



Otago Polytechnic Council

BOARD PACK

for

Otago Polytechnic Council - Open

Friday, 5 July 2019

12:30 PM

Held at:

Puna Kawa

Level 2, Mason Centre
Otago Polytechnic
Forth Street
Dunedin

Version 1

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AGENDA



OTAGO POLYTECHNIC COUNCIL - OPEN

Name:	Otago Polytechnic Council
Date:	Friday, 5 July 2019
Time:	12:30 PM to 1:30 PM
Location:	Puna Kawa, Level 2, Mason Centre Otago Polytechnic Forth Street Dunedin
Board Members:	Kathy Grant (Chair), Bill Moran, Megan Potiki, Neil Barns, Peter Coolbear, Jamie Adamson
Apologies:	Paul Allison
Guests/Notes:	In Attendance: Jono Aldridge (Convenor, Staff Subcommittee), Jeanette Corson (Secretary to Council), Philip Cullen (Deputy Chief Executive Corporate Services), Jordan Dargaville (former Convenor, Student Council), Janine Kapa (Deputy Chief Executive, Māori Development/Kaitohutohu), Phil Ker (Chief Executive), Oonagh McGirr (Deputy Chief Executive, Learning and Teaching Services)

1. PROCEDURAL

1.1 Apologies

An apology has been received from Paul Allison.

RECOMMENDATION

That Mr Allison's apology be accepted.

1.2 Conflict of interest

Council members should declare any potential conflict (pecuniary or non-pecuniary) they may have regarding any item on the agenda, or in relation to any discussion during the meeting. These declarations will be recorded on a separate register as well as in the minutes.

Attached is a register of Council members' interests. Any changes must be advised to the Secretary to Council.

Supporting Documents:

1.2.a Council Interests Register.docx	7
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1.3 Confirm Minutes

RECOMMENDATION

That the minutes of the open section of the meeting held on 2 May 2019 approved as a true and correct record.

Supporting Documents:

1.3.a Minutes : Otago Polytechnic Council - Open - 2 May 2019	10
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1.4 Matters Arising

1.5 Action Items

Date of meeting	Action	By whom	Due date
3 July 2015	Naming of buildings - progressive reporting	Phil Ker	Ongoing
2 May 2019	Add Council safety and wellbeing walk-arounds to the Council calendar	Jeanette Corson	Completed
	Follow up possible vending machine relocation	Philip Cullen	Completed
	Submit OP's parking submission to Dunedin City Council	Philip Cullen	Completed

2. REPORTS

2.1 Chair (verbal)

2.2 Chief Executive

The Chief Executive's report is attached.

Supporting Documents:

2.2.a	Chief Executive's Report.docx	14
2.2.b	Media Report-May 1 to June 25 2019.docx	16

3. MATTERS FOR NOTING

3.1 Council Calendar

Attached is the Council calendar.

Supporting Documents:

3.1.a	Council Calendar.docx	18
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3.2 Executive Leadership Team Interests Register

Attached is the Executive Leadership Team Interests Register.

Supporting Documents:

3.2.a	ELT Interest Register.docx	20
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3.3 Academic Board Minutes

Attached are the minutes of Academic Board meetings and issues forums, held during April, May and June.

Supporting Documents:

3.3.a	AB issues forum 4 April 2019.docx	22
3.3.b	eAB meeting minutes 9 April 2019.docx	23
3.3.c	AB minutes 9 April 2019.docx	25
3.3.d	AB issues forum 6 June 2019.docx	28
3.3.e	AB minutes 11 June 2019.docx	30
3.3.f	eAB minutes 11 June 2019.docx	33
3.3.g	eAB minutes 17 June 2019.docx	35

3.4 Student Council Minutes

Attached are the minutes of the Student Council meetings held on 8 May and 5 June 2019

Supporting Documents:

3.4.a	SC05 minutes.doc	36
3.4.b	SC06 minutes.doc	37

3.5 Staff Subcommittee Minutes

Attached are the minutes of the Staff Subcommittee meetings held on 4 April and 2 May 2019.

Supporting Documents:

3.5.a	Staff Subcommittee of Council Minutes 4 April 2019_Final.docx	38
3.5.b	Staff Subcommittee of Council Minutes 2 May 2019.docx	40

3.6 2018 Otago Polytechnic Economic Impact Report

Attached is the 2018 Economic Impact Report which estimates the economic impact of Otago Polytechnic in Dunedin City for 2018, using a standard methodology for estimating the economic contribution of an organisation.

Supporting Documents:

3.6.a	Economic Impact Report 2018.docx	43
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4. CLOSE MEETING

4.1 Meeting Closed

Next meeting: Otago Polytechnic Council - Open - 2 Aug 2019, 12:30 PM

INTERESTS REGISTER

Council Member	Updated	Interest Disclosed	Nature of Potential Interest with the Otago Polytechnic
Jamie ADAMSON	01-02-19	<ol style="list-style-type: none"> 1. Deloitte Limited (employee) 2. Otago Museum Trust Board (Treasurer) 	<ol style="list-style-type: none"> 1. Potential supplier 2. Potential customer
Paul ALLISON	20-04-18	<ol style="list-style-type: none"> 1. Life Trustee – Halberg Disability Sport Foundation 2. Trustee – Winter Games NZ 3. Sports Commentator – NZME 4. Independent Director - University Bookshop (Otago) Ltd 5. Director - Waitaki District Health Services Ltd 6. Trustee – Waitaki District Health Services Trust 7. Independent Chair - Infinite Energy (design and installation of solar power) 8. South Island Regional Grants Committee – The Lion Foundation 9. Independent Contractor – The Lion Foundation 10. Independent Consultant - Impact Consulting 	<ol style="list-style-type: none"> 1 – 6 Nil 7 & 10 potential supplier 8 & 9 – potential funder
Neil BARNES	17-01-19	<ol style="list-style-type: none"> 1. Board Chair – Otago Polytechnic Auckland International Campus 2. Director/Shareholder Neil Barnes Consulting Limited 3. Partner – Barnes-Davis Orchard Partnerships 4. Commissioner, Whitireia and Weltec Polytechnics 5. Director - WelTec Enterprises Ltd 6. Director - LCB Management NZ Ltd 7. Director - IEM Ltd 	<ol style="list-style-type: none"> 1. OP is a 50% owner of the limited partnership and is impacted directly by its operations in Auckland 2. The Company provides consultancy services mainly to TEOs and government education agencies that OP also has dealings with. 3. Joint owner of an avocado orchard. Unlikely to involve OP directly although OP offers horticulture qualifications and training.
Peter COOLBEAR	16-11-16	<ol style="list-style-type: none"> 1. Co-owner and director: Coolbear Ltd - Information Management and Tertiary Education Consulting 2. Member, NZQA Consistency Review Panel 	

Kathy GRANT	04-09-18	<ol style="list-style-type: none"> 1. Dunedin City Holdings Ltd (Director) 2. Trustee of numerous private trusts 3. Gallaway Cook Allan (Associate) 4. Dunedin City Treasury Limited (Director) 5. SDHB (Commissioner) 6. Dunedin Stadium Property Limited <p>Spouse:</p> <ol style="list-style-type: none"> 1. Gallaway Cook Allan (Consultant) 2. Hazlett & Sons Limited (Chair) 3. South Link Health Services Limited (Director) 4. Warbirds Over Wanaka Community Trust (Board Member) 5. Warbirds Over Wanaka Limited (Director) 6. Warbirds Over Wanaka (2008) Limited (Director) 7. Warbirds Over Wanaka (2010) Limited (Director) 8. Leslie Groves Home & Hospital (Board Member) 9. Dunedin Diocesan Trust Board (Chair) 10. Trustee of numerous private trusts 	
Bill MORAN	02-07-18	<ol style="list-style-type: none"> 1. Director, Pioneer Energy 2. Chair and Director, Sport and Recreation New Zealand 3. Chair and Director, High Performance Sport New Zealand 4. Director, Youthtown 5. Trustee, New Zealand Dementia Prevention Trust 6. Trustee, New Zealand Football Foundation 7. Trustee, Olive Leaf Centre Trust 8. Advisory Trustee, School of Government, Victoria University of Wellington 9. Advisory Trustee, Play It Strange Trust 10. Director, Aspen Initiative New Zealand <p>Other</p> <ol style="list-style-type: none"> 1. Independent Chair, Parliamentary Appropriations Review Committee (Mar-Aug 2018) 2. Independent adviser, Crest Hotel, Queenstown 	Nil

			Polytechnic
Megan POTIKI	26-06-17	<ol style="list-style-type: none"> 1. Member of Te Runanga o Ōtākou 2. Employee of the University of Otago 3. Director of Arataki Associates Ltd – contracting entity involved in a wide range of Māori education, health and business. 	<ol style="list-style-type: none"> 3. Potential supplier

MINUTES (in Review)

OTAGO POLYTECHNIC COUNCIL - OPEN



Name:	Otago Polytechnic Council
Date:	Thursday, 2 May 2019
Time:	12:30 PM to 1:30 PM
Location:	Otago Polytechnic Auckland International Campus, 350 Queen Street, Auckland
Board Members:	Kathy Grant (Chair), Megan Potiki, Neil Barns, Paul Allison
Apologies:	Bill Moran, Peter Coolbear, Jamie Adamson
Guests/Notes:	In Attendance: Jono Aldridge (Convenor, Staff Subcommittee), Jo Brady (Deputy Chief Executive People, Performance and Development), Philip Cullen (Deputy Chief Executive Corporate Services), Jordan Dargaville (Convenor, Student Council), Megan Gibbons (Acting Deputy Chief Executive Learner Experience), Janine Kapa (Deputy Chief Executive Māori Development/Kaitohutohu, Phil Ker (Chief Executive), Oonagh McGirr (Deputy Chief Executive Learning and Teaching Services), Julie Waldron (Minute Secretary)

1. PROCEDURAL

1.1 Apologies

Apologies had been received from Bill Moran, Peter Coolbear and Jamie Adamson.

RECOMMENDATION

That the above apologies be accepted.

AGREED.

1.2 Conflict of interest

A list of interests had been circulated with the Agenda - noted.

1.3 Confirm Minutes

RECOMMENDATION

That the minutes of the open section of the meeting held on 5 April 2019 be approved as a true and correct record, subject to the attendance of Mike Horne.

AGREED.

1.4 Matters Arising

There were no matters arising.

1.5 Action Sheet

Date of meeting	Action	By whom	Due date
3 July 2015	Naming of buildings - progressive reporting	Phil Ker	Ongoing
2 May 2019	Add Council safety and wellbeing walk rounds to the Council calendar	Jeanette Corson	5 July 2019
	Follow up possible vending machine relocation	Philip Cullen	5 July 2019
	Submit OP's parking submission to Dunedin City Council	Philip Cullen	21 May 2019

2. REPORTS

2.1 Chair (verbal)

Mrs Grant thanked Mrs Brady for her contribution to OP in her role as DCE People, Performance and Development, and wished her well.

2.2 Chief Executive (verbal)

Japan Study Tour

Mr Ker gave a verbal update.

3. POLICIES FOR APPROVAL

3.1 Policies for Approval

The following policies had been reviewed by the Finance and Audit Committee and were recommended to the Council for approval:

- CP0005 Delegations from Council to the Chief Executive
- CP0008 Sensitive Expenditure

- CP0009.02 Protected Disclosure of Serious Wrongdoing (Whistleblowing)
- AP0101 Academic board

RECOMMENDATION

That the Council approves the revision of the policies detailed above.

AGREED

4. MATTERS FOR NOTING

4.1 Council Calendar

It was confirmed that the 7 June 2019 placeholder Council meeting will not be held.

Mr Allison noted his apology for the July meeting.

Reporting timeframe - the timing of the ECL Business Case was noted, and for the discussion in the context of the July forecast.

4.2 Executive Leadership Team Interests Register

The Executive Leadership Team interests register was noted.

4.3 Student Council Minutes



Jordan Dargaville spoke to the Minutes of Student Council meeting...

Jordan Dargaville spoke to the Minutes of Student Council meetings on 20 March and 3 April 2019.

Mr Dargaville advised of the combined OPSA and OUSA disappointment regarding the DCC Tertiary Precinct parking proposal ie. removing the majority of free parks to replace with metered parking. Mr Dargaville encouraged OP to lodge a submission in support of the OPSA position. It was noted the stadium car parks leased by OP for students were well utilised.

Mr Cullen will follow up on a student request for possible relocation of a low use vending machine to Maanaki.

Decision Date: 2 May 2019

4.4 Staff Subcommittee Minutes

Jono Aldridge spoke to the Minutes of the Staff Subcommittee Meetings on 28 February and 4 April 2019.

Council commended the initiative of the Recruit and Retain team to undertake follow up phone calls with potential learners.

Mr Ker invited Mr Aldridge to advise the Staff Sub Committee of strategies to increase the emphasis on Health and Wellbeing in the classroom and staff inductions.

4.5 OERF Annual Report 2018

Ms McGirr spoke to the report and the OERF Annual Report 2018 was noted by Council.

Mr Ker advised of OER uptake in developing countries and the likely impact of the proposed RoVE restructuring on the Foundation.

4.6 OERF RoVE Submission

The OERF RoVE submission was noted.

5. CLOSE MEETING

5.1 Meeting Closed

Next meeting: Otago Polytechnic Council - Open - 5 Jul 2019, 12:30 PM

Signature: _____

Date: _____

CHIEF EXECUTIVE'S REPORT

Review of Vocational Education (RoVE)

It was extremely disappointing to see the apparent direction of travel for the reforms, as set out in the leaked Cabinet document. It appears that the Minister is ignoring the vast majority of submissions and is proceeding with the merger of all current ITPs into one. The Minister will neither confirm nor deny the intentions set out in the report so we are now proceeding as if they are true and have recommenced our political lobbying, particularly with Coalition partners.

Summarised Finance Report for the period ended 31 May 2019

The following table provides an overview of Otago Polytechnic's 2019 financial performance to date and compares this against the forecast with variances.

May 2019	2019 Year to Date Actual	2019 Year to Date Budget	Variance
	(\$000s)	(\$000s)	(\$000s)
Revenue	\$ 43,764	\$ 45,603	\$ (1,839)
Expenditure	\$ 44,572	\$ 45,671	\$ 1,099
Net Surplus	\$ (808)	\$ (68)	\$ (740)
Capital Expenditure	\$ 4,360	\$ 6,668	\$ 2,309
Employment Cost as a percentage of revenue	51.2%	49.3%	(2.0)%
Student Fees as a % of revenue	42.3%	44.7%	2.4%
Government Funding as a % of revenue	41.5%	38.4%	(3.0)%
Working Capital	44.7%	42.2%	2.5%
Cash In/Cash Out	137.3%	154.3%	(17.0)%
Net Monetary Assets (000's)	\$ 4,333	\$ 4,354	\$ (21)
Debt / Equity Ratio	0.0%	0.0%	0.0%
EFTS	4,706.0	4,901.8	(195.8)

Key Points:

- The net operating loss of \$808k is unfavourable to budget by \$740k.
- Capex is lower than budget to date by a net \$2,309k with the majority of categories behind on spend compared with YTD budget
- EFTS enrolments at 4,706 unfavourable to YTD budget by 196. The majority of this is a reduction in international EFTS partly offset by strong SAC 3+ enrolment

Media Report

Attached is a report from Shane Gilchrist, Media Liaison.

External Liaison (May/June)

- JBA Board meeting x 2
- iamCapable Board meeting x 3
- CICAN annual conference, Niagara
- Visit to Humber College, Toronto
- Polytechnic International Network (PIN) Executive Committee meeting
- Conrad Herewini, Kim Ulberg, TEC x 2
- Dunedin School of Art Foundation meeting
- Building Surveying Governance Group meeting x 3
- Otago Polytechnic Distinguished Alumni Awards
- Terry Davies, Kim Barnes, DVML
- TANZ CEO meeting, Wellington x 2
- ITP meeting, Wellington
- OPAIC Board meeting, Auckland x 2
- Andrew Crerar, Ryman Healthcare
- Scott Willis, Blueskin Energy
- Malcam Board meeting
- World Federation of Colleges and Polytechnics (WFCP) meeting via Zoom
- Gillian Dudgeon, TEC, Wellington
- TANZ eCampus meeting, Wellington
- Dougal McGowan, Otago Chamber of Commerce
- Tertiary Sector Steering Group meeting
- Sara Williams, TEC
- Video shoot (New Dunedin Hospital)
- Carmen Houlihan, Dunedin City Council

RECOMMENDATION

That the Council receives this report.

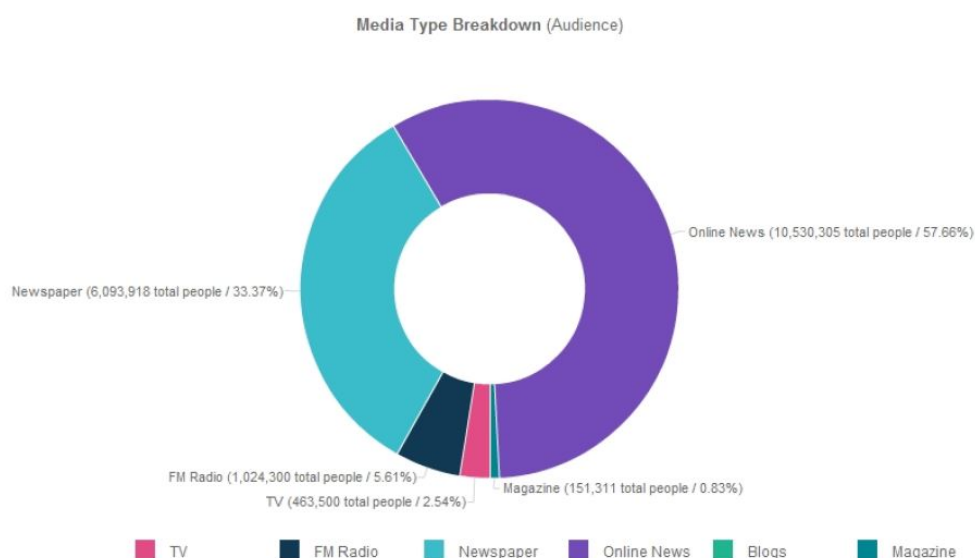
A handwritten signature in black ink, appearing to read 'P Ker', with a long horizontal line underneath it.

Phil Ker
Chief Executive



**A summary of Otago Polytechnic external media activity, from 1 May to 25 June, 2019.
Produced by Shane Gilchrist, Media Liaison.**

- 585 news items
- Coverage reached a cumulative audience of 18,263,294
- Online News had the highest volume of coverage (398 items or 68% of the total volume of coverage)
- Online News reached the highest cumulative audience (10,530,265 or 57% of the cumulative audience)



Recent media articles have been dominated by the Government's proposed RoVE, announced on 13 February, an issue rekindled by the National Party's "leak" on Friday, 21 June.

OP WEBSITE (NEWS AND EVENTS SECTION)

There were more than 4k page reads in the past 2 months. The overwhelming majority of readers spend nearly 2 minutes on our story pages.

SOCIAL MEDIA

Social Media activity and engagement across all channels continues to be strong, benefiting from our varied content and high-quality approach to video and photography. Facebook followers has grown 1.5% month on month, to 12.3k.

The most popular posts have been:

- Otago Polytechnic's new student sponsorships (x2) with Otago Hockey
- Otago Polytechnic introducing Heavy Transport training to its automotive programmes
- Young women getting into automotive trades training

INSTAGRAM

2.7k followers; this continues upward trend of previous months.

LINKEDIN

Otago Polytechnic's main LinkedIn page now has more than 12.9k followers, reflecting strong growth on this channel.

COUNCIL CALENDAR 2019

Meeting/Event	July	Aug	Sept	Oct	Nov	Dec	Feb 2020	March	April	May	June
Audit Process											
Interim											
Signoff									3 April		
Forecast	5 July										
Budget					1 Nov						
Council Meeting Fridays	5 July	2 Aug	6 Sept Placeholder	4 Oct	1 Nov	6 Dec Placeholder	7 Feb	6 March	3 April	1 May	5 June Placeholder
Function						13 Dec					
Photo											
Fees Set				4 Oct							
International	5 July										
Domestic				4 Oct							
Finance and Audit Ctee	4 July	1 Aug	5 Sept	3 Oct 31 Oct		5 Dec	5 Feb Wed	5 March	2 April 30 April		4 June
Graduation						13 Dec		13 March			
Maori Pre-Grad						12 Dec		12 March			
Komiti Kawanataka Thurs at 8am	4 July	1 Aug	5 Sept	3 Oct 31 Oct		5 Dec	5 Feb	5 March	2 April 30 April		4 June

Meeting/Event	July	Aug	Sept	Oct	Nov	Dec	Feb 2020	March	April	May	June
Investment Plan Draft											
Approval											
Report											
Risk Management Review Policy				Oct							
Safety, Health and Wellbeing walk around	5 July EPIcentre 11.30am			4 Oct School of Art 11.30am							
Strategy Workshop Approval		15 Aug Placeholder RoVE decisions	5 Sept Placeholder RoVE decisions								
OP Events			2 Sept OP Spring Breakfast			5 Dec OP Christmas Party					



OTAGO POLYTECHNIC INTERESTS REGISTER – EXECUTIVE LEADERSHIP TEAM

Register to be maintained for the Executive Leadership Team and kept by the Chief Executive's office as per policy CP0012.02 Conflict of Interest.

Date Updated	Name	Interest Disclosed	Nature of Potential Conflict of Interest with Otago Polytechnic	Pecuniary or non-pecuniary	Agreed approach to manage
15 January 2019	Jo Brady	<ul style="list-style-type: none"> – Board Member, Te Au Turoa Dunedin Wildlife Hospital – Member, High Performance Sport NZ Advisory Group 	None		
1 February 2019	Philip Cullen	Cliffs Road Trading Board Member: <ul style="list-style-type: none"> – OP Auckland International Campus Ltd 	Potential only		
2 February 2018	Janine Kapa	Board Member: <ul style="list-style-type: none"> – Otago Boys' High School – Otago Youth Wellness Trust – A3 Kaitiaki Ltd – KUMA (Southern Māori Business Network) Member, Kāti Huirapa Rūnaka ki Puketeraki (whānau)	Feeder school/possible competitor Potential only Potential for similar clientele Potential for bias	Pecuniary Non-pecuniary Pecuniary Non-pecuniary	Proceed with: <ul style="list-style-type: none"> • caution & sensitivity • honesty & integrity

Date Updated	Name	Interest Disclosed	Nature of Potential Conflict of Interest with Otago Polytechnic	Pecuniary or non-pecuniary	Agreed approach to manage
26 February 2018	Phil Ker	Board Member: – Malcam Trust – TANZ – TANZ eCampus Limited – OP Auckland International Campus Ltd – Postsecondary International Network – World Federation of Colleges and Polytechnics – JBA Limited OPAIC Limited Partnership (Chief Executive of OP as Partner) Convenor – selection panel for National Tertiary teaching Excellence Awards Glenys Ker, Programme Leader Capable NZ - spouse	Possible subcontractor Possible competitor Potential supplier and competitor to OP Possible bias Personal interests	Pecuniary Non-pecuniary Both	Transparency Non participation re OP candidates OP Policy
11 February 2019	Oonagh McGirr	Board Member: – Dunedin Fringe Arts Trust – The Malcam Trust – OERU Board			
2 February 2018	Chris Morland	SIGNAL ICT Grad School Ellen Morland, OP staff member spouse	Possible competitor Personal interest	Pecuniary Both	Transparency OP Policy



Academic Board

Notes from the academic issues forum held on 4 April 2019

Academic Board members present: Peter Coolbear (Chair), Oonagh McGirr (online), Sally Baddock (online), Janine Kapa, Sue Thompson, Trish Chaplin-Cheyne, Sam Mann

Additional responses by e-meeting for quorum:

Phil Ker Approve 4/04/2019
Lesley Smith Approve 4/04/2019

In Attendance: Pam Thompson (Secretary), Wendy Dore and Sean Bell on behalf of Learning and Teaching Development

Apologies: Phil Ker, Lesley Smith, Marc Doesburg, Ian Crabtree, Brayden Murray

Quorum (9) achieved 4/04/2019

Peter Coolbear – Welcome.

Oonagh McGirr – Thanks from ELT for engagement and commitment for submission(s) and feedback.

1. **Learning and Teaching Development** members – Wendy Dore and Sean Bell attended to present their submission for feedback.

Discussion focussed on:

- Pitch for Centre of Excellence in Learning and Teaching (CELT)
- Hub and spoke model to include rationalisation and resourcing
- Basis of a strong submission – suggest submission goes at second stage of consultation once initial plan is established (mid-year?)

Consider inclusion/strengthening

- Microcredentialling
- Just in time badging
- Flexible, adaptable, and portable
- Dual professionals
- GDTE – history and future focus (began as grad cert, development phases...) to strengthen credibility
 - only Level 7 teaching qualification outside of University sector
- International acknowledgement and parallels
- AKO reference – interface/integrate – further discussion and negotiation
- EPIs and Headcounts
- Formal evaluations and case studies
- Voice of the learners – diversity of those involved
- Cultural competency – upskilling staff in cultural space and what this means in the classroom
- Check with unions (TEU/Tiasa) for alignment and discussion about dual professional
- Reference recent SCOPE Learning and teaching publication
- Format
 - What reform seeking to do
 - What we already do
 - What we can do more to meet the intended reform outcomes
- Argue and convince government to invest in teacher training – offer pathways L4 – L7 and options at different levels to include microcredentialling
- Add section about what the future looks like in 5-10 years – badged, work ready, satisfied learners
- Include extra bullet point on page 1 'Educational Leadership'.

2. **AKO Aotearoa** – submission from Op Tertiary Teaching Award winners, final draft from Jane Venis for endorsement from Academic Board. Initially presented at the academic issues meeting 28 February. Amendments suggested:

- Bullet point page 2 use 'learning preferences' rather than 'learning styles'
- Mention midwifery programme with other programme mentions bottom of page 2 (Sally Baddock has supplied direct information for inclusion)
- Page 3 Kāi Tahu (macron)
- Page 3 Te Tiriti o Waitangi (case sensitive)
- Change 'online/flexible delivery' to 'blended delivery'

Recommendation A38.19: That Academic Board formally endorses the submission from Otago Polytechnic Ako Aotearoa Tertiary Teaching Excellence Awardees.

Agreed: Peter Coolbear / Oonagh McGirr (Quorum achieved 4/04/2019 – Jane advised)



Academic Board

Minutes of the *electronic* Academic Board meeting held on
9 April 2019

Responses from

- | | |
|-----------------------------|-----------------------------|
| 1. Oonagh McGirr (moved) | Approve 9/04/2019 11.20am |
| 2. Megan Gibbons (seconded) | Approve 9/04/2019 11.23am |
| 3. Sue Thompson | Approve 9/04/2019 12.00noon |
| 4. Sally Baddock | Approve 9/04/2019 12.12pm |
| 5. Trish Chaplin-Cheyne | Approve 9/04/2019 12.14pm |
| 6. Lesley Smith | Approve 9/04/2019 12.24pm |
| 7. | |

Quorum (9) achieved 9/04/2019

1. Type 1 Change and Certificate of Proficiency enrolments

[Type 1 Changes A026.19](#) **Type 1 changes** (a) and Certificate of Proficiency (b) for approval (papers attached)

Recommendation A026.19a: That Academic Board approves the Type 1 Changes as listed.

Agreed: Oonagh McGirr / Megan Gibbons

Recommendation A026.19b: That Academic Board approves the individual pathways for the Certificate of Proficiency enrolments as listed.

Agreed: Oonagh McGirr / Megan Gibbons

2. Minor Type 2 Changes

[A027.19](#) Type 2 Change NZ2849 New Zealand Certificate in Early Childhood Education and Care (Level 3) Section 5.1 Admission, Remove 'Learners must be 17 years of age' from the 'Academic Requirements', and add to 'Other Requirements'.

Recommendation A027.19: That Academic Board approves the Type 2 change to Section 5.1 Admission – Entry Requirements for NZ2849 New Zealand Certificate in Early Childhood Education and Care (Level 3)

Agreed: Oonagh McGirr / Megan Gibbons

[A028.19](#) Type 2 Change NZ2490 New Zealand Certificate in Animal Technology (Level 5)

Minor omission of change in previous Type 2 approval – NZQA require a Type 2 change to correct.

Recommendation A028.19: That Academic Board approves the Type 2 to a course learning outcome for NZ2490 New Zealand Certificate in Animal Technology (Level 5).

Agreed: Oonagh McGirr / Megan Gibbons

3. Site accreditation

[A029.19](#) Site Accreditation extension required for Central Otago Delivery of: NZ2849 New Zealand Certificate in Early Childhood Education and Care (Level 3), and NZ2470 New Zealand Certificate in Health and Wellbeing (Level 3)

Recommendation A029.19: That Academic Board approves the Site Accreditation extension for delivery at the Central Otago Campus (Cromwell) for NZ2849 New Zealand Certificate in Early Childhood Education and Care (Level 3), and NZ2470 New Zealand Certificate in Health and Wellbeing (Level 3).

Agreed: Oonagh McGirr / Megan Gibbons

[A030.19](#) Site Accreditation – Otago Correctional Facility – Milburn

Otago Correctional Facility, 62 Narrowdale Rd, Milburn, Otago, for delivery of NZ2862 New Zealand Certificate in Foundation Skills (Level 2) under the title of 'Kick to the Seagulls' in conjunction with MIT and Grahame Lowe. Application already processed at NZQA – Approval outstanding (doesn't appear that AcBd approval is required). *Approved by NZQA 8-Apr-19, TEC approval outstanding.*

Recommendation A030.19: That Academic Board notes the Delivery Site of the Otago Corrections Facility at Milburn.

Agreed: Oonagh McGirr / Megan Gibbons

4. Programme Approvals Committee – recommendations for approval (PAC minutes attached):
Item withdrawn – hold for amendments and will come back in May for approval (HOLD A031.19 NZ2850 New Zealand Certificate in Early Childhood Education and Care (Level 4))

[A032.19](#) NZ3445 New Zealand Diploma in Beauty (Level 5)

Recommendation A032.19: That Academic Board approves the Programme of Study and application for Accreditation and Approval for NZ3445 New Zealand Diploma in Beauty (Level 5)

Agreed: Oonagh McGirr / Megan Gibbons

[A033.19](#) NZ3118 New Zealand Certificate in Heavy Automotive Engineering (Level 4)

Recommendation A033.19: That Academic Board approves the Programme of Study and application for Accreditation and for NZ3118 New Zealand Certificate in Heavy Automotive Engineering (Level 4)

Agreed: Oonagh McGirr / Megan Gibbons

5. EduBits for approval

[A034.19](#) EduBits for approval

- Air New Zealand – Sales Expert – version 2
- Effective Assessment Design – version 2
- Volunteer Fundamentals – H&S for Volunteers – version 2

Recommendation A034.19: That Academic Board approves the changes to existing EduBits as listed.

Agreed: Oonagh McGirr / Megan Gibbons

6. [A35.19](#) Other items for noting:

2018 monitors reports for noting:

- [Midwifery Monitors reports](#)
- [CapableNZ Master of Professional Practice monitors report](#)
- [Bachelor of Applied Science and PG suite monitors report](#)
- [Bachelor of Culinary Arts monitors report](#)
- [Bachelor of Nursing monitors report](#)

Policy project March update

Sub committee reports/minutes

- Research and Research Ethics Committee - March meeting minutes attached (note: no meetings Jan/Feb)
- OPAIC Academic Committee - first meeting for 2019 scheduled 10 April
- Programme Approvals Committee - March meeting attached (note: no meetings Jan/Feb)

Recommendation A35.19: That Academic Board notes the supplied reports and minutes.

Agreed: Oonagh McGirr / Megan Gibbons



Academic Board

Minutes of the Academic Board meeting held on 9 April 2019

Present: Oonagh McGirr (Chair), Lesley Smith, Megan Gibbons, Sue Thompson, Sally Baddock, Brayden Murray, Leoni Schmidt, Trish Chaplin-Cheyne

Additional responses by e-meeting to gain quorum agreement

- | | |
|----------------|--------------------------|
| 1. Janine Kapa | Approve 9/04/2019 4.41pm |
| 2. Ron Bull | Approve 9/04/2019 7.30pm |
| 3. Sam Mann | Approve 10/4/2019 7.38am |

In attendance: Pam Thompson (Secretary)

Apologies: Phil Ker, Marc Doesburg, Ian Crabtree, Janine Kapa

Quorum (9) achieved 9/04/2019

1. Minutes for approval as true and correct record and any matters/actions arising:

A022.19 eAB minutes_12 Mar2019

Recommendation A022.19: That Academic Board approved the electronic minutes of 12 March 2019 as a true and correct record.

Agreed: Oonagh McGirr / Sally Baddock

A023.19 AB minutes F2F_12 Mar2019 and action summary

who	what	when
Pam	A002.19 Update policy <i>AP0101 Academic Board</i> then send to Phil and Oonagh to check before recommendation to council to approve.	5 April council meeting - submitted - item held over until May.
Pam	A014.19 Pass notes from issues forum to Professoriate (Lisa Pike) for their next meeting to construct a thought piece. Include special thanks to Lisa and Professoriate for their rapid response to call for topic presentations at the forum.	Completed – email sent 12/3/2019
Pam	Pass on thanks to Jeanette O'Fee for work on Moderation Audit in relation to EER	Email sent 12/3/2019
Leoni	Send new contact to Janine for OPAIC research work	Completed 12/3/2019
Megan/Oonagh	A002.19 Discuss with Kelly Gay, (Head of College/Campus Manager Central) about available options for the student voice from Cromwell.	discussions ongoing
Sue	Graduation booklet misprints – follow up on ineligible students named as graduating	discussions ongoing and follow-up action*

***Follow-up action:** Pam email People ad Culture and Corporate Trainer to ascertain EBS training covers specifically the importance of results entry and release in timely fashion to meet graduation deadline and avoid misprints in the graduation booklet.

Recommendation A023.19: That Academic Board approves the minutes of the face to face meeting of 12 March 2019 as a true and correct record and notes any matters arising.

Agreed: Oonagh McGirr / Leoni Schmidt

2. **A024.19** Policies for recommendation to CE for approval – as circulated

To approve

AP0211 Curriculum Development and Review and associated SOP

AP0211a Curriculum Development and Review_SOP001

Note: The standard operating procedures *AP0211 Curriculum Development and Review_SOP001* contains links to resources - predominantly LTD design materials, templates and quality checklists – which are intended to assist in consistent development of curricula. These resources are living documents and these links will continue to be updated as changes occur.

To Rescind

AP0206 Consistency of Academic Information

AP0209 Referencing Styles

AP0712 Course Material Footer

and part AP0517 *Cancellation or Cessation of Programmes, Courses and Course Occurrences*– (Cessation/Closure covered in these procedures with cancellation of occurrence, course, programme been subsumed into MP0351 *Withdrawal, Transfer, Cancellation and Refund*)

To Approve

AP0705 Postgraduate Supervision and Submission

AP0705a *Postgraduate Supervision and Submission_Guideline001*

Action: Pam (Policy Project Coordinator) *Minor amendment to policy clause 9 and remove guideline clause 1j*

To rescind

AP0904 *Final Assessment process in Postgraduate Programmes*

AP0905 *Presentation and Submission of Postgraduate Research Thesis and Dissertation*

To approve

AP0504 Application, Entry and Enrolment

To rescind

AP0509 *Concurrent Enrolment*

AP0516 *Limited Full-Time Status - access to student allowance*

and part AP0521 *Programme Entry, Continuation and Exclusion* (exclusion aspect has been merged in Learner Discipline and Exclusion policy)

Recommendation A024.19: That Academic Board recommends to the Chief Executive policies AP0705 *Postgraduate Supervision and Submission*, AP0504 *Application Entry and Enrolment*, AP0211 *Curriculum Development and Review*, and their associated operating procedure documents, for approval and signature, subsequent rescinding of the noted merged policies, and replacement of the approved versions on the website.

Agreed: Oonagh McGirr / Megan Gibbons

For further amendment with clarity around pre and post moderation practice and addition of proxy writing as an example of cheating, then re-presentation to Academic Board May meeting:

AP0900 Assessment, Moderation and Academic Integrity and associated SOPs

AP0900a *Assessment, Moderation and Academic Integrity_SOP001*

AP0900b *Assessment, Moderation and Academic Integrity_SOP002_Form_Alternative Assessment Arrangements*

AP0900c *Assessment, Moderation and Academic Integrity_SOP003_Form_Impairment Aegrotat Application*

Discussion focused on:

- Moderation practices – strengthen language in operating procedure document AP0900a *Assessment, Moderation and Academic Integrity_SOP001*, section b Moderation (page 6) around post moderation practice
 - Pre-assessment for all new and tweaked assessments then cyclical
 - Post-assessment – regular samples of assessments and after every fail
 - And clearly indicate reference to linked resources (bottom of page 6)
- Also strengthen reference to internal and external moderation processes, and add reference to sop001 document in the policy Appendix 1 Definitions.
- Consider additional question on learner surveys around assessment marking – do learners consider marking is fair and transparent – Megan to continue discussion and thinking in this space.
- Add example of 'proxy writing' to Cheating examples in Appendix 1 of AP0900a *Assessment, Moderation and Academic Integrity_SOP001*

Action: Pam (Policy Project Coordinator) *to liaise with Lesley Smith and Sue Thompson for correct wording and re-present to May Academic Board meeting for recommendation to CE for approval and signature*

3. A025.19 Policy for review and discussion - AP0903 Grade Tables has been reviewed and merged with AP0911 Honours, Merit and Distinction and TANZ Collaborative recommendations have been included.

Background: Advice and guidance has been sought from Liz Stewart, Specific Heads of School/Programme Leaders, and the Quality Enhancement Centre staff to ascertain what grade tables are no longer in use - these have been removed from the merged version. Additionally the TANZ collaborative recommendations have also been included for ratification.

Attached:

- **AP0903 Grade Tables including Honours Merit and Distinction** - clean copy for review
- TANZ CARs for discussion and agreement for inclusion in Grade tables policy (the draft clean copy for review has them included)
- AP0903.07 *Grades Tables including Honours Merit and Distinction* - tracked changes for reference

Discussion focused on

- Honours merit distinction and clarity of rules
 - Amend statement over all courses in the 'last year of the programme' and use instead 'over the courses at final year level as specified in the relevant programme document.
- TANZ tables – create separate appendix and state that the additional tables may only be used in instances of TANZ e-campus learners where other OP grade tables are not applicable, and only when specified in the delivering entities programme document
- High numbers of merits awarded (percentage for merit is 70-79%), no concern as long as we have robust processes, strong assessment and competence alignment, and EPI story supports our success – we will be able to withstand any audit scrutiny that may occur.

Action: Pam (Policy Project Coordinator) create separate appendix for TANZ competency based grade tables and indicate

4. Other business

Moodle project – Learning and Teaching Development supporting co-constructed work streams learners/staff/LTD and engagement of learners to provide Moodle support for other learners. This is a direct response from recent survey feedback on Moodle and usability.

Sector reform update.

- Thanks extended by Oonagh on behalf of Executive Leadership Team to Academic Board members, and their teams, for engagement and input into the sector reform consultation.
- OP driven from position of we have the most to lose
- Council supportive of OP submission(s) and considers that we have given a good account of ourselves
- Postcard responses were used to information submissions (not directly sent) – used in the submission writing seminars
- Other institutes very quiet on submission front (with the exception of SIT and a barrage of submissions)
- Some influence and impact with what we have submitted on a local front support from Dunedin City Council, ODT and other local businesses

Action: Sally/Pam to respond on behalf of Academic Board to ELT and Council for their proactive response in leading the reform consultation submission process and the positive engagement promoted through this process.

Action Summary

who	what	when
Pam	A023.19 Follow-up action from 12 March - email People and Culture and Corporate Trainer to ascertain if EBS training covers specifically the importance of results entry and release in timely fashion to meet graduation deadline and avoid misprints in the graduation booklet.	Asap email communication update next meeting
Pam	A024.19 policy AP0705 <i>Minor amendment to policy clause 9 and remove guideline clause 1j then proceed to CE for approval and Signature</i>	In progress
Pam	A024.19 policy AP0900 <i>Assessment, Moderation and Academic Integrity</i> - liaise with Lesley Smith and Sue Thompson for strengthening moderation aspect and re-present to May Academic Board meeting for recommendation to Ce for approval and signature	For May meeting
Pam	A025.19 policy AP0903 <i>Grade Tables Honours, Merit and Distinction</i> - create separate appendix for TANZ competency based grade tables and indicate	For May meeting

Meeting closed 10.40am

Action: URGENT

- Resend e-meeting to withdrawn one item A031.19 Early Childhood L4 programme to be re-presented to AcBd May meeting after some tweaking (e-meeting re-sent 9/4/2019 11.20am)
- Pam to send electronically for additional agreement to meet quorum (sent 9/4/2019 3.30pm)

Next meetings

- 14 May 2019 – (2) e- meeting and face to face meeting
- 6 June – Open forum



Academic Board

Notes from the academic issues discussion forum held on 6 June 2019

Academic Board members present: Janine Kapa, Megan Gibbons, Oonagh McGirr, Sue Thompson, Trish Chaplin-Cheyne, Sam Mann, Lesley Smith, Brayden Murray, Ron Bull

In Attendance: Pam Thompson (Secretary), Brendon Timmins (presenting) and Katrina Le Cong (presenting)

Apologies: Phil Ker, Marc Doesburg, Ian Crabtree, Sally Baddock, Leoni Schmidt

Whakapikia te Mana – Lifting the Game

Presenters: Janine Kapa, Megan Gibbons, Brendan Timmins, Katrina Le Cong

Janine Kapa – Karakia and welcome

MQ quiz

Brendon Timmons – Principal Lecturer, Institute of Sport, Exercise and Health

- Maori health models – Te Whare Tapa Whā; Te Pae Mahutunga
- Sargood Centre / Tapuae – name and identity and visual representations
- Manaakitaka – caring, kindness, relationship, pastoral care

Katrina Le Cong – Programme Leader, College of Community Development and Wellbeing

- MSF underpins aspirations for programme
- Group interviews not unlike marae gathering type – an opportunity to check out staff and fellow learners
- Use of te reo in classes and surroundings and 1 hour per week te reo lessons for all staff and students
- 3 day orientation includes cultural expedition
- Presentations for assessment include oral presentations/storytelling opportunities
- Karakia and waiata every day to begin lessons
- MSF, te reo and tikaka embedded in assessment and programme

Janine Kapa DCE Māori Development

Assoc Prof Megan Gibbons Acting DCE Learner Experience

Equality / Equity / Justice - 3 questions:

1. Any systemic barriers in your area?
 - Capability (disparate)
 - Compartmentalised, an 'add on'
 - Learner not seeing self-reflected in learning space
 - Fear of getting it wrong and perceptions
 - TROQ disservice - cultural evidence not integrated in graduate outcomes/profiles
 - Models of assessment
 - Multiple realities and demands for learners (families, jobs, community)
 - Incorporate rather than single out
2. What would it look like if justice was achieved? And what would this mean to you?
 - Normalise
 - Include all learners and each other's voices
 - Integration / interwoven
 - Connect earlier – smaller groups, restructure learning environment
 - Living our values (A.C.C.E)
3. Remain with status quo, what would this mean for our Māori and Pasifika learners?
 - Experiential learning
 - Oral presentations – ability to shine
 - Drawing on dual heritage
 - Taking account of learner realities e.g. extension of deadlines

Huakina te tatau o te Whare – ‘opening the door to the house’
Ako / Tikanga and Values / Wānanga / Pukenga

- Co-constructed culturally responsive learning and teaching contexts
 - empower others to lead
 - tauira / ākoka (learners) as kaiako (teachers)
 - language, art, environment - find self reflected in physical space, environment and relationships
 - culturally inclusive power balance – connect and relate
 - partnership in practice
 - strengths based
 - knowing our learners
 - upskilling
 - share exemplars
 - challenging a deficit model
 - integrated service provision

- Enable Māori learners to achieve as Māori
 - Continuum of Māori reality – Māori achieving where they are
 - Not homogenous
 - Dual assessment pathways
 - Release the ego
 - Unconscious bias
 - Evaluative conversations
 - Diversity

Action: Road show opportunity - Learning and Teaching and KTO to explore (i.e. present to HoS/HoC, LTD and Leadership Council)

Recorded session: https://otagopoly-my.sharepoint.com/:f/g/personal/pamt_op_ac_nz/Eo0Xcak2mA5MqtiH1xQ2sDIBgtWmZqyiB8EiJLENm27Qzw?e=AhULhn



Academic Board

Minutes of the Academic Board meeting held on 11 June 2019

Present: Oonagh McGirr (Chair), Lesley Smith, Megan Gibbons, Sue Thompson, Brayden Murray, Ron Bull, Janine Kapa, Trish Chaplin-Cheyne, Alex McKegg, Ian Crabtree (apology for lateness)

In attendance: Pam Thompson (Secretary), Jeanette O'Fee (update on Moderation and CIA), Andy Westgate (update on Safety and Wellbeing)

Apologies: Phil Ker, Marc Doesburg, Sally Baddock, Leoni Schmidt, Sam Mann

Quorum (10*) achieved 11/06/2019

*Quorum changed to 10 with update to membership May 2019 as per policy [AP0101 Academic Board](#)

1. Minutes for approval as true and correct record and any matters/actions arising:

A045.19 eAB minutes_14 May 2019

Recommendation A045.19: That Academic Board approved the electronic minutes of 14 March 2019 as a true and correct record.

Agreed: Oonagh McGirr / Megan Gibbons

A046.19 Academic Issues Forum notes from 6 June 2019 for noting

Recommendation A046.19: That Academic Board notes the Academic issue forum notes of 6 June 2019

Agreed: Oonagh McGirr / Trish Chaplin-Cheyne

Matters and discussion arising:

- Addition of macrons to Māori text - updated
- Roadshow suggestion – **Action:** KTO and LTD to explore roadshow “Whakapikia te mana”, include OPAIC and Central Otago
- Subject for all staff development day September 2019
- Presenting to Head of School/College and Leadership Council meetings next month
- Culture in the classroom as well as room setup – the what and how ethos of inclusiveness
- MSF evaluation noted huge variability between programmes
- Still a risk to the organisation
- Contestable research funding bid – **Action:** KTO and LTD work collaboratively on research aspects already in planning
- Disappointing turnout - publicity for forums is currently multiple messages with agenda and skype appointment on Tūhono; appointment is in Academic Board members calendars as separate meeting; email with info and skype link sent to Executive Leadership Team, Heads of School/College and Programme Leaders. Additional suggestions:
 - TV screens
 - AIC and Cromwell – send specific additional communications
 - Earlier topic and agenda – go back to planned schedule from Professoriate
 - All staff email from CE office
 - Blog
 - Calendar on Tūhono / Performance Portal / People and Culture development calendar – can these link to Outlook calendars, or at least to each other?

Action: Jeanette O'Fee to start discussions with Internal Communications, People and Culture and Performance Portal to understand OP calendars and any linkage options with individual Outlook calendars.

Additional discussion: Academic Board meeting attendance and document deadlines

Action: Pam - Recirculate Academic Board 2019 workplan and deadline schedule for documents to Quality Enhancement Centre, for Programme Approvals Committee and Academic Board meetings - these feed into Academic Board schedule of dates/workplan.

2. **A047.19 VE reform update – verbal update from Megan Gibbons**

- Feedback and recommendations delayed going to cabinet
- Decision announcement not expected until mid to late July
- Some institutions around the country have largely stopped development work pending VE reform decision

- Some concerns from job applicants, even when role is a permanent, about outcomes of reform – are we putting them off? No indicators either way however some potential for additional academic staff with apprenticeship training being talked about coming under ITPs. Fine to make reference to reform decisions pending but don't front foot it. Ian will have an initial discussion with Laura Warren Director People and Culture as part of interview panels running.

Action: Megan/Oonagh to update reform information on Tūhono and website for all staff to acknowledge delay in expected decision now mid to late July.

3. A048.19 APERS update – Lesley Smith – report tabled

Report tabled -summary points:

- 92 programmes submitted reviews – some of these are part of a suite of programmes
- Behind on overall schedule even with tighter timeframes but still on track for degree reports to be sent to NZQA by the end of June
- Teams have engaged more deeply this year with extensive reviews
- Peer review process taking more time as reviewers respond to the substantial feedback with more than just a tick box agreement of rating – however there is some room for this approach
- Reviewers are Heads of School/College, and internal evaluation team comprising senior academic staff from across the institution and coordinated by Stuart Terry
- Feedback is evidence based not just stated activity
- Post APERS process review to consider possible systemisation and pre-population of data
- Self assessment policy is currently under review – eta end of June

4. A49.19 Moderation and CIA – update from Jeanette O'Fee

Report tabled (BN programme moderation overview) – summary points:

Moderation

- Information 1 pager traffic light based – audit information from 2018 / situation now / pulse check Sept/Oct 2019
- Moderation reports form part of overall reports that to regulatory bodies. i.e. Nursing Council
- Moderation application developed by OPAIC – consider how it can talk to EBS and how it could be integrated across the organisation. Some programmes have already been approached to trial.

Centralised Integrated Database/Application (CIA) workshop held to consider way forward

- Pull back slightly to consider strategic priorities and automation of organisation processes
- Understand process steps and mapping academic processes has already begun in Learning and Teaching Development team.

Action: Jeanette O'Fee to touch base with LTD team lead by Trish to see what has already begun.

- Consider status of programme spreadsheet, academic approval process and sub processes
- No one stop tool for this – support from Executive Leadership Team for this project to explore in smaller pieces through mapping process.
- Dependent on the outcome it is hoped that the mapped process will connect to the seven key areas of [Baldrige](#).

5. A50.19 Safety and Wellbeing update – Andy Westgate

Report tabled – summary points:

- Incidents, accidents and training report and graphs – to be reported to Executive Leadership Team and Council along with external audit information
- Statistically numbers up but this reflects better reporting rather than increased incidents
- Notifiable events – 373 days clear to end of May 2019
- Emergency checklist and charts updated to be displayed in classrooms – some issue with securing to walls, Andy will check with Campus Services on progress and stability of wall mounts
- Building lockdown testing scheduled for 28th June – communications will go out to all learners and staff with clear instructions
- Safety and Wellbeing learner induction online Moodle tool shows low completion figures – this has been acknowledged by learner subcommittee as an ongoing issue. It is an annual process for all learners in all years of study – ideas welcome as to how to get learners engaged and to complete in first couple of weeks of study
 - Can it be sent out as part of enrolment to be completed before day one?
 - How to make learner induction better and more informative and capture straight away?
- Recent news items of cases of sexual harassment in tertiary institutions a timely reminder to be aware and vigilant
 - Formal incident report (via Vault reporting system) only required when incident happens on campus
 - Often we hear about it through a third party – we can still direct and advise support services available and encourage reporting but ultimately it is the victims right to choose to report

Action: Megan/Oonagh - discuss with internal communications opportunity for more publicity around campus to remind all staff and learners about avenues for support and to encourage reporting of harassment and assault reporting and support.

Note: Additional formal reporting by Te Kaihāpai to Council and Tertiary Education Facilities Management Association (TEFMA) of incidents of harassment, and sexual assault, investigated by Otago Polytechnic, University of Otago Proctor and the Campus Cop.

Action: Pam - future Academic Board agendas will have a Safety and Wellbeing item as a standing item to report any relevant issues in Academic Board member's areas as part of legislative requirement for reporting and knowledge of what is happening in our areas and organisation.

6. Other business

Request from programmes to publish specific entry criteria as minimum for programmes considered open entry.

- Risk to success rates where learners skipping foundation course step to go straight into bridging programmes without the necessary skills to succeed
- Fees free and youth guarantee funding requirements may have had some impact on this
- Literacy and numeracy skills and ability remain key to a learners success
- Consider more interviews and academic advice to learners before enrolling in programmes
- Consider literacy and numeracy diagnostic tool – has been used in the past - is there still reference in Level 2 and Level 3 programme documents
- Another factor affecting open entry is the requirement for police checks and vetting under Vulnerable Childrens Act particularly where placement required – agencies do a blanket check and may refuse placements.

Action: Brayden to check with Learner Success staff about support of LNAT and diagnostic tool

Action: Learning and Teaching team (Trish and Terrie) to explore toll and possibility of Edubit to upskill staff in this area

Action Summary

who	what	when
Janine Kapa / Trish Chaplin-Cheyne	KTO and LTD explore roadshow opportunity for "Whakapikia te mana", include OPAIC and Central Otago. KTO and LTD work collaboratively on research aspects already in planning.	Ongoing collaborative work in progress
Jeanette O'Fee	Start discussions with Internal Communications, People and Culture and Performance Portal to understand OP calendars and any linkage options with individual Outlook calendars.	asap
Jeanette O'Fee	Central Integrated Database process mapping – touch base with LTD team (via Trish) to see what has already been started	ongoing work in progress
Pam Thompson	Recirculate Academic Board 2019 workplan and deadline schedule for documents to Quality Enhancement Centre, for Programme Approvals Committee and Academic Board meetings (these feed into Academic Board schedule of dates/workplan).	Completed 13 June
Megan Gibbons / Oonagh McGirr	Update reform information on Tūhono and website for all staff to acknowledge delay in expected decision now mid to late July.	asap and update next meeting
Megan Gibbons / Oonagh McGirr	Discuss with internal communications opportunity for more publicity around campus to remind all staff and learners about avenues for support and to encourage reporting of harassment and assault reporting and support.	asap and update next meeting
Pam Thompson	Future Academic Board agendas will have a Safety and Wellbeing item as a standing item to report any relevant issues in Academic Board member's areas as part of legislative requirement for reporting and knowledge of what is happening in our areas and organisation.	Add monthly agenda item
Brayden Murray	Check with Learner Success staff about experience with and support for LNAT and diagnostic tool	Update next meeting
Trish Chaplin-Cheyne	Learning and Teaching team (Trish and Terrie) to explore toll and possibility of Edubit to upskill staff in this area	Update next meeting

Meeting closed 10.40am

Next meetings

- 4 July 2019 Academic issues forum
- 9 July 2019 (x2) face to face meeting for discussion items and e-meeting for standard approval items



Academic Board

Minutes of the **electronic** Academic Board meeting held on
11 June 2019

Responses from

1. Oonagh McGirr (moved)	Approve 11/06/2019, 8.48am
2. Lesley Smith (seconded)	Approve 11/06/2019, 8.48am
3. Ian Crabtree	Approve 11/06/2019, 11.13am
4. Sally Baddock	Approve 11/06/2019, 11.15am
5. Janine Kapa	Approve 11/06/2019, 12.29pm
6. Brayden Murray	Approve 11/06/2019, 12.32pm
7. Sam Mann	Approve 11/06/2019, 5.31pm
8. Trish Chaplin-Cheyne	Approve 12/06/2019, 10.45am
9. Marc Doesburg	Approve 17/06/2019, 12.05pm
10. Sue Thompson	Approve 17/06/2019, 12.10pm
11. Megan Gibbons	Approve 17/06/2019, 12.18pm
12. Alex McKegg	Approve 17/06/2019, 12.57pm

Quorum (10*) achieved 17/06/2019

*Quorum changed to 10 with update to membership May 2019 as per policy [AP0101 Academic Board](#)

1. **A51.19** Type 1 changes and Certificates of Proficiency

Recommendation A51.19a: That Academic Board approve the Type 1 changes as listed.

Agreed: Oonagh McGirr/ Lesley Smith

Recommendation A51.19b: That Academic Board approve the individual paths of study for the Certificate of Proficiency enrolment s as listed.

Agreed: Oonagh McGirr/ Lesley Smith

2. **A52.19** Type 2 change Whānau Ora Level 3 leading to NZ2877 New Zealand Certificate in Whānau Ora (Level 3).

Total weeks of the programme change from 20 to 22 to include holiday weeks.

- Total Gross Weeks 22
- Teaching Weeks 20
- Vacation Weeks 2

Delete expiring unit standard 18566, Add unit standard 30623

Recommendation A52.19: That Academic Board approves the Type 2 change and application for accreditation updating to NZQA for Whānau Ora Level 3 – leading to NZ2877 New Zealand Certificate in Whānau Ora (Level 3).

Agreed: Oonagh McGirr/ Lesley Smith

3. **A53.19** Type 2 change Te Whakamahi Whenua Level 3 – leading to NZ2348 New Zealand Certificate in Māori Traditional Food Production, Harvest and Management (Kaupae 3).

Total weeks of the programme change from 20 to 22 to include holiday weeks.

- Total Gross Weeks 22
- Teaching Weeks 20
- Vacation Weeks 2

Recommendation A53.19: That Academic Board approves the Type 2 change and application for accreditation updating to NZQA for Te Whakamahi Whenua Level 3 – leading to NZ2348 New Zealand Certificate in Māori Traditional Food Production, Harvest and Management (Kaupae 3).

Agreed: Oonagh McGirr/ Lesley Smith

4. A54.19 Edubits – changes for noting

Approvals Application #	EduBit Code	EduBit#	EduBit Title	Level	Credit	Comments
40043.01	EBT300037	37	Assist with the Rearing of Dairy Calves	3	10	Change to title
40049.01	EBT500058	58	Managing Budget Variances in Business	5	5	Change to Title
40101.01	EBT300116	116	Engineering: Centre Lathe Component Manufacture	3	10	Change to Title, change 'artefact' to 'component', reduce level from 4 to 3, change EduBit code
40128.01	EBT400146	146	Basic Affineur Skills	4	5	Reduce credits from 10 to 5
40129.01	EBT500147	147	Cheese Making Skills	5	5	Reduce credits from 10 to 5
40151.00	EBT600196	196	Residential Assistant Leadership Capabilities	6	10	New EduBit - pre-Approved before Academic Board
40152.00	EBT300186	186	Psychological First Aid Awareness	3	5	New EduBit

Recommendation A44.19: That Academic Board approves the changes to existing Edubits and the new Edubit as listed.
Agreed: Oonagh McGirr/ Lesley Smith

Next meeting(s) scheduled

- **Academic Issue Forum scheduled 4 July 2019**
- **Face to Face 9 July 2019**
- **Electronic standard approvals 9 July 2019**



Academic Board

Minutes of the *electronic* Academic Board meeting held on
17 June 2019

Responses from

- | | |
|----------------------------|-----------------------------|
| 1. Oonagh McGirr (moved) | Approve 17/06/2019, 11.40am |
| 2. Lesley Smith (seconded) | Approve 17/06/2019, 11.40am |
| 3. Marc Doesburg | Approve 17/06/2019, 12.05pm |
| 4. Sue Thompson | Approve 17/06/2019, 12.14pm |
| 5. Megan Gibbons | Approve 17/06/2019, 12.18pm |
| 6. Trish Chaplin-Cheyne | Approve 17/06/2019, 1.45pm |
| 7. Phil Ker | Approve 17/06/2019, 2.23pm |
| 8. Sally Baddock | Approve 20/06/2019, 12.00pm |
| 9. | |
| 10. | |

Quorum (10) achieved 17/06/2019

1. **A57.19 NZ3915 New Zealand Certificate in Electric Vehicle Automotive Engineering (Level 5)**

Background: This is a new development of 70 credits to be delivered over a full year. The expected audience will be for students already currently employed in the industry. Recommendation for approval has come from Programme Approvals Committee from meeting of 28 May 2019 (copy of PAC minutes attached for reference). Programme document attached for reference also.

Recommendation A57.19: That Academic Board approves the Programme of Study and subsequent submission to NZQA for Accreditation and Approval for NZ3915 New Zealand Certificate in Electric Vehicle Automotive Engineering (Level 5).

Agreed: Oonagh McGirr/ Lesley Smith

Next meeting(s) scheduled

- **Academic Issue Forum scheduled 4 July 2019 postponed**
- **Face to Face 9 July 2019**
- **Electronic standard approvals 9 July 2019**
- **Academic Issues Forum 1 August 2019**



Student Council Meeting

Wednesday 8 May 2019

12.00pm to 1.00pm

F209, Forth Street Dunedin

Present	Jordan Dargaville (Convenor) Nathan Laurie (BAM) Johnny Dorrepaal (BIT) Yan Chau (BIT) Demelza Fraser-O'Donnell (BCA) Katherine Inder Ghanshyam Diyora Sarah Baines (DES)	Brayden Murray, Learner Services Patricia Quensell, Learner Services Andy Kilsby, Employability Centre
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Apologies Megan Gibbons (DCE Learner Experience) and Ronda McLaren

April Minutes	<p>Staff awards: Jordan discussed the importance of sharing information with 'management' regarding staff awards.</p> <p>Counselling: Brayden shared the update of a 1 FTE fulltime counsellor (Rhona Shaw) who is well experienced with a start date of 17th June. Reference made to the importance of her role being fulltime as all other counsellors are part time and in itself presents some challengers.</p> <p>Audacious: Update: Startup went well, 2018 winners were an OP team. Sessions offered in Dunedin and Queenstown. Working with enterprise Dunedin to open up more opportunities to Dunedin students. Create a Student Retention Scheme to retain students in Dunedin.</p>
Andy Kilsby, Employability Centre	<p>EduBits</p> <ul style="list-style-type: none"> • Platform designed and methodology (factory) to create new credentials quickly • What does it mean for students? Over Edubit to learners on top of current qualification. Soft skill acquisition/supporting volunteer service abroad/suite of Edubit/conceptual stage now. Majority of work with business to business • 100% owned by OP as an alternative revenue stream. • Available for students <p>Learner Capability Discussion around research with employers and development of profile tool of skill acquisition; and also Otago Secondary Tertiary College</p>
Car Parking	Proposal forum at 8pm - Jordan attending and invited everyone. Invitation to put forward counter solution to proposal Nathan: Limit driving/days that learners come in car
Vending machine	Looking at moving vending machine
Learning how to adult	Workshops requested for students before graduation around 'Learning how to Adult'

Student Council Meeting

Wednesday 5 June 2019

12.00pm to 1.00pm

H134, Forth Street Dunedin



Present

Jordan Dargaville (Convenor)	Sarah Baines (Design Com)
Yan Chau (BIT)	Megan Gibbons, DCE Learner Experience
Prasanth Nilapu (BIT)	Brayden Murray, Learner Services
Katherine Inder (Campus Rep)	Ronda McLaren

Apologies Nathan Laurie, Patricia Quensell

Meeting started with thanks to Jordan from Brayden, Megan and Prasanth for his commitment and leadership over the last 18 months as Convenor of Student Council. Everyone wished Jordan well for his future endeavours.

8 May notes	Prasanth was in attendance
EduBits	Feedback from Jordan's discussions with students is they want to either stack relevant EduBits into their degree or assemble towards a recognised qualification. Build with flexibility into each qualification, market across the institution.
Car Parking	DCC proposed paid parking forum (8 May); <ul style="list-style-type: none"> • deferred for a year while work done on precinct project (drainage, power cables, etc) • intention to be a less carbon using city; but contradicts government subsidised 'learn to drive' initiative; and likely revenue recovery lost through cycle lanes and bus hub. • had not done homework or maths - believing all students walk to campus and allocating 7 residential parking spaces for 21 residential properties. • no interest in parking building, although hadn't considered vertical parking (Japan)
Vending machine	Contracts Manager checking usage stats with a view to moving a machine. Some negotiation with Campus Services re agreed/supported location.
Learning how to adult	Jordan to invite Brayden to combined OPSA, Student Council meeting to collaborate on how to move forward with this initiative.
H&S course	Generic course, appears on Moodle whilst in class, needs to be built into Induction.
Citrix	Remote access to H and I drives incredibly slow. Ronda to connect Prasanth with a Network Engineer to understand issues. Many students do not know they can/or how to remote access their school site. It is not advertised well, see panels in https://studentservices.op.ac.nz/it-support/
Complaints	Complaints being directed to OPSA, which circumvents escalation process. Brayden will follow up reminding staff of correct process. Students may not feel confident raising a complaint direct with lecturer (perceived backlash) - Brayden suggested taking a peer or a Learner Services representative as support.
VE reform	Expect decisions mid-late July. Likely first review will be governance (OP Council and Senior Leadership). Do not know how students will communicate with new entity or influence change.
TEC Strategy	Five year consultation Jul-Aug-Sep; Megan will send link to Student Council as good to have student input on future of work, sustainability, equity of education, etc
ICT dual monitors	Prasanth raised on behalf of a staff member. Response that staff need to follow process, ie. discuss capex bid with HOS. Jordan noted 52 monitors in project.
Farewell	Jordan thanked everyone for their attendance and input at Student Council and wished everyone well.
Next Meeting	7 August at 12 noon in F209 – Puna Kawa. No July meeting due to exams/break

Staff Subcommittee of Council

Thursday 4 April 2019

8.30 am - 9.30 am

F 215, Mason Centre, Forth Street, Dunedin

Present:

Jono Aldridge	Phil Osborne
Mary Butler	Kathryn van Beek
Michelle Watt	Lisa Burton
Stuart Terry	Ian Barker
Barbara Watt	

Apologies: Phil Edwards, Karole Hogarth, Jacquie Hayes, Philip Ballard, Sheena Roy, Kim Reay.

In attendance: Andy Westgate, Jeanette O'Fee via Skype

Minutes: Paula Petley

1. Apologies	Apologies accepted.
2. Update – OP emergency procedures and lockdown (Andy Westgate)	<p>Following the events in Christchurch and recent update to Leadership Council, Andy Westgate attended to give an update and overview of OP emergency procedures, especially around the Lockdown process.</p> <p>OP's initial procedures developed in 2016 after an event at the University/Logan Park. All areas were provided with a flip chart detailing emergency procedures including 'Armed Intruder/Hostage Situation'.</p> <p>After the events of Christchurch this is now in focus. Andy explained the circumstances in which Lockdown might occur, authorisation process, and its management by a critical incident management team. It is important that staff are aware that emergency events override normal business.</p> <p>A 'short code' system is being set up to communicate that a Lockdown is in effect and to pass on information.</p> <p>Committee members noted that some buildings have doors only lockable with keys that not all staff have; and uncertainty over who holds keys. Areas need to identify any issues and discuss with Campus Services.</p> <p>AIC and Central Campus will receive this briefing. A podcast will be available. Meetings will be held in Dunedin online on the 11th and in G 106 on the 17th of April.</p> <p>OP will coordinate with Otago University for simulation training later in the year.</p> <p>Staff need to:</p> <ul style="list-style-type: none"> • Ensure personal contact details are up to date in Me@OP and Tuhono • Ensure we have students' local and cellphone numbers • Note the location of the Emergency Procedures flip chart

3. Update – Moderation review (Jeanette O’Fee)	<p>Jeanette gave an update on the findings of the moderation review, best practice guidelines and examples; and on the wider work being undertaken on automation of academic process and curriculum management.</p> <p>The moderation team is also working with new programme areas to develop their processes.</p> <p>Schools are encouraged to contact Jeanette if they have any questions or require support. The Learning and Teaching team will also assist with workshops on pre- and post- moderation.</p>
4. Minutes of last meeting	<p>Moved that the minutes be accepted: Phil Osborne Seconded: Barbara Watt</p>
5. Matters arising	<p>VE reform - information on Tuhono.</p>
6. Leadership updates	<p>Deferred to next meeting.</p>
7. Any other business	<p>Committee structure - some work had been done on the Terms of Reference including the quorum, member terms and committee mandate; this needs to be picked up again.</p> <p>Jono will meet with Phil Osborne to discuss; Phil will oversee the completion of this piece of work.</p> <p>Committee’s future may be uncertain, but we need to look at what other mechanisms there could be for staff feedback post-restructure.</p> <p>Action: Jono will send out the link for VE reform feedback.</p>
8. Next meeting and agenda items	<p>Next Council meeting is Thursday 2 May at AIC. Jono will attend.</p> <p>Discussion on whether to change the next meeting date – Jono will email the options.</p>
Close	<p>Meeting closed 9.35 am.</p>

ACTIONS SUMMARY

Action	Person	Completion
Send out link for VE Reform feedback	Jono	Asap
Advise re new meeting date	Jono	Asap

Staff Subcommittee of Council

Thursday 2 May 2019

8.30 am - 9.30 am

F 215, Mason Centre, Forth Street, Dunedin

Present: Mary Butler
Stuart Terry
Sheena Roy

Kathryn van Beek
Lisa Burton
Ian Barker

Apologies: Jono Aldridge, Phil Edwards, Philip Ballard, Kim Reay, Michelle Watt.

In attendance: Jean Tilleyshort, Laura Warren.

Minutes: Paula Petley

1. Apologies	Apologies accepted.
2. Learner Journey and Timetable Project Update (Jean Tilleyshort)	<p>Jean gave an update on the major projects she is leading:</p> <p><u>Timetabling</u> As a result of D4SE and an EBS review it became clear that EBS was a room booking rather than a timetabling tool. Staff wanted a system that could book rooms and also work out timetables, room allocation and effective usage to allow scenario planning for optimum usage.</p> <p>OP is now looking at bringing back SyllabusPlus, to start in 2020. Timetabling staff in schools will work with teaching teams per curriculum area to develop timetables. Room bookings and changes will flow through to Outlook and provide more timely and accurate notification for staff and students. Jean noted that another ITP has successfully connected EBS with Syllabus Plus to enable them to talk to each other.</p> <p>Stuart noted that room issues arise in student surveys (e.g. wrong rooms, moves, late changes). The new system will be student-focused and time blocked with classes being held close to workshops or specialist rooms. OPSA has been consulted and assured that students will not be moved between rooms or from their 'home' room.</p> <p>Jean noted that using a designated classroom system created unintended consequences, and lead to shortages or unsuitable uses. New system will allow flexibility, and enable scenario analysis and modelling of e.g. the impact of moving classes here from Cumberland St. and setting up a specialist room such as a hair salon.</p> <p><u>MS Teams</u> The intention is to remove J Drive and migrate documents to MS Teams. A Team will be set up for each formal team in OP. It is envisaged this will start from next year.</p> <p>Jean outlined the use of the Teams application. As it is cloud-based staff working remotely will no longer need a VPN or log in to access it. Also it does away with the need for permissions to be set for the shared drive.</p>

	<p>A lot of work still to be done to edit data sorted in J Drive. There will still be a link available to access historical data.</p> <p>Project leaders will meet managers in schools and negotiate the order and structure of MS Teams set up for their areas.</p> <p>Training will be done by Janice Henderson and Lori Conroy-Smith. Instructional YouTube clips will also help new users of MS Teams.</p> <p><u>CRM Project</u> This project arose as a result of D4SE redesign of the application process to automate it as much as possible using a CRM system. First year students create a login, complete application and can upload documents. System can also send reminders. Registry and schools can see everything on-screen. Once a student accepts an offer the application goes into EBS. This system prevents EBS being filled with data from prospective students that don't translate into enrolments.</p> <p>CRM will also contain data on contacts made with students and enable error identification e.g. incorrect phone numbers.</p> <p>The offer and acceptance will be made electronically. The aim is to reduce the number of documents registry and school staff have to handle. There will still be a paper version of the application form.</p> <p>Ian queried how the acceptance process will work if someone can't get online; Jean will look into this.</p> <p>It is intended the CRM is operational by August for 2020 applications.</p> <p>Contact Jean if any queries.</p>
<p>3. Director: People and Culture</p>	<p>Welcome to Laura Warren, new Director: People and Culture.</p> <p>Kathryn explained the role of the sub-committee; members introduced themselves.</p> <p>Laura introduced herself and her background. She will welcome information to be sent to her or meeting invitations that will help her get a sense of what is going on across the polytechnic, and assist with her portfolio.</p> <p>Lisa noted that OP is student-centred and staff are passionate, however workload is an ongoing issue, staff are not always able to fully engage with students as much as they would like.</p>
<p>4. Minutes of previous meeting</p>	<p>Minutes were not approved due to lack of a quorum.</p>
<p>5. Matters arising</p>	<p>Will be discussed at next meeting.</p>
<p>6. Any other business</p>	<p><u>Projects</u> Discussion whether it is our role to advise teams on upcoming projects, particularly the J Drive project which will require a lot of work. It was agreed it is</p>

	<p>appropriate to give teams a heads up, and refer questions to the project manager. Notices will also go on Tuhono (Internal Communications).</p> <p><u>Staff personal notices</u> Lisa raised the issue of the disappearance of DigiDiary as a mechanism for staff to put personal notices and for sale ads. Kathryn advised that it had been replaced with 'notices' on Tuhono, but the feeling is that it is not appropriate to have e.g. staff advertising items for sale next to ads for fundraisers or notices of events. There no plans to change this setup.</p>
7. Next meeting and agenda items	<p>Next Sub-committee meeting will be Thursday 6 June at 8.30 am.</p> <p><u>Agenda items</u> - Good Yarns mental health initiative</p>
Close	Meeting closed 9.35 am.

ACTIONS SUMMARY

Action	Person	Completion
Nil		



OTAGO
POLYTECHNIC
Te Kura Matatini ki Otago

Economic Impact Report 2018



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This report was prepared by:

Rebecca Hamid, Special Projects Manager

Version 7.00

27 June 2019

EXECUTIVE SUMMARY

Otago Polytechnic (OP) enrolled 9281 full time or part-time students ¹, or 5,554 equivalent full-time students, and employed 667 ² full-time equivalent staff in 2018, across its campuses in Dunedin, Cromwell and Auckland (AIC). The Dunedin campus is by far the largest of the three sites, with around 78% of students (EFTS) and 82 % of all staff (FTES), either situated or serviced from there. ³

This report estimates the economic impact of Otago Polytechnic in Dunedin City for 2018, using a standard methodology for estimating the economic contribution of an organisation. Due to the assumptions and limitations underpinning such a model, these figures should be regarded as an indicative rather than a definitive picture of economic impact.

The report first considers the actual expenditure of Otago Polytechnic and the estimated expenditure of its staff and students. This results in an overall estimate of direct expenditure of \$233.27 million in 2018. Refer Table 1 below.

The flow-on (or indirect) economic impact of Otago Polytechnic is also assessed to take account of the downstream effects of direct expenditure ⁴. This results in an estimate of total expenditure (the global economic impact of Otago Polytechnic's activities) of \$444.5 million.

This report also estimates the total value added (the value that remains in each of Otago Polytechnic's 'local' economies after economic leakages are taken into consideration) ⁵, and the downstream employment effect of the Polytechnic's expenditure ⁶. For Dunedin, the total value added, at \$179.4 million, is estimated to comprise around 3.6% of Dunedin City's gross domestic product of \$5.0 billion in 2018. The Polytechnic's 2018 GDP contribution was an increase of \$4.9 million on the previous year's GDP contribution of \$174.51 million (2017), which was 3.6% of the City's 2017 GDP of \$4.8 billion ⁷.

Campus	Direct expenditure (\$M)	Total Expenditure (\$M)	Total Value added (\$M)	Total Employment Impact (FTE Jobs)
Dunedin	180.29	323.36	179.38	3,855
Auckland	44.46	105.75	47.22	949
Cromwell	8.52	15.43	8.46	182
TOTAL	233.27	444.54	Not applicable	4,987

Table 1: Summary of the Direct and Total Economic Impact of Otago Polytechnic in 2018

¹ Headcount.

² FTES includes contactors and fixed term contracts. Of the 667 FTES in 2018, 93.4 FTES were based at the OPAIC Ltd/ Auckland campus and 28 FTES based at the Cromwell Campus.

³ In 2018, 979 EFTS enrolled in distance, at WINTEC, on line etc., or in blended delivery etc., programmes, which were administered from the Dunedin campus. These are excluded from the EFTS total for the Dunedin Campus expenditure and value contribution multipliers, as these students do not spend in the Dunedin economy.

⁴ For example, if the Polytechnic purchases supplies from a local business, that business will in turn need to employ staff and purchase raw products from another supplier to meet this demand. This flow-on effect is estimated using standard economic multipliers, which are specific to the different cities and regions in which the Polytechnic operates.

⁵ For example, in the case of an item purchased in a given area, but produced outside that area, some of the value of the item will flow outside the area.

⁶ The report also includes assessments of direct value added and the direct employment impact.

⁷ Source; Infometrics Regional Database Dunedin City Indicators: Dashboard March 2017 & 2018. Provisional estimates of \$5.09 billion which was subsequently finalised at \$5.005 billion.

1.0. INTRODUCTION

1.1 Background

Otago Polytechnic provides inspiring, career-focused education for the Otago region, New Zealand and the world. It is a significant provider of core and specialised education and applied research in New Zealand. With a history dating back to 1870 and New Zealand's oldest School of Art, Otago Polytechnic revenue exceeds \$97 million per annum (2018), and delivers education and vocational training to more than 9,200 students. It is one of the largest employers, service providers and consumers in Otago. Otago Polytechnic has more than 180 programmes from foundation to postgraduate degrees and has received the highest possible endorsement from the New Zealand Qualifications Authority for its educational performance and ability to assess its own performance. It continues to lead the country's institutes of technology and polytechnics (ITP) sector in course and qualification completions. Otago Polytechnic student and graduate satisfaction ratings are consistently high, and graduate survey data reporting that 97 per cent of our graduates have moved into work, further study or both ⁸.

The Polytechnic has continued to experience strong growth in the number of international students, with an increase of over 14.7% per cent from 1252 EFTS (2017) to 1436 EFTS in 2018. This is largely as a result of continuing growth at the Auckland International Campus, which opened its doors in 2012 with initial enrolments of 146 EFTS in 2013; growing exponentially by an average of 55% per annum, to 1116 EFTS by 2018. In recent years the Dunedin Campus international EFTS have grown, achieving 283 EFTS in 2018. With a number of new contractual arrangements with China and Japan, the Polytechnic predicts further international students growth at the Dunedin campus from 2019 onwards. However, the Polytechnic is facing headwinds at the Auckland Campus due to immigration changes.

Enrolment growth at the Dunedin campus has resulted in an average growth rate of 3.2% per annum over the past 10 years from 2009 - 2018. There has been some fluctuations in this growth. In 2008, 2015 and 2017 domestic EFTS declined by -0.6%, -1.9%, and -0.8% respectively. The decline in 2017 of -0.8% was due to fewer domestic enrolments (-2.1%). This was mitigated by an increase of international enrolments of 22%, up from 227 (2016) to 277 (2017). In 2018, domestic enrolment growth recovered and increased by 7.7% to 4228 EFTS, up from 3999 EFTS in 2017. Otago Polytechnic's learning, teaching, research and innovation; how it behaves as an organisation; and how it extends its influence into the community and internationally; has an impact socially, environmentally and economically.

This report provides an outline of the economic impact that Otago Polytechnic has had during 2018 and compares this to previous years. Economic multipliers have been used to calculate an accurate estimation of these figures. The report estimates the economic impact of Otago Polytechnic in 2018, based on an analysis of organisational, staff and student expenditure for the main campus in Dunedin.

In 2018, employing 545.9 ⁹ full-time equivalent staff at the Dunedin campus, Otago Polytechnic is one of Dunedin's larger employers.

⁸ Otago Polytechnic, Graduate Destination Survey, 2018.

⁹ 667.3 Total FTES includes contractors and fixed term staff, this includes 545.9 FTES in Dunedin; in Cromwell 28 FTES; and in Auckland 93.4 FTES.

The main academic and administrative centre for Otago Polytechnic is the Dunedin campus, where 78% of students and 82% of staff are based.¹⁰ The Polytechnic also has campuses in Cromwell and Auckland and some data for these campuses is included in this report ¹¹.

The Dunedin campus is renowned for its undergraduate and postgraduate social services and health science degrees including nursing, midwifery and occupational therapy. It also has a national reputation for programmes in art, carpentry, engineering, information technology, design, hospitality, sport and veterinary nursing. Capable NZ's world-class, academically-valid assessment of prior learning process provides a unique product NZ wide, and continues to grow at an average of >6% per annum (2014-2018).

Overall Otago Polytechnic's enrolments in 2018 totalled 5554 equivalent full-time students (EFTS) ¹² or >9281 actual students (headcount). This was an increase of 8.3% on 2017 (5130 EFTS).

In 2018, the Dunedin campus total EFTS increased by 5.9% overall (domestic and international), with an increase in domestic EFTS of 5.7% to 3999 EFTS to 4228 EFTS; and international EFTS of 2.4% from 277 to 283 EFTS. A number of factors combined to produce this result, the most significant of which was the increase of enrolments in trades related programmes due to a buoyant construction industry.

The Polytechnic continues to experience strong domestic demand for programmes in health and wellness, trades, community, creative industries and information technology; and Capable NZ, offering assessment of prior learning, continues to grow. Otago Polytechnic is leading the way on the development of micro-credentials - 'EduBits'. Endorsed by NZQA, these are now being implemented nationally with plans to offer them internationally.

At the Dunedin Campus, around 56% of students come to the Polytechnic from outside Dunedin, with 54% from beyond the Otago region. Approximately one third of the Polytechnic's students (32%) come from the North Island, with a further 6 -7% coming from overseas ¹³. In 2018, across all three campuses the international student population was 25.8% of all student enrolments. This is a 14.7% increase, on the 2017 international students enrolments, growing from 1252 EFTS (2017), to 1435 EFTS (2018); a result attributed primarily to the successful growth of the Auckland campus.

1.2 Overview of Methodology

This report uses several data sources to estimate the direct and total expenditure effects of Otago Polytechnic. In simple terms, the 'direct economic impact' highlights the amount of expenditure by the Polytechnic, its staff and students. The 'direct value added' measure uses standard industry multipliers to estimate how much of this direct expenditure actually remains in each of the local economies. A 'direct employment impact' figure estimates the number of jobs that are supported by this direct expenditure.

¹⁰ Excluding on line, distance and students based offsite the percentage of EFTS physically based at the Dunedin campus is 59% or 3024.57 in 2017.

¹¹ Established in 2012, the first full year of operation was 2013.

¹²Including the Auckland campus - 1116 EFTS. Students.

¹³ 'Coming from overseas' includes NZ Citizens whose home area immediately prior to coming to Otago was an overseas address.

The report also estimates the 'total economic impact' of Otago Polytechnic. This involves analysing not only the direct impact, but also the flow-on effects of Otago Polytechnic expenditure by campus. Once again, standard industry multipliers are used to calculate these effects. The methodology for this report is described further in Appendix 1.

In 2018 there were 1107 distance students attributed to the Dunedin campus. As with previous reports the Distance student enrolments (EFTS or headcount) included in the Dunedin campus totals are not included in the multipliers that assess the economic impact of Otago Polytechnic on the Dunedin economy. The rationale behind this is that while a significant proportion of the income and expenditure for these students is channelled through the Dunedin campus (staff, programme development, administration, IT servicing costs etc.), their household income (rents, food and personal expenses), provides a greater contribution to their local economies – not the Dunedin economy.

All financial data to support the multipliers is sourced from the Otago Polytechnic finance system, April 2019. Full MS Excel spread sheets are available to support the summarised data.

1.3 Acknowledgements

To the University of Otago for generously sharing access to the research analysis commissioned from Geoff Butcher and Partners which support this report. Also to the Dunedin City Council and the Central Otago District Council for access to their reports commissioned from Infometrics (2017 and 2018).

2.0. DIRECT ECONOMIC IMPACT

Table 2 presents an estimate of the direct expenditure, direct value added and direct employment impact as a result of direct spending by Otago Polytechnic in 2018.

	Direct Expenditure (\$M)	Direct Value Added (\$M)	Direct (FTE Jobs)	Employment
Dunedin Campus	71.5	42.1		1,073
Dunedin Students	108.7	59.8		1,783
Dunedin Total	180.2	101.9		2,856
Auckland Campus	20.0	13.9		301
Auckland Students	24.5	10.2		400
Auckland Total	44.5	24.1		701
Cromwell Campus	3.4	1.9		51
Cromwell Students	5.1	2.8		84
Cromwell Total	8.5	4.7		135
Total all Campuses	94.9	NA		1425
Total all Students	138.2	NA		2267
TOTAL	233.2	NA		3,692

Table 2: Direct Expenditure, Value Added and Employment Impact by Campus, 2018

In this context 'Campus' expenditure, value added, etc. shows the flows and impacts of expenditure from the Polytechnic and its staff into the economy. 'Student' expenditure, value added, etc. shows the flows of and impacts of expenditure from the students.

2.1 Direct Expenditure

Direct expenditure encompasses direct spending by Otago Polytechnic, spending by staff (via salaries), plus an estimate of students' expenditure during the academic year. In 2018 this expenditure across all campuses was \$233.2 million.

The significant bulk, \$180.2M, or 77.3%, of direct expenditure was driven through spending at the Dunedin campus, up \$4.7 M on 2017. Auckland contributed 19% (\$44.4M – approximately \$4.8M up on 2017), and Cromwell contributed 2% (\$8.5M up \$868k on 2017), of the direct expenditure driven through their respective campuses.

2.2 Direct Value Added

Direct value added is an estimate of the true value that remains in an economy after economic leakages are taken into consideration. The level of value added by this direct expenditure can be estimated using standard multipliers from input-output tables.

By far the largest amount of direct value added was the \$101.9M directly attributable to expenditure in Dunedin (Table 2). The Auckland campus contributed \$24.1M in direct value to the Auckland economy and the Cromwell campus added \$4.7M to the Central Otago district economy.

A total figure for direct value added is not supplied, as it does not allow for expenditure that might flow between the campuses or direct value added that benefits other cities and regions that do not contain a campus. Combining the direct value or total value of Dunedin and Cromwell campuses would effectively double count activities and the flow on effects to either or both, and nationally.

2.3 Direct Employment Impact

3,692 full-time equivalent (FTE) jobs were supported throughout the national economy (across all campus locations), as a result of direct expenditure by Otago Polytechnic in 2018.

This highlights the significant impact the institution has on the wider economy, not only through employment at the Polytechnic itself, but also through employment resulting from direct expenditure effects.

The Dunedin economy had 2,856 FTE jobs supported through direct Polytechnic expenditure in 2018. Despite the Auckland campus (OPAIC Ltd) continuing to grow significantly, the 701 FTE jobs do not make a significant impact given the size of the Auckland economy. However, given the size of the Central Otago economy, the impact of 135 FTE jobs, arising from direct expenditure at the Cromwell Campus, does equate to a sizeable contribution.

3.0. TOTAL ECONOMIC IMPACT

Direct expenditure also creates 'indirect' and 'induced' spending in the economy as businesses purchase goods and services from supplying industries to meet the demand created by the Polytechnic, its staff and students. This spending creates more household expenditure as workers employed within these supporting industries spend their salaries and wages in the local economy. For example, if the Polytechnic purchases supplies from a local business, that business will in turn need to employ staff and purchase raw products from another supplier to meet this demand. The total economic impact takes account of this downstream expenditure. These effects can be seen through measures of total expenditure, total value added and total employment impact as summarised in Table 3 below.

	Total Expenditure (\$M)	Total Value added (\$M)	Total Employment (FTE Jobs)
Dunedin Campus	120.0	72.3	1,502
Dunedin Students	203.4	107.0	2,354
Dunedin Total	323.4	179.3	3,856
Auckland Campus	42.3	24.1	421
Auckland Students	63.4	23.1	528
Auckland Total	105.7	47.2	949
Cromwell Campus	5.8	3.4	71
Cromwell Students	9.6	5.0	111
Cromwell Total	15.4	8.4	182
Total all Campuses	168.1	NA	1,994
Total all Students	276.4	NA	2,993
TOTAL	444.5	NA	4,987

Table 3: Total Expenditure, Value Added and Employment Impact by Campus, 2018

3.1 Total Expenditure

Total expenditure arising from all three campuses in 2018 is estimated at \$444.5 million, with the Dunedin campus accounting for 72.8%, or \$323.4 million, of the Polytechnic's Total Expenditure.

Over half, 62.2% of the Total Expenditure across all campuses was driven by the impact of student spending. The remaining expenditure was derived from day-to-day Polytechnic expenditure and the impact of staff spending their wages and salaries within their local economies.

3.2 Total Value Added

Total value added (or GDP) is an estimate of the total value that remains in a local economy after economic leakages are taken into consideration.

An overall figure for total value added is deemed not applicable for two reasons. Firstly, because adding the three campuses together will overestimate 'total value added' due to leakages between campus regions. Secondly, because simply adding the three campuses would also exclude the flow-on benefits to other non-campus cities and regions that may produce goods and services utilised by Otago Polytechnic.

As shown in Table 3, \$179.3 million of Total Value Added was generated in Dunedin, \$47.2 million in Auckland and activity by the Cromwell Campus added Total Value of \$8.4 million to the Cromwell and Central Otago economies.

The value added impact in Dunedin City was greatest, with the Total Value Added estimated to comprise around 3.6% of Dunedin City's overall GDP of \$5.0 billion in 2018¹⁴.

3.3 Total Employment Impact

It is estimated that the flow-on effects of expenditure by Otago Polytechnic and its staff and students are sufficient to support around 4987 full-time equivalent jobs across New Zealand. Within this total, 3856 full-time equivalent jobs were supported within Dunedin's economy, representing over six per cent (6%) of the city's total workforce of 63,737 FTES in 2018. The Cromwell campus contributed to the overall employment of nearly 182 full-time equivalent jobs. This equates to just over 1.4% of the Central Otago workforce, which grew 4.2% in 2018 to 12,569 from 12,000 FTES (2017)¹⁵. If Cromwell township is ring-fenced, then this was a contribution of 4% of a total of 4,478 FTES in 2018.

3.4 Dunedin Campus – Five Year Trend

The cumulative economic impact of Otago Polytechnic's Dunedin Campus and the trend that impact has taken over the previous five years is shown in Graph 1 below.

Graph 1 includes five years of data recording the cumulative economic impact from 2014 to 2018. The result shows that over the five years Otago Polytechnic added a significant total value of over \$787 million to the Dunedin economy.

¹⁴ The statistical relevance of the Auckland campus contribution to the Auckland GDP (\$91.7 B: 2018 – Statistics NZ) is too minor to record here.

¹⁵ Source: Infometrics <https://ecoprofile.infometrics.co.nz/Central%2bOtago%2bDistrict/Employment> . The Central Otago economy grew 4.3% in 2018 to GDP \$1.0 billion; and Cromwell 1.6% , or GDP of \$372 million. This compares with National GDP growth of 3.2% for 2018.

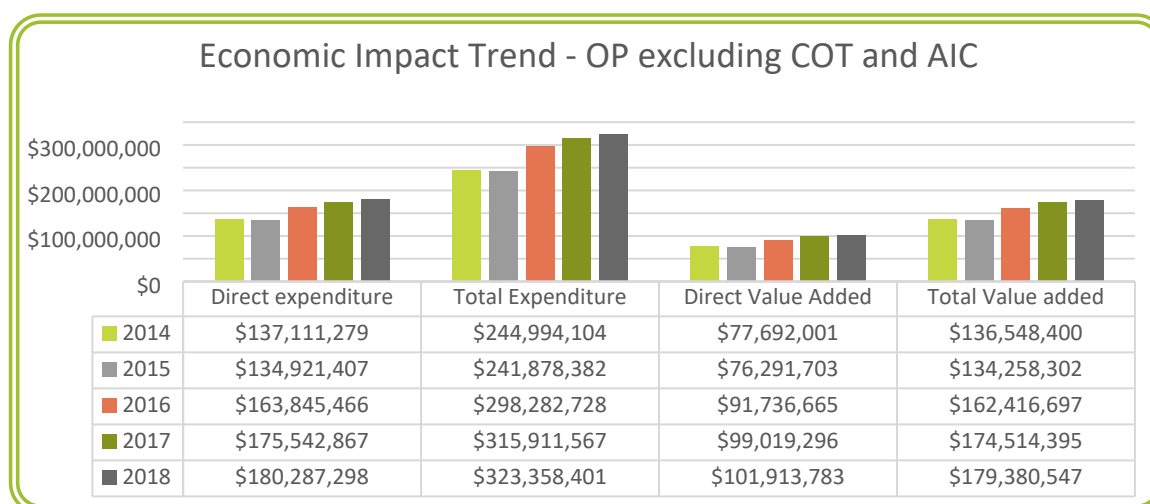


Figure 1: Economic Impact 2014-2018: Otago Polytechnic Dunedin Campus (excluding Central Otago and Auckland (AIC) campuses) on Dunedin City

This Graph illustrates that the economic impact of the Polytechnic's Dunedin campus has trended upwards over the past five years, although it fell slightly in 2015. The greatest increase occurred in 2016 with a gain of \$27.5 million (20.4%) on the previous year (2015). The 2018 result of \$179.4 million was an increase of 2.8% on the previous year.. The overall trend shows significant growth in the economic impact directly attributable to the continuing EFTS revenue growth over the five years. The 2018 Total Value Added result is attributed to the Dunedin campus 6% increase in domestic EFTS growth and a 2.4% increase in international EFTS, or 5.4% EFTS growth overall.¹⁶

Not included in this data are the International EFTS at the Auckland campus which now comprise >20% of all enrolments. The Auckland campus continues to grow incrementally each year. In 2017 it grew >80% from 519.8 to 935.8 EFTS. The 2016 EFTS were an increase of 39% on 2015 (374.6 to 519.8EFTS). By the end of 2018 Auckland enrolments had increased to 1116 EFTS, up >19% on 2017.

A New Zealand-wide 43,400 net immigration¹⁷ increase (2018), has primarily benefited the Auckland Region. However, wider investment and growth has filtered down to the regions. There are a number of factors which will continue to influence growth for the Polytechnic's with both domestic and international EFTS from 2018 onwards. At a macro level, a robust and prosperous NZ economy, especially in the construction industry, continues to bolster a demand for skills and qualifications across the region, and nationally, but offset by immigration policy changes and related issues. At a regional level in Dunedin (e.g. new Dunedin Hospital build) and Central Otago there are a number of large investments planned by Government and the private sector from 2018 onwards which are already having their impact. At a micro level, the Polytechnic's building and facilities modernisation programme, which commenced in 2013, is planned to continue over the next six to eight years. A 231

¹⁶ The increase of 5.4% does not include Distance student EFTS, as administered from the Dunedin campus) as these students do not spend in the Dunedin economy. There was an actual increase for the Dunedin Campus Total EFTS for 2018 of 5.7%, which includes 1107 Distance Student EFTS.

¹⁷ Source: Statistics NZ <https://www.stats.govt.nz/information-releases/international-migration-december-2018> Net immigration loss for 2018 was down by 24%, to 43,400, compared to net immigration of 53,800 in 2017.

bed Student Village, was opened in February 2018 providing for increased student intakes for both international and domestic students from out of the region. Plans for new, purpose built modern facilities, including a new Engineering Technologies Precinct and the first stage of a Creative Precinct will enhance the high-profile, high performing destination programmes offered at the Dunedin Campus (2020 – 2022). These new facilities will provide greater enticements for international students and those based outside the Otago region to study in Dunedin, with an established reputation as NZ's student city.

Provision of new facilities are integral to the work the Polytechnic has done over the past five years to strengthen its provision in highly sought-after degree programmes; targeting growth industries such as the health sector and the building and construction industries; responding to the demand by international students for high quality business programmes; delivery of qualifications recognising prior learning and professional practice; and partnering with the private sector to deliver innovative work based applied research and development projects.

The five year, overall trend in total EFTS shows significant growth from 4269 (2014) to 5552 (2018), an overall increase of 30.1%. For the Dunedin Campus there was an overall increase of 11.3% for the five years (3797EFTS:2014 to 4228EFTS:2018). The economic impact is directly correlated to the number of EFTS enrolled – as distinct from the head count of students. In terms of headcount there has been a steady decrease of actual student numbers as part-time students decrease in proportion to full-time students. There was a decline in headcount from 9585(2008) to 6605 (2013).

The proportion of total (all campuses) part-timers to full-time students remained more-or-less static between 2013 and 2016 but increased by 4% in 2017. In 2018 the proportion of part-time students increased by a further 5% . The changes to the student population 'mix' before 2017 was attributed in part to the increasing number of degree programmes being offered; the proportion of students enrolled in degrees programmes; and the proportion of students opting to study full-time. In 2017 and 2018, the increase in part-time students can be attributed in part due to low unemployment with students opting to study part- time, along with improved and more readily accessible distance and blended delivery options offered from the Dunedin Campus. However, it is noted that distance students are not included in the Dunedin Campus economic impact on the Dunedin economy.

As government funding has been progressively withdrawn for short courses, community courses and lower level courses, the Polytechnic has opted to increase its delivery of degree and post graduate programmes, as well as increasing alternative revenues with International students, open source learning products, Capable NZ¹⁸ , Micro-Credentials (EduBits) and revenues from fees for services. This strategy, supported by the quality of its programmes and delivery, has enabled the Polytechnic to grow its EFTS at a time when many Polytechnics have experienced declining rolls.

The trend of both EFTS and student Head Count is provided in Table 4:

¹⁸ Capable NZ – Centre for Applied Learning

Year	EFTS Total	Head Count Total	EFTS Dunedin	EFTS Cromwell	EFTS Auckland
2014	4269	6960	3797	201	271
2015	4333	7204	3725	233	375
2016	4807	7756	4032	255	520
2017	5130	8507	3999	195	936
2018	5552	9281	4228	207	1116

Table 4: EFTS and Head Count Trends for 2014-2018

An increase in EFTS for the years 2014-2018 has resulted in a steady increase on the employment impact for each of those years. There was a minor decline in Total Employment for 2015 due to a small decline of 48 domestic EFTS and 23 international EFTS at the Dunedin Campus (3797: 2014 to 3725: 2015). Then, in 2016, due to an increase in EFTS, there were significant gains in both Direct and Total Employment in Dunedin.

Graph 2 below focuses on the impact that expenditure by the Polytechnic's Dunedin campus, its staff and students has had on employment over the previous five years.

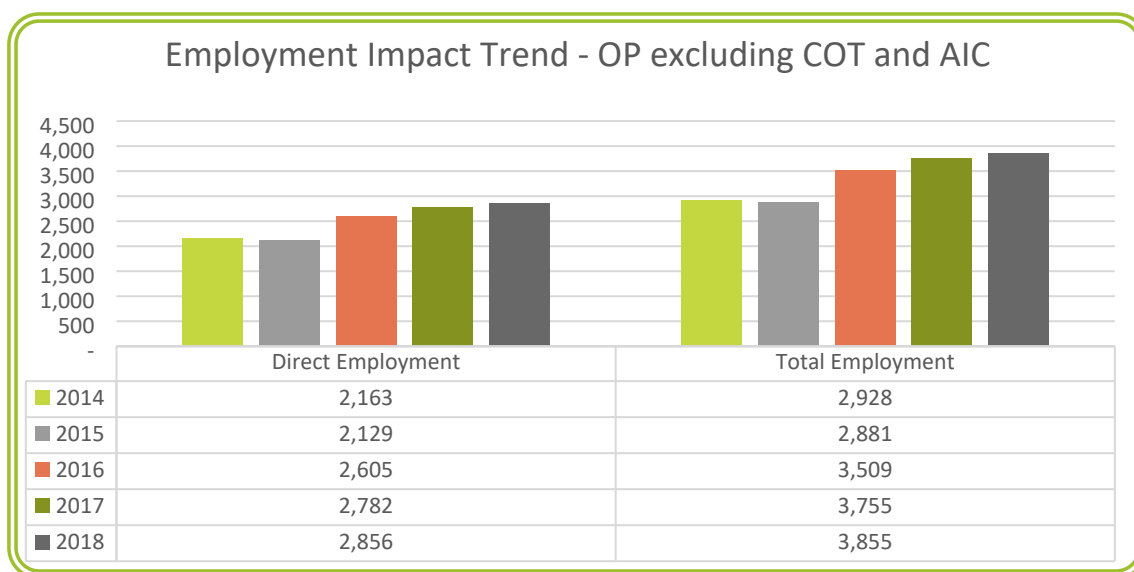


Figure 2: Employment Impact 2014-2018: Otago Polytechnic Dunedin Campus (excluding Central Otago and Auckland International Campuses) on Dunedin City

- In 2018, an increase of 5.7% to 4228 EFTS (2016: 4032 to 2017: 3999 EFTS), has impacted positively on Direct and Total Employment. The increases in Total Employment, from 3,755 (2017) to 3,855 (2018) of FTES, impacts on increased expenditure, most significantly from staff salaries. In addition increases to international tuition fees, as well as modest increases in domestic tuition fees (2%), minor top-up funding from government and contributions from OPAIC Ltd have attributed to this result.

4.0. CONCLUSION

Otago Polytechnic contributes significantly to the Dunedin economy ¹⁹. While expenditure by the Polytechnic and its staff and students has a direct influence on local economic development, the wider flow-on effects are even greater. The impacts are far-reaching across many sectors of the economy, with the institution and its staff and students spending widely in local businesses. This in turn creates additional activity as these businesses then purchase further goods and services to meet this demand.

This report estimates the important economic impact of the activities of Otago Polytechnic at its Dunedin campus and nationally in terms of Gross Domestic Product ²⁰. In Dunedin the institution plays a significant role in the ongoing vitality of the city's economy.

There are many other economic, social and cultural benefits - tikanga²¹, resulting from the presence of the Otago Polytechnic in Dunedin and through New Zealand. These include knowledge transfer, human and social capital enhancement, community support, and well-being and happiness. Examples of this include the confidence gained by continuing to learn or gain higher qualifications; or gaining a position of influence, whether paid or unpaid, to contribute to the greater prosperity of New Zealand and the world. The other major contribution education makes to people's lives is the pleasure derived from learning new ideas or new achievements, or helping others to participate and enjoy these. These benefits are more difficult to measure but indirectly contribute to economic, social, cultural, spiritual and environmental wellbeing.²²

¹⁹ In 2018 the Auckland campus contribution to the Auckland economy of \$47.2 million is relatively minor given the size of the Auckland economy of \$91.6 billion.

²⁰ GDP is an indicator of a society's standard of living, but it is only a rough indicator because it does not directly account for leisure, environmental quality, levels of health and education, activities conducted outside the market, changes in inequality of income, increases in variety, increases in technology, or the—positive or negative—value that society may place on certain types of output. For more on this Refer to Appendix 3

²¹ Tikanga can be described as general behaviour guidelines for daily life and interaction in Māori culture. Tikanga is commonly based on experience and learning that has been handed down through generations. It is based on logic and common sense associated with Māori world view

²² Our People Our Country Our Future, Living Standards Framework: Background and Future Work, 4 December 2018, Treasury, New Zealand Government.

APPENDIX 1: METHODOLOGY

The analysis behind this report involves the use of standard industry input-output multipliers, developed by Geoff Butcher and Partners, to quantify in monetary terms the flows of goods and services between the Otago Polytechnic (including its staff and students) and other sectors of the economy.

The data sources contributing to this analysis include:

- Actual Polytechnic expenditure for each campus in the year ended 31 December 2018, including expenditure on staff salaries, but less scholarships paid to students; and
- Estimated annual student expenditure – derived from a combination of estimated expenditure on accommodation and estimated living costs (sourced from a New Zealand Union of Students Association 2014 study adjusted for inflation, along with the Polytechnic's own Accommodation sample budget for 2018).

Multipliers relevant to the nature of expenditure by the Polytechnic were used to develop an estimate of the economic impact (e.g. education-related costs, staff and student consumption expenditure). Multipliers were sourced for Dunedin and applied.

The analysis is expressed through two main 'types' of multipliers. Type I multipliers include the 'direct' effect on output in the industry which experiences an exogenous increase in demand and the 'indirect' effect resulting from the need for all other industries to produce more inputs for that industry. Type II multipliers include an additional effect, the so-called 'induced-income' effect. This arises because as businesses produce more output, households receive more income (i.e. workers receive wages, investors receive dividends, etc.), which they in turn spend on consumer items within an economy. Therefore total output in the industries that produce these other goods also rises.

It is also possible to calculate both the direct and total value added to an economy (the latter is similar to local gross domestic product, or GDP), from any additional expenditure. This calculation typically excludes leakages that occur within an economy.

Lastly, the estimated number of additional full-time equivalent jobs created in the economy as a result of increased output is identified. This measure illustrates how many jobs are likely to be supported (or generated) by expenditure. The multipliers quantify the impact of inter-industry linkages within an economy. For example, for every \$1 million of gross output in industry 'y', a further 'x' number of jobs are created in industries that supply goods and services to industry 'y'. The number of downstream jobs is expressed as full-time equivalents for one year.

APPENDIX 2: SUPPORTING DATA

The following information below has been extracted from Infometrics Dunedin City 2018 Annual Report ²³; and Infometrics Dunedin City Quarterly Economic Monitor – March 2019, the Infometrics Central Otago District 2018 Annual Report; the Infometrics Dashboards for each region and New Zealand, and the Statistics NZ website.

1.0 The New Zealand Economy in 2018

The New Zealand economy grew by 3.3% to March 2018, but growth slowed to 2.8% across the four quarters of 2018 (Jan-Dec)²⁴ This followed a 3.5%pa growth the four quarters of the previous year (2017).

Economic growth has now sat above 3.0%pa for four consecutive years.

Professional, scientific and technical services was the biggest contributor to growth, with value-added lifting 5.0%.

Other key contributors to growth included finance and insurance, retail, manufacturing, and health care and social assistance.

Increasing levels of business and consumer activity continue to push up behind-the-scenes industries, such as wholesale trade, as well as warehousing and postal services.

The construction sector settled into the middle of the pack, after having been a key growth driver over recent years. Slower growth in construction is no surprise given well-documented resource constraints, and the recent troubles of several companies in the commercial construction sector.²⁵

2.0 Dunedin City – Economic Performance 2018

GDP in Dunedin City measured \$5,005m in the year to March 2018, up 2.6% from a year earlier. New Zealand's GDP increased by 3.2% over the same period. GDP growth measured \$5,009m for the four quarters of 2018 (Jan – Dec 2018).

Economic growth in Dunedin City averaged 0.9%pa over the last 10 years compared with an average of 2.1%pa in the national economy.

Growth in Dunedin City reached a high of 5.1% in 2003 and a low of -1.8% in 2010.

Dunedin City accounted for 2.1% of national GDP in 2018.

²³ Source: <https://ecoprofile.infometrics.co.nz/Dunedin+City> ; <https://www.stats.govt.nz/information-releases/gross-domestic-product-december-2018-quarter>

²⁴ Source: Stats NZ <https://www.stats.govt.nz/information-releases/gross-domestic-product-december-2018-quarter>

²⁵ Source: Source: <https://ecoprofile.infometrics.co.nz/Dunedin+City> ; <https://www.stats.govt.nz/information-releases/gross-domestic-product-december-2018-quarter>

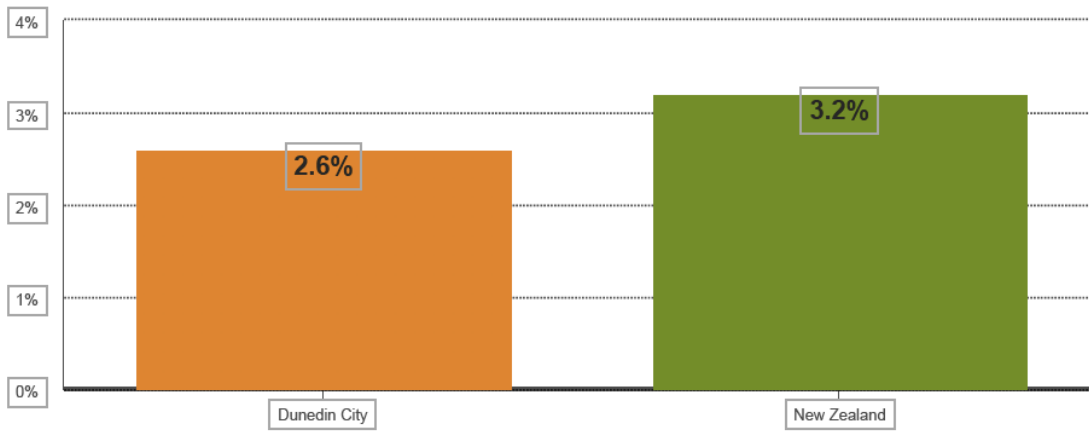


Figure 1: GDP Growth . Source: Dunedin City Annual Economic Profile 2018 Infometrics

The figure above provides an economic overview of Dunedin City compared to the New Zealand economy. Dunedin mostly follows the trend of what is happening in the New Zealand economy – averaging 0.5- 1% behind that national GDP results. The exception to this was the first six months of 2003, when the Dunedin GDP results reached 5% while the New Zealand GDP results plateaued at 4.5 – 4.6%.

Among detailed industries Health Care and Social Assistance were the largest in Dunedin City in 2018, accounting for 10.0% of total. The second largest was Education and Training (9.3%), followed by Construction (7.5%).

The Health and Education sectors contribute a higher proportion of GDP to the Dunedin economy than they do in the New Zealand wide comparison of economic performance - Health Care (6%), Education and Training (3.9%).

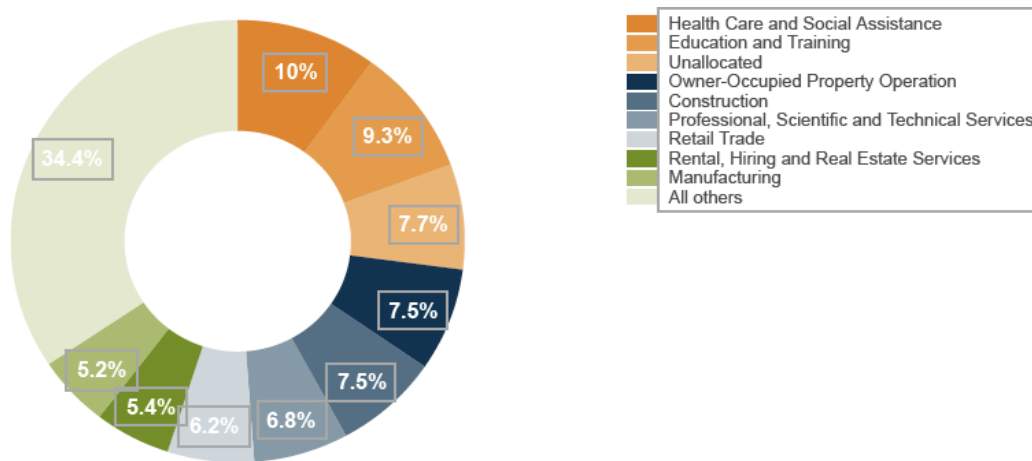


Figure 2: GDP Growth . Source: Indicators at a Glance- Infometrics - Dunedin Economic Indicators, Dashboard, March 2018

By the end of the first quarter 2019 Housing and Construction were standout areas for Dunedin. House price growth reached 15.0% for the year ending March 2019, and with sales down by 0.9%; clearly a seller’s market. This has prompted a strong supply response, with new dwelling consents up by 11.4% growth for the year. Population growth, as measured by health enrolments, was 2.7% over the year,

a solid result which underpins housing demand. Non-residential consents grew by 17.5% over the year, creating a solid workload for contractors before the hospital redevelopment gets under way.

Which broad industries made the largest contribution to economic growth?

While an industry may be growing rapidly, if it is small relative to a region's total economy its contribution to overall GDP growth may also be small. So which broad industries made the largest contribution to the overall growth of Dunedin City's economy taking into account their relative sizes ?

Table 1 below shows a ranking of the detailed industries by their contribution to economic growth over the past year.

Industry	2017	2018	% point contribution to growth	Annual Growth
Professional, Scientific & Tech Services	318	338	0.42%	6.5%
Health Care & Social Assistance	484	502	0.36%	3.7%
Heavy & Civil Engineering Construction	95	108	0.26%	13.3%
Road Transport	89	97	0.16%	8.9%
Accommodation & Food Services	195	202	0.15%	3.6%
Other Services	83	89	0.13%	7.9%
Supermarket & Specialised Food Retailing	95	101	0.13%	6.8%
Other Store & Non Store Retailing	156	162	0.12%	3.7%
Postal, Courier & Warehousing Services	123	129	0.11%	4.5%
Education & Training	462	468	0.11%	1.2%
Mining	26	31	0.10%	18.7%
Information Media Services	62	66	0.08%	6.6%
Administrative & Support Services	75	79	0.08%	5.3%
Motor Vehicle, Parts & Fuel Retailing	42	46	0.08%	9.3%
Wholesale Trade	162	165	0.06%	1.9%
Telecomms, Internet & Library Services	55	58	0.06%	5.3%
Printing	12	15	0.05%	21.7%
Building Construction	72	75	0.05%	3.5%
Electricity & Gas Supply	170	172	0.05%	1.3%
Rental & Hiring Services	47	49	0.04%	4.5%
Agric Support Services & Hunting	16	18	0.04%	11.5%
Central Gov Admin, Defence & Safety	187	189	0.04%	0.9%
Rail, Water, Air & Other Transport	25	27	0.03%	6.6%
Fishing & Aquaculture	11	12	0.03%	15.1%
Insurance & Superannuation Funds	11	13	0.03%	13.1%
Beverage & Tobacco Product Manu	19	21	0.03%	6.7%
Sheep, Beef Cattle & Grain Farming	32	33	0.02%	3.1%
Property Operators & Real Estate Services	221	222	0.02%	0.4%
Polymer Product & Rubber Product Manu	7	7	0.01%	10.7%
Transport Equipment Manufacturing	17	17	0.01%	3.8%
Poultry, Deer & Other Livestock Farming	8	8	0.01%	6.6%
Horticulture & Fruit Growing	4	5	0.01%	11.7%
Machinery & Other Equipment Manu	45	46	0.01%	1.1%
Non-Metallic Mineral Product Manu	9	10	0.01%	4.5%
Pulp & Paper Product Manufacturing	2	3	0.01%	17.2%
Wood Product Manufacturing	13	13	0.01%	3.0%
Local Government Administration	19	19	0.01%	1.3%
Textile, Leather, Clothing, Footwear Manu	9	9	0.00%	2.1%
Petroleum & Coal Product Manufacturing	1	1	0.00%	-10.9%
Seafood Processing	3	3	0.00%	-4.1%
Dairy Product Manufacturing	1	1	0.00%	-18.9%
Fruit, Cereal & Other Food Product Manu	35	35	0.00%	-0.7%
Basic Chemical & Chemical Product Manu	14	14	-0.01%	-2.8%
Dairy Cattle Farming	28	28	-0.01%	-2.2%
Primary Metal & Metal Product Manu	8	7	-0.01%	-8.5%
Meat & Meat Product Manufacturing	9	9	-0.01%	-7.4%
Furniture & Other Manufacturing	13	12	-0.01%	-5.6%
Fabricated Metal Product Manufacturing	41	40	-0.02%	-2.2%
Auxiliary Finance & Insurance Services	45	44	-0.03%	-3.0%
Forestry & Logging	37	34	-0.05%	-7.1%
Construction Services	195	192	-0.06%	-1.6%
Arts & Recreation Services	78	74	-0.09%	-5.9%
Finance	94	88	-0.12%	-6.2%
Water, Sewerage & Waste Services	46	40	-0.13%	-13.6%
Owner-Occupied Property Operation	376.2	376.8	0.01%	0.2%
Unallocated	374.6	385.2	0.22%	2.8%
Total	4,878	5,005	2.6%	2.6%

Table 1: 54 industries ranked by percentage point contribution to growth, 2017-2018

Professional, Scientific and Technical Services made the largest contribution to overall growth in Dunedin City between 2017 and 2018. The industry grew by 6.5% over the year and contributed 0.42 percentage points to the district's total growth of 2.6%.

The next largest contributor was health care and social assistance (0.36 percentage points) followed by retail trade (0.33 percentage points).

The largest detractor from growth over the year was Financial and Insurance Services which declined by 3.8% and contributed -0.12 percentage points to the total growth of 2.6%. Arts and Recreation Services (-0.09 percentage points) was the next largest detractor.

GDP and GDP per Capita

The GDP and GDP per capita growth in Dunedin continues to fall behind the national rates of 2.8% per annum (to March 2018) and 3.2% (to Mar 2018); but compares well with growth in Auckland (2.8%), Wellington (1.8%) and Christchurch (1.4%).

3.0 Dunedin Population Growth

Population growth is an indicator of a region's attractiveness as a place to live and work. A strong regional economy with plentiful job opportunities will help a region retain its population and attract new residents from other regions and abroad.

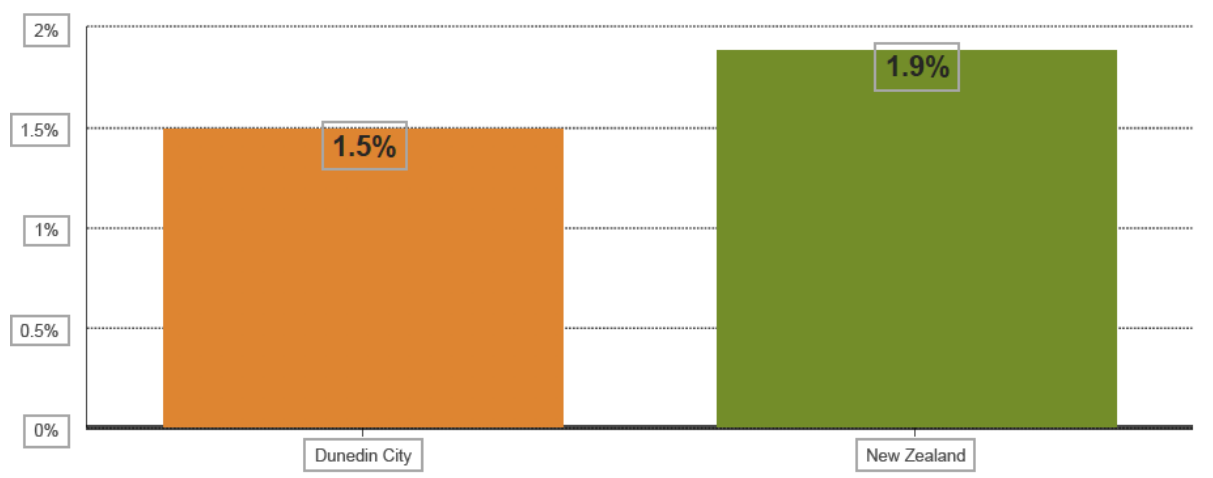


Figure 3: Population growth, year to Jun 2018

Dunedin City's population was 130,700 in 2018, up 1.5% from a year earlier. New Zealand's total population grew by 1.9% over the same period.

Population growth in Dunedin City averaged 1.1%pa over the last 5 years compared with 1.9%pa in New Zealand.

Since 1996 growth in Dunedin City reached a high of 1.5%pa in 2018 and a low of -0.3%pa in 1997.

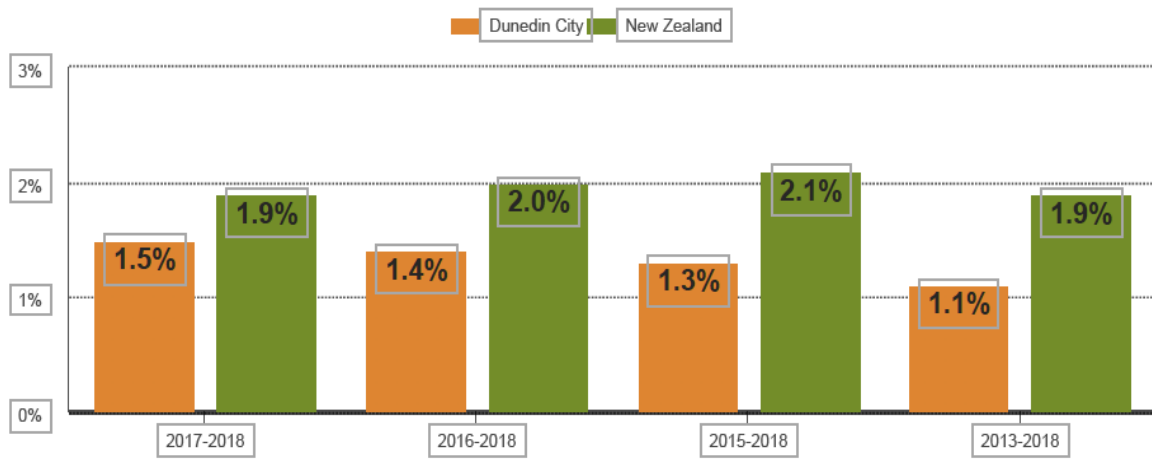


Figure 4: Population growth last 1, 2, 3, and 5 years

The figure above illustrates the population growth of Dunedin compared to New Zealand over a range of years from 1 year (2017-18) to 5 years (2013-18).

What is the source of Dunedin City’s population growth?

A region’s population can grow through natural growth (births less deaths) and net migration (arrivals less departures). This section describes the relative contributions of these two sources to population growth in Dunedin City.

Dunedin City’s population increased by 1,900 people in the year to June 2018. This net increase was made up of net migration of 1,700 and natural increase of 200.

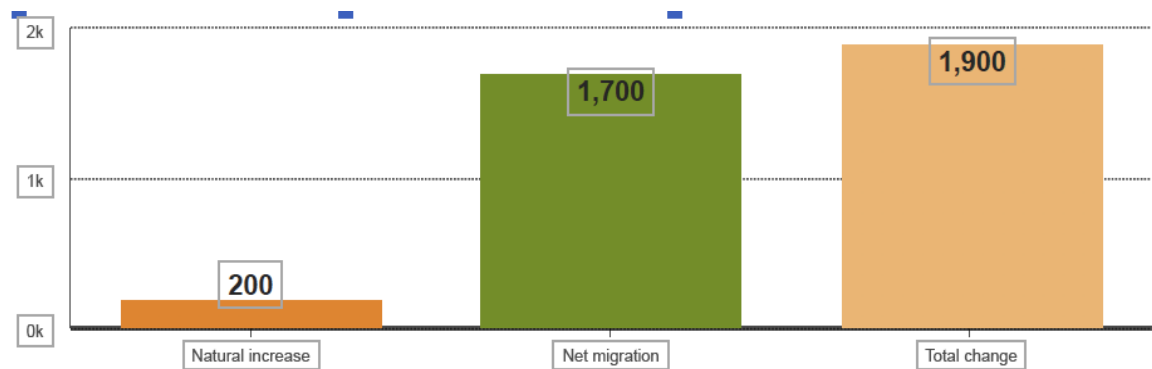


Figure 5: Source of Population Growth, year to June 2018

4.0 The Central Otago Economy in 2018

Central Otago Economy experienced a GDP growth of 4.3% in the year to March 2018, which was higher than the national economy growth of 3.2% and higher than the previous year for Central Otago of 3.0%

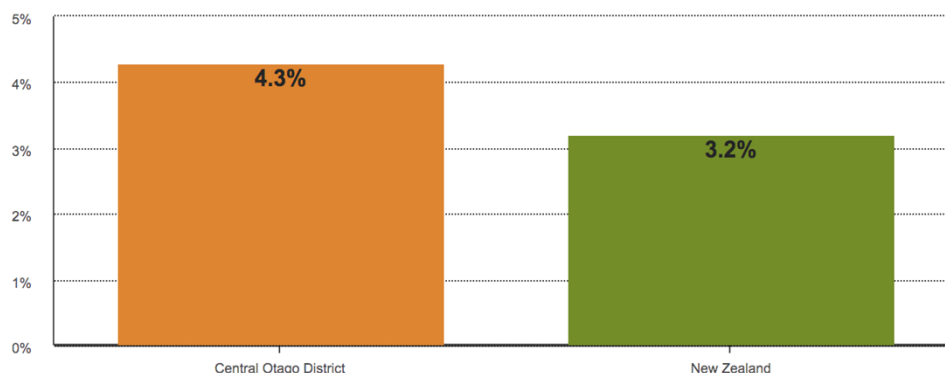


Figure 6: SGDP Growth to year ended March 2018

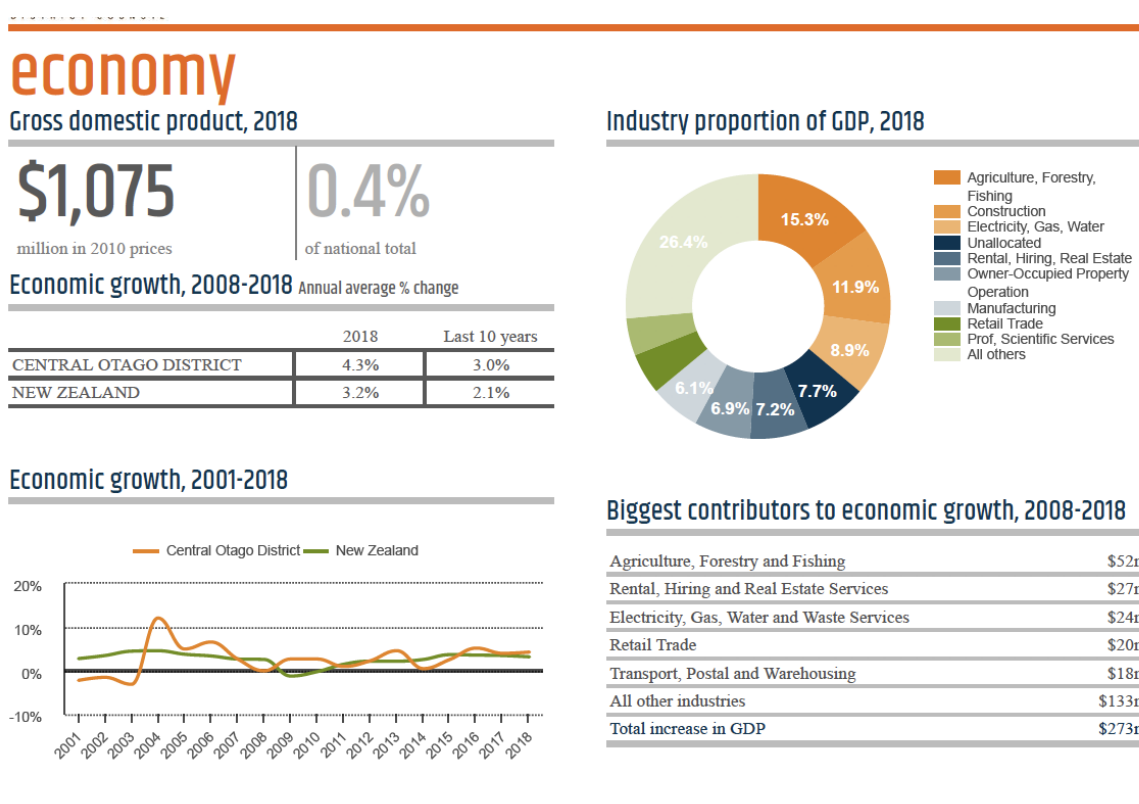


Figure 7: Source: Indicators at a Glance- Infometrics - Central Otago District Economic Indicators, Dashboard, December 2018

Among broad industries Agriculture, Forestry and Fishing was the largest in Central Otago District in 2018 accounting for 15.2% of total.

The second largest was Construction (12.0%) followed by Electricity, Gas, Water and Waste Services (8.9%)

Industry quotients, where Central Otago District rates higher than Queenstown Lakes District in share

of total GDP, include Horticulture, Sheep, Beef Cattle and Grain Farming, Agricultural Support Services, Beverage, Tobacco Product Manufacturing, Electricity and Gas Supply, Education and Training, Healthcare and Social Assistance, Wholesale Trade and Heavy and Civil Engineering Construction. This compares with Queenstown Lakes District which rates higher in Accommodation and Food Services, Construction, Property Operators and Real Estate Services, Professional, Scientific and Technical Services, Arts and Recreation Services and Building and Construction.

Central Otago's buoyant economy is also reflected in the population growth of 3.4%

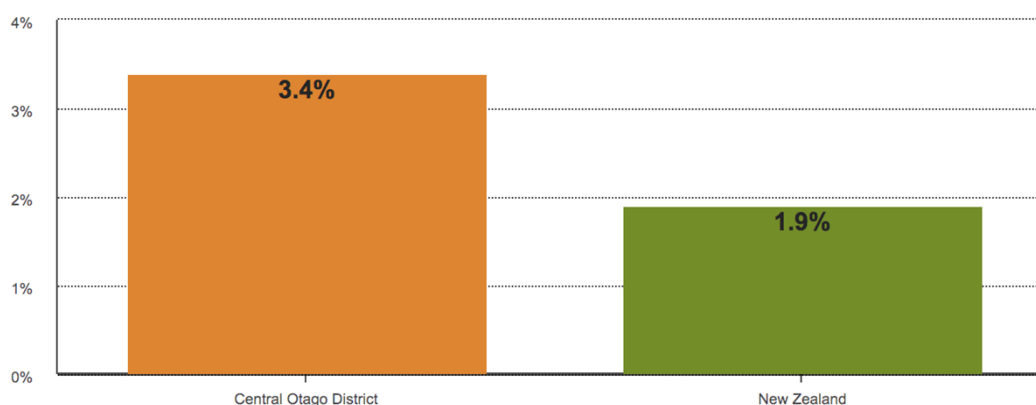


Figure 8: Population Growth, year to Jun 2018

- Central Otago District's permanent population was 21,000 in 2018, up 3.4% from a year earlier. New Zealand's total population grew by 1.9% over the same period.
- Population growth in Central Otago District averaged 2.6%pa over the last five years compared with 1.9%pa in New Zealand.
- Since 1996 growth in Central Otago District reached a high of 3.4%pa in 2018 and a low of -1.0%pa in 1999.

APPENDIX 3: ECONOMIC WELLBEING AND GDP MEASURES

GDP measures both the economy's total income and the economy's total expenditure on goods and services. Thus, GDP per person tells us the income and expenditure of the average person in the economy. Because most people would prefer to receive higher income and enjoy higher expenditure, GDP per person seems a natural measure of the economic well-being of the average individual.

Because GDP uses market prices to value goods and services, it excludes the value of almost all activity that takes place outside markets. In particular, GDP omits the value of goods and services produced at home.. Similarly, child care provided in day-care centres is part of GDP, whereas child care by parents at home is not. Volunteer work also contributes to the well-being of those in society, but GDP does not reflect these contributions.

GDP also says nothing about the distribution of income. A society in which 100 people have annual incomes of \$50,000 has GDP of \$5 million and, not surprisingly, GDP per person of \$50,000. So does a society in which 10 people earn \$500,000 and 90 suffer with nothing at all

GDP excludes the quality of the environment. If our government eliminated all environmental regulations, firms could then produce goods and services without considering the pollution they create, and GDP might rise. Yet well-being would most likely fall. The deterioration in the quality of air and water would more than offset the gains from greater production.

Nor does GDP take account of our intelligence, integrity, courage, wisdom, or devotion to country, but all of these laudable attributes are easier to foster when people are less concerned about being able to afford the material necessities of life. GDP does not directly measure those things that make life worthwhile, but it does measure our ability to obtain many of the inputs into a worthwhile life.

In the end, we can conclude that GDP is a good measure of economic wellbeing for most — but not all — purposes. It is important to keep in mind what GDP includes and what it leaves out.²⁶

The validity of GDP as a measure of well-being, is being increasingly disputed. (Refer **Our People, Our Country, Our Future**, The Treasury, New Zealand Government, 4 December 2018).

²⁶ Is GDP a Good Measurement of Economic Well-Being ? <https://medium.com/@Inflab/is-gdp-a-good-measure-of-economic-well-being-7ad449ded0139> - edited text extract.



Otago Polytechnic Council

BOARD PACK

for

Otago Polytechnic Council - Closed

Friday, 5 July 2019

9:00 AM

Held at:

Puna Kawa

Level 2, Mason Centre
Otago Polytechnic
Forth Street
Dunedin

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AGENDA



OTAGO POLYTECHNIC COUNCIL - CLOSED

Name:	Otago Polytechnic Council
Date:	Friday, 5 July 2019
Time:	9:00 AM to 12:00 PM
Location:	Puna Kawa, Level 2, Mason Centre Otago Polytechnic Forth Street Dunedin
Board Members:	Kathy Grant (Chair), Bill Moran, Megan Potiki, Peter Coolbear, Neil Barns, Jamie Adamson
Apologies:	Paul Allison
Guests:	In Attendance: Jono Aldridge (Convenor, Staff Subcommittee), Jeanette Corson (Secretary to Council), Philip Cullen (Deputy Chief Executive Corporate Services), Jordan Dargaville (Convenor, Student Council), Megan Gibbons (Acting Deputy Chief Executive, Learner Experience), Janine Kapa (Deputy Chief Executive, Māori Development/Kaitohutohu, Phil Ker (Chief Executive), Oonagh McGirr (Deputy Chief Executive, Learning and Teaching Services)
Notes:	8am - 9am Council only 11.30am Visit to the EpiCentre

1. PROCEDURAL

1.1 Resolution to Exclude the Public

RECOMMENDATION

That under Section 48, Local Government Official Information and Meetings Act 1987, with the exception of the Executive Leadership Team members and the convenors of the Student Council and the Staff Subcommittee, the public be excluded from the meeting.

1.2 Conflict of Interest

Members are asked to declare any potential conflict of interest.

1.3 Confirm Minutes

The minutes of the closed section of the meeting held on 2 May 2019 are attached.

RECOMMENDATION

That the minutes of the closed section of the meeting held on 2 May 2019 be approved as a true and correct record.

Supporting Documents:

1.3.a	Minutes : Otago Polytechnic Council - Closed - 2 May 2019	9
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1.4 Action Item List

Supporting Documents:

1.4.a	Action Item List	14
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1.5 Reporting Timeframes

Attached is a 12 month schedule of reporting timeframes.

Supporting Documents:

1.5.a	Reporting Timeframes.docx	16
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2. REPORTS

2.1 Chair (verbal)

2.2 Chief Executive

Attached is the Chief Executive's Report with the following attachments:

- TANZ eCampus 2018 Review
- Brewery Report
- OPAIC Structure
- Critical Risks

RECOMMENDATION

That the Council receives the report.

Supporting Documents:

2.2.a	CE Report.docx	17
2.2.b	TANZ eCampus 2018 Review.pdf	20
2.2.c	Brewery report to Council.docx	22
2.2.d	OPAIC Structure June 2019 notes.docx	24
2.2.e	Critical risk list 28 June 2019.docx	26

2.3 Finance and Audit Committee (verbal)

2.4 Finance Reports

The following reports are attached for noting:

- EFTS Reports
- Rolling Cash Flow

Supporting Documents:

2.4.a	EFTS.pdf	28
2.4.b	Statement of Cashflows.pdf	32

2.5 Safety and Wellbeing

Attached is the monthly Safety and Wellbeing Report, to 31 May 2019.

Supporting Documents:

2.5.a	190628 Report to Council May 2019.docx	33
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3. FOR APPROVAL

3.1 Draft 2018 Māori Annual Report

The Draft 2018 Māori Annual Report is attached.

RECOMMENDATION

That the Council approves the 2018 Māori Annual Report.

Supporting Documents:

3.1.a K04088_Maori Annual Report 2018_INTERNALS_v2.pdf 37

3.2 Otago Polytechnic ECL Precinct Business Case Update

Supporting Documents:

3.2.a ECL Precinct BCC Version 8 Update.docx

3.3 2019 Forecast

Attached is the 2019 Forecast.

RECOMMENDATION

That the Council approves the 2019 Forecast as presented.

Supporting Documents:

3.3.a Forecast 2019.pdf

81

4. RISK

4.1 Governance Risk Management Framework

Attached is the Governance Risk Matrix which has been updated since last presented.

Supporting Documents:

4.1.a Risk Matrix Revised Updated Jun 2019 PC.pdf

94

124

5. MATTERS FOR NOTING

5.1 Council Correspondence

Inwards:

- Attached - Hon Chris Hipkins regarding Otago Polytechnic's 2018 Annual Report

Outwards:

- Jordan Dargaville acknowledging end of term as Convenor of the Student Council
- Claire Aitken - congratulations on MNZOM
- Jamie Adamson - congratulations on Deloitte partnership

Supporting Documents:

5.1.a	Otago Polytechnic ministerial letter 2018.pdf	129
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5.2 Finance and Audit Committee Minutes

Attached are the minutes of a meeting of the Finance and Audit Committee, held on 6 June 2019.

Supporting Documents:

5.2.a	d. 6 June 2019.pdf	133
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5.3 Safety and Wellbeing Minutes

Attached are the minutes of the Safety and Wellbeing Committee, held on 12 April 2019.

Supporting Documents:

5.3.a	SW Minutes 12 April 19.dotx	140
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5.4 Otago Polytechnic Education Foundation Minutes

Attached are the minutes of a meeting of the Otago Polytechnic Education Foundation held on 17 June 2019.

Supporting Documents:

5.4.a	Education Foundation minutes 17 June.docx	143
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5.5 Contracts Signed

Attached is a list of contracts over \$20,000 signed since 15 April 2019.

Supporting Documents:

5.5.a	Contracts Register.pdf	145
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5.6 Use of the Common Seal

Attached is the use of the Common Seal since last reported.

RECOMMENDATION

That the Council ratifies the use of the Common Seal.

Supporting Documents:

5.6.a	Common Seal.pdf	146
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6. CLOSE MEETING

6.1 Close Meeting

Next meeting: Otago Polytechnic Council - Closed - 2 Aug 2019, 9:00 AM