



Otago Polytechnic Limited

BOARD PACK

for

Otago Polytechnic Limited (The Company) Meeting of the Board - Open

Thursday, 17 September 2020

1:00 pm

Held at:

Room Z114, Sargood Centre

Logan Park, Dunedin

INDEX

Cover Page

Index

Agenda

Attached Documents:

1.3 a	Board Interests Register cover.docx.....	7
1.3 b	Board Interests Register.docx.....	8
1.5 a	Minutes cover. docx.docx.....	11
1.5 b	Minutes : Otago Polytechnic Limited (The Company) Meeting of the Board - Open - 20 A	12
1.7 a	Actions - Open.docx.....	17
2.2 a	CE Report.docx.....	18
2.2 b	Media report for Board Aug 13-Sept 10 2020.docx.....	21
3.1 a	Māori Annual Report cover.docx.....	23
3.1 b	Maori Annual Report 2019 web version.pdf.....	24
3.2 a	Delegations cover.docx.....	68
3.2 b	Delegations from the Board to the Chief Executive and Authorities and Sub-delegations f	69
4.1 a	Board Calendar cover.docx.....	85
4.1 b	Board Calendar.docx.....	86
4.2 a	ELT Interests Register cover.docx.....	88
4.2 b	ELT Interest Register.docx.....	89
4.3 a	KK Min cover.docx.....	91
4.3 b	Komiti Mins 12 Aug.pdf.....	92
4.4 a	Academic Committee Minutes cover.docx.....	100
4.4 b	A068.20 AC F2F minutes 11 August 2020.docx.....	101
4.4 c	A067.20 Electronic Academic Committee minutes 11 August 2020.docx.....	104
4.4 d	A070.20 Electronic Academic Committee minutes 18 August 2020.docx.....	105

4.4 e	A078.20 Electronic Academic Committee minutes 20 August 2020.docx.....	107
4.5 a	Staff Committee cover.docx.....	109
4.6 a	Student Committee cover.docx.....	110

AGENDA



OTAGO POLYTECHNIC LIMITED (THE COMPANY) MEETING OF THE BOARD - OPEN

Name:	Otago Polytechnic Limited
Date:	Thursday, 17 September 2020
Time:	1:00 pm to 2:30 pm
Location:	Room Z114, Sargood Centre, Logan Park, Dunedin
Board Members:	Tony Allison (Chair), Paul Allison, Mike Collins, Karen Coutts, Maryann Geddes, Adam La Hood, Justin Lester, Megan Potiki
Guests/Notes:	In Attendance: Mary Butler (Convenor, Staff Subcommittee), Jeanette Corson (Company Secretary), Philip Cullen (Deputy Chief Executive Corporate Services), Megan Gibbons (Chief Executive), Janine Kapa (Deputy Chief Executive, Māori Development/Kaitohutohu), Nathan Laurie (Convenor, Student Council), Oonagh McGirr (Deputy Chief Executive, Learning and Teaching Services)

1. PROCEDURAL

1.1 Karakia

1.2 Welcome/Apologies/Notices

1.3 Conflicts of Interest

Supporting Documents:

1.3.a	Board Interests Register cover.docx	7
1.3.b	Board Interests Register.docx	8

1.4 Additional Agenda Items

1.5 Confirm Minutes

Supporting Documents:

1.5.a	Minutes cover. docx.docx	11
1.5.b	Minutes : Otago Polytechnic Limited (The Company) Meeting of the Board - Open - 20 Aug 2020	12

1.6 Matters Arising

1.7 Action Items List

Supporting Documents:

1.7.a	Actions - Open.docx	17
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2. REPORTS

2.1 Chair (Verbal)

2.2 Chief Executive

Supporting Documents:

2.2.a	CE Report.docx	18
2.2.b	Media report for Board Aug 13-Sept 10 2020.docx	21

3. FOR APPROVAL

3.1 Māori Annual Report

Supporting Documents:

3.1.a	Māori Annual Report cover.docx	23
3.1.b	Maori Annual Report 2019 web version.pdf	24

3.2 Delegations

Supporting Documents:

3.2.a	Delegations cover.docx	68
3.2.b	Delegations from the Board to the Chief Executive and Authorities and Sub-delegations from Chief Executive.pdf	69

4. MATTERS FOR NOTING

4.1 Board Calendar

Supporting Documents:

4.1.a	Board Calendar cover.docx	85
4.1.b	Board Calendar.docx	86

4.2 Executive Leadership Team Interests Register

Supporting Documents:

4.2.a	ELT Interests Register cover.docx	88
4.2.b	ELT Interest Register.docx	89

4.3 Komiti Kawanataka Minutes

Supporting Documents:

4.3.a	KK Min cover.docx	91
4.3.b	Komiti Mins 12 Aug.pdf	92

4.4 Academic Committee Minutes

Supporting Documents:

4.4.a	Academic Committee Minutes cover.docx	100
4.4.b	A068.20 AC F2F minutes 11 August 2020.docx	101
4.4.c	A067.20 Electronic Academic Committee minutes 11 August 2020.docx	104
4.4.d	A070.20 Electronic Academic Committee minutes 18 August 2020.docx	105
4.4.e	A078.20 Electronic Academic Committee minutes 20 August 2020.docx	107

4.5 Staff Committee

Supporting Documents:

4.5.a	Staff Committee cover.docx	109
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4.6 Student Committee

Supporting Documents:

4.6.a	Student Committee cover.docx	110
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5. CLOSE MEETING

5.1 Close Meeting

Next meeting: Otago Polytechnic Limited (The Company) Meeting of the Board - Open - 15 Oct 2020, 1:00 pm

OTAGO POLYTECHNIC LIMITED	
BOARD PAPER	
OPEN AGENDA	DATE: 20 AUGUST 2020
ITEM: CONFLICT OF INTEREST	
PURPOSE: Board 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 Board members' interests. Any changes must be advised to Jeanette Corson.	
RECOMMENDATION For noting.	

INTERESTS REGISTER

Board Member	Updated	Interest Disclosed	Nature of Potential Interest with the Otago Polytechnic
Paul Allison	03-07-2020	<ol style="list-style-type: none"> 1. Life Trustee – Halberg Disability Sport Foundation 2. Sports Commentator – NZME 3. Independent Director - University Bookshop (Otago) Ltd 4. Director - Waitaki District Health Services Ltd 5. Chair – Waitaki District Health Services Trust 6. Chair – ORFU Board Appointment Panel 7. Director – Central Otago Health Services Ltd 8. Independent Chair - Infinite Energy (design and installation of solar power) 9. South Island Regional Grants Committee – The Lion Foundation 10. Independent Contractor – The Lion Foundation 11. Independent Consultant - Impact Consulting 	<ol style="list-style-type: none"> 1 – 7 Nil 8 & 12 potential supplier 9 & 10 – potential funder
Tony Allison	02-05-2020	<ol style="list-style-type: none"> 1. Chair – Dunedin International Airport Ltd 2. Director – Delta Utility Services Ltd 3. Director – Smith City (Group) Ltd 4. Chair Advisory Board – Night ‘n Day Foodstores Ltd 5. Chair Advisory Board – MHC & MHCP Ltd 6. Director – AA Cleaners (Otago) Ltd 7. Director – One House Away 8. Managing Director – Visionalli Ltd 	<ol style="list-style-type: none"> 1. Nil 2. Potential supplier 3. Potential supplier 4. Nil 5. Potential supplier 6. Potential supplier 7. Nil 8. Nil

			Polytechnic
Michael Collins	01-04-2020	<ol style="list-style-type: none"> 1. Member Dunedin Centre of Digital Excellence (CODE) Steering Group 2. Chair IT Governance Group (SDHB) 3. Chair Health and Safety Executive Governance Committee (SDHB) 4. Board Member St Hilda's Board of Proprietors 5. Member Finance, Audit & Risk Exec Member (SDHB) 6. Advisor New Dunedin Hospital Southern Partnership Group (SPG) 7. Deputy Chair South Island Chief Digital and CIO Leads 8. Member National DHB CIO Leads 9. Contractor Otago Polytechnic Capable NZ Assessor 10. Chair Environmental Sustainability Committee (SDHB) 11. Staff member Southern District Health Board 	<ol style="list-style-type: none"> 1. Collaborative Partner with OP 2. Nil 3. Nil 4. Nil 5. Nil 6. Nil 7. Nil 8. Nil 9. Contractor to OP 10. Nil 11. Nil
Karen Coutts	02-04-2020	<ol style="list-style-type: none"> 1. Te Runanga o Moeraki Member, Te Runanga o Ngai Tahu 2. Transparency International NZ, Board Member 3. Treasurer, Te Runanga o Moeraki 4. Committee, Member, Institute of Directors Wellington Branch 5. Member, New Zealand Parole Board 6. Kaiwhakahaere, Ngai Tahu ki Te Whanganui-a-Tara taurahere roopu 7. Director, KDC & Assocs Ltd 8. Director, KBDRC Ltd 	
Maryann Geddes	02-04-2020	<ol style="list-style-type: none"> 1. NZIST - Council Member 2. Southern Institute of Technology - Director 3. ARA - Director 4. Service IQ- Director 5. Queenstown Resort College - Advisory Board member 	
Adam La Hood	02-04-2020	<ol style="list-style-type: none"> 1. Director – Dunedin Venues Management Ltd 2. Chief Financial Officer – Cook Brothers Construction 	<ol style="list-style-type: none"> 1. Collaborative Partner with OP

			2. Contractor to OP
Justin Lester	01/04/2020	<ol style="list-style-type: none"> 1. Chair – Weltec Whitireia Subsidiary Board 2. Chair – Storbie Ltd 3. Director – Kapai New Zealand Ltd 4. Director – Welcome Home Ltd 5. Chair – Good Bitches Baking 6. Contractor – Dot Loves Data 7. Contractor – Fix & Fogg 8. Ambassador – Simplicity Kiwisaver 	<p>Nil</p> <p>Nil</p> <p>Nil</p> <p>Nil</p> <p>Nil</p> <p>Potential Supplier</p> <p>Potential Supplier</p> <p>Potential Supplier</p>
Megan Potiki	05/06/2020	<ol style="list-style-type: none"> 1. Member of Te Runanga o Ōtākou 2. Employee of the University of Otago 3. Director on A3 Kaitiaki Ltd 4. Contractor – Aukaha Ltd 	

OTAGO POLYTECHNIC LIMITED	
BOARD PAPER	
OPEN AGENDA	DATE: 17 SEPTEMBER 2020
ITEM: MINUTES	
PURPOSE: The minutes of the open section of the meeting held on 20 August 2020 are attached.	
PRESENTED BY: Tony Allison	
RECOMMENDATION That the minutes of the open section of the meeting held on 20 August 2020 be approved as a true and correct record.	

MINUTES (in Review)



OTAGO POLYTECHNIC LIMITED (THE COMPANY) MEETING OF THE BOARD - OPEN

Name:	Otago Polytechnic Limited
Date:	Thursday, 20 August 2020
Time:	1:00 pm to 2:08 pm
Location:	Puna Kawa or via Teams, Level 2, Mason Centre, Otago Polytechnic
Board Members:	Tony Allison (Chair), Paul Allison, Karen Coutts, Maryann Geddes, Adam La Hood, Justin Lester, Megan Potiki
Apologies:	Mike Collins
Guests/Notes:	In Attendance: Mary Butler (Convenor, Staff Subcommittee), Jeanette Corson (Company Secretary), Philip Cullen (Deputy Chief Executive Corporate Services), Megan Gibbons (Chief Executive), Janine Kapa (Deputy Chief Executive, Māori Development/Kaitohutohu), Nathan Laurie (Convenor, Student Council), Oonagh McGirr (Deputy Chief Executive, Learning and Teaching Services), Chris Morland (Deputy Chief Executive, Learner Experience).

1. PROCEDURAL

1.1 Karakia

Megan Potiki opened the meeting with a karakia.

1.2 Welcome/Apologies/Notices

An apology had been received from Mike Collins.

1.3 Conflict of Interest

No conflicts were declared in relation to the open agenda.

1.4 Additional Agenda Items

There were no additional agenda items.

1.5 Confirm Minutes

Otago Polytechnic Limited (the Company) Meeting of the Board - Open 3 Jul 2020, the minutes were confirmed as presented.

1.6 Action List

Organisational Name on Awards

It had been confirmed that there was no requirement for NZIST's name to be on OP Ltd awards.

Global Engagement Report

An update will be provided monthly. The first was included in the closed agenda.

2. REPORTS

2.1 Chair (verbal)

The Chair had nothing to report in the Open Agenda.

2.2 Chief Executive

Covid-19

With the change to Alert Level 2, it was necessary for the Polytechnic to be able to track everyone on site. This was being managed by tracking use of the Polytechnic's wifi. 220 learners were residing in Te Pā Taurira and another 28 in the Student accommodation in Cromwell.

Dr Gibbons noted that the biggest challenge was likely to be increased mental health concerns from anxiety; around illness, lack of money and disruption.

Nathan Laurie reported feedback from students that it was likely that the Polytechnic would lose a significant number of students if there was a move to Levels 3 and 4.

Dr Gibbons indicated that in the case of a move to a higher alert level, an exemption may be sought to allow classes of up to 20 as per Auckland High Schools.

Tertiary Open Day

Tertiary Open Day had been held on 10 August in conjunction with the University of Otago. This was later in the year than usual, with a good attendance reported.

Nathan Laurie noted that no representatives from StudyLink were present at the Open Day. It was suggested that he voice his concerns directly to StudyLink.

External Liaison

Dr Gibbons had met with a number of groups and individuals since the last meeting.

Summarised Finance Report for the period ended 31 July 2020

A table provided an overview of the Polytechnic's 2020 financial performance to date compared against the forecast with variances.

Key points:

- Net operating surplus favourable to forecast by \$1,289k
- Capex lower than forecast to date by a net \$1,382k
- Net monetary assets currently favourable by \$4.5k
- EFTS enrolments of 5,262 favourable to YTD forecast by 400

Media Report

A media report had been provided by Shane Gilchrist, Media Liaison.

Hardship Fund

Chris Morland reported that \$110k of the \$240k Hardship fund had been allocated, supporting 205 learners. From the Technology fund 44 of 60 computers had been distributed. An additional request for 60 laptops had been made to NZIST.

3. FOR APPROVAL

3.1 Komiti Kawanataka Terms of Reference

The Terms of Reference for Komiti Kawanataka had been revised and sent to Rūnaka Offices in May when rūnaka nominations were sought for the Komiti . However, Mrs Coutts noted that the revised ToR had not been circulated more widely among Rūnaka Executives.

It was agreed that the ToR be recirculated to the Rūnaka offices and discussion deferred until the September meeting.

3.2 Risk and Opportunities Committee Terms of Reference

Terms of Reference for the Risk and Opportunities Committee were presented. It was noted that there may need to be occasional overlaps with the Finance and Audit Committee on some matters.

The document is to be revised to ensure reference to "Health, safety and wellbeing" is consistent throughout.



Terms of Reference - Risk and Opportunities Committee

That the Board approves the Terms of Reference for the Risk and Opportunities Committee.

Decision Date: 20 Aug 2020
Mover: Paul Allison
Seconder: Megan Potiki
Outcome: Approved

3.3 Finance and Audit Committee Terms of Reference

The Terms of Reference for the Finance and Audit Committee were presented.



Terms of Reference - Finance and Audit Committee

That the Board approves the Terms of Reference for the Finance and Audit Committee.

Decision Date: 20 Aug 2020
Mover: Adam La Hood
Seconder: Karen Coutts
Outcome: Approved

3.4 Staff Subcommittee Terms of Reference

Mary Butler presented the revised Terms of Reference for the Staff Subcommittee.

The following changes were suggested:

- Bullet points under "Matters to be considered by the sub-committee" to be expressed as opportunities
- Convenor/deputy convenor to be renamed chair/deputy chair
- *General* staff to be reworded *professional* staff

- To be clarified that matters brought to the Board's attention are governance matters in relation to staff
- Document to be formatted numerically

It was agreed that the Terms of Reference be revised and presented to the next meeting.

It was requested that there be consistency of formatting in all subcommittee terms of reference.

3.5 Health, Safety and Wellbeing Charter

The Health, Safety and Wellbeing Charter was presented.

There was one change:

- *Welfare* to be replaced with *wellbeing* throughout the document.



Health, Safety & Wellbeing Charter

That the Board endorses the Health, Safety and Wellbeing Charter for signature by the Chair and Chief Executive.

Decision Date:	20 Aug 2020
Mover:	Karen Coutts
Seconder:	Maryann Geddes
Outcome:	Approved

3.6 Policies

Two policies had been reviewed by the Finance and Audit Committee.

- Delegations from the Board to the Chief Executive and Authorities and Sub-delegations from the Chief Executive
- Sensitive Expenditure

It was confirmed that the delegations were aligned with the NZIST financial parameters document.

It was suggested that there be a "two up" approach so that the Chief Executive may not increase the remuneration of a direct report. The Polytechnic's remuneration policy and other policies referred to in the Delegations policy are to be aligned with the NZIST structure.

The revised Delegations policy is to be circulated to the Board via email for approval.

It was noted that the Credit Card policy will be reviewed at the next Finance and Audit meeting.



Sensitive Expenditure Policy

That the Board approves the revised Sensitive Expenditure Policy.

Decision Date:	20 Aug 2020
Mover:	Karen Coutts
Seconder:	Justin Lester
Outcome:	Approved

4. MATTERS FOR NOTING

4.1 Board Calendar

It was noted that the September meeting will be held on Ōtākou Marae. An invitation had been sent to the Rūnaka.

Protocols for the visit and travel arrangements are to be circulated to the Board.

4.2 Executive Leadership Team Interests Register

The Executive Leadership Interests Register was noted.

4.3 Academic Committee Minutes

Oonagh McGirr presented the minutes of the Academic Committee meeting held on 14 July 2020.

4.4 Student Council Minutes

Nathan Laurie spoke to the minutes of the Student Council meeting held on 28 July 2020.

Key points:

- Megan Gibbons had attended the meeting to discuss the changes under NZIST and to seek feedback on the Polytechnic's Strategic Plan.
- Students are feeling over-surveyed and would prefer surveys to be carried out in focus groups. It was suggested that students be involved in the wording of surveys. Philip Cullen referred to research on student surveys carried out by Ako Aotearoa which could be shared with the Board.
- A two day Student Voice Symposium is being held at the Polytechnic at the end of September.

4.5 Staff Subcommittee minutes

Mary Butler spoke to the minutes of the Staff Subcommittee meeting held on 28 July, noting the following points:

- Four new members had been elected to the subcommittee.
- There had been ongoing discussion as to the learning from lockdown
- The subcommittee had discussed the staffing reviews underway noting the importance of supporting those involved.

5. CLOSE MEETING

5.1 Meeting Closed

Next meeting: Otago Polytechnic Limited (The Company) Meeting of the Board - Open - 17 Sep 2020, 1:00 pm

Signature: _____

Date: _____

ACTION SHEET - OPEN			
Date	Action	Responsibility	Due date
20 August 2020	Recirculate Komiti Kawanataka Terms of Reference to Rūnaka	Megan Potiki	Done
	Revise Risk and Opportunities Terms of Reference to ensure consistent referral to “Health, Safety and Wellbeing”	Jeanette Corson	Done
	Revise Health, Safety and Wellbeing Charter ensuring <i>welfare</i> is replaced with <i>wellbeing</i> , for signature by Chair and CE.	Jeanette Corson	Done
	Delegations policy to be revised and circulated to the Board. Underlying policies to be aligned.	Philip Cullen	17/09/2020
	Protocols for marae visit and travel arrangements to be circulated to the Board	Jeanette Corson	10/09/2020
	Ako Aotearoa student survey research to be shared with the Board	Philip Cullen	17/09/2020
	Subcommittee Terms of Reference to have consistency of formatting	Jeanette Corson	17/09/2020

OTAGO POLYTECHNIC LIMITED	
BOARD PAPER	
OPEN AGENDA	DATE: 17 SEPTEMBER 2020
ITEM: CHIEF EXECUTIVE'S REPORT	
PRESENTED BY: Dr Megan Gibbons	
RECOMMENDATION: That the Board receives the Chief Executive's report.	

Education Leaders Forum 2020

Otago Polytechnic along with Western Institute of Technology are the major supporters of the annual Education Leaders Forum. This conference is aimed at anyone in education but particularly senior leaders in secondary schools. This year due to Covid it is being held virtually over 4 weeks on a Wednesday afternoon. I had the pleasure of being the keynote speaker for the first session where my topic was leading through change, reset 2020. Key messages were around Covid response, change to NZIST and a subsidiary company and becoming the CE in amongst it all. There were a number of OP staff that attended, and we also had some local high school senior staff engaged.

Covid-19

We continue to operate within the guidelines for Alert level 2. For L2 there are some restrictions that we need to follow, but the highest importance is around contact tracing and good hygiene practices. We have visitor registers, wifi access and class rolls as our means of recording who is on the building. In addition, there are QR codes on each of the buildings. Functions have created their own guidelines which I have approved for catering and ensuring safe practices. Our biggest concern with Alert L2 is graduation, we have reviewed all of the dates for bookings and determined that we need to make a decision at the October Board meeting whether to postpone or not.

Technology Assistance for Learners and Hardship Assistance for Learners

Funding spend as at the 28th August (the last reporting date for TEC) is as follows:

Hardship Fund

Funding Provided	214,077.68
Funding Spent	132,344.24
Balance Remaining	81,733.00

Technology Fund

Funding Provided	128,722.00
Funding Spent	107,428.00
Balance Remaining	21,344.00

Hardship requests are increasing, and particularly around housing costs and food. 2021 will see an increased need to support learners who must complete double clinical placements to make up the ones they missed during alert levels 3 and 4. We have already alerted TEC of this and they are aware.

Summarised Finance Report for the period ended 31 August 2020

The following table provides an overview of Otago Polytechnic's 2020 financial performance to date and compares this against the forecast with variances.

August 2020	2020 Year to Date Actual	2020 Year to Date Forecast	Variance
	(\$000s)	(\$000s)	(\$000s)
Revenue	\$ 72,816	\$ 70,238	\$ 2,578
Expenditure	\$ 69,017	\$ 68,523	\$ (494)
Net Surplus	\$ 3,799	\$ 1,714	\$ 2,085
Capital Expenditure	\$ 7,797	\$ 9,435	\$ 1,638
Employment Cost as a percentage of revenue	53.9%	54.7%	0.8%
Student Fees as a % of revenue	37.7%	38.9%	1.2%
Government Funding as a % of revenue	47.6%	47.7%	0.2%
Working Capital	25.8%	28.6%	(2.8)%
Cash In/Cash Out	123.1%	117.1%	6.0%
Net Monetary Assets (000's)	\$ (9,409)	\$ (14,787)	\$ 5,379
Debt / Equity Ratio	7.7%	11.2%	3.4%
EFTS	5,273.9	4,898.3	375.7

Key Points:

- The net operating surplus of \$3,799k is favourable to forecast by \$2,085k mainly due to additional student income from increased enrolments.
- Capex is lower than forecast to date by a net \$1,638k mainly due to timing of building projects being later than forecast
- Net Monetary Assets are currently favourable by \$5.3k, this is due to additional student fee revenue received for the additional EFTS enrolled.
- EFTS enrolments of 5,274 are favourable to YTD forecast by 376. This is due to additional enrolments in programmes included in the Targeted Trades and Apprenticeship Fund (TTAF) provided by the government for Trades programmes. This increase is mainly in the Primary Sector of Horticulture and Apiculture.

Media Report

Attached is a media report provided by Shane Gilchrist, Media Liaison.

External Liaison

- Otago Chamber of Commerce luncheon with Sir Stephen Tindall
- NZIST Poari Akoranga Academic Board
- Wildlife Hospital Board
- Otago interim Regional Skills Leadership meeting for formation of an education subgroup for Otago and Southland
- NZIST Subsidiaries CEs meeting x 3
- Kris Smith's (TEU) farewell
- Stephen Town CE NZIST via Zoom
- Building Surveying Governance Group
- OPAIC Board meeting via Teams
- TANZ eCampus Board meeting
- Conrad Herewini, Kim Ulberg, TEC via Teams
- Georgia Keir via Teams
- ILC Project Steering Committee (Hospital Build)
- Lyall Lukey, Smartnet via Zoom
- Adam La Hood
- Tertiary Teaching Excellence Awards – online
- Otago Boys High School Board of Trustees meeting
- Justin Lester via Teams
- NZIST Covid-19 meeting
- Guest speaker ELF20 via Zoom
- Guest speaker – Festival of Adult Learning

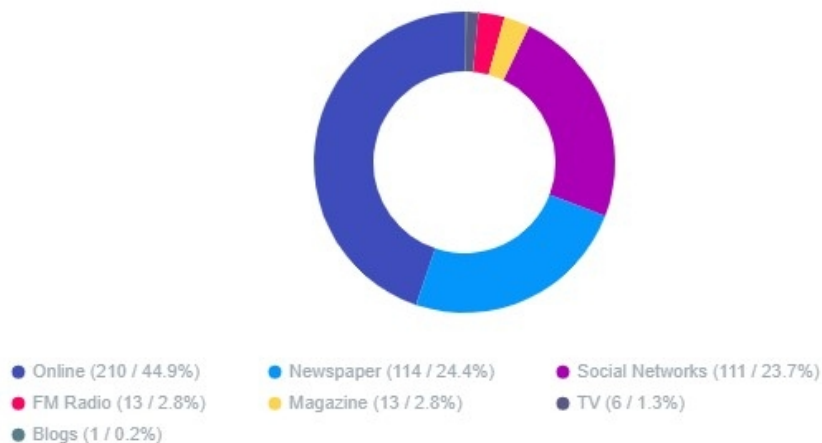
Dr Megan Gibbons
Chief Executive



A summary of Otago Polytechnic external media activity, from August 13-September 10 2020. Produced by Shane Gilchrist, Senior Communications Advisor.

- 214 news mentions
- Coverage reached a cumulative audience of 2.28 million
- Online News had the highest volume of coverage (98 news mentions)
- The outlet with the highest volume was Otago Daily Times with 81 mentions

Media type overview (Mentions)



Key themes of coverage:

Covid-19 and its implications on tertiary sector continue as a theme for media, since the Auckland community transmissions, first recorded on Aug 11.

The Government's Targeted Training and Apprenticeships Fund continues to be a focus of media, with several inquiries related to TTAF-driven enrolments.

Otago Daily Times covered the team restructuring processes within Otago Polytechnic.

OP WEBSITE (NEWS AND EVENTS SECTION)

There were more than 1.04 million page views in the past month. New website visitors comprised 23.37% of traffic (the remainder were returning visitors); the average time spent per view was 2min46sec.

SOCIAL MEDIA

Social Media activity and engagement across all channels continues to be strong. Facebook followers now 13.5k.

INSTAGRAM

3.59k followers; this continues upward trend of previous months.

LINKEDIN

Otago Polytechnic's main LinkedIn page now has 14.3k followers, reflecting strong growth on this channel.

OTAGO POLYTECHNIC LIMITED BOARD PAPER	
OPEN AGENDA	DATE: 17 SEPTEMBER 2020
ITEM:	MĀORI ANNUAL REPORT
PURPOSE:	The 2019 Māori Annual Report is attached.
PRESENTED BY:	Janine Kapa



OTAGO
POLYTECHNIC
Te Kura Matatini ki Otago

Whakakaha te Hoataka

Strengthening the Partnership

Māori Annual Report 2019



Rāraki Kai Contents

1	Manatu Mōhiotaka	Memorandum of Understanding
2	Mai i te Kaiwhakahaere Matua rātou ko te Komiti Kāwanataka	From the Chief Executive and Board Chair
4	Nā te Komiti Kāwanataka	From Komiti Kāwanataka
5	Te Aka Whāika Māori o Te Kura Matatini ki Ōtāgo	Otago Polytechnic's Māori Strategic Framework
6	KO TE MEA TUATAHI: Ko te Tiriti o Waitangi	PRIORITY ONE: Treaty of Waitangi
9	KO TE MEA TUARUA: Te Tautoko i kā Kaimahi Kāi Tahu/Māori	PRIORITY TWO: Kāi Tahu/Māori Leadership/Staffing
14	KO TE MEA TUATORU: Kā Ākoka Kāi Tahu/Māori	PRIORITY THREE: Kāi Tahu/Māori Students
23	KO TE MEA TUAWHA: Kā Whai Ara, kā Āhuataka Ako Kāi Tahu/Māori	PRIORITY FOUR: Kāi Tahu/Māori Programmes
28	KO TE MEA TUARIMA: He Wāhi Tika	PRIORITY FIVE: Inclusive Learning Environment
32	KO TE MEA TUAONO: Ko te Rakahau	PRIORITY SIX: Research & Māori-Centred Knowledge Creation
35	Tāpiritaka	Appendix



COVER PHOTO:
Jade Morgan
– *Graduation March 2018*
See story on page 31
Photographer: *Jodie Gibson*

Mihi

Ko te mihi tuatahi ki a koutou, ahakoa ko wai,
ahakoa nō hea.

Ko te mihi tuarua, he mihi tēnei ki a koutou nō
tēnā hapū, nō tēnā rohe o te motu.

Ki kā tini mate kua tukua atu ki te kōpū o te
whenua, haere, haere ki ngā rika kauawhi o
ngā tīpuna, moe mai, oki mai.

Ka hoki ki te huka ora, ki kā mana, ki kā reo,
ki kā rau rakatira mā, tēnā koutou katoa.



Manatu Mōhiotaka

I whakamanahia te honoka o Te Kura Matatini ki Ōtāgo ki kā Papatipu Rūnaka e whā o Araiteuru i raro i te maru o te Manatu Mōhiotaka i te tau 2004, kia mahi tahi tātou ki te whai oraka mō te iwi Māori.

I te tau 2018, i whakahoutia, i whakapaitia tēnei MoU, ā, i hainatia anōtia i te marae ki Moeraki, kia whakahou i tō mātou takohaka ki kā kaupapa me kā pūtaka o tēnei hoataka Tiriti.

- > Ko te whāika o tēnei manatu, ko te whaihua – ka tautokohia kā taurira kia tutuki i ō rātou wawata mātauraka
- > Ko te whāika matua o tēnei manatu, ki roto i te rohe o Ōtāgo, ka tutuki ōrite kā taurira Kāi Tahu me kā taurira Māori katoa ki tēnā, ki tēnā o kā taurira, e ai ki te tauraki o te Tiriti o Waitangi
- > Kia whakapiki i te take hei karikari i kā taurira Kāi Tahu me kā taurira Māori e whai wāhi ana, e tutuki ana ki Te Kura Matatini ki Ōtāgo, ka whakaae kā rōpū katoa ki te mahi tahi
- > E mōhio ana Te Kura Matatini ki Ōtāgo, me mahi tahi rātou ko Kā Papatipu Rūnaka ki te whakatipu, ki te whakatinana, ki te arotake i kā mahere rautaki, i te mahere ā-tau, i kā kaupapa ture, i kā hōtaka.

Mai i te Manatu Mōhiotaka i te tau 2018, i waekanui i Te Kura Matatini ki Ōtāgo me Te Rūnanga o Ōtākou, Kāti Huirapa Rūnaka ki Puketeraki, Te Rūnanga o Moeraki, Hokonui Rūnanga Inc hoki.

Memorandum of Understanding

The relationship between Otago Polytechnic and the four local Papatipu Rūnaka was first formalised by a Memorandum of Understanding (MoU) in 2004, giving expression to our spirit of partnership and educational aspirations for Kāi Tahu and Ngāi Māori.

In 2018, this MoU was revised, updated and re-signed at Moeraki Marae, renewing our commitment to the principles and purpose of this Treaty-based partnership.

- > The aim of this memorandum is whaihua – Māori students supported to achieve their educational aspirations
- > The principal objective of the memorandum is that within the Otago rohe, Kāi Tahu and other Māori achieve to the same degree as others, as guaranteed by the Treaty of Waitangi
- > In order to contribute to the objective of increasing Kāi Tahu and other Māori participation and success at Otago Polytechnic, both parties to the memorandum will work together
- > Otago Polytechnic recognises the need to work jointly with Kā Papatipu Rūnaka in the development, implementation and review of its strategic plans, annual plan, policies and programme developments.

From the Memorandum of Understanding between Otago Polytechnic and Te Rūnanga o Ōtākou, Kāti Huirapa Rūnaka ki Puketeraki, Te Rūnanga o Moeraki and Hokonui Rūnanga Inc, 2018.



From the Chief Executive and Board Chair

Introduction by Megan Gibbons and Tony Allison

The 2019 year was one of signalled change for Otago Polytechnic, with both the review of our Māori Strategic Framework and the Reform of Vocational Education. This has been reflected by the work that we have completed in partnership with mana whenua, ensuring we are meeting the needs of our community.

We were saddened by the passing of Kāi Tahu raketira, Tahu Pōtiki, in August last year. His leadership has been greatly missed, particularly as a champion of te reo Māori and Māori trades training. Our thoughts remain with Megan and their tamariki as well as wider whānau, iwi and the community.

In 2019, we consulted with Kā Papatipu Rūnaka ki Araiteuru, Te Rūnanga o Ngāi Tahu and staff focus groups to review, revise and reposition our Māori Strategic Framework (MSF). This was also the year that the Government announced its Reform of Vocational Education (RoVE), the centralisation of all institutes of technology and polytechnics, on which we consulted with our community to understand and discuss the potential impacts.

We have been making steady and significant progress in implementing our MSF in all of our Colleges, Schools and Service Areas. The focus is on guiding academic staff to build more industry and subject-specific Māori knowledge into their teaching.

In 2019, we implemented our first Māori Language Strategy, which will guide how we precisely incorporate te reo Māori throughout the Polytechnic, including within our programmes of learning. We believe this is a first for the sector. We also launched a suite of four kaupapa Māori micro-credentials that have been well-received, not only by our staff, but also within the wider community. These have been built into a full training scheme titled Bicultural Competency.

We are committed to increasing both the proportion of our staff who are Māori, as well as growing Māori leadership. We believe our ability to retain our staff is directly linked to the responses of our Māori staff in our annual Work Environment Survey – 100% of our Māori staff are proud to tell people they work for us, really care about our success and that it is a fun and enjoyable place to work. These results are higher than for all staff generally. We are also pleased with our progress in growing Māori leadership, with one third of our Executive Leadership Team comprising Māori women in 2019. We will continue to focus recruitment efforts on attracting more Māori staff.

Māori learner participation increased to 16.3% of our EFTS in 2019, which significantly exceeds the proportion of Māori residents in Otago. The Kāi Tahu participation rate has also increased to 4.22% of all EFTs and now constitutes more than a quarter of all Māori EFTS. Unfortunately, in 2019 course completion rates for both Māori and Kāi Tahu learners decreased, which extended the gap between Māori and non-Māori to 11.8%. There is no clear reason why, so we are currently drilling down into the data to enable a greater understanding in order to better target support.

Māori learner satisfaction rates remain very high and slightly ahead of the satisfaction rate expressed by non-Māori learners. Particularly pleasing from our Graduate Destination Survey is that the median annual salary of Māori graduates is ahead of non-Māori graduates. Undoubtedly contributing to Māori retention and success is the support we are providing for Māori learners through Te Punaka Ōwheo, which continued to go from strength to strength in 2019. We also acknowledge the work that Rebecca Williams started and has now been picked up by our new Tumuaki: Whakaruruhau, Desiree Williams. Te Punaka Ōwheo and Poho are providing a supportive environment and strong levels of pastoral care and learning support, which our learners are acknowledging as important to their success.

In 2019, we launched Otago Polytechnic's first He Toki trades training programme for Māori and Pasifika learners in Carpentry. This has been a success and we will continue to learn from it and develop additional trades. We also had a new cohort of 20 Kāi Tahu learners start their bachelors' degrees with Capable NZ through Te Hōkai Nui, a partnership between Te Rūnanga o Ngāi Tahu and Otago Polytechnic.

The Office of the Kaitohutohu continues to work with the Learning and Teaching Development team to ensure mātauraka Māori is embedded within all new courses and programmes, as well as through the redevelopment of existing courses and programmes. We continue to work with our partner organisations Arai Te Uru Kōkiri Training Centre and Moana House to deliver kaupapa Māori programmes in the areas of Food Production, Social Services and Addictions Counselling.



Further, there has been significant international interest in the work that we are undertaking with our Māori learners. Our Tumuaki: Whakaako, Ron Bull, contributed to the Indigenous Terra Madre conference in Japan, an Indigenous Knowledge Gathering held at Humber College in Canada, and the Association of Tertiary Facilities Managers meeting in Adelaide. We also hosted a delegation from Humber College who wanted to better understand our MSF and EduBits (micro-credentials) and a delegation from Kaua'i Community College. This interest is testimony to the excellent work of our Māori staff and of the initiatives we are undertaking at our Dunedin campus. Research activity continues to grow, with an increase from 2018 levels in the number of Māori research outputs.

As always, we very much appreciate the participation of and advice from Papatipu Rūnaka, particularly through Komiti Kāwanataka, our manawhenua sub-committee of the Board.

Whilst there is still much to do, momentum is consistently taking us forward, enabling us to lift the bar as we experience the increasing success of our Māori learners.



Dr Megan Gibbons
Chief Executive



Tony Allison
Board Chair

From Komiti Kāwanataka

Introduction by Megan Pōtiki



Ki āku kaihautū o te waka e whakaterere nei i ā tātou ki kā wai pukepuke, kā wai karekare o te wā. Kia whaikaha tātou ki kā āhuataka o te wā. Heoi anō kei ōku pouwhirinaki, tēnā koutou. Anei au e noho murimuri aroha ki tāku ao, engari he tika kia mahi tou kei warewaretia. Ka huri.

I am pleased to introduce our 2019 Māori Annual Report. We faced some challenging times in 2019 with the Minister of Education's Reform of Vocational Education (RoVE), however I congratulate staff in particular for navigating through such turbulent waters. With the announcement of a new vocational education system, the New Zealand Institute of Skills and Technology (NZIST) in August 2019, an establishment Board and skeleton of staff worked with others across the ITP sector to start co-creating this new entity. NZIST unites us as one national provider of vocational education, encouraging us to look through a different lens, also bringing Ngāi Māori and iwi closer together. Within this context, it is vitally important the Kāi Tahu (and Kā Papatipu Rūnaka ki Araiteuru in particular) retain a strong voice and contribute to the leadership of NZIST as the southern most Treaty partner.

I would like to congratulate our Deputy Chief Executive: Māori Development/Kaitohutohu, Janine Kapa, for keeping the waka afloat in testing times and for ensuring papatipu rūnaka and Māori providers in our community had the opportunity to contribute to the RoVE, but also for driving forward with a vision of excellence and success for both learners and staff alike. Secondly, I would also like to acknowledge her team for all the hard work they have expended over the past year – heoi anō, he mihi nunui ki a koutou. Arising from collaborative effort, the Polytechnic undertook an extensive review of its Māori Strategic Framework – a roadmap for the next phase of development at Otago Polytechnic – and also developed Te Rautaki Reo Māori, what we believe is the first Māori Language Strategy for the sector.

The Māori Annual Report continues to go from strength to strength, and without a doubt, reveals the amazing work undertaken by Māori staff and Māori learners at Otago Polytechnic, alongside our institutional leaders and colleagues spread throughout the organisation. We are extremely proud of their achievements, both individually and collectively.

Finally, I would like to acknowledge the mandated rūnaka members from Ōtākou, Puketeraki, Moeraki and Hokonui for their time and commitment on Komiti Kāwanataka throughout 2019. This year was the final year of the previous Komiti Kāwanataka as Otago Polytechnic transitions into NZIST as a high performing subsidiary and as the Council is replaced by the incoming Otago Polytechnic Limited Board and a newly refreshed Komiti Kāwanataka. Ehara taku toa i te toa takitahi, ekari ia, he toa takitini. It is a huge commitment serving the needs of the community in respect to mana whenua representation and we try to do our best to serve the needs of the very communities we serve; haere tou kā mihi.

Nāhaku noa, nā Megan Pōtiki
Deputy Board Chair and Chair of Komiti Kāwanataka



Otago Polytechnic's Māori Strategic Framework

I whakahiato Te Aka Whāika Māori i te uiui i Kā Rūnaka Papatipu. E ono ngā aronga matua o Te Aka Whāika Māori kia tutuki i tō mātou wawata mō te kōkiri Māori ki Te Kura Matatini ki Ōtāgo.

Developed in consultation with Kā Papatipu Rūnaka, the Māori Strategic Framework expresses six priorities for achieving our vision for Māori advancement at Otago Polytechnic.



For an explanation of the design of the Framework, please refer to pages 4–10 of the Māori Strategic Framework document.

KO TE MEA TUATAHI:

Ko te Tiriti o Waitangi

PRIORITY ONE:

Treaty of Waitangi

Tō Mātou Whāika ā-Rautaki

Kia tōtika, kia whakamana i te hoataka ki a Kāi Tahu/Māori.

Our Strategic Objective

To have an effective partnership with Kāi Tahu/Māori.

Ō Mātou Wawata

- a. Kia tino mārama kā hiahia tauwhaiti ā-ako o Kāi Tahu/Māori i roto i te takiwā o Araiteuru, ā, ka tika whakahoki atu
- b. Ka mahi tahi Te Kura Matatini ki Ōtāgo me Kā Rūnaka i te whakawhanaketaka rautaki, kaupapa here hoki, ā, i kā mahi o Te Kura Matatini ki Ōtāgo, i ngā wāhi tika ki a Kāi Tahu
- c. Kia whakarite i kā tikaka Kāi Tahu i raro i te tohutohu o Kāi Tahu i kā whai ara, i kā mahi i Te Kura Matatini ki Ōtāgo.

Our Aspirations

- a. To fully understand the specific educational needs of Kāi Tahu/Māori within Rūnaka Takiwā and to respond appropriately
- b. To involve Ka Rūnaka in strategy and policy development and in activities and business of the Polytechnic, wherever appropriate and desired by Kāi Tahu
- c. To use Kāi Tahu tikaka appropriately in the running and educational delivery of Otago Polytechnic.

Tō mātou whakaahu whakamua

Tuatahi, ka tuku kā kupu whakamihi ki te rakatira o Kāi Tahu, ko Tahu Pōtiki, i hika i te marama o Whā, i te tau 2019. He amokura, kua mahue te iwi o Kāi Tahu, te rohe, te motu whānui hoki i a ia, inarā, i te ao mātauraka, hei whakaihuwaka i te reo Māori, i kā akoraka mahi ā-rehe Māori, hei tumu whakarae hoki o Aukaha, he umaka manawhenua. Ka mokemoke mātou i a ia.

I whakaatu te Kāwanataka i te Reform of Vocational Education (RoVE), kia whakarōpūhia kā kura hakarau me kā kuratini kei raro i te maru kotahi. I hui tahi a Te Kura Matatini ki Ōtāgo, te Kōmiti Kāwanataka, kā Papatipu Rūnaka me kā whakarātoka hapori Māori kia wānakahia kā kawekawe o te panoni i Kahuru. Ka ū tonu mātou ki tō mātou hoataka ki mana whenua, ā, ka poipoi haere i kā pirika ā-rohe hei whakawhanake, hei whakapuāwai i te ao hou.

Measuring our Progress

Firstly, we acknowledge the sad and untimely passing of Kāi Tahu rakatira, Tahu Pōtiki, in August 2019. His exceptional leadership has left an indelible mark on the iwi, the region and the country, not least in education, where he championed te reo Māori and Māori trades training, and acted as Chief Executive of the mana whenua owned consultancy, Aukaha. He is greatly missed.

The Government announced its Reform of Vocational Education (RoVE), which will bring all institutes of technology and polytechnics under one centralised model. Otago Polytechnic held a consultation hui with Komiti Kāwanataka, Papatipu Rūnaka and Māori community providers to discuss potential impacts of the change in February. We remain firmly committed to our partnership with mana whenua, and will continue to nurture our local relationships so they grow and thrive within the new system.

Te Aka Rautaki Māori

I te tau 2019, i mahi tahi mātou ko Kā Papatipu Rūnaka ki Araiteuru, ko Te Rūnanga o Ngāi Tahu me ētahi huka kaimahi kia whakahou i Te Aka Rautaki Māori (2022) kia whakarewa i te timatata o 2020.

Ko tētahi o kā whāika matua, ki whakatinanahia Te Aka Rautaki Māori ki roto i kā Kāreti, i kā Kura, i kā Wāhi Whakarato o Te Kura Matatini ki Ōtāgo whānui. Ka arahi tonu mātou i kā kaimahi akoraka ki te whakahou i kā hōtaka, ā, ka akiaki i a rātou ki te whakauru i kā mātauraka Māori e whakapā ana ki ō rātou wāhi mahi ki roto i kā whakaakoraka.

I whakawhiwhi anō i te Whakawhiwhika Hiraka mō kā Kaimahi e pā ana ki te whakatinanataka o Te Aka Rautaki Māori. Ko kā kaiwhiwhi, ko te kaiwhakahaere o Occupational Therapy, ko te rika āwhina tātūhū ki te Kaitohutohu hoki, arā, ko Debbie Davie; ko Sharon Bryant, tētahi pūkeke ki te College of Health, ā, ko Kimberly Smith, tētahi pūkeke matua ki te College of Health. Ka whakamahi ēnei whakawhiwhika i kā kaimahi, nāna kā tauria Māori i kaha tautoko kia whakamahi; kia whakaako; ki te hautūtaka Kāi Tahu/Māori; ki te whakatipuraka me te whakaputaka o kā akoraka e aro atu ana i kā āhuataka Māori, ki a rātou rānei e rakahau ana, ā, ka whaihua, ka whakatutuki te rakahau i kā wawata whakawhanake o Kāi Tahu/Māori. Ka tuku kā whakawhiwhika e toru ia tau, e \$2,000 te utu kia whakapau mō te whakahiatotaka pūkeke.

Ka whakatinanahia Te Rautaki Reo Māori e mātou, anō i a mātou, ko tēnei te rautaki tuatahi pēnei i te wāhaka mātauraka matua. I whakawhiwhia te 2019 Emerging Leader Award e tō mātou Kaiārahi, a Shaun Tahau, mō tana mahi whakaahu i tēnei rautaki. E whakarato ana Te Rautaki Reo Māori i tētahi tukaka rautaki ki ā mātou mahi hei whakauru i te reo Māori ki roto i te wāhi ā-umaka, i te marautaka hoki. I akiaki kā EduBits kaupapa Māori, i hakaia i te tau 2018, ā, i whakawhānuitia i te tau 2019, i te rautaki nei kia whakapiki i te maetataka, i te whakamahika, i te whakahua tika hoki o te reo.

Māori Strategic Framework (MSF)

In 2019, in consultation with Kā Papatipu Rūnaka ki Araiteuru, Te Runanga o Ngāi Tahu and staff focus groups, we worked to revise our Māori Strategic Framework (2022) for launch in early 2020.

It is among our primary goals to see the Māori Strategic Framework (MSF) embodied in all Colleges, Schools and Service Areas throughout the Polytechnic. We continue to guide academic staff through the process of redesigning their programmes, assisting them to build more industry and subject-specific Māori knowledge into their teaching.

Once again, we awarded Staff Awards for Excellence in the implementation of the MSF. The recipients were Occupational Therapy administrator and executive assistant to the Kaitohutohu, Debbie Davie; College of Health lecturer, Sharon Bryant, and College of Health senior lecturer, Kimberly Smith. These Awards recognise staff who foster excellence in Māori participation and learning success; Kāi Tahu/Māori leadership; the development or delivery of programmes where Māori values are understood and recognised; and/or who undertake research with outcomes that benefit or meet the development aspirations of Kāi Tahu/Māori. Up to three of these Awards can be given in any year, each to the value of \$2,000 to be spent on professional development.

We implemented Te Rautaki Reo Māori, our Māori Language Strategy, which we believe is the first such strategy in the tertiary education sector. Our Kaiārahi, Shaun Tahau, was awarded the 2019 Emerging Leader Award for developing this. Te Rautaki Reo Māori provides a strategic approach to the ways in which we incorporate te reo Māori within our organisational environment, as well as within the curriculum. Our suite of kaupapa Māori EduBits (micro-credentials), created in 2018 and expanded in 2019, feeds into this strategy, aiming to increase the visibility, use and correct pronunciation of te reo Māori.

Next steps for 2020

- > Further strengthen our Treaty-based partnership with mana whenua – Kā Papatipu Rūnaka ki Araiteuru and Te Rūnanga o Ngāi Tahu in Te Waipounamu, and Te Rūnanga o Ngāti Whātua in Auckland – during our transition to being a subsidiary of NZIST
- > Launch and implement Otago Polytechnic's newly revised Māori Strategic Framework across the institution
- > Uphold the mana of te reo Māori by embedding Te Rautaki Reo Māori, our Māori Language Strategy, across key priority areas of the Polytechnic

PROFILE

He Toa Takitini

Mereana Rapata-Hanning
(Ngāti Kuri, Te Aupouri, Ngāpuhi)

**Principal Lecturer and Programme Leader,
Te Kura Tapuhi/School of Nursing**

Mereana Rapata-Hanning regards herself as a Treaty of Waitangi partner to Te Kura Matatini ki Ōtāgo/Otago Polytechnic.

“The Treaty is very much about working in partnership. I bring my knowledge of being Māori as well as Pākehā to everything I do.

“I have arrived at that through a whānau context. My mother is Pākehā and my father Māori, so I grew up with a shared perspective and a balance to how I teach all learners.”

Mereana's career at Te Kura Matatini ki Ōtāgo began in 1996 and she is currently a Principal Lecturer and Programme Leader within Te Kura Tapuhi/School of Nursing.

She is a Registered Nurse and her qualifications include a Master in Nursing and a Graduate Certificate in Tertiary Learning and Teaching. In 2017 she was the recipient of an Ako Aotearoa Sustained Excellence in Tertiary Teaching – Kaupapa Māori Award.

As a Māori board member of the College of Nurses Aotearoa, a professional organisation with a Treaty-based partnership, Mereana has contributed to national discussions on professional issues pertaining to iwi Māori and Māori nurses.

For more than a decade, she has also been Māori advisor to the Nursing Council of NZ, Te Kaunihera Tapuhi o Aotearoa, contributing to the preparation of Code of Conduct Standards and Guidelines, Scopes of Practice, Guidelines for Cultural Safety, Treaty of Waitangi and Māori Health and reviews of educational programme standards in tertiary institutions.

Mereana has also contributed a significant new chapter to an important textbook.

Understanding Pathophysiology is an international textbook used for training health professionals in the



disease processes that interfere with the proper functioning of the human body. When the first Australasian edition was produced it included a chapter on Australian indigenous health, but nothing about Māori.

The chapter on Māori health was included in the second Australasian edition, published in 2015 (the third edition came out in 2018). It is being used in New Zealand to teach the Bachelor of Nursing and also the Competency Assessment.

“I believe it will help ensure graduates enter nursing practice with an improved understanding of Māori health issues.

Mereana encourages her students to share and interact with each other, to embrace concepts of whānau and communal engagement, and to create a learning environment which is mutually rewarding and supportive.

“Teaching mainly non-Māori students about Māori cultural practices and norms can create numerous challenges,” she reflects.

“The ongoing commitment of Otago Polytechnic and NZIST to Treaty relationships with mana whenua is vitally important. It ensures all our graduates and staff are aware of the Treaty's role in their learning and future career pathways – as well as its importance to the future health and wellbeing of our country.”

KO TE MEA TUARUA:

Te Tautoko i kā Kaimahi Kāi Tahu/ Māori

PRIORITY TWO:

Kāi Tahu/ Māori Leadership/ Staffing

Tō Mātou Whāika ā-Rautaki

Kia whakamana, kia tautoko, kia mau i kā kaimahi Kāi Tahu/Māori ki kā taumata katoa kei roto i Te Kura Matatini ki Ōtāgo.

Our Strategic Objective

To attract, support and retain Kāi Tahu/Māori staff at all levels within Otago Polytechnic.

Ō Mātou Wawata

- a. Kia whakapiki i kā kaimahi Kāi Tahu/Māori i roto i kā tūmomo tari, i kā tūmomo taumata ki Te Kura Matatini ki Ōtāgo
- b. Kei kā kaimahi Māori te mahi hautūtanga i kā taumata katoa ki Te Kura Matatini ki Ōtāgo
- c. Kia pai haere te āhuataka o Te Kura Matatini ki Ōtāgo ki kā kaimahi Kāi Tahu/Māori, ā, kia uara kā tikaka, kā mahi o kā kaimahi Kāi Tahu/Māori
- d. Kia tika te āhuataka o Te Kura Matatini, kia tika hoki te tikaka o Te Kura Matatini ki kā kaimahi Kāi Tahu/Māori.

Our Aspirations

- a. To increase the number of Kāi Tahu/Māori staff across the range of teams and levels within Otago Polytechnic
- b. To have Māori staff providing leadership at all levels in the Polytechnic
- c. To have a working environment in which Māori staff are valued and their contributions recognised
- d. To have a physical environment and organisational culture that is inclusive of Kāi Tahu/Māori cultural values.

Tō mātou whakaahu whakamua

I whakatinana haere te Tari o te Kaitohutohu me te tima People and Culture ki te whakatinana i te Māori Workforce Development and Action Plan – arā ko te AMA (Advance of Māori). Ka hiahia tēnei ki te whakamanea, ki te toitū hoki i tētahi huka kaimahi nui ake ki Te Kura Matatini ki Ōtāgo, e here ana ki te whāika o Te Aka Rautaki Māori kia whakatūturu, he ōrite te ōrau o kā kaimahi Māori ki kā taurira Māori mō te tau 2021.

Kua tīmata mātou ki te whakahou i tō mātou tohu whakaako ā-mātauraka matua, ko te Tohu Paerua i Tertiary Education, kia whakatūturuatia te whakamahika matatau, māia hoki i te reo Māori me ōna tikaka tika i ia wāhi ako. Me whakaoti ka tika kā kaiako katoa i tēnei tohu.

Kā kaimahi Māori

Ka whakapiki te nama o kā kaimahi pūmau Māori, e 30 i te tau 2018, e 33 i te tau 2019. E 6.4% te nama o kā kaimahi Māori e wehe atu ana, kei raro tēnei i te nama o kā kaimahi whānui e wehe ana, arā, e 7.2%.

I te tau 2019, tokotoru kā wāhine Māori o te Kāhui Manukura o Te Kura Matatini tokoono – ko Janine Kapa (Kāi Tahu, Kāti Māmoe, Waitaha), rātou ko Jo Brady (Kāi Tahu) ko Megan Gibbons (Ngāpuhi). Tino whakahihī mātou i te whakaataka pai o kā kaiwhakahaere Māori i kā tūraka aweawe ki tēnei taumata o ruka.

Kotahi te whakatūraka kei te taumata Tumuaki – i tīmata a Desiree Williams hei Tumuaki: whakaruruhau.

Recruitment

Year	Total new permanent staff	Non-Māori	Māori
2015	41	38	3
2016	43	40	3
2017	37	35	2
2018	24	21	3
2019	35	34	1

Measuring our Progress

Our Office of the Kaitohutohu and People and Culture team continued to implement our Māori Workforce Development Strategy and Action Plan – we call this the AMA (Advancement of Māori). It aims to attract and sustain a larger Māori workforce at Otago Polytechnic, in line with our MSF goal to ensure the proportion of Māori staff is reflective of that of our Māori learner population by 2021.

We began to redevelop our tertiary teaching qualification, the Graduate Diploma in Tertiary Education, to ensure the competent and confident use of relevant and applicable te reo and tikaka Māori in each learning and teaching area. All Otago Polytechnic teachers are expected to undertake this qualification.

Māori staff

Our permanent Māori staff numbers increased, from 30 in 2018 to 33 in 2019. Māori staff turnover was at 6.4%, slightly less than the overall staff turnover rate of 7.2%.

In 2019, three of our six Executive Leadership Team members were Māori women – Janine Kapa (Kāi Tahu, Kāti Māmoe, Waitaha), Jo Brady (Kāi Tahu) and Megan Gibbons (Ngāpuhi). We are proud that we have strong representation from Māori leaders in influential roles at this senior level.

One appointment was made at Tumuaki (Director) level in a new role – Desiree Williams started as our Tumuaki: Whakaruruhau/Director: Māori Learners Success.

Turnover

Year	Māori turnover	Non-Māori turnover	Total staff turnover
2015	15%	7%	8%
2016	7%	7%	8%
2017	3%	8%	8%
2018	7%	6%	6%
2019	6%	7%	7%

Te Mānawa o kā kaimahi Māori

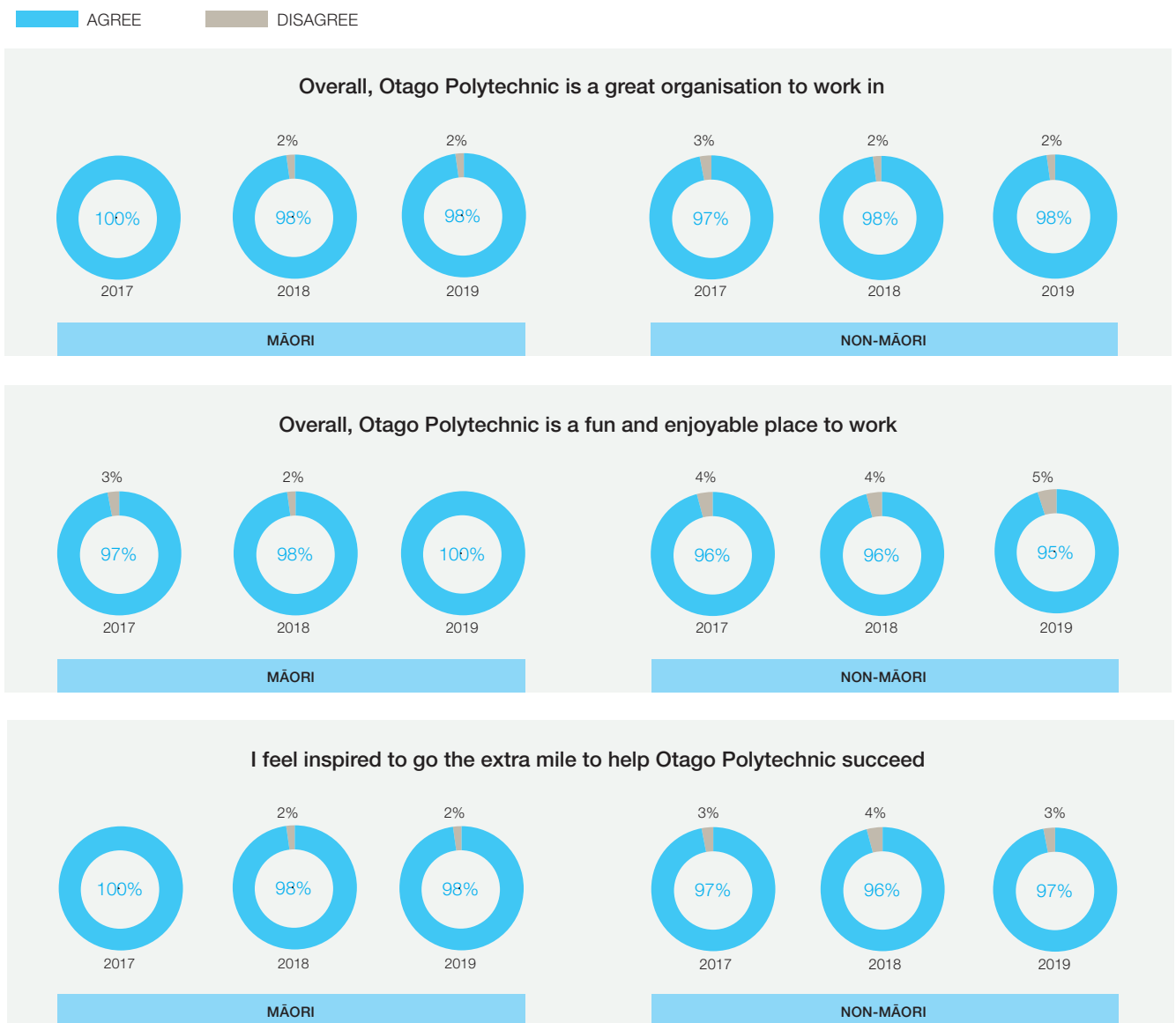
I tūtohi kā āhua o te Uiuika mō te Wāhi Mahi, he mānawa ake kā kaimahi Māori i kā kaimahi tauwi i te tau 2019, he arotau ake kā whakautu mō kā āhuataka e whā o kā āhuataka e ono, ā, he ōrite te whakautu mō te āhuataka whakamutuka.

Tapeke rawa ake, 100% kā kaimahi Māori i whāki atu, e whakahīhī ana rātou he kaimahi ki Te Kura Matatini ki Ōtāgo; he wāhi pārekareka ki te mahi; he mea whakahirahira ki a rātou te whakatutukitaka o Te Kura Matatini ki Ōtāgo.

Satisfaction of Māori staff

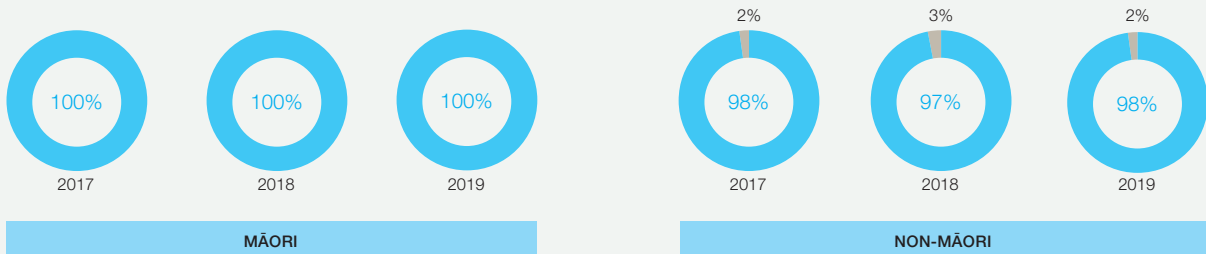
The results of our latest Work Environment Survey indicate that Māori staff were more satisfied in 2019 than their non-Māori counterparts, reporting more favourable responses in four of the six main measures, and an equal response in the remaining measures.

In total, 100% of Māori staff reported that they are proud to tell people they work at Otago Polytechnic; that Otago Polytechnic is a fun and enjoyable place to work; and that they really care about the success of Otago Polytechnic.

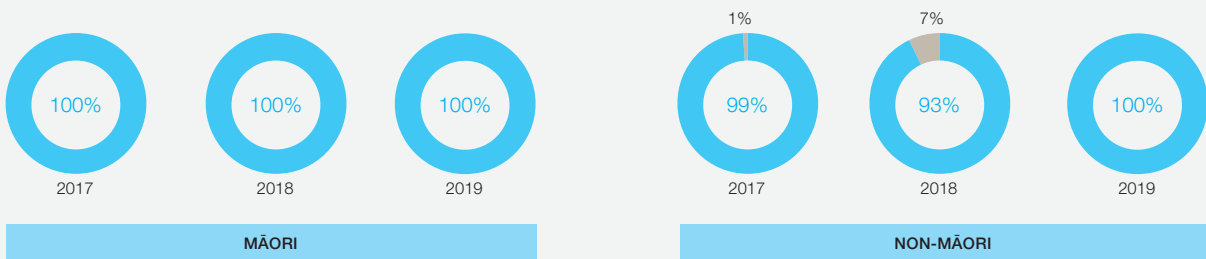


Please note: values may not add up to 100% due to rounding.

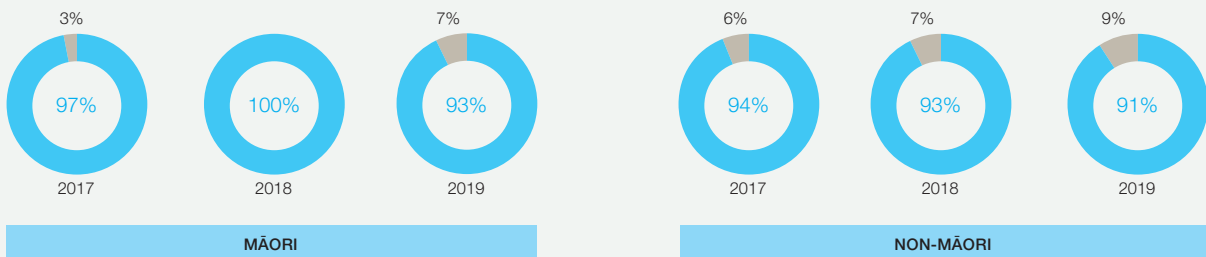
I am proud to tell others that I work for Otago Polytechnic



I really care about the success of Otago Polytechnic



I feel there is a future for me at Otago Polytechnic



Next steps for 2020

- > Increase the proportion of new staff who identify as Māori from 5% to 7%
- > Provide support to staff as they continue to develop their cultural competency (i.e. via our new Bicultural Competency Training Scheme)
- > Integrate cultural competencies throughout our Staff Capability Frameworks, setting an expectation with staff that baseline competency is required
- > Continue to enhance Otago Polytechnic, ensuring it is a culturally inclusive workplace, conducive to Māori thriving as Māori

STAFF PROFILE

Driving
transformation

Desiree Williams (Tūhoe)

Tumuaki: Whakaruruhau

Desiree Williams was drawn to her role at Otago Polytechnic because it presented an opportunity to have a positive impact on education for Māori.

"I'm very interested in systemic change – that's my thing," she explains.

And, as Tumuaki: Whakaruruhau, Director of Māori Learner Success, she is well-placed to help drive that change.

"I'm leading a team at Te Punaka Ōwheo who walk alongside taura Māori to empower and ensure their success as individuals," she says. "Another aspect of my role is working with Otago Polytechnic Schools and Colleges to identify and build on their strengths in teaching and supporting Māori learners. This is about making systemic change."

She notes an increasing willingness of non-Māori to consider and act on obligations under the Treaty of Waitangi, which will help in driving this change.

She enjoys the passion for education here at the Polytechnic.

"There's a good culture – staff are looked after and it is a positive work environment," she says. "I also like the community development attitude here – we're not just growing individuals, but also delivering to our communities."

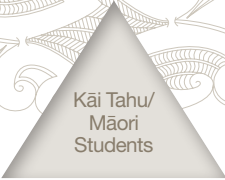


Desiree's previous roles have had a strong community focus. She was the Chief Executive of the Malcam Charitable Trust, and a Senior Solicitor at Ngāi Tahu Community Law Centre. She is the Chair of Te Hou Ora Whānau Services and was a member of the Steering Rōopū for the Puaka Matariki Festival for twelve years.

"I'm most definitely a social justice advocate who believes we can all be agents of social change," she says. "I'm also really interested in social enterprise and looking at new and more sustainable ways of doing business."

With this in mind, Desiree is a Director of Thank You Payroll Limited, a social enterprise guided by the four Ps of sustainability: planet, people, purpose and profit.

"It's a great example of making something totally unsexy, like payroll, into something appealing and attractive – it's all about transformation."



KO TE MEA TUATORU:

Kā Ākoka Kāi Tahu/ Māori

PRIORITY THREE:

Kāi Tahu/ Māori Students

Tō Mātou Whāika ā-Rautaki

Kia whai wāhi, kia tutuki i kā taumata katoa kā ākoka Māori.

Our Strategic Objective

To have Māori participate and succeed at all levels of learning.

Ō Mātou Wawata

- a. Kia whakaratohia he āhuataka ako hei pai, hei hāpai, hei whakakāwaritia te akitu o kā ākoka Māori
- b. Kia whakaratohia he wheako whaiaro kōhure mō kā ākoka Māori
- c. Kia tutuki pai kā ākoka Kāi Tahu/Māori i kā akoraka, ā, kia whai i kā tohu teitei ake
- d. Kia āhua whakaruru, kia whakauru i kā ākoka Kāi Tahu/Māori kei te Kura Matatini ki Ōtāgo. Kia āko i raro i te āhua Māori.

Our Aspirations

- a. To provide a learning environment that is attractive to and supportive of Māori and facilitates their success
- b. To provide an outstanding learning experience for Māori learners
- c. For Kāi Tahu/Māori learners to succeed in their programmes, and pathway onto higher qualifications where appropriate
- d. For all Kāi Tahu/Māori students to feel safe and included at Otago Polytechnic, and able to learn as Māori.

Tō mātou whakaahu whakamua

Ko te uruka Māori

I whakapiki te uruka o kā taura Māori ki 16.3% i te tau 2019, 14.5% i te tau 2018.

He whakapikika manea, arā, 15% te whakapikika o kā EFTS Māori i te tau 2019, e 8% te whakapikika i te tau o mua. Arā, 10% te whakapikika o kā taura Māori i te tau 2019.

I te tau 2019, 10.7% te whakapikika o te uruka o EFTS Kāi Tahu, arā e 4.2% o kā EFTS katoa, neke atu anō i te hauwhā o kā EFTS Māori. E 249 kā taura Kāi Tahu i te tau 2019, e 7.8% te whakapikika i te kā nama o tau 2018.

Ina rawa, i kaha whakapiki te tātaitaka o kā taura Māori i te tau 2019. He tino nui ake te nama o kā taura Māori i kā taura tauivi, arā, 22.4% ki te 16%. Ka akina tēnei e te whakapikika o kā taumata tātaitaka ki kā Taumata 1-3 – ina koa, i taurua te whakapikika o kā taura Kāi Tahu ki ēnei taumata.

He teitei tonu te puritaka taura ki kā taumata katoa, i hipa atu hoki i kā whāika. Ina rawa, e 74.4% te puritaka akoraka Māori i te tau 2019, e 75.1% mō kā taura tauivi.

Measuring our Progress

Māori participation

The participation rate for Māori learners rose to 16.3% in 2019, up from 14.5% in 2018.

There was a very pleasing 15% increase in Māori EFTS in 2019, following on from an 8% increase the previous year. This equated to a 10% increase in Māori learners by headcount in 2019.

The 2019 Kāi Tahu participation rate increased 10.7% to sit at 4.2% of all domestic EFTS, once again accounting for more than a quarter of all Māori EFTS. There were 249 Kāi Tahu learners by headcount in 2019, up 7.8% on 2018.

Overall, Māori learner progression improved considerably in 2019. The progression rate for Māori learners exceeds that of non-Māori, at 22.4% and 16% respectively. Driving this growth was learner progression at Levels 1–3 – notably, Kāi Tahu progression more than doubled at these levels.

Student retention remains high at all levels and significantly exceeds targets. Overall, Māori learner retention was 74.4% in 2019, compared with 75.1% for non-Māori.

EFTS and Headcounts									
	2017			2018			2019		
	Māori	Kāi Tahu	Non-Māori	Māori	Kāi Tahu	Non-Māori	Māori	Kāi Tahu	Non-Māori
EFTS	552.4	146.2	3,320.2	596.1	156.7	3,521.51	688.1	178.9	3547.4
Headcount	864	226	5,612	972	231	5,897	1070	249	5461

Includes all programme levels and all funding sources.

Te whakatutuki tohu me te whakatutuki tohu ā-huka

I whakaheketia te whakatutukitaka tohu o kā taura Māori me kā taura Kāitahu i te tau 2019, heoi, ka hipa tonu i kā whāika. Ko te mea whakarapa kē, kua rahi haere te huatako i waenganui i kā taura Māori me kā taura tauivi ki 11.8%, e 6.9% te huatako i te tau 2018.

He mea pōuri te whakahekeka o kā whakatutukitaka tohu katoa mō kā taura Māori me kā taura Kāi Tahu, e 3.2% me 8.2% ki ia huka.

Ko te āhua nei, kāore he ia ariroa mō te whakahekeka nei, ā, e arotake ana mātou i tō tātou taura tātaritaka kia āta whakamātau i kā tau nei, ki ētahi whakapaika pū. I tua atu, kua hakaia tētahi huka mahi kia whakahaumako, kia whakapiki i te whakatutukitaka a kā taura Māori, kia arotake i kā rarauka mēnā e raro ana te whakatutukitaka a kā taura Māori i kā taura tauiva, ā, kia whakatinana i kā whāika.

Course and cohort completions

Course completion rates for Māori and Kāi Tahu learners declined in 2019, although continued to exceed targets. This unfortunately extended the gap between Māori and non-Māori learners to 11.8%, compared with 6.9% in 2018.

It is disappointing that overall qualification completion rates have declined for Māori and Kāi Tahu learners by 3.2% and 8.2% respectively.

There appears to be no clear trend for this decline, and we are reviewing our analysis model to allow more detailed examination of these figures and more targeted interventions. In addition, a working group is tasked with further lifting Māori learner achievement, reviewing all data where Māori learner achievement is lower than that of non-Māori peers, and implementing targeted actions.


 Kāi Tahu/
Māori
Students

I whakarato mātou i kā akoraka 159, ā, 115 o kā akoraka e whakauru ana i kā EFTS Māori. He ōrite, neke atu rānei te whakatutukitaka tohu Māori ki tērā o kā tauria tauwiwi mō kā akoraka e 36. Neke atu i te 30 kā EFTS Māori ki te Tohu Occupational Therapy me te Tohu Tapuhi, ā, neke atu i te 90% te whakatutukitaka tohu.

E aro tonu ana mātou ki tō mātou takohaka kia whakapiki i te whakatutukitaka o kā tauria Māori me te whakatutuki mana taurite mō kā tauria Māori. Nā te Arotake Akoraka ā-Tau, ki te kore tētahi akoraka i tutuki i kā whāika – ko kā mea e hā kai ana ki kā tauria Māori hoki, me tūtohi rātou i kā mahere mahi hei whakapiki. Ka hono ēnei mahi ki te Mahere Paearu Mahi ā-tima me kā Mahere Paearu Mahi ā-takata.

We delivered 159 programmes in 2019, with 115 attracting Māori EFTS. Of these, 36 programmes had a course completion rate equal to or greater than that of non-Māori. The Bachelors of Occupational Therapy and Nursing had more than 30 Māori EFTS each, and course completion rates of over 90%.

We continue to be focused on our commitment to lifting Māori learner achievement and attaining parity and equity for Māori learners. As part of the Annual Programme Review process, all programmes not achieving educational targets – including those relating to Māori learner success – are required to detail their action plans for improvement. These actions flow through to the Team Performance Plan and Individual Performance Plans.

Cohort qualification completions by programme category (SAC-funded full-time enrolments)

	2017			2018			2019		
	Enrolled	Completed	%	Enrolled	Completed	%	Enrolled	Completed	%
Certificates									
All Students	679	491	72.3	447	315	70.47	449	319	71.1
Māori	109	65	59.6	53	36	67.92	68	48	70.6
Kāi Tahu	44	31	70.5	16	9	56.25	21	17	81
Non-Māori	570	426	74.7	394	279	70.81	381	271	71.1
Diplomas									
All Students	267	136	50.94	324	197	60.80	267	120	44.9
Māori	30	10	33.33	40	26	65.00	23	6	26.1
Kāi Tahu	8	1	12.50	15	9	60.00	6	3	50
Non-Māori	237	126	53.16	284	171	60.21	244	114	46.7
Graduate Certificates/Diplomas									
All Students	21	17	80.95	21	11	52.38	21	13	61.9
Māori	3	3	100.00	2	1	50.00	4	1	25
Kāi Tahu	1	1	100.00				1		0
Non-Māori	18	14	77.78	19	10	52.63	17	12	70.6
Bachelors									
All Students	729	436	59.81	739	427	57.78	668	347	51.9
Māori	107	61	57.01	112	58	51.79	99	48	48.5
Kāi Tahu	32	20	62.50	23	12	52.17	23	12	52.2
Non-Māori	623	375	60.19	628	369	58.76	569	299	52.6
Postgraduate Certificates/Diplomas									
All Students	1	1	100	15	14	93.3	17	16	94.1
Māori	0	0	n/a	1	1	100	2	2	100
Kāi Tahu	0	0	n/a	0	0	n/a	1	1	100
Non-Māori	1	1	100	14	13	92.9	15	14	93.3
Masters									
All Students	35	1	2.9	31	6	19.3	27	6	22.2
Māori	4	0	0	3	1	33.3	0	0	0
Kāi Tahu	2	0	0	1	1	100	0	0	0
Non-Māori	31	1	3.23	28	5	17.9	27	6	22.2



Te Mānawa o kā taurira Māori

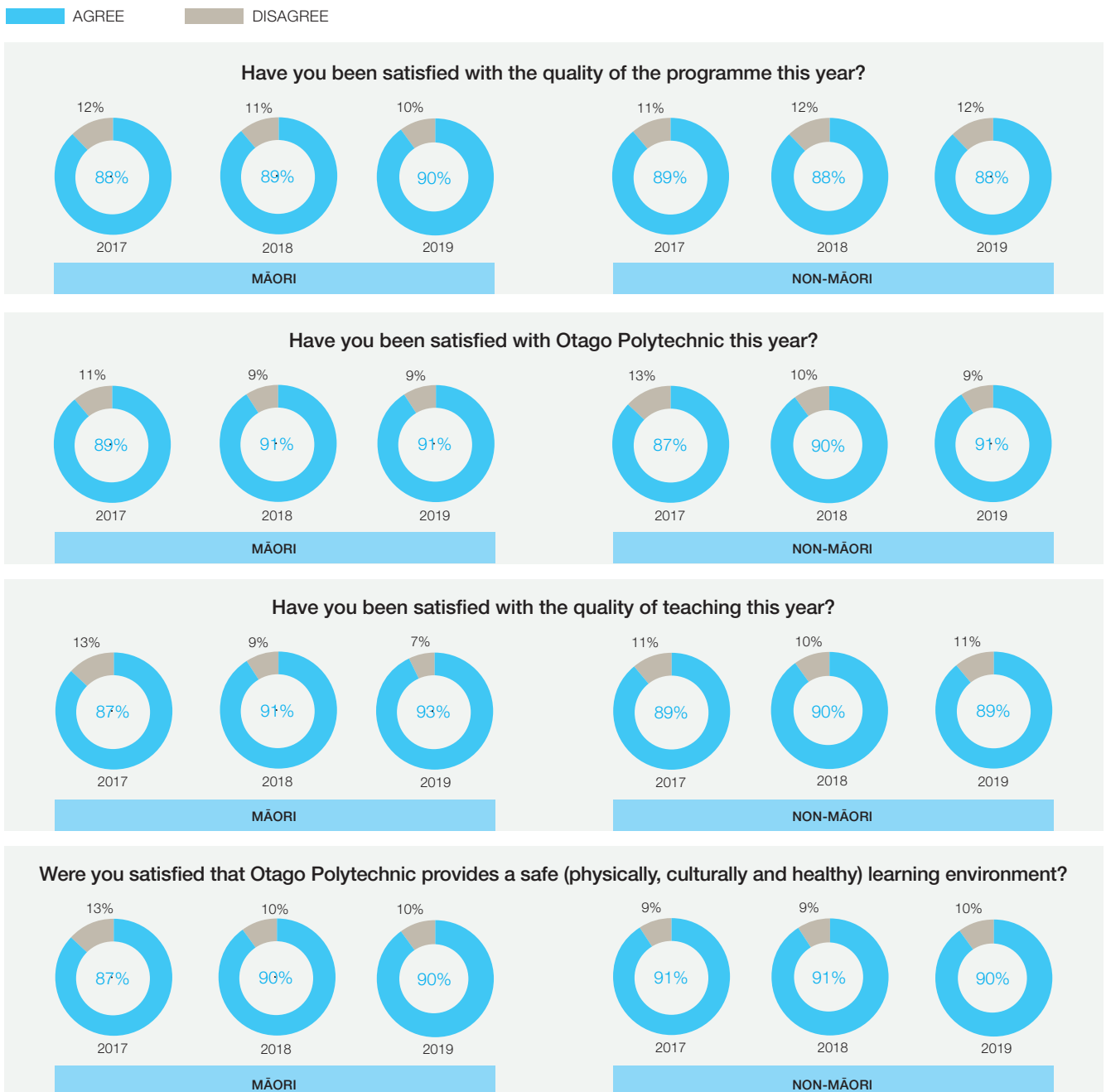
He teitei ake, he ōrite rānei, kā taumata mānawa o kā taurira Māori mō kā āhuataka e whā.

I whakapiki, he ōrite tonu rānei kā nama mānawa i te tau 2019, e 90% ki 93% i kā āhuataka katoa.

Māori learner satisfaction

Māori learners reported higher or equal satisfaction compared with non-Māori learners across our four main measures.

Satisfaction rates among Māori learners have improved or remained consistent in 2019, sitting at 90% to 93% in all categories.



Ko kā hua paetahi

Ko tētahi o kā tino whāika, ka whakaritea kā tauira ki kā pūkeka me te mātauraka hei tīmata, hei whakapiki i ō rātou mahi, ki te ako tonu rānei.

I tukua te Uiuika Whakaputaka ā-Kaiwhiwhi Tohu i te marama o Toru i te tau 2019, āhua waru marama i muri iho i te whakaotika a kā tauira i kā tohu i te tau 2018. I aro atu ana ki te nama o kā kaiwhiwhi tohu e mahi ana, e whakauru atu ana i ētahi atu mahi ako rānei.

Tokomaha ake te nama o kā kaiwhiwhi tohu Māori kua whai mahi, e 66% i te tau 2018, e 72% i te tau 2019, e 78% o kā tauira tauiwi. I tua atu, e 34% o kā kaiwhakautu uiui e whakamahi ana, e whakauru ana rānei i te mahi ako, 11% hoki e mea ana ka whakauru i te tau e whai ake nei, e 28%, e 9% te nama o kā kaiwhiwhi tohu tauiwi ki ēnei momo e rua.

He pai ake te whiwhi utu o kā kaiwhiwhi tohu Māori e mahi ana i kā kaiwhiwhi tohu tauiwi, e \$48,510 o kāi Māori, e \$45,000 o kāi tauiwi.

Ina rawa, 99% o kā kaiwhakautu uiui Māori e mahi ana, e ako tonu ana rānei.

Māori graduate outcomes

Among our primary roles is to equip our learners with the skills and knowledge they need to begin or advance their careers, or to undertake further study.

Our Graduate Outcomes Survey was distributed in July 2019, approximately eight months after learners completed their 2018 qualifications. It reported on the number of graduates who were either working or enrolled in further study.

There was an increase in the number of Māori graduates who were in work, from 66% in 2018 to 72% in 2019, compared with 78% of non-Māori. In addition, 34% of respondents were engaged in or enrolled in further study, and a further 11% intended to enrol the following year, compared with 28% and 9% respectively for non-Māori graduates.

Māori graduates who were working earned higher median salaries than their non-Māori counterparts, at \$48,510 and \$45,000 respectively.

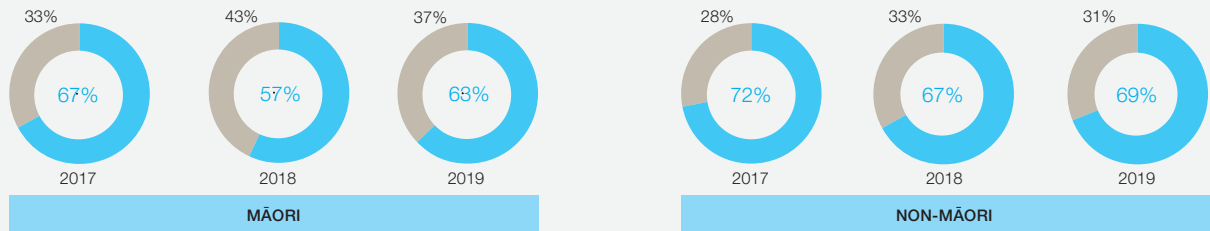
Overall, 99% of Māori respondents were either in work or further study.



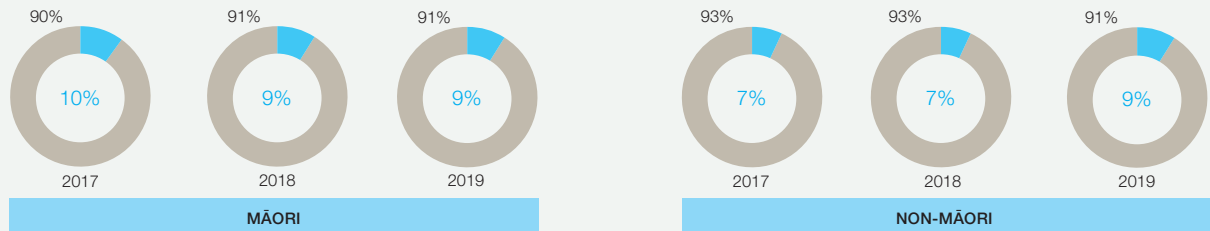
Kāi Tahu/
Māori
Students

Work situation as at 1 June 2019

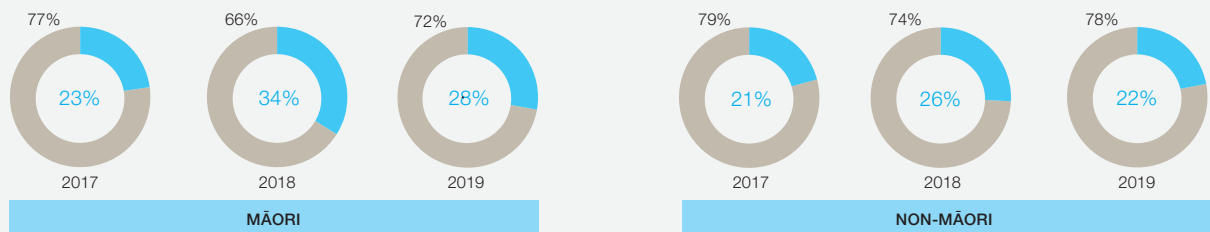
Earning wages or a salary



Self-employed



Not working or self-employed



Median gross annual salary

\$48,510

MĀORI

\$45,600

NON-MĀORI

Kā karahipi Māori

Ko tētahi o kā momo whakamihi i te whakatutukitaka taurira Māori, ko kā karahipi. Me mihi ka tika ki a Kia Ora Hauora mā kā mahi hei whakapiki i te mōhiotaka e pā ana ki kā karahipi hauora.

E toru kā wāhaka matua o kā karahipi mō kā taurira Māori: ko te Mana Pounamu (e whakamihi atu ana ki te whakatutukitaka o kā taurira i te Tau 12 me te Tau 13), ko te Rūnaka, ko te Mātāwaka. Āpiti atu hoki, tokomaha kā taurira Māori i whiwhi i kā Otago Polytechnic Principals' Scholarship, i kā Private Training Establishment Scholarship rānei. He karahipi hoki mō kā taurira e whai ana i te Tohu Whakawhānau hei whakahōnora i a Tākuta Irihapeti Ramsden.

Scholarships for Māori

One of the ways Otago Polytechnic recognises Māori learner achievement is through the provision of targeted scholarships. We also acknowledge Kia Ora Hauora for their efforts in raising awareness with our learners about a range of health-related scholarships on offer.

There are three main categories of scholarships for Māori learners: Mana Pounamu (recognising the achievement of Year 12 and 13 taurira), Rūnaka and Mātāwaka. In addition, a number of Māori learners are awarded Otago Polytechnic Principal's Scholarships or Private Training Establishment scholarships. There are also specific scholarships for Māori learners studying Midwifery, in honour of the late Dr Irihapeti Ramsden.

Māori Scholarships 2019

	Headcount	EFTS	Successful course completion	Qualification completion	Total value awarded
Irihapeti Ramsden Memorial Midwifery Scholarship	3	4	66.7%	0	\$20,798.26
Mātāwaka Scholarship	3	3	100%	1	\$17,814.78
Otago Rugby Football Association	1	0.5	50%	0	\$3,669.72
Principal's Scholarship	6	5.4	79.2%	2	\$9,202.25
Rūnaka Scholarship	4	2.88	64.6%	1	\$15,916.52
Staircasing Scholarship	3	2.5	83.3%	2	\$2,595.22
Total	33	28.8	76.77%	6	\$129,668.91

Next steps for 2020

- > Continue to use accurate and timely analytics to improve institutional processes and practices to lift the course retention, success and completion rates of Māori learners by at least 2%
- > Lift Māori learner success, ensuring it equals or exceeds the rate for non-Māori
- > Achieve Māori learner participation at 18% of domestic EFTS

STUDENT PROFILE

Unearthing your roots

Kane Dunn (Ngāpuhi, Ngāti Kahu)
Bachelor of Information Technology

Otago Polytechnic Bachelor of Information Technology learner Kane Dunn hopes to use his Mātāwaka Scholarship to help others trace their whakapapa.

Awarded to Māori learners who whakapapa outside the Kāi Tahu rōhe, the Mātāwaka Scholarship is administered by Otago Polytechnic and Kā Papatipu Rūnaka and covers one year of tuition fees.

Kane says his educational journey has prompted him to look within himself, and contemplate ways in which he can help others.

"I see this degree as a stepping-stone to my goal of creating a digital database that people can use to track and research their own whakapapa," he says. "I was inspired by my grandad, who was passionate about his genealogy. Most of my wider family are from up north and I didn't have that much connection with them, so this project has a deeper resonance for me."

Kane plans to incorporate te reo into his website, which will feature a database of places and names, and links to iwi and hapū, as well as allowing visitors to upload content.

"There are loads of possible outcomes. For example, people could be at a certain location and want to find out more about the stories of the area," he says.



One of the first things Kane noticed when he started studying at Otago Polytechnic was the level of support from its staff, including those at Te Punaka Ōwheo, our Māori Centre.

"There are lots of people to talk to. I go to the Māori student common room, Poho, every day to grab a coffee in between classes. It's a good place to chill out or have a laugh," he smiles. "People are genuinely interested in what you're doing, and that interest makes you feel valued."



GRADUATE PROFILES

Somebody to lean on

Walter Wakefield (Ngāti Porou) and Reece Clarke

New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4)



When Walter Wakefield and Reece Clarke walked across the Dunedin Town Hall stage to graduate, it encompassed so much more than their academic achievements.

Walter's journey had meant returning to a formal education setting for the first time in four decades.

Having left school at 10 and become a homeless teenager living on the streets of Wellington, Walter navigated a "real colourful background", before eventually settling in Dunedin. He had been working in the construction industry until a severe back injury put paid to that career in 2018.

On the advice of a counsellor at Moana House, where he underwent addiction rehabilitation, he enrolled at Otago Polytechnic – a decision he admits was a daunting one.

"I didn't want to feel like I did back when I was 10 – looked down upon," he says. "I admit I had to get out of a few holes this year."

And who was there to help him out? Among others, his classmate, Reece.

For Reece, too, knows about holes. A recovering alcoholic, he didn't know Walter when he enrolled at Otago Polytechnic, yet he suspected they might have more than a few things in common.

"Walter and I both come from similar rough backgrounds, so people didn't know what to think of us when we first turned up," he recalls. "I asked Walter if he'd be keen to

work out in the morning. That soon turned into a daily ritual: we'd go the gym, go and have a coffee, have a chat with the girls at the front desk at Otago Polytechnic, then go to class."

The pair soon established a study group with some of their classmates, and by mid-year, Walter and Reece were being referred to as the "aunties" of the class.

"That's because of the way we worked with the others. We just like to help," Reece says. "We are both in recovery so we have had to unpack a whole lot over the years. We added a bit of colour and character to the class."

Walter believes his life experiences are less a burden, and more a bundle of insights he can share with others.

"I just want to give back. I have something to offer," he says.

KO TE MEA TUAWHA:

Kā Whāi Ara, kā Āhuataka Ako Kāi Tahu/ Māori

PRIORITY FOUR:

Kāi Tahu/ Māori Programmes

Tō Mātou Whāika ā-Rautaki

Kia whakawhanaketia kā akoraka, kā tohu hiraka ake ki Te Ao Māori, ki Te Reo Māori, i raro i te kaupapa Māori hoki. Kia komokomotia te mātauraka Māori ki kā tohu katoa.

Our Strategic Objective

To develop quality courses and programmes in Te Ao Māori, Te Reo Māori and other robust kaupapa Māori options and to incorporate Māori knowledge into all qualification areas.

Ō Mātou Wawata

- Kia whakarotia kā tohu tauwhaiti hei tutuki kā hiahiataka o Kāi Tahu/Māori
- Kia whakatūturutia te mātauraka Māori kei roto i kā tohu katoa hei mōhio kā ākoka Kāi Tahu/Māori i ō rātou māramataka
- Kia whakatūturutia te mātauraka Māori kei roto i kā tohu katoa hei whakamārama i kā ākoka katoa i kā māramataka Māori
- Kia whakaurutia a Kāi Tahu/Māori hei whakatūturutia kā whirika kaupapa Māori, kā whirika kāwari.

Our Aspirations

- To provide specific programmes and courses to meet Māori needs
- To ensure all programmes are inclusive of Māori knowledge so that Kāi Tahu/Māori students recognise their context in programmes
- To ensure all programmes are inclusive of Māori knowledge so that all learners in general understand the cultural context of programmes
- To invite participation by Kāi Tahu/Māori to ensure flexible delivery of kaupapa Māori options for learners.

Tō mātou whakaahu whakamua

Kā ara mā Capable NZ

E rima kā tau a Capable NZ e whakamahi ana i tētahi ratoka ki kā kaiwhakahaere ā-umaka, ā-hapori o kā iwi me kā hapū i te tau 2019. Ka rato tēnei hōtaka kia whiwhi tohu ā-whare wānaka kā tākata e whakamahi ana ki kā pūkeka me te mātauraka, kua riro mā te mahi me te wheako whaiaro. Nā te mahi i te tau 2019, neke atu i te 20 kā taura Kāi Tahu e tīmata ana i ā rātou Tohu Paetahi i Applied Management, i Socia Services rānei i te tau 2020 mā Te Hōkai Nui, he honoka i waekanui i Te Rūnanga o Ngāi Tahu me Te Kura Matatini ki Ōtāgo.

He Toki: kā akoraka mahi ā-rehe Māori

I te tau 2019, i whakarewa mātou i te akoraka tuatahi o Te Kura Matatini ki Ōtāgo i kā akoraka mahi ā-rehe (i te akoraka Kāmura) mō kā taura Māori me kā taura o Te Moana-nui-a-Kiwa. He nui te aroka ki te akoraka nei – Kī rawa i mua rā i te rā tīmata.

He akoraka mahi ā-rehe ki mua a He Toki e whakamahi ana i tētahi momo mātauraka taketake, e hono ana i kā iwi me kā hapū, i te ahumahi, i kā whare wānaka, i kā tōpūtaka hapori me kā hinoka kāwanataka. Ka hakaia ki ruka i kā whakarereka o kā kaupapa Māori Trade Training i kā tau 1950 me kā 1960, ā, ko te whāika, kia whakapakari i te iho mātauraka, kia whanake i kā kaimahi Māori.

I te tau tuatahi, e 21 kā taura e whakauru ana ki He Toki. 16 kā taura o kā taura e 21 e whakatutuki i te akoraka, ā, ka māraurau kia whakawhiwhi tohu i te Hui Whiwhi Tohu i te Kahuru-kai-paeka. E toru o kā taura e rima i kore e whakatutuki i unu nā kā take hauora, kotahi nā tētahi aituā, ā, ko te mea whakamutuka i kore e whakatutuki i kā āhuataka ā-rika o te akoraka.

I whakaratohia te tautoko nā Te Pūnaka Ōwheo, nā tētahi Kaiārahi nō Whānau Ora, nā Aukaha, nā ētahi atu hoki ki kā taura katoa. I whakapā atu te tokomaha ki tētahi ratoka, ki ētahi rānei, mō kā take pērā i te wāhi noho, i kā momo waka, i te hauora, i kā rauemi ako, i kā raihana taraiwa hoki.

I te marama o Waru, i whakanui tātou i kā taura mō ā rātou whakauruka ki te akoraka nei, i tae mai hoki kā whānau, kā pūkeka, kā huka He Toki, kā kaiwhakahaere ahumahi hoki.

Ko te Tiwhikete i te Mata ā Ao Māori

I whakaoti te huka o kā kaimahi whakamutuka e whakamahi ana i kā akoraka i raro i te Tiwhikete i te Mata ā Ao Māori i te tau 2019.

He mea manea, e taurite haere ana te nama o kā whakauruka i kā akomaka mō te Introduction to the Tiriti o Waitangi, e 50 kā kaiwhakauru. I whiwhi anō i kā whakahoki kōrero tino arotau i kā arotake akomaka.

Measuring our Progress

Pathways through Capable NZ

Capable NZ marked five years of running its specialist service to iwi and hapū business and community leaders in 2019. The programme allows people to gain formal qualifications, with credit given for skills and knowledge acquired through a lifetime of experience. Due to work throughout 2019, a new cohort of up to 20 Kāi Tahu learners will begin their bachelors' degrees in Applied Management or Social Services in 2020 through Te Hōkai Nui, a partnership between Te Rūnanga o Ngāi Tahu and Otago Polytechnic.

He Toki: Māori Trades Training

In 2019, we launched Otago Polytechnic's first He Toki trades training programme (in Carpentry) for Māori and Pasifika learners. The programme generated significant interest – the programme was full well before its start date.

He Toki is a pre-trade programme that employs a collaborative indigenous model of education, bringing together iwi and local hapū, industry, educational institutions, community organisations and government agencies. It builds upon the legacy of the Māori Trade Training initiatives of the 1950s and 1960s, and aims to strengthen the nature of education and grow the Māori workforce.

In its inaugural year, 21 learners enrolled in He Toki. Of these learners, 16 successfully completed the programme and are eligible to graduate in our March 2020 Graduation. Of the five students who who did not complete the programme, three withdrew due to health issues, one because of an accident, and one did not complete the practical components of the programme.

All taura were provided with pastoral care support from Te Punaka Ōwheo, a Whānau Ora Navigator and Aukaha, among others. Many received support from more than one service, for matters such as accommodation, transport, health, study resources and driver licences.

In December, we held a ceremony for learners to celebrate their participation in the programme, which was also attended by whānau, lecturers, He Toki consortia members and industry leaders.

Certificate in Mata ā Ao Māori

The final cohort of staff to undertake courses within our now-retired Certificate in Mata ā Ao Māori completed their studies in 2019.

It was pleasing to note that enrolments in the Introduction to Te Tiriti o Waitangi workshops remained consistent, with 50 participants. Again, very favourable feedback was received in the workshop evaluations.



Kāi Tahu/
Māori
Programmes

E ai ki kā kaiwhakauru tekau, ko te toro atu ki Puketeraki Marae te mea tino pai rawa atu, i oti i a rātou i kā hua ako mō kā akoraka e rua.

I te marama o Waru, i whiwhi tohu kā kaimahi 11 ki te Tiwhikete i te Mata ā Ao Māori. Hei te Kahuru-kai-paeka, i te tau 2020, kā toeka e whitu whiwhi tohu ai.

Mā kā EduBits kaupapa Māori, ka whakarato tonu i kā kōwhirika hei whakawhanake i ō rātou mātauraka o Te Tiriti o Waitangi, o te reo me ōna tikaka Māori hoki, kia whakahākai i ā rātou akoraka ki roto i te whakaakoka, i te mahi rānei.

I te tau 2019, i tāpiri mātou ki kā tohu moroiti- ko Te Reo Māori, ko te Tikaka Māori, ko Te Tiriti o Waitangi hoki – arā, ko te Edubit Cultural Competency te mea hou.

Kā akomaka EduBits

I tuku mātou i kā kaupapa akomaka e whā hei whakarato i tētahi wāhi pai mā kā tākata kia kōrero, kia whakaharatau i te whakahua tika i kā mihi me kā poroaki i te reo Māori, i kā kupu pū ki ō rātou rōpū, i kā kiāka, i kā mihi me kā pepeha hoki. I whakatūria kā akomaka kia tautoko i kā kaimahi kia whakatutuki i te EduBit, ko Whakatakika ki Te Reo Māori i te Wāhi Mahi. I whakatū ētahi akomaka e rua mō te Tikaka Māori mō te Umaka. E 200 kā kaimahi katoa i whakauru ki ēnei akomaka.

I te tau 2019, e 41 kā kaimahi i whakaoti, i aromatawaitia mō te EduBit Te Reo Māori i te Wāhi Mahi. Ka tatari ki kā whakatutukitaka i Tikaka Māori mō te Umaka i te tau 2020.

Te aroka mōwaho ki kā EduBit

E whakaratohia ana kā momo EduBit kaupapa Māori mō kā tākata, mō kā umaka hoki hei whakatutuki, kei te Aotearoa whānui, kei tāwahi hoki.

I whakawhanake mātou i tētahi mahere hei whakapuaki i te EduBit Whakatakika ki Te Reo Māori i te Wāhi Mahi ki kā hoa mōwaho, arā ko te Otago Chamber of Commerce, ko Downer, ko Silver Fern Farms hoki, i te tau 2020.

Hei whakahoki i kā hiahia o kā iwi me kā hāpori huri noa i te motu, i hakaia te Edubit Cultural Competency i te taha o Te Amorangi Mātauranga Matua me Ako Aotearoa mō te whakamahika e kā iwi huri noa i Aotearoa. He whānui ēnei moroiti hei āhei i kā iwi kia whakauru i kā mātauraka ā-iwi, kia whakaako, kia aromatawai i ēnei āhuataka, ka whakaū hoki, kei a rātou tonu te mana whakairo hinekaro.

He pito mata hoki tō tēnei kaupapa kia puta ā-ao hei whakamahia e ētahi wānaka mātauraka matua, ko rātou e hiahia ana ki te āheika ā-ahurea o kā kaimahi e pā ana ki kā mātauraka taketake. Nō houaka, i tīmatahia ētahi mahi i te taha o tētahi o tō mātou hoa Kānata, ko Humber College tērā, kia rīwhi i ō mātou EduBits kaupapa Māori i ō rātou mātauraka taketake, nō kā iwi First Nations, Inuit, Métis hoki ki tō rātou rohe.

For ten programme participants, a visit to Puketeraki Marae was a highlight, where they completed learning outcomes for two courses.

In December, 11 of our staff graduated with the Certificate in Mata a Ao Māori. The final seven are expected to graduate in March 2020.

Through our suite of kaupapa Māori EduBits (micro-credentials), we continue to provide our staff with opportunities to advance their knowledge and awareness of te reo and tikaka Māori, and to apply that learning to their teaching or professional practice.

In 2019, we added to the three existing micro-credentials – Te Reo Māori, Tikaka Māori and Treaty of Waitangi – with a new Cultural Competency EduBit.

EduBits workshops

We offered four series of workshops, providing an environment for people to kōrero and practice correctly pronouncing te reo Māori greetings and farewells, words specific to their rōpū, phrases and their mihi/pepeha. The workshops were to support staff towards attaining the Te Reo Māori for the Workplace EduBit. Two additional workshops were held on Tikaka Māori for the Organisation. In total, more than 200 staff participated in these workshops.

In 2019, 41 staff completed and were assessed for the Te Reo Māori for the Workplace EduBit. Completions are expected in Tikaka Māori for the Organisation in 2020.

External interest in EduBits

The kaupapa Māori EduBits are also available for individuals and organisations to participate in, both here and overseas.

We developed a plan to deliver the Introductory Te Reo Māori EduBit to external partners, such as the Otago Chamber of Commerce, Downer and Silver Fern Farms, for delivery in 2020.

In response to the needs of iwi and communities nationally, our new Cultural Competency EduBit was created in consultation with the Tertiary Education Commission and Ako Aotearoa for use by iwi across New Zealand. These micro-credentials are broad enough to allow iwi to incorporate their own iwi-specific knowledge and to teach and assess these components, ensuring they retain control of their intellectual property.

This model also has the potential to be internationalised for use by other post-secondary institutions or tertiary organisations that want to build the cultural capability of staff with regards to indigenous ways of knowing. With that in mind, work began last year with one of our Canadian partners, Humber College, to replace the content of our suite of kaupapa Māori EduBits with the indigenous knowledge of their First Nations, Inuit and Métis peoples in their territory.

Ka huritau kā akoraka i te ao Māori

Ka mahi tahi tonu Te Tari o te Kaitohutohu me te tima Learning and Teaching Development kia whakaū, e whakapūmautia ana te mātauraka Māori i kā akoraka hou, kia whakawhanake anō i kā akoraka kē. Kua whakawhanake i tētahi hātepe nui, kua whakatinanahia hokia.

Kātahi anō ka tuku mātou i akoraka Te Whakamahi Whenua (Taumata 3), i whakawhanake hei whakahoki i te aroka mō te mahika kai i kā whānau, i kā hapū, i kā iwi me kā hapori, ā, e whakapuakitia ana e Arai Te Uru Kōkiri Training Centre (Kōkiri). Waihoki, ka mahi tahi mātou ko Kōkiri kia whakapuaki i te New Zealand Certificate in Whānau Ora (Taumata 3), he akoraka e tautoko i a rātou e hiahia ana ki te mahi i kā wāhi whakarato ā-pāpori i te taha o te iwi Māori me kā whānau. Ko tētahi āhuataka o te akoraka, ka mahi kā kaiwhiwhi tohu i raro i te ārahi o tētahi atu hei whakauru mātauraka o kā whakaaro Māori me kā kaupapa Māori e pā ana ki te hauora Māori i kā wāhi whakarato ā-pāpori.

E whakapuakitia ana Te Taketake Diploma in Applied Addictions Counselling (Taumata 7) mā Moana House, mō te tau tuarua i te tau 2019. E whakarato ana tēnei akoraka kaupapa Māori i kā pūkeka hei whakarato i kā maimoataka ki a rātou nāna e whai tautoko mō kā raruraru purei moni, te waipiro me te kai tarukino, he akoraka rorotu, he rāraki ikoa e tatari ana ki whakauru mō te tau 2020.

Programmes reflect Māori world views

The Office of the Kaitohutohu continues to work with the Learning and Teaching Development team to ensure mātauraka Māori is embedded within all new courses and programmes, as well as the redevelopment of existing courses and programmes. A comprehensive process has been developed and is being implemented.

For the first time, we offered the Te Whakamahi Whenua (Level 3) programme, developed in response to interest in traditional food production and harvesting methods and mahika kai development within whānau, hapū, iwi, and communities and delivered by Arai Te Uru Kōkiri Training Centre (Kōkiri).

As well as this programme, we continue to partner with Kōkiri to deliver the New Zealand Certificate in Whānau Ora (Level 3), which supports learners who wish to work in social services environments with whānau Māori. As part of this programme, graduates work under supervision to apply knowledge of Māori philosophies and theories of Māori wellbeing in social service settings.

Te Taketake Diploma in Applied Addictions Counselling (Level 7), delivered through Moana House, ran for a second year in 2019. This kaupapa Māori programme provides learners with the skills to provide treatment to people seeking assistance with problem gambling, alcohol and drug use, and has proved popular – there is a waiting list for enrolling in 2020 study.



Next steps for 2020

- > Enrol a fourth cohort of Ngāi Tahu learners – Te Hōkai Nui – through Capable NZ and develop at least one other iwi cohort
- > In collaboration with iwi, hapū and industry partners, develop and launch a Māori trades training programme (Level 3 Construction) at our Central Otago Campus
- > Develop and deploy a Bicultural Competency Training Scheme for learners, staff and external stakeholder groups
- > Continue to embed mātauraka Māori and Māori perspectives in all Otago Polytechnic programmes of learning

PROGRAMME PROFILE

Laying the groundwork

Connor Ryan-Wills (Ngāi Tahu)

He Toki – New Zealand Certificate in Construction Trade Skills (Level 3) (Carpentry)

After graduating Otago Polytechnic with an Automotive qualification in 2016, Connor Ryan-Wills found his chosen career path was not as fulfilling as he'd anticipated. He made the decision to retrain and was among the first cohort to embark on He Toki in 2019.

This decision was part of a positive and progressive new pathway for Connor. He'd previously found himself in a downward spiral after battling several personal challenges in his life, and distancing and disconnecting from whānau and others who loved him the most.

During his He Toki studies, Connor was often the first to provide support to his peers, and was soon elected as class representative on the Student Council – he even became a paid peer tutor for the Polytechnic.

"I've never seen a class bond so well through class work alone," he recalls. "The teaching, counselling, tikanga and a world of different perspectives in terms of spirituality or wairua had a big impact on this."

He notes one of the key advantages of a kaupapa Māori approach is the sense of community and connection.

"It's allowing oneself to be more comfortable with your lecturers and colleagues, to be able to ask for help if you need it, and even help out others when you can," he says.



"Connecting the class to Carpentry through links to Te Ao Māori gave me a stronger connection to the work that I do."

On successful completion of the programme, Connor began an apprenticeship, having impressed his work placement employer.

"My life mantra is I want to do the best job I can for as long as I can."



KO TE MEA TUARIMA:

He Wāhi Tika

PRIORITY FIVE:

Inclusive Learning Environment

Tō Mātou Whāika ā-Rautaki

Ko kā tikaka Kāi Tahu, ko kā tikaka nō te Ao Māori e mārama ana, e whakaae, e uarutia ki roto i Te Kura Matatini ki Ōtāgo, i kā akoraka hoki.

Our Strategic Objective

Kāi Tahu/te ao Māori values are understood, recognised and valued within Otago Polytechnic's environment and delivery of programmes.

Ō Mātou Wawata

- a. Kia whakawhanaketia Te Kura Matatini ki Ōtāgo hei wāhi tika mō ngā ākoka me ngā kaimahi Kāi Tahu/Māori
- b. Kia whakaurutia kā tikaka Kāi Tahu/Māori ki te āhuataka ako
- c. Kia whakapaihia te ara mō kā ākoka i mahi i te Ao Māori.

Our Aspirations

- a. To develop Otago Polytechnic as a culturally safe place for Kāi Tahu/Māori learners and staff
- b. To integrate Kāi Tahu/Māori cultural values into the learning environment
- c. To prepare all students for working in Māori contexts in their future careers.

Tō mātou whakaahu whakamua

Tino whakawhetai mātou kia whiwhi manaakitaka nā Papatipu Rūnaka mā te hautūtaka, te mātauraka, te ārahitaka, me te tautoko. E whakahaumakotia ana te umaka nei e tō rātou hiahia ki te kōrero ki a mātou, kia toha mātauraka, me kā wheako whaiaro e whakaratohia ana e mātou ki kā tauria, ki kā kaimahi me kā hapori. He tino whaihua ki a mātou, ā, e whakamihi atu ana ki kā huatau me te tautoko o ō mātou hoa Tiriti ki pōhiritaka, ki kā takunetaka mīhara, arā, ko te mihi whakatau ā-tau mō kā tauria hou katoa i te rā tuatahi o te hēmeta, me te pōwhiri mō kā tauria hou Māori katoa ki te marae o Puketeraki i te tau 2019.

Measuring our progress

We are immensely grateful to benefit from the generosity of Papatipu Rūnaka through their leadership, expertise, guidance and support. Their willingness to consult with us and share knowledge and wisdom enriches our organisation, and the experiences we provide to our learners, staff and our communities. We acknowledge and value our Treaty partner's input and support with key events and special occasions – such as the annual mihi whakatau we hold for all first year learners on the first day of semester, and the pōwhiri for all first year Māori learners held at Puketeraki Marae in 2019.



Te Punaka Ōwheo

Ka kaha haere Te Punaka Ōwheo o Te Kura Matatini ki Ōtāgo i E whakarato ana Te Punaka Ōwheo o Te Kura Matatini ki Ōtāgo i ētahi wāhi kia hui tahi, he wāhi kaupapa Māori hoki hei ako, hei whakawhitiwhiti kōrero, hei kohi mātauraka, hei whakapā atu ki kā whakarato tautoko.

E whakamahia tonutia ana a Te Punaka Ōwheo – ko te ruma māori, a Poho, te wāhi tino pai, he wāhi mahi, hei hui, mō kā kai parakuihi me kā tina ā-wiki. He kanohi kitea anō te Kaiwhakahaere Matua ki reira, i haere ia ki kā tina maha kia noho tahi i te taha o kā taura Māori, e whakaroko hoki ana ki ō rātou haereka ako ki Te Kura Matatini ki Ōtāgo.

Kua rāhiritia tonutia Te Punaka Ōwheo me Poho e kā rōpū o te hapori.

Kā tautoko mō kā taura Māori

Ka whirinaki te whakatutukitaka o kā taura Māori i te whakariteka o kā tautoko pai, ko te whakaurukia pai, ko te āheika kia 'ora hei Māori' ki ruka i te kura.

I te tau 2019, e 257 kā tohu i whakawhiwhi ki kā taura Māori e 234, ā, pērā ki kā tau o mua, tokomaha kā tākata i tae atu ki kā Hui Whiwhi Tohu Māori.

1056 kā whakariteka a Te Punaka Ōwheo ki kā taura Māori 380 i te tau 2019. I whakapā atu i kā taura Māori katoa i waekanui i te mahi runaka kia pātai atu mēnā ka hiahia tautoko, ā, i waeatia rātou e whakauru ana e kā kaimahi o Te Punaka Ōwheo hei whakamārama i kā whakarato.

Waihoki, tokomaha kā taura i tae atu ki kā akomaka ruarua i te tau i pahure mō kā kaupapa rerekē, arā, ko kā karahipi, ko te whakariteka mō kā tuhituhika me kā whakamātautau, ko te tahua hoki.

Kia tohatoha i kā mātauraka taketake

E hono tonu ana Te Tari o te Kaitohutohu ki kā kaiwhakahaere taketake o ō mātou hoa ki tāwahi.

Ko tō mātou Tumuaki: Whakaako, a Ron Bull, te mā kai nō Aotearoa ki te Indigenous Terra Madre Conference ki Hokkaido, ki Hapani. I kauhau ia i tētahi akomaka, e 90 meneti te roa, e pā ana ki kā whakaaweawe i kā mahika kai taketake i te Moana-nui-a-Kiwa ki kā kaiwhakaroko, ko kā kaihuahake taketake, kaitiaki hoki nō Āhia, nō te Moana-nui-a-Kiwa te nuika o rātou.

I tonoa hokia ia kia tuku atu i te kauhau matua mō kā pūrākau orokohaka ki te Indigenous Knowledge Gathering i Humber College, ki Kānata, i te marama o Whitu i te tau 2019. I huatau tana kōrero, ka pēhea ēnei pūrākau i whakaaauaha i kā pūnaha mātauraka motuhake me kā mātauraka kātahi ki roto i kā hapori taketake.

I te marama o Rima, i kauhau a Ron ki te Association of Tertiary Facilities Managers ki Adelaide, ki Ahitereiria, e pā ana ki te whakapūmāutaka o kā kōrero ā-ahurea i kā wāhi hakaia. I huatau ia ki te wheako whaiaro ki Te Kura Matatini ki Ōtāgo i kā tau o mua, arā, ko te whanaketaka o The Hub me te hakataka o Te Pā Taura, tō mātou wharenoho taura.

Te Punaka Ōwheo

Otago Polytechnic's Māori learner support centre, Te Punaka Ōwheo, provides a place for learners to gather, as well as culturally appropriate space for them to learn, network, seek information and access support services.

Te Punaka Ōwheo continues to be well-utilised – its student common room, Poho, especially, as a space for study, hui, breakfasts and weekly lunches. The Chief Executive was again a regular face onsite, attending a number of lunches during the year to spend time with Māori learners and hear about their learning journeys at Otago Polytechnic.

Both Te Punaka Ōwheo and Poho continue to be warmly received and used regularly by community groups.

Māori learner support

Māori learner success depends largely on the provision of appropriate pastoral care and support, a sense of belonging and identity, and feeling able to 'live and learn as Māori' on campus.

In 2019, 257 qualifications were awarded to 234 Māori learners, and as in previous years, our Māori pre-graduation ceremonies were well-attended.

Te Punaka Ōwheo had 1056 contacts with 380 individual Māori students in 2019. All Māori students were contacted during the application process to ask if they required any additional support, and those who enrolled were phoned by Te Punaka Ōwheo staff to outline our services.

In addition, we held a series of well-attended workshops for Māori learners over the course of the year on topics such as scholarships, essays and exams, and living to a budget.

Sharing indigenous knowledge

The Office of the Kaitohutohu continues to connect with indigenous leaders of our global engagement partners.

Our Tumuaki: Whakaako, Ron Bull, was the New Zealand delegate at the Indigenous Terra Madre Conference in Hokkaido, Japan. There, he presented a 90-minute workshop on impacts affecting indigenous food harvesting practices in the Pacific to delegates, who were predominantly indigenous food harvesters, gatherers and guardians from the Asia Pacific region.

He was also invited to deliver a keynote address about creation stories at the Indigenous Knowledge Gathering held at Humber College in Canada in November 2019. His address considered the ways in which these stories form separate and collective knowledge systems within indigenous communities.

In September Ron co-presented to the Association of Tertiary Facilities Managers in Adelaide, Australia, on embedding cultural narrative in built environments. He reflected on the experience of Otago Polytechnic in doing so in recent years, notably with The Hub development and the construction of Te Pā Taura, our student village.



Te Reo
Māori
Me ona Tikaka

I tau mai tētahi huka nō Humber College ki Ōtepoti kia ako e pā ana ki Te Aka Rautaki Māori me kā EduBits, ko te whaika kia urutau i ēnei mō ō rātou horopaki.

I whakamanuhiri mātou i tētahi huka nō Kaua'i Community College ki Hawai'i, he pūkeka, he kaiwhakahaere hapori, he kaiwhakahaere pakihi hoki. Ko te tau tuatoru i whakarato mātou i tētahi akoraka mō kā tauria Pakihi nō Kaua'i Community College, e āheitia ana ēnei tauria kia whakaoti i te tau whakamutuka o kā tohu ki Te Kura Matatini ki Ōtāgo. I whakauhi tahi mātou i tētahi kōhi pūtea 'lū'au' ki Ōtepoti hei tautoko i te nekeneke i waekanui i kā kura e rua.

A delegation from Humber College visited our Dunedin campus to learn more about our Māori Strategic Framework and our EduBits, with a view to adapting these for their own context.

We also hosted a group of academics and community and business leaders from Kaua'i in Hawai'i. For a third year, we continued to provide a study programme for Business students from Kaua'i Community College, allowing these learners to complete the final year of their degrees at Otago Polytechnic. Together, we hosted a luau fundraiser in Dunedin to support student mobility between the two institutions.



Next steps for 2020

- > Continue to lift the visibility of the language, narratives and symbolism of mana whenua across all Otago Polytechnic campuses
- > Execute an implementation plan for Te Rautaki Reo Māori, our Māori Language Strategy, and socialise broadly with staff
- > Continue to develop a culturally inclusive learning and working environment in which Māori staff and learners feel reassured
- > Analytics show that Te Punaka Ōwheo remains a place where Māori learners and staff feel supported and encouraged to live, study and work as Māori on campus

INCLUSIVE ENVIRONMENT

A spirit of inclusiveness

Jade Morgan (Kāi Tahu/Kāti Wheke)

Lecturer, Te Ohu Tūhauora, College of Community Development and Personal Wellbeing

“Inspire, empower and educate.”

These are the key themes and principles of a karakia co-created by Otago Polytechnic lecturer Jade Morgan and his Foundation Studies colleagues.

They encompass a spirit of inclusiveness that also has at its heart aroha ki te tangata, or compassion and love.

A lecturer with Foundation Studies students within Otago Polytechnic's Te Ohu Tūhauora, Jade has earned highly commended citations at the Arts Access in Corrections Māui Tikitiki ā Taranga award (2018) and the Whai Tikanga award (2019).

The citations recognise his work at Otago Corrections Facility to inspire positive change, and for offering education opportunities to released prisoners.

Jade has a background of working for community and marae-based Social Service non-government organisations, delivering programmes on behalf of the community and Iwi (Kai Tahu), to Youth at Risk; in conjunction with a range of Government agencies.

“If I wasn't employed to teach and guide people, I'd be doing this mahi for free – because this world is meant for us all,” Jade says.

“Love and compassion includes trying to join learners on their paths, trying to plan with them and, hopefully, inspiring and empowering them to learn.



“At Otago Polytechnic, we work closely with our community support networks.

“We typically would meet a person before they've even enrolled, to keep things as informal as possible.”

Jade says it is important to build trust, to gauge where people are at in their life journeys. Only then can the mahi begin on co-planning any future paths.

“This relational focus helps lower stress and makes people feel more comfortable. Remember, some people have had experiences that have made them fearful of 'systems'.

“Education gives people a second chance. Certainly, it was – and continues to be – a transformational force in my life. It provides opportunities. For me, it is also about giving back to others.

“From my own experiences, I have seen how education can not only change lives, but save lives.”



KO TE MEA TUAONO:

Ko te Rakahau

PRIORITY SIX:

Research & Māori-Centred Knowledge Creation

Tō Mātou Whāika ā-Rautaki

Kia mātua whakawhitiwhiti, kātahi ka whakatatū, he aha kā aroka rakahau ki kā hapori Kāi Tahu/Māori

Kia whakatauria e Te Kura Matatini ki Ōtāgo kā rakahau tika ki kā hapori Kāi Tahu/Māori, ā, he hua ki Kāi Tahu/Māori

Kia whakatauria e Te Kura Matatini ki Ōtāgo kā rakahau e hono ana ki kā wawata whakawhanake o Kāi Tahu/Māori.

Our Strategic Objectives

To first engage with, and then ascertain, what research priorities are important to Kāi Tahu/Māori communities;

To undertake research relevant to Kāi Tahu/Māori communities that benefits Kāi Tahu/Māori; and

To undertake research that links to Kāi Tahu/Māori development aspirations.

Ō Mātou Wawata

- a. Kia whakatauria kā kaimahi Kāi Tahu i ā rātou ake rakahau, kia whakatauria hokia i kā rakahau Māori
- b. Kia whakawhanaketia tahitia kā kaupapa rakahau, kā kaupapa matua, kā pūtea ki kā hapori Kāi Tahu/Māori
- c. Kia whakahaka te kaha, kia whakatipu, kia atawhai i te rakahau Māori
- d. Kia whakatauria kā rakahau kaupapa Māori ki kā iwi
- e. Kia whakaaetia, kia tautokona te kaitiakitaka Kāi Tahu/Māori o te mātauraka Māori
- f. Kia tautoko i te whakawhānuitaka o te mātauraka Māori me te tino rakatirataka o ō mātou atamai.

Our Aspirations

- a. To have Kāi Tahu staff engaged in their own areas of research as well as being part of other research requiring Māori input/analysis
- b. To develop research initiatives, priorities and funding with Kāi Tahu/Māori communities
- c. To build the capacity to develop and nurture kaupapa Māori research
- d. To undertake kaupapa Māori research with iwi
- e. To recognise and embrace Kāi Tahu/Māori guardianship of knowledge
- f. To support the development of Māori intellectual independence and Māori knowledge according to tikaka Māori.

Tō mātou whakaahu whakamua

I mahi te huka o kā kaimahi akoraka Māori me kā kaimahi rakahau, ko Te Kāhui Rakahau tērā, hei whakapiki i roko o kā rakahau Māori e mahia ana ki te umaka i te tau 2019, hei tautoko i ētahi atu rakahau Māori. I whakamahia te aro o Vision Mātauraka hei wāhaka o tō rātou takohaka ki te huakitaka i te pito mata o te mātauraka Māori, o kā rauemi me kā tākata ki Te Kura Matatini ki Ōtāgo, i tua atu hoki.

Rakahau Māori (kaimahi)

E kaha whakauru tonu ana kā kaimahi rakahau Māori i kā rakahau ki Te Kura Matatini ki Ōtāgo, tino miharo rawa atu, e 35% te whakapikika i kā putaka i te tau 2019. Tokoono kā rakahau Māori i whakatutuki hoki i te rauna Performance Based Research Funding (PBRF), kia taurua i te rauna o mua.

He nui kā kaupapa rerekē a kā kaimahi rakahau Māori i te tau 2019; ko te tuakiri taketake, ko kā kaupapa maukāroko taketake, ko te whakahouhou o te wāhaka kura matatini ki Aotearoa, ko te whakapiki i te mana taurite ā-mātauraka.

I tēnei tau, i whakaputa mātou i te putaka tuarima o *Cope Contemporary Research Topics: Kaupapa Kāi Tahu*. I tēnei putaka, 11 kā tuhika kaimahi i whakaputa, ko tētahi i te reo Māori. Waihoki, i whakaputa mātou i tētahi putaka taketake o *Junctures: The Journal for Thematic Dialogue*.

E 7% te whakapikika i te nama o kā tonu uuiuka Māori ki Te Tari o te Kaitohutohu, i whakauru kā kaimahi me kā tauira ki te hātepe matatika me kā uuiuka Māori. I raro i Karakataka A, 100 kā tonu, 112 kā tonu i raro i Karakataka B.

I te tau 2019, tokowaru kā tauira Māori e whakauru ana i te tohu kairaki, e 28 i te tohu paerua, e 57% te whakapikika i kā nama i te tau 2018.

Measuring our progress

Our collective of Māori academics and research-active staff, Te Kāhui Rakahau Māori, worked to increase the profile of Māori research being undertaken across the organisation in 2019, and to support more Māori research. It adopted a mantle of Vision Mātauraka as part of its commitment to unlocking the potential of Māori knowledge, resources and people at Otago Polytechnic and beyond.

Māori research (staff)

Māori researchers continue to actively engage in research at Otago Polytechnic, with a remarkable 35% increase in overall outputs in 2019. Six Māori researchers were also successful in the latest Performance Based Research Funding (PBRF) round, twice as many as in the previous round.

Our researchers covered a range of subjects in 2019, including indigenous identity, indigenous peace traditions, the restructure of the polytechnic sector in New Zealand, and improving educational equity.

This year, we published our fifth issue of *Scope Contemporary Research Topics: Kaupapa Kāi Tahu*. In this issue, 11 staff contributions were published, including one work in te reo Māori. In addition, we published an indigenisation-themed issue of *Junctures: The Journal for Thematic Dialogue*.

There was a 7% increase in the number of Māori consultation applications to the office of the Kaitohutohu, as staff and learners engaged with both ethics and Māori consultation processes.

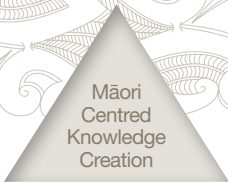
There were 100 applications in Category A and 112 for Category B.

In 2019, there were eight Māori students enrolled in doctoral programmes and 28 in masters programmes, an overall 57% increase on 2018.

Research	2017	2018	2019
No. of research-active Māori researchers	11	12	11
No. of research outputs by Māori researchers	46	24	37
Māori focused research by Māori or non-Māori researchers	50	31	42

Looking ahead to 2020

- > Finalise and deploy Te Rautaki Rakahau Māori, Otago Polytechnic's Māori Research Strategy to support Māori research active staff, progress the institution's Māori research agenda and contribute to the advancement of mātauraka Māori
- > Host the Polytechnic's biennial Māori Research Symposium
- > Contribute to the national Māori research agenda being developed for NZIST



RESEARCH PROFILE

Connecting to culture

Adrian Woodhouse (Kāi Tahu)
Senior Lecturer – Food Design Institute



Adrian Woodhouse has been drawn to pūrākau, a multi-layered Māori method of storytelling, as a way of re-connecting with his Māori heritage. So much so, he is undertaking a Doctor of Professional Practice using pūrākau as his research methodology.

“I’m really interested in colonisation and how many southern Māori like me have been dislocated from their culture – and there are a lot of us,” he says. “Sealers and whalers had very early contact with Kāi Tahu down here, and later on with the New Edinburgh Project, the British settlers arrived. Due to early intermarriage, many southern Māori integrated into Pākehā lifestyles, and over generations, become disconnected from their Kāi Tahu culture.”

He is interested in ways that southern Māori can reconnect to their culture through the richness of pūrākau, developing a restorative process to help them do this. He has named this method ‘restor(y)ing’.

“I believe pūrākau can be used as a cultural healing tool,” he explains. “It’s the way in which Māori communicated knowledge, and within these stories are many deeper levels of meaning – life lessons, really. Much like reading and rereading a great book, and gaining a deeper, richer understanding each time.”

He says while pūrākau is a traditional form of mātauraka, it is a new thing for academia.

“It’s an emergent methodology, so it’s fun for me to be pushing the envelope and bringing my own lens and creative expression to it.”

Adrian notes that most work in kaupapa Māori education and research is undertaken by those who are already very comfortable in that space.

“For those who don’t speak te reo, this can be a source of fear and shame,” he says. “It’s really common to feel that way. I believe pūrākau can help those who feel at the margins to develop their confidence and connection to their culture.”



TĀPIRITAKA / APPENDIX:

Key Educational Performance Measures 2017–2019

Education Participation										
	Target %	2017 (Total EFTS: 4,005.90)			2018 (Total EFTS: 3,872.62)			2019 (Total EFTS: 4,117.63)		
		Rate %	HC	EFTS	Rate %	HC	EFTS	Rate %	HC	EFTS
Māori										
All Levels	8	14.26	864	552.41	14.48	972	596.12	16.25	1070	688.10
Level 0		0.14	93	5.33	0.20	105	8.36	0.30	90	12.70
Levels 1–3	2	2.32	165	89.89	2.84	233	116.99	3.67	296	155.27
L4 and above	6	11.81	632	457.19	11.43	686	470.77	12.28	745	520.13
Kāi Tahu										
All Levels	NA	3.78	226	146.22	3.81	231	156.70	4.22	249	178.92
Level 0		0.04	29	1.40	0.08	25	3.29	0.09	17	3.95
Levels 1–3		0.73	39	28.32	0.69	52	28.30	1.08	81	45.91
L4 and above		3.01	163	116.50	3.04	168	125.11	3.05	166	129.06
Non-Māori										
All Levels	NA	85.74	5612	3320.21	85.52	5897	3521.51	83.75	5461	3547.42
Level 0		1.67	1221	64.69	1.72	1052	70.77	1.62	611	68.69
Levels 1–3	25	11.42	521	442.35	14.43	635	594.19	12.69	575	537.55
L4 and above	75	72.64	3768	2813.17	69.37	4083	2856.55	69.44	4134	2941.18
Māori Under 25										
All Levels	NA	8.40	443	325.39	8.35	482	343.78	9.34	565	395.65
Level 0		0.05	36	2.02	0.04	34	1.79	0.06	27	2.45
Levels 1–3	9	1.82	123	70.46	2.10	167	86.41	2.82	223	119.26
L4 and above	54	6.53	300	252.91	6.21	317	255.58	6.47	360	273.93
Kāi Tahu Under 25										
All Levels	NA	2.60	132	100.65	2.41	128	99.08	2.82	163	119.28
Level 0		0.02	12	0.74	0.01	7	0.41	0.01	5	0.56
Levels 1–3		0.58	31	22.53	0.52	41	21.51	0.85	64	35.83
L4 and above		2.00	93	77.38	1.87	90	77.16	1.96	106	82.89
Non-Māori Under 25										
All Levels	NA	54.52	2897	2111.34	54.02	3017	2224.34	51.63	2863	2186.94
Level 0		0.56	389	21.53	0.47	284	19.31	0.35	153	14.97
Levels 1–3	9	8.57	579	331.74	10.79	752	444.22	8.91	672	377.26
L4 and above	54	45.40	2047	1758.08	42.76	2160	1760.81	42.37	2210	1794.71

Participation figures: includes all programme levels and all funding sources except internationals

Participation

The participation indicators are the proportion of EFTS delivered for groups of interest. They are used to monitor the extent to which specific groups of New Zealanders, such as Māori, Pasifika, and young people are engaged in tertiary education.

Formula =

Total EFTS delivered for a specific group of interest in year N
Total EFTS delivered in year N

Successful Course Completion

The successful course completion indicator (measured by the EFTS-weighted successful course completion rate) takes into account the workload of the course when calculating the successful course completion rate. TEC measure the workload factor using EFTS (equivalent full-time student) delivered. This is a unit that reflects the total student time necessary to complete the course.

The indicator is the sum of the EFTS delivered for successfully completed enrolments as a proportion of the EFTS delivered for the total course enrolments ending in a given year.

Successful Course Completion				
EFTS delivered for the total number of successfully completed course enrolments ending in year N				
EFTS delivered for the total number of course enrolments ending in year N				
	Target %	2017 %	2018 %	2019 %
Māori				
Levels 1–9	65	76.39	77.91	72.25
Levels 1–3	52	63.79	68.52	64.13
Level 4 and above	70	79.00	80.57	74.85
Kāi Tahu				
Levels 1–9	65	77.23	79.83	77.56
Levels 1–3	52	70.71	66.41	69.41
Level 4 and above	70	78.89	82.75	80.56
Non-Māori				
Levels 1–9	75	84.96	84.80	84.06
Levels 1–3	65	80.29	76.99	75.24
Levels 4 and above	78	86.23	86.66	85.83
Māori Under 25				
Levels 1–9	72	75.87	79.62	75.42
Levels 1–3	65	62.85	71.44	64.99
Levels 4 and above	78	79.42	82.67	79.96
Kāi Tahu Under 25				
Levels 1–9	72	75.93	82.03	80.48
Levels 1–3	65	69.99	67.51	73.08
Levels 4 and above	78	77.59	85.80	83.63
Non-Māori Under 25				
Levels 1–9	72	85.49	84.40	84.81
Levels 1–3	65	77.76	76.07	75.95
Levels 4 and above	78	87.31	86.85	86.78

Successful Course Completion Stats: includes all funding sources and excludes results from level 0 programmes

The following table illustrates the gap in course completion rates for the last three years between Māori and Non-Māori and between Kāi Tahu and Non-Māori.

Māori/Non-Māori Gap			
	2017 %	2018 %	2019 %
Māori Levels 1–9 compared to Non-Māori	-8.57	-6.89	-11.81
Kāi Tahu Levels 1–9 compared to Non-Māori	-7.73	-4.97	-6.50
Māori Levels 1–3 compared to Non-Māori	-16.5	-8.47	-11.11
Kāi Tahu Levels 1–3 compared to Non-Māori	-9.58	-10.58	-5.83
Māori Levels 4 and above compared to Non-Māori	-7.23	-6.09	-10.98
Kāi Tahu Levels 4 and above compared to Non-Māori	-7.34	-3.91	-5.27

Student Progression

Student progression is measured by the completion progression rate. This gives the percentage of students who complete a qualification at one tertiary education organisation (TEO) and move on within 12 months to pursue a qualification at a higher level at the same or another TEO within New Zealand.

Student Progression				
Number of students enrolled at a higher qualification level within 12 months following the completion				
Number of students completing a qualification at each level in year N				
	Target %	2017 %	2018 %	2019 %
Māori				
Levels 1–9		16.44	18.47	22.38
Levels 1–3	28	19.12	25.68	36.96
Levels 4 and above		15.65	15.96	17.24
Kāi Tahu				
Levels 1–9		12.64	21.25	20.00
Levels 1–3	28	7.14	17.39	40.00
Levels 4 and above		13.70	22.81	13.85
Non-Māori				
Levels 1–9		14.60	14.79	16.01
Levels 1–3	28	19.27	29.14	38.93
Levels 4 and above		13.58	11.68	10.76

Student Progression: includes all funding sources and excludes results from level 0 programmes

Student Retention

The retention rate indicator measures student continuation or completion at a TEO (it is also known as the student continuation or completion rate). This is the proportion of distinct students (not EFTS) enrolled in one year that re-enrol in any course at the same TEO in the following year, or successfully complete their qualification.

Student Retention				
Students re-enrolled in year n+1 or completed in year n or year n+1				
Students with some portion of an enrolment in year N				
	Target %	2017 %	2018 %	2019 %
Māori				
Levels 1–9	48	72.88	71.35	74.41
Levels 1–3		56.45	50.38	57.56
Levels 4 and above		76.24	75.85	78.68
Kāi Tahu				
Levels 1–9	48	78.98	76.92	77.94
Levels 1–3		77.78	54.55	67.57
Levels 4 and above		79.11	81.48	80.24
Non-Māori				
Levels 1–9	48	79.99	74.25	75.08
Levels 1–3		70.80	61.50	64.11
Levels 4 and above		81.42	76.32	76.97

Student Retention: includes all funding sources and excludes results from level 0 programmes

Qualification Completion

The qualification completion rate is EFTS based, allowing for comparisons across TEOs and to take into account the relative size of different qualifications. It is the number of qualifications completed at each TEO (weighted by the “size” of the qualification) divided by the total number of EFTS delivered for the total course enrolments ending in a given year.

It is important to note that values greater than 100% may occur for a number of reasons, including when:

- Learners complete a programme that is being discontinued (for example, when the first year of a programme of study is no longer being delivered, but learners are still completing subsequent years of the programme);
- Programmes have a significant cohort enrolled via CapableNZ (for example, learners enrolled in the Bachelor of Applied Management or Bachelor of Social Services who are awarded two years advanced standing due to significant experience and/or previous qualifications complete their three year programme in one year); or
- Multi-year programmes (for example, Midwifery) which may have more learners graduating in the final year than they do enrolling in the first year of that qualification.

TEC Qualification Completion Rate 2017–2019

Qualification Completions – EFTS Weighted				
Sum of qualification completions in year N x the EFTS value of the qualification				
EFTS delivered for the total number of course enrolments ending in year N				
	Target %	2017 %	2018 %	2019 %
Māori				
Levels 1–9	40	85.66	89.53	66.83
Levels 1–3	30	54.89	53.46	58.95
Levels 4 and above	55	89.87	96.23	68.57
Kāi Tahu				
Levels 1–9		86.15	88.07	69.26
Levels 1–3		47.84	50.36	68.21
Levels 4 and above		92.09	94.07	69.53
Non-Māori				
Levels 1–9	66	89.10	87.31	78.31
Levels 1–3	35	77.25	76.43	71.55
Levels 4 and above	73	90.37	89.10	79.34

Qualification Completion: includes all funding sources and excludes results from level 0 programmes

Qualification Completions – Graduate Certificates and Diplomas				
	Target %	2017 %	2018 %	2019 %
Māori	40	114.40	101.55	52.75
Kāi Tahu	66	106.67	196.62	0.00
Non-Māori		82.40	87.09	82.03

Qualification Completions – Bachelors				
	Target %	2017 %	2018 %	2019 %
Māori	40	108.13	110.70	78.74
Kāi Tahu	66	107.19	104.22	75.96
Non-Māori		97.61	91.44	91.83

Qualification Completions – Certificates				
	Target %	2017 %	2018 %	2019 %
Māori	40	61.91	58.50	60.47
Kāi Tahu	66	65.22	55.42	72.49
Non-Māori		77.50	77.32	77.19

Qualification Completions – Postgraduate Certificates and Diplomas				
	Target %	2017 %	2018 %	2019 %
Māori	40	63.16	84.85	52.94
Kāi Tahu	66	0.00	57.14	100.00
Non-Māori		98.70	84.71	57.10

Qualification Completions – Diplomas				
	Target %	2017 %	2018 %	2019 %
Māori	40	76.88	79.02	49.69
Kāi Tahu	66	112.69	79.13	49.24
Non-Māori		95.58	105.96	48.45

Qualification Completions – Masters				
	Target %	2017 %	2018 %	2019 %
Māori	40	24.27	81.36	37.80
Kāi Tahu	66	0.00	126.42	0.00
Non-Māori		70.35	85.64	76.34

Successful Course Completions by Programme Category									
	2017			2018			2019		
	HC	EFTS	Completion %	HC	EFTS	Completion %	HC	EFTS	Completion %
Certificates									
All	1716	1158.0	75.86	1376	810.37	75.06	1204	700.93	73.40
Māori	239	163.90	67.16	155	90.32	68.53	209	118.48	65.63
Kāi Tahu	65	46.93	75.28	37	24.13	68.16	55	33.69	73.93
Non-Māori	1477	994.11	77.29	1221	720.04	75.88	995	582.45	74.98
All Under 25	1162	830.39	74.14	867	552.12	73.20	802	479.43	71.85
Māori Under 25	170	116.36	65.46	104	65.57	68.53	151	87.07	64.99
Kāi Tahu Under 25	49	34.49	73.21	28	18.91	66.21	46	27.08	74.03
Non-Māori Under 25	992	714.03	75.55	763	486.55	73.83	651	392.36	73.38
Diplomas									
All	305	187.78	81.88	214	122.37	85.73	118	58.41	73.48
Māori	58	31.62	83.63	53	28.78	86.16	46	22.94	70.94
Kāi Tahu	5	2.83	57.35	4	3.42	97.56	1	0.50	—
Non-Māori	247	156.16	81.53	161	93.59	85.59	72	35.47	75.13
All Under 25	117	89.76	81.96	63	51.13	83.44	16	10.75	88.75
Māori Under 25	10	8.37	78.11	7	6.50	84.62	2	1.00	50.00
Kāi Tahu Under 25	3	2.25	51.85	3	3.00	97.22	—	—	—
Non-Māori Under 25	107	81.39	82.36	56	44.63	83.27	14	9.75	92.72
Graduate Certificates and Diplomas									
All	597	370.24	83.09	870	516.96	89.77	1025	592.18	87.61
Māori	19	10.75	48.26	14	7.27	83.57	12	5.83	57.15
Kāi Tahu	5	3.50	62.70	4	1.88	86.68	2	0.33	62.57
Non-Māori	578	359.49	84.14	856	509.69	89.86	1013	586.34	87.91
All Under 25	297	175.87	89.70	462	275.00	94.14	518	298.60	88.62
Māori Under 25	5	3.25	88.46	3	1.88	100.00	—	—	—
Kāi Tahu Under 25	2	1.88	100.00	—	—	—	—	—	—
Non-Māori Under 25	292	172.62	89.72	459	273.13	94.10	518	298.60	88.62
Bachelors									
All	2216	1943.5	85.02	2256	2068.7	85.32	2393	2196.4	83.42
Māori	4	85.32	75.92	8	83.42	80.81	5	82.95	78.41
Kāi Tahu	271	249.00	80.81	290	275.36	78.41	321	303.22	73.07
Non-Māori	64	59.32	83.64	82	80.20	79.06	79	77.83	83.37
All Under 25	1946	1694.5	89.94	1966	1793.4	90.01	2072	1893.2	89.23
Māori Under 25	4	85.98	86.60	2	84.19	86.29	2	84.53	86.66
Kāi Tahu Under 25	1411	1273.8	89.24	1492	1378.6	84.97	1602	1482.4	89.82
Non-Māori Under 25	7	90.01	90.30	5	89.23	90.48	1	88.98	89.53
Postgraduate Certificates and Diplomas									
All	239	114.75	95.97	387	222.75	88.27	405	223.42	85.34
Māori	10	2.38	68.42	9	3.63	100.00	20	8.50	92.65
Kāi Tahu	4	0.75	50.00	3	1.25	100.00	4	2.00	87.50
Non-Māori	229	112.38	96.55	378	219.13	88.08	385	214.92	85.05
All Under 25	49	25.88	96.62	102	62.00	83.97	116	70.50	84.22
Māori Under 25	2	0.50	100.00	3	1.75	100.00	6	3.50	100.00
Kāi Tahu Under 25	1	0.25	100.00	1	0.50	100.00	3	1.75	100.00
Non-Māori Under 25	47	25.38	96.55	99	60.25	83.51	110	67.00	83.40
Masters									
All	180	106.74	44.11	280	192.52	58.85	354	205.32	55.44
Māori	11	6.75	14.22	14	9.75	30.10	34	14.63	26.38
Kāi Tahu	2	1.00	81.28	7	5.75	32.17	5	2.25	11.11
Non-Māori	169	99.99	46.12	266	182.77	60.38	320	190.70	57.67
All Under 25	21	10.88	88.89	45	33.73	68.44	33	18.25	47.17
Māori Under 25	—	—	—	1	1.00	—	3	1.71	9.09
Kāi Tahu Under 25	—	—	—	1	1.00	—	1	0.21	—
Non-Māori Under 25	21	10.88	88.89	44	32.73	70.54	30	16.54	51.10

Cohort Qualification Completions by Programme Category (SAC Funded Full-time Enrolments)									
	2017			2018			2019		
	Enrolled	Completed	%	Enrolled	Completed	%	Enrolled	Completed	%
Certificates									
All Students	675	489	72.44	507	368	72.58	449	319	71.05
Māori	109	65	59.63	62	45	72.58	68	48	70.59
Kāi Tahu	44	31	70.45	19	12	63.16	21	17	80.95
Non-Māori	566	424	74.91	445	323	72.58	381	271	71.13
Diplomas									
All Students	271	138	50.92	270	161	59.63	267	120	44.94
Māori	30	10	33.33	30	17	56.67	23	6	26.09
Kāi Tahu	8	1	12.50	12	6	50.00	6	3	50.00
Non-Māori	241	128	53.11	240	144	60.00	244	114	46.72
Graduate Certificates and Diplomas									
All Students	21	17	80.95	21	11	52.38	21	13	61.90
Māori	3	3	100.00	2	1	50.00	4	1	25.00
Kāi Tahu	1	1	100.00	—	—	—	1	—	0.00
Non-Māori	18	14	77.78	19	10	52.63	17	12	70.59
Bachelors									
All Students	729	436	59.81	740	428	57.84	668	347	51.95
Māori	107	61	57.01	113	58	51.33	99	48	48.48
Kāi Tahu	32	20	62.50	23	12	52.17	23	12	52.17
Non-Māori	623	375	60.19	629	370	58.82	569	299	52.55
Postgraduate Certificates and Diplomas									
All Students	1	1	100.00	15	14	93.33	17	16	94.12
Māori	—	—	—	1	1	100.00	2	2	100.00
Kāi Tahu	—	—	—	—	—	—	1	1	100.00
Non-Māori	1	1	100.00	14	13	92.86	15	14	93.33
Masters									
All Students	36	1	2.78	30	7	23.33	27	6	22.22
Māori	4	—	0.00	3	1	33.33	—	—	—
Kāi Tahu	2	—	0.00	1	1	100.00	—	—	—
Non-Māori	32	1	3.13	27	6	22.22	27	6	22.22

Cohort Qualification Completions by Programme Category (SAC Funded All Enrolments)									
	2017			2018			2019		
	Enrolled	Completed	%	Enrolled	Completed	%	Enrolled	Completed	%
Certificates									
All Students	1723	1013	58.79	1825	1107	60.66	1893	1106	58.43
Māori	286	138	48.25	306	161	52.61	358	177	49.44
Kāi Tahu	77	48	62.34	70	34	48.57	99	53	53.54
Non-Māori	1437	875	60.89	1520	946	62.24	1535	929	60.52
Diplomas									
All Students	572	304	53.15	497	238	47.89	586	231	39.42
Māori	87	29	33.33	72	28	38.89	77	13	16.88
Kāi Tahu	11	2	18.18	17	11	64.71	14	3	21.43
Non-Māori	486	275	56.58	425	210	49.41	509	218	42.83
Graduate Certificates and Diplomas									
All Students	89	26	29.21	78	15	19.23	99	22	22.22
Māori	7	3	42.86	7	2	28.57	10	2	20.00
Kāi Tahu	2	1	50.00	1	—	0.00	2	—	0.00
Non-Māori	82	23	28.05	71	13	18.31	89	20	22.47
Bachelors									
All Students	873	556	63.69	892	537	60.20	881	491	55.73
Māori	146	94	64.38	141	81	57.45	149	89	59.73
Kāi Tahu	49	35	71.43	25	14	56.00	45	28	62.22
Non-Māori	728	462	63.46	754	456	60.48	732	402	54.92
Postgraduate Certificates and Diplomas									
All Students	79	25	31.65	95	42	44.21	127	37	29.13
Māori	7	1	14.29	6	4	66.67	17	5	29.41
Kāi Tahu	3	—	0.00	3	2	66.67	2	1	50.00
Non-Māori	72	24	33.33	89	38	42.70	110	32	29.09
Masters									
All Students	79	1	1.27	83	12	14.46	98	14	14.29
Māori	12	—	0.00	8	1	12.50	14	1	7.14
Kāi Tahu	3	—	0.00	2	1	50.00	3	—	0.00
Non-Māori	67	1	1.49	75	11	14.67	84	13	15.48



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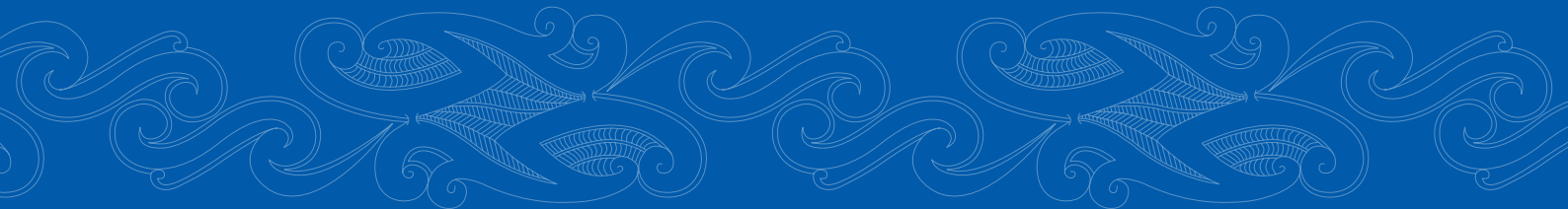
This Māori Annual Report has been written in the Kāi Tahu regional language variation; a prominent feature of this variation is the use of a 'k' instead of 'ng'.

We'd like to say a big thanks to Gianna Leoni for the translation, Jodie Gibson and Hayden Parsons for the majority of our photography, and Southern Colour Print. We give a special thanks to our Māori learners and staff who featured in this year's stories and all Otago Polytechnic staff who contributed to this report.



OTAGO
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Te Kura Matatini ki Otago

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OTAGO POLYTECHNIC LIMITED BOARD PAPER	
OPEN AGENDA	DATE: 17 SEPTEMBER 2020
ITEM: DELEGATIONS FROM THE BOARD TO THE CHIEF EXECUTIVE AND AUTHORITIES AND SUB-DELEGATIONS FROM CHIEF EXECUTIVE	
PURPOSE: Delegations from the Board to the Chief Executive and authorities and sub delegations from Chief Executive has been further reviewed.	
PRESENTED BY: Tony Allison	
RECOMMENDATION: For approval.	



Delegations from the Board to the Chief Executive and Authorities and Sub-delegations from Chief Executive

Section	Board		
Approval Date	01 Jun 2020	Approved by	Executive Leadership Team
Next Review	30 Nov 2022	Responsibility	Director: Business Services
Baldrige Criteria	Leadership		

PURPOSE

The Board of Otago Polytechnic Limited is responsible for the business and affairs of the Polytechnic. This policy sets out the delegation of authority from the Board to the Chief Executive or Interim Chief Executive (as applicable), together with the limitations on those delegations. It also sets out the Board's agreement to certain sub-delegations by the Chief Executive.

This policy is to ensure delegations are implemented in a way that a) ensures the efficient and effective day to day management of the Polytechnic, in a financially responsible manner and b) enables the Board to meet its statutory and other obligations, including public accountability.

COMPLIANCE

Education Act 1989, and all subsequent amendments
 Crown Entities Act 2004, and all subsequent amendments
 State Sector Act 1988, and all subsequent amendments
 Public Finance Act 1989, and all subsequent amendments
 Companies Act 1993, and all subsequent amendments
 Local Government Official Information and Meetings Act 1987, and all subsequent amendments
 Health & Safety at Work Act 2015, and all subsequent amendments

POLICY

1. The Board, as authorised by the Education Act 1989 section 222, delegates to the Chief Executive all management powers and functions necessary for the operation of the Polytechnic. Delegations must be within the New Zealand Institute of Skills and Technology's (NZIST) Subsidiaries Governance Framework (Summary - Appendix 1).
2. The Board delegates to the Chief Executive, the power to sub-delegate to members of the staff of the Polytechnic. Appendix 2 to this Policy identifies the specific functions and powers, delegated to the Chief Executive in accordance with this Policy, which the Chief Executive may sub-delegate. The Board has given its standing consent to the sub-delegations set out in Appendix 2.
3. Any sub-delegation must be consistent with this Policy and subject to the sub-delegate agreeing to comply with all specified delegation limitations in the form attached as Appendix 3.
4. Sub-delegations as set out in Appendix 2 must be approved by the following:

Position	Authorisation for delegation
Executive Leadership Team	Chief Executive
Directors and Head of College/Programme Head	Relevant DCE
Senior Financial Analyst	Director Business Services
EA, Team Leaders	Relevant DCE
School Administrators, Technicians	Relevant Director/Head of College/Programme Head
Not specified	Relevant DCE



5. In instances of absence of an authority, the authority can be delegated by the relevant person to a person in an acting capacity.
6. The Chief Executive has not been given delegation to approve the Chief Executive's own staff development, study leave and international travel outside Australasia.
7. The Chief Executive must act in good faith and in a manner that maintains the reputation of the Polytechnic and NZIST and is consistent with and gives effect to NZIST's functions (section 222B of the Education Act) and NZIST's charter (Schedule 22 of the Education Act).
8. The Chief Executive shall keep the Board informed at all times, operating on a "no surprises" basis.
9. The Chief Executive will manage the Polytechnic's human, physical, and financial resources prudently and in the best interests of the institution. The principal purpose of expenditure being for the benefit of Otago Polytechnic.
10. Board and/or NZIST approval is required for any transaction or contract exceeding the limits delegated to the Chief Executive.
11. The Board and NZIST is responsible for reviewing and approving the annual budget, the reforecast and the capital asset plan of the Polytechnic.
12. All financial results shall be reported against the annual budget or the approved reforecast to the Board each month, in accordance with the reporting guidelines approved by the Board.
13. Any or all delegations under this policy may be withdrawn, amended or reduced at any time by a written confirmation from the Chairperson of the Board to the Chief Executive, or by a formal Board resolution.
14. Where this policy conflicts with any laws or regulations or any decision made by the Board, the laws, regulations or Board decision (as applicable) take precedence.
15. The Chief Executive and any sub-delegates must consider if they have a conflict of interest in respect of the matter before exercising the delegated authority. The Disclosure of Interest Policy outlines guidance on managing conflicts of interest.

REFERENCES

Otago Polytechnic Strategic Plan
Otago Polytechnic Annual Operational and Capital Expenditure budgets
CP0011 Treasury Management
CP0012 Disclosure of Interests
CP0013 Procurement and Purchasing Policy
MP0352 Otago Polytechnic Purchasing and Credit Cards
MP0711 Delivery of Programmes by External Contracts
MP0430 Employment Delegations
MP0446 Travel on Otago Polytechnic Business
MP0318 Requests for Official Information

NZIST Subsidiaries Governance Framework Summary (May 2020)

Please note this document is a summary of relevant provisions of the NZIST Subsidiaries Governance Framework (particularly in relation to matters which require NZIST and Secretarial approval), and regard should be had to the relevant underlying document (as referred to below). Please note this document may be updated by NZIST from time to time. Where a matter requires NZIST or Secretarial approval, the NZIST Subsidiary should seek approval from NZIST using the NZIST Approval Matters – Request for Approval Form.

Key:	Decision / Action by NZIST Subsidiary	Requires NZIST Approval?	Requires NZIST Notification?	Requires Secretary or Ministerial Approval (to be sought by NZIST for and on behalf of the NZIST Subsidiary)	Notes
<p>✓ means the requirement is set out in relevant legislation</p> <p>✓ means the requirement is set out in the NZIST Subsidiary's Constitution</p> <p>✓ means the requirement is set out in the Operational and Financial Parameters Direction (OFP Direction)</p>					
<p>GOVERNANCE FRAMEWORK DOCUMENTATION</p> <ol style="list-style-type: none"> NZIST Functions and Charter NZIST Statement of Intent Constitutions of NZIST Subsidiaries Operational and Financial Parameters Directions of NZIST Subsidiaries Letter of Expectations from NZIST (dated 15 May 2020) <p>GUIDING PRINCIPLE TO DECISION-MAKING BY NZIST SUBSIDIARIES</p> <p>Each NZIST Subsidiary can continue to operate as it did prior to 1 April 2020 as an ITP, subject to the new governance framework restrictions - as summarised in this document.</p> <p>It is important that internal policies, particularly delegations policies, are updated as required to reflect the new governance framework, so that any required consents are sought and required notices are provided in relation to relevant matters.</p>	<p>A. Restricted Thresholds</p> <p>1. Capital expenditure</p> <p>Agreeing to incur, or incurring, capital expenditure in respect of a capital project:</p> <ul style="list-style-type: none"> which will, or is likely to, result in the NZIST Subsidiary exceeding its capital expenditure budget in the annual budget; and/or if the cost of, or level of risk of, the capital project is equal to or above the threshold amount set by the Secretary pursuant to s222N of the Education Act and: <ul style="list-style-type: none"> the capital project is not within a capital plan of NZIST approved in writing by the Secretary; or NZIST has not already obtained the written consent of the Secretary for the capital project. <p><i>Please refer to the Notes column regarding the distinction between existing capital projects as at 31 March 2020 and new capital projects on and from 1 April 2020 in relation to the Secretary's approval under s222N.</i></p> <p>The threshold amounts (for 2020) recently set by the Secretary pursuant to s222N are also detailed in the Notes column. In short, Secretarial approval will not be required if:</p> <ul style="list-style-type: none"> the capital expenditure is <u>within the 2020 capital expenditure budget</u> and the value of the commitment or transaction is <u>less than \$2 million</u>; or the capital expenditure <u>exceeds the 2020 capital expenditure budget</u>, and: <ul style="list-style-type: none"> the value of the commitment or transaction is <u>less than \$1 million</u>; and the <u>aggregate value</u> of such transactions across the relevant NZIST Subsidiary <u>does not exceed</u> the 2020 capital expenditure budget by more than <u>\$5 million</u>. 	<p style="text-align: center;">✓✓</p> <p>(unless expenditure is below threshold in OFP Direction – being the threshold amount set by the Secretary)</p>	<p style="text-align: center;">✓</p> <p>(if required by s 222N of the Education Act)</p>	<ul style="list-style-type: none"> See Schedule 2 of the Constitution (para (a)) and the OFP Direction (para 1(a)). The threshold amount specified in the OFP Direction is an amount equal to or greater than the threshold amount (or level of risk) set by the Secretary pursuant to section 222N of the Education Act (see next paragraph). In practical terms, this means that where capital expenditure requires the approval of the Secretary, the NZIST Subsidiary will need to seek the prior approval of NZIST (using the <i>NZIST Approval Matters – Request for Approval Form</i>). If NZIST approves the expenditure, then NZIST will seek the approval of the Secretary for that expenditure by the NZIST Subsidiary. Note that section 222N of the Education Act provides that an NZIST Subsidiary may only undertake a capital project if: <ul style="list-style-type: none"> the cost of, or level of risk of, the project to NZIST is below thresholds set by the Secretary; or the project is within a capital plan of NZIST approved in writing by the Secretary; or NZIST has obtained the written consent of the Secretary for the project. <p>Existing Capital Projects as at 31 March 2020</p> <ul style="list-style-type: none"> The NZIST Council has received a letter from the Secretary of Education confirming that <i>consent is not required</i> from the Secretary for existing capital projects that have been approved by the former council of each NZIST Subsidiary's Existing Polytechnic. However, if the NZIST Subsidiary is proposing to undertake capital expenditure in relation to an existing capital project and the expenditure will, or is likely to, result in the NZIST Subsidiary exceeding its capital expenditure budget in the annual budget, approval will still be required from NZIST. <p>New Capital Projects on and from 1 April 2020</p> <ul style="list-style-type: none"> The Secretary has consulted with NZIST on interim capital project thresholds for 2020. The interim thresholds set by the Secretary for the purposes of section 222(N)(1)(a) are published (on behalf of the Ministry of Education) at the following link: https://www.tec.govt.nz/assets/Forms-templates-and-guides/Interim-Thresholds-for-Approval-of-Capital-Expenditure-by-the-Secretary-of-Education_NZIST.pdf 	

Key: ✓ means the requirement is set out in relevant legislation ✓ means the requirement is set out in the NZIST Subsidiary's Constitution ✓ means the requirement is set out in the Operational and Financial Parameters Direction (OFP Direction)	Decision / Action by NZIST Subsidiary	Requires NZIST Approval?	Requires NZIST Notification?	Requires Secretary or Ministerial Approval (to be sought by NZIST for and on behalf of the NZIST Subsidiary)	Notes
<p style="text-align: center;">NZIST FUNCTIONS</p> <p style="text-align: center;">Each NZIST Subsidiary must give effect to NZIST's functions:</p> <ol style="list-style-type: none"> To provide or arrange, and support, a variety of education and training, including vocational, foundation, and degree-level or higher education and training; To conduct research, with a focus on applied and technological research; To be responsive to and to meet the needs of the regions of New Zealand and their learners, industries, employers, and communities by utilising NZIST's national network of tertiary education programmes and activities; 					<ul style="list-style-type: none"> In summary, capital expenditure committed, or undertaken in a transaction or related series of transactions, by an NZIST Subsidiary will be within the limits of the interim thresholds set by the Secretary (and will not require Secretary approval) if: <ul style="list-style-type: none"> Budgeted Capital Expenditure: The capital expenditure is within the expenditure provided for in the 2020 annual budget approved by the Council of the prior ITP (Budgeted Capital Expenditure) and the value of the commitment or transaction is less than \$2 million; or Unbudgeted Capital Expenditure: The capital expenditure exceeds the Budgeted Capital Expenditure, and the value of the commitment or transaction is less than \$1 million and the aggregate value of such transactions across the relevant NZIST Subsidiary does not exceed the Budgeted Capital Expenditure by more than \$5 million. Please note that even if Secretary approval is not required for new capital expenditure because: <ul style="list-style-type: none"> the capital expenditure is within the limits of the interim thresholds set by the Secretary as detailed above; or the project is within a capital plan of NZIST approved in writing by the Secretary; or NZIST has obtained the written consent of the Secretary for the project, <p>NZIST approval will still be required if the capital expenditure will (or is likely to) result in the NZIST Subsidiary exceeding its Budgeted Capital Expenditure.</p>
	<p>2. New Debt and New Borrowing Limits</p> <ul style="list-style-type: none"> Any new borrowing, issuing of debentures or otherwise raising money (including entering into any finance leases). Any new borrowing limits in relation to any existing debt or borrowing facilities. 	<p style="text-align: center;">✓✓</p> <p>(all new borrowing and new borrowing limits require consent of NZIST)</p>			<p style="text-align: center;">✓</p> <p>(unless the consent of the Secretary is not required under section 192(5) of the Education Act)</p> <ul style="list-style-type: none"> See Schedule 2 of the Constitution (paras (b) and (n)) and the OFP Direction (para 1(b)). Refer to Gazette of 1 May 2014 for Ministerial Determination on Exempt Borrowing (https://gazette.govt.nz/notice/id/2014-go2538), TEC guidance on Finance Leases (https://www.tec.govt.nz/teo/working-with-teos/tei/finance-lease/) and TEC guidance on Exempt Borrowing (https://www.tec.govt.nz/teo/working-with-teos/tei/borrowing/).
	<p>3. Drawdown on existing debt facilities</p> <p>Drawing-down on any existing debt or borrowing facilities either:</p> <ul style="list-style-type: none"> in advance of the budgeted draw-downs for the academic year; and/or in excess of the total budgeted draw-downs for the academic year by the specified threshold, being where the total draw-downs would more than 105% of total budgeted draw-downs. 	<p style="text-align: center;">✓✓</p> <p>(unless draw-down is below the threshold in OFP Direction – i.e., where total draw-downs would be more than 105% of total budgeted draw-downs)</p>			<ul style="list-style-type: none"> See Schedule 2 of the Constitution (para (c)) and the OFP Direction (para 1(c)) for the specified threshold.

<p>Key:</p> <ul style="list-style-type: none"> ✓ means the requirement is set out in relevant legislation ✓ means the requirement is set out in the NZIST Subsidiary’s Constitution ✓ means the requirement is set out in the Operational and Financial Parameters Direction (OFP Direction) 	<p>Decision / Action by NZIST Subsidiary</p>	<p>Requires NZIST Approval?</p>	<p>Requires NZIST Notification?</p>	<p>Requires Secretary or Ministerial Approval (to be sought by NZIST for and on behalf of the NZIST Subsidiary)</p>	<p>Notes</p>
<p>4. To improve the consistency of vocational education and training by using skill standards and working in collaboration with workforce development councils;</p> <p>5. To improve outcomes in the tertiary education system as a whole, including (without limitation) by making connections with schools and other organisations involved in tertiary education and by promoting and supporting life-long learning;</p> <p>6. To improve outcomes for Māori learners and Māori communities in collaboration with Māori and iwi partners, hapū, and other stakeholders; and</p> <p>7. To carry out any other functions consistent with NZIST’s role as a tertiary education institution.</p> <p style="text-align: center;">NZIST CHARTER</p> <p>Each NZIST Subsidiary must give effect to the NZIST Charter:</p> <p>1. The New Zealand Institute of Skills and Technology (NZIST) exists to perform the functions set out in section 222B of the Education Act.</p> <p>2. NZIST will be responsive to the needs of all regions of New Zealand, their learners, industries, employers, and communities.</p> <p>3. To meet the needs of regions throughout New Zealand, NZIST must—</p> <p style="padding-left: 20px;">(a) offer in each region a mix of education and training, including on-the-job, face-to-face, and distance delivery that is accessible to the learners of that region and meets the needs of its learners, industries, and communities; and</p>	<p>4. Disposal of property assets</p> <p>Selling or otherwise disposing (including by way of gifting) of property assets or interests in property assets above the specified threshold, being an amount equal to or greater than the property asset disposal threshold determined by the Minister pursuant to section 192(5) of the Education Act (being a specified formula).</p>	<p style="text-align: center;">✓✓</p> <p>(unless disposal is below specified threshold in OFP Direction – being the specified formula determined by the Minister)</p>		<p style="text-align: center;">✓</p> <p>(unless the consent of the Secretary is not required under section 192(5) of the Education Act)</p>	<ul style="list-style-type: none"> See Schedule 2 of the Constitution (para (d)), which provides that the disposal of all assets (or interests in assets) requires NZIST consent as a “Reserved Matter” (NZIST Approval Matter) if the disposal is in excess of the threshold amount set out in the OFP Direction. See paragraph 1(d) of the OFP Direction for the threshold. See sections 222O and 192(4) of the Education Act for the requirement to obtain written consent of the Secretary (subject to the provisions of section 192(5)). Section 192(5) provides that the consent of the Secretary is not required for selling or otherwise disposing of, an asset or an interest in an asset, where the value of the asset or interest does not exceed an amount determined by the Minister or an amount ascertained in accordance with a formula determined by the Minister. The Minister has determined that particular consent requirements apply to the disposal of property assets and/or interests in property assets (excluding land and buildings held in Crown title). Guidance published by the Tertiary Education Commission specifies that: <ul style="list-style-type: none"> Property means land and/or buildings. An interest in land includes an easement. Ordinarily, an interest in land would also include a lease, but there are particular consent requirements for leases (see section 7 of this table). A property disposal includes the selling of property and the demolition of buildings. The Minister has specified a formula for determining the threshold amount for disposals of property and/or interests in property assets. Disposals valued above that threshold amount require the consent of the Secretary. Please refer to the Tertiary Education Commission’s website for further details: https://www.tec.govt.nz/teo/working-with-teos/tei/asset-management-teis/land-buildings/
	<p>5. Disposal of non-property assets</p> <p>Leasing, selling or otherwise disposing (including by way of gifting) of non-property assets or interests in non-property assets in a transaction, or series of related transactions, above a specified threshold, being an amount equal to the threshold amount of disposals of plant and equipment and financial assets as determined by the Minister pursuant to section 192(5) of the Education Act (being a specified formula).</p>	<p style="text-align: center;">✓✓</p> <p>(unless disposal is below threshold in OFP Direction)</p>		<p style="text-align: center;">✓</p> <p>(unless the consent of the Secretary is not required under section 192(5) of the Education Act)</p>	<ul style="list-style-type: none"> See Schedule 2 of the Constitution (para (d)), which provides that the disposal of all assets (or interests in assets) requires NZIST consent as an NZIST Approval Matter if the disposal is in excess of the threshold amount set out in the OFP Direction. See paragraph 1(e) of the OFP Direction for the threshold – being an amount equal to the threshold amount of disposals of plant and equipment and financial assets as determined by the Minister pursuant to section 192(5) of the Education Act (being a specified formula). See sections 222O and 192(4) of the Education Act for the requirement to obtain written consent of the Secretary (subject to the provisions of section 192(5)). Section 192(5) provides that the consent of the Secretary is not required for selling or otherwise disposing of, an asset or an interest in an asset, where the value of the asset or interest does not exceed an amount determined by the Minister or an amount ascertained in accordance with a formula determined by the Minister. The Minister has specified a formula for determining the threshold amount for disposals of plant and equipment and financial assets. Disposals valued above that threshold amount require the consent of the Secretary. Please refer to the Tertiary Education Commission’s website for further details:

Key: ✓ means the requirement is set out in relevant legislation ✓ means the requirement is set out in the NZIST Subsidiary's Constitution ✓ means the requirement is set out in the Operational and Financial Parameters Direction (OFP Direction)	Decision / Action by NZIST Subsidiary	Requires NZIST Approval?	Requires NZIST Notification?	Requires Secretary or Ministerial Approval (to be sought by NZIST for and on behalf of the NZIST Subsidiary)	Notes
<p>(b) operate in a manner that ensures its regional representatives are empowered to make decisions about delivery and operations that are informed by local relationships and to make decisions that meet the needs of their communities; and</p> <p>(c) ensure that international learners are attracted to train and study in regions throughout New Zealand; and</p> <p>(d) ensure that there is collaboration across its national network; and</p> <p>(e) maintain a high-quality coherent network of infrastructure that meets regional skills needs.</p> <p>4. NZIST must operate in a way that allows it to—</p> <p>(a) empower students and staff on academic, non-academic, and well-being matters and matters relating to the organisation's practices and services; and</p> <p>(b) develop meaningful partnerships with—</p> <p>(i) industry across the country, including Māori and Pacific employers, smaller employers, and those operating in niche sectors; and</p> <p>(ii) communities at a local level, including hapū and iwi, and Pacific communities; and</p> <p>(c) use the insights gained through partnerships to—</p>	<p>https://www.tec.govt.nz/teo/working-with-teos/tei/asset-management-teis/sale-plant-equipment-financial-assets/</p>				
	<p>6. Charging of assets</p> <p>Mortgaging or otherwise charging assets or interests in assets above a specified threshold, being \$500,000</p>	<p>✓✓</p> <p>(unless charging of assets is below threshold in OFP Direction – being \$500,000)</p>		<p>✓</p> <p>(unless the consent of the Secretary is not required under section 192(5) of the Education Act)</p>	<ul style="list-style-type: none"> See Schedule 2 of the Constitution (para (e)) and the OFP Direction (para 1(f)). See sections 222O and 192(4) of the Education Act for the requirement to obtain written consent of the Secretary (subject to the provisions of section 192(5)). Section 192(5) provides that the consent of the Secretary is not required for mortgaging or otherwise charging an asset or an interest in an asset, where the value of the asset or interest does not exceed an amount determined by the Minister or an amount ascertained in accordance with a formula determined by the Minister.
	<p>7. Leases and licences</p> <p>Entering into leases or licences of land, buildings or parts of buildings (by the NZIST Subsidiary as grantor or grantee):</p> <ul style="list-style-type: none"> where the annual rent payable or receivable is in excess of the threshold amount, being \$400,000; or which is for a term in excess of three years (for NZIST approval) or 15 years (for Secretarial approval) 	<p>✓✓</p> <p>(unless lease or licence is below time and value thresholds in OFP Direction – being \$400,000 and three years)</p>		<p>✓</p> <p>(but only for granting particular leases of land or buildings or parts of buildings over 15 years)</p>	<ul style="list-style-type: none"> See Schedule 2 of the Constitution (para (f)) and the OFP Direction (para 1(g)). See sections 222O and 192(4) of the Education Act for the requirement to obtain written consent of the Secretary for granting leases of land or buildings or parts of buildings (subject to the provisions of section 192(5)). Section 192(5) provides that the consent of the Secretary is not required for granting a lease for a term that does not exceed, and when added to any term for which the lease may be renewed does not exceed, 15 years.
	B. Restricted Actions				
	<p>8. Receipt of gifts</p> <p>Receipt of any of gifts of real property (e.g., land and buildings), personal property (e.g., shares or options to acquire shares) or any other asset, real property or personal property that has material or long-term operating or capital costs or liabilities (including contingent liabilities)</p>	<p>✓</p>			<ul style="list-style-type: none"> See Schedule 2 of the Constitution (para (g)) (including for a detailed description of the types of gifts).
	<p>9. Annual Academic Programme</p> <p>Any development of, or changes to, any qualifications, programmes or related course material outside of any annual academic programme agreed with NZIST from time to time</p>	<p>✓</p>			<ul style="list-style-type: none"> See Schedule 2 of the Constitution (para (h)). Please note that NZIST's expectation is that NZIST Subsidiaries seek NZIST's consent in relation to material or strategic changes to the annual academic programmes, including how these are delivered and the mix of provision, and any material changes to qualifications. For context, the purpose of this consent requirement is to encourage and better facilitate collaboration across the network, consistent with the letter of expectation dated 15 May 2020. To clarify, NZIST does not expect NZIST Subsidiaries to seek NZIST's consent in relation to assessment changes (which NZIST expects should be a matter for the Subsidiary Academic Committees).
	<p>10. Name of the NZIST Subsidiary</p> <p>Changing the name of the NZIST Subsidiary</p>	<p>✓</p>			<ul style="list-style-type: none"> See Schedule 2 of the Constitution (para (i)).

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(i) develop and provide vocational education and training that meets short-term and long-term skills needs; and (ii) expand industry training into smaller employers and niche sectors; and (iii) align education and training delivery to support the unique social and economic goals of local communities; (iv) work towards equity for learners and staff of different genders, ethnicities, cultures, and abilities; and	11. Acquiring shares or interests Acquiring shares in any company or acquiring an interest in any partnership, joint venture, or other association of persons, or an interest in a company other than in its shares	✓			<ul style="list-style-type: none"> See Schedule 2 of the Constitution (para (j)).
	12. Trusts Settling a trust or being appointed a trustee of a trust	✓			<ul style="list-style-type: none"> See Schedule 2 of the Constitution (para (k)).
	13. Additional subsidiaries Incorporating, establishing or acquiring a subsidiary company	✓		✓	<ul style="list-style-type: none"> See Schedule 2 of the Constitution (para (l)), which provides that the incorporation, establishment or acquisition of a subsidiary by an NZIST Subsidiary requires the approval of NZIST as an NZIST Approval Matter. See the requirements which apply to NZIST under section 222Z of the Education Act (which requires NZIST to obtain approval from the Minister prior to forming an NZIST Subsidiary). In terms of process, we expect that an NZIST Subsidiary will notify NZIST of the proposed formation and NZIST will seek the required Ministerial approval.
(d) reflect Māori-Crown partnerships in order to— (i) ensure that its governance, management, and operations give effect to Te Tiriti o Waitangi; and (ii) recognise that Māori are key actors in regional social, environmental, and economic development; and (iii) respond to the needs of and improve outcomes for Māori learners, whanau, hapū and iwi, and employers; and	14. Ring-fenced amounts Expending, drawing-down or otherwise dealing with any amounts that have been ring-fenced by the NZIST Subsidiary in accordance with any ring-fencing policy of NZIST	✓			<ul style="list-style-type: none"> See Schedule 2 of the Constitution (para (m)) and the NZIST Cash Reserves and Ring-Fencing Policy (Ring-Fencing Policy) approved by the NZIST Council on 1 April 2020. Also refer to separate correspondence to CFOs from NZIST's Interim COO/CFO. The Ring-Fencing Policy requires that the Ring-Fencing Policy is applied to a ring-fenced amount based on net cash reserves existing as at 31 March 2020 (Ring-Fenced Amount). The Ring-Fenced Amount is to be used solely in the relevant regions in which the relevant NZIST Subsidiary was located and operated as an ITP as at 31 March 2020. NZIST Subsidiaries with cash reserves that might be sufficient to lead to ring-fencing are required to calculate an estimated initial ring-fenced amount (in accordance with the methodology in the policy), that shall become subject to the policy. This amount is subject to adjustment once disestablishment audits of the NZIST Subsidiaries have been undertaken. Approval to use the Ring-Fenced Amount will be in accordance with the relevant nature of the expenditure – e.g., a request to NZIST to spend all or part of the Ring-Fenced Amount on a capital project will be considered in light of the capital expenditure NZIST Approval Matter referred to at item 1 of this document.
(e) hold inclusivity and equity as core principles, recognising and valuing the diversity of all of its learners, and providing the unique types of support different learners need to succeed; and	15. Director Remuneration Authorisation of Director Remuneration	✓			<ul style="list-style-type: none"> See Schedule 2 (para (o)) and clause 13 of the Constitution. Remuneration must be in accordance with the Fees Framework.
(f) meet the needs of all of its learners, in particular those who are under-served	16. Director indemnity and insurance Providing an indemnity and effecting insurance for directors of the NZIST Subsidiary	✓			<ul style="list-style-type: none"> See clause 14.1 of the Constitution. Note that section 162 of the Companies Act 1993 provides an indemnity may be provided and insurance effected by the NZIST Subsidiary in respect of its directors if expressly authorised by the NZIST Subsidiary's constitution.

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<p>by the education system, including, but not limited to, Māori, Pacific, and disabled learners; and</p> <p>(g) promote equitable access to learning opportunities for learners across all regions; and</p> <p>(h) have culturally responsive delivery approaches, whether on campus, in the workplace, online, or otherwise; and</p> <p>(i) work collaboratively with schools, wānanga, and other tertiary education organisations (including workforce development councils) to improve the outcomes of the education system as a whole, including the transition of learners into employment.</p> <p>5. In giving effect to clause 4, NZIST must ensure that—</p> <p>(a) students and employers can transition seamlessly between delivery sites and educational modes, including between workplaces and other forms and places of learning; and</p> <p>(b) programmes of study and qualifications are portable and consistent, yet flexible enough to meet local needs; and</p> <p>(c) the academic integrity of the education and training programmes it delivers is protected; and</p> <p>(d) New Zealand's reputation as a quality study destination for international learners is sustained; and</p> <p>(e) the range of education and training options available to learners and employers is appropriately broad and current; and</p>	17. Asset management and utilisation plans Approval of an asset management and utilisation plan for the NZIST Subsidiary	✓			<ul style="list-style-type: none"> See Schedule 2 of the Constitution (para (p)).
	18. Budgets and funding <ul style="list-style-type: none"> Adoption of budget guidelines Approval of an annual budget and funding and delivery proposal 	✓			<ul style="list-style-type: none"> See Schedule 2 of the Constitution (para (q) and (r)).
	19. Out of scope activities Approval of any transaction or activity which is inconsistent with the scope and/or nature of the NZIST Subsidiary's activities set out in the approved annual budget and funding proposal	✓			<ul style="list-style-type: none"> See Schedule 2 of the Constitution (para s)).
	20. Operational NZIST Approval Matters Decisions on any operational matter which is specified to be a Reserved Matter/NZIST Approval Matter in an OFP Direction, including any: <ul style="list-style-type: none"> change to the remuneration of Chief Executive approval of any remuneration for any new Chief Executive approval of any proposed changes to the terms and conditions of employment of the Chief Executive, or any proposed terms and conditions for any new Chief Executive negotiation and agreement of any Multi Employer Collective Agreement change, development and implementation of business systems materially inconsistent with guidelines and limits adopted by NZIST and notified to the NZIST Subsidiary setting of student fees outside of the annual budget agreed by NZIST adoption of any academic policies, student regulations and statutes that are inconsistent with any model academic policies, student regulations and statutes notified by NZIST to the NZIST Subsidiary from time to time change of scope of regional delivery of programmes decision relating to the design or implementation of regional or international marketing which is 	✓✓			<ul style="list-style-type: none"> See Schedule 2 of the Constitution (para (t)). The specific operational matters requiring NZIST approval will be set out in the OFP Direction issued by NZIST from time to time.

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(f) future skill needs are anticipated and quickly responded to; and (g) teaching and learning is supported by research, evidence, and best practice; and	materially inconsistent with NZIST's brand standards and/or marketing approach				
C. Notification and Consultation Matters					
(h) learning pathways provide learners with a range of opportunities to progress to higher levels of education and training, and also into employment; and (i) the needs of adult and second-chance learners are afforded high priority.	<p>21. Matters requiring notification and consultation</p> <p>Matters specified in an OFP Direction in respect of which the NZIST Subsidiary must give NZIST reasonable notice, consult with NZIST and have due regard to NZIST's comments, including any:</p> <ul style="list-style-type: none"> circumstances where the NZIST Subsidiary may exceed 2% of its total budgeted operating expenditure for a financial year circumstances where the NZIST Subsidiary may receive less than 98% of its total budgeted operating expenditure for a financial year appointment of Chief Executive performance review of Chief Executive adoption or amendment of student regulations and statutes (where consent is not required above) development and adoption of the NZIST Subsidiary's statement of strategic intent initiating bargaining for, bargaining and entering into any Collective Employment Agreement (other than a MECA) (provided that the NZIST Subsidiary must ensure that the terms of any concluded Collective Employment Agreement are within agreed parameters set by NZIST as notified by NZIST from time to time, with any departure from those parameters (if any) requiring NZIST consent) proposed restructuring of the NZIST Subsidiary which would result in a reduced headcount or substantial change in roles at the NZIST Subsidiary proposed material changes to employment-related policies, employment agreement templates or the terms and conditions of any employee where this would be a departure from the standard terms and conditions of employment offered to other employees or that employee's current terms and conditions of employment 		✓✓ (Note that consultation is also required)		<ul style="list-style-type: none"> The specific matters requiring notification and consultation will be set out in the OFP Direction issued by NZIST from time to time (see clause 7.2(c) of the Constitution). Please note that NZIST expects to issue guidance to NZIST Subsidiaries regarding collective bargaining and, in particular, the parameters that will apply to Collective Employment Agreements as contemplated by the OFP Direction. NZIST Subsidiaries will not have an obligation under the OFP Direction to ensure the terms of a Collective Employment Agreement are within the parameters set by NZIST unless and until those parameters are actually notified by NZIST to NZIST Subsidiaries. Please note that the requirement to notify NZIST of any proposed restructuring of the NZIST Subsidiary which would result in a reduced headcount or substantial change in roles is intended to capture organisational restructurings of the entire NZIST Subsidiary, rather than course or programme changes which NZIST appreciates can happen relatively regularly and which may result in a reduced headcount.

Summary of Authorities and Delegations for OP Staff (Board, academic and employment authorities are excluded from this document)

11-Aug-20

saved in Fin excel delegations summary

Note:

All delegations are subject to the OP Policy, Delegations from the Board to the Chief Executive and Authorities and Sub-delegations from Chief Executive, and to the NZIST Subsidiary Governance Framework. The below is a summary for reference.

In all cases authority can be delegated by the relevant person while they are away to a person in an acting capacity

Authority to Approve Sensitive Expenditure										
This authority covers all sensitive expenditure covered in policy CP0008 Sensitive Expenditure										
All approvers are expected to keep expenditure within current year overall budget/forecast provision										
It is the circumstances in which the expenditure occurs, together with the materiality of the expenditure, which will determine whether it is potentially sensitive.										
Sensitive Expenditure should be approved by the person at least 'one-up' from the person/s perceived to benefit from the expenditure or by the DCE Corporate Services (COO), Director Business Services or a Senior Financial Analyst in a back-up capacity										
Chief Executive (CEO)	Chief Operating Officer (COO)	ELT (excl COO)	Director Business Services	Directors/Heads of College	Programme Head	Senior Financial Analyst	EA's	Team Leaders	School Amin/Technician	Not Specified
Operating expenditure up to \$650k per individual item and up to \$3m for payments to OPAIC	Operating expenditure up to \$150k per individual item	Operating expenditure up to \$50k per individual item within their directorate	Operating expenditure up to \$100k per individual item	Up to \$25k within their college or service area on written delegation	Up to \$25k within their programme area on written delegation	Operating expenditure up to \$25k per individual item		Up to \$10k within their area on written delegation		
Can approve for any employees. Chief Executive Sensitive Expenditure purchases are approved by the Board Chairperson. Travel policy allows for retrospective approval for CEO expenditure	Can approve for any employees except the Chief Executive. Travel policy allows for retrospective approval by CEO for COO expenditure	Can approve for any employees except the CEO, COO and any other ELT. Travel policy allows for retrospective approval by CEO for ELT expenditure	Can approve for any employees except the COO and the CEO. Travel policy allows for retrospective approval by ELT for Director Business Services expenditure	Can approve for employees in their College or Service area. CEO, COO, ELT and any other Directors/Heads of College are specifically excluded. Travel policy allows for retrospective approval by ELT for Directors/Head of College expenditure	Can approve for employees in their programme area. CEO, COO, ELT, Directors, Heads of College and any other Programme Heads are specifically excluded.	Can approve for any employees except the CEO, COO, Director Business Services and any other Senior Financial Analysts		Can approve for employees in their Programme/Service Area. CEO, COO, ELT, Directors, Heads of College, Programme Heads and any other Team Leaders are specifically excluded		
CP0008 Sensitive Expenditure, MP0446.06 Travel on Otago Polytechnic Business										

Authority to Approve Purchases										
This authority covers all types of spending approvals including reimbursements, international payments, purchase order approvals, credit card transactions albeit some of these have additional restrictions as below or under the sensitive expenditure guidelines										
All approvers are expected to keep expenditure within current year overall budget/forecast provision										
Note: Items over \$5k must comply with policy CP0013 procurement and purchasing policy										
Chief Executive	Chief Operating Officer	ELT (excl COO)	Director Business Services	Directors/Heads of College	Programme Head	Senior Financial Analyst	EA's	Team Leaders	School Amin/Technician	Not Specified
Operating expenditure up to \$650k per individual item and up to \$3m for payments to OPAIC	Operating expenditure up to \$150k per individual item	Operating expenditure up to \$50k per individual item within their directorate	Operating expenditure up to \$100k per individual item	Up to \$25k within their college or service area on written delegation	Up to \$25k within their school on written delegation	Operating expenditure up to \$25k per individual item	Up to \$10k on written delegation	Up to \$10k within their area on written delegation	Up to \$2.5k on written delegation	By exception up to \$10k on written delegation
Capital expenditure, within the annual budget or forecast, up to \$2m per item	Capital expenditure, within budget/forecast, up to \$1m per item	Capital expenditure, within budget/forecast, up to \$50K per item	Capital expenditure, within budget/forecast, up to \$100K per item	Capital expenditure, within budget/forecast, up to \$25K per item	Capital expenditure, within budget/forecast, up to \$25K per item	Capital expenditure, within budget/forecast, up to \$25K per item		Capital expenditure, within budget/forecast, up to \$10K per item		
Capital expenditure, outside budget/forecast, up to \$1m per item and the aggregate value of all items does not exceed the capital expenditure budget by more than \$5m	Capital expenditure, outside budget/forecast, up to \$500k per item and the aggregate value of all items does not exceed the capital expenditure budget by more than \$2.5m									
CP5 Delegations from the Council to the Chief Executive and Authorities and Sub-delegations from the Chief Executive										

Authority to Sign Contracts (non employment)										
All contracts must be approved by the contracts manager										
Note - Subcontracting contracts have special requirements see MP0711 Delivery of Programmes by External Contracts. Subcontracting contracts must be signed by the DCE Learning and Teaching Services										
Chief Executive	Chief Operating Officer	ELT	Director Business Services	Directors/Heads of College	Programme Head	Senior Financial Analyst	EA's	Team Leaders	School Amin/Technician	Not Specified
Revenue contracts up to \$2M and a margin of > 5%. Revenue contracts over \$2M and a margin of >5% supported by legal or specialist advice	Revenue contracts up to \$2M and a margin of > 5%	Revenue contracts up to \$100k and a margin of >5%.	Revenue contracts up to \$200k and a margin of >5%.	Revenue contracts up to \$50k and a margin of >5%	Revenue contracts up to \$50k and a margin of >5%					
Expenditure contracts < \$400k and < 3 years duration	Expenditure contracts < \$200k and < 3 years duration	Expenditure contracts, rollover, up to limits of delegated authority. New, less than \$50k and 3 years	Expenditure contracts < \$200k and < 3 years duration	Expenditure contracts, rollover, up to limits of delegated authority. New, less than \$25k and 3 years	Expenditure contracts, rollover, up to limits of delegated authority. New, less than \$25k and 3 years					
CP5 Delegations from the Council to the Chief Executive and Authorities and Sub-delegations from the Chief Executive										

Authority to sign bank authorities (including payroll and international payments)										
Chief Executive	Chief Operating Officer	ELT	Director Business Services	Directors/Heads of College	Programme Head	Senior Financial Analyst	EA's	Team Leaders	School Amin/Technician	Not Specified
Yes	Yes	Yes	Yes	Only Te Kaihapai and Director People and Culture		Yes				
CP5 Delegations from the Council to the Chief Executive and Authorities and Sub-delegations from the Chief Executive										

Authority to issue a credit card										
Note: Formal leader approval is required. The credit card limit is to be the lowest practical amount and is agreed with the formal leader and the Director of Business Services										
Chief Executive	Chief Operating Officer	ELT	Director Business Services	Directors/Heads of College	Programme Head	Senior Financial Analyst	EA's	Team Leaders	School Amin/Technician	Not Specified
Yes	Yes on approval from formal leader		Yes on approval from formal leader			Yes on approval from formal leader				
MP352 OP credit and purchasing cards										

Authority to Approve Credit Card Transactions (note this is subject to the sensitive expenditure guidelines above)										
Note: Approval for the CE card is normally Chair of Council and sign off for the COO card is normally CE										
Chief Executive	Chief Operating Officer	ELT	Director Business Services	Directors/Heads of College	Heads of Discipline	Senior Financial Analyst	EA's	Team Leaders	School Amin/Technician	Not Specified
All OP staff, up to delegated authority limits	All OP staff, up to delegated authority limits but excluding CE if conflicted (e.g., if the COO is at the same event as the CE)	Directorate line staff, up to delegated authority limits plus COO and Director of Business Services	All OP staff, up to delegated authority limits excluding CE and COO if conflicted	Staff in directorate/college, up to delegated authority limits	Staff in programme area, up to delegated authority limits	All OP staff, up to delegated authority limits excluding CE, COO and Director Business Services if conflicted				
CP5 Delegations from the Council to the Chief Executive and Authorities and Sub-delegations from the Chief Executive										

Authority to write off bad debts										
Chief Executive	Chief Operating Officer	ELT	Director Business Services	Directors/Heads of College	Programme Head	Senior Financial Analyst	EA's	Team Leaders	School Amin/Technician	Not Specified
Up to \$50k	Up to \$25k		Up to \$15k							
CP5 Delegations from the Council to the Chief Executive and Authorities and Sub-delegations from the Chief Executive										

Authority to make donations (excluding sponsorship arrangements)										
Chief Executive	Chief Operating Officer	ELT	Director Business Services	Directors/Heads of College	Programme Head	Senior Financial Analyst	EA's	Team Leaders	School Amin/Technician	Not Specified
up to \$5k per year	up to \$5k per year									
CP5 Delegations from the Council to the Chief Executive and Authorities and Sub-delegations from the Chief Executive										

Authority to award prizes and other awards										
Chief Executive	Chief Operating Officer	ELT	Director Business Services	Directors/Heads of College	Programme Head	Senior Financial Analyst	EA's	Team Leaders	School Amin/Technician	Not Specified
Yes	Up to \$10K	Up to \$10K		Director People and culture up to \$3k						
CP5 Delegations from the Council to the Chief Executive and Authorities and Sub-delegations from the Chief Executive										

Authority to discount or waive fees for individual students (including Compassionate refunds)										
Chief Executive	Chief Operating Officer	ELT	Director Business Services	Directors/Heads of College	Programme Head	Senior Financial Analyst	EA's	Team Leaders	School Amin/Technician	Not Specified
Yes for both individual students and a programme as a whole	Yes for both individual students and a programme as a whole		Yes	Te Kaihapai only						
CP5 Delegations from the Council to the Chief Executive and Authorities and Sub-delegations from the Chief Executive										

Authority to recruit, appoint and sign employment contracts										
Applications must be signed off by DCE and COO/Director Business Services before any advertising commences, and again before any appointment is made. Variations / proposed variations to existing contracts must be approved by the relevant DCE and COO/Director Business Services										
Chief Executive	Chief Operating Officer	ELT	Director Business Services	Directors/Heads of College	Programme Head	Senior Financial Analyst	EA's	Team Leaders	School Amin/Technician	Not Specified
Yes, where terms and conditions of employment do not materially depart from standard terms and conditions	Yes	Yes		Yes - Director People and Culture Only						
MP0430 Employment Delegations										

Authority to engage contractor services										
Chief Executive	Chief Operating Officer	ELT	Director Business Services	Directors/Heads of College	Programme Head	Senior Financial Analyst	EA's	Team Leaders	School Amin/Technician	Not Specified
Yes	Yes	Yes - within approved budget/forecast or with substitution from other budget or forecast lines in the department	Yes	Yes - within approved budget/forecast or with substitution from other budget or forecast lines in the department	Yes - within approved budget/forecast or with substitution from other budget or forecast lines in the department					
CP0013 Procurement & Purchasing										

Authority to sign off marketing and communications plans, campaigns and deployment										
All campaigns, marketing & comms plans, content and deployment must relate to the OP strategic plan and be supported by data evidence										
Chief Executive	Chief Operating Officer	ELT	Director Business Services	Directors/Heads of College	Programme Head	Senior Financial Analyst	EA's	Team Leaders	School Amin/Technician	Not Specified
Yes, where consistent with NZIST's brand standards and/or marketing approach	Yes			Director Marketing, Sales and Communication						

Authority to approve domestic travel (Australia is regarded as domestic with the exception of Perth and Darwin)										
Travel for CE is approved retrospectively by Chair of Council on a monthly basis via review of automated travel report										
Travel for DCE's is approved retrospectively by CE on a monthly basis via review of automated travel report										
Travel for Directors and Heads of College is approved retrospectively on a monthly basis via review of automated travel report										
Travel for all other staff is reviewed retrospectively by their formal leader on a monthly basis and will have been approved at time of booking by the formal leader if possible or an independent person as below if formal leader not available										
Director Business Services, Senior Financial Analyst & EA's, generally only used for back-up approval if formal leaders are away (and usually after consultation with formal leaders by e-mail if possible)										
Chief Executive	Chief Operating Officer	ELT	Director Business Services	Directors/Heads of College	Programme Head	Senior Financial Analyst	EA's	Team Leaders	School Amin/Technician	Not Specified
Yes, all staff	All staff	All staff within their area and backup approver if outside their area	All staff within their area and backup approver if outside their area	All staff from their area below tier 3	All staff from their area below tier 4	All staff (backup only)	All staff from their area after getting approval from the CE/DCE			
MP0446 Travel on OP Business										

Authority to approve international travel (Australia is regarded as domestic with the exception of Perth and Darwin)										
International travel for CE is approved retrospectively by Chair of Council on a monthly basis.										
All international travel must be discussed, and approved, in advance by the Deputy Chief Executive for the relevant area, and the Chief Executive and fit with the strategic direction of the organisation.										
Chief Executive	Chief Operating Officer	ELT	Director Business Services	Directors/Heads of College	Programme Head	Senior Financial Analyst	EA's	Team Leaders	School Amin/Technician	Not Specified
All staff	All staff excl CE and COO	All staff from their directorate area								
MP0446 Travel on OP Business & CP5 Delegations from the Council to the Chief Executive and Authorities and Sub-delegations from the Chief Executive										

Authority to speak to media										
Applicable staff will have undertaken media training, and be conversant with appropriate OP styled responses, before engaging in any public speaking. In the event of a civil event or Campus wide event, only the Chief Executive, ELT, or the Director: Marketing, Sales and Comms is permitted to liaise with media.										
Chief Executive	Chief Operating Officer	ELT	Director Business Services	Directors/Heads of College	Programme Head	Senior Financial Analyst	EA's	Team Leaders	School Amin/Technician	Not Specified
Yes	Yes	Yes		Director Marketing, Sales and Communication						
MP0318 Requests for Official Information & CP5 Delegations from the Council to the Chief Executive and Authorities and Sub-delegations from the Chief Executive										

Authority to agree employment settlements with individual staff members										
The Chief Executive is the only person who can authorise terminations										
Chief Executive	Chief Operating Officer	ELT	Director Business Services	Directors/Heads of College	Programme Head	Senior Financial Analyst	EA's	Team Leaders	School Amin/Technician	Not Specified
Yes	Yes		Yes							



Appendix 3 to Otago Polytechnic Policy CP0005

DELEGATED AUTHORITY CHANGE FORM

Notes: Requesting staff member should familiarise themselves with policy CP0005

Must be filled, signed and sent to Finance digitally. To sign save the form on your hard drive first, then click view signatures at the top, then click on the relevant drop down menu on the right and click on sign. When emailing the signed form ensure you attach the original saved on your hard drive by saving and closing the file and then either drag and drop into the email or right click the file and send to mail recipient, or else the signature will be removed. If any issues with digital signature first fill all form fields and then print and sign.

Date:		Department:	
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Name (person completing the form):	
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Reason for Request

Request for New Authority or Change of Existing Authority
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Delegatee Name:		Delegated Role:	
\$ Limit:		Business Unit(S) or Department/School:	

Delegatee acceptance - Required:

I, the above named delegatee, agree that I have read, and accept that I am required to operate within, the delegations policy and applicable schedule/s. I also agree that the delegation is restricted to the limits stated above.

X

Delegatee Signature

Name:

Authorisation - Required (Must be signed by person with the Title listed on the name box below)
--

X

Approver Signature

Name:

Finance Use Only

Request Actioned

Date:	
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Name:	
--------------	--

X

Finance Staff Signature

OTAGO POLYTECHNIC LIMITED BOARD PAPER	
OPEN AGENDA	DATE: 17 SEPTEMBER 2020
ITEM: BOARD CALENDAR	
PURPOSE: Attached for noting is the Board calendar.	

BOARD CALENDAR 2020/21

Meeting/Event	Sept	Oct	Nov	Dec	Feb 2021	Mar	April	May	June	July	Aug	Sept
Audit Process												
Interim												
Signoff							23 April					
Forecast												
Budget		15 Oct										
Board Meeting Thursdays from July	17 Sept	15 Oct	19 Nov	17 Dec	18 Feb	18 Mar	23 April	20 May	24 June	22 July	19 Aug	23 Sept
Function												
Fees Set												
International							23 April					
Domestic	17 Sept											
Finance and Audit Ctee (Wed 3pm)	16 Sept 5.30pm		11 Nov		10 Feb		14 April		16 June			
Graduation				11 Dec		12 Mar						
Maori Pre-Grad				10 Dec		11 Mar						
Komiti Kawanataka Thurs at 12.30pm	3 Sept	1 Oct	5 Nov	3 Dec	4 Feb	4 Mar	1 April	6 May	3 June	1 July	5 Aug	2 Sept

Meeting/Event	Sept	Oct	Nov	Dec	Feb 2021	Mar	April	May	June	July	Aug	Sept
Investment Plan Draft												
Approval												
Report												
Risk Management Review Policy		15 Oct										
Safety, Health and Wellbeing walk around			19 Nov		15 Feb			20 May			19 Aug	
Strategy Workshop Approval												
OP Events			Student Showcases	4 Dec OP Xmas party								

OTAGO POLYTECHNIC LIMITED	
BOARD PAPER	
OPEN AGENDA	DATE: 20 AUGUST 2020
ITEM: EXECUTIVE LEADERSHIP TEAM INTERESTS REGISTER	
PURPOSE: The Executive Leadership Team Interests Register is attached	
RECOMMENDATION: For noting.	



OTAGO
POLYTECHNIC
Te Kura Matatini ki Otago

OTAGO POLYTECHNIC INTERESTS REGISTER – EXECUTIVE LEADERSHIP TEAM

Register to be maintained for the Executive Leadership Team and kept by the Chief Executive's office as per policy CP0012.06 Disclosure of Interest.

Date Updated	Name	Interest Disclosed	Nature of Potential Conflict of Interest with Otago Polytechnic	Pecuniary or non-pecuniary	Agreed approach to manage
1 February 2019	Philip Cullen	Cliffs Road Trading Board Member: <ul style="list-style-type: none"> – OP Auckland International Campus Ltd – Otago Polytechnic Education Foundation – Open Education Resource University 	Potential only		
5 July 2019	Megan Gibbons	Athletics Otago Board Otago Boys High School Board of Trustees Judge Otago Sports Awards Board member: <ul style="list-style-type: none"> – Wildlife Hospital – Open Education Resource Foundation University – Otago Polytechnic Auckland International Campus – TANZ eCampus 	Potential if fees assistance was requested OP is a sponsor		Ensure I am not involved if either of these organisations were in discussion with OP OP award chosen by Sport Otago and not judged on by judges

Date Updated	Name	Interest Disclosed	Nature of Potential Conflict of Interest with Otago Polytechnic	Pecuniary or non-pecuniary	Agreed approach to manage
21 April 2020	Janine Kapa	Board Member: – A3 Kaitiaki Ltd (Chair) – Kōkiri Training Centre (Chair) – Otago Youth Wellness Trust – KUMA (Southern Māori Business Network) OP representative on Grow Dunedin Partnership Steering Group Member, Kāti Huirapa Rūnaka ki Puketeraki Partner, Kia Māia Bicultural Communications Brayden Murray, Director: Learner Services – partner	Potential only Potential for similar clientele Potential only Potential for bias Potential only Potential only Potential supplier Personal interest	Pecuniary Non-pecuniary Non-pecuniary Non-pecuniary Non-pecuniary Non-pecuniary Pecuniary Both	Proceed with: <ul style="list-style-type: none"> • caution & sensitivity • honesty & integrity • transparency
11 February 2019	Oonagh McGirr	Board Member: – Dunedin Fringe Arts Trust – The Malcam Trust – OERU Board			
20 August 2020	Chris Morland	– SIGNAL ICT Grad School – Board member, Dunedin Bowls Ellen Morland, OP staff member spouse	Possible competitor Personal interest	Pecuniary Both	Transparency OP Policy

OTAGO POLYTECHNIC LIMITED	
BOARD PAPER	
OPEN AGENDA	DATE: 17 SEPTEMBER 2020
ITEM: KOMITI KAWANATAKA MINUTES	
PURPOSE: The minutes of the Komiti Kawanataka meeting held on 12 August 2020 are attached	
PRESENTED BY: Megan Potiki	
RECOMMENDATION: For noting.	



MINUTES OF A MEETING OF TE KOMITI KĀWANATAKA

12 Whā 2020

KOMITI: Megan Pōtiki (Chair, online)
Janine Kapa
Matt Matahaere
Winnie Matahaere
Ria Brodie
Stacey Gullen-Reynolds (online)

Attendance: Desiree Williams
Ron Bull (online)
Kelli Te Maihāroa (online)
Tessa Thomson

Apologies: Khyla Russell
Chris Morland
Tony Allison
Shaun Tahau
Debbie Davie

Karakia Timataka: Whakataka te hau (All)

Kā mate ō te wā: Elliot Russell (Khyla), Toa Ruckus and Dean Te Raki (Kelli), Hana Morgan (Khyla/Janine)

1. MINUTES

The minutes of the meeting held on 5 Kahuru-kai-paeka 2020 were provided.

RECOMMENDATION

Amendment to spelling of King (in 'Kā mate ō te wā')

That the minutes be approved as a true and correct record of the meeting.

Moved – Megan Potiki Seconded – Janine Kapa All Agreed

2. MATTERS ARISING

a. Narrative for Cromwell Wetlands (document from Rebecca Hamid tabled)

Located at the back of the Bannockburn campus, was purchased as part of the Cromwell block. The wetland area is now well established and in use as a biofilter, as well as for golf. There is currently no Māori narrative included in the document/proposed signage which will include interpretation panels at the site. The whakapapa and history of mana whenua from the area has not been requested, simply the history of the changes to the land use. Feedback from Komiti is that as mana whenua were (and remain) present on these lands, it is important that this is recognised; this is a prime opportunity to convey this narrative. More detailed information is requested regarding how the land is currently used, soil reports, maps of nearby waterways and from a 'protection' point of view (i.e. 'Help Protect these Wetlands'), an assurance that there is no harvesting, nor use of plants from this area. Komiti advised that any written narrative must be completed by a suitably qualified person (e.g. Aukaha could be commissioned to do this, through the KTO) and needs to reflect the concept of Ara Honohono.

- b. NZIST update** – Janine attended Stephen Town’s Pōwhiri at Wintec in Kirikiriroa on 6 July. The new name for the organisation and six new Deputy Chief Executives are expected to be announced this Friday (14 Aug). A Māori Executive Group has been formed, led by contractor Will Workman. Janine is part of this group along with three other senior Māori leaders from the ITP sector (i.e. NorthTec, Toi Ohomai and EIT).
- 3. Memorandum of Understanding** – updated parts in the MoU have been highlighted in the tabled document. There are no major changes, however it has been revised to reflect our transition as a subsidiary to NZIST and a Board of Directors (i.e. not a governing Council). The revised MoU needs to be re-signed, however because the substance remains, consultation is not deemed to be necessary. The revised version will be circulated to Rūnaka Offices for noting. The re-signing is proposed for the face to face Board meeting on 19 November.
- 4. Māori Annual Report 2019** – the first proof of this document was presented to Komiti for approval.
- Stacey raised a question regarding MSF Priority 2: should our target to have Māori staff numbers proportionate to the number of Māori learners be more aspirational and reflect how many Māori learners we wish to have?
 - Janine responded saying that at 16%, Māori learner enrolments represents twice the proportion of the Māori population in the region. She also shared that we have a Māori Workforce Strategy, the AMA (Advancement of Māori) that aims to increase the number of Māori staff at Otago Polytechnic and build the cultural capability of all staff. If Komiti would like to see a copy of this, it can be shared with Komiti members.
- 5. Naming plaques** – four names were approved earlier in the year to add to G Block (Kaikarae), H Block (Ōtākou), S Block (Tauraka Pipipi) and O Block (Ōwheo). There is a proposal to add permanent plaques to the outside of these buildings, which will be unveiled just prior to the November Board meeting. The narrative behind each of the names will be provided by Megan Pōtiki for displaying inside the buildings. The plaques and wording has been approved by ELT, however these can be sent to Komiti for final proofread before production.

6. KAITOHUTOHU OFFICE REPORT

MSF Priority 1: Treaty of Waitangi		
<i>Objective: an effective partnership with Kāi Tahu/Māori</i>		
What/When	Who	Outcome/Action
Mihi/Mihi Whakataua	KTO/TPO	<ul style="list-style-type: none"> • Mihi Whakataua for all new Semester 2 learners: <ul style="list-style-type: none"> ○ Food Design ○ Institute of Sport, Exercise & Health ○ Art, Design & Architecture ○ English Language ○ Engineering
Celebration	DCE: MD/ Kaitohutohu (Janine)	A celebratory lunch was held for former Komiti Kāwanataka members to thank them for their leadership and service. The commitment of our rūnaka representatives is key to OP's success, not only as an institution but also in anchoring us firmly within our community. He mihi nunui ki a Hinerangi Ferrall-Heathrāua ko David Higgins.
NZIST HQ	DCE: MD/ Kaitohutohu (Janine)	Dunedin City was unsuccessful in our bid; Hamilton was announced as the city where the NZIST HQ would be located. Importantly, the strength of our bid and commitment as a community was commended in the feedback (including OP's strong partnership with mana whenua).
Names for OP Buildings	DCE: MD/ Kaitohutohu (Janine)	Mahi is on track for organising the plaques and unveiling event to coincide with the 17 th November OP Ltd Board meeting.
Regional Centre of Excellence (RCE)	DCE: MD/ Kaitohutohu (Janine)	Megan Pōtiki and Janine have been working with Dr Barry Law (Director, RCE: Otago) to come up with a suitable name for the RCE, as well as some guiding principles and narrative to inform the bicultural partnership approach to the RCE: Otago. To embed this further, we are now looking for a mana whenua representative to co-Chair the RCE: Otago and for further representation in each of the working groups of the RCE (NB: Megan and Janine will speak to this more at our meeting).
Memorandum of Understanding (MoU)	DCE: MD/ Kaitohutohu (Janine)	With the establishment of Otago Polytechnic Ltd as a subsidiary of NZIST, there is a need to review the MoU between kā papatipu rūnaka and OP (draft included in attached papers). We are aiming to have this re-signed at the 17 th November OP Ltd Board meeting (the Board meeting being held at Ōtākou Marae may be too soon, unfortunately).
Komiti Kāwanataka Terms of Reference	DCE: MD/ Kaitohutohu (Janine)	Following the Otago Polytechnic Ltd Board meeting in April that confirmed Komiti Kāwanataka as a standing sub-committee, the Terms of Reference were reviewed and nominations were sought from papatipu rūnaka – thank you to our rūnaka who have concluded this process and firming up representatives for the 'new' Komiti Kāwanataka.
Māori Annual Report	DCE: MD/ Kaitohutohu (Janine)	Mahi is on track for presentation of the 2019 Māori Annual Report to kā Papatipu Rūnaka at the September Board meeting being held at Ōtākou Marae. Mihi to all those involved and especially Tessa Thomson who has coordinated the drafting of this important document.
Māori Strategic Framework 2020-2022	DCE: MD/ Kaitohutohu (Janine)	Due to COVID19 the publication of the Māori Strategic Framework has been delayed.

MSF Priority 2: Kāi Tahu/Māori Leadership/Staffing		
<i>Objective: attract, support & retain Kāi Tahu/Māori staff at all levels within OP</i>		
What/When	Who	Outcome/Action

Mihi Whakataau	DCE: MD/ Kaitohutohu (Janine)	<ul style="list-style-type: none"> Associate Professor Megan Gibbons (and whānau) was welcomed into her new role as Chief Executive for OP Ltd on 2 June – thanks to Megan Pōtiki for leading this on behalf of mana whenua. Several of the team attended Sarah Martin's Mihi Whakataau to welcome her into her new role (0.8 FTE) as Tumuaki at the Kōkiri Training Centre on 15 July. Sarah will remain in a 0.2 FTE capacity in her Kaiāwhina (Taura Māori) role with TPO.
People & Culture (including Sustainability)	DCE: MD/ Kaitohutohu (Janine)	We are excited to welcome the People and Culture (including Sustainability) team, which now sits within Kaitohutohu Office's portfolio.

MSF Priority 3: Kāi Tahu/Māori Students																														
<i>Objective: have Māori participate & succeed at all levels of learning</i>																														
What/When	Who	Outcome/Action																												
Update	Tumuaki: Whakaruruhau (Desiree)	<p>COVID overall was a positive experience for our TPO team. It highlighted to us how well connected we are too many of our students and also how well our team responds in a crisis.</p> <ul style="list-style-type: none"> We have supported taura hardship through utilising our Māori community networks (32 hygiene and kai packs were made available for students) and post lockdown have supported with TAFL and HAFL applications. We have extended the dates for scholarships applications to rūnaka and mātāwaka (those scholarships have now all been awarded). We are in the process of organising taster experiences for the cluster of year 10 taura who hold their study group here at TPO. <p>A change to our TPO team staffing has recently occurred with Sarah reducing her hours to 0.2 so she can take on the role as Tumuaki at Kōkiri. We are in the process of filling the 0.8 FTE portion of her role via an open recruitment process.</p>																												
Learner Contact	Kaiāwhina (Sarah), Kaitautoko (Rebecca) & Tumuaki (Desiree)	<p>Within the first week of lockdown we managed to get in touch with more than 90% of our students either by phone, text or response to our survey. We created Teams (forums) to remain connected, offered support and activities, hosted a number of online sessions all of which we intend to continue post-COVID. Workshops included learning advice, whakapapa, pepeha and help with Studylink.</p> <p>Poho Door Count:</p> <table border="1"> <tr> <td>479</td> <td></td> <td></td> <td>09/06/2020</td> </tr> <tr> <td>277</td> <td>10/06/2020</td> <td>to</td> <td>15/06/2020</td> </tr> <tr> <td>240</td> <td>16/06/2020</td> <td>to</td> <td>22/06/2020</td> </tr> <tr> <td>527</td> <td>23/06/2020</td> <td>to</td> <td>06/07/2020</td> </tr> <tr> <td>352</td> <td>07/07/2020</td> <td>to</td> <td>13/07/2020</td> </tr> <tr> <td>470</td> <td>14/07/2020</td> <td>to</td> <td>21/07/2020</td> </tr> <tr> <td>498</td> <td>22/07/2020</td> <td>to</td> <td>27/07/2020</td> </tr> </table>	479			09/06/2020	277	10/06/2020	to	15/06/2020	240	16/06/2020	to	22/06/2020	527	23/06/2020	to	06/07/2020	352	07/07/2020	to	13/07/2020	470	14/07/2020	to	21/07/2020	498	22/07/2020	to	27/07/2020
479			09/06/2020																											
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352	07/07/2020	to	13/07/2020																											
470	14/07/2020	to	21/07/2020																											
498	22/07/2020	to	27/07/2020																											

Lifting Māori Learner Achievement	Kaiāwhina (Sarah), Kaitautoko (Rebecca) & Tumuaki (Desiree)	<ul style="list-style-type: none"> Through lockdown we advocated for 17 laptops to be distributed to our Māori learners and supported taura hardship through utilising our Māori community networks. We have reignited the Enhancing Māori and Pasifika learner Achievement rōpū. We are in the process of organising taster experiences for the cluster of year 10 taura who hold their weekly study group at TPO. Have held discussions with our Internal Communications Advisor on lifting TPO's internal visibility Participated in monthly hui supporting Te Hōkai Nui distance learners (Ngāi Tahu CPL cohort).
Events and Celebrations led or attended	Kaiāwhina (Sarah), Kaitautoko (Rebecca) & Tumuaki (Desiree)	<ul style="list-style-type: none"> Through lockdown (and our Facebook page) students supported us with offering exercise and 'cooking on a budget' classes, our Māori Chaplain posted daily karakia and we ran a few fun competitions to keep it light. We celebrated Matariki and the start of Semester 2 with a hangi, which was very well attended by around 80 students and staff. Our Māori Chaplain and Rebecca attended the Matariki dinner held at Te Pā Tauria. Our Māori Chaplain, Desiree and Sarah attended the breast cancer fundraising breakfast at Manaaki on 25 July. We launch our kapa haka rōpū at Te Pā Tauria next week; we are fortunate to have Tūmai and Kiringāua Cassidy will be our tutors. With Student Success, we held a combined Māori and Pasifika sports event on 31 July.
He Toki ki Ōkura	Kaiako (Jess)	<ul style="list-style-type: none"> Completed a He Toki roadshow with Paul Miller (Aukaha) in Central Otago to connect with whānau, iwi, industry, and staff at our Cromwell Campus (COT). There is a lot of interest from people looking to upskill while remaining close to home, with a reluctance to relocate for study. Currently working on sourcing transport from Alexandra, Wānaka, and Queenstown so taura can remain in their current accommodation and study at COT. Proposed start date for He Toki in COT is Monday 12 October. Next pre-screen interviews 10-11 August: referrals have been received from Uruuruwhenua, MSD and industry partners.
He Toki ki Ōtepoti	Kaiako (Jess)	<ul style="list-style-type: none"> A few taura have withdrawn from the programme for a range of reasons, but mainly relating to external pressures and responsibilities. One withdrew to take up an apprenticeship. Actively recruiting for taura for March 2021, with six pre-screen interviews already completed.

MSF Priority 4: Kāi Tahu/Māori Progs		
<i>Objective: dev quality courses & prog in Te Ao Māori, Te Reo & Māori knowledge in all qual areas.</i>		
What/When	Who	Outcome/Action
Te Reo EduBits	Kaiārahi (Shaun)	We have noticed, due to the current circumstances, that staff enrolments/participation has been extremely low. Shaun is currently working with People & Culture on a plan to increase participation; this will be promoted during Māori Language Week, which also leads into professional development day on 1 October.
Te Rautaki Reo Māori	Kaiārahi (Shaun)	<ul style="list-style-type: none"> Māori Language Policy – this has been developed, tabled at ELT and is now in the process of being approved. The next stage involves taking the draft policy to Heads of Colleges and then Academic Board for sign off. Once approved, Shaun will then develop a process to socialise the policy across the organisation (i.e. to both staff and learners).

Bicultural Competency Training Scheme (L4)	Tumuaki Whakaako (Ron)	<ul style="list-style-type: none"> The first course has been uploaded to TANZ (Introductory Te Reo Māori); the second course, 'Tikanga for the Organisation', will be uploaded and deliverable by mid-August and the Treaty course by the end of August. The first cohort will include around 60 staff from AIC, which will be co-facilitated by Ngāti Whātua. We are in conversation with SDHB, DCC and ODRC (Otago District Regional Council) for the delivery of the Bicultural Competency Training Scheme.
Bicultural Competency Training Scheme (L7)	Tumuaki Whakaako (Ron)	Still under development.
Learning & Teaching Development Team (LTDT)	Kaiārahi (Shaun)	<ul style="list-style-type: none"> Our Kaiārahi is located with the Learning & Teaching Development (LTD) team every Wednesday; this will serve to increase visibility of the KTO in LTD. We are developing an Advisory Work Plan which will outline the process for the provision of informative, responsive and accurate information for programme development and re-development.
	Tumuaki: Rakahau Māori (Kelli)	There are currently 28 Ngāi Tahu taura in the 2019 Te Hōkai Nui cohort (CPL NZ), which started 1 May. All are going well. Our Tumuaiki: Rakahau Māori is meeting with the new NMIT CEO and Wakatū Board in mid-August to investigate a cohort in the top of the South. Kelli, Ron and Janine are in the process of refreshing the Ngāti Whātua Discussion Paper which also explores an iwi cohort via Te Rūnanga o Ngāti Whātua. Planning is underway to hui with ITPs and other iwi in late October 2020.

MSF Priority 5: Inclusive Lrng Environment		
<i>Objective: Kāi Tahu/Te Ao Māori values are understood, recognised & valued within OP's enviro & delivery of progs</i>		
What/When	Who	Outcome/Action
Māori Strategic Framework Planning	DCE/Kaitohutohu (Janine)	The newly revised MSF (2022) will be 'launched' at the Leadership Council meeting in mid-August, with a plan to socialise and implement the new strategy developed and deployed ASAP.

MSF Priority 6: Research and Māori-centred knowledge-creation		
Vision: Mātauraka – Unlocking the potential of Māori knowledge, resources and people.		
<i>Objective:</i>		
<ol style="list-style-type: none"> engage with & ascertain what research priorities are important to Kāi Tahu/ Māori communities undertake research relevant to Kāi Tahu/Māori communities that benefits Kāi Tahu/Māori undertake research that links to Kāi Tahu/Māori devt aspirations develop a vibrant Māori research culture 		
What/When	Who	Outcome/Action
KTO Māori Consultation	Tumuaki: Rakahau Māori (Kelli)	2020 KTO Māori Research consultations number: 81 for the year to date.
Māori Research Symposium	Tumuaki: Rakahau Māori (Kelli)	OP Māori Research Symposium – Kaitiakitaka - is being held on 4 December 2020. Thanks to Leoni Schmidt and Marc Doesburg for organising extra support to plan for this. We have secured two Kāi Tahu keynote speakers: Associate Professor Carla Houkamau and Dr Eruera Tarena; Rāniera Dallas will be the MC. Fourteen abstracts have been received to date. We are hoping to host the National Rangahau Māori Group and Māori researchers for a ½ day whakawhanaukataka hui prior to our symposium on 3 December 2020.

National Rangahau Māori Group	Tumuaki: Rakahau Māori (Kelli)	In December 2019, Kelli was appointed to National Rangahau Māori Group (RMG) as the OP representative, and then nominated by the RMG to be the co-ordinator between this rōpū and National Research Directors (RD) Forum RD. She has attended two RD monthly hui (was the only Māori voice present), but is delighted that Te Urikore Biddle (Unitec) and Tepora Emery (Te Oho Mai) have also been nominated to join the RD. Kelli has also been added to the PBRF workstream. RMG designed Terms of Reference, supported by RD, which have been sent to NZIST. RMG has sent out a Māori Research Stocktake 2019/2020 template for RD to compile. Kelli and Janine have designed a bi-cultural 'new drivers for research' model based on Vision Mātauranga (2007).
Rakahau Māori	Tumuaki: Rakahau Māori (Kelli)	We have secured the support of Dr Lyn Carter to be our Māori PBRF Mentor from this year. Kelli and Lyn have developed a timeframe of resources and support for Māori research active staff for the next PBRF cycle (to 2024/25). An OP Māori staff and kaupapa Māori stocktake 2019/2020 has been undertaken, with a whakawhanaukataka hui scheduled for 8 September, with a Group / 1:1 support hui to follow. Olly Ohlson gave a workshop 3 July, ten people have shown interest in his three wānaka. We are offering the opportunity for all staff to participate in 'Removing the anxiety around Indigenous engagement conversations' through The Australian Research Management Society, which will be available on 1pm, 8 September 2020.

Key for who has overall responsibility for these priority areas	
	Kaitohutohu Office
	Tumuaki: Whakaruruhau (Māori Learner Success)
	Tumuaki: Whakaako (Curriculum & Capability)
	Tumuaki: Rakahau Māori (Māori Research)

KŌRERO (Janine)

- Janine presented a diagram which outlined how the Office of the Kaitohutohu (KTO) fits within the OP structure and how we structure our office under the six priorities of the MSF.
- Whaiao: RCE Otago, a UN recognised regional Centre of Expertise in Education for Sustainability. This is one of two in New Zealand, the other being in Waikato. Janine and Ron are facilitating a workshop on bicultural partnership at the launch in Cromwell at the end of August. There are a number of working groups involved in the RCE and information will be sent to Rūnaka about these to encourage inclusion and to integrate the partnership throughout all of the groups.

7. GENERAL BUSINESS: None

Karakia Whakamutuka – (Kātoa)

(2.05 pm)

SIGNIFICANT DATES, 2020

2 Rima	Komiti Kāwanataka
7 Ono	Komiti Kāwanataka
4 Whitu	Komiti Kāwanataka
2 Waru	Komiti Kāwanataka
10 Waru	Māori Pre-Graduation Ceremony
11 Waru	Graduation

OTAGO POLYTECHNIC LIMITED	
BOARD PAPER	
OPEN AGENDA	DATE: 17 SEPTEMBER 2020
ITEM: ACADEMIC COMMITTEE MINUTES	
<p>PURPOSE:</p> <p>Attached are the minutes of the following Academic Committee meetings:</p> <ul style="list-style-type: none"> • Face to face 11 August • Electronic 11, 18, 20 August 	
PRESENTED BY: Oonagh McGirr	
<p>RECOMMENDATION</p> <p>For noting.</p>	



Academic Committee

Minutes of the Academic Committee meeting held on 11 August 2020

Present: Oonagh McGirr (Chair), Marc Doesburg, Joanne Greatbanks, Ian Crabtree, Ron Bull, Megan Gibbons, Trish Chaplin-Cheyne, Federico Freschi, Samuel Mann

Apologies noted: Janine Kapa, Leoni Schmidt, Nathan Laurie, Sue Thompson, Sally Baddock, Paul Dixon, Brayden Murray, Chris Morland

In attendance: Lynn Hunter (Secretary), Anna James, Andy Kilsby, Mairead Fountain

Quorum (10*) not achieved 11 August 2020

* as per policy [AP0101 Academic Board](#)

1. Karakia, welcome, roll call and apologies noted.

2. Minutes for Approvals and any matters/actions arising

Recommendation A037.20: That the Academic Committee approves the minutes of 14 July 2020 as a true and correct record and notes updates of actions.

Approve: Oonagh McGirr / Marc Doesburg

All present agreed

Action Summary

A014.20 Storage of Assessment Artefacts NZQA

Sue Thompson advised Jeanette O'Fee has conducted an audit and all programmes are compliant. Currently addressing the creation of a central repository with ISS to manage scheduled destruction in an efficient manner to meet both NZQA and PRA requirements. Note our thanks to Jeanette for her work. Question was raised for clarity on Design and Art on how much we need to store in terms of artefacts. Clarity will be sought from Sue Thompson on whether we should include the photos and artefacts that were submitted with the learners' assessments. The benchmark is that we are already compliant but what is good practise? Each School will have different requirements to exceed the compliance to maintain good practise.

Action: Joanne Greatbanks to obtain clarity on OP good practise for storage of artefacts appended for assessments to exceed compliance and for how long storage will be?

Poari Akoranga

The link to Poari Akoranga (Academic Board) minutes were uploaded to both Academic Committee Teams page and on the Agenda. Completed.

An update from Stephen Town was received last week with an update on where we are at and what we need to do to ensure Poari Akoranga is working well. The role is not to interfere with the good running of the institutions and subsidiaries and Stephen wants to take a strength face approach on what we do. Discussions were held several times at the previous meeting that colleagues were unable to see what decisions were being made.

A049.20 Academic Committee membership

Oonagh and Sue to draft changes to policy for the Board and have Academic Committee review before submission.

Action: Carry over to September meeting.

A058.20 International Students and QMI: Nursing programme is scheduled to start in September and clarification is required if to postpone. Marc to follow up with Group and advise at next meeting.

This follows a discussion about the AcCap programmes and there was a window of opportunity for AcCap programmes to run and there was a query on whether this could be extended. It was queried with Immigration NZ and we were advised that it is not an Immigration NZ decision, it is a Ministry of Health decision due to

Covid-19. There has been no notification from MoH in the shifting of date. MIT received an exemption for six nursing students from the Philippines for the AcCap programme, three were held back at the point of boarding the plane to New Zealand. On reflection this is being looked at as a government strategy to hold back health professionals in the country to address the needs of the Philippines during Covid-19.

A050.20 University Entrance (UE) changes for 2020

Changes for 2020 UE requirements actions included communication to Heads of Colleges/Heads of Schools requesting students still need to check with the programme what their additional requirements were. Changes made to the website and online 2021 Programme Guide have been actioned. Created a handout summarising the UE changes and distributed to all school administrators to print for Tertiary Open Day (and printed other batches to station around The Hub). It was noted to acknowledge Katie Wise for following through with the action and Katie will continue to lead any further changes and updates.

A051.20a Type 1 Approvals up to 14 July 2020: Contingent on Bachelor of Social Services advance standing – performance excellence working on change for Year 2 being consistent with practice in Capable NZ. Completed

A052.20a PAC25/20 Postgraduate Applied Management – Dunedin delivery – Capability Document

Federico to meet with Joanne and Ron to ensure capability plans and level of access to deliver on business in place to building Māori models. There was a meeting with the Auckland team to get their support in the programme delivery and to talk about the bi-cultural model. Joanne and Federico met with Ron who is developing a model to test the extent of embedding the principles in a sustainable way. We can acknowledge progress in this space as an area of challenge. The model that Ron is developing is something we can lead from here collaboratively. While there was verbal approval, ELT have provided documented approval this week.

3. A060.20 Update from NZIST Poari Akoranga - Academic Board.....Oonagh McGirr

Poari Akoranga meet tomorrow morning in Wellington. In the afternoon there will be a strategy meeting to amend the Terms of Reference to align the next 12 - 18 months to work through the systems, processes and understanding what our framework looks like for Academic Quality in the national entity. It will be BAU getting ready for transition to the single entity scheduled for January 2023. A concern was raised about the language used in communication to describe the role of the Board in terms of compliance and synchronicity. It was asked if the Board could be encouraged to use words of innovation. The response was that this has come up several times and the Council is keen to get the basics in order before we shift into that space. The intention is to have a set programme document for the Country and resources available for people to use. The biggest challenge is to get the ITOs to agree that Academic Regulations are important. It was noted to acknowledge and thank Megan Gibbons as OP Chief Executive for the continual support she provides for OP Staff to continue the work we do.

4. A061.20 International Students updateMarc Doesburg

Minister Hipkins announced the NZ Government International Education recovery plan with \$51m investment to help stabilise the International Education sector. Some of this money will go to pastoral care for International students in NZ, and NZQA. Education NZ will administer \$3m for marketing and brand activities, \$10m to develop future-focused products and services to drive growth in our system including offshore pathways and digital platform enabling education delivery to people offshore. Borders may not open until May 2021 and talk of a trickle of “high value” students coming in at end of 2020. It has been questioned what constitutes a “high value” student. The Government has implemented the charge of \$3k for border isolation costs. Border isolation fees need to be discussed on how they will be managed for International students entering New Zealand for Education.

5. A062.20 Standard Operating Procedure for “Support for Staff to Undertake Postgraduate Studies”

Oonagh advised there has been a Policy revamp and process has now changed for approving Academic Policies at Leadership Council, endorsement them at Academic Committee before CE signoff. Oonagh and Megan provided background information on the document “Support for Staff to Undertake Postgraduate Studies”. This is to demonstrate fairness and provide equity across OP in a single document. Key point noted was “2f” Research and Study Release and Assessment process. There was concern that the value of research and study release was not identified. Acknowledge the point raised by Sam Mann and the need to ensure all the policies are tight, so that people are not disadvantaged.

Recommendation A062.20: That the Academic Committee endorse and note the Standard Operating Procedure for “Support for Staff to Undertake Postgraduate Studies”.

Endorse: Oonagh McGirr / Joanne Greatbanks

All present agreed

Due to quorum not reached items 5 – 8 will be emailed for electronic approval. These will include:

- **Type 1 Approvals, Concurrent Enrolment and Certificates of Proficiency enrolments**
- **Programme Approval Committee recommendations**

Comment from Joanne Greatbanks: The recommendations submitted to PAC were submitted for PAC electronic approval and due diligence was confirmed.

It was noted that the currently smooth and straightforward system of PAC approval/recommendation to Academic Committee for approval, only works because PAC focuses hard on assuring the quality *upstream* of the Academic Committee. The challenge to maintaining this robust approach, is where the Performance Excellence team experience high pressure to push through items quickly, despite having received them very late, 'under-cooked' or often in both conditions. Whilst the team have a strong service ethos, and will always endeavour to make a situation work for OP, it should be noted that this accommodation will not come at the detriment to this PAC/Academic Committee system of confidence and trust. It is paramount that PAC commit to only bring forward quality programmes.

- **Programme Approval Committee eMeeting Minutes**
Comment from Andy Kilsby: That positive feedback was provided by PAC on the applications for the training schemes and microcredential.
- **EduBits for approval**

6. Other Business**EER**

EER is confirmed but not concretised. We are advocating the change however, the Auditors insist on traditional framework. OP will work with the auditors to hopefully land somewhere in the middle. Confirmation of dates are for sub assessment by 9 October, enquiry exercise 23-25 November, with a first draft due back to us by 31 January. Feedback remains the same with learner support, effective learning assessment and the areas of strength that we define for them. An instruction plan will be created with some definitive communication so we have one message to send out to business. We will then start pulling together some key headline content and scope with the intention to all stick with it. There is an opportunity for OP to upskill on what we require, how would we leverage additional support out of Learning and Teaching. It has been identified that we have areas to look into as some growth areas are organic and need to be brought back into a significant and consistent framework.

Action: Oonagh will provide an overview to Leadership Council in August and Joanne will provide a comprehensive update to September Leadership Council.

Action Summary

Joanne Greatbanks	A014.20 Storage of Assessment Artefacts NZQA Joanne to obtain clarity on OP good practise for storage of artefacts appended for assessments to exceed compliance and for how long storage will be?	By next meeting
Oonagh McGirr / Sue Thompson	A049.20 Academic Committee membership Oonagh and Sue to draft changes to policy for the Board and have Academic Committee review before submission.	By next meeting
Oonagh McGirr / Joanne Greatbanks	EER Oonagh will provide an overview to Leadership Council in August and Joanne will provide a comprehensive update to September Leadership Council.	By September

Meeting Closed



Academic Board

Minutes of the *electronic* Academic Board meeting held on 11 August 2020

Responses from

- | | |
|-----------------------------------|-------------------------------|
| 1. Oonagh McGirr (moved) | Approved 11/08/2020, 3.34 pm |
| 2. Joanne Greatbanks | Approved 11/08/2020, 3.48 pm |
| 3. Nathan Laurie (OPSA President) | Approved 11/08/2020, 3.48 pm |
| 4. Federico Freschi | Approved 11/08/2020, 3.54 pm |
| 5. Megan Gibbons | Approved 11/08/2020, 4.11 pm |
| 6. Ian Crabtree | Approved 11/08/2020, 4.22 pm |
| 7. Sally Baddock | Approved 11/08/2020, 4.48 pm |
| 8. Trish Chaplin-Cheyne | Approved 12/08/2020, 8.28 am |
| 9. Janine Kapa | Approved 12/08/2020, 10.22 am |
| 10. Samuel Mann | Approved 12/08/2020, 12.52 pm |
| 11. Chris Morland | Approved 12/08/2020, 2.07 pm |
| 12. Brayden Murray | Approved 12/08/2020, 2.23 pm |
| 13. Marc Doesburg | Approved 13/08/2020, 10.09 am |

Quorum (10) achieved 12/08/2020

1. [A063.20](#) Type 1 Approvals, Concurrent Enrolment and Certificates of Proficiency enrolments
 - 1a. [A063.20a](#) Type 1 Approvals up to 11 August 2020
Recommendation A063.20a: That Academic Committee approves the Type 1 Changes as listed
 - 1b. [A063.20b](#) Certificate of Proficiency applications/enrolments (date range: 10 July 2020 to 4 August 2020)
Recommendation A063.20a: That Academic Committee approves the individual Paths of Study for Certificate of Proficiency enrolments as listed
2. [A064.20](#) Programme Approval Committee (PAC) - Minutes of the 28 July PAC Meeting
Recommendation A064.20: That Academic Committee notes the Programme Approval Committee Minutes of the 28 July 2020
 - 2a. [A064.20a](#) Recommendations from the PAC meeting held on 28 July 2020
Recommendation A064.20a: That Academic Committee approves the PAC recommendations as listed
3. [A065.20](#) Programme Approval Committee PAC eMeeting Minutes
Recommendation A065.20: That Academic Board approves the training scheme OT5167 Certificate in High Performance Sport (Level 5)
4. [A066.20](#) EduBits for Approval
Recommendation A066.20: That Academic Committee approves the EduBits as listed



Academic Board

Minutes of the *electronic* Academic Board meeting held on 18 August 2020

Responses from

- | | |
|--------------------------|-------------------------------|
| 1. Oonagh McGirr (moved) | Approved 18/08/2020, 12.02 pm |
| 2. Ian Crabtree | Approved 18/08/2020, 12.11 pm |
| 3. Joanne Greatbanks | Approved 18/08/2020, 12.24 pm |
| 4. Marc Doesburg | Approved 18/08/2020, 1.00 pm |
| 5. Megan Gibbons | Approved 18/08/2020, 1.24 pm |
| 6. Trish Chaplin-Cheyne | Approved 18/08/2020, 3.37 pm |
| 7. Janine Kapa | Approved 18/08/2020, 4.22 pm |
| 8. Brayden Murray | Approved 18/08/2020, 4.34 pm |
| 9. Samuel Mann | Approved 18/08/2020, 5.32 pm |
| 10. Leoni Schmidt | Approved 19/08/2020, 8.57 am |

Quorum (10) achieved 19/08/2020

- [A069.20](#) Learner Assessment in Te Reo Māori SOP

Recommendation A069.20: That Academic Committee endorses the Learner Assessment in Te Reo Māori SOP

Comment from Members

Ian Crabtree: Just for clarification we use Programme Heads and also there are two points where we use Head of Discipline (2a pg 1 and 4b pg2). These are the same roles.

Can we use Heads of Programme as this is the agreed terminology. Otherwise no further comments?

Response: The HoD's changed to Programme Heads (sorry this was the title I was given by Richard Nyhof), after this documented was started. Part of our final check before it goes to Megan is that we are capturing the change of titles.

Janine Kapa: Approved subject to amendments as suggested by Ian Crabtree.

Samuel Mann: [I support this in principle, but have some points.](#)

I'm a bit confused by the "conditions". Section 1 says learners may be assessed in te reo Māori if "the following conditions are met: ... c. All other requirements have been met". OK, expecting some other requirements. Nothing specific elsewhere, does it mean, for example, availability of translators perhaps? But then Section 2c. describing the notice the students must give states "The notice must outline how the learner meets the conditions outlined in this procedure". Other than the language ability in 1b there is nothing else that describes anything in the students control.

Points:

- I don't think we can turn down a request because we are unable to find translators (for example). (1.c)
- It can't be the student's responsibility to describe how the institution meets the "other requirements" (2c invoking 1 and 1c).

(and, separate points)

- c) I think the third week of the start of a programme is too early to have to give notice. This give no room for people to build confidence in either their te re or subject knowledge. Nor do they know the nature of the assessments by then.
- d) There is no mention of oral assessments. Our learner last year put up a very compelling case to be assessed orally (and after Academic Boards approval, was assessed in this manner with successful outcomes all round). It would be useful if the SOP could address this.
- e) It would be useful if the SOP could describe appropriate processes for moderation.



Academic Board

Minutes of the *electronic* Academic Board meeting held on 20 August 2020

Responses from

- | | |
|------------------------------------|--------------------------------|
| 1. Oonagh McGirr (moved) | Approved, 20/08/2020, 9.06 am |
| 2. Joanne Greatbanks | Approved, 20/08/2020, 12.27 pm |
| 3. Chris Morland | Approved, 20/08/2020, 12.41 pm |
| 4. Marc Doesburg | Approved, 20/08/2020, 1.17 pm |
| 5. Ian Crabtree | Approved, 21/08/2020, 1.57 pm |
| 6. Trish Chaplin-Cheyne | Approved, 24/08/2020, 08.49 am |
| 7. Paul Dixon | Approved, 25/08/2020, 11.21 am |
| 8. Federico Freschi | Approved, 25/08/2020, 2.15 pm |
| 9. Ron Bull | Approved, 25/08/2020, 5.02 pm |
| 10. Nathan Laurie (OPSA President) | Approved, 04/09/2020, 11.58 am |
| 11. Leoni Schmidt | Approved, 04/09/2020, 11.59 am |
| 12. Sue Thompson | Approved, 04/09/2020, 11.59 am |

Quorum (10) achieved 04/09/2020

1. **A071.20 Academic Appeal Process for Learners Policy**

[Academic Appeal Process for Learners Policy](#)

Recommendation A071.20: That Academic Committee endorses the Academic Appeal Process for Learners Policy

2. **A072.20 Assessment and Moderation Policies**

[Assessment and Moderation Policies](#)

Recommendation A072.20: That Academic Committee endorses the Assessment and Moderation Policies

3. **A073.20 Academic Policy – Research Study Release**

[Academic Policy – Research Study Release](#)

Recommendation A073.20: That Academic Committee endorses the Academic Policy – Research Study Release

4. **A074.20 Academic Policy – International Learner Attainment and Attendance**

[Academic Policy – International Learner Attainment and Attendance](#)

[Academic Standard Operating Procedure – International Learner Attainment and Attendance](#)

Recommendation A074.20: That Academic Committee endorses the Academic Policy and Standard Operating Procedure – International Learner Attainment and Attendance

5. **A076.20 Academic Policy – Contestable Research Funding**

[Academic Policy – Contestable Research Funding](#)

Recommendation A076.20: That Academic Committee endorses the Academic Policy – Contestable Research Funding

6. **A077.20 Academic Policy – Grade Tables, Honours, Distinction and Merit**

[Academic Policy – Grade Tables, Honours, Distinction and Merit](#)

[Academic Guidelines – Grade Tables, Honours, Distinction and Merit](#)

Recommendation A077.20: That Academic Committee endorses the Academic Policy and Guidelines – Grade Tables, Honours, Distinction and Merit

Comment from members

Joanne Greatbanks: **Item #2. A072.20 Assessment and Moderation Policies**

Point 15. Tracked changed completed (deletion of reference to extensions and consequences of failure, which are in course outlines, not programme documents).

I am happy to approve on the basis of this change.

Sally Baddock: **academic appeals policy**

Steps 1 – 4 seem confusing due to the range of leadership titles included (which are in themselves confusing).

I think the essence is that if the learner does not accept the review by the lecturer then step 2 is that the appeal should be considered within the “school/programme”. If this does not reach resolution then the appeal escalates to the Head of College and then step 4 to the Te Kaihāpai.

However, with the range of leadership titles provided, Step 2 could require the Head of College to inform their formal leader and then provide a report to themselves or the Programme leader in Step 3 – a non sensible situation.

Would it be clearer if Step 2 – states appeal is raised with “Programme Head” (who may delegate to their assessment committee)

Step 3 - if not resolved the Programme Head informs Head of College and Te Kaihāpai and carries out the steps identified

Step 4 - if not resolved the learner appeals to Te Kaihāpai

Include statement “At any time a learner may move to the next step if the learner feels genuinely uncomfortable.”

With the range of OP titles this is tricky but I suggest as the diagram stands it is likely confusing to learners and Leaders alike.

Grade tables

Identifying a “Pass as $\leq 69\%$ implies that any result less than 69% is eligible for a pass.

Can this be recorded as result $\leq 69\%$ and $> 50\%$ or can the **pass** criteria be removed as the section carries the title of **Distinction and Merit**.

I suggest that would provide greater clarity.

I note the following in the news from Poari Akoranga:

“Common seals do not need to be updated to refer to ‘Ltd’ or ‘Limited’ after the subsidiary name.”

Sally Baddock: I am unsure what a “common seal” is.

Can we take the opportunity to remove “Ltd” from the Academic Policies currently up for approval – or is it referring to a more specialist situation?

Response from Andrea Hessian: The decision to update to include Ltd was based on that this is our legal name. The new info has come well after we started the update.

Response from Megan Gibbons: Leave it with Ltd in the policies – demonstrates that we have reviewed since the 1st April.

OTAGO POLYTECHNIC LIMITED BOARD PAPER	
OPEN AGENDA	DATE: 17 SEPTEMBER 2020
ITEM: STAFF COMMITTEE	
PURPOSE: Mary Butler will provide a verbal update at the meeting.	

OTAGO POLYTECHNIC LIMITED BOARD PAPER	
OPEN AGENDA	DATE: 17 SEPTEMBER 2020
ITEM: STUDENT COMMITTEE	
PURPOSE: The Student Committee did not meet in August, with the next meeting scheduled for 15 September. Nathan Laurie will provide a verbal update at the meeting.	
PRESENTED BY: Nathan Laurie	
RECOMMENDATION: For noting.	



Otago Polytechnic Limited

BOARD PACK

for

Otago Polytechnic Limited (The Company) Meeting of the
Board - Closed

Thursday, 17 September 2020

2:30 pm

Held at:

Room Z114, Sargood Centre

Logan Park, Dunedin

OTAGO POLYTECHNIC LIMITED	
BOARD PAPER	
CLOSED AGENDA	DATE: 17 SEPTEMBER 2020
ITEM: RESOLUTION TO EXCLUDE THE PUBLIC	
RESOLUTION	
<p>That under Section 48 (1) Local Government Official Information and Meetings Act 1987, and the Official Information Act 1982, with the exception of the Chief Executive of NZIST, Executive Leadership Team members and the convenors of the Student and Staff Committees, the public be excluded from the meeting.</p>	

The general subject of each matter to be considered while the public is excluded, under section 48 (1) of the Local Government Official information and Meetings Act 1987 and the Official Information Act 1982, and the reasons for passing this resolution in relation to each matter are as follows:

General subject of each matter:

1. Conflict of Interest
2. Additional Agenda Items
3. Confirmation of Minutes
4. Matters Arising
5. Action Items
6. Global Engagement
7. Reporting Timeframes
8. Chair (verbal)
9. Chief Executive's Report
10. Health, Safety and Wellbeing
11. Finance and Audit Committee (verbal)
12. Executive Leadership Team Report
13. OP Micro credentials
14. Monitoring
15. Forecasting
16. Business Case for Trades training
17. Budget 2021
18. Financial Report 1 January – 31 March 2020
19. 2021 Domestic Fees
20. Governance Risk Management Framework
21. Contracts Signed
22. Tender Board Minutes

Reasons for passing this resolution in relation to the agenda:

Enable the polytechnic holding the information to carry out, without prejudice or disadvantage, commercial activities.

Prevent the disclosure or use of official information for improper gain or improper advantage