the social and economic development of the region and the country;
- == Confirm the value and standing of the work of students and staff members; and
- == Remove barriers to the export of dual-sector educational services.

It would help us more effectively address the goals established within the Tertiary Education Strategy and the Statement of Tertiary Education Priorities, and contribute to regional and national development. Unitec could take a wider role, both nationally and in the growing international network of dual-sector universities of technology. In any case, we would remain firmly committed to:

- == Teaching that promotes critical thinking and intellectual independence;
- == Applied research that informs teaching by seeking real solutions to real problems;
- == Qualifications that are relevant, current and assist graduates towards self-deployment;
- == Flexible pathways for personal and professional development by students and graduates;
- == Partnerships with industry, the professions, the community and government;
- == Continued leadership in vocational and further education; and
- == International standards of excellence in all our activities.

We consider that our legal classification as a polytechnic is seriously misleading, and has become a significant barrier to realising our full potential to meet stakeholder needs. However, the fundamental shape of our institution, and the central characteristics that we plan to establish and maintain, reflect the demonstrated needs and priorities of our multiple intersecting communities of interest, and must thus remain essentially constant.

Enrolments and funding

We again experienced a modest growth in domestic student numbers during the year, but, like many other tertiary providers, we suffered a further decline in international student enrolments. The loss of overseas students reflects a range of external factors, including the high New Zealand dollar and tighter immigration policies now being implemented by the government. As a result, our total student load, as measured by Equivalent Full-time Students (EFTS), fell by 1.6%, from 10,271 EFTS in 2004 to 10,013 EFTS in 2005, with major variations in the distribution of demand between disciplines. The balance between divisional EFTS remained relatively consistent, with a further modest increase in the proportion of postgraduate enrolments (although these are expected to increase significantly in 2006).

To put this into perspective, we had to run the institution with some \$16 million less revenue than had been predicted in our Profile in November 2004 while, thanks to the Employment Relations Act, there was only a minimal proportion of fixed-term staff members whose employment could be discontinued at the end of their contracted period. We had largely predicted this reduction early in the year, with our estimate of 9,938 EFTS being down from the original budget of 11,097 EFTS identified in our Profile.

However, we recorded a loss of less than \$100,000 for the year, including over \$700,000 of redundancy payments. This speaks volumes for the resilience of the institution, the commitment of our staff and the determination of Council and management to operate Unitec in a responsible and sustainable manner.

Despite the lower overall demand, we had more than 65,636 students enrolled in our 140 programmes of study, with over 15,000 engaged in formal programmes extending to more than one course. This high enrolment level continues to reflect our national role in delivering the Certificate in Construction Site Safety, which was approved by the TEC in mid-2005. Training and assessment services under this scheme were delivered to almost 40,000 students, and made a major contribution to reducing death and injury on construction sites around New Zealand. The programme accounted for 770 EFTS.

Our funding situation remains extremely difficult. Domestic EFTS funding rates are failing to keep pace with costs, and tuition fees are subject to stringent government controls. In any case, we do our best to maintain our tuition fees at levels that are affordable to our students, many of whom come from disadvantaged backgrounds. Increasingly, the combined value of tuition fees and student component funding is falling short of the costs of provision, particularly in sectors that require specialised teaching and learning resources. These sectors often involve occupations and industries that are suffering serious skill shortages and would appreciate an increased supply of graduates. Without international student revenue, we could not provide domestic students with the learning experience they deserve, and skill shortages in this country would consequently increase.

We have continued to act with absolute integrity in the securing and application of government funds. That restraint once again led to our being penalised by the TEC as the government moved further to reduce the funding of continuing education programmes in the 5.1 category. We have faced increasing pressure to justify courses at certificate and diploma level, particularly those in business, the arts and social sciences, or the A1 and J1 categories. Sadly, programmes clearly meeting the strategic objectives of the Tertiary Education Strategy and the Statement of Tertiary Priorities are now facing additional administrative and compliance burdens. These are often programmes that target people desperately in need of foundation level skills to participate in society and the workforce.

Restructuring

In 2005, we experienced a further drop in international EFTS, particularly in the once profitable English Language programmes, but also in other discipline areas. This was only partly balanced by increasing domestic demand. The resultant sharp reduction in revenue meant that we had to exercise stringent cost controls and undertake a series of reviews of academic schools and central service units. The following schools were reviewed:

- Accountancy, Law and Finance
- Computing and Information Technology
- Languages, and English and Applied Linguistics
- Natural Sciences.

A separate review was also undertaken to examine how business education at Unitec should best be developed, delivered and marketed. The idea of establishing a single School of Business was examined in some detail, but was set aside at a late stage, during development of the University Plan. Accounting, Law and Finance, and Management and Entrepreneurship would be the key players in any new entity that might be established, and a merger now seems likely to occur in 2006.

In the central services areas, most attention was directed to:

- International Office
- Student Admission and Enrolment
- Academic Development Unit (ADU), People Capability, Learning Technologies
- Central Purchasing Services
- Central Timetabling.

We are now implementing the recommendations emerging from the reviews. Given the high proportion of our expenditure related to salaries, staff numbers – to varying degrees – had to be reduced in almost all the schools and units concerned. This was achieved mainly by attrition, leave without pay, transfer to part-time work, or voluntary severance, with only a small number of involuntary redundancies.

One key decision was to transfer programme development and support functions from the ADU to the Offices of the Deans, and quality assurance functions to the office of the Deputy President, Academic. A new unit has been established to pursue the vital issue of further enhancing teaching and learning across Unitec, and fostering innovative, student-centred approaches.

Teaching and learning

Throughout 2005, Unitec continued to provide innovative programmes catering for the needs of people beginning a career, contemplating a career change or requiring continuing professional development. Leadership in vocational and professional education, and close links with business and industry, are reflected in what both students and employers see as relevant and accessible qualifications. The programmes we offer are targeted at a wide variety of learners and occupations. In addition, we consciously seek to address the needs of new occupational groups, particularly where those groups would otherwise need the combined educational services of both universities and polytechnics.

Our current offerings can be summarised as follows:

Doctorates	2
Masters Degrees	15
Postgraduate Diplomas and Certificates	8
Bachelors Degrees	21
Graduate Diplomas	9
Diplomas	22
Certificates	50
Bachelor Degree Majors	28

We are constantly refining or repositioning our portfolio of programmes to ensure they meet the needs of students, employers and the wider community. A number of new programmes were introduced in 2005. These included the Bachelor of Teaching in Early Childhood Education, developed from our highly successful Diploma programme, which addresses the growing needs and expectations of parents and the community for high quality teaching and learning at pre-school level. Another, the Master of Social Practice, provides opportunities for practitioners established in their careers to gain new and higher-level skills, to reflect on their experience, and to engage in research designed to foster individual and community development.

Further programme development that will help overcome skill shortages in a number of employment sectors will occur in 2006. One example is the Property Development major in our Bachelor of Construction degree, which will complement the existing Construction Management and Construction Economics majors. This will enable us to better meet the developing needs of property management professionals and, potentially, help address a significant gender imbalance in existing programmes.

The new School of General Studies, which will operate from the beginning of 2006 at our Waitakere campus, will provide a sound academic framework for the emergence of new programmes addressing specific needs identified by the Waitakere community.

With the continuing advances of technology, we have responded to student needs by expanding access to our online learning options. Nearly 14,000 students are enrolled in courses supported by online learning, while the Internet is used to develop and submit assignments and to gain feedback on coursework from both students and staff members.

Also in 2005, the Academic Board supported a continuing initiative to encourage staff to reflect on their teaching practice, encouraging improvement and innovation. Some 110 staff members attended a Teaching and Learning Symposium, at which 28 gave presentations on practice related to a set of teaching and learning principles constructed at the 2004 symposium. These principles will be used as the basis for revising our teaching and learning plan in 2006.

Given this level of commitment, it is perhaps not surprising that an online survey of student opinion at the end of 2005 resulted in a very strong endorsement of the quality and relevance of our programmes. The survey, which attracted more than 2,500 responses, also firmly backed the learning experience we provide, with many references to staff members having gone well beyond the call of duty to help students. The students were less complimentary about the quality of food and social life on campus, and we will move to address these latter issues in 2006.

Real world learning

Real world learning is much more than a marketing catch phrase, with the provision of experiential or practice-based learning being a major commitment in our Charter. In fact, some 61 courses, across a wide range of programmes, are specifically concerned with learning undertaken either directly in the workplace or in a simulated workplace environment, normally with extensive employer input. Indeed, all programme development is undertaken in consultation with the relevant industry and community groups. This helps us to maintain our focus on meeting learner needs by providing students with the specific knowledge and skills that they need to participate effectively in the workforce.

We maintain 41 advisory committees across all disciplines, and these committees are crucial to the development of programme content and structure. Committee members include representatives from business, professions, local and central government, other tertiary institutions and private providers. We also work with Industry Training Organisations to develop and implement strategic training plans.

Consistent with this collaborative approach, we are currently evaluating the potential development of a tertiary village based on our Waitakere campuses. This will bring together a broad range of education providers, both public and private, operating at different levels and in different areas, and help ensure that the needs of the community can be comprehensively addressed.

The ability of a dual-sector institution to serve as a one-stop-shop is critical to building a knowledge society. Our broad-spectrum capacity enables us to respond to varying student demands that might not have been met nearly as effectively if the provision had been spread across several institutions operating at the different educational levels. Furthermore, recent statistics suggest that up to 50% of our students at degree level qualified for entry by completing sub-degree programmes at Unitec or elsewhere. This transfer rate is around seven times as high as that which occurs between traditional polytechnics and universities.

Some of our most distinctive teaching contributions lie in our commitment to adult learning, e-learning, and cooperative education. To encourage continuing development in this area, we strive to maintain close relationships with major employers in the region and to enhance work placement opportunities for our students.

Research

Research at Unitec is largely applied in nature and closely linked with advanced practice. This benefits professions, vocations and the community. At the same time, research and advanced practice create a strong and well-informed base for teaching and learning at all levels, in both new and established disciplines.

Our external grant income increased significantly between 2004 and 2005, with a third of the overall income coming from the Foundation for Research Science and Technology (FRST). We also continue to support research, and particularly emerging researchers, through an internal funding scheme. We participate in the Performance Based Research Fund (PBRF) administered by the TEC.

Among projects allocated funding was the collaborative research by Mary Panko, Mark Barrow and Wendy Baker from Unitec, and colleagues from Napier University in Edinburgh, into the impact of tertiary teaching qualifications on academic staff members. Unitec also contributed funding to research on the contexts for ethics in school decision-making, undertaken by Jennie Billot from Unitec, in collaboration with academics from Queensland and Canada. Research from a team led by Professor Howard Frederick from the Unitec Centre for Innovation and Entrepreneurship, shows that Maori are the third most entrepreneurial people in the world. The Global Entrepreneurship Monitor (GEM) Aotearoa New Zealand 2005, which was released in early 2006, surveyed a representative sample of Maori and the general New Zealand population in order to make comparisons with 35 other countries. This has been the largest study of indigenous entrepreneurship ever undertaken in New Zealand.

Research projects started or completed in 2005 covered a wide range of disciplines and industry sectors. The diversity of our research activity can be illustrated by two examples chosen more or less at random. Peter Thompson, from the School of Communication, undertook an examination of funding systems for OECD public broadcasting. And, Paul Kearney from our School of Computing and Information Technology studied the benefits of digital game technology and immersive environments in assisting teenagers suffering the effects of chemotherapy.

Waitakere campus

Our Waitakere development began in 2002, when the Unitec Council and the Waitakere City Council signed a Memorandum of Understanding designating Unitec as the preferred provider of tertiary education in the city. With a rapidly growing population of around 180,000, Waitakere is currently the fifth largest city in New Zealand, but has one of the lowest rates of tertiary participation.

Construction of a new teaching block and a shared university and city library in the central business district of Henderson was completed in time for Semester One of 2006. The new campus brings together technology, art, and sustainable architecture and design to create a state-of-the-art learning environment for Unitec students, and provides library resources and public spaces for students and for the people of Waitakere City. This development, a joint venture between Unitec and the City Council, is a key element in our strategy to meet the challenges outlined in our Charter and Profile. It will help to secure our future as an institution and enable the community to realise its goals and aspirations.

The teaching block will be used for degree-level programmes in Nursing and Community Studies. New programmes at certificate or diploma level designed to meet local needs, existing programmes in English Language, foundation studies, computing, business and electrotechnology, and short courses, will also be delivered. We have established a School of General Studies based at Waitakere that will focus on building a sound academic framework for new programmes addressing the specific needs of the regional community.

In 2005, the campus had a student load of 281 EFTS. This figure will increase sharply in 2006 with the wider number of programmes being offered. The extended campus can cater for up to 2,500 students and includes flexible teaching spaces, computer laboratories and a 180-seat lecture theatre.

Unitec has been collaborating with Enterprise Waitakere, the Waitakere Education Sector Trust and the Adult and Community Education network, to identify key educational resources and the needs of the city and the community. We have been giving particular attention to supporting the small and medium-sized businesses that currently comprise the most important growth sector in Waitakere.

We are now, in partnership with several private providers, examining the establishment of a tertiary village associated with our Waitakere campus. The village will focus on seamless transition between the private providers and Unitec. Most initial developments will be in the certificate and diploma levels, reflecting the need to address the accumulated educational disadvantage within the community. We are also beginning discussions with the regional secondary schools, with a view to exploring options for developing a virtual senior college that can assist schools to prepare a higher proportion of their students for participation and success in tertiary education. In a very real sense, our new facilities have been created by and for the local community, and there are exciting growth opportunities.

Internationalisation

Unitec has a continuing commitment to internationalising education that extends far beyond delivery of education to thousands of international students here in New Zealand. We are engaged in a rapidly increasing range of collaborative ventures with overseas universities, involving joint programmes or, in some cases, offshore delivery of elements of Unitec programmes. We also provide many opportunities for domestic students to spend time at overseas universities, and have their studies credited towards their Unitec qualifications.

We continue to play a significant role in export education. In 2005, our international student load was 2,095 EFTS, a 20% decrease from 2004. This was a good performance, given our continuing lack of formal university standing and the continuing high value of the New Zealand dollar. In fact, most of the reduction reflected a downturn in the number of students from China enrolling in English Language



programmes. International EFTS in mainstream programmes actually increased, and students from over 80 countries enrolled in a more diverse range of programmes than in the past, extending from short courses through to certificates, diplomas, degrees and postgraduate qualifications.

International students make a major, positive contribution to Unitec. We have increasingly been able, by managing admissions and enrolments, to balance course and student demographics, and ensure that the learning requirements of domestic students are not compromised. We have now established clear guidelines that will both maintain an appropriate balance between domestic and international students and balance the regional sources of our international students.

Unitec is a signatory to the New Zealand Code of Practice for the Pastoral Care of International Students, as established under section 238F of the Education Act 1989, and we take pride in meeting, and normally exceeding, the quality standards of pastoral care set out in the code.

While most international activity has occurred at university level, we are attracting increasing numbers of international students to vocational education and training programmes, and have built relationships with relevant bodies and institutions overseas. These have been found to be most effective when the overseas institutions share our dual-sector mission.

Student and staff exchanges in 2005 involved universities and colleges across a range of countries that, as well as the USA and the UK, included Sweden, Japan, Korea, Mexico, Samoa and American Samoa. Specific scholarships are provided to allow students enrolled in our School of Languages and School of Communication to study abroad, with Japan and Europe being popular destinations.

During the year, the Unitec Global Exchange Office opened its doors. The office is a one-stop-shop for students who would like to spend a semester or more abroad at one of our partner universities in Europe, the USA, Latin America or Asia.

Graduation

Nearly 1,000 students graduated from Unitec in April 2005, with more than 700 attending the three graduation ceremonies in the Auckland Town Hall. A record number of Maori graduands also took part in the Kahurangi ceremony at the main campus. A further 313 students received their awards at the Spring Graduation in September 2005. This was our largest-ever single graduation ceremony.

These ceremonies cover awards granted in the undergraduate and postgraduate divisions. Separate ceremonies are held for students graduating with certificates or diplomas awarded in the division of vocational education and training. For the first time, one of the latter graduation ceremonies was held in Henderson, with Waitakere Mayor Bob Harvey as the guest speaker. Our strong ties to the regional community made it appropriate to hold the ceremony at the Waitakere Trusts Stadium. Certificates and diplomas were awarded to students from the schools of natural sciences, sports, health and community studies, and architecture and landscape architecture.

The 2005 graduate survey once again confirms that the vast majority of our students gain employment outcomes that are strongly related to their area of study. Indeed, many graduates, particularly those holding degree and postgraduate qualifications, undertook their studies while they worked in closely related areas. Professional development and real world learning are important considerations for them as they progress within their career. Progression to higher-level qualifications was particularly evident in graduates completing certificates and diplomas, with 24% of graduates continuing their study upon completion of their qualification.

Conclusion

On behalf of Unitec, I again extend my thanks to the Unitec Council, under the leadership of chairman, Alan Dickinson, for their efforts throughout 2005. As noted above, the combination of continuing work towards designation as a university of technology, the financial pressures created by the downturn in international enrolments, inadequate funding for domestic students and the rapid development of our Waitakere campus have made 2005 a particularly tough year for Unitec. The effort, skill and expertise of Council members have enabled us to navigate through this challenging period in our development, and to deal with the problems arising from factors that are almost entirely outside our control. Along with an outstanding and committed team of senior managers and staff, we will continue to realise our vision to be an enduring dual-sector university of technology. We remain dedicated to meeting an increasing need for postgraduate, undergraduate and vocational education across New Zealand and, particularly, in the regions and communities that we serve.



Dr J.A. Webster
Chief Executive and President

School Reports

> School of Accountancy Law and Finance



The School of Accountancy, Law and Finance aims to be the leading professional accountancy educator in New Zealand.

Head of School | **Bruce Bennett** MCom *Auck.*

EFTS by Division and Funding Source

	Govt Funded	International	Other	Total
Postgraduate	10.00	2.50	-	12.50
Undergraduate	264.48	404.69	-	669.18
Vocational	1.00	-	3.83	4.83
Total	275.48	407.19	3.83	686.51

The School of Accountancy Law and Finance (ALAF) continued to offer programmes at undergraduate and postgraduate level during 2005. The year's highlight was our first Postgraduate Diploma in Accountancy graduate.

During the year, ALAF staff were involved in activities with the NZ Institute of Chartered Accountants (NZICA), including representation on NZICA boards and committees, judging annual reports and taskforce activities. They were also involved as writers, facilitators or markers of NZICA's Professional Accounting School.

Academic alliances and networks were maintained, with reciprocal visits between Unitec and Melbourne's RMIT and La Trobe universities. A team of ALAF lecturers were the reviewers for the refereed stream of the New Zealand Applied Business Education Conference, while we continued to offer a research workshop series involving visiting academics.

Relationships with secondary schools were further strengthened in 2005. ALAF was the venue for the Auckland Accounting and Economics Pursuits Challenge with the NZ Commerce and Economics Teachers Association. The School also delivered accounting professional development forums to secondary school teachers and presentations were made to students on secondary school visits.

> School of Architecture and Landscape Architecture



The focus of the School of Architecture and Landscape Architecture is to operate as an innovative, effective and well respected education provider to society, to the professions of architecture and landscape architecture and to the academic community.

Head of School | **Tony van Raat** BArch *Auck*

EFTS by Division and Funding Source

	Govt Funded	International	Other	Total
Postgraduate	3.25	-	-	3.25
Undergraduate	378.15	27.55	-	405.70
Vocational	77.77	13.25	0.15	91.17
Total	459.17	40.80	0.15	500.12

In 2005, the School of Architecture and Landscape Architecture (SCALA) offered the following programmes: the Master of Architecture (by design), Master of Landscape Architecture (by design), Bachelor of Architecture and Bachelor of Landscape Architecture, Certificate in Home Garden Design and the Diploma in Landscape Design.

These programmes provide students with the opportunity to 'staircase' their qualifications from lower to higher levels, as well as for the programmes themselves to include cross-disciplinary teaching and joint projects.

During the year, a total of 40 students took part in two study tours we conducted to Italy and Brazil. In addition, the School signed agreements of cooperation with Milan Polytechnic University and the University of Florence in Italy, and with the Technical University Berlin and Wismar University in Germany. We also began teaching a joint course in architecture at Shenyang Jianzu University in China. This is said to be the first joint undergraduate architecture programme approved by the Chinese government for teaching in that country.

> School of Built Environment



The School of Built Environment will be recognised locally and internationally for improving the management of the built environment.

Head of School | **Roger Birchmore** MPM UTS, BTech (Hons) *L'boro*, CEng *UK*, MCIBSE

EFTS by Division and Funding Source

	Govt Funded	International	Other	Total
Undergraduate	239.50	67.56	-	307.06
Vocational	276.65	32.39	4.00	313.04
Total	516.15	99.95	4.00	620.10

The School of Built Environment is the country's largest deliverer of diploma programmes in the areas of architectural technology, construction management, quantity surveying, land surveying and civil engineering. These offer graduates a number of pathways into our undergraduate programmes and, eventually, into masters programmes, providing a seamless path of continuing education.

The School offers undergraduate programmes in construction and engineering. The Bachelor of Construction provides a major in construction economics and the country's only major in construction management. The Bachelor of Engineering Technology (Civil) and Bachelor of Engineering (Environmental), complete a suite of programmes that focus on the management of the built environment.

The School has one of Unitec's three Key Centres, focusing in property and construction innovation. This centre, which has been running since 2001, has conducted collaborative research both internally and externally.

> School of Communication



The School of Communication will be recognised nationally and globally as a vibrant centre of learning, teaching and research in the field of international communication.

Head of School | **Jacqueline Harrison** BA *Auck*, MA (Hons) *Vic*, DPhil *Waik*

EFTS by Division and Funding Source

	Govt Funded	International	Other	Total
Postgraduate	16.38	15.75	-	32.13
Undergraduate	102.67	86.52	-	189.19
Vocational	24.73	2.76	2.73	30.22
Total	143.77	105.03	2.73	251.54

The School of Communication offers New Zealand's only undergraduate and postgraduate qualifications in the field of international communication.

The four programmes available in 2005 covered writing skills, business information and communication management, digital and multimedia communication, intercultural and global communication, and public relations and media communication.

The School has a strongly developed research culture. Being involved in ongoing research is now standard practice for our staff, and this is also reflected in the quality of research being undertaken by our undergraduate and postgraduate students. Staff members are also active outside Unitec, with many belonging to a range of communication-related organisations and societies, both in New Zealand and overseas.

During the year we commenced an extended research project to track the career paths of our Bachelor of International Communication graduates, to discover why they have been so successful in an increasingly competitive marketplace. We also held the inaugural one day programme entitled Pathways to Success – Enhancing Career Opportunities in Communication.

> School of Computing and Information Technology



The School of Computing and Information Technology will be recognised nationally and internationally as a leading provider of highly qualified, industry capable, information technology professionals.

Head of School | **Alison Young** Cert in Business Studies ATI, (Post) GDip Computer Based Learning *Waik*, Hon. PhD, NUSCH

EFTS by Division and Funding Source

	Govt Funded	International	Total
Postgraduate	36.30	20.13	56.43
Undergraduate	212.79	246.06	458.84
Vocational	127.86	16.63	144.50
Total	376.95	282.82	659.77

The School of Computing and Information Technology offered a variety of programmes and courses in 2005.

Our introductory short courses included ICDL, MCSA and MCSE, and provided progression to the Certificate in Business Administration and Computing or Certificate in Information Technology. Pathways were also provided to the Bachelor of Computing Systems and our four postgraduate programmes.

The School's advisory board, which consists of Unitec staff and leading members of the New Zealand IT community, meets regularly with our lecturers. They discuss products and issues relevant to the IT industry and advise the School on the curriculum, courses and new technologies required for us to continue producing sought-after information technology professionals.

Lecturers in the School include Dr Logan Muller, leader of a \$500,000 research project that has brought internet technology to the isolated alpaca farmers of Antabamba, high in the South American Andes. And, Paul Kearney, head of New Zealand's first computer game research laboratory, whose mission is to prove that gaming can improve cognitive abilities and attention spans.

> School of Design



The School of Design will be recognised nationally and internationally as a creative, collaborative, innovative and multidisciplinary centre for design learning and research. The School produces graduates that challenge design thinking within a context of social and environmental responsibility.

Head of School | **Roger Bateman** MA RCA London, BA (Hons) Ravensbourne College of Design and Communication

EFTS by Division and Funding Source

	Govt Funded	International	Total
Postgraduate	13.33	-	13.33
Undergraduate	523.67	60.45	584.12
Vocational	31.13	16.00	47.13
Total	568.12	76.45	644.57

The School of Design is one of New Zealand's largest design schools, offering certificate, diploma, undergraduate and postgraduate qualifications within a vibrant, challenging and exciting study environment. The range of courses offered by the School attracts a variety of students from around the world.

By encouraging our students to explore new territory, experiment and challenge conventional thinking, we aim to produce creative individuals who are not afraid to push boundaries. As a result, our graduates – digital animators, graphic designers, interior designers, jewellers, multi-media artists, object-makers, painters, photographers, product designers, researchers and strategists – are winning awards and building successful careers worldwide.

Many of the School's 70 staff are regarded as experts in their fields and most are active outside of Unitec as practitioners in their chosen areas. Our research outputs show that articles written by staff are widely published both in New Zealand and abroad. Staff also hold an enviable track record of solo and group show exhibiting.

> School of Education



The School of Education is dedicated to learning and research that promotes critical enquiry and supports effective teaching and managing in all education sectors.

Head of School | **Professor Carol Cardno** BA Punjab, MEdAdmin Massey, PhD Auck, DipTchg TTC NZ, TTC Punjab, AFNZIM, FNZEAS, FCCEAM

EFTS by Division and Funding Source

	Govt Funded	International	Other	Total
Postgraduate	49.75	1.50	-	51.25
Undergraduate	208.56	10.56	-	219.12
Vocational	13.03	0.65	25.10	38.78
Total	271.34	12.71	25.10	309.15

The School of Education's capacity to meet the demand for qualified staff in a vibrant early childhood sector was enhanced during 2005 by the development of a newly approved Bachelor of Teaching (Early Childhood Education). This was in response to the Ministry of Education's strategic plan for the use of degree-qualified staff in early childhood centres by 2020.

Increasing numbers of participants are joining the range of Education Studies programmes, such as the Graduate Certificate in Educational Middle Management, which had its first graduates in 2005. The school's oldest programme, the Postgraduate Diploma in School Management, which has been running successfully for 15 years, will be reviewed in 2006.

Unitec has decided to discontinue the Graduate Diploma in Teaching (Primary), and this programme will cease to be offered after mid-year 2006.

> School of English and Applied Linguistics



The School of English and Applied Linguistics is the first choice for English language learning in central to west Auckland, and provides a lead nationally for language teacher education.

Head of School | **Lois Bellingham** BA Cant, DipSLT Massey, MEd (Hons) Massey

EFTS by Division and Funding Source

	Govt Funded	International	Other	Total
Postgraduate	0.35	-	-	0.35
Undergraduate	45.85	37.60	9.67	93.12
Vocational	558.08	39.70	30.00	627.78
Total	604.28	77.30	39.66	721.24

In line with the government's Adult ESOL and Literacy Strategies, the School of English and Applied Linguistics successfully secured a number of TEC funded places to tutor Tertiary Qualified Migrants during the year. This allowed us to mentor literacy tutors in the community and to conduct a Family Literacy Project for members of the Somali community. Response to the need for work preparation and placement also resulted in several well-attended English Plus Workplace Communication courses.

Programme developments during 2005 included the joint review of the Certificate in English and Certificate in Employment Skills English, which will result in major changes to both programmes from 2006.

Other significant programme developments included approval to redevelop the Level 5 Diploma in English, and to restructure the Graduate Diploma in Language Teaching into new certificate and diploma courses.

In 2005, the school produced 46 research outputs, a significant increase from 2004.

A major change will occur from the start of 2006, with the merger between the School of English and Applied Linguistics and the School of Languages, to form the School of Language Studies.

> School of Foundation Studies



The School of Foundation Studies will be recognised and valued, both within Unitec and nationally, as a leader in the provision of tertiary bridging programmes based on equity, excellent programme delivery, pastoral care and research.

Head of School | **Rae Trewartha** BA Auck, MA San Francisco State, DipTchg, ACE

EFTS by Division and Funding Source

	Govt Funded	International	Other	Total
Vocational	167.28	3.83	14.79	185.90
Total	167.28	3.83	14.79	185.90

The School of Foundation Studies has three programmes: the Certificate in Employment Skills and Certificate in Employment and Community Skills, for special needs students, and the general admission Certificate in Foundation Studies: Whitinga. These programmes enable our students to either gain admission qualifications for further study or to enter employment.

More than 200 students are currently participating in programmes within Unitec after successfully completing their Certificate of Foundation Studies: Whitinga.

With the increase of students from 28 to approximately 40, the Special Needs programmes have been able to offer more options to cater for individual learning styles and abilities. In addition, we successfully gained funding for these programmes from the Enhanced Learning Strand of the Foundation Learning Pool for an individualised and small group literacy programme.

During the year, the School was selected to be part of a new cross-sector literacy and numeracy initiative, Learning for Living. Tutors are participating in a professional development and resource development project, which will inform the Adult Literacy Planning Framework.

> School of Health and Community Studies



The School of Health and Community Studies engages in innovative health and community related education and opportunities underpinned by research-informed teaching and practice.

Head of School | **Dr Carol Horgan** BS, PhD

EFTS by Division and Funding Source

	Govt Funded	International	Other	Total
Postgraduate	63.25	1.50	0.13	64.88
Undergraduate	638.00	86.93	-	724.93
Vocational	79.33	21.22	0.68	101.22
Total	780.57	109.65	0.80	891.03

A highlight of the year for the School of Health and Community Studies was the successful development of the joint venture with Waitemata District Health Board for an Education and Practice Simulation Centre. Located at Waitakere Hospital, the centre boasts the latest in medical and nursing simulation technology, a seminar room, critical care ward and operating theatre. It opened in February 2006 for use by Bachelor of Nursing students and Waitemata District Health Board nursing and medical staff for clinical education and training.

Programme highlights during 2005 included accreditation of the Bachelor of Social Practice and Graduate Diploma in Counselling programmes by the NZ Association of Counsellors.

Our Osteopathic Clinic has proved so popular that we need more room for our students to see patients. And, from 2006, two of the School's disciplines, Nursing and Mental Health, and Community Studies (social practice, not-for-profit management and community skills), will move to the new Waitakere campus.

> School of Languages



The School of Languages will be recognised as a leading centre of excellence, delivering quality language programmes and services in New Zealand and overseas.

Head of School | **Nick Shackelford** MEd (Hons.), MA (Applied Lings), BA, PGCE, RSA, Cert.TEFL

EFTS by Division and Funding Source

	Govt Funded	International	Other	Total
Undergraduate	38.45	44.75	-	83.20
Vocational	27.23	242.65	0.28	270.15
Total	65.68	287.41	0.28	353.36

Much time and effort was expended during the year on the merger between the School of Languages and the School of English and Applied Linguistics. The merger occurred from January 2006, with the new School known as the School of Language Studies.

In line with the merger has been the redevelopment of Level 5 English provision to create more cohesive, flexible and coherent pathways to further studies for both domestic and international EAL students.

Pre-enrolment information and academic advice were improved to further assist international students in particular. Student advisers have expanded their knowledge of all mainstream courses in preparation to extend their services to students of the School of Language Studies. In addition, student information systems were improved by use of email and 'Blackboard' systems.

The Bachelor of Arts programme was reviewed, with the Japanese major being retained but Chinese, German and Spanish withdrawn as full majors from 2006. However, Certificates of Proficiency in German and Spanish will still be available, and will also be developed into certificate- and diploma-level programmes.

> School of Management and Entrepreneurship



The School of Management and Entrepreneurship's vision is to be recognised throughout the South Pacific because it successfully incorporates an entrepreneurial spirit into its wide range of business activities. Our journey is towards becoming the most locally relevant and internationally competitive educational partnership in the South Pacific.

Head of School | **Professor Pieter Nel** BCom (Hon), UED *Natal*, MCom (Training Management) D Com (Employment Relations) UNISA, DPLR CHRP, MIPM

EFTS by Division and Funding Source

	Govt Funded	International	Other	Total
Postgraduate	26.63	6.50	-	33.13
Undergraduate	162.37	235.80	-	398.17
Vocational	228.25	24.92	21.47	274.64
Total	417.25	267.22	21.47	705.94

The School of Management and Entrepreneurship experienced a very successful year, with the EFTS target exceeded and reaching 105% by the end of the year. This also resulted in a School contribution margin of 57% towards Unitec income, the highest of all Schools for 2005.

The School introduced a Master of Business degree at the start of the year, which has been well supported by students. At undergraduate level, the new Bachelor of Business major in Innovation and Entrepreneurship and a National Certificate in Real Estate were also introduced.

Our research profile has been improving over the past few years and in 2005 reached a very satisfactory overall level for the School and individual staff members. This reflects well on the commitment of staff to pursue excellence both in teaching and research.

Travel and Tourism programmes were transferred to the School of Sport Management at the end of 2005, where they will be better aligned.



School of Natural Sciences



The School of Natural Sciences aims to have a leadership role, nationally and globally, in animal health and welfare, horticulture and floristry, and resource management in its training and education of graduates and in research that is applied and tailored to the needs of the industries and organisations it serves.
Head of School | **Clive Cornford** PhD *Exeter*, BSc Hons CNAU UK.

EFTS by Division and Funding Source

	Govt Funded	International	Other	Total
Undergraduate	101.22	19.30	-	120.52
Vocational	223.95	20.77	0.12	244.84
Total	325.17	40.07	0.12	365.36

The School of Natural Sciences' three focal points, animal health and welfare, horticulture and floristry, and resource management, share a strong interest in environmental sustainability, environmental management and ecology. This reflects in student training and education and in research that is applied and tailored to the needs of the industries and organisations the School serves.

Among the year's highlights was the arrival of Professor Natalie Waran, New Zealand's first professor of animal welfare. Led by Professor Waran, the school hosted a significant scientific conference on conservation medicine in collaboration with Auckland Zoo. The conference attracted veterinarians, conservation biologists and environmental experts from New Zealand and overseas to discuss emerging threats such as bird flu.

In 2005, School staff members Dan Blanchon and Mel Galbraith wrote chapters for *Biology Aotearoa*, while Associate Professor Mark Large gave a public lecture at Massey University to launch *Tree Ferns*, a book he co-authored. Lecturer Brendan Hoare was elected Oceania Pacific region representative on the world board for the International Federation of Organic Agriculture Movements.

> School of Performing and Screen Arts



The School of Performing and Screen Arts' mission is to equip students to reach their full potential by providing excellent teaching and integration within the performance and screen arts industries.

Head of School | **Christina Hong** PhD *Qld*, MA Dist *Texas*, BA (Hons), Dip Ed, Dip Tchg *Massey*. **Associate Professor**

EFTS by Division and Funding Source

	Govt Funded	International	Total
Undergraduate	234.55	16.50	251.05
Total	234.55	16.50	251.05

The School of Performing and Screen Arts offers a unique programme environment, with students able to collaborate on cross disciplinary projects as they pursue one of the following majors: acting for screen and theatre, contemporary dance, directing and writing for screen and theatre, screen arts and performance technology.

The School recruits leading industry professionals to work alongside a core academic team of 'hands-on' tertiary arts educators. In 2005, guest lecturers and directors included Milton Justice from Yale University, who applied the Stella Adler acting technique to help year 2 acting students explore Chekov's *Three Sisters*.

Student groups gained valuable real world experience through such initiatives as a workshop on the Shortland Street set. The Year 3 dance troupe toured the central North Island, while performance technology students contributed scenic elements to professional theatre productions at Auckland's Silo Theatre.

The School continued reviewing staffing levels throughout 2005 to further enhance programme delivery and support mechanisms. Of note has been the restructuring of the School administration team to more fully accommodate our operational requirements.

> Puukenga



"He Puukenga wai, He Puukenga Tangata" Ma te Maatauranga, Ka tu Tangata Ae!

Head of School | **Tui Ah Loo** GDip in Business (Maori Development)

EFTS by Division and Funding Source

	Govt Funded	International	Other	Total
Undergraduate	21.20	3.40	-	24.60
Vocational	87.24	0.77	4.20	92.22
Total	108.44	4.17	4.20	116.82

Puukenga, Unitec's School of Maori Education, teaches a range of courses in Maori language and cultural heritage. Te reo courses range from beginner to advanced levels. Students can also learn the creative art of traditional and contemporary Maori flax weaving from some of the most skilled weavers in Aotearoa New Zealand.

Puukenga's teachers are well known in the Maori community. They are dedicated to helping students deepen their knowledge of Maori language and culture, and focus on the provision of support and encouragement to help learners succeed.

Work continued during the year on the construction of the Unitec marae. Renowned Maori artist Lyonel Grant is the tohunga whakairo, or master carver, in charge of the marae's design and construction. A hui involving representatives from Ngati Whatua and iwi whanui was held during the year to discuss progress on the marae and its kawa, mana whenua and mauri.

> School of Sport



The School of Sport aims to provide quality leadership in sport development, which is responsive to the needs of the industry and community.

Head of school | **Nicki Turner** BSc *Cant*, DipTchg *Chch*, MNZOM

EFTS by Division and Funding Source

	Govt Funded	International	Total
Undergraduate	175.80	8.85	184.65
Vocational	16.70	-	16.70
Total	192.50	8.85	201.35

Sport, fitness and physical activity are part of the New Zealand way of life, and the demand for skilled managers, coaches and consultants continues to expand. To help cater for this growth, during 2005 the School of Sport offered two diploma programmes, the Diploma in Athlete Development and Diploma in Sport and Fitness Education, along with the Bachelor of Sport with its majors in coaching and management.

Our academic staff have backgrounds as elite athletes, coaches, officials and/or managers. They use their hands-on experience to help students through interactive group discussions, practical sessions, workshops, case studies and research.

The School's applied courses bring students into everyday contact with top players in sport, fitness and physical recreation organisations, as well as professional athletes. Squash New Zealand, College Sport and Adventure Works are located at Unitec and have partnerships with our school. We also value our links with Sport and Recreation New Zealand (SPARC), the New Zealand Academy of Sport, schools, and regional and international sporting organisations.

> Applied Technology Institute



The Applied Technology Institute is a leader in trade and technical education, developing the capabilities and innovative thinking of its students through practical research and programmes that prepare graduates for the global economy.

Head of School | **Shane West** MAppSc *UNSW*, BBuild *UNSW*, GradDip (Adult) ED (SCAE), MAIB, MRICS. **Associate Professor**

EFTS by Division and Funding Source

	Govt Funded	International	Other	Total
Undergraduate	117.33	39.10	-	156.43
Vocational	1990.17	215.30	139.84	2345.30
Total	2107.50	254.40	139.84	2501.73

The Applied Technology Institute (UATI) offered over 25 programmes and 45 short courses during 2005, with more than 120 staff working in three departments – Transport Technology (Automotive Engineering and Marine), Building Technology and Electrotechnology. UATI had the largest number of enrolled students in Unitec during the year, experiencing 19% growth over 2004.

UATI offers programmes in automotive, boatbuilding, building construction, carpentry, electrotechnology, interior decor, plumbing, gasfitting, drainlaying and welding and fabrication. Existing programmes continue to be refined and new programmes introduced, offering students a career path in trades from entry level certificates to the Bachelor of Applied Technology. The success of such initiatives is reflected in the growing number of students in the Certificate of Applied Technology (584 EFTS) and the four-fold increase in international students.

Research developments during the year included the implementation of a processing/refining facility for biofuels, which has successfully produced fuel from coconut oil. Research work on coconut oil fuels is being conducted to assess electricity generation potential and the oil as an alternative transport fuel.

Te Noho Kotahitanga The Partnership

Kupu Whakataua

Ko te Tiriti o Waitangi te kawenata mo to tataua motu, Aotearoa.

He kawenata whakahirahira, ko te Whare Wananga o Wairaka e tautoko ana i te noho kotahitanga a te Maori me te Pakeha.

Ko te Whare Wananga o Wairaka ka u tonu ki te whakamana i nga kaupapa me ona puawaitanga.

Rangatiratanga

E whakarite ana te Whare Wananga o Wairaka ki te putake ake o te rangatiratanga o te Maori me nga matauranga Maori.

Wakaritanga

E whakarite ana te Whare Wananga o Wairaka ki te mana o tena, o tena, ki te noho kotahi, ki te puaki i tona ake reo, ki te whakamahi i nga rawa mo nga iwi katoa.

Kaitiakitanga

E whakarite ana te Whare Wananga o Wairaka ki te kaitiakitanga o nga taonga matuaranga.

Mahi Kotahitanga

E whakarite ana te Whare Wananga o Wairaka kia tau he ngakau mahaki i roto i nga mahi katoa.

Ngakau Mahaki

E whakarite ana te Whare Wananga o Wairaka ki te whakanui i nga taonga tuku iho nga ao e rua, a hikoi ki mua.

Ko te Maori me te Pakeha e mahi tahi ana mo te Whare Wananga o Wairaka.

Preamble

The Treaty of Waitangi is the founding document of New Zealand.

Unitec acknowledges the great importance of this living, dynamic document and will continue to respect and promote the equal standing which it confers on Maori and Pakeha.

Unitec will put the following values into practice in pursuing its goals:

Authority and Responsibility

Unitec accepts the principle that Maori have authority over and responsibility for all teaching and learning relating to the Maori dimensions of knowledge.

Legitimacy

Unitec believes that each partner has a legitimate right to be here, to speak freely in either language, and to put its resources to use for the benefit of all.

Guardianship

Unitec accepts responsibility as a critical guardian of knowledge.

Co-operation

Unitec affirms that a spirit of generosity and co-operation will guide all its actions.

Respect

Unitec values each partner's heritage and customs, current needs and future aspirations.

Maori and Pakeha working together within Unitec.

Statement of Responsibility

Statement of Responsibility for the year ended 31 December 2005.


In the financial year ended 31 December 2005, the Council and management of Unitec Institute of Technology were responsible for:

- == The preparation of the financial statements and the judgements used therein; and
- == Establishing and maintaining a system of internal control designed to provide reasonable assurance as to the integrity and reliability of financial reporting.

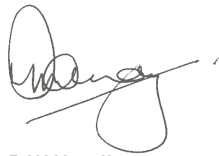
In the opinion of the Council and management of Unitec Institute of Technology, the financial statements for the financial year fairly reflect the financial position and operations of Unitec Institute of Technology.



A Dickinson
Chairman of Council



Dr J A Webster
President and Chief Executive



R W Handley
Deputy-President Corporate

Date: 28 April 2006

Report of the Auditor-General



To the readers of Unitec Institute of Technology and Group's Financial Statements for the year ended 31 December 2005

The Auditor-General is the auditor of Unitec Institute of Technology (the Institute) and group. The Auditor-General has appointed me, Mr F Caetano, using the staff and resources of Audit New Zealand, to carry out the audit of the financial statements of the Institute and group, on his behalf, for the year ended 31 December 2005.

Unqualified Opinion

In our opinion the financial statements of the Institute and group on pages 26 to 36 and 39 to 57:

- comply with generally accepted accounting practice in New Zealand; and
- fairly reflect:
 - the Institute and group's financial position as at 31 December 2005;
 - the results of operations and cash flows for the year ended on that date; and
 - the service performance achievements measured against the performance targets adopted for the year ended on that date.

The audit was completed on 28 April 2006, and is the date at which our opinion is expressed.

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

Basis of Opinion

We carried out the audit in accordance with the Auditor-General's Auditing Standards, which incorporate the New Zealand Auditing Standards.

We planned and performed the audit to obtain all the information and explanations we considered necessary in order to obtain reasonable assurance that the financial statements did not have material misstatements whether caused by fraud or error.

Material misstatements are differences or omissions of amounts and disclosures that would affect a reader's overall understanding of the financial statements. If we had found material misstatements that were not corrected, we would have referred to them in our opinion.

The audit involved performing procedures to test the information presented in the financial statements. We assessed the results of those procedures in forming our opinion.

Audit procedures generally include:

- determining whether significant financial and management controls are working and can be relied on to produce complete and accurate data;
- verifying samples of transactions and account balances;
- performing analyses to identify anomalies in the reported data;
- reviewing significant estimates and judgements made by the Council;
- confirming year-end balances;
- determining whether accounting policies are appropriate and consistently applied; and
- determining whether all financial statement disclosures are adequate.

We did not examine every transaction, nor do we guarantee complete accuracy of the financial statements.

We evaluated the overall adequacy of the presentation of information in the financial statements. We obtained all the information and explanations we required to support our opinion above.

Responsibilities of the Council and the Auditor

The Council is responsible for preparing financial statements in accordance with generally accepted accounting practice in New Zealand. Those financial statements must fairly reflect the financial position of the Institute and group as at 31 December 2005. They must also fairly reflect the results of operations and cash flows and service performance achievements for the year ended on that date. The Council's responsibilities arise from the Public Finance Act 1989.

We are responsible for expressing an independent opinion on the financial statements and reporting that opinion to you. This responsibility arises from section 15 of the Public Audit Act 2001 and the Public Finance Act 1989.

Independence

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

In addition to the audit we have carried out assignments on the Performance-Based Research Fund External Research Income and on certain accounting treatment issues, which are compatible with those independence requirements. Other than the audit and these assignments, we have no relationship with or interests in the Institute or any of its subsidiaries.



F Caetano

Audit New Zealand
On behalf of the Auditor-General
Auckland, New Zealand

Matters relating to the electronic presentation of the audited financial statements

This audit report relates to the financial statements of Unitec Institute of Technology for the year ended 31 December 2005 included on Unitec Institute of Technology's website. The Council is responsible for the maintenance and integrity of the Unitec Institute of Technology's website. We have not been engaged to report on the integrity of the Unitec Institute of Technology's web site. We accept no responsibility for any changes that may have occurred to the financial statements since they were initially presented on the web site.

The audit report refers only to the financial statements named above. It does not provide an opinion on any other information, which may have been hyperlinked to/from, these financial statements. If readers of this report are concerned with the inherent risks arising from electronic data communication they should refer to the published hard copy of the audited financial statements and related audit report dated 28 April 2006 to confirm the information included in the audited financial statements presented on this web site.

Legislation in New Zealand governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Performance Statements

For the year ended 31 December 2005



REAL work experience

While studying for her Bachelor of Nursing, Arieta Faapesolo will gain more than medical knowledge – she will also complete at least 1,500 hours nursing in hospitals, healthcare clinics and aged care settings. This experience will help to develop her natural empathy and people skills – things that are not found in books.

Achievements 2005

SCORECARD

A

BUSINESS RESULTS



Strategic Outcome

A1 Balanced enrolments to meet university status requirements

Output Measures	Achieved	2004 Actual	2005 Target	2005 Target Negotiated*	2005 Actual
EFTS by funding source					
MoE (including ACE)	No	7,444	8,438	7,927	7,614
Other domestic (including ACE)	Yes	301	262	248	304
International	No	2,526	2,397	2,083	2,095
Total	No	10,271	11,097	10,258	10,013
EFTS by Division					
Postgraduate	No	272	311	256	267
Undergraduate	No	5,279	5,701	4,921	4,870
VET (excluding ACE)	No	3,911	4,545	4,555	4,346
Adult & community education (ACE)	No	809	540	526	530
Total	No	10,271	11,097	10,258	10,013
Graduate studies: EFTS level (6+)	No	63%	65%	-	61%

* Note: Revised EFTS targets vary from the Unitec Profile 2005 to 2007 due to re-negotiations with the Ministry of Education's Tertiary Advisory Monitoring Unit (TAMU) subsequent to the approval of the Profile by the Tertiary Education Commission (TEC).

Comment

A decline in EFTS was experienced during 2005, primarily because of a larger than expected downturn in international student EFTS, which dropped by almost 17% from 2004 to 2,095. While we had predicted a fall in international EFTS, the outcome was some 302 under budget. Several factors contributed to this situation, including strategic decisions by overseas governments to deliver a higher proportion of their tertiary education requirements onshore, and a strong NZ dollar. While there had been many predictions that the exchange rate would become more favourable to exporters, this didn't happen.

Government funded domestic EFTS, while ahead of 2004, also failed to meet our target of 8,438. Extremely high labour force participation rates during 2005 meant that many of our traditional students set aside their study plans for the year in favour of full-time employment. Given that trend, we were still pleased to achieve a 2% growth in domestic EFTS.

Lower than expected international EFTS also impacted on the EFTS by division performance, with undergraduate and postgraduate EFTS both being under target. A large proportion of international students enrol in degree programmes within the undergraduate division. The downturn in this market has, therefore, disproportionately affected EFTS achievement in this area, particularly in business. EFTS numbers in the vocational division were strong, although the 4,346 EFTS achieved was below the target of 4,545. The increase of 8% over the 2004 outcome was primarily due to a strong demand for trades-related education.

The Graduate Studies target of 65% was also not achieved, due to the changing mix of programme demand that resulted from fewer international students and higher than expected demand for trades-related education to meet nationwide skills shortages. Our achievement of 61% strongly anchors us within our dual-sector profile, and while the stretch target may not have been met this year, we are committed to ensuring an appropriate balance between degree and sub-degree level studies is maintained.

A

Strategic Outcome

A2 Financial performance to ensure financial viability and robustness

Output Measures	Achieved	2004 Actual	2005 Target	2005 Actual
Revenue				
== \$000	No	111,916	112,393*	110,313
== Government funding (\$000)				
• EFTS	No	50,711	55,236*	53,728
• ITOs	Yes	385	299*	660
• Other (excluding research)	Yes	1,246	708*	748
== Student tuition fees (\$000)				
• Domestic	No	22,672	25,102*	23,281
• International	No	28,033	23,945*	23,670
== Other (\$000)				
• Research	Yes	826	766*	998
• Other	Yes	8,043	6,337*	7,228
Surplus				
== \$000	No	-1,714	711*	-142
== Percentage margin	No	-1.4%	0.70%*	-0.13%
Return on equity	No	-1.59%	0.66%*	-0.13%
Return on assets	No	-1.14%	0.42%*	-0.09%
Capital expenditure (\$000)	Yes	12,390	26,101*	22,752
Capital expenditure/depreciation	Yes	1.5	2.8*	2.4
Capital expenditure/EFTS	Yes	1,206	2,352*	2,272
Quick ratio	No	94.1%	55.4%*	45.3%
Working capital ratio	No	0.5	0.4*	0.3
Debt/equity	Yes	0.39	0.58*	0.54
Debt/total assets	Yes	0.32	0.41*	0.39
Fixed assets/EFTS	No	13,016	13,942*	14,990
Interest cover	Yes	21.7	13.5*	25.1
Cash cover	Yes	106.7%	105.4%*	106.7%
Net cashflow from operations (\$000)	Yes	7,192	5,946*	7,373

* Note: Some 2005 targets vary from the Unitec Profile 2005 to 2007 due to re-negotiations with the Ministry of Education's Tertiary Advisory Monitoring Unit (TAMU) subsequent to the approval of the Profile by the Tertiary Education Commission (TEC).

Comment

Financially, 2005 was a difficult year for Unitec but, although overall targets in this area have not been met, the end of year financial result was better than had been anticipated. Emphasis has been placed on financial management throughout the organisation and measures put in place to ensure that all unit budgets are adjusted at key points throughout the year, in line with revised estimates. Several major restructuring exercises were undertaken within the central services area and within several schools that were negatively affected by changes in student demand. Few net savings could be generated as a result of these reviews during 2005, as there were substantial redundancy costs involved. However, our future performance will be more robust.

The institution operated with some \$16 million less revenue than had been predicted during the Profile process in 2004. Given the constraints imposed by employment legislation, reducing overhead expenditure was particularly challenging. While we had largely predicted this drop in revenue during the year, with EFTS considerably lower than budgeted we were unable to cut costs quickly enough to compensate for the reduction. Nevertheless, the loss of less than \$150,000, after allowing for over \$700,000 of redundancy payments, indicates that management action, staff commitment and the determination of Council to operate Unitec in a responsible and sustainable manner, did minimise the adverse impacts.

Our funding situation remains problematic. Bulk funding rates for domestic students have consistently failed to remain in line with costs and our tuition fees are subject to stringent government controls. Many of our students come from disadvantaged backgrounds. Our aim to maintain tuition fees at affordable levels for such students, together with policy constraints means that the combined value of tuition fees and student component funding increasingly falls short of the costs of provision. This is particularly the case in those disciplines and industry sectors that require specialised teaching and learning resources.

Capital expenditure was held below target thanks to stringent expenditure controls.



Strategic Outcome

A3 Research excellence

Output Measures	Achieved	2004 Actual	2005 Target	2005 Actual
Research active staff (PBRF eligible)	N/A	22%	N/A	N/A
Research outputs (PBRF Rules)	No	207	240	232
Research income percentage of total	N/A	-	N/A	1%
Postgraduate percentage of total degree EFTS	Yes	6%	6%	7%

Comment

Research outputs, as measured using the PBRF rules, continued to rise, with the final result representing an increase of 12% over the 2004 figure. This did not, however, meet our ambitious target of 240 outputs for the period. Postgraduate EFTS were above the predicted proportion of total degree level EFTS, and the growing number of students in this category will add to research outputs in subsequent years.

STAKEHOLDERS

**Strategic Outcome****B1 Academic excellence in teaching**

Output Measures	Achieved	2004 Actual	2005 Target	2005 Actual
Academic staff with doctorate, masters and bachelors degrees as a percentage of total academic staff	Yes	80%	>80%	80%
Course completion rate	Yes	-	>75%	94%
Qualification completions	Yes	-	2,890	3,680
Student success rate	Yes	-	>60%	81%

Comment

Excellence in teaching, as measured by staff qualifications and student success rates, was positive, with all output measures meeting the targets set. The proportion of students who completed their courses was well above target at 94%, with 81% of those enrolling in courses successfully passing the academic and practical requirements. At 3,680, the number of qualifications completed was 27% above the target of 2,890 for the year.

**Strategic Outcome****B2 Leadership to industry, professional and community groups**

Output Measures	Achieved	2004 Actual	2005 Target	2005 Actual
MOUs (PTE, ITO, public institutions, other)	Yes	112	105	122
Non PBRF research & consultancy outputs	No	-	720	545
External collaborations	No	-	50	39

Comment

Leadership to industry and the professions continued to develop, with collaborative and strategic partnerships remaining well above target. A memorandum of understanding was concluded with Site Safe New Zealand in relation to our national role in the delivery of the Certificate in Construction Site Safety, as approved by TEC during the year.

There were 545 research and consultancy outputs that were non-PBRF rated. This was well below the target of 720, reflecting the extent to which the research focus has been forced to shift to PBRF outputs. External collaborations were primarily research-related, with 27 of the 39 formal collaborations with external partners involving joint research ventures. Much collaboration undertaken is of an informal nature and takes place at various levels throughout Unitec as part of our normal business. This approach to such activities means that these interactions are not recorded formally within our register of contracts.



Strategic Outcome

B3 Increased participation, retention and success of students

Output Measures	Achieved	2004 Actual	2005 Target	2005 Actual
First year enrolments	Yes	-	4,000	4,315
First year tertiary enrolments	Yes	-	25%	27%
First year enrolments unemployed in the previous year	Yes	-	320	694
School leavers from contributing schools	Yes	-	>45%	79%
Graduates progressing:				
== Employment	No	81%	85%	76%
== Other programmes	Yes	11%	10%	24%
== Working in areas related to their study	No	92%	85%	80%
Student numbers:				
== Formal qualifications	Yes	15,103	16,300	40,563
== Non-formal qualifications	No	35,322	45,600	25,073
== Total	Yes	50,425	61,900	65,636
Maori course completion rate	Yes	-	>75%	94%
Maori qualification completions	Yes	-	130	181
Maori success rate	Yes	67%	>60%	87%
Maori student numbers (formal)	Yes	-	1,000	6,152
Pasifika course completion	Yes	-	>75%	89%
Pasifika qualification completions	Yes	-	150	187
Pasifika success rate	Yes	58%	>60%	74%
Pasifika student numbers (formal)	Yes	-	900	3,093
Maori plus Pasifika total EFTS rate (excludes international)	Yes	16.5%	17.5%	17.5%
Expenditure on TNK initiatives (\$)	No	-	718,302	600,620
Programmes with Maori dimension	No	-	45%	39%

Comment

In terms of student headcount, participation in both formal and non-formal programmes increased by some 15,000 students between 2004 and 2005. The total number of students enrolled was 65,636, well above our estimated target of 61,900. There was a significant numerical swing to formal qualification enrolments, with the introduction of the Certificate in Construction Site Safety programme that we provide on a national level through our contract with Site Safe New Zealand. This has meant that some 40,563 students were enrolled in formal programmes this year compared to 15,103 in 2004. A total of 25,073 students were enrolled in non-formal programmes, a reduction from the previous year and reflecting the changes in government policy relating to community education courses.

The number and percentage of first year enrolments has increased over the period and was ahead of target. There was also an increase in the proportion of students who entered tertiary study for the first time in 2005, an indication that our programmes are meeting the needs of the community.

Graduate progression patterns to employment and further study changed slightly during the year, as our Graduate Survey results show. While fewer graduates progressed to employment, a far greater proportion continued to study in other programmes. This indicates a long-term retention of students in tertiary education, both at Unitec and other institutions. Some 24% of graduates continued their study by staircasing into other programmes, with most selecting Unitec as their tertiary provider. The majority of graduates (80%) were employed in areas moderately or strongly related to their qualifications, although the increase in those remaining in the tertiary sector means that this figure was slightly lower than expected.

B

Success and retention, particularly for Maori and Pasifika students, has remained a focus for the year. Student support services, including Te Tari Awhina, learning support centre, Maia, the Maori Development Centre, and the Pasifika Centre are all committed to supporting and enhancing student participation, retention and success. The outcomes indicate that our efforts are bearing fruit, with student completion and success rates steadily improving. While there have been some statistical influences resulting from the new Certificate in Construction Site Safety, improvements are evident across our portfolio of programmes.

Strategic Outcome

B4 Internationalisation

Output Measures	Achieved	2004 Actual	2005 Target	2005 Actual
Increase in international relationships and activities				
■ International MOUs	Yes	-	40	72
■ Staff and student exchanges	Yes	-	37	100
■ Programmes taught offshore	Yes	-	3	3

Comment

The progressive internationalisation of operations was successful during 2005, with key international relations growing and developing throughout the year. The number of memoranda of understanding that are held with overseas universities continues to increase, with a total of 72 being held at the end of 2005. These include collaborative ventures involving joint programmes and offshore delivery as well as staff and student exchanges at universities and colleges throughout Asia, North and South America, Europe and the Pacific. While most of this activity has occurred at the university level, there has also been increasing interest in developments within the vocational sector. We have found that relationships are particularly effective where the overseas institution shares our dual-sector mission.

One of the key achievements this year was the development in relationships with Shandong Architecture University, Shenyang Architectural and Civil Engineering University and Nanchang University in China, where our Bachelor of Architecture will now be taught. Other programmes taught off shore include the Graduate Diploma in Not-For-Profit Management, which is being offered throughout the Pacific, and the Diploma in Athlete Development, being taught at the National University of Samoa.

Strategic Outcome

B5 Satisfying the needs of local communities

Output Measures	Achieved	2004 Actual	2005 Target	2005 Actual
Community survey results	N/A	-	N/A	75%
Waitakere EFTS percentage of total	No	3%	5%	3%

Comment

A market research survey of the community was undertaken to gain an understanding of people's wishes relating to our university designation. This independent poll found that 75% of people from West Auckland and Waitakere supported Unitec's efforts to be designated as a university of technology. Overwhelmingly, survey respondents favoured a university of technology over a traditional university.

B

The EFTS target of 5% of total EFTS enrolled at the Waitakere campus was not met during the year. A total of 282 EFTS were achieved, with 110 being in the undergraduate division and 172 in the vocational division. This reflects the needs of the community for both degree-level education and vocational education in health and community studies, as well as English language studies. These numbers will, of course, increase very significantly in 2006 when the new Waitakere campus is occupied.



Strategic Outcome

B6 Increasing recognition of the Unitec brand

Output Measures	Achieved	2004 Actual	2005 Target	2005 Actual
Brand recognition survey results	N/A	-	N/A	N/A

Comment

A brand recognition survey was not undertaken in 2005. The university application and the Waitakere campus development occupied much of our activity within the public arena and more targeted market research was required for planning purposes. Two community surveys were undertaken as part of the university application and to provide additional information on the needs of the Waitakere community. Both surveys showed support for Unitec as outlined in B5 above.

SCORECARD

C

INTERNAL PROCESSES



Strategic Outcome

C1 Flexible access and learning pathways in context of career-related qualifications

Output Measures	Achieved	2004 Actual	2005 Target	2005 Actual
Courses with on-line/distance learning components	Yes	-	1,750	2,016
Courses offered on multiple sites (including off-shore)	Yes	-	110	130
Courses with co-operative/industry learning components	Yes	-	45	61
Student inter-programme retention *	Yes	16%	17%	24%

* Excludes subcontracted programmes

Comment

Flexible access and learning pathways continued to be developed throughout 2005, with the number of courses that included an on-line or distance learning component being 15% over target, at 2,016. This was primarily provided through Blackboard Learning Systems. While only a few courses can be studied entirely online, our aim is to provide excellent supplementary services that allow for study balanced between traditional attendance at lectures and tutorials, and online participation. The number of courses offered from multiple sites was also well ahead of target at 130, boosted by our off-shore offerings that included architecture in China.

C

Real world learning, as experienced through the co-operative or industry learning course components of programmes is a key element of our strategic direction and distinctiveness as a university of technology. It enables our students to learn through experience by focusing their study on the workplace and making the connections between theory and practice. The number of courses with a co-operative component was 36% over target for the year.

Inter-programme retention and staircasing was also ahead of target, with almost a quarter of students progressing to another programme during 2005. This includes international and migrant students undertaking introductory English language programmes, as well as those students undertaking foundation learning in our School of Foundation Studies. Student feedback indicates that foundation learning is critical to their success as they progress along their learning pathways.

➤ Strategic Outcome

C2 Seamless student service

Output Measures	Achieved	2004 Actual	2005 Target	2005 Actual
Rating in Student Satisfaction Survey	Yes	-	72%	79%
Number of student complaints	N/A	-	N/A	N/A

Comment

The Student Satisfaction Survey showed some very positive results this year. With over 2,500 respondents across a broad spectrum of programmes, levels of satisfaction were pleasing, with overall satisfaction higher than previous surveys and well above our target of 72%. Students showed high levels of satisfaction with the services provided by the library, teaching staff, and campus and pastoral support services such as those provided to Maori, Pasifika and Foundation Studies students. Students were also strongly supportive of the real world learning approach. Some isolated pockets of dissatisfaction were identified in areas such as the provision of food on campus. Measures have been put in place to address these areas, as part of our strategy to improve campus life.

The number of student complaints was not collected centrally in 2005, as the focus of student services underwent significant change with the appointment of a permanent Director of Student Affairs. The results of the student satisfaction survey indicate that students are satisfied with Unitec's complaints procedures and feel that appropriate people are available and accessible to resolve any issues that may arise.

➤ Strategic Outcome

C3 Quality systems

Output Measures	Achieved	2004 Actual	2005 Target	2005 Actual
Number of new programmes developed and approved by NZQA in accordance with the Unitec Academic Plan	Yes	-	5	15
Number of positive programme reviews, monitor's reports and audit reports	Yes	-	10	21
Percentage on weighted teaching index (Sequal and CEQ – Good Teaching Scale)	Yes	76%	75%	75%

Comment

Programme development was well ahead of target, with an emphasis being placed on continuing to align our portfolio of qualifications to best meet the skill shortages in the labour market. Programmes such as the Bachelor of Teaching (Early Childhood Education) and the new Property Development major within the Bachelor of Construction address specific needs identified in the provision of degree level education. In the vocational sector, a number of programmes were developed and approved to address specific skill shortages. These included the Certificate in Horticulture and new endorsements in Autotronics and Furniture and Joinery within the Certificate in Applied Technology.

A total of 21 programmes received positive monitor's reports and audit reports, well above the target of 10.

The weighted teaching index consists of a number of measures relating to the quality of teaching, including the Student Evaluation of Quality (SEQUAL) lecturer evaluations and course evaluations, as well as graduate Course Experience Questionnaire results on the Good Teaching Scale from the annual Graduate Survey. This index is designed to give an overall picture of the health of teaching as measured by students and graduates. The ongoing focus on teaching and learning has resulted in quality targets for good teaching being met for this period.

Strategic Outcome

C4 Viable portfolio of programmes

Output Measures	Achieved	2004 Actual	2005 Target	2005 Actual
Percentage of viable programmes	No	-	100%	96%

Comment

The alignment of our portfolio of programmes to our Charter, Profile and Strategic Plan draws upon our programme viability assessment, which looks at the strategic value of programmes, student demand, and financial and non-financial performance. In addition to individual programme performance, consideration is given to the health of the overall academic discipline, profile balance and sustainability. The interests of current students are strongly protected. During the 2005 exercise, several programmes were identified as having only marginal viability and steps have been taken to deal with these in the 2006 year. We will not take a first year intake in the Bachelor of Engineering (Environmental), with a complete review of our portfolio of engineering programmes being scheduled during the coming year. Nor will we offer majors in German, Spanish and Chinese within the Bachelor of Arts.

C

Strategic Outcome

C5 Operational efficiency

Output Measures	Achieved	2004 Actual	2005 Target	2005 Actual
Academic FTEs	Yes	668	660	660
Allied FTEs	No	520	475	498
EFTS/academic staff	No	15.4	16.8	15.2
Academic staff/allied staff	No	1.28	>1.39	1.33
Overheads/revenue	Yes	0.33	<0.33	0.29
Personnel/revenue	Yes	0.63	0.62*	0.62
Depreciation/revenue	No	0.07	<0.08*	0.09
Expenditure/EFTS (\$)	No	11,063	<10,064*	11,031
EFTS Margin (\$)	No	-153	>75*	-8
Student debt (\$'000)	Yes	-	<15,356*	12,304

* Note : Some 2005 targets vary from the Unitec Profile 2005 to 2007 due to re-negotiations with the Ministry of Education's Tertiary Advisory Monitoring Unit (TAMU) subsequent to the approval of the Profile by the Tertiary Education Commission (TEC).

Comment

Operational efficiency was a focal point for 2005, as another drop in international EFTS meant that we were operating with a much reduced operating income. Stringent cost controls were put in place and a series of reviews were undertaken in schools and central service units. While, in a number of instances, the output measure targets for 2005 were not met, the base has been laid to ensure that future efficiency is achieved. Academic and allied staff numbers were reduced in comparison with the 2004 results and further reductions will take place in 2006, reflecting the structural changes that have been made. Overhead and personnel costs as a proportion of revenue met the 2005 targets, and represent reductions from the 2004 results. Expenditure and margin per EFTS also both demonstrate increased efficiency since the 2004 results. Student debt is well below the target level, which indicates that our debt management processes have been successful in reducing student debt.

Strategic Outcome

C6 Sustainable operating practices

Output Measures	Achieved	2004 Actual	2005 Target	2005 Actual
Asset utilisation EFTS/m ²	Yes	10	10	10.45
Energy use index (GJ/m ² /year)	No	-	0.3	0.38
Waste material tonnes recycled/EFTS	No	-	0.02	0.01
Water usage (m ³ /year)	N/A	-	N/A	125,000

Comment

Sustainable operating practices are at the heart of our approach to campus management. By adopting such practices we also aim to ensure cost efficiencies and maximise the use of resources. Space utilisation practices aim to optimise asset performance. This year, an improvement in asset optimisation was achieved with the increase of EFTS per m² to 10.45. Energy use, water use and waste recycling were new indicators for sustainable management in 2005 and, while we have not met the ambitious targets where set, we now have relevant benchmarks from which future performance in this area can be measured.

ORGANISATIONAL DEVELOPMENT



Strategic Outcome

D1 High performing teams

Output Measures	Achieved	2004 Actual	2005 Target	2005 Actual
Staff undertaking relevant professional development hours/FTE	N/A	-	N/A	4.5 hrs/FTE
Compliance with Unitec performance management system	N/A	-	100%	N/A
Staff undertaking Maturanga Maori professional development	Yes	-	10%	12%
Staff agreement with Unitec strategy from staff survey	N/A	-	N/A	N/A
Staff satisfaction – percentage good	N/A	-	N/A	N/A
Staff turnover				
= Academic	N/A	-	N/A	14.5%
= Allied	N/A	-	N/A	21.9%
= Total	N/A	-	N/A	17.7%
Lost days (sickness and accident)	N/A	-	N/A	2.15%

Comment

In 2005, staff professional development focused on enhancing awareness and understanding of the Unitec performance management policy and the roles/responsibilities both staff and managers have within this process. Other core policy awareness and understanding was the focus of development, particularly where policies had recently been established and/or revised. The Staff Mentoring Programme, now in its sixth year of successful operation, was a major emphasis. Concentration on improving the skills of Programme Administrators with respect to their responsibilities within programme committee meetings also formed part of the overall professional development package. The appropriate induction of new staff into the organisation received further encouragement during the year through a revised induction programme. Academic development was also important, with modules concentrating on improving key aspects of teaching and learning.

Compliance with the performance management system, while not centrally measured, was a significant area of training during the year, with courses being undertaken on performance management and development, and performance management planning.

The staff satisfaction survey was not undertaken in 2005 due to the restructuring being carried out in a number of schools and central business units. It was felt this restructuring would have distorted the results of such a survey. A staff satisfaction survey is scheduled for 2006.

Staff turnover, which was affected by the restructuring, and lost days due to sickness and accidents appear to be well within the norms for the education sector.



Strategic Outcome

D2 Leadership

Output Measures	Achieved	2004 Actual	2005 Target	2005 Actual
Staff rating from staff survey	N/A	-	N/A	N/A

Comment

The staff survey scheduled for 2005 was not undertaken due to the organisational reviews and restructuring, which, it was felt, would have distorted the results of such a survey. Considerable emphasis was, however, placed on leadership development, performance management and mentoring, as well as academic leadership. A staff satisfaction survey is scheduled for 2006.

Financial Statements

For the year ended 31 December 2005



REAL earning power

Studying construction management at Unitec creates graduates well equipped for a rewarding career in the industry. Our programmes are designed to prepare them for a 'big picture' role with high levels of responsibility and equally high earning potential. They learn by doing it, guided by experienced lecturers who are experts in their field.

Financial Highlights

Financial Results for the Year

Unitec made an unconsolidated net loss for the year of \$142,135 compared with a budget surplus of \$711,000.

Income

Income levels were well short of target due to a shortfall in student numbers against target, which ended the year below that achieved in 2004. On a divisional basis the Postgraduate Division achieved its target, while the Undergraduate Division and VET Division were both below target. The drop in international student numbers impacted on the Schools of the Accountancy Law and Finance, Communication, Computing and Information Technology and Languages.

Expenditure

Expenditure for the year included one off redundancy costs of \$727,322 which was required to address the reduced student numbers. Costs were closely monitored and reductions against original budgets were achieved in a number of areas.

Assets

The major change in assets has been the new Teaching and Learning facilities in Waitakere City, which were completed on time for the start of the 2006 academic year. All other investments in teaching equipment and other assets have been at reduced levels due to budgetary pressures.

2006 Budget

A challenging budget has been set for 2006 with the major risk factor being EFTS levels. Strong monitoring processes are in place to ensure that performance across all areas achieves budget and that there is responsiveness to changing fluctuations in EFTS levels and product mix. Tight control of labour costs is seen as a key to improved performance.

Statement of Accounting Policies

For the year ended 31 December 2005

The Reporting Entity

Unitec Institute of Technology was established under the Education Act 1976. The group consists of Unitec Institute of Technology and the subsidiaries, New Zealand Institute of Technology Limited, Open Institute of Technology Limited, Unitec Limited, Unitec Recreation Trust, the Unitec Trust and the Unitec Apprenticeship Training Trust. These financial statements have been prepared in accordance with the Public Finance Act 1989 and section 203 of the Education Act 1989, which includes the requirement to comply with generally accepted accounting practice.

Measurement System

The measurement base adopted is that of historical cost, except in the case of land, which is valued on a “fair value” basis, and buildings, which are valued on the Depreciated Replacement Cost (Optimised) (ODRC) basis. Other assets are recorded at a cost net of depreciation.

Budget Figures

The budget figures in the Financial Statements were revised from the original 2005 to 2007 Profile and were approved by TAMU in May 2005.

Accounting Policies

The following accounting policies which materially affect the measurement of financial performance and financial position, have been applied:

1 Revenue

Revenue is recognised in the Statement of Financial Performance on an entitlement basis.

2 Accounts Receivable

Accounts receivable are shown at estimated realisable value after due allowance for any amounts not considered recoverable.

3 Inventory

a Materials other than for trading are generally regarded as having been utilised at the time of receipt and are charged to the relevant activity at that time.

b Inventories held for trading operations have been valued at the lower of cost or net realisable value determined on a first-in-first-out basis.

4 Investments

All short-term investments, including those in subsidiaries, are stated at the lower of cost or net realisable value.

5 Financial Instruments

Revenue and expenses in relation to all financial instruments are recognised in the Statement of Financial Performance. All financial instruments are recognised in the Statement of Financial Position. All financial instruments, except for loans, which are recorded at cost, are shown at their fair values.

6 Fixed Assets

a Land and buildings

All land and buildings are revalued every three years. All buildings, whether owned by the Ministry of Education or purchased or built out of Unitec reserves since 1991, have been valued using the ODRC (Optimised Depreciated Replacement Cost) methodology by Telfer Young as at 1 January 2003. All land, whether owned by the Ministry of Education or purchased out of Unitec reserves since 1991, has been valued using the fair value base by Telfer Young as at 1 January 2003. Crown-owned land and buildings are included as part of Unitec's fixed assets. These were first recognised on 1 January 1995 and although legal title has not been transferred, Unitec has assumed all the normal risks and rewards of ownership. Buildings constructed since 1 January 2003 have been valued at cost.

b Library collection

The Library collection is recorded at cost and depreciated.

c Other assets

All other assets purchased since 1990 have been recorded at cost and depreciated. Prior to 1990, other asset values were established on a fixed asset register either at cost or, where asset values were unknown, at an appropriate estimated value adjusted by depreciation.

d Additions

Additions between valuations are recorded at cost.

e Depreciation

Fixed Assets are depreciated on a straight line basis at rates that will write off the cost or value of the asset over its estimated useful life. Land is not depreciated. The useful lives and associated depreciation rates of major classes of assets have been estimated as follows:

Buildings		
Structure	3-75 years	1-33% straight line
Fit Out	2-16 years	6-50% straight line
Services	2-31 years	3-50% straight line
Computer equipment		
Network equipment	4-8 years	12.5-25% straight line
Other Computer equipment	3-4 years	25-33% straight line
Plant and equipment	10 years	10% straight line
Furniture and fittings	10 years	10% straight line
Motor vehicles	5 years	20% straight line
Office equipment	10 years	10% straight line
Software	3 years	33% straight line
Library collections		
Books	10 years	10% straight line
Periodicals	5 years	20% straight line

7 Capital Work in Progress

Capital Work in Progress is valued on the basis of expenditure incurred and Certified Gross Progress Claim Certificates up to balance date. Financing costs have been capitalised during the construction of assets. Work in Progress is not depreciated. The total cost of a project is transferred to the relevant asset class on its completion and then depreciated.

8 Goods and Services Tax

Unitec Institute of Technology is a registered person as defined by the Goods and Services Act 1985. All items in the financial statements are exclusive of GST with the exception of receivables and payables, which are stated GST inclusive. Where GST is not recoverable as an input tax then it is recognised as part of the related asset or expense.

9 Taxation

Tertiary institutions are exempt from the payment of income tax as they are treated by the IRD as charitable organisations. Accordingly, no charge for income tax has been provided for.

10 Leases

Finance Leases

Leases that effectively transfer to Unitec and the group substantially all of the risks and benefits of ownership of the leased item are classified as finance leases. They are capitalised at the present value of the minimum lease payments. The leased assets and corresponding liabilities are recognised in the Statement of Financial Position. The leased assets are depreciated over the period Unitec is expected to benefit from their use on a straight line basis.

Operating Leases

Leases where the lessors effectively retain substantially all the risks and benefits of ownership of the leased items are classified as operating leases. Payments under these leases are charged as expenses in the periods in which they are incurred.

11 Statement of Cash Flows

Cash means cash balances on hand, held in bank accounts, demand deposits and other highly liquid investments in which Unitec invests as part of its day-to-day cash management.

Operating activities include cash received from all income sources of the group and record the cash payments made for the supply of goods and services. Agency transactions are recognised as receipts and payments in the Statement of Cash Flows given that they flow through Unitec and group's main bank account.

Investing activities are those activities relating to the acquisition and disposal of non-current assets.

Financing activities comprise activities that change the equity and debt capital structure of Unitec and group.

12 Employee Entitlements

Provision is made in respect of Unitec and group's liability for annual leave, long service leave and retirement leave. Annual leave has been calculated on an actual entitlement basis at current rates of pay. Long service and retirement leave have been calculated on an actuarial basis based on the present value of expected future entitlements.

13 Development Costs

Costs incurred on development of new courses are expensed in the period in which they have been incurred as the level of expenditure is relatively constant from year to year.

14 Basis of Consolidation

The Unitec Recreation Trust, the Unitec Trust and the Unitec Apprenticeship Training Trust are subsidiaries of Unitec Institute of Technology and therefore the consolidated financial statements include Unitec and its trusts accounted for using the purchase method. All transactions between Unitec and the trusts are eliminated upon consolidation.

Unitec has three non trading subsidiaries, New Zealand Institute of Technology Limited, Open Institute of Technology Limited and Unitec Limited. None of the subsidiaries are currently trading or has traded in previous years. There are no assets or liabilities within those subsidiaries. Consequently, there has been no consolidation of the results.

The Unitec Recreation Trust has been treated as a separate legal entity from the Council of Unitec Institute of Technology other than for the above financial reporting purposes. Hence the mortgage from the Unitec Recreation Trust to the National Bank is not subject to section 192 of the Education Act 1989.

15 Student Allowances

Unitec and group has no involvement with the receipt or payment of student allowances other than supplying student information to StudyLink.

16 Change in Accounting Policies

During the year the library collection policy has changed so that it is in line with the current practice in other tertiary institutions in New Zealand and Australia.

The previous policy was to revalue the library collection at the end of each year at estimated replacement cost. The movements in the value of the Library collection were recorded in the library collection asset revaluation reserve.

The policy for the financial year ended 31 December 2005 is to record the library collection at cost and depreciate this over its estimated useful life.

The impact of this change in accounting policy on the Statement of Financial Position is the write down of library books from fixed assets of \$367k, decrease in library collection revaluation reserves of \$1.16m and increase in accumulated depreciation of \$405k.

The impact of this change in accounting policy on the Statement of Financial Performance is to increase depreciation expense by \$405k.

There have been no other changes in accounting policies since the date of the last audited financial statements. The policies have been applied on a basis consistent with prior years.

Statement of Financial Performance

For the year ended 31 December 2005

	Notes	2005 Consolidated Actual \$000	2005 Unitec Actual \$000	2005 Unitec Budget \$000	2004 Consolidated Actual \$000	2004 Unitec Actual \$000
Government operational funding	1	53,778	53,778	55,802	51,242	51,242
Investment income		269	263	184	758	753
Tuition fees		46,081	46,081	48,060	50,705	50,705
Trading income	2	2,822	1,864	1,535	2,185	1,163
Revenue from services provided	3	8,327	8,327	6,812	8,053	8,053
Total income		111,277	110,313	112,393	112,943	111,916
Less expenditure						
Cost of services	4	108,270	108,270	110,027	112,297	112,297
Trading expenditure	2	3,091	2,185	1,654	2,209	1,333
Total cost of operations		111,361	110,455	111,681	114,506	113,630
Net surplus (deficit) for the year	5	(84)	(142)	711	(1,563)	(1,714)

The Statement of Accounting Policies and Notes to the Financial Statements form part of and are to be read in conjunction with this statement.

Statement of Financial Position

As at 31 December 2005

		2005 Consolidated Actual \$000	2005 Unitec Actual \$000	2005 Unitec Budget \$000	2004 Consolidated Actual \$000	2004 Unitec Actual \$000
	Notes					
Assets						
Current assets						
Cash and bank		3,263	2,989	185	562	395
Short-term investments	6	96	0	0	94	0
Accounts receivable	7	13,155	13,112	16,456	16,447	16,401
Inventory		451	451	500	555	555
Prepayments		588	588	597	597	597
Total current assets		17,553	17,140	17,738	18,255	17,948
Non current assets						
Fixed assets	8	123,757	121,932	151,947	123,453	121,569
Capital work in progress		26,336	26,336	949	10,231	10,231
Total non current assets		150,093	148,269	152,896	133,684	131,800
Total assets		167,646	165,409	170,634	151,939	149,748
Liabilities						
Current liabilities						
Fees in advance		15,983	15,983	13,534	17,791	17,791
Accounts payable	9	9,167	9,086	11,626	11,656	11,626
Current portion of loans	10	14,807	14,739	18,702	6,515	6,406
Provision for employee entitlements	11	2,899	2,883	3,280	3,293	3,280
Total current liabilities		42,856	42,691	47,142	39,255	39,103
Non current liabilities						
Provision for employee entitlements	11	467	467	663	445	445
Loan	10	15,773	15,027	14,967	3,238	2,467
Total non current liabilities		16,240	15,494	15,630	3,683	2,912
Total liabilities		59,096	58,185	62,772	42,938	42,015
Total net assets		108,550	107,224	107,862	109,001	107,733
Equity						
Total equity	12	108,550	107,224	107,862	109,001	107,733

The Statement of Accounting Policies and Notes to the Financial Statements form part of and are to be read in conjunction with this statement.

Statement of Cash Flows

For the year ended 31 December 2005

	Notes	2005 Consolidated Actual \$000	2005 Unitec Actual \$000	2005 Unitec Budget \$000	2004 Consolidated Actual \$000	2004 Unitec Actual \$000
Cash flows from operating activities:						
Cash was provided from:						
Government grants		52,286	52,286	54,379	55,219	55,219
Tuition fees		51,633	50,618	54,200	53,794	53,794
Investment income		259	258	157	705	700
Revenue from services provided		9,584	9,337	8,029	6,935	5,649
		113,762	112,499	116,765	116,653	115,362
Cash was applied to:						
Employees and suppliers		103,928	103,021	109,486	106,858	105,898
Goods and services tax net		1,774	1,659	464	2,100	1,958
Interest paid		513	446	869	380	314
		106,215	105,126	110,819	109,338	108,170
Net cash flows from operating activities	13	7,547	7,373	5,946	7,315	7,192
Cash flows from investing activities						
Cash was provided from:						
Sale of assets		27	27	-	42	42
Cash was applied to:						
Purchase of assets		22,100	22,100	27,435	10,466	10,466
Net cash flow from investing activities		(22,073)	(22,073)	(27,435)	(10,424)	(10,424)
Cash flows from financing activities						
Cash was provided from:						
Loan raised		20,500	20,500	29,350	4,000	4,000
Cash was applied to:						
Settlement of debt		3,272	3,206	8,009	2,045	1,913
Net cash flow from financing activities		17,228	17,294	21,341	1,955	2,087
Total net cash flows		2,702	2,594	(148)	(1,154)	(1,145)
Opening balance cash and bank		656	395	562	1,810	1,540
Closing balance cash and bank		3,358	2,989	414	656	395
Closing balance cash and bank						
Cash and bank		3,263	2,989	414	562	395
Short-term investments		95	-	-	94	-
Closing balance cash and bank		3,358	2,989	414	656	395

The Statement of Accounting Policies and the Notes to the Financial Statements form part of and are to be read in conjunction with this statement.

Statement of Movements in Equity

For the year ended 31 December 2005

	2005 Consolidated Actual \$000	2005 Unitec Actual \$000	2005 Unitec Budget \$000	2004 Consolidated Actual \$000	2004 Unitec Actual \$000
Equity at start of the period	109,001	107,733	107,733	110,461	109,344
Realisation of library revaluation reserve	792	792	-	-	-
Net surplus/(deficit)	(84)	(142)	711	(1,563)	(1,714)
Increase/(decrease) in library collection revaluation reserves	(1,159)	(1,159)	(582)	103	103
Total recognised revenues and expenses for the period	(451)	(509)	129	(1,460)	(1,611)
Equity at end of the period	108,550	107,224	107,862	109,001	107,733

The Statement of Accounting Policies and the Notes to the Financial Statements form part of and are to be read in conjunction with this statement.

Notes to the Financial Statements

NOTE 1 | Government operational funding

This includes monies received from the government by way of an Operational Bulk Grant, which is based on equivalent full-time students (EFTS) levels, and the funding category levels of these EFTS and specific purpose related grants. An analysis of government operational funding is as follows:

	2005 Consolidated/ Unitec Actual \$000	2005 Consolidated/ Unitec Budget \$000	2004 Consolidated/ Unitec Actual \$000
Operational bulk grant	53,375	55,802	50,864
Other Government funding	21	-	25
Disabilities grant	215	-	199
Support for Maori & Pacific Island peoples	131	-	140
Strategic change fund	-	-	-
Enterprise scholarship	36	-	14
Total Government operational funding	53,778	55,802	51,242

NOTE 2 | Surpluses on trading activities

Trading activities incorporate the activity areas detailed below, which reflect the major income generating activities outside of normal teaching operations.

	2005 Consolidated Actual \$000	2005 Unitec Actual \$000	2005 Unitec Budget \$000	2004 Consolidated Actual \$000	2004 Unitec Actual \$000
Income					
Business development	255	255	325	243	243
Hall of residence	142	142	107	116	116
Sport centre	699	699	738	733	733
Building training projects	768	768	365	71	71
Trust income	958	-	-	1,022	-
Total revenue	2,822	1,864	1,535	2,185	1,163
Expenditure					
Trading materials	1,035	1,035	525	106	106
Class materials	14	14	14	11	11
Salaries and wages	796	796	801	786	786
Depreciation	31	31	24	104	43
General expenses	309	309	291	387	387
Trust expenditure	906	-	-	815	-
Total expenditure	3,091	2,185	1,655	2,209	1,333
Deficit on trading activities	(269)	(321)	(120)	(24)	(170)

NOTE 3 | Revenue from services provided

	2005 Consolidated/ Unitec Actual \$000	2005 Consolidated/ Unitec Budget \$000	2004 Consolidated/ Unitec Actual \$000
Donations	500	40	166
ETSA skill enhancement	207	199	224
TOPS	385	324	451
Contract education	660	299	385
Copying	572	667	685
STAR	156	185	193
Consultancy and projects	1,885	1,915	1,576
Research	594	413	495
Other	3,368	2,770	3,878
Total other income	8,327	6,812	8,053

NOTE 4 | Cost of services

The cost of services detailed below reflects the breakdown of expenditure by schools.

The cost of services were reported at the summary level in 2004 and therefore no comparative figures are available at the detailed level below.

Comparative figures included in the cost of services related to the financial year ended 31 December 2005 are the 2005 Actual compared to 2005 Budget.

	Direct Cost & School Overheads \$000				2005 Consolidated Unitec Actual \$000				2005 Consolidated Unitec Budget \$000			
	Class Materials	Labour	Depreciation	School Overheads	Total Direct Cost & School Overheads	Occupancy Costs Allocation	Administration Costs Allocation	Total Costs	Total Direct Cost & School Overheads	Occupancy Costs Allocation	Administration Costs Allocation	Total Costs
Unitec schools												
Applied Technology	1,111	6,474	181	1,063	8,829	1,288	7,521	17,638	9,372	1,347	7,243	17,962
Site Safe	-	131	-	3,213	3,344	-	-	3,344	3,629	-	-	3,629
Accountancy, Law and Finance	114	3,001	17	545	3,677	289	3,337	7,303	4,146	309	3,345	7,800
Management and Entrepreneurship	128	2,372	11	360	2,871	240	2,874	5,985	2,787	243	2,737	5,767
Communication	25	955	4	163	1,147	121	1,171	2,439	1,202	129	1,240	2,571
Computing and Information Technology	75	3,389	44	955	4,463	380	3,552	8,395	4,592	393	3,552	8,537
Health and Community Studies	655	5,723	55	790	7,223	517	3,362	11,102	6,996	543	3,287	10,826
Natural Sciences	167	2,564	34	460	3,225	397	1,447	5,069	2,716	420	1,464	4,600
Sport	53	1,038	13	108	1,212	91	727	2,030	1,189	97	718	2,004
Education	121	1,518	2	291	1,932	124	2,015	4,071	2,224	133	1,996	4,353
English & Applied Linguistics	146	4,071	20	424	4,661	361	2,318	7,340	4,663	390	2,442	7,495
Languages	86	2,518	9	554	3,167	267	2,012	5,446	3,493	296	2,272	6,061
Puukenga	27	483	1	46	557	67	400	1,024	640	75	451	1,166
Foundation Studies	36	978	1	113	1,128	107	613	1,848	1,211	114	594	1,919
Architecture and Landscape Architecture	166	2,926	43	673	3,808	421	2,004	6,233	3,714	435	1,845	5,994
Built Environment	117	3,145	27	458	3,747	312	2,403	6,462	4,165	324	2,337	6,826
Design	295	3,538	41	709	4,583	811	2,638	8,032	4,735	852	2,600	8,187
Performing and Screen Arts	357	2,098	40	514	3,009	381	1,119	4,509	2,826	400	1,104	4,330
Total	3,679	46,922	543	11,439	62,583	6,174	39,513	108,270	64,300	6,500	39,227	110,027

NOTE 5 | Revenue and expenses

The net deficit is after allowing for:

	2005 Unitec Actual \$000	2005 Consolidated Actual \$000	2004 Unitec Actual \$000
Audit fees – paid to principal auditor	63	66	60
Audit fees – other services provided by principal auditor	4	4	2
Bad debts written off	165	165	41
Councillors' fees	69	69	64
Depreciation			
Buildings (Crown)	1,128	1,128	1,131
Buildings (institute)	2,398	2,454	2,253
Computer equipment	1,541	1,543	1,514
Plant and equipment	702	702	641
Furniture and fittings	106	106	147
Leased assets	3,367	3,367	2,076
Library collection	405	405	473
Donations	500	500	166
Interest expense	1	67	7
Change in provision for doubtful debts	-	-	(200)
Lease charges on operating leases	449	449	1,930
Finance charges on finance leases	395	395	307
Gain/(loss) on disposal of assets	(41)	(41)	(291)

Councillors' fees

The following fees were earned by members of Unitec Council during the year:

	2005 Actual \$	2004 Actual \$
Council Member		
A Dickinson (Chair)	19,500	19,500
S Chan	5,100	4,335
D Cooke	1,785	2,040
G Costello	4,335	4,335
R Freeth	2,040	-
M Glen	510	1,530
G Hill	1,020	-
R Knight	2,295	1,785
J Lawley	3,315	4,335
R Newson	2,040	-
K Millar	2,040	2,295
C O'Connor	1,020	-
R Reid	8,160	7,395
J Robb	2,550	1,785
G Shuttleworth	3,825	3,570
L Thomson	1,785	2,550
M Tunks	2,040	1,530
T Van Arkel	3,825	-
P Winter	1,530	2,295
A Wood	-	3,570
J Young	255	1,530
Total	68,970	64,380

NOTE 6 | Short-term investments

	2005 Consolidated Actual \$000	2005 Unitec Actual \$000	2004 Consolidated Actual \$000	2004 Unitec Actual \$000
BNZ	96	-	94	-
Total short term investments	96	-	94	-

NOTE 7 | Accounts receivable

	2005 Consolidated Actual \$000	2005 Unitec Actual \$000	2004 Consolidated Actual \$000	2004 Unitec Actual \$000
Student fees	12,379	12,379	15,523	15,523
Trade debtors	968	925	1,124	1,078
Accrued interest	8	8	-	-
Less provision for doubtful debts	(200)	(200)	(200)	(200)
Total accounts receivable	13,155	13,112	16,447	16,401

NOTE 8 | Fixed assets

	Cost	Valuation	2005 Total Cost/ Valuation	Accum Depn	Net Book Value	Cost	Valuation	2004 Total Cost/ Valuation	Accum Depn	Net Book Value
			\$000					\$000		
Unitec (Parent)										
Land (Crown)	-	12,356	12,356	-	12,356	-	12,356	12,356	-	12,356
Land (institute)	225	27,485	27,710	-	27,710	89	27,485	27,574	-	27,574
Buildings (Crown)	201	27,970	28,171	3,261	24,910	172	27,970	28,142	2,134	26,008
Buildings (institute)	4,707	45,374	50,081	6,812	43,269	1,278	45,374	46,652	4,414	42,238
Plant & equipment	6,452	-	6,452	3,539	2,913	5,780	-	5,780	3,104	2,676
Plant & equipment leased	1,024	-	1,024	661	363	966	-	966	301	665
Furniture & fittings	2,770	-	2,770	2,225	545	2,655	-	2,655	2,119	536
Motor vehicles	1,620	-	1,620	1,121	499	1,545	-	1,545	1,013	532
Computer equipment	14,028	-	14,028	11,696	2,332	12,607	-	12,607	10,160	2,447
Computer equipment - leased	9,440	-	9,440	4,698	4,742	5,820	-	5,820	1,775	4,045
Office equipment	1,091	-	1,091	879	212	1,084	-	1,084	819	265
Library collection	2,486	-	2,486	405	2,081	-	2,227	2,227	-	2,227
Total	44,044	113,185	157,229	35,297	121,932	31,996	115,412	147,408	25,839	121,569
Consolidated										
Land (Crown)	-	12,356	12,356	-	12,356	-	12,356	12,356	-	12,356
Land (institute)	225	27,485	27,710	-	27,710	89	27,485	27,574	-	27,574
Buildings (Crown)	201	27,970	28,171	3,261	24,910	172	27,970	28,142	2,134	26,008
Buildings (institute)	4,707	47,365	52,072	6,982	45,090	1,278	47,365	48,643	4,527	44,116
Plant & equipment	6,452	-	6,452	3,539	2,913	5,780	-	5,780	3,104	2,676
Plant & equipment leased	1,024	-	1,024	661	363	966	-	966	301	665
Furniture & fittings	2,771	-	2,772	2,225	546	2,657	-	2,657	2,119	538
Motor vehicles	1,620	-	1,620	1,121	499	1,545	-	1,545	1,013	532
Computer equipment	14,042	-	14,042	11,708	2,334	12,621	-	12,621	10,171	2,450
Computer equipment - leased	9,440	-	9,440	4,698	4,742	5,820	-	5,820	1,775	4,045
Office equipment	1,093	-	1,093	880	213	1,085	-	1,085	819	266
Library collection	2,486	-	2,486	405	2,081	-	2,227	2,227	-	2,227
Total	44,061	115,176	159,237	35,480	123,757	32,013	117,403	149,416	25,963	123,453

Land and buildings were valued by Telfer Young, registered valuers, as at 1 January 2003. The valuation basis is fair value for land and ODRC for buildings. (Refer to Accounting Policy 6.)

For change in accounting policy regarding the Library Collection, refer to Accounting Policy 16.

NOTE 9 | Accounts payable

Accounts payable consist of:

	2005 Consolidated Actual \$000	2005 Unitec Actual \$000	2004 Consolidated Actual \$000	2004 Unitec Actual \$000
Trade creditors	790	709	806	776
Accruals	8,377	8,377	10,850	10,850
Total accounts payable	9,167	9,086	11,656	11,626

NOTE 10 | Loans and leases

	2005 Consolidated Actual \$000	2005 Unitec Actual \$000	2004 Consolidated Actual \$000	2004 Unitec Actual \$000
Opening balance	9,753	8,873	1,012	-
Repayments – loans	(65)	-	(132)	-
Repayments – finance leases	(3,206)	(3,206)	(1,913)	(1,913)
Loans raised	20,500	20,500	4,000	4,000
Finance leases raised	3,598	3,599	6,786	6,786
Closing balance	30,580	29,766	9,753	8,873
Current portion				
Lease liabilities	2,739	2,739	2,406	2,406
Other loan liabilities	12,068	12,000	4,109	4,000
Current portion 31 December	14,807	14,739	6,515	6,406
Term portion				
Lease liabilities 1-2 years	507	507	278	278
2-5 years	2,020	2,020	2,189	2,189
Beyond 5 years	-	-	-	-
Other term liabilities	13,246	12,500	771	-
Term portion 31 December	15,773	15,027	3,238	2,467
Closing balance 31 December	30,580	29,766	9,753	8,873

Unitec has short-term loans with the ASB Bank at variable interest rates ranging from 7.62% to 8.21% and with a maturity date of 13 March 2006.

Unitec has a term loan with the ASB Bank at an interest rate of 7.99% and with a maturity date of 13 March 2008.

The Unitec Recreation Trust has a 20-year mortgage with the National Bank at an interest rate of 5.93% and with a maturity date of 1st October 2015.

NOTE 11 | Provision for employee entitlements

	2005 Consolidated Actual \$000	2005 Unitec Actual \$000	2004 Consolidated Actual \$000	2004 Unitec Actual \$000
Annual leave	2,752	2,736	3,136	3,123
Retirement leave	340	340	318	318
Long service leave	274	274	284	284
Total	3,366	3,350	3,738	3,725
Made up of:				
Current	2,899	2,883	3,293	3,280
Non current	467	467	445	445
Total	3,366	3,350	3,738	3,725

NOTE 12 | Equity

This balance consists of the accumulated surplus and reserves.

	2005 Consolidated Actual \$000	2005 Unitec Actual \$000	2004 Consolidated Actual \$000	2004 Unitec Actual \$000
Accumulated surplus				
Opening balance	68,115	67,238	69,678	68,951
Net surplus/(deficit)	(84)	(142)	(1,563)	(1,714)
Realisation of library revaluation reserve	792	792	-	-
Closing balance	68,823	67,888	68,115	67,237
Library revaluation reserve				
Opening balance	1,159	1,159	1,056	1,056
Revaluation	-	-	103	103
Realisation on change in accounting policy	(1,159)	(1,159)	-	-
Closing balance	-	-	1,159	1,159
Land revaluation reserve				
Opening balance	29,081	29,081	29,081	29,081
Closing balance	29,081	29,081	29,081	29,081
Building revaluation reserve				
Opening balance	10,646	10,255	10,646	10,256
Closing balance	10,646	10,255	10,646	10,256
Total equity	108,550	107,224	109,001	107,733

NOTE 13 | Reconciliation of the net surplus/(deficit) with the net cash flows from operating activities

	2005 Consolidated Actual \$000	2005 Unitec Actual \$000	2004 Consolidated Actual \$000	2004 Unitec Actual \$000
Net surplus/(deficit)	(84)	(142)	(1,563)	(1,714)
Add/(less) non cash items				
Bad debts written off	165	165	45	41
Depreciation	9,705	9,646	8,295	8,235
Increase/(decrease) in non current employee entitlement	23	23	(16)	(16)
Add/(less) movements in working capital items				
Decrease/(increase) in accounts receivable	3,341	3,290	3,059	3,079
Decrease/(increase) in prepayments	8	8	(284)	(284)
Increase/(decrease) in accounts payable	(3,186)	(3,189)	2,504	2,567
Decrease/(increase) in inventory	104	104	(404)	(404)
Increase/(decrease) in fees in advance	(1,809)	(1,809)	(4,397)	(4,397)
Increase/(decrease) in current employee entitlements	(394)	(397)	(15)	(6)
Change in provision for doubtful debts	-	-	(200)	(200)
Add/(less) items classified as investing activities				
Net loss/(gain) on sale of assets	(326)	(326)	291	291
Cash flow from operating activities	7,547	7,373	7,315	7,192

NOTE 14 | Grants

Details of the income and expenditure of grants (GST exclusive) in relation to the purpose for which they are given are set out below as required by the Public Finance Act 1989. These grants have been incorporated in the respective income and expenditure categories.

	2005 Consolidated/Unitec		2004 Consolidated/Unitec	
	Income \$000	Expenditure \$000	Income \$000	Expenditure \$000
Types of grant				
Special education	21	21	25	25
Support for Maori & Pacific peoples	131	131	140	140
Disability	215	358	199	363
Teach NZ	-	-	7	5
Total grants	367	510	371	533

NOTE 15 | Segmental information

Unitec operates predominantly in one industry (tertiary education) and in one geographical area (Auckland, New Zealand).

NOTE 16 | Related party information**Crown/government**

Unitec is a wholly owned entity of the Crown. The government influences the role of Unitec as well as being its major source of revenue.

Unitec enters into numerous transactions with government departments and other Crown agencies on an arm's length basis and where those parties are only acting in the course of their normal dealings with the institution. These transactions are not separately disclosed because of the volume of the transactions and because the transactions are conducted on an arm's length basis in the normal course of business.

Inter-group

All members of the group are considered to be related parties of Unitec. In 2005 Unitec paid the Unitec Recreation Trust rental of \$172,000 (2004, \$172,000) for the use of the Unitec Trust Recreation Centre.

There was nothing owing to Unitec from Unitec Apprenticeship Training Trust.

Members of Council and key management

Mr A Dickinson is a Council member and trustee of the Unitec Recreation Trust and the Unitec Trust.

Mr R Reid is a Council member and trustee of the Unitec Apprenticeship Training Trust and Unitec Trust.

Mr J Robb is a Council member and trustee of the Unitec Recreation Trust.

Dr J Webster is a Council member and trustee of the Unitec Apprenticeship Training Trust, Unitec Trust and Unitec Recreation Trust.

NOTE 17 | Financial instruments

Unitec has a series of policies providing risk management for interest rates, foreign currency and credit. Unitec is party to financial instrument arrangements as part of its everyday operation. These financial instruments include bank accounts, bank deposits, accounts receivable, accounts payable and term borrowings and are recognised in the Statement of Financial Position.

Interest rate risk

There was an interest rate swap agreement in place as at 31 December 2005, however this was closed out on February 2006.

Foreign currency risk

There was no foreign currency risk as at 31 December 2005.

Concentration of credit risk

Financial instruments that potentially subject Unitec to concentrations of risk consist primarily of cash, short-term investments, accounts receivable and a loan.

Unitec places its cash and short-term investments with high-credit quality financial institutions and sovereign bodies and limits the amount of credit exposure to any one financial institution. Concentrations of credit risk with respect to accounts receivable are limited due to the low level of revenue generated by customers other than the New Zealand government.

The following methods and assumptions were used to estimate the fair value of each class of financial instrument for which it is practical to estimate the value:

Short-term investments

The carrying amounts of all short-term investments are stated at the lower of cost or market value.

Accounts receivable

The carrying value of all accounts receivable is after making allowance for doubtful debts (\$200,000 for student debtors).

The estimated fair value of Unitec's financial instruments as at 31 December 2005 is not significantly different from the carrying value.

NOTE 18 | Post balance date events

There were no post balance date events which would materially affect Unitec.

NOTE 19 | Major budget variations

Explanations for major variations from the Council budget are as follows:

Statement of Financial Performance

The decrease in government funded EFTS and a change in their composition during the period resulted in decreased Tertiary Education Commission funding and student fees compared to budget.

NOTE 20 | Comparative figures

Comparative figures included in the Financial Statements relate to the financial year ended 31 December 2004. Where necessary these figures have been reclassified on a basis consistent with the current year's disclosure.

Statement of Commitments and Contingencies

Statement of Commitments as at 31 December 2005

	Unitec Actual 2005 \$000	Unitec Actual 2004 \$000
Capital commitments approved and contracted	5,578	29,826
Non-cancellable operating lease commitments		
Land and buildings		
Not later than one year	440	536
Later than one year and not later than two years	519	254
Later than two years and not later than five years	1,050	104
Property and equipment		
Not later than one year	8	300
Later than one year and not later than two years	2	9
Later than two years and not later than five years	-	2
Later than five years	-	-
	2,019	1,205
Other non-cancellable contracts		
At balance date Unitec had also entered into non-cancellable contracts for software maintenance, communications and other contracts for service.		
Details of commitments under these contracts are as follows:		
Not later than one year	723	625
Later than one year and not later than two years	829	777
Later than two years and not later than five years	852	-
	2,404	1,402
Total commitments	10,001	32,433

In addition to the above commitments, Council has authorised the following which, at balance date, had not been contracted:

Capital equipment	1,650	2,000
Siteworks and site services	54	45
Building projects	953	607
Information technology	475	63
Total	3,132	2,715

Statement of Contingent Liabilities as at 31 December 2005

1. Unitec is defending two personal grievance claims outstanding as at 31 December 2005. Based on the advice of Unitec's legal counsel the financial effect of these claims is considered to be minimal and has not been accrued as a liability.
2. The student hostel accommodation at 1510 Great North Road and Building Complex 310 was developed by Townscape Drummond Limited. Unitec has an agreement with Townscape Drummond that guarantees an 85% occupancy rate for 40 weeks of each year for a 10-year period. There was a liability of \$272,000 for the 2005 financial year. For the remaining term of the agreement the total sum guaranteed is \$10 million.
3. Land owned by Unitec is subject to claims under the Waitangi Tribunal. The likely outcome of these claims is unknown.

Appendices

For the year ended 31 December 2005

REAL inspiration



Students studying architecture or landscape architecture at Unitec are inspired by local and international practitioners – like multiple award-winning architect Marshall Cook, our Adjunct Professor of Design. They also gain real world experience through work placements and make valuable contacts in the profession.

The Council of Unitec

Chairperson

A Q Dickinson FNZIQS

Ministerial Appointment

Deputy Chairperson

R T Reid

Co-opted - Waitakere City

Secretary

R U Ewert LL.M Well., MBA Auck.

Registrar, Unitec Institute of Technology

Members

J A Webster BSc Eng, MSc, PhD *Aberd.*, FIE *Aust.*, FIPENZ, FIE *Ireland*

President and Chief Executive, Unitec Institute of Technology

S M Chan JP, MTax BCom *Auck.*, FCA, CMA, ANZIM, METI

Institute of Chartered Accountants, New Zealand

D Cooke MA, PhD *Essex*, Dip Tchg

Academic Staff Representative

Unitec Institute of Technology

G Costello LLB *Auck.*, CPM & IR

Employees' Representative

R Freeth

Student Representative

G Hill BSc *Auck.*, MA *Minn.*, PhD *Texas*

Ministerial Appointment

R Knight LLB

Co-opted

J Lawley MSc (*Oxon*), BSocSc, Dip Tchg, Dip Guid/Counselling

Ministerial Appointment

K Millar

Allied Staff Representative

Unitec Institute of Technology

R Newson

Appointed pursuant to Clause 4 of the constitution of the Unitec Council

Professor C O'Connor CBE, JP, MSc PhD, DSc, FRSNZ, FNZIC, CSci, CChem, FRSC

Ministerial Appointment

J Robb ANZIM, MBA

Employers' Organisations

G Shuttleworth

Certified Builders Association of New Zealand

E Thomson DipHSC, DipTchg, JP

Co-opted

M S Tunks MEd, Dip ISI City & Guilds *Lond.*, Dip Ed Studies

Rununga

T Van Arkel FNZIM

Co-opted

P Winter

Ministerial Appointment

Senior Executive Team of Unitec

Chief Executive and Deputy-Presidents

President and Chief Executive

J A Webster BSc Eng, MSc, PhD *Aberd.*, FIE *Aust.*, FIPENZ, FIE *Ireland*

Deputy-President Academic

A P Codling BSc(Hons), MSc *Auck.*, MEdAdmin *NE.*, EdD *NE.*

Deputy-President Corporate

R W Handley BBS *Massey*, ACA, CMA

Registrar

R U Ewert LL.M *Well.*, MBA *Auck.*

Pae Arahi

H Paniora

Deans

Teaching and Learning

M Barrow MSc, Dip Tchng, EdD *Auck.*

Postgraduate Studies

Professor J Diorio BA, *Fordham*. MA, PhD *Columbia*

Undergraduate Studies

R V Smyth LLB(Hons) *Belf.*, MEd *Auck.*, DipEd, PGCE

Vocational Education and Training

R Meldrum BA, PGDipArts *Otago*, Dip Tchng, MEd *Auck.*

Vice-Presidents

Waitakere

Y Hawke Dip ATE Unitec, BEd *Well.*

Research

Professor G M McDonald BBS *Massey*, MBA *W.Aust.*, PhD *Lond.*

Vice-President Facilities

R M Paul BArch(Hons) *Auck.*, ANZIA

Vice-President Finance

O T Burnside BCom *Auck.*, CA

Director Institute Relations

A Bailey BSc *Cant.*, CertJourn, PRINZ

Statistical Profile

Students

Unitec fosters an institutional culture in which innovation and enterprise are expected and rewarded, and is committed to providing graduates with the knowledge and skills to face the challenges of the future and to live in a multi-cultural world.

The institution recognises and celebrates the diverse backgrounds of its students and is committed to offering them a socially, culturally and spiritually responsive environment. In particular, Unitec endeavours to provide excellent academic and pastoral support for, and to interact with, students in whatever ways best suit their learning needs.

Equal Educational Opportunities

	2005 Total Enrolments	2005 Total EFTS	2005 Percentage EFTS	2004 Percentage EFTS
All Students				
Full-time	8,540	7,271	73%	78%
Part-time*	32,023	2,212	22%	14%
Continuing Education**	25,073	530	5%	8%
Total	65,636	10,013	100%	100%

* There has been a significant increase in part-time formal students following the introduction of the Certificate in Construction Site Safety programme.

** The Continuing Education enrolment figure excludes 1,285 students already enrolled in formal programmes in 2005.

Gender and Study Load**

Female full-time	3,879	3,363	46%	47%
Female part-time	3,971	702	32%	50%
Total	7,850	4,065	43%	47%
Male full-time	4,661	3,908	32%	53%
Male part-time*	28,052	1,510	68%	50%
Total	32,713	5,418	57%	53%

* There has been a significant increase in part-time formal students following the introduction of the Certificate in Construction Site Safety programme.

** Excludes Continuing Education.

Maori and Pacific Islands Enrolments

	2005 Percentage	2005 EFTS	2004 Percentage
Percentage Maori EFTS*	10%	779	9%
Percentage Pacific Islands EFTS*	8%	595	7%

* Excludes international students.

Staff

Unitec is committed to systemic equal employment opportunity principles that aim to ensure equality of opportunity in all aspects of its work, through the use of sound employment practices when appointing, managing and developing staff. In doing so, Unitec complies with the spirit and intention of all relevant employment legislation, including the Human Rights Act 1977, the Race Relations Act 1971, the State Sector Act 1988 and the Parental Leave and Employment Protection Act 1987.

Equal Employment Opportunities Statistical Profile

Staff Totals (FTE)	F/T	P/T	2005 FTE		2004 FTE	
			Total	Percentage	Total	Percentage
Academic staff						
All staff	510	150	660	100%	668	100%
Disabled	12	1	13	2%	15	2%
Maori	28	6	34	5%	28	4%
Pacific Island	13	4	17	2%	13	2%
Female	213	69	282	45%	325	49%
Male	297	51	349	55%	341	51%
Allied staff						
All staff	403	95	498	100%	520	100%
Disabled	30	2	32	6%	30	6%
Maori	23	5	28	6%	29	6%
Pacific Island	23	4	27	6%	25	5%
Female	264	70	358	67%	358	69%
Male	140	25	165	33%	162	31%



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Waitakere campus: Ratanui St, Henderson, Private Bag 92025, Auckland, New Zealand

