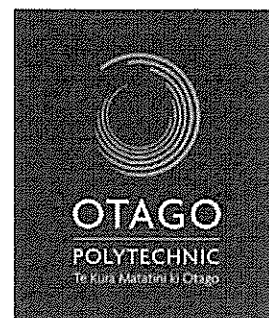


Council Closed Agenda



Meeting to be held: 10.15am Friday 5 September 2014
Puna Kawa, Otago Polytechnic,
Forth Street, Dunedin

RESOLUTION TO EXCLUDE THE PUBLIC

Section 48, Local government Official Information and Meetings Act 1987

Move that the public be excluded from the following parts of the proceedings of this meeting, namely.-

Contents

1.	CONFLICT OF INTEREST	3
2.	TRIBAL BENCHMARKING	3
3.	MINUTES 1 AUGUST 2014	3
4.	MATTERS ARISING	10
5.	CHAIR'S REPORT (Verbal)	10
6.	CHIEF EXECUTIVE'S REPORT	10
7.	FINANCE AND AUDIT COMMITTEE CHAIR'S REPORT (Verbal)	21
8.	FINANCE REPORTS	21
9.	INVESTMENT PLAN	26
10.	LEADERSHIP TEAM REPORT	26
6.	HEALTH & SAFETY	27
7.	RISK MANAGEMENT	30
8.	MATTERS FOR NOTING	38
9.	USE OF THE COMMON SEAL	47
10.	ADDITIONAL AGENDA ITEMS	47

General subject of each matter to be considered	Reason for passing this resolution in relation to each matter	Ground(s) under Section 48 for the passing of this resolution
Minutes of the closed section of the Council meeting held on 1 August 2014 (Reason (i))	(i) OI Act Section 9(2) Enable a Minister of the Crown or any Department or Organisation holding the information to carry on without prejudice or disadvantage negotiations (including commercial and industrial negotiations 9(2)(j))	48 (a)
Matters arising (Reason (i))		
Chair's Report (Reason (i))		
Chief Executive's Report (Reason (i))	(ii) OI Act Section 9 (2) (ba) Protect information which is subject to our obligation of confidence	
Health and Safety (Reason (i))		
Finance and Audit Committee Chair's Report (Reason (i))		
Forecast (Reason (i))		
Finance Reports (Reason (i))		
Risk Management (Reason (i))		
Matters for Noting (Reason (i))		
Additional Agenda Items (Reason (i))		

Council Open Agenda



Meeting to be held: 12.30pm Friday 5 September 2014
Puna Kawa, Otago Polytechnic,
Forth Street, Dunedin

Contents

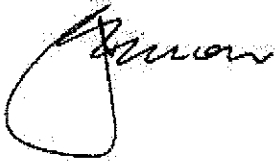
1.	APOLOGIES	2
2.	CONFLICT OF INTEREST	2
3.	MINUTES 1 AUGUST 2014	6
4.	MATTERS ARISING	11
5.	CHAIR'S REPORT (Verbal)	11
6.	CHIEF EXECUTIVE'S REPORT	11
7.	LEADERSHIP TEAM REPORTS	57
8.	SUBMISSIONS ON 2015 FEES	61
9.	2015 DOMESTIC FEES	71
10.	GRADUATE DESTINATION SURVEY	77
11.	POLICY FOR APPROVAL	79
12.	MATTERS FOR NOTING	81
13.	ADDITIONAL AGENDA ITEMS	95

1. APOLOGIES

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.

A handwritten signature in black ink, appearing to read 'Jeanette Corson', written over a large, loopy initial 'J'.

Jeanette Corson
Secretary to Council

OTAGO POLYTECHNIC COUNCIL INTERESTS REGISTER				
Council Member	Updated	Interest Disclosed	Nature of Potential Interest with the Otago Polytechnic	
Paul ALLISON	07-03-14	<ol style="list-style-type: none"> 1. Chief Executive – Central Lakes Trust 2. Board Member – Sport NZ 3. Regional Chair – Halberg Trust 4. Trustee – Winter Games NZ 5. Sports Commentator – The Radio Network 	<ol style="list-style-type: none"> 1. CLT is a community funder, with the Polytechnic's Cromwell Campus within its beneficiary region. OP may well be an applicant for CLT funding in Central Otago 2 – 5 Nil 	
Gillian BREMNER	21-06-10	<ol style="list-style-type: none"> 1. Chief Executive Presbyterian Support Otago 2. Director Well Dunedin PHO 	<ol style="list-style-type: none"> 1. Student placements for Nursing, Occupational Therapy and CAPS within PSO Residential facilities 2. Nil 	
John CHRISTIE	03-08-12	<ol style="list-style-type: none"> 1. Chief Executive Otago Chamber of Commerce 2. Trustee 4 Trades Apprenticeship Trust 3. Chairman and Director BIZ Otago Ltd 4. Director New Zealand Chambers of Commerce 5. Director Biz Networks Ltd 6. Manager – Otago/Southeast Manufacturers Trust 7. Deputy Chair Southern Health Services 8. Director Warbirds Over Wanaka Limited 	<ol style="list-style-type: none"> 1. Joint partnerships between OP and OCC. 2. Contractor to OP for apprenticeship services. 3. Joint provider of delivery of training initiatives. 4. Nil 5. Nil 6. Nil 7. Nil 8. Nil 	
Kathy GRANT	03-08-12	<ol style="list-style-type: none"> 1. Dunedin International Airport Limited (Director) 2. Dunedin City Holdings Ltd (Director) 3. Sport Otago (Trustee) 4. Trustee of numerous private trusts 5. Gallaway Cook Allan (Associate) 6. Dunedin Sinfonia Board 7. Dunedin City Treasury Limited (Director) 		

Council Member	Updated	Interest Disclosed	Nature of Potential Interest with the Otago Polytechnic
Kathy GRANT		Spouse 1. Galloway Cook Allan (Partner) 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 (Board Member) 10. Nominee Companies associated with Galloway Cook Allan (Director) Trustee of numerous private trusts	
David HIGGINS	07/03/14	1. Te Runanga o Ngai Tahu (Moeraki Representative) 2. Te Aparangi Committee (Executive Committee of TRoNT) (Member) 3. Ngai Tahu Fund Committee (Member) 4. Otakaroro Investments Ltd (Director and Shareholder) 5. Kaiapoi Pa Trustees (Chair) 6. Moeraki Marae Trustees (Chair)	
Susan JOHNSTONE	07-03-14	1. Shand Thomson Ltd (Principal) 2. Shand Thomson Nominees Ltd; Shand Thomson Nominees (2005) Ltd; Abacus ST01 Ltd; Abacus ST02 Ltd; Abacus ST03 Ltd; Abacus ST04 Ltd; Abacus ST05 Ltd; Abacus ST06 Ltd; Abacus ST 99 Ltd 3. Johnstone Afforestation Ltd (Director and Shareholder) 4. Member of the Research Education Advanced Network NZ Board 5. Chair, Dunedin City Council Audit and Risk Committee 6. Trustee, Otago Community Trust	1 – 3 Nil 4. REANNZ owns/runs the KAREN network, to which Otago Polytechnic subscribes 6. The Polytechnic may make applications to the Trust for funding

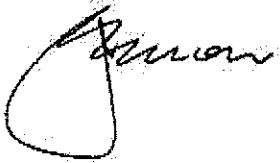
Council Member	Updated	Interest Disclosed	Nature of Potential Interest with the Otago Polytechnic
Thomas Kenneth PREBBLE	13-08-12	<ol style="list-style-type: none"> 1. Member, UCOL Council 2. Member, Ako Aotearoa Board 3. Member, Teaching and Learning Research Initiative (TLRI) Advisory Board 4. Honorary Auditor, Tertiary Education Quality and Standards Agency (TEQSA) Australia 5. A contract with ACE Aotearoa to develop a set of professional standards for the Adult and Community Education sector 	<ol style="list-style-type: none"> 1. Competitive or collaborative relationships between the two institutions 2. Policy and funding decisions affecting the other institution or organisation 3. Funding decisions on research applications from across the education sector 4. No known relationship to Otago Polytechnic 5. Otago Polytechnic has some ACE engagement and funding
Christopher John STAYNES	30-03-09	<ol style="list-style-type: none"> 1. Director and shareholder, Scott Technology Limited 2. Chairperson, Cargill Enterprises 3. Director, Otago Chamber of Commerce & Industry 4. Councillor, Dunedin City Council 5. Trustee, Otago Southland Manufacturers Trust 6. Director & shareholder, George Street Wines Limited. (Trading as Munslovs Fine Wines) 7. Trustee, Otago Museum 8. Chairman, Digital Community Trust 9. Chairman, Computers in Homes 10. Director, Wine Freedom <p>Spouse Cheryl Ann Staynes</p> <ol style="list-style-type: none"> 1. Deputy Principal Northeast Valley Normal School 	<ol style="list-style-type: none"> 1. Nil 2. Potential supplier 3. Potential customer and or supplier. 4. Nil 5. Nil 6. Potential supplier 7. Potential customer 8. Potential supplier 9. Nil 10. Potential supplier <ol style="list-style-type: none"> 1. Nil

3. MINUTES 1 AUGUST 2014

The minutes of the open section of the meeting held on 1 August 2014 are attached.

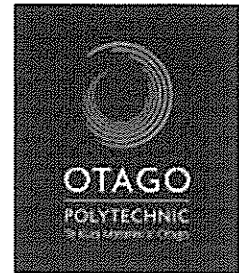
RECOMMENDATION

That the minutes are approved as an accurate record of the open section of the meeting.

A handwritten signature in black ink, appearing to read 'Jeanette Corson', written over a large, faint, circular stamp or watermark.

Jeanette Corson
Secretary to Council

Minutes of the Open Section of a Meeting of the Otago Polytechnic Council



held following a powhiri at 9.30am on Friday 1 August 2014 at Moeraki Marae, Tenby Street, Moeraki.

PRESENT:

Mrs K Grant (Chair)
Mr P Allison
Mrs G Bremner
Mr D Higgins
Prof T Prebble
Mr C Staynes

IN ATTENDANCE:

Ms J Brookes (Moeraki)
Mrs J Corson (Secretary to Council)
Mr M Carter (Director: Organisational Development)
Mr M Collins (Director: Learning Environment)
Ms G Colloty (Moeraki)
Mrs D Davie (Kaitohutohu Office)
Mr M Ellison (Puketeraki)
Mrs S Ellison (Puketeraki)
Ms H Ferral-Heath (Puketeraki)
Ms P Hey (Moeraki)
Mr P Ker (Chief Executive)
Mrs E Murphy (Otakau)
Prof S Pairman (Director: Learning and Teaching)
Ms D Ralston (Moeraki)
Prof K Russell (Kaitohutohu)
Ms S Thompson (Director: Quality)
Mrs N Tipa (Moeraki)
Mr P Tipa (Moeraki)
Mr M Waddell (Director: Communications)

APOLOGY:

Mr J Christie
Mrs S Johnstone
Mrs J O'Fee (Staff Subcommittee)
Mr J Hall (Student Subcommittee)

Mrs Grant welcomed those attending from Moeraki and Puketeraki and acknowledged both the invitation extended by Te Runanga o Moeraki and the warmth of the hospitality.

1. APOLOGIES

Apologies had been received from Mr Christie, Mr Hall, Mrs Johnstone and Mrs O'Fee.

RECOMMENDATION

K Grant/C Staynes

That the apologies be sustained.

AGREED.

2. CONFLICT OF INTEREST

A register of Council members' interests was attached. No further interests were declared.

3. MINUTES – 4 JULY 2014

The minutes of the open section of the meeting held on 4 July 2014 were attached.

It was noted that Mr Staynes had attended the meeting, yet was recorded as an apology.

RECOMMENDATION

K Grant/T Prebble

That, with the above amendment, the minutes be approved as a true and correct record of the meeting.

AGREED.

4. MATTERS ARISING

- Naming of the Learning Link will be brought to the September meeting
- The Graduate Destination Report was deferred until September.

5. CHAIR'S REPORT

6. CHIEF EXECUTIVE'S REPORT

These items were not discussed.

7. 2013 MAORI ANNUAL REPORT

The Maori Annual Report for the 2013 academic year was presented to members of the runaka who commented positively on the content, noting the high levels of student satisfaction and achievement rates.

Discussion ensued around:

- the number of Maori staff employed by the Polytechnic
- the Polytechnic's ability to retain Maori students
- quality assurance around self-assessment
- current staffing levels in the Kaitohutohu's office
- relationships with secondary schools
- support for Maori students and staff
- Maori research.

Mr Ker announced that a new major in Maori Educational Leadership had been approved for the Bachelor of Applied Management.

The Polytechnic was commended on the report and it was suggested that it be circulated to a wider audience, including the Minister and members of parliament.

8. LEADERSHIP TEAM REPORTS

Professor Sally Pairman, Professor Khyla Russell and Mike Waddell presented their quarterly reports.

9. COMMON SEAL

During a review of the process for printing certificates for the qualifications awarded by Otago Polytechnic, one of the items signaled as requiring change was the Common Seal. The current seal still incorporated the Polytechnic's original logo, which changed seven years ago following extensive consultation.

RECOMMENDATION:

K Grant/C Staynes

That the Council approves the change of the Common Seal as presented.

AGREED.

10. MATTERS FOR NOTING

The following items were noted:

- Council Calendar
- Minutes Komiti Kawanataka 15 May 2014
- Update – provided by Jeremy Hall in relation to the Student Council

11. ADDITIONAL AGENDA ITEMS

None.

The meeting closed at 12.05pm.

Signed as a true and correct record of the open section of the meeting.

.....Chair

.....Date

**OPEN SECTION
ACTION LIST**

Date	Action	To be completed by	By when
01/11/13	Naming of the Learning Link	Jeanette Corson	5 September 2014
04/07/14	2012 graduate destination report	Sue Thompson	5 September 2014
	Stephen Walker to be invited to October meeting	Jeanette Corson	3 October 2014
	Special Council meeting – Learning Link approval	Philip Cullen	21 August 2014
	Study Tour Report	Phil Ker/Jeanette Corson	5 September 2014

4. MATTERS ARISING

5. CHAIR'S REPORT (Verbal)

6. CHIEF EXECUTIVE'S REPORT

Do Better

Otago Polytechnic recently launched a new business venture – DoBetter. This is an exciting online training brokerage venture, modelled on a very successful Australian business. Peter Harris will give a brief presentation on this initiative.

Study Tour

As reported verbally at the last Council meeting the recent staff Study Tour, themed around innovation, was a great success from the perspective of all of the participants, who have returned buzzing with ideas. A full report on the tour is attached (Appendix 1).

It is intended that our third staff study tour in 2015, which Council members are welcome to join, will be to India, with the emphasis on understanding and appreciating the Indian culture – important given that international students from India are very strongly represented at OP.

Educational Performance Indicators

The EPIs published by TEC for 2013 are attached (Appendix 2), with the 2012 published results for comparison.

Our 2013 EPIs maintain our place in the top quartile in the ITP sector for successful course and qualification completions and for the first time we have achieved that for the measure for student progression to higher level study. The 2013 EPIs compared with 2012 EPIs follow:

Course Completion		Qualification Completion	
2013	2012	2013	2012
82% second equal	83% top equal	83% top equal	78% top equal

Student progression to higher level of study		Student retained in study	
2013	2012	2013	2012
47% second equal	41% sixth equal	70% fifth equal	67% sixth equal

The percentage of students enrolled in degrees, postgraduate and masters qualifications at 51% remains the same as 2012 and is the highest in the ITP sector.

Learning Link Naming

As requested by Council in February, we have undertaken a consultative process to generate possible names for the new learning link building, so that we are prepared with a name when the building is completed. It was suggested that the name:

- reflect some aspect of OP history
- be future focused
- be descriptive/indicative of what will go on within the building i.e. a learner hub/commons
- honour an important person associated with the Polytechnic
- be a Maori name only, or an English name only, or be bilingual.

A number of names were suggested and these were subject to ranking by staff and students. The report on the results is attached (Appendix 3), showing the top three for staff and students as follows:

Staff

1. The Learning Link
2. Wharenui
3. Ngakau

Students

1. Nexus
2. The Learning Link
3. Logan Centre

One of the names put forward for consideration was Piata, proposed by Komiti Kawanataka. Piata means "light, shining". In the context that the learning link will provide space, technology and an atmosphere of a specific form of light where seeking and gaining knowledge and enlightenment will happen, the Komiti view Piata as a source of that light, in an atmosphere where learning and knowledge can come to life.

The Komiti's view is that the learning link should be given one name only, regardless of what it might be.

The full list of names and rationale is also attached (Appendix 4).

Otago Polytechnic Professional Practice Expectations

The attached document (Appendix 5) is provided for Council's information. It has been reviewed and has been commended by the Finance and Audit Committee.

Youth Guarantee Educational Performance 2013

Youth Guarantee EPI's for 2013 are included with the SAC funded EPI's for the first time. Previously the Youth Guarantee EPI's were provided in a report that included the performance for all the TEO's with Youth Guarantee funding.

Otago Polytechnic's Youth Guarantee EFTS doubled from 34 to 70 between 2012 and 2013 which enabled an increase in the number of programmes, from two to ten, available for Youth Guarantee funding. The demand for Youth Guarantee funded places also matched the availability of the funding for the first time since the funding has been available.

The 70 Youth Guarantee EFTS comprised:

- 30 EFTS across 3 programmes at Level 2 with a course completion rate of 69%
- 40 EFTS across 7 programmes at Level 3 with a course completion rate of 72.1%

The overall course completion rate was 70% which was a decrease of 15.65% on 2012. 20.75 of the Level 2 EFTS were in engineering programmes and 13 of the Level 3 EFTS were in the Certificate in Automotive Engineering which had a 100% course completion rate for these students. There were 6 Maori with a 40% completion rate and 4 Pacific Island students with a 100% completion rate. The lower completion rate this year is essentially a retention issue, with a high proportion of students leaving their programme before completion to take up employment. This in itself is a good outcome, but is not, of course, measured by TEC.

The data for 2012 ITP Youth Guarantee delivery is provided for a comparison.

Youth Guarantee 2012 Credit Achievement

Nelson Marlborough Institute of Technology	98.671
Southern Institute of Technology	95.782
Eastern Institute of Technology	90.593
UCOL	90.44

Weltec	86.915
Otago Polytechnic	85.656
Aoraki	81.127
Wintec	80.898
Waiariki Institute of Technology	80.139
Tai Poutini	71.341
Whitireia	70.211
Northtec	69.4912
Bay of Plenty Polytechnic	67.513
Manukau Institute of Technology	65.5314
Western Institute of Technology	63.8815
Unitec	57.3416
Christchurch Institute of Technology	56.6517

Summarised Finance Report for the period ended 31 July 2014

The following table provides an overview of Otago Polytechnic's 2014 financial performance to date and compares this against the budget with variances.

July 2014	2014 Year to Date Actual	2014 Year to Date Forecast	Variance
	(\$000s)	(\$000s)	(\$000s)
Revenue	\$ 57,635	\$ 57,305	\$ 330
Expenditure	\$ 54,780	\$ 55,550	\$ 770
Net Surplus (000's)	\$ 2,855	\$ 1,755	\$ 1,100
Capital Expenditure	\$ 3,508	\$ 4,318	\$ 810
Employment Cost as a percentage of revenue	39.5%	40.2%	0.7%
Student Fees as a % of revenue	22.8%	21.8%	(1.0)%
Government Funding as a % of revenue	37.1%	37.1%	0.0%
Working Capital	119.2%	107.1%	12.0%
Cash In/Cash Out	141.9%	137.8%	4.1%
Current Monetary Assets (000's)	\$ 14,266	\$ 13,461	\$ 805
Debt / Equity Ratio	0.0%	0.0%	0.0%
EFTS	4,188.3	4,051.7	136.6

Key Points:

- The net operating surplus variance is \$1,100k favourable as a result of additional student fees & funding and expenditure timing issues but is still expected to match forecast by year end.
- EFTS enrolments at 4,188 remain ahead of forecast (mostly domestic) with only 32 EFTS required to meet overall full year targets.
- Capex is \$810k favourable to forecast YTD with timing issues in Buildings, Vehicles, Computers/Software and Library.
- Current Monetary Assets are \$805k higher than forecast YTD and \$3.4m ahead of the same time last year. Strong operating cashflows remain the key driver of this favourable position.

Collaborations Report

A separate report on OP's significant collaborations is provided for Council's information (Appendix 6).

Letter from the Office of the Auditor General

We were pleased to receive a copy of a very supportive letter from the Auditor General to the Minister for Tertiary Education, commenting on our informative and engaging annual report. The letter is attached for Council's information (Appendix 7).

Media Clippings

Attached as a separate document is a media report for July.

External Liaison**RECOMMENDATION**

That the Council receives this report.



Phil Ker
Chief Executive

2014 STUDY TOUR

Twenty academic and general staff undertook a two week study and sightseeing tour to Vancouver, Seattle and San Francisco in July. The tour was focussed primarily on innovation and the group visited a range of organisations renowned for their innovative ideas and practices.

Five days were spent in Vancouver, where visits were made to BC Campus, University of British Columbia (the Centre for Teaching, Learning and Technology and their Centre for Research on Sustainability) and British Columbia Institute of Technology's (BCIT's) Aerospace Campus in Richmond.

- BC Campus is a publicly-funded organisation which uses information technology to connect the expertise, programmes and resources of all British Columbia post-secondary institutions under a collaborative service delivery framework.
- The University of British Columbia, commonly referred to as UBC, is a public research university with campuses and facilities in the province of British Columbia, Canada and is consistently ranked in the top 40 universities in the world. UBC has over 58,000 domestic students and 10,000 international students in 149 countries, earns \$519 million per year in research funding and has over 15,000 staff.
- UBC's Centre for Interactive Research on Sustainability (CIRS) was developed in response to the challenge of creating a more sustainable built environment. The intention is for it to be an internationally recognized research institution that accelerates the adoption of sustainable building technologies and sustainable urban development practices in society. Research within the Centre engages issues related to, and which shape, sustainable buildings and urban development patterns.
- BCIT's Aerospace facility is the largest provider of human capital resources to the aviation industry in British Columbia, offering accredited programmes which prepare graduates for successful careers as Aircraft Maintenance Engineers (avionics and maintenance), Gas Turbine/Jet Engine Technicians, Airport Operation Specialists and Commercial Pilots. In addition, BCIT provides ongoing professional contract and specialty training to the aerospace industry at home and for international partners.

In Seattle, the group spent a half day at Microsoft's Executive Briefing Centre gaining an overview of their Envisioning Centre, Security and Retail Experience Centre, visited the Bezos Centre for Innovation at MOHAI and travelled to South Puget Sound Community College in Olympia with which Otago Polytechnic has had a long standing relationship.

- Microsoft
 - The Envisioning Centre is all about imagining how technology could be used to make life easier and more enjoyable, sometimes in small ways and sometimes in revolutionary ones. The facility encompasses scenarios at home, at work and places in between, and is inspired by their product teams, Microsoft Research and trends across the industry.
<http://www.youtube.com/watch?v=ho00x7ZvDLw>
 - Microsoft Global Security
One of three state-of-the-art Global Security Operations Centres (GSOCs) that provide efficient and cost-effective security solutions which can be managed from anywhere in the world.
<http://www.youtube.com/watch?v=N662DFSpOys>

- Retail Centre
Microsoft share their vision of what retail can be, with an amazing look into the future of retail.
<http://www.youtube.com/watch?v=Vjs7l3GsWvY>
- Bezos Centre for Innovation
The Bezos Centre for Innovation, located within the Museum of History and Industry (MOHAI) is a 5000 square foot exhibition dedicated to the theme of innovation, featuring multimedia, interactive and hands-on experiences as well as artifacts, images and oral histories that explore Seattle's culture of innovation.
- South Puget Sound Community College
South Puget Sound Community College is a community college located in southwest Olympia, Washington. The College has almost 7,000 full and part-time students and offers technical and transfer degrees and an array of non-credit Community Education classes, as well as pre-college and general education courses.

San Francisco visits included Kiwi Landing Pad, IDEO, Exploratorium, Les Mills, Pearson and Rocketspace, as well as Mixbit in San Mateo.

- Kiwi Landing Pad - a base for NZ entrepreneurs and technology companies looking to successfully grow their business in the United States.
- IDEO - an award-winning global design firm that takes a human-centered, design-based approach to helping organizations in the public and private sectors innovate and grow.
- Exploratorium – a science museum with a mission to change the way the world learns. It comprises 31,000 m² of indoor and outdoor exhibit space, with over 600 participatory exhibits. All exhibits are built on site and the exhibit-building workshop space is contained within the museum and open to view.
- Les Mills West Coast - responsible for all Les Mills operations in its territory, from sales and marketing through to customer support and training and ongoing education for all Les Mills instructors.
- Pearson - a publishing company, known for their innovation in Education, including an education technology accelerator for startups to develop their learning products.
- Rocketspace - a world-renowned technology campus that connects tech startups, innovative corporate brands, accelerator programs, and entrepreneurs.
- MixBit – a video sharing service, created by two of the three co-founders of YouTube, Steve Chen and Chad Hurley. The MixBit app combines an intuitive user experience with rich editing tools so anyone can record, edit and publish videos as short as a second or as long as an hour, from their mobile device.

The Study Tour was considered a fabulous opportunity by participants, who returned home to New Zealand thoroughly inspired from what they had seen.

Following are some of the ideas gleaned from the Tour.

Idea	Rationale
Large touch screens for all areas	To be more welcoming of our visitors and could display: <ul style="list-style-type: none"> - maps - what's on each floor - events/agendas - advertising or important notices - timetables and would allow easy fast access to information.
Room booking touch screens	Highly visible. Very easy to edit/book and update.
Set up a skill sharing board in a high traffic area and/or electronically (for people in outlying areas). Three categories. 1. Learning What skills do you fancy having? 2. Fluency What skills are you practicing? 3. Mastery What skills can you teach?	Unites people with common interests Could also be used for students' ideas and research topics
Introducing a four day working week over the summer period.	The Polytechnic would be closed on Fridays. Nominally staff would work 4 days of 10 hours. Usual after-hours access would prevail. Advantages are lower operating costs for OP and better quality of work life for staff. Students would have a clear day for independent study or part time work.
Offer OP Internships in partnership with global organisations	Gives students a fantastic opportunity to experience working overseas.
Regular lunchtime forums for students, promoting opportunities eg internships and providing updates	Students are kept informed
Rubber screen room dividers (as at IDEO)	Versatile use of space. Could be good to use in the new H and F block redesign.
Use of tablets around campus to do surveys and gain feedback from students	Fun, quick to complete and not pages of text to trudge through – especially useful for formative feedback.
Work towards being the “Go to” people as at BCIT – providing services to other polytechnics	This would centralise services and hopefully provide some cost savings for all

Idea	Rationale
Students able to enrol in OP Programme initially then choose any courses from any campus – maybe even internationally??	Gives students wider opportunities – allows them to tailor a course that could be of greater benefit to them.
Use of “dead” spaces - putting motivational material around the walls, on the fronts of stairs etc, to reinforce innovation/problem solving/customer service improvement and motivate people to “have a go”	Many staff are already working on the “easier to ask for forgiveness than permission” premise so we need to get everyone thinking “there is no shame in trying and failing, but it's a shame not to try”
Virtual Receptionist	The touch screen model as seen at Microsoft welcomed the visitor and automatically connected the person with a real person e.g. straight to the EA or the Contact Centre for next phase of contact.
Design camps/Tinkering Studio school holiday programme	Encouraging children into creative thinking at an early age.
Focus of resources	Do less but resource those we choose to do better.
Establishing an innovation space for our staff to work in, on their innovations, either temporarily or perhaps long term - following the Microsoft Garage concept.	In theory this will help to create a supportive community around our innovators, and may result in cross fertilisation of ideas.
Workplace design customized to encourage collaboration and innovation	
Have creative open workspaces for projects/meetings/common purpose workflows - for ‘like minded’ innovative people to get together to work.	This dedicated space would be useful to provide a place so staff could take themselves away from their ‘normal’ work space to concentrate on project work outside their usual job. It also provides possible cross fertilisation of ideas and collaborative work.
Use existing skills of staff	Select the best suited from current employed staff to work on certain projects, i.e. a project manager, an administrator or support person, a designer, rather than short term contracts
Refocus some of the Living Campus gardens as commercial vegetable growing ventures for students to take on for a year or for the duration of their studies with us. This picks up on the extensive use of these gardens in Vancouver.	This would result in more Living Campus activity, and would help with maintenance, as well as encouraging student enterprise. I could see this being organised as cross disciplinary syndicates.

Idea	Rationale
We need to 'raise the bar' with international visitors	We are extremely friendly and hospitable but we could learn from our overseas hosts eg hospitality, gifts, presentations.
Set up student blogs. Follow the BCIT model where selected students are reimbursed for their blogs.	
Investigate how "gamification" can be implemented into teaching.	This would be particularly useful in the FOL teaching
Develop activities for the use in teaching (as we saw at the Exploratorium in San Francisco) and move these into public spaces eg the footprints where people move closer together could go into the hallway for the 6 th floor of H block.	This then gives visitors, students etc an opportunity to try the experiments in non-formal learning situation (i.e. learning occurs everywhere).
Internally collaborate and share resources at OP before outsourcing to an external partnership.	One department may already have the resource created and moderated and this could be held in a collaborate folder for other staff to use if required, instead of reinventing the wheel. We could have a collaborating network unit. BCIT do this well and this cuts down a lot of emailing backwards and forwards and email ping pong.
Visual facilitation workshops for staff	Which helps you learn to be a better facilitator or lecturer by using different and up to date visual aids. OP could become certified visualisation consultants.
Create an OP social intranet similar to Facebook	With links for students and staff so they can have their say and feel safe about it, add ideas and have a congratulations board each week.
Jive collaboration platform (to replace our "Insite")	Reduce the number of emails
Large Blackboard/Whiteboard calendar, spanning two months, showing birthdays, celebrations, events, morning tea, soup lunches, drinks etc	Builds a culture of inclusiveness – would be good for an open plan office. Bell or buzzer rings to alert/invite people to participate
Implementation of a Hootsuite dashboard which "mines" social media for reference to the organization	<ul style="list-style-type: none"> ○ Communications team monitor and highlight to relevant team members for follow up ○ Everyone who speaks about graduation gets a personal tweet ○ Employ students to blog and share across their channels ○ Pick up career tips from Linked In and share

Idea	Rationale
Hands free toilet door by opening with foot using an attached bracket to door	Prototype being made up for trial.
Sensors on lights, hot water taps, toilet paper and soap	Working with Campus Services to bring these ideas in
Move more determinedly on online textbooks for students	These books have creative commons licenses which do not need copyright and students can download if they wish. Save students money from buying books to paying for online devices (tablets, ipads, laptops)
"Sprints" for projects	Eg book sprints – 4 lecturers working on an online textbook for 4 days. These types of sessions could work for any project.
Open plan workshops, where people can walk past and see what is being done and more hands on displays for the public to play with.	Encourages learning and innovation
Put our English placement test on line and have verbal interviews through Skype.	The authenticity checking can be done from the Skype interview.
Produce 5 small posters: Excellence, Respect, Fun, Integrity, Collaboration and Passion and let the students discuss how to improve their results	These posters can be a reminder for teachers as well of ways to improve our teaching.
The new 'Link'building to include a 'Bio' facility (similar to CIRS) that can be developed, studied and maintained by students	By-products could be used in vege garden Set up 'social' areas with microclimate setting considering architectural and engineering design that considers aspect to sun and wind, private and public spaces, visual, audio, tactile and other senses: smell, touch and form; creation of an ongoing temporal, living and fluid environment eg 'green' walls (see Harvest Court); open and private courtyards with music choice; visual - rotating artwork exhibits from School of Art - some tactile; vege garden with aromatic plants; etc.
Green buildings for all new developments	
Ongoing research into course content, expectations of industry, knowing the skill requirements of jobs on offer, and ex student feedback, with forums to compare notes on a remote basis.	Ongoing liaison with the people we met as well as with other interested institutions with a view to highlighting and comparing industry expectations, will ensure we are covering the right topics.

Idea	Rationale
Embark on a programme to have staff trained and accredited as LEAN practitioners and set target for the number of people to achieve various grades eg white belt, green belt, black belt	A way to increase the number of staff having an in-depth understanding of LEAN
In line with LEAN – embark on a WOW (War on Waste) programme	Constant reminders to staff
Photographer on campus on graduation day taking photos which can be retrieved via email by students	Added value for students at minimal cost to OP – perhaps pay students to do this
Light hearted antics in a LT video with the message “don't be afraid to stand up and look stupid if you really believe in something”	Message to staff to “give it a go”
Phone booths in open plan areas for private calls	

The Performance of Tertiary Education Organisations



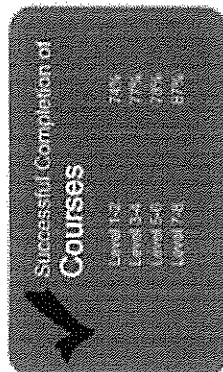
Tertiary Education Commission
Te Amōrangī Mātauranga Matua

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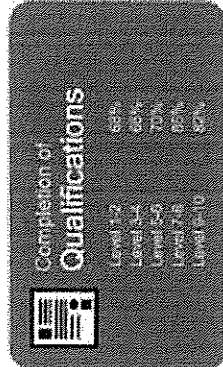
The Institute of Technology or Polytechnic sector

Year: 2013

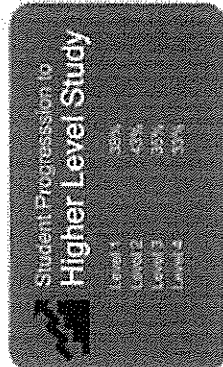
Fund: Student Achievement



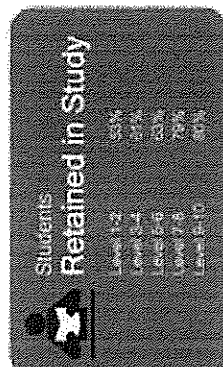
This measure shows the proportion of courses in a given year that are successfully completed.



This measure shows the proportion of students in a given year who complete a qualification.



This measure shows the proportion of students in a given year who progress to study at a higher level after completing a qualification at levels 1-4.



This measure shows the proportion of students in a given year that complete a qualification or re-enrol at the same tertiary education organisation in the following year.

About the Institute of Technology or Polytechnic sector

In 2013 the TEC allocated Student Achievement Component funding to all 16 Institutes of Technology and Polytechnics (ITPs), which funded from approximately 1,200 to almost 8,000 equivalent full-time students.

The nature of enrolments at a specific ITP will influence its performance. For example, part-time and external students often have work or family commitments and cannot devote as much time and energy to their studies. They may also have different study goals.

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

Government expectations of the Institute of Technology or Polytechnic sector

The government expects ITPs to:

- Enable a wide range of students to complete industry relevant certificate, diploma and applied degree qualifications
- Enable a local access to appropriate tertiary education
- Support students with low literacy, language and numeracy skills to improve these skills and progress to higher levels of learning
- Work with industry to ensure that vocational learning meets industry needs

Tertiary Education Strategy

The Tertiary Education Strategy (TES) sets high expectations for TEO performance and prioritises outcomes focus especially for industry, Māori and Pasifika learners and at risk young people.

Context

Number of students at total	121,961
Number of equivalent full-time student places	63,068
Student ethnicity*	Level of study
European	Level 1-2
Māori	Level 3-4
Pasifika	Level 5-6
Asian	Level 7-8
Other	Level 9-10
*Total may exceed 100% as some students identify with more than one ethnicity.	

Disclaimer: The results in this report are generated from data submitted by Tertiary Education Organisations. While efforts have been made to verify the information, the Tertiary Education Commission does not warrant the accuracy or completeness of the results.

Report Name: TEC-000013-2013-2014-Education_Performance_Institute-20140823_200904_SAC.pdf

Report Version: 1

Asset ID: M0001-01

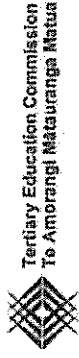
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Date Effective: 23 June 2014

Date/Time Created: 2007/2014-10-03

The Performance of Tertiary Education Organisations

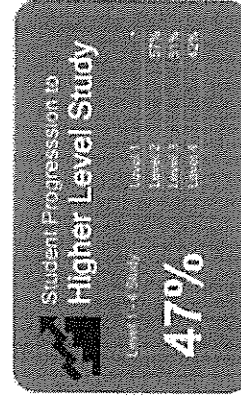
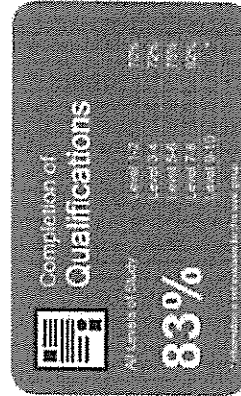
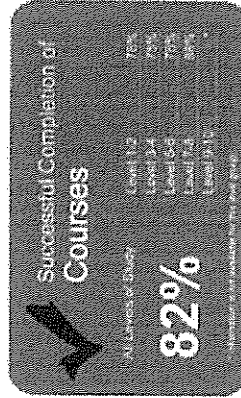
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Tertiary Education Commission
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Otago Polytechnic

Organisation Type: Institute of Technology or Polytechnic
Year: 2013 Fund: Student Achievement Component

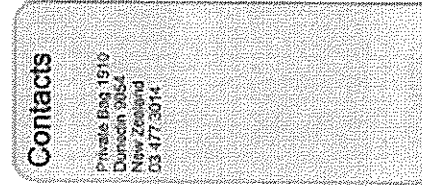
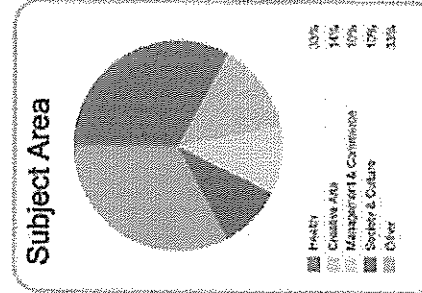
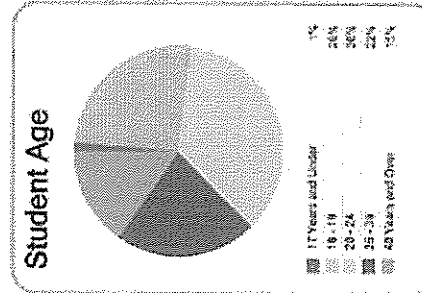
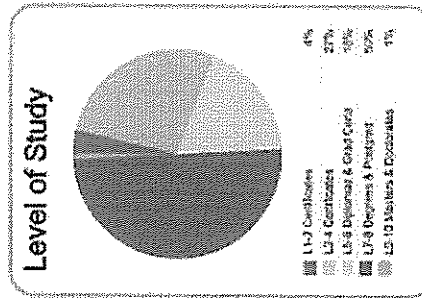
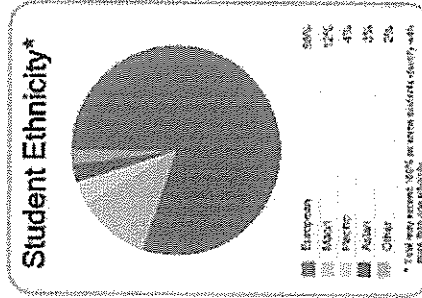
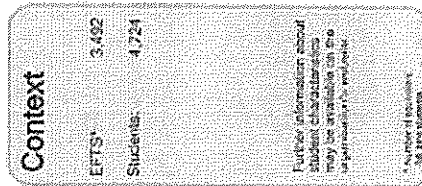


This measure shows the proportion of students in a given year who complete a qualification.

This measure shows the proportion of students in a given year who complete a qualification.

This measure shows the proportion of students in a given year who progress to study at a higher level after completing a qualification at levels 1-4.

This measure shows the proportion of students in a given year that complete a qualification or re-join at the same tertiary education organisation in the following year.



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Report Name: TEC-000013-2013-G001-Educational_Performance_Indicators-20140623_d099d_SMC.pdf

Report Version: 2

AssetID: M0022462

Page Title: Educational Performance & Contextual Information

Client Type: Closed

Date Effective: 23 June 2014

Date/Time Created: 23/07/2014 - 10:00

The Performance of Tertiary Education Organisations

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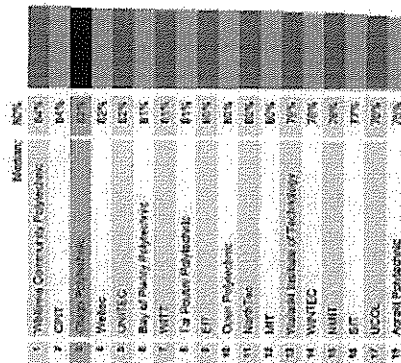
Tertiary Education Commission
Te Amāngi Mātauranga Mātua

Otago Polytechnic

Organisation Type: Institute of Technology or Polytechnic
Year: 2013 Fund: Student Achievement Component

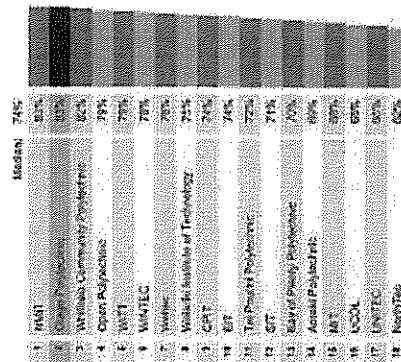
Successful Completion of Courses

This measure shows the proportion of courses in a given year that are successfully completed.



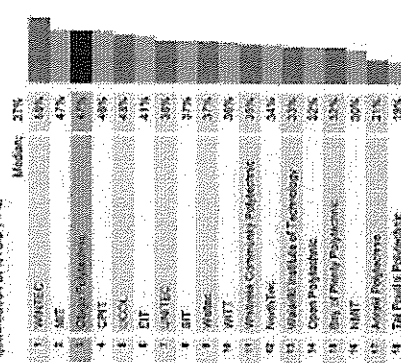
Completion of Qualifications

This measure shows the proportion of students in a given year who complete a qualification.



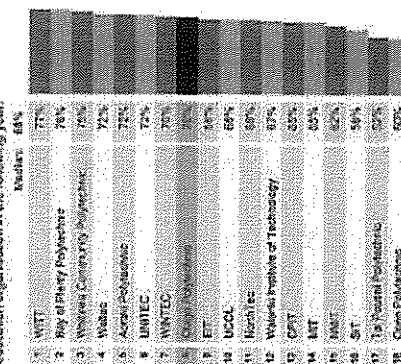
Student Progression to Higher Level Study

This measure shows the proportion of students in a given year who progress to study at a higher level after completing a qualification at levels 1-4.



Students Retained in Study

This measure shows the proportion of students in a given year that complete a qualification or re-enrol at the same tertiary education organisation in the following year.



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Report Name: TEC-000013-2013-2001-Educational_Performance_Institutions-20140523_dated_SMC.pdf

Report Version: 2

Asset ID: 800001402

Page Title: Comparative Educational Performance

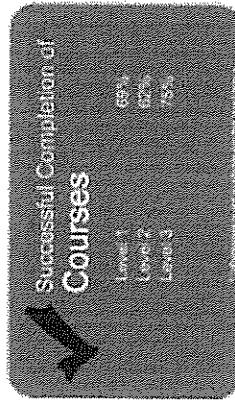
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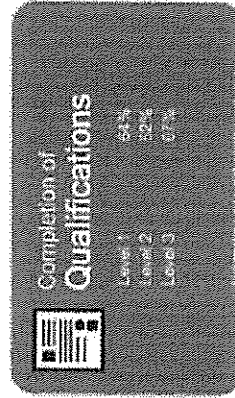
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The Institute of Technology or Polytechnic sector

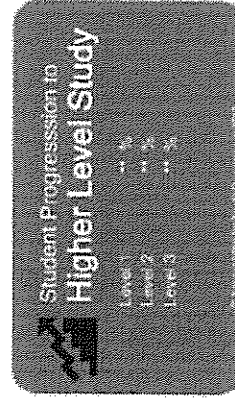
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Fund: Youth Guarantee



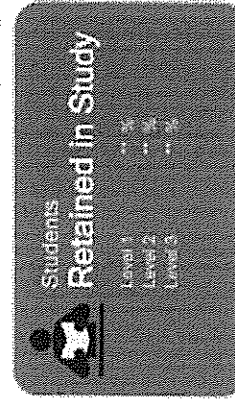
This measure shows the proportion of courses in a given year that are successfully completed.



This measure shows the proportion of students in a given year who complete a qualification.



This measure shows the proportion of students in a given year who progress to study at a higher level after completing a qualification at levels 1-4.



This measure shows the proportion of students in a given year that complete a qualification or enrolment at the same tertiary education organisation in the following year.

About the Institute of Technology or Polytechnic sector

In 2013 the TEC allocated Student Achievement Component funding to all 18 Institutes of Technology and Polytechnics (ITPs), which funded from approximately 1,200 to almost 2,000 equivalent full-time students.

The nature of enrolments at a specific ITP will influence its performance. For example, part-time and extra-mural students often have work or family commitments and cannot devote as much time and energy to their studies. They may also have different study goals.

ET's results are not necessarily comparable to previous years given the merger of ET with Taranaki Polytechnic on 1 January 2011.

Government expectations of the Institute of Technology or Polytechnic sector

The government expects ITPs to:

- Enable a wide range of students to complete industry relevant certificate, diploma and applied degree qualifications
- Enable a local access to appropriate tertiary education
- Support students with low literacy, language and numeracy skills to improve these skills and progress to higher levels of learning
- Work with industry to ensure that vocational learning meets industry needs.

Tertiary Education Strategy

The Tertiary Education Strategy (TES) sets high expectations for TEO performance and prioritises an outcomes focus especially for industry, Māori and Pasifika learners and at risk young people.

Context

Number of students in total*	2,630
Number of equivalent full-time student places	1,963
Student ethnicity*	Level of study
European	Level 1
Māori	Level 2
Pasifika	Level 3
Asian	
Other	

*Total may exceed 100% as some students identify with more than one ethnicity.

Disclaimer: The results in this report are generated from data supplied by Tertiary Education Organisations. While efforts have been made to verify this information, the Tertiary Education Commission does not accept the accuracy or completeness of the results.

Report Name: TEC-000013-2013-G001-Educational_Performance_Indicators-20140623_closed_V02.pdf

Report Version: 1

Asset ID: M2001051

Client Type: Closed

Data Effective: 21 June 2014

Date/Time Created: 20/07/2014 - 11:53

The Performance of Tertiary Education Organisations

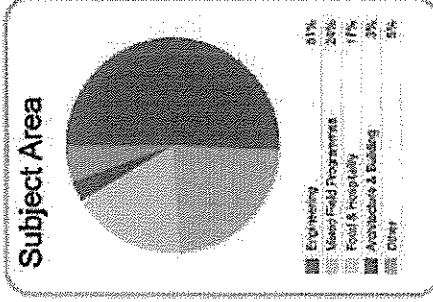
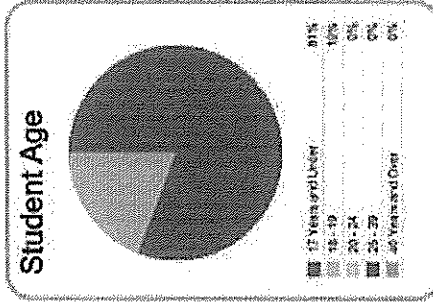
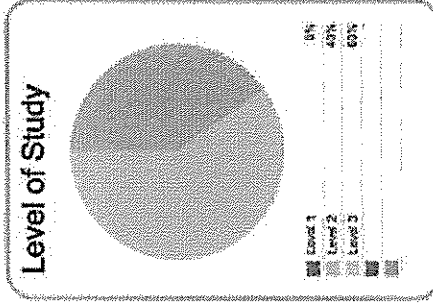
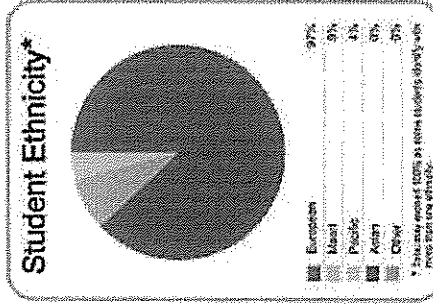
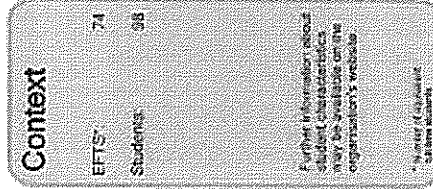
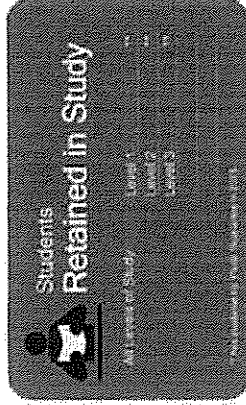
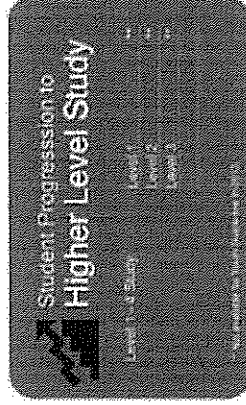
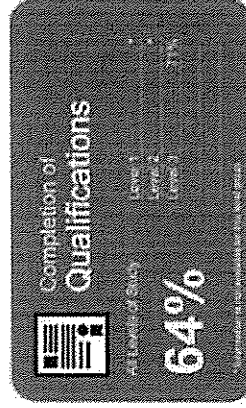
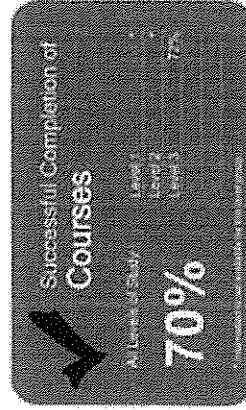
www.tsc.govt.nz



Tertiary Education Commission
Te Amohangi Mātauranga Mātaua

Otago Polytechnic

Organisation Type: Institute of Technology or Polytechnic
Year: 2013 Fund: Youth Guarantee



Contacts

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New Zealand
03 477 3014

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Report Name: TEC-006819-2013-G091-Educational_Performance_Indicators-2014-05-23_closed_VG.pdf

Report Version: 2

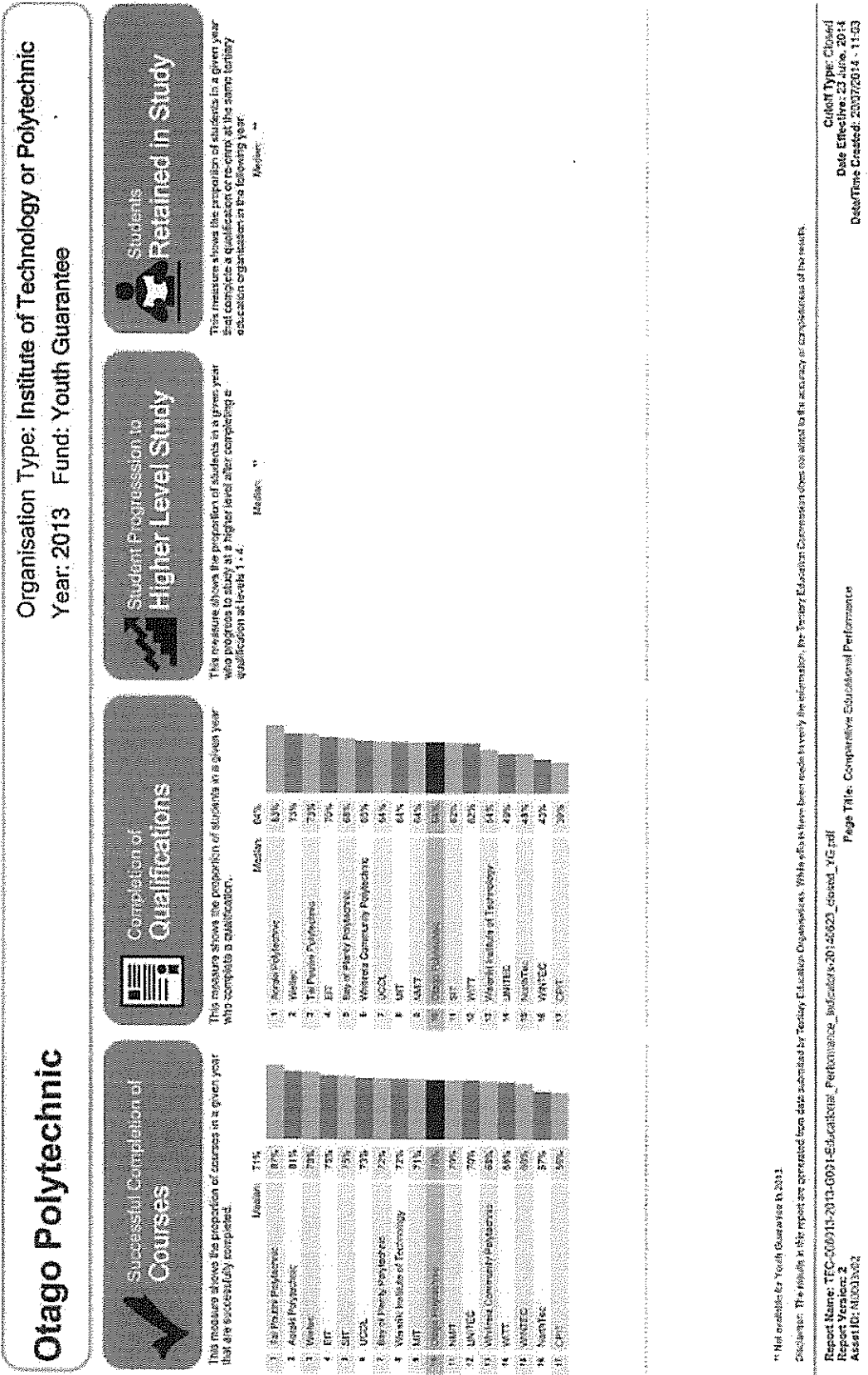
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Page Title: Educational Performance & Contextual Information

Cutoff Type: Closed

Date Effective: 23 June, 2014

Date/Time Created: 2007/2014 - 11:03





Students Retained in Study

This measure shows the proportion of students in a given year that complete a qualification or re-entr at the same tertiary education organisation in the following year.

Median: 77%

* Not available for Youth Guarantee in 2011

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Report Name: TEC-00013-2013-0001-Educational_Performance_Indicators-2013-0002_Closed_V2.pdf

Report Version: 2

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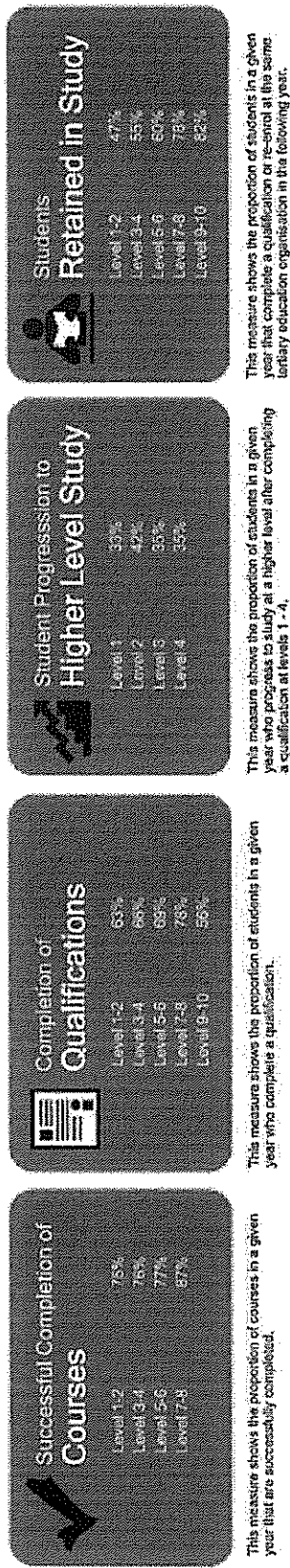
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Page Title: Comparative Educational Performance

The Institute of Technology or Polytechnic sector Year: 2012



The Performance of Tertiary Education Organisations

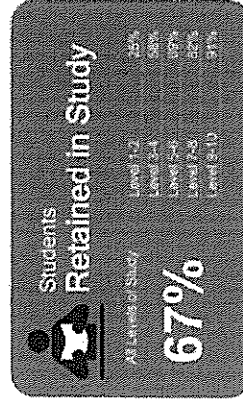
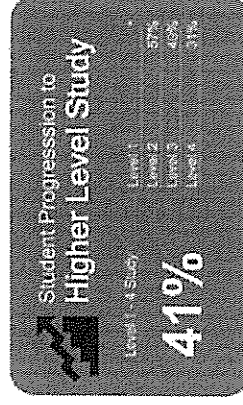
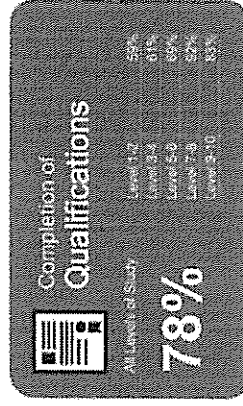
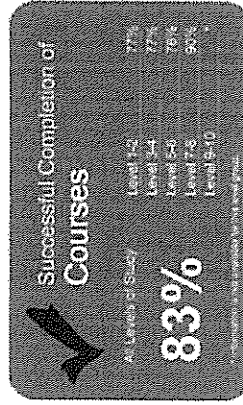
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Tertiary Education Commission
Te Amorangi Mātauranga Mātua

Otago Polytechnic

Organisation Type: Institute of Technology or Polytechnic
Year: 2012

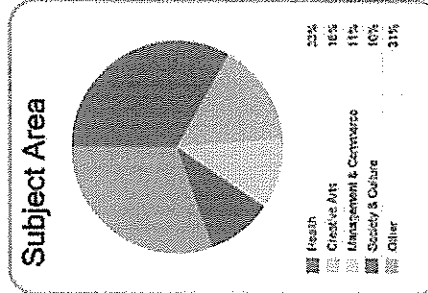
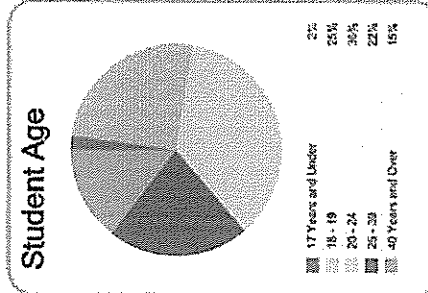
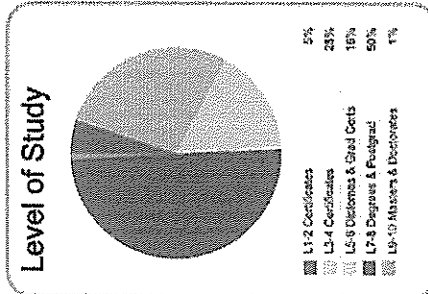
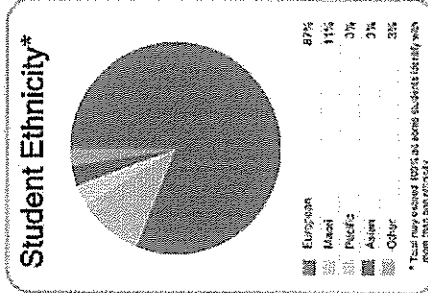
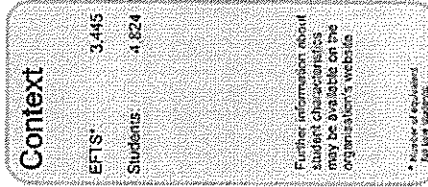


Further information about student characteristics may be available on the organisation's website.

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Contacts

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03 477 3014

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Report Name: TEC-000013-2012-0001-Education_Performance_Information-20130622_Closed.pdf Page Title: Educational Performance & Contextual Information
Report Version: 2
Asset ID: E00002x02

Cutoff Type: Closed
Date Effective: 22 June, 2013
Date/Time Created: 20/07/2013 - 15:51

The Performance of Tertiary Education Organisations

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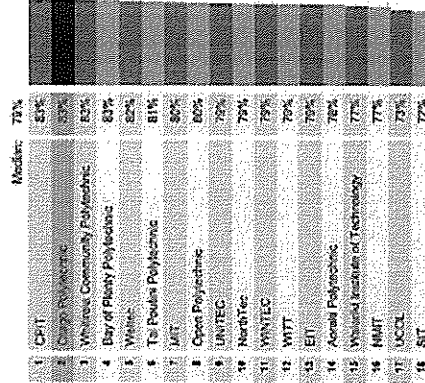
Tertiary Education Commission
Te Amorangi Mātauranga Matua

Otago Polytechnic

Organisation Type: Institute of Technology or Polytechnic
Year: 2012

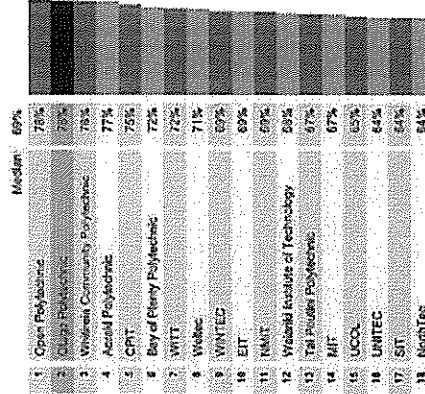
Successful Completion of Courses

This measure shows the proportion of courses in a given year that are successfully completed.



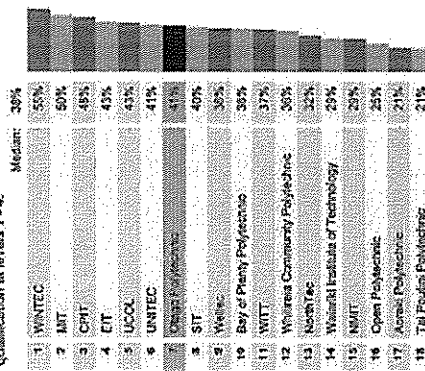
Completion of Qualifications

This measure shows the proportion of students in a given year who complete a qualification.



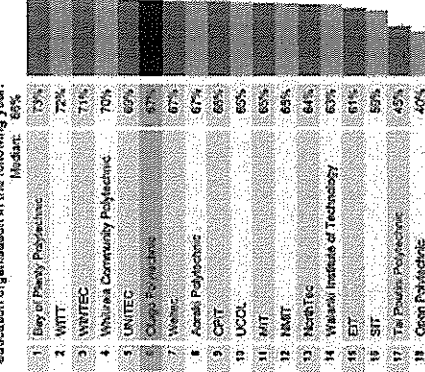
Student Progression to Higher Level Study

This measure shows the proportion of students in a given year who progress to study at a higher level after completing a qualification at levels 1 - 4.



Students Retained in Study

This measure shows the proportion of students in a given year that complete a qualification or re-enrol at the same tertiary education organisation in the following year.



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Naming the new Learning Space

During August 2014 staff and students at Otago Polytechnic were invited to rank the nominated names for the new learning space from 1 to 14 in order of preference.

The top three rankings by
Staff

- The Learning Link
- Wharenui
- Ngakau

Students

- Nexus
- The Learning Link
- Logan Centre

Staff responses in order of ranking

Value		1	2	3	4	5	6	7	8	9	10	11	12	13	14	Mean	Respondents
14	The Learning Link	44	30	20	15	2	6	2	3	6	3	4	10	7	9	4.76	160
2	Wharenui	25	15	18	10	11	9	5	7	8	4	2	5	5	5	5.22	130
6	Ngakau	22	19	8	7	12	6	10	10	8	7	5	4	2	3	5.46	123
6	Whakaruru	16	12	12	11	7	6	13	8	7	10	5	6	1	3	6.32	118
9	Rauhi	5	15	12	10	9	15	14	9	8	11	4	5	3	3	6.37	123
5	Kauwhanga	6	6	11	6	6	13	14	11	10	14	7	4	1	4	7.02	113
13	"Logan Centre" or "Logan Learning Centre"	15	19	17	11	9	3	1	1	4	5	8	8	12	23	7.16	136
11	Plata	15	9	4	3	8	8	8	11	10	10	13	7	8	5	7.39	119
7	Whenua Ngakau	3	4	10	10	9	6	9	14	15	4	10	5	7	4	7.54	110
3	Nexus	9	13	13	6	8	8	3	4	9	6	4	6	17	16	7.71	122
1	The Learning Commons or Learner Commons	12	14	17	10	5	5	5	2	6	3	7	9	16	24	7.78	135
4	Heartland	10	9	8	15	11	3	4	5	5	5	9	13	9	16	7.8	123
10	Whare Iapere	1	5	5	8	6	11	8	10	10	11	13	12	6	5	8.27	113
12	Ipukarea	9	5	3	4	6	7	9	9	9	10	11	9	9	15	8.59	115

Student Responses in order of ranking

Value		1	2	3	4	5	6	7	8	9	10	11	12	13	14	Mean	Respondents
3	Nexus	52	16	17	10	13	7	2	3	5	5	1	3	6	5	4.21	145
14	The Learning Link	39	32	18	12	5	3	4	5	2	0	2	5	11	6	4.47	144
13	"Logan Centre" or "Logan Learning Centre"	12	23	28	15	6	5	3	3	3	4	2	7	10	14	5.97	135
4	Hearlland	14	14	12	13	14	10	7	6	3	5	9	7	6	10	6.42	130
2	Wharenui	9	11	8	15	13	22	7	6	9	3	4	3	7	12	6.66	129
1	The Learning Commons or Learner Commons	7	24	20	23	12	6	1	4	1	2	2	6	8	21	6.71	139
6	Whakaruru	9	7	2	7	7	6	11	22	13	10	13	6	5	6	7.76	124
5	Kauwhanga	3	2	3	7	14	12	19	14	6	12	4	15	3	6	7.93	120
9	Rauhi	6	7	5	11	3	8	11	9	8	11	24	8	4	8	8.11	123
8	Ngakau	4	1	4	3	10	6	15	15	10	28	11	8	3	5	8.43	123
7	Whenua Ngakau	2	2	3	4	7	10	11	9	30	12	10	7	6	9	8.71	122
11	Piata	1	7	8	5	1	14	11	6	9	8	8	6	26	10	8.98	121
10	Whare tapere	4	3	5	5	8	5	10	7	15	6	12	24	13	8	9.1	125
12	Ipukarea	4	0	6	1	11	5	4	9	11	10	13	11	8	31	9.86	124

Learning Link - names and rationale as submitted	
Name	Rationale
The Learning Commons or Learner Commons	Commons is also an important word, implying that everyone owns it and bears responsibility for it, and it implies openness.
Wharenui	Given the open nature of this multi-purpose and multi-user space, maybe "Wharenui" (literally "Big House") would be appropriate. This would also reflect the Polytechnic's commitment to the Maori Strategic Framework and naturally be confirmed and/or moderated in consultation with Kai Tahu.
Nexus	A connection or link association for two or more people or things (like people who need to connect and adhere to OP!)
Heartland	The newly developed site will act as the heart of the organisation...students and visitors always start with this space prior to being directed out to other areas of the Polytechnic body for their specific disciplines/business. Heartland is becoming more commonly used (by Otago people) as a reference to Otago.
Kauwhanga	(noun) open space, interval, sacred passageway, corridor, central space
Whakaruru	The meaning is around giving shelter and protecting. I think this aligns well with what OP is about – supporting and sheltering students towards what they are becoming
Whenua Ngakau	Maori translation of Heartland. Whenua = land. Ngakau = figurative heart
Ngakau	The "heart" or pulse" of the campus
Rauhi	(verb) (-tia) to place together, collect, gather together
Whare tapere	(noun) house of entertainment, theatre, community centre, arena – traditionally a place where people gathered for entertainment.
Piata	(noun) brightness, shine
Ipukarea	Ancestral home, homeland, native land, inherited land – significant water or geographical feature of a tribe's homeland relating to the tribe's identity and the source of their livelihood. Describes a body of water within a vessel, a place that represents the history and emotional attachment of the tribe, a place central to the identity of the people where they can go to be rejuvenated, a place that represents the hopes and aspirations of the people, the life-giving waters from which they drink. Thinking about the origin of Logan Lake, and how the landscape ties into the design of the building, I feel this name suits the link very well. Particularly how the Leith used to flow through this area and was the life giving water to the early people.
Logan Centre or Logan Learning Centre	Named after Lake Logan, seems appropriate with the landscaping concept of the lake in the courtyard
The Learning Link	A name familiar to us already, which fits the purpose

Otago Polytechnic Professional Practice Expectations

Otago Polytechnic is committed to ensuring that the way we work (our behaviours) is consistent with our values. By living these values we will have a high trust and high performing organisation which is truly innovative and learner centred.

The Otago Polytechnic values and behaviours expected to be lived by all staff are as follows:

Note: Staff refers to all who work at Otago Polytechnic regardless of their employment relationship.

OUR VALUES KA UARA	OUR BEHAVIOURS KAWA
Excellence Mouraka We set and achieve high standards, always doing our best <ul style="list-style-type: none"> • our learner and client needs determine what we do and how • our systems, processes and end results ensure best possible outcomes 	<ul style="list-style-type: none"> • We act in the interests of our learners and clients • We act with good intent, trusting that others will also • We act to achieve high personal expectations and support others to achieve theirs • We willingly share our knowledge and expertise • We welcome, act on and give constructive feedback • We listen generously and communicate openly and honestly • We take responsibility for our behaviour and actions • We look for the best in one another and are respectful and generous in our approach to others • We are future focused and work on today's tasks with the long term in mind • We acknowledge the achievement of others and celebrate success • We seek new ideas and innovative ways to deliver our services
Learning Ako We are continuously learning, developing and innovating <ul style="list-style-type: none"> • our expertise is up to date and we prepare for the future • we practise reflectively and make improvements based on evidence • we encourage and support new ideas and ways of learning and working 	
Responsibility Kaweka We do the right thing, acting in the best interests of those we serve <ul style="list-style-type: none"> • we hold ourselves and others accountable to meet commitments • we consider the impact of our work and actions on others • we resolve issues in an effective and timely manner to achieve the best result 	
Caring Manaakitaka We are respectful, generous, welcoming and inclusive <ul style="list-style-type: none"> • we value the different perspectives, feelings and backgrounds of others • our communications are open, engaging and meet peoples' needs • we show fairness, compassion and kindness in a consistent manner 	
Partnerships Ka Hoahoa	

<p>We work and learn collaboratively, contributing to one another's success</p> <ul style="list-style-type: none"> • we are proactive in building mutually beneficial relationships internally, within our communities and internationally • we partner with our learners, employers and communities for effective learning • we work with Kai Tahu to improve outcomes for Māori 	
<p>Sustainability Kaitiakitaka We practise sustainably for the best future for our communities and the environment</p> <ul style="list-style-type: none"> • we seek to improve the environment through our activities • we are socially responsible, always seeking better community outcomes • we model safe and healthy work and teaching practices 	

Staff Rights and Responsibilities:

This document identifies the responsibilities that the Otago Polytechnic has towards staff and outlines expectations of all staff. It is based on five key areas:

One: Excellence in our work

Two: Our approach to people

Three: Upholding the integrity of Otago Polytechnic

Four: Responsible management of Otago Polytechnic resources

Five: Complying with the law, policies and procedures

Staff Rights

Otago Polytechnic's commitment to staff is to:

One: Excellence in our work

- Provide clear strategic direction and priorities for action
- Enable access to training and development, effective systems and processes, key information and other essential resources required to excel
- Provide clear expectations and prompt and constructive feedback on performance
- Value and recognise the work of staff
- Provide opportunities for, and remove barriers, to success

Two: Respecting and empowering our people

- Treat staff in ways that are consistent with OP values and behaviours
- Ensure that staff are provided with a safe and healthy environment
- Give effect to the intent of the Treaty of Waitangi and the commitments made to Kai Tahu

- Follow the principles of good faith, fairness and impartiality
- Engage effectively with staff about matters which affect their work
- Provide fair, safe and effective channels to resolve issues
- Encourage activities and opportunities to enhance job satisfaction
- Respect the need for staff to balance their personal and professional lives
- Foster a culture of collaboration both internally and externally

Three: Upholding the Integrity of Otago Polytechnic

- Be transparent and honest in communications and decision making
- Ensure that the interests of Otago Polytechnic are represented effectively
- Comply with legal and ethical obligations

Four: Responsible management of Otago Polytechnic resources

- Ensure the sustainable management of resources to protect and maintain them for the benefit of future generations.
- Identify risks to the Polytechnic and mitigate these as far as possible
- Manage finances prudently to ensure ongoing viability

Five: Complying with the law, policies and procedures

- Provide a policy framework that protects staff and mitigates institutional risk
- Inform all staff of the policies and practices relating to their role within the organisation
- Indemnify staff against losses/expenses/legal actions arising in the course of their employment, subject to staff acting within authorities, policies and the law

Staff Responsibilities

In addition to living Otago Polytechnic's values and behaviours as staff we commit to:

One: Excellence in our work

- Deliver quality services to learners and colleagues
- Be self-responsible and responsive to the needs of those worked with. This includes respecting a learner's rights to challenge modes of thinking and methods of inquiry, teaching and assessment.
- Be conscientious about tasks and carrying out duties to the best of abilities
- Ensure work is aligned with the strategic direction of the Polytechnic

Two: Respecting and empowering our people

- Treat others in ways that are consistent with OP values and behaviours
- Maintain a safe and healthy work environment for staff and others
- Maintain an inclusive and culturally safe environment that is free from offensive material, discrimination and harassment
- Value the perspectives of those who are different from your own. We support the right of all staff and learners to responsibly exercise their right of free speech and the responsible exercise of academic freedom
- Ensure colleagues are fully informed about information which has had impact on their role(s)
- Respect legitimate instructions
- Ensure that attendance at work meets the expected standards and that any absences are authorized
- At work be responsible with the use of prescribed drugs and alcohol and free from the use of illicit substances

Three: Upholding the Integrity of Otago Polytechnic

- Provide perspectives on behalf of the Otago Polytechnic to outside parties only when we have the authority and/or the expertise to do so.
- Represent the Otago Polytechnic positively and ensure we do not bring it into disrepute
- Respect the privacy and confidentiality of colleagues and learners and observe legal responsibilities under privacy legislation.
- Where-ever possible avoid situations that may lead to a conflict of interest and when they arise manage them as per policy

Four: Responsible management of Otago Polytechnic resources

- Be responsible stewards of Otago Polytechnic property and public resources
- Ensure the sustainable management of resources.
- Comply with appropriate financial delegations and other resource related policies
- Proactively report concerns in relation to misuse of inappropriate use of resources

Five: Complying with the law, policies and procedures

- Comply with all criminal and civil legislation
- Act according to Otago Polytechnic values, goals, policies and procedures
- Discharge personal obligations for Health & Safety as required by legislation

General Note:

This forms part of Otago Polytechnic staff relations policies and expectations.

The Otago Polytechnic policies and strategies that inform this practice and that all staff commit to follow:

Otago Polytechnic Strategic Directions document

Maori Strategic Framework 2014

Programme Development: AP0211.00

Harassment and Bullying Prevention and Management- MPO445.03

Resolving Performance Problems-MP0444.01

Occupational Health and Safety-Commitments and Responsibilities-MPO400.03

Hazard Management-MP0403.04

Staff with Disability-MP 04.8.02

Students Rights and Responsibilities: AP0508.04

Recruitment and Appointment of Staff: MP04.31

Monitoring and Review of Employees Probation: MP0433.02

Protected Disclosure of Serious Wrongdoing (whistle blowing):CP009.00

Disclosing Personal information about Students and Staff: MP0100.00:

Requests for Official Information: MP0318.02

Intellectual Property: MP1100.01:

Intellectual Property-Mataranga Maori: MP1103.01:

Conflict of Interest: CP0012.01:

Copyright: AP0200.04

Authorities and Delegations from the CEO: MP0303.03:

Special Financial Authorities and Delegations: MP0304.01:

Treasury Policy: CP0011.01

Fraud Prevention: CP0010.01

Legislative Compliance: CP007.02

APPENDIX 6

Collaborations	Name of Collaboration	Purpose	Current Activity	Activity since previous report
Local				
	Malcam Trust/MSD	Youth training initiatives	Ongoing	
	Dunedin Police/ACC/UoO	One Punch Kills	Yes – activity being launched in October	
	Career Success Centre/North East Valley Primary School	Career initiative for primary school students	Yes	
	Social Services/Dunedin Social Sector (DCC/MSD/SDHB/NZ Police/MoE/Ngai Tahu/Council Social Services/Dunedin Secondary Schools)	To Develop a Youth Action plan for South Dunedin	Yes	
	Veterinary Nursing/Otago SPCA	Provide veterinary consultancy services and neutering surgeries for experiential learning for students	Yes	
	Veterinary Nursing/Otago Museum	Provide veterinary consultancy and veterinary services for Museum live exhibits and experiential learning for students	Yes	
	NZ International Science Festival	Range of OP schools working with Science Festival to promote applied science in the city	Yes – early ideas being generated	We sponsored this event in 2014, and held activities including: rides in electric car, wind turbine in the Octagon and fitness testing.
	Art School/Neuroscience; Anatomy; Law faculty	Art school undertakes a number of annual collaborations with university departments	Art + Anatomy collaboration to be launched in November 2013 (for June 2014 exhibition)	

Collaborations	Name of Collaboration	Purpose	Current Activity	Activity since previous report
Local	Art School/Kai Tahu artist group	Kai Tahu exhibition: Ka Honoka	August – Sept 2013	
	Art School/University Marketing Dept	Art + Money Symposium – again an annual event where the Art School collaborates with a university Department to deliver a symposium	Held last week of August each year	
	YellowBlue park - Wanaka	Students helping to develop sustainable re-use centre	Yes	
	Various community groups	Student based projects working with Age concern Enviro Schools, Volunteer Otago , Chinese Gardens	Branding Y2 projects	
	Art/Toitu	Augmented reality	First student project happening now	
	Design/ID Dunedin	Promote Dunedin and international emerging fashion	Ongoing and annual	
	Art/Olveston	Student projects and Ongoing collaborations	Ongoing	
	Art/Asia: NZ Foundation	Artist residency	Yes – artist KJ from Korea here July – Sept; 1 artist per year	
	Otago Museum	Internships – staff & student projects	Ongoing	
	Design/DCC	Internships	started	
	Hospitality/Fortune Theatre	Student develop food for the opening night of all new plays	8 events per year	
	Hospitality/Highlanders Rugby	Cooking classes	Yes- between February to June	
	Hospitality/Otago Rugby	Cooking classes and pre-game meals	Yes –between June to September	
	Hospitality/Fairfield School	Science and cooking years 3-4 and production of School recipe book for fund raising	Yes - September	

Collaborations	Name of Collaboration	Purpose	Current Activity	Activity since previous report
Local	Hospitality/Dunedin North Intermediate	Top chef competition for years 8 & 9 and help with sustainable garden and cooking classes	Yes - November	
	Hospitality/Bayfield High School	Cooking demonstrations	Yes – throughout year	
	Hospitality/St Hilda's Collegiate	Cooking demonstrations	Yes	
	Hospitality/Kaikorai Valley College	Cooking demonstrations	Yes – throughout year	
	Hospitality/NZ International Science Festival	Working with Emerson's Brewery, OU food Science Department and Strictly Coffee. Beer and food and Coffee and food presentations	Ongoing	
	Hospitality/OUA catering Management team	Consultancy work implementing Food Safety Programme	Yes - Ongoing	
	Hospitality/Pier 24	Front of house staff development consultancy	Yes - Ongoing	
	Hospitality/Silver fern Farms/OU Food Science department	Beef taste tasting	Yes - Ongoing	
	Hospitality/ CAPABLE NZ/Cadbury's Dunedin and	Food safety programme and development of on-job qualification for Food processing	Yes - Ongoing	
	Hospitality/Beef and Lamb NZ and Montecito's Wild Food Challenge	Judging national culinary competitions	Yes - Ongoing	
	Hospitality/Food Share Dunedin	Surplus donated to Food Share and corporate team cooking events around producing food for Food Share	Yes - Ongoing	
	Hospitality/Dunedin Hospital	Level 3 cookery On the Job training programme	Yes - Ongoing	
Collaborations	Name of Collaboration	Purpose	Current Activity	Activity since previous report
Local	Hospitality/Athenaeum and Van Aart Sycamore	using the Athenaeum and Princes Street BNZ building as spaces for food performance	Yes - Ongoing	

	Hospitality/Otago Daily Times	Trick of the trade (now cooking 101) weekly/monthly column since 2008	Yes - Ongoing on a monthly basis now and more of an emphasis on healthy food choice or at least occasional celebration.	
	UpStart/DCC/UoO	Start Up Weekend – to promote entrepreneurship in the city Audacious	Event # 2 to be held Sept 20-22	
	CPIT School of Midwifery	OP and CPIT Schools of Midwifery share the delivery of the Bachelor of Midwifery programme.	Ongoing	
	Occupational Therapy – Fieldwork 5 Community Practice Placements	Through their fieldwork placements OT students work with and contribute to a broad range of local community organisations in the Dunedin area and the Waikato, including Visual Impairment Charitable Trust Aotearoa NZ, Presbyterian Support Parenting Programme, Scouting New Zealand (Dunedin Campus), Rauawaawa Kaumātua Charitable Trust, Stroke Foundation Hamilton, THINK! The Head Injury Network for Kiwis (Hamilton Campus)	Yes – placements take place annually; the selection of partners may vary a little from year to year	
New	Otago Volts	Sponsorship	2013-14 season	

Collaborations	Name of Collaboration	Purpose	Current Activity	Activity since previous report
Local - new	Dunedin Festival of the Arts	Sponsorship of human fruit bowl event	October 2014	
	Edgar Centre Sports facility	Sponsorship to support venue and raise awareness of OP	From July 2014	
	P3 Foundation	Promote social sustainability among secondary schools	Sponsored social enterprise competition at Dunedin secondary schools in 2013. Looking to provide broader organizational leadership training into future	
	Chamber of Commerce	Xcellerate Training	Ongoing twice a year	
	COT HSS/Community groups fundraising support	Local groups are able to use our kitchen facilities, restaurant and equipment free of charge in support of fundraising efforts and events. An evening restaurant event was held in support of Relay for Life and Cromwell Primary School have used the commercial kitchen facilities to make goods for fundraising events.	Ongoing	
	Southern Mentoring Programme Pilot (with Otago University, DCC, SIT, OP and SDHB)	Pilot of a leadership mentoring programme between key southern organisations – organisations have each provided 2 or 3 mentors and mentees for the pilot in second half of 2014	3 OP senior staff are mentors for other participants and 3 OP high potential staff are mentees in the pilot programme.	
	COT/Sustainability in Tertiary Education NZ (STENZ)	sharing ideas and learnings to build Sustainability in tertiary institutions		

Collaborations	Name of Collaboration	Purpose	Current Activity	Activity since previous report
Local - new	Ministry of Education	Supporting schools to develop Vocational pathways		
	COT/6 secondary schools	Central Lakes Trades Academy	Ongoing	
	COT Snow/LandSAR, NZ Police	Peter Bilous is a member of the LandSAR Alpine Specialty team for NZ Police in Wanaka	Ongoing	
	COT Hort/ Alexandra Blossom Festival and KACB (Keeping Alexandra and Clyde Beautiful)	Supply 35 hanging basket - construction and growing plants	Annual	
	COT Hort/ Lindis Pass Conservation Group Inc.	Lindis Pass Conservation Area tall tussock (Chionochloa rigida) revegetation trial - advice and planting with students	Ongoing	
	COT Hort/Project Gold	Annual Cromwell Primary School kowhai propagation classes for Project Gold (kowhai restoration - linked with Dept of Conservation)	Ongoing	
	COT Hort/ Tremendous Makeover	Cromwell Primary... Tremendous Makeover funded by Mazda Foundation and Project Crimson - advice around design, installation and landscaping improvements	Almost complete	
	COT Hort/CSP/Glenorchy Marketplace project	Similar to the IslandWood environmental school in the USA, done by same people. We provide advice.	Ongoing	

Collaborations	Name of Collaboration	Purpose	Current Activity	Activity since previous report
Local - new	COT Hort/Irrigation NZ	increasing connection for delivery and use of resources at Bannockburn Rd	Ongoing	
	COT Hort/Corrections NZ	Weekly community workers – usually every Saturday	Ongoing	
	Sports Turf/Cromwell Golf Club	MOU in place to use facilities for training students and share equipment	Ongoing	
	Sports Turf/PEAC members	Close relationship with PEAC member organisations for student work experience and internship places	Ongoing	
	Sports Turf/Local Schools and Sports Clubs	Maintenance work on grounds, pitches etc	Ongoing	
	IWS/NHNZ	In association with Otago museum bid		
	IWS/Better by Design	Design coach		
	IWS/Otago University	New MoU joint venture agreement plus collaborations with food science, dentistry and with Research office re joint OP/UCO collaboration		
	IWS/SDHB	Innovation implementation programme and waste energy programme		

Collaborations	Name of Collaboration	Purpose	Current Activity	Activity since previous report
National				
	CPIT, EIT and NMIT	German Study Abroad	Coordinated by Tina Hartung, German Study Abroad consultant	
	Social Services/New Zealand Counselling Association	Development of Education standards for Counseling training tertiary.	Ongoing	
	Nursing/AD Instruments/Gaumard Scientific	Piloting integration of ADI's Lab Tutor platform with Gaumard's manikin-based simulation system as a new platform for health professional education	Ongoing research	
	DSAF/Ocula Black	Online Art Auction Fundraiser	To be held in November 2013 – and likely be an annual fundraiser	
	ITP Applied Research Symposium	Bring all ITPs together to discuss and focus applied research activities	Held in July 2013 – likely to be an annual event	
	Metro Group	A sector advocacy group	Ongoing	
	Unitec	Commercialisation and research projects	Ongoing	
	Weltec	NZ Sock project	Ongoing	
	Wintec	Worm project; Sustainable Housing project	Ongoing	
	Design/AUT, Massey University	Centre for Research Excellence in Design	About to be submitted to Royal Society of NZ	
New	Design/Fisher and Paykel	Developing a formal relationship around interns and product development	Yes - Ongoing	
	TANZ	Business initiatives Shared services	Ongoing	

Collaborations	Name of Collaboration	Purpose	Current Activity	Activity since previous report
National - new	Metro Group	Bachelor of Engineering Technology – collaborative development, delivery and quality assurance	Ongoing	
	OPAIC	Joint venture between OP and Future Skills Academy	Ongoing	
	OP/Building Officials Institute of NZ/Skills Organisation	Collaborative development of qualifications and delivery	Ongoing	
	OP/Non Profit organisations - Sophie Elliott Foundation - Bring back a Smile to St Leonards School - NZ Sea Lion Trust - Green Island Rugby Club Junior Tournament	Design time volunteered for nonprofit events	As requested and availability allows	
	Architecture van Brandenburg	Supporting exhibition in Venice, including producing shared promotional material	May to November 2014	
	Employers love Otago Polytechnic enrolment campaign	Employers share their stories with OP graduates to demonstrate the high regard they are held in	ongoing	
	COT HSS/ NZ Cervena	Graeme Brown visits every year demonstrates recipes and supplies export quality product for the students to cook with	Ongoing	

Collaborations	Name of Collaboration	Purpose	Current Activity	Activity since previous report
National - new	COT HSS/ SIT & Aoraki	Work together to run the regional annual Southern Lights cooking competition	Ongoing	
	COT HSS/NZ Beef & Lamb	Host their AGM and annual dinner. They supply product and give a donation towards costs	Ongoing	
	COT Snow/ Snowsport New Zealand's Freeski Team	Provide on-going support (avalanche training and related recommendations) for Snowsport New Zealand's Freeski Team	Ongoing	
	COT Hort/COWA	Young viticulturist of the year	Ongoing (Annual)	
	COT Hort/NMIT	We are working with NMIT on progressing a viticulture degree – one that we could work with them. They have it at the approval stage now.	Ongoing	
	COT Hort/NMIT and EIT	Working together on E-based degree in Viticulture	Ongoing	
	CSP/Natural Step NZ	Share resources and open source programmes	Ongoing	
	CSP/Adding Sustainable Value Programme	Programme delivered to business New Zealand, Sustainable Business Council, EMA, Business Central, Canterbury Employers Chamber of Commerce, Employers Otago Southland	Ongoing	

Collaborations	Name of Collaboration	Purpose	Current Activity	Activity since previous report
National - new	Sports Turf/Field Days	Organise field days for Turf superintendents	Ongoing	
	Sports Turf/ Scholarship	New Zealand Golf sponsors a student to attend Sports Turf programme	Ongoing	
	IWS/NZ Product Accelerator.	Mou/ with Universities, CRI's etc	Ongoing	
	IWS/Phillips lighting	Lighting lab plus MoU		
	IWS/Massey, Victoria, AUT, DINZ and NZTE	'DesignCo' – Design activity collaboration		
	IWS/Callaghan innovation	MoU with Metro group – but also separately with Materials division		
International				
	Design/Shanghai University of Engineering Science (SUES)	Staff and students each study abroad International students;	Collaborative learning between Fashion students; participation of students in respective fashion shows; application lodged for OP staff member to become academic mentor at SUES.	Invitation received to participate in the 2015 Solar Challenge electric car project. OP's participation being scoped.
	Foundation/DOMA College, Malaysia	Collaboration in online programme development; OP promoted as destination for graduates of the Global Assessment Certificate (GAC)	No	

Collaborations	Name of Collaboration	Purpose	Current Activity	Activity since previous report
International	Foundation/Dongyang Mirae College Sth Korea	Provision of English	Annual one-month course of approx. 30 students	
	Foundation/Edogawa Girls' High School, Japan	Provision of English	Annual 3 week course of approx. 20 students	
	Foundation/Edogawa University, Japan	Provision of English	Dormant	
	Business/ESB Business School Hochschule Reutlingen - Reutlingen University	Student exchange and study abroad	Annual enrolment of study abroad students	
	Business/Hochschule Harz University of Applied Science	Student exchange and study abroad; 'double-badged' degree.	Annual enrolment of study abroad students	
	Business/Hochschule Munchen (HS Munchen) University of Applied Science	Student exchange and study abroad	Annual enrolment of study abroad students	
	Business/Hospitality/Hong Kong Polytechnic University	Programme development, staff exchanges, student enrolments	MOU to be signed with Hospitality in October	MoU signed
	Art/HTW Berlin	Student exchanges and study abroad	Annual enrolment of study abroad students	
	Foundation/Japan Women's University High School	Provision of English	Annual 3 week course of approx. 20 students	
	Foundation/ABE/Kanazawa Technical College	Provision of English and Engineering programme	Approximately 16 – 20 annual enrolments	
	Art/Kansas City Art Institute	Student exchange and study abroad	Annual study abroad enrolments	
	Art/Karlshochschule International University	Student exchange and study abroad	Annual study abroad enrolments	

Collaborations	Name of Collaboration	Purpose	Current Activity	Activity since previous report
International	Foundation/ABE/Kobe City College of Technology	Collaboration around English and engineering	Visiting OP Aug to determine our suitability as a partner	Subsequent visit to Kobe Kosen has taken place, MOU to be signed; quotation for short course in English submitted and been accepted.
	Business/Missouri University Trulask College of Business	OP provides facilities and teaching staff for their January term programme	University staff and students to visit January 2014	2014 visit successful; the programme will be repeated in 2015.
	Foundation/Ritsumeikan University	Student exchange	Ongoing	
	ABE/Shanghai Dian Ji University	Interest in mechanical engineering, to promote junior college students to OP to complete Bachelor Degree, with other majors in the mechanical engineering field having potential for connections, especially around alternative energy sources such as wind and solar.	Programme alignment exercise underway	Formal proposals and quotations for services submitted for dual articulation agreement and a summer school programme
	Business/South Puget Sound Community College	Advanced standing: they get a Bachelor of Applied management without a major, they take four papers at level 7 and the internship project. And they do a culture paper with a couple of visits to workplaces.	Draft promo material sent to SPSCC, waiting feedback	Promo material has been completed and disseminated.
	Art/Stralsund University of Applied Science	Student exchange and study abroad	Annual study abroad enrolments	
	Foundation/Yasuda Women's University	Provision of English	Annual 3 week course of approx. 20 students	

Collaborations	Name of Collaboration	Purpose	Current Activity	Activity since previous report
International	Foundation/Linyi University	Programme collaboration	Alignment of curricula being undertaken for dual articulation. Placement of an OP graduate in an internship programme was successful.	
	ABE/National Taiwan University of Science and Technology	Research and study	Electric car project	
	Hospitality/Pure Berlin and School of Hospitality	Education partnership and APL of BCA	Yes - Ongoing	
	Hospitality/International - City & Guilds of London - --	Visiting Verifier for Otago and Southland since 2001	Yes - Ongoing on a yearly basis.	
	Hospitality/Maui Community College	Education partnership and APL of BCA	Yes - Ongoing	
	Foundation/Guangdong Polytechnic	English and Hospitality programme	Yes – Ongoing development work	OP hosted staff member from the Guangdong polytechnic for semester 1, who here to look at the delivery of our hospitality programmes. Proposal for a short hospitality course submitted and awaiting feedback.
	Hospitality/CCA Manila Philippines	Student and lecturer exchange	Yes – Ongoing development work	
	Hospitality/Bari pasta, Turin Italy	Italian cookery course taught in Dunedin	Yes - Ongoing	
	Shanghai University of International Business and Economics	Summer School/cultural exchange	Yes	

Collaborations	Name of Collaboration	Purpose	Current Activity	Activity since previous report
International - New	SOS/University of Stavanger	Research and Teaching with University of Stavanger on the European Master in Social Work with Families and Children.	An Erasmus mundi with Stavanger (www.mfamily.eu)	Ongoing
	COT Snow/ New Zealand Mountain Safety Council's (NZMSC) Snow and Avalanche Committee (SAC)	Pete Bilous acts as convener on these two committees MSC and OP have a relationship with CAA (Canadian equivalent) to provide teaching resources in avalanche safety for OP	Ongoing	
	COT Snow/ Avalanche Education Working Group (AEWG)	Peter Bilous is a member of and the Group Representative (at NZMSC SAC) of the Avalanche Education Working Group (AEWG) - an advisory group that makes national level avalanche education related recommendations to SAC	Ongoing	
	COT Hort/COWA/CFPPA	French Exchange programme for young viticulturists	Ongoing (Annual)	
	COT Hort/TOYOTA TSUSHO (AUSTRALASIA) PTY LTD	Research at the block in grapes and cherries looking and collecting climate data for new fans they manufacture in Japan	Ongoing	

Collaborations	Name of Collaboration	Purpose	Current Activity	Activity since previous report
International - New	COT Hort/ ASL – Agricultural Services Limited	We are working on a small arrangement for developing onjob training in South America/Chile – ASL need a fruit partner as they only do agriculture	Ongoing	
	CSP/Natural Step Canada & Holland	Share resources and open source programmes	Ongoing	
	Suwon Science College, Korea	Discussion about developing articulation to the culinary arts programme.	Visit to OP, to be reciprocated in November 2014.	
	IWS/Pacific Waste Company.	Mou plus presentation to UN at SIDS		



OFFICE OF AUDITOR-GENERAL
Te Mana Arotake

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14 May 2014

Hon Steven Joyce
Minister for Tertiary Education, Skills and Employment
Parliament Buildings
WELLINGTON

Dear Minister

OTAGO POLYTECHNIC: AUDIT FOR THE YEAR ENDED 31 DECEMBER 2013

1 Introduction

1.1 We have completed our audit of Otago Polytechnic (the Polytechnic) and its subsidiaries (together, the group) for the year ended 31 December 2013. This letter provides a summary of:

- our audit opinions;
- our assessment of the Polytechnic's compliance with legislative requirements; and
- the significant issues considered during our audit.

1.2 We have also drawn all matters mentioned in this letter to the attention of the Council and the Chief Executive. We will also advise the Tertiary Education Commission (TEC), the Ministry of Education, and the Treasury.

2 Audit opinions

2.1 We issued an unmodified audit opinion on the financial statements of the Polytechnic and group.

2.2 We intend issuing an unmodified audit opinion on financial statements of the Polytechnic's subsidiary, The Open Education Resource Foundation Limited.

3 Legislative compliance

3.1 We reviewed the systems and procedures that the Polytechnic used to identify and comply with legislative requirements. No issues arose that we need to draw to your attention.

4 Significant issues

Financial overview

4.1 The Polytechnic's overall financial performance was strong in 2013. It generated a healthy surplus (\$1.8 million) and has a strong balance sheet. Noting this good financial performance and a determined strategy to provide a positive experience for its students, we consider that the Polytechnic has a sound base from which to meet its objectives.

4.2 As at 31 December 2013, the Polytechnic had:

- improved its working capital position due to increased cash balances at year end;
- generated a positive cash flow from operations of \$7.8 million; and
- net assets of \$88.6 million, of which \$81.7 million relates to property, plant, and equipment.

Growth initiatives

- 4.3 The Polytechnic reported a surplus of \$1.8 million, against a budgeted surplus of \$2.8 million. This variance was mainly due to increased costs in the accelerated expansion of the Polytechnic's Auckland International Campus (AIC), and putting into place new positions to grow its open learning business and its knowledge transfer business. In addition, the Polytechnic discounted many student fees for second semester trades and engineering so to boost these numbers short term and give longer-term pipeline growth. This also targeted the high rate of youth unemployment in Dunedin. As a result of these initiatives, growth in EFTS exceeded expectations, for example, EFTS at the AIC were 147 compared to a budget of 50. This growth is expected to continue in 2014, with the Polytechnic forecasting 277 EFTS at AIC.

Service performance

- 4.4 We reviewed the environment, processes, and controls for developing service performance objectives and targets, as well as monitoring and reporting on service performance. We focused on obtaining an understanding of how the Polytechnic:
- identifies its outcomes and objectives;
 - develops its plans; and
 - measures and monitors its performance.
- 4.5 During our review of the service performance information, no issues were noted. We found that the Polytechnic's performance reporting was based on satisfactory underlying systems and controls.
- 4.6 The Polytechnic has reported against all measures in its Investment Plan, including the compulsory TEC measures.
- 4.7 From our review of the 2013 annual report, it is evident that the Polytechnic has incorporated our previous recommendations about expanding the scope of its performance measures. The Polytechnic's performance reporting now incorporates information on:
- sustainability and how the Polytechnic's actions affect the wider community and environment;
 - quality-assured research output levels; and
 - community projects undertaken and Kai Tahu satisfaction.
- 4.8 As a result, we consider the Polytechnic's annual report to be informative and engaging.

I would be pleased to meet with you if you require further information about the matters mentioned in this letter or, more generally, about our 2013 audit of Otago Polytechnic and its subsidiaries.

Yours faithfully



Dr Mark Evans
Sector Manager

7. LEADERSHIP TEAM REPORTS

DIRECTOR ORGANISATIONAL DEVELOPMENT: MATT CARTER

1. 2014 Priorities

Priority	Measure	Target	Completion	Update
Implement team rewards system to reward and recognise high performing teams	Team reward system is in place by 30/04/14 and payments made Feb/March 2015	Revised 31/10/2014	In progress	Initial proposal developed and consulted with LT & HoS. Consultation with staff via SMT forum is underway and will be completed by end September
Introduce student academic probation scheme	Scheme developed by 31/05/14 and piloted for 2014	Revised 31/10/14	In progress	Initial consultation has occurred with HoS to be completed in August.
Provide personal (leadership) development opportunities for staff	At least 40 staff complete Otago Polytechnic's leadership development course by 31/12/14	31/12/14	In progress	On track. Successful Service Leader co-hort completed in early June (20 participants), further course scheduled for late 2014.
Self-managing Team implementation	Implementation of SMT design, function and support completed for 2014	31/12/14	In progress	This has been the significant focus for first half of 2014. Reference group established, training plan developed, resource kit developed and initial SMT Forum held on 22/7/2014.
Development of revised employment conditions	New terms and conditions drafted, costed and plan for implementation developed	Revised 30/9/2014	In progress	New terms and conditions drafted. Costing and implementation plan developed and underway
Team based performance management processes in place	Team based performance management processes drafted, consultation and in place for 2015	31/10/14	In progress	Initial proposal developed and consulted with LT and HoS. Consultation with staff to occur after team rewards plan finalised

2. Challenges (current since last report)

- On-going follow up of Serious Harm accident
- Working with staff across OP to develop the Self Managing Teams concept and ensure it makes their work easier whilst also adapting the organisational processes and policies to enable SMT to operate effectively

- Building increased culture of accountability with staff and resolving employment issues

3. Good News

- Very successful Ako Aotearoa Workshop on Engaging Pacific Learners was held on 30 June
- Exceptional recovery of injured student who is now doing work placement in out OP mailroom with Campus Services Team
- Anna Seiuli and Mike Waddell represented OP in Samoa at ceremonies celebrating the opening of the biomass ovens designed by 2013 graduate John Eteuati
- A MOU with Samoa's Tertiary Institute is in progress with our first enrolment already received
- Professional Practice Expectations (code of conduct) completed
- Management pay review/round completed
- Salary Review and Promotions workshops delivered with teams

4. Other Achievements

- Achieved Tertiary level status in the ACC Workplace Safety management programme audit in May. Accreditation through to May 2016
- Successful relocation of Staff Capability Team to a semi-permanent location in S Block
- Two successful presentations on OP Student Council to ATEM Conference in May and NZUSA Student Voice Summit in April
- Successful co-hort of Service Leaders participated in our Leading Frontiers programme, April – June 2014
- Revalidation of our WES survey with staff was successful during the month of July
- OP has six staff (three as mentors and three as mentees) participating in the pilot of Southern Mentoring Scheme set up by SDHB
- Reviewed and selected trainers for SMT training programmes 'the art of feedback' and 'courageous conversations'
- Successful visit from Educational Review Office (ERO), to our Polykids Childcare Centre with the report indicating we are well placed to deliver positive learning outcomes for children and confirming a three year review cycle
- Increased support of Aoraki Polytechnic from Student Success with Career Guides on Tuesdays and upcoming Career workshops
- Aoraki Students accessing Learning Advisor support with one of our advisors being available on their campus for two hours each Wednesday
- Contributing to development of online Graduate Diploma in Applied Management

5. Coming Up/Underway

- Continuation of pilot project of Online Student Service support using Smart thinking from USA with TANZ
- Consultation with staff on Team based performance management in October 2014
- Finalising new terms and conditions of employment
- Developing Academic probation scheme for students
- Implementation of the Vault Health & Safety system by 30 September
- On2It Online month runs for the month of August 2014
- Annual Work Environment Survey closes on 31 August and reporting / action planning commences
- Spring In2It has commenced with increased number of participants
- Team and individual performance planning for 2015 to commence in September
- Individual Employment Agreement pay review round
- Negotiation of Service Level Agreement with OPSA to provide student services for 2015

- Charlotte McLachlan, one of our Counsellors is travelling to Nottingham, UK in September to present a paper at the Berne Institute
- All Staff Development Day on October 9th
- SMT training in 'The Art of Feedback' and 'Courageous Conversations' commences in September
- Part of the Business Excellence Study Tour to USA 14 – 26 September
- Am currently completing Natural World course as part of the Certificate in Mata Ao Maori
- Planning and budgeting for 2015 in all areas, Staff Capability, Student Services, HR, Childcare and H&S

DIRECTOR: SUSTAINABILITY, JEAN TILLEYSHORT

1. 2014 priorities

- Evaluate integration of Education for Sustainability in programmes (degrees in 2014)
- Strengthen Central Otago campus
 - Develop new identity and branding,
 - develop programmes as per strategy
- Minimise OP footprint
 - Implement air travel offset scheme
 - Complete footprint minimisation plans for 3 schools
 - Travel footprint minimisation plan
 - IT footprint minimisation plan (support Mike C)
 - Supply chain management (support Philip C)
- Raise learner awareness of sustainability issues

2. Success measures

- All degree programmes evaluated by 30/11/14
- New identity and branding developed and implemented by 31/7/14
- Programme development completed by 30/11/14
- Offset scheme implemented by 30/4/14
- 3 school footprint plans completed by 30/11/14
- Travel minimization plan completed by 31/10/14
- Student awareness campaign developed, implemented and evaluated by 30/11/14

3. In progress

- EfS review for degrees – student focus groups underway and providing really useful information on student experience and what they would like to see happening. As a result, we are supplying more bokashi bins around the campus, and reviewing position and signage of recycling bins
- Central Otago footprint measurement completed and minimisation plan being developed
- Redevelopment of COT website pages to implement new branding underway, to go live by end October
- Marketing plan for COT under development
- Beginning a trial with DCC of having waste paper towels separated and composted in their worm farm (Closed section)
- CSP are working with EECA on a contract to deliver efficiency training for the transport industry (closed section)
- Trialling initiatives to get students involved in sustainability

4. Achieved 2014

- Air travel offset scheme implemented
- EfS review - self review and programme documentation review by programme completed

- Staff sustainability champions network re-established
- 11 Chilean students successfully completed their studies in fruit production, awaiting confirmation of future numbers
- C.O. branding and identity development completed
- Cycle mechanics programmes developed and at academic approval stage

5. Challenges

- Programme development required due to TRoQ. Many qualifications have changed greatly in level and size, and as they go through the process they keep changing, necessitating a rethink of what we offer and redevelopment of programme documentation
- COT student numbers remain an issue in 2014, reinforcing the need for the development strategy which is underway

6. Coming up

- I am presenting our progress on our sustainability journey at the Sustainability in Tertiary Education in NZ (STENZ) network meeting on Sept 5.
- I am preparing a fuller progress report for COT for the next Council meeting.

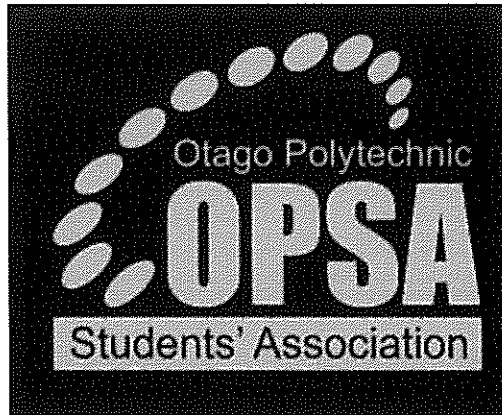
7. Good news

- The Central Otago team won the supreme award at t2014 Nestlé Toque D'Or, the national competitions for young chefs. This is the first time that an OP team has won the competition. Both staff and students put a great deal of time into preparing for the competitions, held in Auckland.
- We have applied for and been allocated 30 places for Trades Academy courses based in Dunedin to service Dunedin, and East and South Otago. We are currently working through with secondary schools which programmes should be offered.
- Ella Lawton (Centre for Sustainable Practice) has been awarded a \$105,000 grant to research local food economies in Waitati and Manuharika (in partnership with Ahika Consulting)

8. SUBMISSIONS ON 2015 FEES

Attached are submissions from the Otago Polytechnic Students' Association and the Student Council on Otago Polytechnic Fees for 2015.

Submission on
Otago Polytechnic
2015 Fees



Rebecca Swindells
President 2014

August 2014

Background

Since 1990, students have paid significant fees for tertiary education.

Successive government under-funding has seen inadequate funding levels for tertiary education institutions which have resulted in students bearing the brunt of cost via increased fees, and quality concerns.

This has caused tertiary institutions, including OP, to increase student fees almost every year to offset inadequate funding levels. Some institutions have frequently increased their fees by more than inflation. This has seen New Zealand's fees become some of the highest in the world, significantly dearer than the Netherlands, and over double tuition fees in Italy, Spain and Germany¹. This has made tertiary education more and more unaffordable for a greater number of New Zealanders (*despite NZ's student loan scheme*).

¹ OECD "Education at a Glance" (2011; the most recent data – it is cited in the 2013 report).

Tuition Fee

Recommendation: That OP does not increase the tuition portion of the fee.

This recommendation is supported by students at OP's Student General Meeting (28 Aug, 2014).

OPSA supports and recommends a 0% fee increase because students should not be expected to keep bearing the increasing costs of government under-funding, nor should next year's students be paying for the education costs of future generations.

OP's enrolments are strong with a healthy increase predicted for 2015, and OP is the only polytechnic to receive a funding increase from 2010 to 2014 with 5.33% – all others received a loss (except Christchurch Polytechnic which has unique circumstances).

OPSA urges Otago Polytechnic to not be part of the machine that year after year passes the cost of government under-funding to students.

If any Polytechnic is best placed to help its students avoid increasing debt, it is Otago.

Government Funding to Polytechnics (\$millions)							
						Dollar change 2010 to 2014	Percentage change 2010 to 2014
Christchurch Polytechnic IT	49.9	52	53.5	55.2	56.2		
Otago Polytechnic	33.8	31.5	32.6	33.7	35.6		
Manukau Institute of Technology	62.6	64.5	62.7	61.4	61.7		
Waikato Institute of Technology	49.2	49.5	50	46.8	48		
Whitireia Community Polytechnic	26.9	26.5	26.7	26.4	26.1		
Unitec New Zealand	79.1	79.2	81.7	74.9	76.7		
Telford Rural Polytechnic	9.5	0					
Lincoln University (& Telford)	42	43.2	44.8	45	40.3		
Eastern Institute of Technology (inc Tairāwhiti)	40.3	41	38.1	35.4	36.5		
Wellington Institute of Technology	33.6	32.3	29.9	28.6	30.4		
Tai Poutini Polytechnic	21.1	17.8	17.9	18.6	18.7		
Western Institute of Technology Taranaki	17.7	15.4	15.3	14.6	15		
Waiairiki Institute of Technology	30.6	25.9	26.7	25.9	25.9		
Bay of Plenty Polytechnic	27.9	25.9	23.9	23.7	23.4		
Southern Institute of Technology	35.4	30.5	29.3	28.9	29.6		
Northland Polytechnic	31.4	27.4	26.6	25.3	25.8		
The Open Polytechnic of New Zealand	47	40.6	41	36.9	38.3		
Universal College of Learning	35.9	31.5	30.1	28.7	26.6		
Nelson Marlborough Institute of Technology	25.7	22.6	21.2	18	17.7		
Aoraki Polytechnic	21.6	17.3	16.5	10.1	9.3		
Data taken from the Tertiary Education Commission figures: www.tec.govt.nz/Funding/funding-allocations/ & www.tec.govt.nz/Tertiary-Sector/Performance-Information/TEI-financial-performance/2011-financial-performance-information/2011-financial-performance-information---ITPs/							

By implementing a 0% fee increase the Otago Polytechnic will be allowing our graduates to live with a lower amount of debt and allowing New Zealand as a society to benefit from more affordable professional services fees.

Otago Polytechnic needs to continue strong lobbying to improve the way the tertiary sector and Otago Polytechnic are funded.

Note: If tertiary institutions run a deficit then it is the responsibility of government to make up the funding shortfall or to question spending that is outside the core teaching and research role of public tertiary institutions.

Inflation

Secondary Recommendation

Recommendation: That OP does not increase the tuition portion of the fee by more than inflation.

This recommendation is supported by students at OPSA's Student General Meeting (28 Aug, 2014).

Even if OP chooses to accept the cost of inflation (*which is a government cut in disguise*), there is no justification for **above** inflation fee increases. Above inflation fee increases are in effect asking today's students to fund the Polytechnic's expansion and/or future educational costs.

Today's students should not be paying for the education costs of future generations. Meeting the future costs of education is clearly more the role of government than students embarking on their education. Likewise, future expansion costs should be covered by the state and not by today's students.

Other Considerations

Return of Interest

While the current government is maintaining an interest-free student debt policy, it has made no secret that it does not support the principle of interest-free, and it has clearly stated it will return to interest on student debt if it's necessary.

So we cannot neglect to consider the very real effect that seemingly smaller fee increases have on students' lives:

If interest were returned, a \$200 fee increase for 2015 would add several years* extra repayments for most degree graduates - just from a \$200 fee increase.

** A \$200 fee increase would equal more than \$1100 increase in student debt (compounding interest at 7% over 25 years). This would add over \$3000 in cost to a three year degree at Otago Polytechnic, which will add **one to three years extra repayments** for most graduates.*

Impacts on the Community

Increasing fees will lower the number of skilled workers.

As New Zealand's economy recovers from recession, industry needs increasing numbers of people with skills. It is the role of polytechnics to fulfil this need to the community.

Increasing fees has a negative impact on who can access tertiary study.

NZ has a system that allows students from low income backgrounds to participate in tertiary education, but it is still a very high cost system, and many people still fall through its cracks. Our fees are the eighth highest in the world, and student support has been almost constantly cut over the last 5 years with almost constant reductions in eligibility to this student loans scheme, and to student allowances.

Various studies have shown financial barriers negatively affect people's choice to enter tertiary study. Past research has shown that in NZ students from lower socio-economic backgrounds typically enrol in lower fee courses than those from higher socio-economic backgrounds.

In countries where fees are either low or non-existent, evidence strongly suggests that a commitment to public tertiary education alleviates poverty, income inequalities, violent crime, and low levels of literacy.

Increasing fees has a negative impact on doing further study

Barriers to access for people considering retraining already exist, as is the simple reality that it is more difficult for people with responsibilities outside of study; the recent removal of student support for older students* has only increased these barriers over the last 5 years. Increasing fees will further contribute to this.

** For example: The Student Allowance 200-week limit will reduce to 120 weeks for students aged 40 years or over; people aged 55 and over were made ineligible for living costs component of the Student Loan; and the introduction of a Lifetime limit of 7 EFTS on Student Loans eligibility.*

Impacts on Graduates

Increasing fees also has a negative impact on saving for the future and home ownership

Home ownership rates² in NZ have dropped since 1991 – 3 years after the introduction of tertiary fees . Student debt is considered by many to be a factor.

With the cost of servicing a student loan so punitive, and the cost of housing so high, it is no coincidence that many young New Zealand families have been blocked from buying a first home and effectively denied the security and roots previous generations have enjoyed.

The decline has been most notable for those in the younger age groups of 25-29 years and 30-34 years. Consistent surveys of national student income and expenditure have found that very high numbers say that having a student loan would have an impact on their ability to buy a house – affecting both the ability to save for a deposit and the ongoing manageability of mortgage repayments on top of student loan repayments.

Increasing fees also has a negative impact on deciding to work overseas

Many graduates go overseas to earn higher incomes to pay off their student debt, leaving NZ industry and communities without their skills.

Increasing fees also has a negative impact on fertility and having children

For a number of years, students, graduates and academics have raised concerns about the link between debt and the decision to have children. The high cost of servicing student debt inevitably impacts on one's ability to afford to support a family, and in many cases impacts on when/whether to have children at all.

² Using Statistics New Zealand figures

Role of Council under the Education Act

Section 181 of the Education Act 1989 clearly outlines the duties of Councils in public tertiary education institutions. Under this section of the Act, there is a strong argument to be made that tuition fee increases will have a very negative impact on current and potential students and contradict the roles of councillors.

Section 181

(a) to strive to ensure that the institution attains the highest standards of excellence in education, training and research:

(b) to acknowledge the principles of the Treaty of Waitangi:

(c) to encourage the greatest possible participation by the communities served by the institution so as to maximise the educational potential of all members of those communities with particular emphasis on those groups that are under-represented among the students of the institution:

(d) to ensure that the institution does not discriminate unfairly against any person:

(e) to ensure that the institution operates in a financially responsible manner that ensures the efficient use of resources and maintains the institution's long-term viability:

(f) to ensure that proper standards of integrity, conduct and concern for the public interest and well-being of students attending the institution are maintained.

Fee increases impact on (b), (c), and (d) of Section 181.

The increase in tuition fees always results in inequitable outcomes for women, Māori and Pasifika students. This is because they generally have longer repayment times and income disparity upon graduation means that, on average, they will earn less than Pakeha and/or male graduates. Higher fees will increase the already long repayment times for these students.

Fee increases also impact on (c), as any increases will directly impact on the participation and opportunities in tertiary education for many students and will have the opposite effect of maximising educational accessibility for all members of the community. Higher public education must not be limited because of a student's inability to pay or aversion to debt.

Student Services Levy

Recommendation: That OP increases the Student Services Levy by \$30 (pro rata).

This is supported by students at OPSA's Student General Meeting (28 Aug, 2014)

This may seem like a contradiction of the above recommendation not to increase tuition fees, but in effect it is a partial reversal of an earlier one-off levy reduction.

Before voluntary membership to students' associations was introduced students paid a \$40 membership levy to OPSA. When VSM was introduced this levy was dropped.

However, the loss of this income is proving to be unsustainable for OPSA to keep providing an appropriate level of services.

Despite OPSA's rationalisation, there are still inflationary pressures on fixed and appropriate cost centres (*eg wages, UNIPOL levy, etc*) which OPSA has failed to meet in the last year, and seen it dip substantially into its limited reserves.

This is compromising student's services and experience at OP. Students have anecdotally noted to OPSA that they feel the level of student services have dropped in the last two years.

Conclusion

Any decision to increase fees is directly voting to increase student debt, with associated increased impacts on the life choices of borrowers, negative impacts on our community and longer repayment times for all students.

By raising tuition fees Council would be voting to decrease the accessibility of tertiary education in the Otago region. Otago Polytechnic would be saying that tertiary education would increasingly only be available to those that can afford it or able to take a greater debt burden.

- OPSA recommends a 0% tuition fee increase because students should not be expected bear the increasing costs of government under-funding of the tertiary education.
- If Otago Polytechnic is reluctant to support a 0% increase, a 2% increase is preferable to a 4% increase, in that it will lessen the negative effects on students and is more justifiable in terms of inflation.
- OPSA recommends an increase of \$30 pro rata for the Student Services Levy.
- Otago Polytechnic needs to continue strong lobbying to improve the way the tertiary sector and Otago Polytechnic are funded.

On behalf of OPSA

A handwritten signature in black ink, appearing to read 'Swindells R', with a stylized flourish at the end.

Rebecca Swindells
OPSA President 2014

Student Council Response to Student Fees

9th August 2014

To whom it may concern:

The student council does not want to see a raise of student fees for international students. We can see a raise in student fees, along with the high NZ dollar reducing the viability of international students studying at the Otago Polytechnic.

The Student council sees the necessity of the increase of 2% to cover increasing expenses, but does not see an additional increase of 2% (total 4%) being necessary or fair. The council recognises the importance of investing in the polytechnics future and recommends a total increase of 3%.

Kind regards

Jeremy Hall
Student Council Representative

9. 2015 DOMESTIC FEES

On the attached paper are shown the 2015 indicative fee and the expected amount of revenue depending on final EFTS numbers. The fee is indicative because most programmes have electives which create a differing final fee to the student.

Presented are 3 options for 2015 which are based on the 2014 Forecast 1 EFTS

(1) No increase in fee	Effect	\$0
(2) 2% increase in fee	Effect	\$326,000
(3) 4% increase in fee	Effect	\$653,000

Note - we consider lower amounts if arbitrary differences need to be rectified.

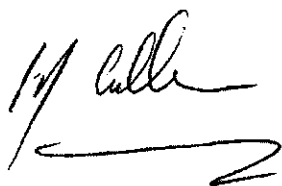
Commentary

With the continued economic challenges and restrained government funding for inflation, Otago Polytechnic needs at a minimum to keep itself ahead of its inflationary pressures and to sustain/mitigate the lack of increase from government income from the allocation for 2015. This includes funding the substantial impact of no CPI for SAC funding with a few exceptions. The current 2014 forecast is for an equivalent surplus to budget. Official inflation was 1.6% for the year to 30 June 2014 and Westpac is forecasting it to be at 2.1% for 2015. For 2015, the government inflation adjustment is set at nil for all but a few specific courses the maximum student fee increase allowed is 4%. Should all provision from government be funded at the 2.1% inflation level we could have expected \$760,000.

In order to maintain Otago Polytechnics financial sustainability, management recommend a fee increase up to the allowable limit of 4% with the exception of priority trades programmes (the increase for 2014 was 4%).

RECOMMENDATION

That the Council approves an increase of domestic fees for 2015 up to the maximum of 4% as per the attached schedule.



Philip Cullen
Chief Operating Officer

OTAGO POLYTECHNIC
Indicative Domestic Fees 2014 - 2015

Business Unit	Programme Name	2014 Published Fee	2014 Total Fee	0% INCREASE		2.0% CPI INCREASE		4% FEE MAXIMUM INCREASE	
				2015 Publishable Fee	2014 Student Fee Revenue	2015 Publishable Fee	2014 Student Fee Revenue	2015 Publishable Fee	2014 Student Fee Revenue
					18.0% Increase		2% Increase		4% Increase
Architecture, Building and Civil Engineering	11775 Bachelor of Engineering Technology	7,644	27	7,794	160,970	7,942	164,159	7,920	167,403
	11776 Bachelor of Engineering Technology	7,644	8	7,794	60,143	7,942	61,166	7,920	62,189
	11777 Bachelor of Engineering Technology	7,644	5	7,794	30,067	7,942	31,110	7,920	31,924
	10771 Diploma in Architectural Drafting (Level 6)	5,846	24	5,996	123,366	6,146	125,354	6,092	123,201
	10771 Diploma in Architectural Drafting (Level 6)	5,846	18	5,996	93,362	6,146	95,127	6,092	93,592
	10771 Diploma in Architectural Drafting (Level 6)	5,846	21	5,996	110,227	6,146	112,631	6,092	114,635
	11558 National Diploma in Construction Management	6,978	28	7,128	199,277	7,228	142,952	7,180	144,649
	11558 National Diploma in Construction Management	6,978	28	7,128	110,159	7,228	112,382	7,180	114,368
	10773 National Diploma in Quantity Surveying L6	7,008	2	7,158	10,231	7,308	10,438	7,250	10,450
	10773 National Diploma in Quantity Surveying L6	7,008	2	7,158	10,231	7,308	10,438	7,250	10,450
	11609 NZ Diploma in Quantity Surveying L6	9,186	12	9,336	84,707	9,586	86,753	9,500	97,073
	11609 NZ Diploma in Quantity Surveying L6	9,186	12	9,336	84,707	9,586	86,753	9,500	97,073
	11578 Certificate in Electrical Engineering (Level 3)	7,688	35	7,838	263,100	7,988	268,729	7,920	274,441
	11578 Certificate in Electrical Engineering (Level 3)	7,688	35	7,838	263,100	7,988	268,729	7,920	274,441
Dom	11811 National Certificate in Horticulture (Advanced)	6,822	30	6,972	203,270	7,122	208,139	7,056	212,965
	11811 National Certificate in Horticulture (Advanced)	6,822	30	6,972	203,270	7,122	208,139	7,056	212,965
	11808 National Certificate in Horticulture Advanced L4	6,910	6	7,060	127,244	7,210	132,277	7,160	132,437
Art	10172 Diploma in Ceramic Arts L6	6,750	16	6,900	85,226	7,050	86,531	6,994	88,635
	10172 Diploma in Ceramic Arts L6	6,750	16	6,900	85,226	7,050	86,531	6,994	88,635
	11722 Bachelor of Visual Arts	6,750	48	6,900	229,098	7,050	234,402	6,994	239,194
	11722 Bachelor of Visual Arts	6,750	48	6,900	229,098	7,050	234,402	6,994	239,194
	11722 Bachelor of Visual Arts	6,750	44	6,900	231,199	7,050	236,439	6,994	241,071
Graphic NZ	11725 Graduate Diploma in Visual Arts	6,650	1	6,800	6,195	6,950	6,339	6,890	6,403
	11725 Graduate Diploma in Visual Arts	6,650	1	6,800	6,195	6,950	6,339	6,890	6,403
Creative NZ	11227 Certificate in Make a Map	2,049	6	2,099	18,402	2,149	19,813	2,103	20,189
	11227 Certificate in Make a Map	2,049	6	2,099	18,402	2,149	19,813	2,103	20,189
	11227 Certificate in Make a Map	2,049	7	2,099	21,718	2,149	23,456	2,103	23,132
Creative NZ	51023 Certificate in Advanced Safety and Showport Instruction	7,413	1	7,463	6,405	7,513	6,814	7,503	6,744
	51023 Certificate in Advanced Safety and Showport Instruction	7,413	1	7,463	6,405	7,513	6,814	7,503	6,744
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	51023 Certificate in Advanced Safety and Showport Instruction	7,413	1	7,463	6,405	7,513	6,814	7,503	6,744

OP FT Fee Domestic 2014-2015.indd 14 Nov 2014

Page 1 of 4

12/20/2014 10:11:16 AM

Business Unit	Programme Name	2014 Published Fee	FY Total TSD EFTS	2014 FY Student Fee Revenue excl GST	0% INCREASE		2.0% CPI INCREASE		4% PER MANHATTAN INCREASE	
					2015 Publishable Fee	2014 Student Fee Revenue @ 0% increase	2015 Publishable Fee	2014 Student Fee Revenue @ 2% increase	2015 Publishable Fee	2014 Student Fee Revenue @ 4% increase
Enterprise and Development	11549 Bachelor of Applied Management	5,130	20	78,949	5,130	78,949	5,219	79,486	5,308	80,027
	11549 Bachelor of Applied Management	5,203	28	101,925	5,203	101,925	5,293	103,984	5,382	106,002
	11549 Bachelor of Applied Management	5,211	28	104,452	5,211	104,452	5,302	106,541	5,393	108,630
	10539 Bachelor of Information Technology	6,733	55	284,993	6,733	284,993	6,854	294,881	6,974	300,459
	10539 Bachelor of Information Technology	6,795	45	239,856	6,795	239,856	6,907	244,853	7,028	249,450
	10539 Bachelor of Information Technology	6,888	35	188,985	6,888	188,985	7,012	190,728	7,135	194,465
	10111 Certificate in Applied Travel and Tourism	8,232	12	62,358	8,232	62,358	8,341	63,893	8,449	64,850
	10111 Certificate in Information Technology Level 3	3,480	11	34,024	3,480	34,024	3,536	35,103	3,593	36,182
	10201 Certificate in Information Technology Level 4	3,421	21	106,785	3,421	106,785	3,469	108,269	3,518	109,847
	10201 Certificate in IT Services and Support	6,470	19	89,895	6,470	89,895	6,581	92,613	6,693	95,487
	10217 Certificate in IT Services and Support	5,353	14	64,853	5,353	64,853	5,464	67,659	5,575	70,467
	11549 Diploma in Business	5,380	50	269,401	5,380	269,401	5,491	277,659	5,603	285,917
	11549 Diploma in Business	4,719	9	21,395	4,719	21,395	4,769	21,834	4,819	22,272
	10569 Graduate Certificate in Information Technology	3,748	2	8,066	3,748	8,066	3,810	8,327	3,872	8,633
	10569 Graduate Diploma in Information Technology	8,733	2	9,172	8,733	9,172	8,884	9,355	8,974	9,539
Institute of Sports and Adventure	11750 Bachelor of Applied Science (Physical Activity, Health and Wellness)	6,525	33	170,353	6,525	170,353	6,642	173,770	6,759	177,177
	11750 Bachelor of Applied Science (Physical Activity, Health and Wellness)	6,639	25	131,844	6,639	131,844	6,749	134,451	6,859	137,114
	11750 Bachelor of Applied Science (Physical Activity, Health and Wellness)	6,842	30	175,594	6,842	175,594	6,969	183,106	7,099	190,747
	11657 Diploma in Applied Sport and Exercise Leadership (Level 6)	8,722	80	419,794	8,722	419,794	8,843	428,190	8,965	436,588
	11657 Diploma in Applied Sport and Exercise Leadership (Level 6)	6,639	46	249,259	6,639	249,259	6,816	264,856	6,997	280,854
Marine	10500 Diploma in Outdoor Leadership and Management (Level 5)	7,854	22	152,239	7,854	152,239	7,983	154,854	8,111	157,500
	10500 Diploma in Outdoor Leadership and Management (Level 5)	7,854	8	49,440	7,854	49,440	7,983	50,429	8,111	51,418
	10500 Diploma in Outdoor Leadership and Management (Level 5)	6,071	12	65,107	6,071	65,107	6,181	66,496	6,291	67,769
	10500 Graduate Diploma in Physical Conditioning (Level 7)	6,071	12	65,107	6,071	65,107	6,181	66,496	6,291	67,769
Nursing	11000 Bachelor of Maritime	8,769	80	478,065	8,769	478,065	8,962	487,816	9,155	497,177
	11000 Bachelor of Maritime	8,792	55	351,548	8,792	351,548	8,973	358,079	9,157	365,510
	11000 Bachelor of Maritime	8,767	62	388,589	8,767	388,589	8,970	395,654	9,152	402,918
Occupational Therapy	11011 Bachelor of Nursing	7,041	106	575,907	7,041	575,907	7,165	587,424	7,292	599,043
	11011 Bachelor of Nursing	8,561	100	500,758	8,561	500,758	8,700	509,375	8,839	518,059
	11011 Bachelor of Nursing	7,127	101	541,921	7,127	541,921	7,251	552,748	7,375	563,585
Occupational Therapy	10450 Bachelor of Occupational Therapy	6,879	103	553,630	6,879	553,630	7,002	565,732	7,125	577,844
	10450 Bachelor of Occupational Therapy	6,851	95	527,339	6,851	527,339	6,976	539,810	7,100	551,477
	10850 Bachelor of Occupational Therapy	6,351	72	288,738	6,351	288,738	6,476	300,472	6,599	312,207

Business Unit	Programs/Notes	2014 Published Fee	F1 Total TEC	2014 F1 Student Fee Revenue excl GST	0% INCREASE		2.0% OPI INCREASE		4% FEE MAXIMA INCREASE		
					2015 Publishable Fee	2014 Student Fee Revenue @ 0% Increase	2015 Publishable Fee	2014 Student Fee Revenue @ 2% Increase	2015 Publishable Fee	2014 Student Fee Revenue @ 4% Increase	
Social Services	Y1	6,302	41	203,133	6,302	203,133	6,302	207,186	6,328	211,259	
	Y2	6,302	32	156,943	6,302	160,943	6,302	162,121	6,328	165,200	
	Y3	6,302	29	181,284	6,302	181,284	6,302	182,121	6,328	187,240	
	Y1	2,235	41	117,687	2,235	117,687	2,235	120,041	2,267	122,383	
	Y2	2,235	0	0	2,235	0	2,235	0	2,267	0	
	Y3	2,235	1	1,489	2,235	1,489	2,235	1,518	2,267	1,548	
	Y1	2,358	3	6,064	2,358	6,064	2,358	6,120	2,395	6,253	
	Y2	2,358	128	538,326	2,358	538,326	2,358	549,052	2,395	561,778	
	Y3	2,358	43	216,513	2,358	216,513	2,358	221,257	2,395	235,685	
					1,404,531		1,404,531	1,524,311		1,594,208	
	Te Maru Pūnahaui	Y1	6,590	35	180,874	6,590	180,874	6,590	184,491	6,771	188,109
		Y2	6,590	30	164,316	6,590	164,316	6,590	166,359	6,771	168,491
		Y3	6,590	30	152,323	6,590	152,323	6,590	153,359	6,771	155,491
		Y1	6,590	30	109,877	6,590	109,877	6,590	110,377	6,787	110,877
Y2		6,590	28	155,272	6,590	155,272	6,590	155,377	6,787	155,482	
Y3		6,590	24	137,082	6,590	137,082	6,590	137,684	6,787	138,286	
Y1		6,590	22	115,814	6,590	115,814	6,590	116,314	6,787	116,814	
Y2		6,590	27	145,956	6,590	145,956	6,590	146,456	6,787	146,956	
Y3		6,590	27	145,956	6,590	145,956	6,590	146,456	6,787	146,956	
Y1		6,590	12	63,164	6,590	63,164	6,590	64,211	6,787	65,258	
Y2		6,590	6	31,582	6,590	31,582	6,590	31,582	6,787	32,629	
Y3		6,590	9	49,065	6,590	49,065	6,590	50,065	6,787	51,065	
Y1		6,590	7	36,287	6,590	36,287	6,590	36,287	6,787	37,287	
Y2		6,590	4	21,510	6,590	21,510	6,590	21,510	6,787	22,510	
Y3	6,590	2	10,758	6,590	10,758	6,590	10,758	6,787	11,189		
V1	Y1	3,221	21	78,465	3,221	78,465	3,221	79,973	3,450	81,541	
	Y2	4,206	9	61,146	4,206	61,146	4,206	62,230	4,431	63,311	
		6,032	97	583,123	6,032	583,123	6,032	597,734	6,267	612,347	
							578,971		593,577		
	Y1 & 2	Y1 & 2	9,996	12	99,486	9,996	99,486	9,996	101,479	10,370	103,463
			9,996	1	2,032	9,996	2,032	9,996	2,032	10,370	8,443
			9,996	5	37,539	9,996	37,539	9,996	38,273	10,370	39,040
			9,996	15	117,860	9,996	117,860	9,996	119,123	10,370	120,387
			2,159	1	53,468	2,159	53,468	2,159	54,028	2,281	54,588
			2,159	11	58,468	2,159	58,468	2,159	59,377	2,281	60,286
			2,159	4	20,783	2,159	20,783	2,159	21,213	2,281	21,643
			1,237	4	24,433	1,237	24,433	1,237	24,822	1,274	25,211
			1,237	3	19,852	1,237	19,852	1,237	20,249	1,274	20,646
			1,237	9	52,742	1,237	52,742	1,237	53,797	1,274	54,852
		4,004	4	17,954	4,004	17,954	4,004	18,371	4,134	18,788	
		6,509	3	21,487	6,509	21,487	6,509	22,325	6,748	23,163	
							485,151		505,472		

Business Unit	Programme Name	2014 Published Fee	F1 Total REC EFTS	2014 F1 Student Fee Revenue \$0.0 GST	2015 Publishable Fee	2014 Student Fee Revenue \$0.0 GST	FME change 2014 to 2015	2015 Publishable Fee	2014 Student Fee Revenue \$0.0 GST	FME change 2014 to 2015	2015 Publishable Fee	2014 Student Fee Revenue \$0.0 GST	FME change 2014 to 2015
	Level 1 & 2 Programmes (25 and over only)												
11223	National Certificate in Animal Care	3,500	43	155,372	3,500	155,372	0.0%	3,500	155,372	0.0%	3,500	155,372	0.0%
21820	Certificate in Sustainable Farming (L2)	3,500	4	14,728	3,500	14,728	0.0%	3,500	14,728	0.0%	3,500	14,728	0.0%
51157	Certificate in Sustainable Growing (L2)	3,564	4	15,054	3,564	15,054	0.0%	3,564	15,054	0.0%	3,564	15,054	0.0%
11149	Certificate in Foundation Studies L1	2,244	0	0	2,244	0	0.0%	2,244	0	0.0%	2,244	0	0.0%
11149	Certificate in Foundation Studies L2	2,244	1	3,682	2,244	3,682	0.0%	2,244	3,682	0.0%	2,244	3,682	0.0%
				237,746		237,746	0.0%		237,746	0.0%		237,746	0.0%
	Total projected fee revenue			16,559,142		16,559,142	0.0%		16,559,142	0.0%		16,559,142	0.0%
	Average Fee Income Element % Change			0.0%		0.0%	0.0%		0.0%	0.0%		0.0%	0.0%
	Variance to 2014 fee revenue			0		0	0.0%		0	0.0%		0	0.0%

2015 Publishable Fee	2014 Student Fee Revenue \$0.0 GST	FME change 2014 to 2015	2015 Publishable Fee	2014 Student Fee Revenue \$0.0 GST	FME change 2014 to 2015
3,500	155,372	0.0%	3,500	155,372	0.0%
3,500	14,728	0.0%	3,500	14,728	0.0%
3,564	15,054	0.0%	3,564	15,054	0.0%
2,244	0	0.0%	2,244	0	0.0%
2,244	3,682	0.0%	2,244	3,682	0.0%
	237,746	0.0%		237,746	0.0%
	16,559,142	0.0%		16,559,142	0.0%
	0	0.0%		0	0.0%
	328,421	2.0%		328,421	2.0%
	552,856	3.5%		552,856	3.5%

2015 Publishable Fee	2014 Student Fee Revenue \$0.0 GST	FME change 2014 to 2015	2015 Publishable Fee	2014 Student Fee Revenue \$0.0 GST	FME change 2014 to 2015
2,784,877	765,839	2.0%	2,784,877	765,839	2.0%
741,371	59,000	2.0%	741,371	59,000	2.0%
1,659,252	1,221,749	2.0%	1,659,252	1,221,749	2.0%
1,732,258	1,732,258	2.0%	1,732,258	1,732,258	2.0%
1,524,315	1,524,315	2.0%	1,524,315	1,524,315	2.0%
1,454,248	1,454,248	2.0%	1,454,248	1,454,248	2.0%
1,958,600	1,958,600	2.0%	1,958,600	1,958,600	2.0%
579,531	495,761	2.0%	579,531	495,761	2.0%
237,746	237,746	0.0%	237,746	237,746	0.0%
	16,559,142	2.0%		16,559,142	2.0%
	17,511,988	3.9%		17,511,988	3.9%

2015 Publishable Fee	2014 Student Fee Revenue \$0.0 GST	FME change 2014 to 2015	2015 Publishable Fee	2014 Student Fee Revenue \$0.0 GST	FME change 2014 to 2015
2,730,201	765,823	0.0%	2,730,201	765,823	0.0%
57,922	57,922	0.0%	57,922	57,922	0.0%
1,822,642	1,822,642	0.0%	1,822,642	1,822,642	0.0%
1,494,431	1,494,431	0.0%	1,494,431	1,494,431	0.0%
1,335,316	1,335,316	0.0%	1,335,316	1,335,316	0.0%
1,215,608	1,215,608	0.0%	1,215,608	1,215,608	0.0%
558,625	486,030	0.0%	558,625	486,030	0.0%
337,746	337,746	0.0%	337,746	337,746	0.0%
	16,559,142	0.0%		16,559,142	0.0%

10. GRADUATE DESTINATION SURVEY

The graduate destination survey was distributed in August 2013 approximately 10 months after students completed their 2012 qualifications. It explored both graduates' satisfaction with their experiences at Otago Polytechnic and their perceptions of how well their qualifications prepared them for their careers.

Results show that 73% of graduates were employed immediately after study with a median gross annual salary of \$41,600. The range of annual gross salaries was \$4,500 - \$291,200. 31% of the respondents were currently studying with a further 11.5% intending to enrol in 2013 or 2014.

	2013	2012
Graduates are satisfied with the quality of the programme they undertook	93%	94%
Graduates are either working and/or studying	94%	93%
Maori graduates are either working and/or studying	96%	95%
Pacific graduates are either working and/or studying	100%	100%
Graduates are working	73%	68%
Graduates state their qualification helped in their search for work	81%	78%
Graduates are working in an area relevant to their qualifications	85%	83%
Graduates are in full-time work	65%	67%
Graduates believed work experience was realistic and comparable to current work	89%	87%

Alongside the Otago Polytechnic graduate destination survey we also administered the graduate destination survey for 5 Tertiary Accord of New Zealand (TANZ) partners. As well as providing the individual institutional reports to these partners, a benchmarking report has been prepared for the 6 participating institutions. This benchmarked data indicates significant similarities in the results from all participating institutions. The highlights from the report are attached.

The following is extracted from page 6 and 7 of the TANZ 2013 Graduate destination report.

Survey and report highlights

The overall response rate is 28% and varies by institution from 20% for Bay of Plenty Polytechnic to 35% for UCOL.

Overall there is little variance in responses to most of the questions from graduates by participating institutions. Responses to a large number of questions are relatively consistent across all the institutions and by other variables such as gender. There are some variances by ethnicity.

The Programme

Satisfaction with the specific programme undertaken by graduates is high with 93% of graduates agreeing they were overall satisfied with their programme.

At least 75% of graduates agreed they had developed and improved a range of employability skills and attribute required to be work ready or continue further study as a consequence of completing their qualification.

- Overall 93% of graduates would recommend the programme to others and 90% also thought they received value for money.
- When asked to comment about the best aspects of the programme the majority of comments were about the quality and accessibility of staff at each institution.
- When asked to comment on areas that needed improving most comments were about course design areas around structure, methods and flexibility.
- 62% of graduates undertook some form of paid work while studying with 33% of those working, working full time.
- 57% of those working while studying were employed in an area related to their field of study.
- 72% of graduates received time off sometimes or often from their employer to attend classes and to study. 28% of graduates never received time off from their employers to study.
- 37% of graduates received some form of financial help from their employers while studying.

Employment

- 68% of graduates were in some form of paid employment on 1 June 2013. The majority (60%) were in full time employment with 8% self employed and 9% undertaking contract or casual work.
- 52% had applied for less than five jobs with 28% applying for more than 11 jobs
- 77% of those employed thought their qualification had helped in their job search
- 52% of graduates thought it was difficult to find work after graduating.
- 73% of graduates considered their qualification helped in their search for work.
- 5% of graduates were working overseas with the majority working in Australia and then USA/Canada.
- Of those working the average hours worked per week were 35.
- The median annual salary for all graduates was \$40000. Graduates with a degree earned \$13644 more than those with a certificate and \$7924 than those with a diploma.
- 75% of graduates said the qualification they gained was highly or partly relevant to their current job.
- 80% of graduates use the skills and knowledge gained from study in to some extent in their current job.

Further study

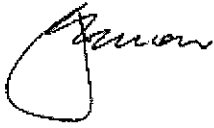
- 35% of graduates were either studying full or part time or had enrolled to commence study.
- 12% of graduates had intentions to study in 2013 or 2014.
- 23% of graduates had no intentions to undertake further study
- 31% were undecided when they completed the survey.
- Maori (57%) and Pacific (59%) graduates were more likely than Pakeha graduates (45%) to be studying full or part time or be enrolled for study at 1 June 2013.
- Graduates who gained a certificate (52%) were more likely to be studying or enrolled for study than graduates with other levels of qualifications.
- The majority of graduates who had enrolled for further study were undertaking study at an ITP (65%) with a further 24% studying at a university. Most of those graduates undertaking further study returned to the same institution they graduated from.

11. POLICY FOR APPROVAL

Attached is CP0003.02 Management Reporting of Contracts to Council which has been reviewed by the Finance and Audit Committee. There is one minor change, identified by tracked changes.

RECOMMENDATION

That the Council approves the amendment to CP0003.02 Management Reporting of Contracts to Council.

A handwritten signature in black ink, appearing to read "Jeanette Corson", written over a large, stylized capital letter "C".

Jeanette Corson
Secretary to Council

OTAGO POLYTECHNIC COUNCIL POLICY		Number: CP0003.02
Title:	Management Reporting of Contracts to Council	
ITPNZ Standard	1 Institutional Academic Quality Management	
Council Meeting	Approval Date: 7 Oct 11	Effective Date: 7 Oct 11
Previous Policy Number	na	Review Date: 7 Oct 13
Contact Authority:	Secretary to Council	Status: current

Purpose To keep Council informed of major contracts and to enable the Otago Polytechnic Council to perform its governance and fiduciary roles in governing Otago Polytechnic.

Background

Statutory Compliance Education Act 1989

National Guidelines

Policy and Procedures The Otago Polytechnic Council require management to report to the monthly Council meeting any contracts over the value of \$20,000 (exclusive of GST) or greater.

The Contracts Register shall clearly identify the following:

1. Contract name
2. Other party
3. Expiry
4. Value
5. In favour of
6. Provide a subject section, ie. Operating Lease, Partnership Arrangement, Service Provision, etc

Referral Documents Council Paper No. C71/08 - Increased contracts management reporting value to \$20,000 from \$10,000.

Delegation of Procedures

12. MATTERS FOR NOTING

The following documents are attached:

- Council Calendar (Appendix 1)
- Minutes
 - Komiti Kawanataka 19 June (Appendix 2)
 - Staff Subcommittee 6 August 2014 (Appendix 3)
 - Student Council 5 August 2014 (Appendix 4)
 - Academic Board 18 July 2014 (Appendix 5)

APPENDIX 1

Council Calendar 2014

Meeting/Event	Sept	Oct	Nov	Dec	Jan 2015	Feb	March	April	May	June	July	Aug
Audit Process												
Interim			7 Nov									
Signoff												
Forecast												
Budget			7 Nov									
Workshop												
Draft												
Signoff												
Council Meeting Fridays	5 Sept	3 Oct	7 Nov	12 Dec if required		13 Feb	6 March	3 April	1 May	5 June	3 July	7 Aug
Evaluations - Reviews - Report												
Function				12 Dec								
Photo												
Fees Set												
International												
Domestic	5 Sept											
Finance and Audit Ctee	26 Sept	31 Oct	28 Nov		30 Jan	27 Feb	27 Mar	24 April	29 May	26 June	31 July	28 Aug
Graduation				12 Dec								
Maori Pre-Grad				11 Dec								

Meeting/Event	Sept	Oct	Nov	Dec	Jan 2015	Feb	March	April	May	June	July	Aug
Komiti Kawanataka Thurs at 8am	18 Sept	16 Oct	20 Nov			19 Feb	19 Mar	16 April	21 May	18 June	16 July	20 Aug
Investment Plan Draft												
Approval												
Report												
Risk Management Review Policy												
Strategy Workshop Approval												
Dept Showcases			Nov									



Te Kōmiti Kāwanataka

Minutes

Held at 8.00am on 19 June 2014 in Poho, Otago Polytechnic, Dunedin

PRESENT: David Higgins (Chair)
Huata Holmes
Khyla Russell
Eleanor Murphy
Mike Collins
Alistair Regan
Kathy Grant
Jamie Te Hiwi

IN ATTENDANCE: Debbie Davie (Minutes)

Karakia: Huata Holmes

Apologies: Kathy Grant, Huata Holmes, Alistair Regan – for their early departure

8:30 – 9:30 – Closed meeting for Komiti members only.

1. Minutes

Minutes of the previous meeting held on 15 May 2014 were approved as a true and correct record of the meeting.

Moved – Khyla
Seconded – Mike
All in agreement

2. Matters Arising

External Review Recommendations:

Change to minutes post approval

Canterbury University Racism Policy/Report (not complaints policy as detailed in May minutes pg1 last bullet point under Briefing Paper – Student Complaint Process).

Action Point:

Task	By Whom
Source Canterbury University Racism Policy/Report	David Higgins

Māori Annual Report

Because of the tight timeframe given to Komiti to read the report it was decided that any comments are to be emailed directly to Nicola Mutch by Thursday 26th June. The report needs to be ready for ratification at the 4th of July Council meeting.

Rebecca to be asked to write the report as chair of Komiti over this time period

Points of Discussion:

- that in the future Komiti are to have the final Māori Annual Report draft two meetings prior to the deadline date to allow adequate time for reading.
- Accuracy of data. A monthly narrative from student success would be helpful to ensure we can keep this data in context – right down to course level.
- Rūnaka need to receive the report 1 full week (+ weekend) prior to the council meeting at Mōeraki to allow time for reading
- Acknowledgement of the extra work this puts on the KTO team

Recognition of Rebecca's continual pushing to get the information included that our target audience wants.

Action Point:

Task	By Whom
Comments to go back to Nicola Mutch by 26 th of June	Komiti
Komiti in the future to have the final draft two meetings prior to deadline date	David to discuss timeline with Phil Ker
Student Success Report (monthly) – to include student numbers withdrawing/not attending class Suggest Schools also do monthly reports – so it can be added to the Kaiarahi report	Kaiarahi

3. Update on Capable Iwi (Richard Kerr-Bell)

Because of the tight timeframe and adjustment to schedule Richard was unable to talk to his report – report to be emailed to Komiti.

4. Ta Moko Symposium (Justine Camp)

- You are now able to register using the Ta Moko conference website
- Met with Anthony Deaker to discuss marketing the event for us (budget \$2000.00)
- Scope – process underway
- Schedule:
 - Demonstration (8th October) – Stu McDonald
 - Ta Moko Conference – 9th October
 - Scope to follow

5. Kaiarahi Report (Tama Tuirirangi)

Report will be available at July meeting

6. Kaitohutohu Report

Progress on 2014 priorities

The priorities for Kaitohutohu in 2014 are:

1. Achieve Educational Excellence (Main Goal) Improve student success rates for Māori learners by supporting Kaiarahi role. Continue to liaise with key schools and departments in how they implement the MSF into day-to-day teaching.
2. Be a resilient organization – Build institutional and staff capability to manage change for Kaitohutohu e.g. developing a Wiki page, Moodle page for students consulting about research, Awhina me te muru re-development
3. Make a difference to our environment, help assist development of 'Hui' component so it aligns with sustainability goals for OP. Help assist development of 'Ceremonial Bookings' component so it aligns with sustainability goals for OP

4. Collaborate with our communities to make a difference, prioritizing Kai Tahu. Strengthen OP as a place where Māori can work and learn as Māori

Earn the confidence of communities by anticipating and exceeding Kai Tahu/ Māori educational aspirations.

- Kōrero with Catherine Robinson, Phil Edwards Justine and Richard looking at the 12 OISA staff and their APL's with Capable NZ (Priority 1)
- Oslo conference planning in process – Presentation has been written based on the interviews, my own whānau knowledge and the experience on the waka unua. (Research & Enterprise strategy & Priority 4)
- Attended 2-day Te Mata Ira hui at Murihiku. Great hui and beginning of Iwi policy suggestions are underway Eleanor was there too. (Research & Enterprise strategy & Priority 4)
- Attended Komiti Kaupapa Taiao mai i Puketeraki for a korero around Oil and Gas. We continue to have to meet with and fight and object to some not tika actions undertaken by gas and oil practices. NS Oil and gas are good though and report regularly. (Priority 3 & 4)
- Māori Annual Report and OP Annual Research reports – photography and interview
- Attended AKO Aotearoa Funding Hui (Priority 4)
- Arai Te Uru Kaitiaki /tangata tiaki meeting. Chaired this immediately following last Komiti. David was there. There have been more meetings semi- related to this as I am alternative rep on the Arai-te Uru Marine Protection Advisory panel
- (Justine) attended monthly hui as a Moeraki Rūnaka representative of the Ngai Tahu Research Consultation Committee at the Otago University. Saw the huge pile for the upcoming month.
- (Research & Enterprise strategy & Priority 4)

Ensure robust MSF Evaluation

- On-going discussions with Komiti & Leadership team around responses to recommendations and Gina and Debbie are assigned aspects of the recommendations where the CE has made specific of KT or KTO requests
- A review plan has been put in place for the team to begin the review process to look at the Schools Team Performance Plans (TPP). (Priorities 1, 3 & 4)
- (Gina) kōrero with Michaela (EA Organisation Development Office) around the Welcome and Farewell to Staff policy – if appropriate to make the policy align with KTO processes. (Priority 2)

To achieve different results for Kai Tahu/Māori learners so they remember us regardless of age.

- Attend Research & Enterprise Committee Workshop (not sure who did this but I do not go to these are they are on a Friday)
- On-going preparation for the 2014 Ta Moko symposium (proposed date 9 October), working with School of Design students with filling the 'goodie' bags with giveaways. This project will be run as part of a 3 week design elective 'Small Biz/Pop up Factory'. Trip to Christchurch regarding pataka – Ngai Tahu have offered their support (Priorities 2 & 4)
- Continue to respond to ethics requests from students and staff (8), using the new 'Consultation – Research, Funding and Ethic Applications' page on our Kaitohutohu Insite team page. (Priorities 1 & 2)
- On-going support for student success with the student breakfast and Wednesday lunches. – building supportive relationships with each other and with Māori staff. (Priority 1)
- Kōrero with OISA around this year's student hui
- Sponsor for Creative Studies 2 day hui (Priority 3)
- Continue to support the CAPL panel with their candidates (Priorities 1 & 4)
- Scope on-going reformatting and uploading of articles onto our newly developed online webpage <http://thescope.org/> And I edited and submitted a better piece than the hard copy has. (Priority 2)

Develop new and active partnerships with Māori to support our new business direction

- (Justine) PhD Meetings with Jeanette Wikaira
- (Justine) While in Christchurch met with Te Tapuae and whānau maintaining/building of relationships in support of the ngai tahu capable cohort. (Priority 4)

Other achievements (since last report) and Good news (not previously reported)

- Attended PESA Application Review discussion. This was an interesting meeting.
- Kōrero with Mike Waddell (Director: Communications) looking at the 'Description of Role' for the position previously held by Tama; these are on-going
- Great mihi whakatau to the new President of Kanazawa Engineering College and to see Momoura once more. As always he gives me a gift and I him. This past visit I gave him one of the small paintings done by Dana Te Kanawa.
- On-going - We are developing processes/task sheets to ensure a smoother more productive and timely delivery of service we are mindful in trying to meet the service excellence aspirations. (Priority 2)
- HOS/SM Development Day
- KTO team meetings – planning meetings, ensuring the team have a pathway of support while Khyla is away
- The office has been given the opportunity to financially support one of our students with purchasing glasses to enable his studies to continue. This is great to be able to do this in some small way. (Priority 1)

Challenges (current, since last report)

- To meet the many requests if they don't come to us using the processes that we have set in place when competing priorities arrive and they remain as timely consultation around ethics.

Coming up (what is next on your agenda)

- (Justine) to attend monthly hui as a Moeraki Rūnaka representative of the Ngai Tahu Research Consultation Committee at the Otago University (Research & Enterprise strategy & Priority 4)
- Mihi whakatau for Dr. Jon Landis is the National Development Executive for Higher Education with Apple Inc. He is a former professor in the College of Education from Millersville University where he was the graduate coordinator of the Leadership Program and the Coordinator of the CyberSafe Institute. Jon holds his Ph.D. in Sociology, a Masters degree in Education Leadership, and a B.S. in Chemistry. He has also served as a chemistry instructor, principal, curriculum director, and IT Director. Dr. Landis speaks nationally on the opportunities associated with mobile technologies.
- Post annual programme review – self assessment (Bach of Midwifery, Bach of Visual Arts, Bach of Occ Therapy) (Priority 1)
- Rūnaka request to hui with DOC (Priority 4)

7. General Business

Future Meetings

Schedule of key dates in the year (monthly/ 6 monthly/yearly)

- Cultural Self-assessment (1/4 update)
- 10 min brain storm at our next meeting – what we would like to prioritise, get a sense of key dates and things we want listed.
- Focus on having a session bi-monthly on different topics related to the six goals
- Reports – to be done in the 1st part of the meeting
- Meeting between David and Phil K – timetable being organised

Te Puna Kokiri

Te Puna Kokiri is going through a transformation, refocus – Jamie's team has been put into a new unit, a positive step with new opportunities for whānau. A cut down of offices in regions from 10 -3.

David Higgins closed the meeting at 10:00

Signed as a true and correct record of the meeting

.....Chair

David Higgins

.....Date

Staff Subcommittee

Wednesday 6 August 2014

8.30am – 9.30am

Puna Kawa, Level 3, F Block, Forth Street, Dunedin

Present:	Jeanette O'Fee (VET) (Convener) Matt Carter (LT Rep) Jono Aldridge (ISS) Rachel Dibble (KTO) Stewart Hewson (ABE) Karole Hogarth (NUR)	Francesca Matthews (VET) (via Lync) Barbara Kerr (VET) Sandra Sutherland (Comms) Penelope Kinney (OCC) Dale Parsons (EAD) Michaela Fleury (Minutes)
Apologies:	David Finnie (ABE) De-Arn Buchholz (ART) John Christie (Council Rep) Kay Lion (EAD)	Sheena Roy (SS) Roberta Lawrence

Previous minutes	From 11 July 2014 – true and correct record – Agreed
Governance	<ol style="list-style-type: none"> Council Meeting Update Subcommittee members appreciated the Council papers (open section) being sent out via email and request that this continues Health & Safety Update – Health & Safety Manager, Andy Westgate <ul style="list-style-type: none"> Monthly, quarterly and annual reports given to Council (monthly and quarterly is new), as part of Council's increased focus on H&S.
Operational	<ol style="list-style-type: none"> Learning Link <ul style="list-style-type: none"> The question was raised as to where the staffroom would be located during second floor renovations The Subcommittee asked to invite Campus Project Manager, Tracey Howell to the next meeting for a further update as her last presentation was very helpful and informative Draft Social Media Policy <ul style="list-style-type: none"> Carried over – still in drafting stage AUSSE Presentation – Organisational Researcher, Stuart Terry Presentation of 2013 results <ul style="list-style-type: none"> A breakdown of results by qualification can be requested from Stuart Vault Health & Safety Online System <ul style="list-style-type: none"> Goes live for all staff by end of September 2014 14 super users have been trained Request to have on front page of Insite <p>Andy will be invited to continue H&S presentation at the September meeting due to a time overrun.</p>
Meeting Closed	9.30am

ACTIONS – summary

Person	Action	Date for completion
Matt Carter	Update draft Social Media Policy and get out for consultation	Part of normal consultation
Jeanette O'Fee	Update on Staffroom relocation	September
Michaela Fleury	Invite Tracey Howell to September meeting for further Learning Link update	September
Michaela Fleury	Invite Andy Westgate to September meeting to continue H&S update	September

Next meeting: **Wednesday 10 September** 8.30am – 9.30am in Puna Kawa

Student Council

Tuesday 5 August 2014

12.00pm to 1.00pm

Staffroom, F Block, Forth Street, Dunedin

Present:	Jeremy Hall (Convener) Matheus Souza (FOL) Luke Baines (ABE) Zoey Watt (OISA) Amanda Holman (EAD) Regina Speer (DES) Lang Inder (EAD)	Matt Carter (LT Rep) Jamie Robinson (EAD) Michaela Fleury (Committee Secretary) Mattea Stahl (DES) Tonny Tonny (EAD)
Apologies:	Gillian Bremner (Council Rep) Rebecca Swindells (OPSA) Matt Roger (EAD) Kurt Paiaaua (EAD) Yogi Sivakumar (ABE)	Kitty Keogh (Student Success Manager) Charlotte Munnik (VET) Daniel Bernhardt (EAD)

Shared Lunch	All
Draft Student Success Policy	<p>Currently being drafted to outline front end support for our student's success monitoring of progress and consequences for students non engagement / non completion of courses. It will combine expectations of students, and steps and methods of support offered such as</p> <ul style="list-style-type: none"> • Support phonecall following consecutive absences • Advice and practical support to improve assignments at an early stage
Student Fee Increases 2015	<p>Update given by Director: Organisational Development, Matt Carter</p> <ul style="list-style-type: none"> • An increase to student fees in 2015 (options - 0%, 2%, or 4%), will be considered by Council at the 5th September meeting • Some reasons for the need to consider fee increases are <ul style="list-style-type: none"> ○ No CPI increase to government funding for the previous three years ○ Increased staff costs ○ Various OPEX cost increases ○ Need to maintain 5% surplus to fund building projects and capex investment • There will be no increase considered for Student Fee Levy which covers health, counselling and student services and has been held the same for the past three years • OP Management would prefer for students not to face potential increased costs <p>Student Council are encouraged to provide feedback to Council by either attending the open session of the Council September meeting and /or provide a written submission.</p> <p>Concerns raised by attending members;</p> <ul style="list-style-type: none"> • International students may be discouraged to attend OP as they already pay nearly three times the costs of domestic students • NZ exchange rate • Student Council more details of increased costs • Fees - suggest stop increase for International students but ok increase for Domestic students - to debate on closed Student

	Council Facebook page
OP Marketing Presentation – Nicola Mutch	<p>Marketing and Communications Manager, Nicola Mutch gave the Student Council an overview of current Marketing strategies which included;</p> <ul style="list-style-type: none"> • TV commercials, Youtube OP video clips, Google ads - banner ads, billboards • OP website updated 2013 - more user friendly • Promoting the OP brand - creative/hardworking/innovative... • Informing target audience about Dunedin <p>Opportunities For Improvement from Student Council</p> <ul style="list-style-type: none"> ➢ Include students, lecturers, industry, tourism centres. ➢ Use Schools in their promotions as examples ➢ Particularly consider involving programmes that draw in more students. ➢ Get strong employment endorsement. ➢ In future to use social network media - include own student stories. ➢ Promote through social media from employers too. ➢ Promote through Prospectus - include graduate stories ➢ A video of International Students beginning from arrival at Dunedin Airport ➢ Videos need to be current ie new ART installations ➢ Internships for students in Marketing
Other business	<ol style="list-style-type: none"> 1. Student Council Facebook page <ul style="list-style-type: none"> • Going well and seems to be the preferred method of communication 2. Student Forum for feedback on Learning Environment <ul style="list-style-type: none"> • Thursday 7 August 2014, 12-1pm, G201 • All welcome, light lunch provided and spot prizes 3. Learning Link Communication Plan <ul style="list-style-type: none"> • Drafted by Tracey Howell following presentation and feedback from meetings with Student Council, Staff Subcommittee and Programme Managers
Meeting Closed	1.00pm

ACTIONS - summary

Person	Action	Date for completion
Michaela Fleury	Post Student Forum Learning Link information on Facebook	6 August
Michaela Fleury	Send out draft Learning Link communication plan to members	7 August
Michaela Fleury	Send out draft Student Success policy for discussion at September meeting	15 August
Student Council	Provide feedback to the Council at September meeting on the possible 2015 fee increase	5 September
Amanda, Matheus and Kurt	One or all to attend next Sci Project meeting and update Student Council	Ongoing
Michaela	Career Advisor and Marketing people to come along and discuss their service to students and how it is currently marketed	9 September 2014

Next meeting: **Tuesday 9 September 2014**, 12.00pm to 1.00pm, Puna Kawa, F Block, 3rd Floor



Academic Board

Minutes of the Academic Board meeting held on Friday, 15 August 2014 in Puna Kawa at 9.00am

Present:	Sally Baddock Sue Thompson (Chair)	Chris Morland Linda Kinniburgh	Sally Pairman Alistair Regan
In Attendance:	Paula Petley (minutes)		
Apologies:	Phil Ker Leoni Schmidt	Samuel Mann	Khyla Russell
Not Present:	Jeremy Hall	Rebecca Swindells	Richard Mitchell

Quorum not reached; business continued. Recommendations to be ratified electronically by absent members.

1. Electronic Academic Board

1.1 Minutes

Paper A40/14

Recommendation:

That the minutes of the Academic Board meeting of 20 June 2014 (face-to-face and electronic) be confirmed as a true and correct record.

AGREED: S Thompson/S Baddock

1.2 Information for Learners

Paper A42/14

Typographical error noted in heading "Information for Learners"

1.3 Policies Report

Paper A44/14

Snow and Ice Response Policy - updated after confusion over snow day in May
Procurement and Purchasing Policy - amendments including FairTrade policy

Recommendation

That Academic Board notes this report.

NOTED

2. Guidelines for Programme Approval and Accreditation

Paper A35/14

Has been sent to HOS.

Biggest issue for OP – what constitutes Category 1 and Category 2 approval? Previously we were able to make small changes without informing NZQA – now will have to. NZQA have also reserved the right to change the category.

Needs to be balanced – we don't want to lose the ability to make changes but these should be more considered rather than ad-hoc. Increased workloads if all changes are notified, therefore needs higher bar set for changes to go through the approval process.

Assessments

Sue noted concern over assessments. Some schools still changing assessments for courses that started in February. Schools not providing assessment due dates to QDR in a timely way, to enable

them to load it into EBS. Have sent reminders and extended deadlines but no response. Is an accountability issue - no consequences if deadline not met.

Issues include

- Assessment due dates for S1 2015 not decided as schools still working out what the assessments will be
- Workload pressure for QDR as they need to provide reports and information to the Director: Quality
- QDR responding to last minute requests from schools for approvals
- System slow-down due to schools all loading results in the last week
- Schools with no assessment or academic committees
- Schools not adhering to Assessment Policy requirements for the number of assessments and timeframes for informing students of assessment due dates
- Implications for schools not being able to identify students at risk
- Reports to NZQA on degree programmes involving research need to be approved by AB. Timeframes an issue.

Recommendations:

1. That Academic Board request Leadership Team to look at how to improve accountability for Heads of School and Programme Leaders to follow OP policies on assessments and assessment committees.
2. That Academic Board request Leadership Team to consider and address academic issues within programmes as a priority for 2015; additionally look at ways to oblige schools to adhere to OP processes and timeframes on loading assessment data to EBS and informing students.

3. **2013 Internal Evaluation Pilot Report
Paper A36/14**

Next stage being implemented; Internal Evaluation team capability strengthened so not as reliant on Glenice Mayo to lead internal evaluation. As each IE is completed the area receives feedback to enable them to reinforce good practice and make further improvements.

NZQA EER – a new practice that started after OP had its last EER – the TEO does not get any feedback from the EER team re their findings and recommendations until the TEO receives the draft report.

Sue noted OP is concentrated on improving staff self-assessment capability.

Recommendation:

That Academic Board notes the report.

NOTED

4. **National Certificate in Health, Disability and Aged Support (Health Assistants)
Paper A37/14**

This is being developed at the request of SDHB to enable them to offer a basic education programme to their Health Care Assistants. Certificate currently under TRoQ review.

Recommendation:

That Academic Board approve submission to NZQA of the programme document and EFTS factors for NC1677 National Certificate in Health, Disability and Aged Support (Health Assistants) (Level 3).

AGREED: S Thompson/C Morland

5. **New Zealand Certificate in Hospitality (Level 2)
Paper A38/14**

Programme requires approval by NZQA/TEC to enable Trades Academy (TA) students at COT to enrol and gain credits towards a tertiary qualification. This is the first in a new suite of programmes that will be available for TA students.

Recommendation:

That Academic Board approves the Type 2 application for NZ2108 New Zealand Certificate in Hospitality (Level 2) programme of study.

AGREED: S Thompson/L Kinniburgh

6. **Type 1 and 2 Approvals and Certificate in Proficiency Applications**
Paper A39/14

Recommendation 1:

That Academic Board approves the Type 1 Approvals as listed.

AGREED: S Thompson/L Kinniburgh

Recommendation 2:

That Academic Board approves the individual Paths of Study for Certificate of Proficiency students as listed.

AGREED: S Thompson/S Baddock

Recommendation 3*:

That Academic Board approves the change in title of OT4989 Certificate in English and Engineering to Certificate in English and Engineering (International)

AGREED: S Thompson/S Pairman

*** with the proviso that the title may be changed pending further information from NZQA**

Sue noted there had been some issues with this Certificate as a result of TRoQ. NZQA required it to come under TRoQ; we consider it should not as it is for a specific purpose and is unique to Otago Polytechnic and Kanazawa. NZQA has revisited its stance on international qualifications and will now approve qualifications for international delivery only and this needs to be reflected in the title. We are not sure how to word it and how specific it needs to be; hence the rider – title may need to be changed.

7. **Academic Board**

Sue will discuss with Phil Ker recruiting more members for Academic Board. There could be value in having a representative from each school. Sally Pairman noted it was pleasing to have two new volunteers for the Learning and Teaching Committee.

Sue also intends to discuss with Phil whether Academic Board and its standing sub-committees need their own self-assessment and evaluation processes to see how effective they are, and to meet OP commitment to have sound internal evaluation processes in place.

Discussion on whether and to what extent Academic Board should become involved with school decision-making around programmes and programme resourcing. For example if ART wants to enhance or reduce studio options for a programme, that is an academic issue – does it need to come to Academic Board?

Also need to consider the amount of resourcing tied up in particular programmes with few students and whether there are possible synergies with other schools that could also use those facilities e.g. sculpture and carpentry. Sue will put this on the agenda for Programme Reviews – school 'wish list' of resource requirements.

The meeting closed at 10.24 am

Next Meeting: 19 September 2014 at 9.00am in Puna Kawa.

Post meeting - recommendations in minutes ratified to achieve quorum 10/13 by e-mail:

OPSA Presidents	Approve: 26/08/2014 12.32pm
Khyla Russell	Approve: 26/08/2014 1:55pm
Jeremy Hall	Approve: 26/08/2014 6.19pm
Phil Ker	Approve: 27/08/2014 6.53am

Academic Board

Minutes of the *electronic* Academic Board meeting held on 15 August 2014

Responses from	1	Sue Thompson	Approve: 14/08/2014 3:30pm (move)
	2	Linda Kinniburgh	Approve: 14/08/2014 3:47am (second)
	3	Chris Morland	Approve: 15/08/2014 4:59 pm
	4	Khyla Russell	Approve: 15/08/2014 7:49am
	5	OPSA Presidents	Approve: 18/08/2014 9:40am
	6	Alistair Regan	Approve: 26/08/2014 12:31pm
	7	Sally Pairman	Approve: 26/08/2014 12:28pm
	8	Jeremy Hall	Approve: 26/08/2014 6:19pm
	9	Phil Ker	Approve: 27/08/2014 6:53am
quorum achieved 10/13			

1. **Minutes (Paper A40/14)** - dealt with in face-to-face meeting.

2. **Monitoring by APER: Bachelor of Applied Science
Paper A41/14**

Recommendation:

That Academic Board notes the application for monitoring by Annual Programme Evaluation Report for Bachelor of Applied Science was approved by NZQA.

NOTED

3. **Information for Learners
Paper A42/14**

Recommendation:

The Otago Polytechnic response to consultation document *Information for Learners: Publishing information to inform enrolment decisions* was provided for Academic Board information.

NOTED

4. **Quality and Approvals Committee
Paper A43/14**

Recommendation:

That Academic Board notes the Quality and Approvals Committee minutes dated 5 August 2014.

NOTED

5. **Policies Report (Paper A44/14)** - dealt with in face-to-face meeting.

13. ADDITIONAL AGENDA ITEMS

