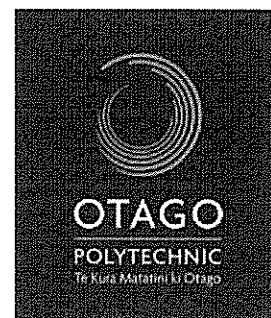


# Council Closed Agenda



---

**Meeting to be held: 10.15am Friday 1 November 2013**  
**Puna Kawa, Otago Polytechnic,**  
**Forth Street, Dunedin**

---

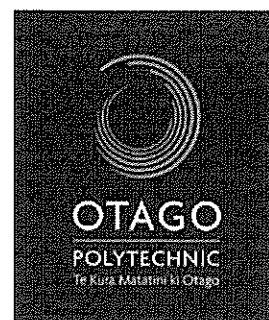
**RESOLUTION TO EXCLUDE THE PUBLIC**  
***Section 48, Local government Official Information and Meetings Act 1987***  
**Move that the public be excluded from the following parts of the proceedings of this meeting, namely,-**

## Contents

1.	CONFLICT OF INTEREST .....	3
2.	MINUTES 4 OCTOBER 2013 .....	3
3.	MATTERS ARISING.....	10
4.	CHAIR'S REPORT (Verbal).....	10
5.	CHIEF EXECUTIVE'S REPORT .....	10
6.	FINANCE AND AUDIT COMMITTEE REPORT (verbal).....	37
7.	SUSPENSORY LOAN REPORT .....	37
8.	FINANCE REPORTS .....	44
9.	LEADERSHIP TEAM REPORT .....	49
10.	CENTRAL OTAGO CAMPUS STRATEGIC DIRECTIONS 2014 - 16.....	51
11.	2013 WORK ENVIRONMENT SURVEY - COUNCIL RESULTS .....	61
1.	WES 2013 – COMPARISON OF ALL AREAS REPORT .....	62
2.	OTAGO POLYTECHNIC EDUCATION FOUNDATION FUNDRAISING STRATEGY .....	63
3.	COUNCIL SELF EVALUATION .....	65
4.	COUNCIL HONOURS AWARD .....	84
5.	RISK MANAGEMENT .....	89
6.	MATTERS FOR NOTING .....	96
7.	ADDITIONAL AGENDA ITEMS .....	103
8.	ITEMS TO BE MOVED TO THE OPEN SECTION OF THE MEETING .....	103
9.	MEETING WITH COLLEGE OF ENTERPRISE AND DEVELOPMENT (EAD).....	103

General subject of each matter to be considered	Reason for passing this resolution in relation to each matter	Ground(s) under Section 48 for the passing of this resolution 48 (a)
Minutes of the closed section of the Council meeting held on 4 October 2013 (Reason (i))	(i) OI Act Section 9(2) Enable a Minister of the Crown or any Department or Organisation holding the information to carry on without prejudice or disadvantage negotiations (including commercial and industrial negotiations 9(2)(j)	
Matters arising (Reason (i))		
Chair's Report (Reason (i))		
Acting Chief Executive's Report (Reason (i))	(ii) OI Act Section 9 (2) (ba) Protect information which is subject to our obligation of confidence	
Finance and Audit Committee Chair's Report (Reason (i))		
Suspensory Loan Report (Reason (i))		
Finance Reports (Reason (i))		
Leadership Team Report (Reason (i))		
Central Otago Campus Strategic Directions 2014 - 16 (Reason (i))		
2013 Work Environment Survey – Council Results (Reason (i))		
WES 2013 Comparison of all areas report (Reason (i))		
Otago Polytechnic Education Foundation Fundraising Strategy (Reason (i))		
Council Self Evaluation (Reason (i))		
Council Honours Award (Reason (i))		
Risk Management (Reason (i))		
Matters for Noting (Reason (i))		
Use of the Common Seal (Reason (i))		
Additional Agenda Items (Reason (i))		

# Council Open Agenda



---

**Meeting to be held: 12.30pm Friday 1 November 2013**  
**Puna Kawa, Otago Polytechnic,**  
**Forth Street, Dunedin**

---

## Contents

1.	APOLOGIES .....	2
2.	CONFLICT OF INTEREST .....	2
3.	MINUTES 4 OCTOBER 2013 .....	6
4.	MATTERS ARISING .....	12
5.	HEALTH AND SAFETY PROCESSES AND PROCEDURES .....	12
6.	CHAIR'S REPORT (verbal) .....	19
7.	CHIEF EXECUTIVE'S REPORT .....	19
8.	DRAFT FEEDBACK ON TES .....	22
9.	LEADERSHIP TEAM REPORTS .....	32
5.	MANUAL OF COMMITTEE STRUCTURES AND DELEGATIONS .....	35
6.	STUDENT SUBCOMMITTEE REVIEW OUTCOMES .....	58
7.	MATTERS FOR NOTING .....	61
8.	ADDITIONAL AGENDA ITEMS .....	74

**1. APOLOGIES**

**2. CONFLICT OF INTEREST**

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

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

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

Jeanette Corson  
Secretary to Council

OTAGO POLYTECHNIC COUNCIL INTERESTS REGISTER				
Council Member	Updated	Interest Disclosed	Nature of Potential Interest with the Otago Polytechnic	
<b>Paul ALLISON</b>	02-08-13	<ol style="list-style-type: none"> <li>1. Chief Executive – Central Lakes Trust</li> <li>2. Board Member – Sport NZ</li> <li>3. Regional Chair – Halberg Trust</li> <li>4. Trustee – Winter Games NZ</li> <li>5. Trustee – Duncan Laing Trust</li> <li>6. Sports Commentator – The Radio Network</li> </ol>	<ol style="list-style-type: none"> <li>1. CLT is a community funder, with the Polytechnic's Cromwell Campus within its beneficiary region. OP may well be an applicant for CLT funding in Central Otago</li> <li>2 – 6 Nil</li> </ol>	
<b>Gillian BREMNER</b>	21-06-10	<ol style="list-style-type: none"> <li>1. Chief Executive Presbyterian Support Otago</li> <li>2. Director Well Dunedin PHO</li> </ol>	<ol style="list-style-type: none"> <li>1. Student placements for Nursing, Occupational Therapy and CAPS within PSO Residential facilities</li> <li>2. Nil</li> </ol>	
<b>John CHRISTIE</b>	03-08-12	<ol style="list-style-type: none"> <li>1. Chief Executive Otago Chamber of Commerce</li> <li>2. Trustee 4 Trades Apprenticeship Trust</li> <li>3. Chairman and Director BIZ Otago Ltd</li> <li>4. Director New Zealand Chambers of Commerce</li> <li>5. Director Biz Networks Ltd</li> <li>6. Manager – Otago/Southern Manufacturers Trust</li> <li>7. Deputy Chair Southern Health Services</li> <li>8. Director Warbirds Over Wanaka Limited</li> </ol> <p><b>Spouse Teresa Christie</b> Member of Mosgiel Community Board for Dunedin City Council</p>	<ol style="list-style-type: none"> <li>1. Joint partnerships between OP and OCC.</li> <li>2. Contractor to OP for apprenticeship services.</li> <li>3. Joint provider of delivery of training initiatives.</li> <li>4. Nil</li> <li>5. Nil</li> <li>6. Nil</li> <li>7. Nil</li> <li>8. Nil</li> </ol>	
<b>Kathy GRANT</b>	03-08-12	<ol style="list-style-type: none"> <li>1. Dunedin International Airport Limited (Director)</li> <li>2. Dunedin City Holdings Ltd (Director)</li> <li>3. Sport Otago (Trustee)</li> <li>4. Trustee of numerous private trusts</li> <li>5. Gallaway Cook Allan (Associate)</li> <li>6. Dunedin Sinfonia Board</li> </ol>	Nil	

Council Member	Updated	Interest Disclosed	Nature of Potential Interest with the Otago Polytechnic
<b>Kathy GRANT</b>		<b>Spouse</b> <ol style="list-style-type: none"> <li>Galloway Cook Allan (Partner)</li> <li>Hazlett &amp; Sons Limited (Chair)</li> <li>South Link Health Services Limited (Director)</li> <li>Warbirds Over Wanaka Community Trust (Board Member)</li> <li>Warbirds Over Wanaka Limited (Director)</li> <li>Warbirds Over Wanaka (2008) Limited (Director)</li> <li>Warbirds Over Wanaka (2010) Limited (Director)</li> <li>Leslie Groves Home &amp; Hospital (Board Member)</li> <li>Dunedin Diocesan Trust Board (Board Member)</li> <li>Nominee Companies associated with Galloway Cook Allan (Director)</li> </ol> Trustee of numerous private trusts	
<b>Susan JOHNSTONE</b>	03-03-11	<ol style="list-style-type: none"> <li>Shand Thomson Ltd (Principal)</li> <li>Shand Thomson Nominees Ltd; Shand Thomson Nominees (2005) Ltd; Abacus ST01 Ltd; Abacus ST02 Ltd, Abacus ST03 Ltd; Abacus ST04 Ltd; Abacus ST05 Ltd; Abacus ST06 Ltd; Abacus ST 99 Ltd</li> <li>Johnstone Afforestation Ltd (Director and Shareholder)</li> <li>Member of the Research Education Advanced Network NZ Board</li> </ol>	1 – 3 Nil 4. REANNZ owns/runs the KAREN network, to which Otago Polytechnic subscribes
<b>Thomas Kenneth PREBBLE</b>	13-08-12	<ol style="list-style-type: none"> <li>Member, UCOL Council</li> <li>Member, Ako Aotearoa Board</li> <li>Member, Teaching and Learning Research Initiative (TLRI) Advisory Board</li> <li>Honorary Auditor, Tertiary Education Quality and Standards Agency (TEQSA) Australia</li> <li>A contract with ACE Aotearoa to develop a set of professional standards for the Adult and Community Education sector</li> </ol>	<ol style="list-style-type: none"> <li>Competitive or collaborative relationships between the two institutions</li> <li>Policy and funding decisions affecting the other institution or organisation</li> <li>Funding decisions on research applications from across the education sector</li> <li>No known relationship to Otago Polytechnic</li> <li>Otago Polytechnic has some ACE engagement and funding</li> </ol>


Council Member	Updated	Interest Disclosed	Nature of Potential Interest with the Otago Polytechnic
<b>Christopher John STAYNES</b>	30-03-09	1. Director and shareholder, Scott Technology Limited 2. Chairperson, Cargill Enterprises 3. Director, Otago Chamber of Commerce & Industry 4. Councillor, Dunedin City Council 5. Trustee, Otago Southland Manufacturers Trust 6. Director & shareholder, George Street Wines Limited. (Trading as Munslovs Fine Wines) <b>Spouse Cheryl Ann Staynes</b> 7. Deputy Principal Northeast Valley Normal School	1. Nil 2. Potential supplier 3. Potential customer and or supplier. 4. Nil 5. Nil 6. Potential supplier 7. Nil
<b>Rebecca WILLIAMS</b>	03-04-08	1. Trustee, Dunedin City Tertiary Accommodation Trust 2. Trustee, Araiteuru Kokiri Centre Charitable Trust 3. Employee, Dunedin City Council	1. From time to time the Polytechnic receives funds from the DCTAT. The Trust was established to meet the accommodation needs of students from Dunedin's three tertiary institutions. 2. The Kokiri Centre and the Otago Polytechnic have a MoU. There is potential for services to be provided from one to the other. 3. Nil

**3. MINUTES 4 OCTOBER 2013**

The minutes of the open section of the Council meeting held on 4 October 2013 are attached.

**RECOMMENDATION**

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

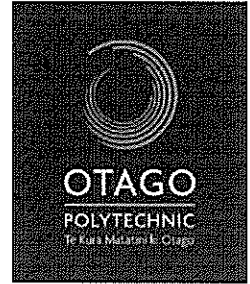
A handwritten signature in black ink, appearing to read 'Jeanette Corson', written over a large, loopy initial 'J'.

Jeanette Corson  
Secretary to Council



---

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



---

held at 10.30am on Friday 4 October 2013 at the Otakou Marae, Tamatea Road, Otakou, Dunedin.

**PRESENT:**

Mrs K Grant (Chair)  
Mr P Allison  
Mrs G Bremner  
Mr J Christie  
Mrs S Johnstone  
Prof T Prebble  
Mr C Staynes  
Mrs R Williams

**IN ATTENDANCE:**

Mrs M Barron (Minute Secretary)  
Mr M Carter (Acting Chief Executive and Director: Organisational Development)  
Mr M Collins (Director: Learning Environment)  
Mr P Cullen (Chief Operating Officer)  
Mr J Hall (Student Subcommittee)  
Mr C Morland (Director: School Success)  
Prof S Pairman (Director: Learning and Teaching)  
Dr K Russell (Kaitohutohu)

**RUNAKA REPRESENTATIVES:**

Ms Eleanor Murphy  
Mrs Debbie Davie  
Messrs Tuari and Tracy Potiki  
Ms Rachel Wesley  
Mr Marshall Hoffman  
Ms Nola Tipa  
Ms Donna Matahaere-Atariki

**APOLOGIES:**

Mr P Ker (Chief Executive)  
Mrs J O'Fee (Staff Subcommittee)

---

Mrs Grant welcomed those present and thanked those responsible for inviting the Council to hold its meeting at Otakou Marae. She commented in particular on the new and very impressive building in which the Council was meeting and on the warmth of the hospitality extended to us.

## **1. APOLOGIES**

Apologies from Mr Ker and Mrs O'Fee were noted.

### **RECOMMENDATION**

**K Grant/C Staynes**

**That the apologies be sustained.**

**AGREED.**

## **2. CONFLICT OF INTEREST**

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

## **3. MINUTES – 6 SEPTEMBER 2013**

The minutes of the open section of the meeting held on 6 September 2013 were attached.

### **RECOMMENDATION**

**K Grant/C Staynes**

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

**AGREED.**

## **4. MATTERS ARISING**

Mrs Williams, Mr Carter and Ms Rebecca Swindells (OPSA) have met to progress the Student Subcommittee structure and processes. The outcome of that discussion will be presented to the next Council meeting.

The annual Council Self-assessment survey has been circulated with responses to be submitted by 18<sup>th</sup> October 2013.

## **5. MĀORI ANNUAL REPORT**

Mrs Grant commented that the meeting provided the Council with the opportunity to report to the Runaka on a number of matters which stem from the Memorandum of Understanding, including the 2012 Māori Annual Report. The report not only held the Polytechnic to account but the dialogue also provided the opportunity for the Council to explore ways in which the institution could meet the educational aspirations the Runaka had for its people.

The authors of the report were acknowledged, particularly Dr Khyla Russell and her team.

Mrs Williams and Mr Carter each spoke to the Report and commented in particular on the increase in both the number of Māori staff and the number of Māori students.

The following comments were contributed by members of the Runaka:

- Impressed that report is written in Māori first, then translated into English; a well-presented, easy to read and understand document.
- Congratulations to all those involved in the preparation of such a comprehensive document.
- A visual graph identifying 2<sup>nd</sup> and 3<sup>rd</sup> tier management would be beneficial.

- It would be useful for mihi on future Marae visits to include the School/Title of each person so Runaka can make that connection.
- Capablelwi initiative in CapableNZ is to be encouraged.
- Two areas need further consideration: Creative Studies and Hospitality (kitchen) assistants: what qualifications can be offered in these contexts?
- There may be an opportunity to provide practical experience for cooking students at Fleurs. Potentially the Bachelor of Culinary Arts Students could be offered to Fleurs as a placement.
- Capablelwi would be an ideal starting point for local Māori students.
- Hospitality staff from Otago Polytechnic were very helpful when Otakau Marae was undertaking alterations.
- The new Tertiary Education Strategy (TES) should refer to “as Māori we are achieving” not “achieving as Māori”. TES document is currently available for consultation.
- Concern was expressed as to the responsibilities and expectations on only a limited number of Māori staff.
- Workforce development, training, education and employment placements for Māori were encouraged as was the participation of whanau ora.
- Consider involving parents in decision making process when students under 24 years of age are revising their study options.

Otago Polytechnic points to note:

- Qualification completion rates statistics were explained by Mr Cullen in the absence of Ms Thompson. Further clarification will be provided to the Runaka.
- Further investigation encouraged as the cause of dissatisfaction of Māori staff so that improvements can be made (refer to statistics).
- Some statistics need to be expanded in report, i.e. scholarships need description.
- Participants in the programme “Te Reo and Tikaka Māori for Ceremonial Use” are staff.
- Include in future annual reports the extra programmes staff undertake.
- Two separate reviews are undertaken by Schools/Service Areas: Internal Evaluation – every School/Service Area has to undertake an internal review and present back to Leadership Team; (ii) external evaluation, such as the recent External MSF Evaluation process.

It was noted that Otago Polytechnic has processes in place that enable sharing of good practice although there are times when such sharing does not occur. This is an area of challenge for the Polytechnic.

## **6. CULTURAL EVALUATION REPORT**

In 2011 the Polytechnic had invited external reviewers to consider the extent to which the priorities identified in the Māori Statagic Framework had been implemented. One of the recommendations of the 2011 audit was that a further audit be undertaken about a year later. That review was recently undertaken by Professor Lynne Carter and Dr Catherine Savage. Council and Komiti Kawanataka have not yet had an opportunity to respond to their report and there are aspects of the Report in relation to which the Polytechnic will seek clarification. Mrs Grant however did refer to the reviewers' comments as to the positive progress made since the last audit and the goodwill of staff.

## **7. CHAIR'S REPORT (Verbal)**

None.

## **8. ACTING CHIEF EXECUTIVE'S REPORT**

Some further matters in addition to the written report were noted:

- Redraft of the TES has now been released. The Leadership Team will consider the draft document with a proposed response available for discussion at the next Council meeting.
- Extension of Maori Pacific trade training funded places: response required by end of October.
- Audacious Awards: Supreme award winners from School of Information Technology.
- The Runaka encouraged Otago Polytechnic to have discussions/attend meetings with Kokiri regarding the proposed termination of FFTO.

### **RECOMMENDATION**

**K Grant/J Christie**

**That the Council receives this report.**

**AGREED.**

## **9. MATTERS FOR NOTING**

The following items were noted:

- Council Calendar.
- Minutes of a meeting of Komiti Kawanataka held on 15 August 2013.
- Minutes of the (electronic) Academic Board meeting held on 23 September 2013.
- Minutes of the Student Subcommittee meeting held on 10 September 2013.
- Minutes of the Staff Subcommittee meeting held on 10 September 2013.

### **Comments:**

- Otago Polytechnic staff were invited to a Powhiri at Moeraki in 2014.
- Nomination and election process for staff subcommittee is under way.
- 30<sup>th</sup> January 2014 staff development day with the Council offered the opportunity to present to the staff. Mrs Corson to note this on the Council Calendar.

## **10. ADDITIONAL AGENDA ITEMS**

Nil

## **11. MATTERS MOVED FROM CLOSED SESSION**

None.

The meeting closed at 12.35pm

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

.....Chair

.....Date

**OPEN SECTION  
ACTION LIST**

<b>Date</b>	<b>Action</b>	<b>To be completed by</b>	<b>By when</b>
03/08/12	Update on dialogue with the four runaka in relation to appointment to Komiti Kawanataka	Komiti Kawanataka	1 November
02/08/13	Arrange for Council Self Assessment Survey to be completed and results circulated	Jeanette Corson	1 November
	Recommendation as to naming convention for buildings and spaces	Phil Ker	February 2014
04/10/2013	Student Subcommittee meeting outcomes	Matt Carter	November 2013
	January 2014 Staff Development Day Council involvement	Jeanette Corson	January 2014
	Response to draft TES	Leadership Team	November 2013

**4. MATTERS ARISING**

**5. HEALTH AND SAFETY PROCESSES AND PROCEDURES**

Presentation by Terry Buckingham, Health and Safety Manager

Attached as background information is a set of questions and answers regarding the workplace health and safety reform, published by the Ministry of Business, Innovation and Employment.



## Questions and Answers

### Where can I find out detailed information about the workplace health and safety reform?

The reform package is outlined in detail in the document *Working Safer* which can be downloaded here: [www.mbie.govt.nz/what-we-do/workplace-health-and-safety-reform](http://www.mbie.govt.nz/what-we-do/workplace-health-and-safety-reform)

### What are the key parts of the workplace health and safety reform package?

- A new law - the Health and Safety at Work Act - will provide clear, consistent information for business, workers, and government about what they need to do to keep workers and others safe. It will be based on Australian law
- A clear and transparent government-led strategy will be developed to reduce workplace harm, with measurable targets
- Risk areas will be the target of the regulator WorkSafe New Zealand (expected to be operational from December 2013). WorkSafe will focus on the major areas of harm including high risk sectors (based on numbers of fatalities and serious injuries) and major hazard facilities which have the potential for one-off catastrophic events
- Stronger penalties, more enforcement tools, stronger court powers, new directors' duties
- Stronger focus on occupational harm
- Better coordination between government agencies that regulate workplace health and safety. For example ACC and WorkSafe will create a shared programme of workplace injury prevention
- Enhanced worker participation so workers are involved in and consulted on health and safety matters
- Stronger collaboration between government, business, workers and experts: There will be input from business, health and safety professionals and improved worker participation
- Capability and knowledge will be developed at all levels of the system – workers, managers, health and safety professionals, and WorkSafe, including through the establishment of a new Health and Safety professional body, and a workforce development plan.

### When will the changes be implemented?

It is the intention that WorkSafe, the new health and safety regulator, will be up and running in December 2013. The health and safety regulator functions from the Ministry of Business, Innovation and Employment (MBIE) will transfer to WorkSafe at this point.

The Health and Safety at Work Bill will also be introduced into Parliament in December, and when it has gone through the legislative process it will replace the Health and Safety in Employment Act 1992.

The new law and key supporting regulations are expected to be in place by the end of 2014 and will start coming into effect from then.

### **How much will the reform cost?**

The current level of funding for the regulator is \$53.7m a year. It will cost an extra \$17.7 million in 2013/14 rising by an extra \$25.3 million to \$79.3 million in 2017/18 and out years. This will be funded by an increase to the existing health and safety levy.

The health and safety levy will increase by an average 3c (currently 5c), to 8c, per \$100 of wages. This increase is in light of the expected ACC Work Account levy reductions for businesses that were signalled in Budget 2013.

### **What are the benefits for business?**

An effective workplace health and safety system is an investment that not only protects staff and limits accident costs but also helps increase productivity, and staff engagement. It also helps protect and enhance an organisation's reputation in the community.

Both international and New Zealand research has also confirmed the link between health and safety and improved productivity. Benefits can include reduced disease and injury rates, reduced employee turnover and absenteeism, as well as increased productivity, improved company image, market position and customer satisfaction.

### **Who will be responsible in a workplace for health and safety under the new law?**

A person conducting a business or undertaking (PCBU) is to ensure, so far as is "reasonably practicable", the health and safety of workers and others affected by the work.

Moving to the PCBU concept ensures that the duties lie with those people in the best position to control risks to health and safety, and that those duties are appropriate to their role in the workplace.

This means:

- **Small to Medium-sized Enterprises (SMEs):** There is very little change to their duties, because of the more direct influence they already have on health and safety as an employer of staff in a business of that size
- **Larger business:** The obligations of principals and companies that sub-contract out work are clearer and obligations cannot be contracted away
- **Workers** are covered no matter the working relationship (broader than employer-employee)
- **Upstream suppliers** of goods and services will also have obligations relating to the things that are within their sphere of influence e.g. designers, manufacturers, importers and suppliers of plant.

There may be multiple businesses or undertakings and therefore multiple PCBUs involved in work at the same location.

For example these people might all be PCBUs if they have people working to them:

- The owner of a multi-tenanted shopping centre, the manager of the shopping centre, each of the businesses operating from shops in the shopping centre and those carrying out ancillary activities such as cleaning, security and shopping trolley collection.



- The principal contractor on a construction site, sub-contractors engaged by the principal contractor, sub-contractors engaged by the sub-contractors (including self-employed contractors), along with the client engaging the principal contractor.
- A service station owner, the service station operator (if different from the owner), the mechanic (if running a separate business), the PCBU carrying out the supply of gas cylinders to the public at the service station and the operator of an attached fast-food outlet.

#### **What will directors' duties be under the new law?**

The proposed law will create a due diligence duty so that those in governance roles must proactively manage workplace health and safety. Directors and other officers of a PCBU will be required to exercise due diligence to ensure that the PCBU complies with its duties. A due diligence duty supports the new regime, because officers set the direction and provide leadership in health and safety for their organisation, including making resource decisions.

The due diligence duty will include directors and chief executives, but exclude anyone acting on a voluntary basis who receives only out-of-pocket expenses. As a result, members of a school board of trustees will not have a due diligence duty, nor would an unpaid director of a company.

The due diligence duty will be individual to the officer. If the officer exercises due diligence, they cannot be liable regardless of the conduct of the PCBU or other officers. The due diligence duty will be defined to match the governance role of the officers. It will include, for example, a requirement that the officer take reasonable steps to:

- gain an understanding of the nature of the operations of the PCBU and generally the hazards and risks associated with those operations, and
- ensure the PCBU has, and implements, processes for complying with its duties.

Failure to comply with a due diligence duty could result in prosecution and a fine, the maximum level of which would be determined by whether or not the officer's failure exposed a person to a risk of death or serious injury or illness. An officer would only face a term of imprisonment if he or she was also proven to have been reckless as to the risk – which means that there must be proof that the officer had foreseen dangerous consequences that could well happen, together with an intention to continue the course of conduct regardless).

In comparison to the current law, the new law will be fairer to officers and more consistent with their governance role. Currently, officers are automatically liable for the failure of a body corporate if they directed, authorised, assented to, acquiesced in, or participated in, the failure.

#### **What will the penalties be under the new regime?**

There will be a new tiered liability regime and overall, a significant increase in the maximum penalty levels over the current law to sanction and deter duty holders from breaching their workplace health and safety duties. The use of graduated categories of offences and penalties will provide better guidance to the Courts about appropriate fine levels.

The Australian tiered model which will be used as a basis of the new offences and penalty regime is as follows:

- **Category 1 Reckless conduct:** A person who has a health and safety duty without reasonable excuse engages in conduct that exposes an individual (to whom that duty is owed) to a risk of death or serious injury or illness, and the person is reckless as to the risk - maximum penalty for an individual is \$600,000 or five years' imprisonment, or both, and for a body corporate is \$3 million.

- **Category 2 Failure exposing to serious risk:** A person fails to comply with their health and safety duty, and the failure exposes an individual to a risk of death or serious injury or illness - maximum fine for an individual is \$300,000 and for a body corporate is \$1,500,000.
- **Category 3 Failure:** A person fails to comply with their health and safety duty – maximum fine for an individual is \$100,000 and for a body corporate is \$500,000.

This compares to current New Zealand law, where the offence broadly equivalent to category 1 carries a maximum fine of \$500,000 and 2 years imprisonment or both, while conduct that would contravene category 2 or 3 would carry a maximum fine of \$250,000.

#### **What is the response to the Taskforce recommendation on corporate manslaughter?**

This is being considered by the Minister of Justice.

#### **What enforcement tools will there be?**

The regulator's tools under the proposed new law include powers to:

- issue guidance, warnings and make information available
- enter workplaces for the purpose of informing and securing compliance and gathering information, supplemented by powers to obtain search warrants
- issue improvement notices, prohibition notices, non-disturbance notices, and to take remedial action and seek injunctions where they are not complied with
- accept enforceable undertakings from duty holders given in connection with a contravention or alleged contravention
- issue infringement notices without prior warning
- bring prosecutions.

The enforceable undertaking is new. The other tools are broadly the same as the tools available now. Currently, infringement notices can only be issued after a formal warning has been given, which has resulted in few being issued. This prior warning requirement will be removed.

#### **What are the new powers of the courts under the new law?**

It's proposed that the courts will have new powers relating to duty holders found by the court to have contravened their duties. The power will

- enable judges to make adverse publicity orders
- provide for compliance or restoration orders that resolve the consequences of a failure not just the cause.

#### **What are the changes for worker participation?**

The proposals will strengthen the legal framework for worker participation. This will not be overly onerous – it is about what is appropriate for the size of the firm and level of risk.

The worker participation system will include a general duty to involve and consult workers on health and safety matters. All duty holders will be required to have worker participation practices appropriate to the workplace.

Guidance will be developed that gives clarity on what is required by firm size and level of risk.

SMEs will be able to use informal processes to consult and involve their workers, appropriate to their small size.

For all workplaces:

- if workers want to have health and safety representative/s, the duty-holder must consult the representative/s, allow them time off for training, pay for training, provide time and resources to perform their role, and give them information
- the legislation will specify powers and functions for representatives and committees, including the powers for trained health and safety representatives to direct unsafe work to cease (balanced by safeguards against improper use) and issue a provisional improvement notice to an employer requiring them to address a health and safety concern in the workplace, and
- if the workers and/or PCBU want to have a health and safety committee workers must make up at least half of the committee, the PCBU must consult the committee, the PCBU must allow the committee time to perform its role, and the PCBU must give the committee information.

#### **What are the changes to occupational health and why are these changes needed?**

An estimated 600-900 New Zealanders die prematurely from occupational illness every year, of which the large majority (between 400 and 670) stem from hazardous substances. Occupational health is as much, if not more, of a problem for workers' health and safety in New Zealand than physical hazards resulting in injury, and is also harder to quantify and track.

There will be an increased focus on, and resourcing of, major risk and reducing exposure throughout all of WorkSafe's functions. This will include improved resourcing and regulator capabilities for managing occupational health, increased linkages with other agencies to improve occupational health outcomes, and the development of programmes targeted at monitoring and analysing occupational health hazards, and the harm that results.

The focus will be on occupational health issues that lead to serious illness and death.

#### **What are the changes for major hazard facilities?**

There is currently no explicit regulation of facilities that store and process large quantities of dangerous substances and major hazard facilities are a key risk area for catastrophic events.

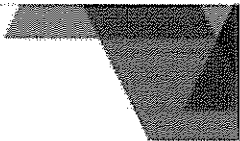
The regulations will set up a system to appropriately classify major hazard facilities. Once classified as a major hazard facility, the regulations will require the operator to:

- prepare a safety case
- prepare and implement an emergency response plan
- investigate any dangerous occurrence.

This is similar to the recently announced regulations that set out the requirements for petroleum activity in New Zealand, in line with international best practice.

#### **What are the changes relating to hazardous substances?**

Responsibility for regulation specific to the use of hazardous substances that affect human health and safety in the workplace will be transferred to the workplace health and safety regulatory framework and enforced by the new regulator WorkSafe.



Primary regulation of hazardous substances (i.e. approving their importation and manufacture, classification, and setting of basic controls that apply regardless of setting) will remain in the Hazardous Substances and New Organisms Act 1996 (HSNO Act).

Changes will also be made to simplify and improve the HSNO regime for hazardous substances, making it clearer and easier for business to comply. These include:

- hazardous substance controls will be simplified to better communicate safety requirements to users
- the quality assurance mechanism under HSNO will provide accurate safety requirements to users
- enforcement officers will be provided with an appropriate range of tools to incentivise compliance with safety requirements.

**What are the HSNO changes that affect the Environmental Protection Authority (EPA)?**

The Environmental Protection Authority will continue to have responsibility for substance approval and the setting of general base controls for use (packaging, labelling, safety data sheet), non-workplace controls and environment controls.

The EPA will have a new function of enforcing HSNO controls for substances being introduced into the market.

**What does the joint approach to Injury prevention and incentive programmes between ACC and WorkSafe entail?**

ACC and WorkSafe will agree a joint action plan of workplace injury prevention activities at least once every three years.

The already announced proposed Safety Star Rating scheme will continue to be developed, taking into account the legislative changes in the reform package. The scheme will deliver a credible standard to enable businesses' health and safety practices and outcomes to be compared.

**What are the changes that will lift skills and qualifications?**

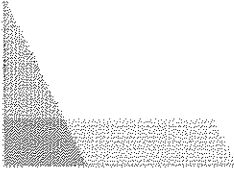
A professional representative body will be created – the Health and Safety Professionals Alliance (HaSPA). MBIE will also explore setting up a registration or accreditation system; and there will be agreed professional standards for health and safety professionals.

A workforce development programme will involve all the regulators for workplace health and safety.

**Has the Government accepted all the Taskforce recommendations?**

The Government has broadly accepted the Taskforce recommendations and where it has not accepted the detail of the recommendation, it has addressed the issue in another way.

The Taskforce considered in detail a range of elements necessary to reform the workplace Health and Safety System. The government proposes to implement almost all of the Recommendations of the Taskforce – as listed in volume one of its report. There are some minor areas of detail, which the government intends to leave to the discretion of MBIE and WorkSafe.



## 6. CHAIR'S REPORT (verbal)

## 7. CHIEF EXECUTIVE'S REPORT

### Summarised Finance Report for the Period Ended 30 September 2013

The following table provides an overview of Otago Polytechnic's 2013 financial performance to date and compares this against the forecast with variances.

September 2013	2013 Year to Date Actual	2013 Year to Date Forecast	Variance
	(\$000s)	(\$000s)	(\$000s)
Revenue	\$ 67,536	\$ 67,951	\$ (415)
Expenditure	\$ 66,643	\$ 66,830	\$ 187
Net Surplus (000's)	\$ 893	\$ 1,121	\$ (227)
Capital Expenditure	\$ 4,747	\$ 5,482	\$ 735
Employment Cost as a percentage of revenue	42.4%	42.1%	(0.3)%
Student Fees as a % of revenue	22.4%	22.7%	0.3%
Government Funding as a % of revenue	37.1%	37.0%	(0.1)%
Working Capital	107.5%	103.4%	4.1%
Cash In/Cash Out	123.3%	123.0%	0.3%
Current Monetary Assets (000's)	\$ 8,512	\$ 8,184	\$ 328
Debt / Equity Ratio	0.0%	0.0%	0.0%
EFTS	3,938.8	3,942.3	(3.4)

### Key Points:

- The net operating surplus shows an unfavourable variance of \$227k, with compensating timing variances remaining in both revenue and expenditure area.
- EFTS enrolments at 3,939 are very close to forecast YTD and we still expect to hit overall EFTS forecast targets by year end.
- Capex is \$735k favourable to forecast YTD with some timing issues in plant & equipment, computer and course development projects, although the year-end outturn remains dependent on the commencement of the recently approved Learning Link building project.
- Current Monetary Assets are now \$328k higher than forecast YTD with capex underspends offsetting opex overspends as above, total cash is now \$1.6m better than the same time last year.

### **Immigration Pilot**

I am pleased to report that Otago Polytechnic, as an NZQA Category 1 quality institution, has been asked to participate in a pilot programme whereby we "approve" international student applications for study at OP. This is part of a welcomed Government initiative to stream-line international visa applications. Whilst we will not issue visas as such, we will make recommendations to Immigration NZ to do so.

### **Good News**

- Innovation *workSpace* have won a silver award for New Zealand's Best Product Design, for their production of a single-blade wind turbine. The revolutionary single-blade wind turbine designed for domestic use by Dunedin's Powerhouse Wind Limited has been developed for production and sale in partnership with Otago Polytechnic.

The New Zealand's Best Awards is an initiative of The Designers Institute of New Zealand, showcasing national excellence in graphic, spatial, product and interactive design.

- The Open Education Resource university (OERu) is to be officially launched to the world on 1 November, coinciding with the second meeting of the OERu anchor partners from around the world who will be coming together at the Thompson Rivers University in British Columbia, Canada, to engage in an intensive two-day seminar. Attached is a media statement for release on 25 October.

### **Media Clippings**

Attached as two separate documents are media clippings related to Otago Polytechnic which have been gathered since the last meeting.

### **External Liaison 14 November – 25 October**

- Ako Aotearoa Board meeting, Wellington
- Guest speaker, NZQA staff meeting, Wellington
- ITP Advisory Group meeting, Wellington
- TANZ meeting, Wellington
- Presenter, Otago Chamber of Commerce Leadership Academy
- Business Excellence Community Group meeting, Gen-i
- Auckland International Campus development day

### **RECOMMENDATION**

**That the Council receives this report.**



Phil Ker  
Chief Executive

## **MEDIA STATEMENT**

### **UNESCO OER Chair Network to support launch of the OERu**

You can study world-class courses for free using Open Educational Resources (OER) and count them towards real qualifications. This is the future of tertiary learning with the launch of the Open Educational Resource university (OERu), due to be unveiled on November 2, 2013.

Coordinated by the Open Education Resource Foundation, founded and headquartered at Otago Polytechnic in Dunedin, New Zealand, the OERu is an independent, not-for-profit network that offers free online university courses for students worldwide. The implementation of the OERu is a designated project of the UNESCO-Commonwealth of Learning OER Chair network.

The OERu will provide more affordable ways for learners to gain academic credit towards qualifications from recognised institutions.

"The OERu makes affordable education accessible to everyone," says Open Education Resource Foundation Director, Dr Wayne Mackintosh. "This is well aligned with UNESCO's global mission to provide education for all and we're in full support. It's about sharing knowledge and the sustainability of education."

OERu's primary point of difference is that students study for free, anywhere in the world using courses based on OER, with pathways to gain credible credentials. Users can pay reduced fees if they want to get academic credit, and only pay for assessment if and when they're ready. Acting Director at the UNESCO Office for the Pacific States, Dr Susan Vize, says the "Open Educational Resources University (OERu) will provide free learning opportunities for all students worldwide, including Pacific Islanders, and support them to gain credible qualifications from recognized education institutions."

The launch coincides with the second meeting of the OERu anchor partners from around the world, coming together at the Thompson Rivers University in British Columbia, Canada, to formally launch the university to the world and engage in an intensive two-day seminar.

Former UNESCO Assistant Director General of Education and open learning visionary, Sir John Daniel, will be the guest of honour at the event, and will officially launch the OERu website. The OER Foundation is currently assisting with the implementation of the 2012 UNESCO Paris OER Declaration. "Now that we've got the OERu model up and operational, we want to continue to collaborate and cultivate an open and knowledge-sharing philosophy to build capability for all institutions around the world to achieve their strategic objectives through open education approaches," says Dr Mackintosh.

## **8. DRAFT FEEDBACK ON TES**

The draft Tertiary Education Strategy is out for consultation with feedback due to the Ministry of Education by 15 November. Please find attached a copy of the presentation given at the consultation session I attended last week in Christchurch. These slides summarise the key elements of the draft strategy. The draft strategy is very much the same as the current strategy with the context updated. Leadership Team and Academic Board have reviewed this and our proposed feedback is below.

### Otago Polytechnic Feedback on the draft Tertiary Education Strategy (2014 – 2019)

Otago Polytechnic is committed to addressing the priorities outlined in the draft Tertiary Education Strategy. Our feedback is as follows:

#### **Operating Context**

We agree it is critical that New Zealand increases the productivity of our economy. Whilst we also agree with the stated priorities of boosting participation and achievement of at risk youth, Maori and Pasifika, as it currently stands, we believe the draft TES is too heavily focused on transitioning young people into education and the workforce, without the necessary counterbalanced priority around the significant proportion of our population who are already productive – those in the current workforce. Priority 4 addresses Adult Literacy and Numeracy which is important, but it does not go far enough. Our recommendation is that the draft TES be expanded to ensure that the role of tertiary education in up skilling the work force that we already have is accentuated. If we are to improve NZ productivity then there has to be an emphasis on those in work as well as those entering the work force.

#### **Priority 1**

The focus of this priority is important but we urge you to ensure that achievement of more flexibility to meet industry needs is not undermined by the design or timeframe to implement other important processes such as the Targeted Review of Qualifications (TroQ). The speed to market of new qualifications is essential to support industry development. It is already more difficult to respond quickly to industry (particularly local industry) needs because of this and it is time consuming and expensive to consult nationally with key stakeholders to propose/develop a new qualification to deliver specific industry requirements when there is no appropriate existing qualification.

In our view the TRoQ is also creating challenges in some subject/industry areas to embed the development of credit bearing courses in the area of core personal skills, as signalled in the draft TES, and we are aware of cases in which these have been excluded from proposed NZ qualifications.

#### **Priority 3**

This priority is important, particularly more so in some regions of NZ than others. As a TEI in a region with very low Maori and Pasifika populations (6% and 2% respectively), it is important that any measures set for increased participation and success are as percentage of regional population demographic rather than generic targets.

#### **Priority 4**

We believe that there needs to be more flexibility in SAC funding mechanisms in order to deliver the "shorter quicker options targeting job-specific literacy, language and numeracy gaps" which often only need to be one or two courses. The current SAC funding model requires us to enrol students in a full qualification that both we and the student is committed to complete which is inconsistent with the stated priority.

In our view it is essential that there is an education sector wide (primary, secondary and tertiary) approach to Priority 2, 3, and 4 with longer term (20 year) targets established and monitored to ensure that the whole system is both addressing the current needs and preventing future needs in these critical areas.



**Priority 5**

It is our strong view that the role of polytechnics in knowledge and technology transfer is not adequately recognized in the draft TES. As it stands the draft TES continues to focus on university based research which misses a significant productivity improvement opportunities for NZ through focusing on and enhancing the use of (in order to get better benefit from) the knowledge and technology that we already have informed by prior research. We would like to see both aspects explicitly acknowledged in the TES, and the special role which Polytechnics can and must play in Knowledge transfer.

**Priority 6**

Separate but related to the Draft TES, we commend NZQA for proposing rule change to enable some qualifications to be international only which enables responsiveness to international needs that may not be met by existing NZ qualifications, which is an enabler for TEI's to meet priority 6.

**Definition of Higher Education**

We are disappointed with the definition of Higher Education which does not recognize the role that polytechnics play in Higher Education. Advanced vocational practice, in which ITPs specialize, needs to be acknowledged as a core element of higher learning. Indeed the word "Vocational" and its related measures for success ought to be much clearer throughout the TES.

Thank you for the opportunity to input into the draft Tertiary Education Strategy. We welcome any further dialogue related to any of the feedback provided should that be useful to you.

Yours sincerely

A handwritten signature in black ink that reads "Matt Carter". The signature is written in a cursive, slightly informal style.

Matt Carter  
Acting Chief Executive

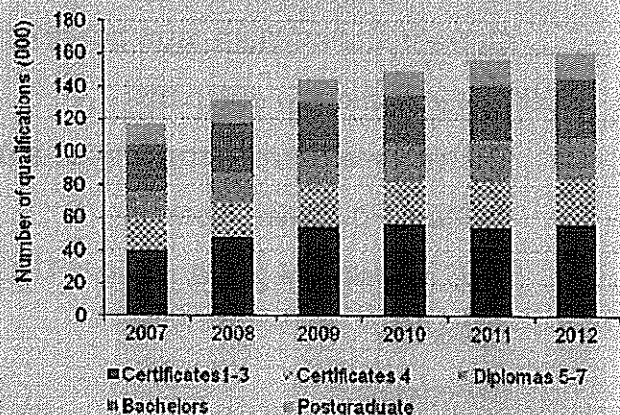
# Draft Tertiary Education Strategy: TES 2014 - 2019

- ✓ Context
- ✓ Expectations
- ✓ Vision
- ✓ Priorities
- ✓ Feedback

## New Zealand system

- Funding in 2012 :  
\$4.2 billion
- Participation in 2012:  
247,000 EFTS
- Attainment increases: →
- Achievement in 2012:
  - 162,000 qualifications
  - 25,400 domestic bachelors graduates

Number of qualifications completed by formal students by level of study



“...number of domestic students completing a bachelors degree was the highest ever.”



## Operating context

### Challenges for tertiary education

- ❑ International demand
- ❑ New delivery models

### Government priorities

- ❑ Responsibly managing the Government's finances
- ❑ Building a more competitive and productive economy
- ❑ Delivering better public services
- ❑ Rebuilding Christchurch

"Higher education is growing rapidly across the world..."



MINISTRY OF BUSINESS,  
INNOVATION & EMPLOYMENT  
HŌKIA WHAKATUTU

[newzealand.govt.nz](http://newzealand.govt.nz)



MINISTRY OF EDUCATION  
Te Kaitiaki o te Māhara

## Tertiary Education Strategy (TES)

### Setting a direction for tertiary education in New Zealand

- ❑ Long-term strategic direction
- ❑ Current and medium-term priorities

### TES role in achieving outcomes

- ❑ Government's broader priorities and strategies >>
- ❑ Tertiary Education Strategy >>
- ❑ TEC investment guidance and TEO planning >>
- ❑ Action >>
- ❑ Outcomes

"For students, tertiary education should be a pathway to rewarding work."



MINISTRY OF BUSINESS,  
INNOVATION & EMPLOYMENT  
HŌKIA WHAKATUTU

[newzealand.govt.nz](http://newzealand.govt.nz)



MINISTRY OF EDUCATION  
Te Kaitiaki o te Māhara

## Delivering the Strategy

### Delivering improvements

- Different system levels
- Different TEOs
- Industry, Iwi, Students

### A focus on system-wide performance improvement

- Access
- Achievement
- Outcomes

All parts of the system must support Māori language, tikanga Māori and mātauranga Māori

Education in and through Māori language, tikanga Māori and mātauranga Māori recognises the important role of Māori as tangata whenua, and the Government's responsibilities under the Treaty of Waitangi.

Education in these areas, particularly in wānanga, plays an important role in relation to sustaining and revitalising Māori language, and processing mātauranga Māori research, which helps to sustain the culture and delivers economic value to New Zealand. It also ensures that we have the skilled individuals needed in schools and TEOs to educate others.

All providers have a responsibility in relation to contributing to the survival and wellbeing of Māori as a people.

"All TEOs across the sector have a role in delivering on this strategy..."



MINISTRY OF BUSINESS,  
INNOVATION & EMPLOYMENT  
Hiranga Whakaitutahi

[newzealand.govt.nz](http://newzealand.govt.nz)



MINISTRY OF EDUCATION  
Te Whare o te Mātauranga

## What New Zealand needs

### Vision and Key Shifts

- Build international relationships that contribute to improved competitiveness
- Support business and innovation through development of relevant skills and research
- Improve outcomes for all
- Continue to improve the quality and relevance of tertiary education and research

"This strategy signals a shift in focus for the Government."



MINISTRY OF BUSINESS,  
INNOVATION & EMPLOYMENT  
Hiranga Whakaitutahi

[newzealand.govt.nz](http://newzealand.govt.nz)



MINISTRY OF EDUCATION  
Te Whare o te Mātauranga



## Delivering skills for industry

### Priority 1: Delivering skills for industry

- Economic growth depends on employers having the right people
- Better information and strong pathways will help
- We need even stronger connections between tertiary education and business

"A skilled labour force will help build and sustain economic growth."



MINISTRY OF BUSINESS,  
INNOVATION & EMPLOYMENT  
HAKAIA WHAKATUTUHI

[newzealand.govt.nz](http://newzealand.govt.nz)



MINISTRY OF EDUCATION  
Te Kaitiaki o te Mātauranga

## Getting at-risk young people into a career

### Priority 2: Getting at-risk young people into a career

- More is needed to help young people through the global financial crisis
- Government is targeting increased participation, and is seeing results
- Better access and incentives are still needed

"Tertiary education offers a passport to success in modern life."



MINISTRY OF BUSINESS,  
INNOVATION & EMPLOYMENT  
HAKAIA WHAKATUTUHI

[newzealand.govt.nz](http://newzealand.govt.nz)



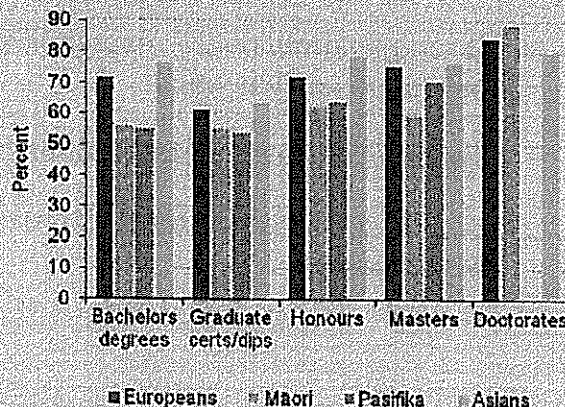
MINISTRY OF EDUCATION  
Te Kaitiaki o te Mātauranga

# Boosting achievement of Māori and Pasifika

## Priority 3: Boosting achievement of Māori and Pasifika

- ☐ Māori and Pasifika do not achieve at the same levels as other groups
- ☐ We are starting to see gains
- ☐ More is needed

Five-year retention rates for domestic students who started a bachelors or higher qualification in 2007 by ethnic group



"By 2030, 30% of New Zealanders will be Māori or Pasifika..."



MINISTRY OF BUSINESS,  
INNOVATION & EMPLOYMENT  
HĀKINA WHAKATUTUKI

[newzealand.govt.nz](http://newzealand.govt.nz)



MINISTRY OF EDUCATION  
Te Tākaro a te Mātauranga

# Improving adult literacy and numeracy

## Priority 4: Improving adult literacy and numeracy

- ☐ There are too many people with low levels of skills
- ☐ Better targeting and changes to foundation education have begun
- ☐ Diverse and flexible programmes will help more people up-skill

"... an estimated 485,000 New Zealanders aged between 20-65 had no qualifications..."



MINISTRY OF BUSINESS,  
INNOVATION & EMPLOYMENT  
HĀKINA WHAKATUTUKI

[newzealand.govt.nz](http://newzealand.govt.nz)



MINISTRY OF EDUCATION  
Te Tākaro a te Mātauranga

## Strengthen research-based institutions

### Priority 5: Strengthen research-based institutions

- Strong, internationally respected and competitive research-based institutions deliver value
- Tertiary Education Organisations' research capacity has increased
- We need to improve research relevance and transfer more value to New Zealand

"We want to increase the tertiary education system's impact on innovation..."



[newzealand.govt.nz](http://newzealand.govt.nz)

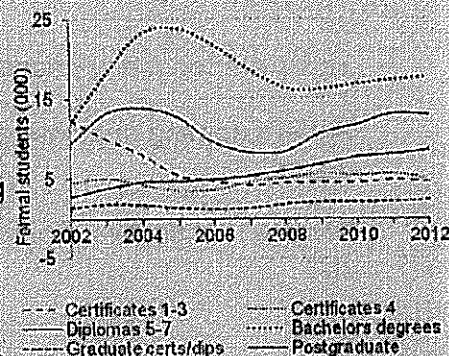


## Growing international linkages

### Priority 6: Growing international linkages

- International education delivers value through revenue and relationships
- Our direct revenue from international education is increasing
- We need to leverage our high-quality international education sector to deliver improved international relationships and trade outcomes

Enrolments by international students by level of study



"...internationally competitive and delivering the outcomes needed for New Zealand."



[newzealand.govt.nz](http://newzealand.govt.nz)





## Feedback: TES 2014-2019

### •Questions and Answers

- ☐ Any questions?
- ☐ Any comments?

### •Consultation

- ☐ Website: [www.minedu.govt.nz/tesconsultation](http://www.minedu.govt.nz/tesconsultation)
- ☐ Email feedback: [TES.feedback@minedu.govt.nz](mailto:TES.feedback@minedu.govt.nz)
- ☐ Date: Closes 15 November 2013

### •Final Strategy

- ☐ Published early 2014

"...[how can you] contribute to the achievement of each of the priorities identified [?]"



[newzealand.govt.nz](http://newzealand.govt.nz)



## THANK YOU FOR ATTENDING



[newzealand.govt.nz](http://newzealand.govt.nz)



## 9. LEADERSHIP TEAM REPORTS

### Organisational Development: Matt Carter

#### 1. Progress on 2013 Priorities

##### Overarching Priorities

- To design the learner support environment to enable new strategy model
  - *This is scheduled to occur later in the year once the Business Plans for the new Strategic Pillars have been drafted*
- To build a culture of self accountability and self-managing teams across OP
  - *Well underway with initial Self Managing Teams Workshops completed and an upgrade of systems for the Individual Performance Plans and the Team Performance Plans*
- To design new staffing and employment models for new business models that are part of the new strategy
  - *Initial thinking has been completed. Further development will occur later in the year once the Business Plans for the new Strategic Pillars have been drafted. Initial discussion with unions about new employment agreements have commenced*

##### Additional Portfolio Priorities

- Implement a continuing Professional Development Programme for all staff
  - *Currently piloting the CPD programme in one School and one Service Area. To be reviewed and if successful will be rolled out in 2014*
- Maintain a strong focus on the work environment with particular emphasis on those schools / service areas with relatively poor results
  - *The 2013 annual WES is complete. All areas have completed identification of priorities for action and the November Leaders Development Day will focus on action planning across OP. Phil Ker, Chris Morland and I are currently meeting with the five areas that had relatively poor or negatively trending results*
- Develop organisational culture to emphasise personal leadership and high performing / self managing teams
  - *In progress. The behaviours and values consultation with staff is complete. Leadership Team to consider on 4 November 2013*
- Embed Individual Performance Plans (IPP) process for all staff
  - *These were implemented for the 2013 year in a 'soft implementation' approach. The recording system including strong alignment with Team Performance Plans has been upgraded. Training notes and communication to staff is currently being prepared for early November roll out*
- Implement a Total Remuneration approach to employment agreements (including in negotiations with both TEU & TIASA unions)
  - *Completed for Individual Employment Agreements (IEA). Form part of our claims for the union negotiations that have recently commenced*
- Revise Position Expectations and Position Descriptions templates for academic staff
  - *In progress. Position Description template updated. Position Expectations yet to be actioned*
- Review and update MoU with OPSA
  - *Completed.*
- Evaluation against and implementation of Tertiary Career Development Benchmarks
  - *In progress. Self Evaluation process complete. Currently analysing results.*

- Scope and further implementation of Online Student Support Services
  - *Underway as part of TANZ ecampus work and further development of OP Student Services offerings*

## **2. Other achievements (since last report)**

- Annual wellness programme “Spring In2It” complete
- Childcare Collective Employment Agreement ratified
- Voluntary Resignation/Retirement Scheme for School of Art completed successfully
- Staff consultation on values and behaviours complete
- Annual leave recording module of payroll system successfully implemented
- MOU signed with Careers NZ
- 2013 WES Survey completed and action planning commenced
- Project Management capability building programme commenced
- Successful initial transition to new Colleges (ICT and SAB) and (HSS and DES)

## **3. Current Challenges**

- Move to decant space (S Block) for Student Services with OPSA
- Recruitment of a new H&S Manager
- Further developing a culture of self accountability and self-managing teams through the roll out of new Individual Team Performance templates
- Peak year end workloads particularly for HR
- Continuing HR Systems improvement (employment agreements)

## **4. Coming up**

- Implementation of Vault - health and safety online reporting and recording tool accessible to students and staff is in progress
- The implementation of Self Managing Teams requires continued changes to authorities, responsibilities and reporting processes for Central Services to ensure these services enable high performing self managing teams
- Development of Staff Capability calendar for 2014
- External applications for funding Scarfie Army programme
- Completion of negotiations with TIASA and TEU
- Annual Leaders Retreat 11 & 12 November in Cromwell (2013 focusing on leaders as coaches and business improvement)
- Staff and Student Award process
- Review of Salary Review and Promotion Process for 2014
- Rollout of Individual Performance Planning and Team Performance Planning process for 2014
- Second phase of Self Managing Teams implementation workshops for 2014

## **5. Good News**

- OPSA has achieved agreement with Otago Regional Council to provide OP student discount on bus fares
- Successful appointment of Lauren Auty to new HR Partner model
- Very successful Staff Development Day held on 9 October including high calibre speakers such as Sir Tipene O'Regan, Professor Kaye Chon (Hong Kong Polytechnic University), and Professor Grainne Conole

- Successful second cohort of Internal Leadership programme Leading Frontiers held on 3 & 4 October
- Successful "On2It Online" month promoting staff engagement with online learning



Matt Carter  
Director: Organisational Development

## **Sustainability: Jean Tilleyshort**

### **1. Progress on 2013 Priorities**

- Ensure OP operations model evidence based sustainable practice  
The measurement of OP's ecological footprint is almost complete. The largest contributors in 2012 were air travel, coal and gas, and information technology. The coal and gas is hugely reduced with the woodchip burner, therefore air travel and IT are the 2 largest areas in 2013, where we will focus most of the minimisation planning. There are no tertiary benchmarks available for comparison as we are using a relatively new methodology.
- Ensure Education for Sustainability is built into every programme and measured  
The trial of the EfS quality standards is completed, and redrafting is underway. Schools in the trial found it a very useful tool. It will be signed off before the end of the year so that it is available to schools. All programmes will be reviewed against the standards over time.
- Encourage businesses and communities to embed sustainable practice  
We continue to build our services in this area, mainly through the centre for Sustainable Practice.
- Ensure our actions benefit our communities  
The Scarfie Army coordinator has successfully developed a wide range of volunteer activities for staff and students. By the end of September, 14 projects were completed, by 190 students and staff, totalling 815 hours of volunteer activity, valued at \$11,900. A number of additional projects are about to take place or being developed.

The project with Age Concern to provide older people with access and training in IT is proving a great success, with 8 enjoying the pilot programme very much. All involved have no or few computing skills and are learning on ipads supplied by OP with mobile broadband support donated by Vodafone.

- Ongoing development of Central Otago campus and Centre for Sustainable Practice  
The development of implementation plan for the strategy is completed, and the plan is provided for your information.
- Accommodation. We have worked with the owner of several rental properties in Cromwell to provide additional accommodation options for students wishing to study in Cromwell. These will be used first by the Chilean students arriving in November. These properties, plus the Chalets and homestay, and students who find their own flats, will provide a good range of options for students.

**2. Challenges**

Nothing to report.

**3. Coming up**

11 Chilean students have been confirmed to arrive in Cromwell in November for the first trial of the programmes developed with the Chilean Ministry of Agriculture and the DUoC university.

**4. Good news**

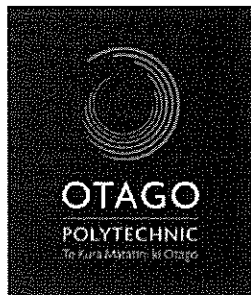
The Central Lakes Trades Academy has been approved for 60 places for 2014, an increase of 10 on 2013 numbers.

Jean Tilleyshort

Director: Sustainability

**5. MANUAL OF COMMITTEE STRUCTURES AND DELEGATIONS**

Attached is the Manual of Committee Structures and Delegations which has been reviewed by the Finance and Audit Committee and is recommended for approval by the Council.



---

**COUNCIL**

# **MANUAL OF COMMITTEE STRUCTURE AND DELEGATIONS**

Revised April 2012 October 2013

## TABLE OF CONTENTS

<b>PART I – INTRODUCTION</b> .....	1
<b>PART II – DELEGATIONS BY COUNCIL</b> .....	2
1. COUNCIL'S POWERS TO DELEGATE UNDER THE EDUCATION ACT .....	2
2. COUNCIL'S POWERS AND FUNCTIONS UNDER THE EDUCATION ACT .....	2
3. WHO CAN COUNCIL DELEGATE TO? .....	4
4. COMMITTEES .....	4
5. HOW DELEGATIONS ARE TO BE MADE .....	45
6. SUBDELEGATIONS .....	5
7. REPORTING BACK TO COUNCIL.....	5
<b>PART III – DELEGATIONS BY THE CHIEF EXECUTIVE</b> .....	6
1. THE CHIEF EXECUTIVE'S POWERS TO DELEGATE UNDER THE EDUCATION ACT .....	6
2. THE CHIEF EXECUTIVE'S POWERS AND FUNCTIONS UNDER THE EDUCATION ACT .....	6
3. WHO CAN THE CHIEF EXECUTIVE DELEGATE TO? .....	6
4. HOW DELEGATIONS ARE TO BE MADE .....	6
5. SUBDELEGATIONS .....	6
<b>PART III – GENERAL PROVISIONS APPLYING TO DELEGATIONS</b> .....	7
<b>PART IV – THE EXECUTION OF DOCUMENTS</b> .....	8
<b>PART V – COMMITTEES</b> .....	9

## PART I – INTRODUCTION

This Manual defines the respective roles within the decision making process.

Delegation in this Manual means the assignment of a power or function to another together with the authority to carry out that duty or complete the action assigned.

The power of the Otago Polytechnic Council to delegate derives from Section 222 of the Education Act. The power of the Chief Executive of Otago Polytechnic to delegate derives from section 197 of the Education Act 1989. The key aspect of delegations under the Education Act is that **authority** to take actions or make decisions can be delegated, however **responsibility** cannot be.

This Manual cites, or in some cases paraphrases, the provisions of the Education Act 1989. Where direct quotations from the legislation are cited they are shown in *italics*.

### **Operative Date**

This Manual will come into effect on 26 November 2010 and will continue in force until revoked by the Council.





- (e) To agree to the disestablishment of the institution and its incorporation in another institution of the same class or a different class (for example, the Council of a polytechnic may agree to the disestablishment of the polytechnic and its incorporation in a university):
  - (ea) To agree to the incorporation in the institution of another institution or other institutions, whether of the same class as itself or a different class from itself (for example, the Council of a university may agree to the incorporation of a polytechnic in the university):
  - (f) To arrange for the manufacture of, and distribute (whether by way of sale or otherwise), any article or thing bearing a mark, symbol or writing that is associated with the institution:
  - (g) To arrange for the provision of (whether by sale or otherwise) goods and services to staff or students of the institution or other persons using, or otherwise attending at, facilities of the institution:
  - (h) To prescribe fees payable by students of the institution or any of them:
  - (i) To establish boards or other bodies within the institution to give advice to the Council:
  - (j) To do anything incidental to the exercise of any of the preceding powers.
- (3) The council of an institution has power to appoint committees consisting of such persons, whether or not members of the council, as the council determines to exercise such powers as are delegated to them under section 222 and such powers as are conferred on them by statutes made by the council, and to alter, discharge, and reconstitute committees so appointed."

In addition Council is given the power to make statutes under section 194 of the Education Act 1989:

- "(1) The Council of an institution may make statutes, not inconsistent with this Act or the State Sector Act 1988, with respect to any of the following matters:
- (a) The good government and discipline of the institution:
  - (b) The imposition, by or on behalf of the Council, of penalties upon staff or students of the institution for contravention of or failure to comply with a statute with respect to a matter referred to in paragraph (a) of this subsection:
  - (c) Subject to Part 16 of this Act, the enrolment of persons in courses of study or training of the institution or the admission of persons to examinations of the institution:
  - (d) Subject to Part 16 of this Act, the courses of study and training of the institution:
  - (e) Subject to section 192(8) of this Act, the awards that may be granted by the Council and the requirements for those awards:
  - (f) The granting by the Council of fellowships, scholarships, bursaries, and prizes:
  - (g) The provision of superannuation or retirement benefits for, or in respect of, the chief executive or members of the staff of the institution:
  - (h) Any other matter required or permitted by this Act to be provided for by statutes.

- (2) *If the Council of an institution makes a statute under subsection (1)(b) of this section providing for the imposition of penalties upon staff or students of the institution, the statute shall provide for the Council, if so requested by a member of the staff or a student upon whom a penalty is imposed, to review, or arrange for the review of, the amount of the penalty, the imposition of the penalty, or both."*

The Council has a separate power (section 222AB of the Education Act) to pass a statute in relation to the exercise of Council's power to appoint 4 members of Council in accordance with section 222AA of the Act.

3. **Who can Council delegate to?**

It is important to ensure that those to whom functions and powers are delegated to are capable of carrying out those tasks and that they will not exceed the scope of the delegation. For that reason section 222(1) of the Education Act states that Council can only delegate to:

- (i) the Chief Executive; or
- (ii) a Committee (including the Academic Board).

The Chief Executive is appointed by the Council, which must monitor and evaluate the Chief Executive's performance (section 180(1)(a) of the Education Act). Committees are also appointed by Council (section 193(3) of the Education Act).

4. **Committees**

Council has the power to appoint Committees, consisting of anyone the Council determines, whether or not they are members of the Council (section 193(3) of the Education Act). Council also has the power to alter, discharge and reconstitute those Committees. Accordingly the Council may co-opt to any Committee any person who, by reason of knowledge or experience, is likely to assist the Committee in its activities.

Committees only have the powers and functions which are specifically given to them by Council. These may be functions and powers that are delegated to them under section 222 of the Education Act, or powers that are conferred on them by statutes that the Council has made.

Members of Council who are not members of a Committee may attend any meeting of any Committee and may take part in debate at the meeting, but only members of a Committee may vote.

It should also be noted that the Academic Board is deemed to be a "Committee" for the purposes of section 222 of the Education Act, as if the powers that it has under the Education Act are powers that the Council has delegated to the Academic Board (section 222(11)). The Academic Board's role is set out in Section 182(2) of the Education Act 1989 which provides:

*"The Council of an institution shall establish an academic board consisting of the institution's chief executive, and members of the staff and students of the institution, to—*

- (a) *Advise the Council on matters relating to courses of study or training, awards, and other academic matters; and*
- (b) *Exercise powers delegated to it by the Council."*

5. **How delegations are to be made**

Delegations by the Council must be made in writing and signed by at least two Council members. They should clearly define the nature, purpose and limitation of the power or function that is being delegated.

6. **Subdelegations**

Powers and functions delegated by the Council may, in turn, be subdelegated by the Committee or the Chief Executive but only if the Council's **prior written approval** is obtained (Section 222(2) of the Education Act).

Such a subdelegation must be made in writing and signed by the Chief Executive, or at least 2 Committee members, as the case may be. It may only be made to Otago Polytechnic staff members; being either:

- (i) a specified staff member;
- (ii) staff members of a specified class; or
- (iii) the holder(s) of a specified office or class of offices (section 222(8) of the Education Act).

7. **Reporting back to Council**

Decisions made under delegated authority should be reported back to Council. The Chief Executive should report back to Council by submitting his or her decisions in writing to the Council meetings. Committees shall report back by submitting the minutes of their meetings to Council meetings, as required by the Standing Orders.

Rather than make a decision, the Chief Executive or a Committee may instead refer the matter back to Council with a suitable recommendation. The Council will then decide the matter.

### PART III – DELEGATIONS BY THE CHIEF EXECUTIVE

1. **The Chief Executive's powers to delegate under the Education Act**

Section 197 of the Education Act gives the Otago Polytechnic's Chief Executive the power to delegate. He or she can delegate any of its "*functions or powers*" under the Education Act or under any other Act.

However the Chief Executive's power to delegate under section 197 of the Education Act is "*subject to any prohibitions, restrictions, or conditions contained in any other Act in relation to the delegation of the chief executive's functions or powers*", and "*does not limit any power of delegation conferred on the Council by any other Act*" (section 197(4) of the Education Act).

As discussed above, the key aspect of delegations under the Education Act is that **authority** to take actions or make decisions can be delegated, however **responsibility** cannot be. Delegation does not affect the Chief Executive's responsibility for the actions of the person acting under the delegation (section 197(a) of the Education Act).

2. **The Chief Executive's powers and functions under the Education Act**

The Chief Executive has the power to manage Otago Polytechnic's academic and administrative affairs (Section 196(1) of the Education Act).

3. **Who can the Chief Executive delegate to?**

The Chief Executive has the ability to delegate to:

- (a) the Academic Board; or
- (b) Otago Polytechnic staff members, being either:
  - (i) a specified member of staff;
  - (ii) members of staff of a specified class; or
  - (iii) the holder or holders of a specified office or class of offices (section 197(7) of the Education Act).

4. **How delegations are to be made**

Delegations by the Chief Executive must be made in writing. They should clearly define the nature, purpose and limitation of the power or function that is being delegated.

5. **Subdelegations**

Powers and functions delegated by the Chief Executive may, in turn, be subdelegated by the Academic Board or the staff members but only if the Chief Executive's **prior written approval** is obtained (section 197(2) of the Education Act).

Such a subdelegation must be made in writing and signed by the staff members, or at least 2 members of the Academic Board, as the case may be. It may only be made to Otago Polytechnic staff members.

### PART III – GENERAL PROVISIONS APPLYING TO DELEGATIONS

The following are general provisions that apply to delegations (both by Council and the Chief Executive) and to any subdelegations:

1. Any person who is delegated functions or powers may perform or exercise them in the same way, and with the same effect, as if they were conferred directly on that person by the Education Act, unless the Council or Chief Executive:
  - (i) gives them general or special directions; or
  - (ii) imposes general or special conditions on the delegation (section 197(3)) of the Education Act.
2. If a person is purporting to act under a delegation, in the absence of proof to the contrary, they shall be presumed to be acting in accordance with the terms of the delegation (section 197(5) of the Education Act).
3. Every delegation to a Committee, the Academic Board or the Chief Executive will be unaffected by changes in the membership of that Committee or board or in the holder of the office of Chief Executive (Sections 222(6), 222(7) and 197(6)) of the Education Act.
4. Nothing in this Manual shall limit the power of the Council (in the case of delegations under section 222) and the Chief Executive (in the case of delegations under section 197) to exercise its power or function concurrently with, or in substitution for, a delegatee.
5. Any delegation will continue until revoked by the delegator in writing, which:
  - (i) in the case of a delegation by Council, must be signed by at least 2 members of Council;
  - (ii) in the case of a subdelegation by the Chief Executive or a Committee (under section 222(2)), must be signed by the Chief Executive and at least 2 members of the Committee.
6. In making a decision every delegatee must consider:
  - (a) Otago Polytechnic's ~~Charter, profile or~~ Investment Plan, Strategic Directions and policies;
  - (b) the facts relevant to a matter.

If the facts relevant to any matter do not support a decision consistent with Otago Polytechnic's ~~Charter, profile or~~ Investment Plan, Strategic Directions and policies the delegatee should submit the matter to the Council with a suitable explanation and recommendation.

## PART IV – THE EXECUTION OF DOCUMENTS

### 1. Requirements for Contracts

The Public Bodies Contracts Act 1959 sets out the legal requirements for how Otago Polytechnic is to contract with others. Section 3 of the Act provides:

- (a) **Deeds:** A contract that must be a deed is to be made in writing under the Polytechnic's seal.
- (b) **Written contracts:** A contract that must be in writing is to be signed by an officer of the Polytechnic, on behalf of and with the authority of the Polytechnic. Alternatively it can be made in the same way as a deed (above).
- (c) **Oral Agreements:** A contract which is not required to be in writing may be entered into orally by an officer of the Polytechnic, on behalf of and with the authority of the Polytechnic, but only if it is for an amount \$1,000 or less. Alternatively such a contract can be entered into in the same way as a deed or written contract (above).

### 2 Who has authority to execute documents?

Section 167(1) of the Education Act governs Council's ability to authorise others to execute documents on the Polytechnic's behalf. It provides that Council may authorise a Council member or members, or a staff member or members *"to execute documents, or documents of a specified class or description, or specified documents"* on behalf of the Polytechnic. Such an authorisation must be made in writing and under the Polytechnic's common seal. The authorisation may be given:

- "(a) Unconditionally, or subject to any conditions the Council thinks fit;*
- (b) To a specified member or members of the Council or a specified member or members of the staff of the institution;*
- (c) To a member or members of the staff of the institution of a specified class or description;*
- (d) To the holder or holders for the time being of a specified office or offices of or in the institution;*
- (e) To the holder or holders for the time being of offices of a specified class or description of or in the institution.*

### 3. Use of Otago Polytechnic's Common Seal

Otago Polytechnic's common seal shall not be affixed to any document except in accordance with:

- a. a Council resolution; or
- b. an authorisation to execute documents under section 167(1) of the Education Act (section 167(3) of the Education Act).

If it is affixed pursuant to a Council resolution, the common seal must be countersigned by at least 2 council members (although one is sufficient in the case of the affixing of the common seal to an award) (section 167(4) of the Education Act). If it is affixed in accordance with an authorisation it must be countersigned in accordance with the authorisation (which must require at least 2 people to countersign it) (section 167(5) and (6) of the Education Act).

However the affixing of the institution's common seal on a document is conclusive proof of the authority of the people who affixed it to do so.

## PART V – COMMITTEES

This part of this Manual describes the Committees that have been appointed by Council, and details their membership, functions and powers.

### ACADEMIC BOARD

**REPORTING TO** Council

**CHAIRPERSON** Chief Executive or nominee

**DEPUTY  
CHAIRPERSON** Chief Executive nominee

**MEMBERS** 1.1 Membership of the Academic Board will comprise:  
a maximum of up to 16 core members (i.e. excluding co-opted members) as follows:

*Members:*

Chief Executive	(ex officio)
Director: Quality	(ex officio)
Director: Research and Enterprise	(ex officio)
Director: School Performance	(ex officio)
Director: Learning and Teaching	(ex officio)
Kaitohutohu	(ex officio)
Chair – Teaching and Learning Committee	(appointed by CE)
Chair – Research and Enterprise Committee	(appointed by CE)
Chair – Quality and Approvals Committee	(appointed by CE)
Two student representatives	
> the Convenor of the Student Sub Committee	(positional appointment)
> the President of OPSA	(positional appointment)
Two professorial staff	Note 1 (elected)
One Head of School	(elected)
One Māori academic staff representative	(elected)
One Principal Lecturer	Note 2 (elected)

Note 1 Elected members shall be for an initial term of 2 years, with a right to serve additional terms following re-election.

Note 2 If there are insufficient professorial staff to fill two positions, an additional Principal Lecturer shall be elected.

1.2 Academic Board may co-opt members from time to time

1.3 When the appointed Chair of a Standing Committee should be an ex officio member of Academic Board or any of its standing committees because of their role, they will only be listed in the membership once.

**MEETING  
FREQUENCY** Monthly, or as necessary.

**AREAS OF** The main role and function of the Academic Board is defined as:



<b>RESPONSIBILITY</b>	<ul style="list-style-type: none"> <li>• To advise the Council on matters relating to courses of study or training, awards, and other "academic matters" specifically, to advise on</li> <li>• Academic Quality Management issues</li> <li>• Academic policy and procedures</li> <li>• Academic matters including consultation documents</li> </ul>
<b>POWER TO ACT</b>	<p>To act on any academic matters specifically delegated by Council resolution in writing over the signature of the Chair and one other Councillor (refer delegations schedule).</p> <p>To follow the requirements of the appropriate sections of The Education Act for the approval of programmes to the appropriate authority.</p>
<b>POWER TO RECOMMEND</b>	<p>Academic Board has the power to recommend to Council any academic matter relevant to the polytechnic.</p>

## FINANCE AND AUDIT COMMITTEE

<b>REPORTING TO:</b>	Council
<b>CHAIRPERSON:</b>	Appointed by recommendation of the Chair of Council and approved by Council at its February meeting each year.
<b>DEPUTY CHAIRPERSON:</b>	In the event of the Chair's absence, the Chair to nominate a deputy from the Committee as constituted on the day.
<b>MEMBERS:</b>	<p>Appointed by recommendation of the Chair of Council and approved by Council at its February meeting.</p> <p>Total membership of the Finance and Audit Committee is four Councillors including the Council Chair ex officio with voting rights.</p>
<b>MEETING FREQUENCY:</b>	Monthly, one week prior to the Council meeting.
<b>QUORUM</b>	Half the Committee.
<b>SCOPE</b>	<p><del>To give advice and recommendations to the Council on financial and audit matters including:</del></p> <ol style="list-style-type: none"><li><del>1. control mechanisms to ensure compliance with legislation, regulations and Tertiary Education Commission strategies relating to the services provided by Otago Polytechnic.</del></li><li><del>2. the existence of appropriate service agreements, monitoring and auditing processes to optimise financial and operational outcomes</del></li><li><del>3. the appropriate management of funding, operating expenditure, capital expenditure, financial and strategic planning</del></li><li><del>4. the carrying out of internal and external audits to ensure high standards of service delivery, resource management and internal control mechanisms</del></li><li><del>5. the existence of internal and external systems to identify and manage financial risks through robust contingency planning</del></li><li><del>6.1. the level of student retention and success rates and quality alignment with TEC and NZQA guidelines</del></li></ol>

**AREAS OF  
RESPONSIBILITY:**

**Financial Planning and Reporting**

- Review and monitor the development of the Polytechnic's annual and longer term budgets and forecasts financial and operational strategies both long and short term and recommend their adoption to Council.
- Review and monitor asset management planning processes
- Review and recommend to Council business cases for the financial parameters and major capital expenditure capital expenditure financial parameters, asset management planning and their relationship with service planning.
- Review all significant or statutory accounting policy changes and recommend acceptance by the Council.
- Review and recommend to Council the Polytechnic's Investment Plan Investment Plans for their financial impact and alignment to Otago Polytechnic's strategic goals.
- Monitor the financial performance and position of the Polytechnic against budget and forecasts through the review of monthly financial reports
- Review and recommend to Council the Annual Report the annual report with the Chief Executive, Chief Operating Officer and the external auditors and recommend acceptance by the Council
- Review, update and recommend to Council governance, accounting and finance policies advise the Council regarding finance related policies requiring Council approval, including an annual review of its delegation policy.
- Monitor the financial performance and position of the Polytechnic against budget and forecast in addition through to the normal monthly financial reporting.
- Develop a work plan identifying the key timeframes for accountability documents and other legislative requirements relevant to the Committee.
- Assess and monitor financial risks to the Polytechnic
- Monitor interaction with TEC and other key stakeholders

**Audit**

- Review and monitor the operation of the strategies and policies to mitigate against fraud
- Oversee and recommend to Council the internal audit plan

~~and processes the development of the audit function and policies for the Council and recommend to the Council an appropriate internal financial audit framework that reflects the Polytechnic's key risk areas.~~

- ~~Oversee and recommend to Council the external audit planning and processesprocess~~
- ~~Assist the external auditor to identify risks and issues relevant to the external audit planning process.~~
- Receive the reports of the external auditors and review their findings.
- Meet with the external auditors at least annually once per annum with management excluded.
- Monitor the progress made by management in implementing recommendations arising from internal and external audits.

**POWER TO ACT:**

To conduct or authorise investigation into any matters within its area scope of responsibility. It is empowered to:

- Retain outside counsel, accountants or others to advise the committee or assist in the conduct of an investigation.
- Seek any information from management it requires of the Polytechnic's CEO, or through the Chair of the Committee and the Chair of Council, directly from the Polytechnic's employees it requires from employees — all of whom are directed to co-operate with the committee's requests — or external parties.
- Meet with ~~organisation officers~~, external auditors or outside counsel as necessary.
- ~~Approve internal financial audit framework.~~
- ~~Appoint or discharge external financial auditors.~~

**POWER TO RECOMMEND:**

The Finance and Audit Committee has the power to recommend to Management and to Council any action that it considers ~~sees fit~~ which is relevant to the financial viability of the Polytechnic.

- ~~The adoption of annual financial statements to the Council.~~
- ~~Review Council business processes and make recommendations to Council.~~
- ~~Review committee terms of references and recommend any changes to Council.~~
-

## EXECUTIVE COMMITTEE

<b>REPORTING TO:</b>	Council
<b>CHAIRPERSON:</b>	Council Chair
<b>DEPUTY CHAIRPERSON:</b>	Deputy Chair
<b>MEMBERS:</b>	Chair, Deputy Chair and chairs of the sub committees: Finance and Audit and Kawanataka together with such other member(s) of Council as the Council shall agree
<b>MEETING FREQUENCY:</b>	As required
<b>AREAS OF RESPONSIBILITY:</b>	<p><del>This committee will be convened by the Council at its discretion.</del> <u>This committee will be convened by the Council at its discretion in order to:</u></p> <ul style="list-style-type: none"><li><u>review on an annual basis the performance of the Chief Executive in such manner as it considers appropriate, to report to the Council in relation to such matters and to make recommendations to the Council as to any adjustments to the Chief Executive's salary package; and</u></li><li><u>undertake and perform such other tasks and responsibilities as shall be referred to it by the Council from time to time.</u></li></ul> <p>The minuted Council decision will include the committee's powers, function and duties, the date for the completion of the committee's work, and its interim and final report to the Council.</p>
<b>POWER TO ACT:</b>	As delegated by Council
<b>POWER TO RECOMMEND:</b>	As delegated by Council

## **NOMINATIONS & GOVERNANCE COMMITTEE**

**REPORTING TO:** Council

**CHAIRPERSON:** Council Chair

**MEMBERS:** Chair together with such other Council members as shall be approved by the Council from time to time.  
~~Chair, and these members of Council that the Chair appoints~~

**MEETING  
FREQUENCY:** As required

**AREAS OF  
RESPONSIBILITY:** The sole purpose of this committee is to bring recommendations to the Council in relation to the appointment of Council members (not exceeding four in number) and including a recommendation as to the term of any such appointment, as detailed in the Polytechnic's Statute in relation to the appointment of Council members.

**POWER TO ACT:** As provided in the statute

**POWER TO  
RECOMMEND:** As delegated by Council

## KOMITI KAWANATAKA

<b>REPORTING TO:</b>	Council
<b>CHAIRPERSON:</b>	On recommendation of the Committee and with approval of Council
<b>DEPUTY CHAIRPERSON:</b>	Elected by Committee
<b>MEMBERS:</b>	Chair of Council (ex officio), no more than two Runaka appointees, a Mataawaka representative, no more than three Polytechnic appointees (including Council Members), two staff members and the Kaitohutohu.
<b>MEETING FREQUENCY:</b>	Monthly, as required.
<b>AREAS OF RESPONSIBILITY:</b>	<ul style="list-style-type: none"><li>• To provide a strong functional relationship between the Te Rūnanga o Moeraki, Kāti Huirapa Rūnaka ki Puketeraki, Te Rūnanga o Ōtākou, Hokonui Rūnanga Inc (kā Papatipu Rūnaka), Council and management to ensure an effective Treaty relationship</li><li>• To assist Council and the Chief Executive to maintain the relationship, ensure effective communication and monitor the implementation of the Memorandum of Understanding between Te Rūnanga o Moeraki, Kāti Huirapa Rūnaka ki Puketeraki, Te Rūnanga o Ōtākou, Hokonui Rūnanga Inc (kā Papatipu Rūnaka) and Otago Polytechnic, including the development and monitoring of the Strategic Plan.</li><li>• To ensure that Kai Tahutaka, as practiced by the Runaka, is the basis for all Maori activities, cultural and educational, within the Polytechnic.</li><li>• To ensure the implementation of, monitor and make recommendations for any revision of the Memorandum of Understanding between Te Rūnanga o Moeraki, Kāti Huirapa Rūnaka ki Puketeraki, Te Rūnanga o Ōtākou, Hokonui Rūnanga Inc (kā Papatipu Rūnaka) and Otago Polytechnic</li><li>• To advise Council on matters of kawa and tikanga</li><li>• To facilitate the working relationship between Ngai Tahu and Otago Polytechnic</li></ul>
<b>POWER TO ACT:</b>	As delegated by Council
<b>POWER TO RECOMMEND:</b>	As delegated by Council



## **STAFF COMMITTEE**

<b>REPORTING TO:</b>	Council
<b>CONVENOR AND DEPUTY CONVENOR:</b>	The Committee shall appoint its own convenor and deputy convenor, one of which shall be a general staff member and the other an academic staff member
<b>MEMBERS:</b>	Up to 14 members being equal numbers of general and academic staff elected by the staff at large; 1 member of the Leadership Team; and 1 member of Council. The member of Council will preferably be a member appointed to Council by virtue of his or her educational experience and expertise. The elected staff members must be permanent members of the Otago Polytechnic staff; full time or proportional.
<b>MEETING FREQUENCY:</b>	Regularly, consistent with the annual cycle of Council meetings.
<b>AREAS OF RESPONSIBILITY:</b>	To consult widely with staff at large, so that a broad staff view is brought to bear on the matters about which the Committee offers advice
<b>POWER TO ACT:</b>	As delegated by Council
<b>POWER TO RECOMMEND:</b>	<p>The Committee shall advise Council on matters considered to be of a governance nature. Advice may be by way of a recommendation, or by providing a range of diverse views that reflect the staff perspectives.</p> <p>The Committee shall also provide advice to the CEO on matters which should be addressed by the Polytechnic management; including any employment matters.</p>

## STUDENT COMMITTEE

<b>REPORTING TO:</b>	Council
<b>CONVENOR AND DEPUTY CONVENOR:</b>	The Committee shall appoint its own convenor and deputy convenor
<b>MEMBERS:</b>	<p>One representative from each designated school; one member or nominee of the Leadership Team; one member of Council and the elected president of OPSA.</p> <p>The representatives from each school shall be selected from the class representatives, or such other representative structure as may exist in the School, and will have a term of up to 3 years provided that they remain enrolled as students at Otago Polytechnic.</p>
<b>MEETING FREQUENCY:</b>	Regularly, consistent with the annual cycle of Council meetings.
<b>AREAS OF RESPONSIBILITY:</b>	To consult widely with students at large, so that a broad student view is brought to bear on the matters about which the Committee offers advice
<b>POWER TO ACT:</b>	As delegated by Council
<b>POWER TO RECOMMEND:</b>	<p>The Committee shall advise Council on matters considered to be of a governance nature. Advice may be by way of a recommendation, or by providing a range of diverse views that reflect the student perspectives.</p> <p>The Committee shall also provide advice to the CEO on matters which should be addressed by the Polytechnic management, including any employment matters.</p>

### **STANDING ORDERS COMMITTEE**

This committee will be convened by a minuted Council decision according to the process laid out in clause 30 of the Standing Orders adopted in 2003.

**6. STUDENT SUBCOMMITTEE REVIEW OUTCOMES**

Attached is a memo from the Student Subcommittee and Matt Carter, Director: Organisational Development regarding changes to the Student Subcommittee of Council.

# Memo



---

**To:** Otago Polytechnic Council

---

**From:** Student Sub Committee of Council, and Matt Carter, Director: Organisational Development (Leadership Team representative on Student Sub Committee)

---

**Subject:** Changes to the Student Subcommittee of Council

**Date:** 23 October 2013

---

At its August meeting the Council considered both a proposal to alter the form and focus of the Student Subcommittee of Council and the views of OPSA on that proposal. At that time Council delegated the resolution of this matter to Rebecca Williams, Council Member and Matt Carter, Director: Organisational Development. We have met with OPSA, and the Student Sub Committee on several occasions to review the proposals. Those discussions have reached the following outcome.

## **Agreed changes**

1. The "Student Subcommittee of Council" will be renamed the "Student Council".
2. The scope of the Student Subcommittee, as detailed in the Terms of Reference expanded to include clear advice to management as well as to governance.
3. Students who attend 6 out of 9 meetings in a calendar year will receive recognition on their Transcript.
4. A Student Council work plan for the year will be prepared in February of each year so that the Student Council can be pro-active and can be used to engage students to use their discipline specific skills.
5. The Student Council will work with the OPSA class rep system with Class Reps automatically being eligible for membership of the Student Council. OPSA will take a more proactive role in supporting the Student Council.
6. A short position description for the Student Council role to help Students understand what is expected has been drafted
7. Focus recruitment on Year 1 and 2 students for Student Council so that they can remain on the Student Council for longer than one year and because Year 3 students usually have significant study pressures and / or work placements.
8. A Linked In group will be created and used for communication between Student Council members so they can be connected in a professional environment and continue dialogue outside meetings.
9. Student Council meetings will be more structured and follow the format of Council, with formal agendas, and minutes. The schedule of meetings for 2014 Student Council will alter to allow better co-ordination with Council meeting schedule.
10. The marketing of Student Council will be focused on disciplines in accordance with the annual work plan and will focus on the benefits of involvement to students, rather than the benefit to Council.
11. The Student Council meetings will continue to be held monthly in Puna Kawa at noon on Tuesdays with lunch.
12. Students will not receive payment for involvement in Student Council.

### Previous Recommendations not agreed

Several of the recommendations made in the paper dated 15 July will not proceed. These are:

Number	Recommendation	Reason this will not be progressed
1	Position the Subcommittee as an entirely student driven committee so does not have regular Leadership Team or Council member attendance but can request that as necessary.	Students felt it is important that OP drives and supports the Student Council
2	Commission a review of the OPSA Class Rep system. This is seen as outdated and ineffective. An effective Student Council could replace that system. OP needs to review this with OPSA.	OPSA has recently completed a review of Class Rep System and implemented appropriate improvements. Student Council to work with Class Rep System.
3	Provide the Student Subcommittee with some authority and funding of its own. If the Student Subcommittee had a fund of say \$2000 per meeting (at 9 meetings per year this is \$18,000 per annum) to allocate to student initiated projects to broadly 'improve the learning experience at OP'. This could be funded through the Student Services Levy.	This would be a duplication of services that OPSA provides. Students felt that the Student Council does not need this responsibility but can access funds through the Director: Organisational Development or ask Council for those on an as needed basis.
4	Consider introducing an application process for students so that being a member of the Subcommittee is seen as valuable	This could be implemented in the future but not until numbers have increased to warrant it
5	Run two different meeting times for the subcommittee so students have an option which to attend.	The time and frequency of meetings to be agreed on an annual basis by Student Council
6	Build relationships and cross disciplinary contacts for students (via linked in as above) but also via offering social engagements for Subcommittee members.	The Student Council is not a social engagement forum so will not focus on that.

### Progress to date

The membership of the Student Subcommittee has grown over the last few months. The marketing campaign for new members is well underway with Programme Managers nominating students, OPSA class representatives joining the committee and a function scheduled for 5 November to engage students prior to the end of the year.

### Recommendation

These changes will help address the issues the Subcommittee currently faces as detailed in the memo dated 15 July and best position the Subcommittee to be an effective mechanism of 'student voice' to Council in 2014.

It is recommended that these changes to the Student Subcommittee of Council be approved by Council for a one year period to be reviewed prior to the commencement of the 2015 year.

## **7. MATTERS FOR NOTING**

The following documents are attached:

- Council Calendar (Appendix 1)
- Minutes of a meeting of Komiti Kawanataka held on 19 September 2013 (Appendix 2)
- Minutes of the Academic Board meeting held on 18 October 2013 (Appendix 3)
- Minutes of the Student Subcommittee held on 15 October 2013 (Appendix 4).

The staff subcommittee did not meet in October.

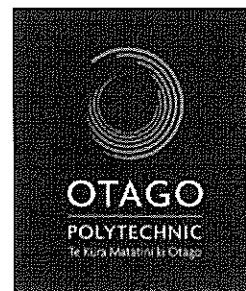
# APPENDIX 1

Council Calendar 2013/2014

Meeting/Event	Oct	Nov	Dec	Jan 2014	Feb	Mar	April	May	June	July	Aug	Sept
<b>Audit Process</b>												
Interim			6 Dec									
Signoff							4 April					
<b>Forecast</b>												
<b>Budget</b>												
Workshop												
Draft												
Signoff												
<b>Council Meeting</b> Fridays	4 Oct Otakou	1 Nov	15 Dec		7 Feb	7 Mar	4 April	2 May	6 June	4 July	1 Aug	5 Sept
Evaluations - Reviews - Report	Oct											
Function			6 Dec									
Photo												
<b>Fees Set</b>												
International												
Domestic												
<b>Finance and</b> <b>Audit Ctee</b>	24 Oct	29 Nov		31 Jan	28 Feb	28 Mar	24 April TBC	30 May	27 June	25 July	29 Aug	26 Sept
<b>Graduation</b>			6 Dec			14 Mar						
<b>Maori Pre-Grad</b>			5 Dec			13 Mar						



Meeting/Event	Oct	Nov	Dec	Jan 2014	Feb	Mar	April	May	June	July	Aug	Sept
<b>Komiti Kwanataka</b> Thurs at 8am	17 Oct	21 Nov		16 Jan	20 Feb	20 Mar	17 April	15 May	19 June	17 July	21 Aug	18 Sept
<b>Investment Plan</b> Draft												
Approval												
Report												
<b>Risk Management</b> Review Policy												
<b>Strategy</b> Workshop Approval												
<b>Dept Showcases</b>		Nov										



# Komiti Kawanataka

## Minutes

Held at 8.00am on 19 September 2013 in Poho, Otago Polytechnic, Dunedin.

**PRESENT:**

- Rebecca Williams (Chair)
- Khyla Russell
- Huata Holmes
- Kathy Grant
- Nicola Taylor
- Mike Collins
- Justine Camp
- Tama Tuirirangi
- Marshall Hoffman
- Matt Carter
- Nick Orbell

**IN ATTENDANCE:** Debbie Davie (Minutes)

**Karakia:** Huata Holmes

Rebecca welcomed Matt Carter, Nick Orbell, Marshall Hoffman, Justine Camp, Tama Tuirirangi and Komiti members to this hui.

### 1. Apologies:

John Findlay, Jamie Te Hiwi, Eleanor Murphy, David Higgins, Nola Tipa, Leoni Schmidt

### 2. Minutes

Minutes of the meeting held on 15<sup>th</sup> of August 2013 in Poho were approved as a true and correct record of the meeting.

**Moved** – Rebecca Williams      **Seconded** – Kathy Grant

**All in Agreement**

### 3. Matters Arising

**Trades Training** – Nick Orbell spoke to the report

The team have been working through some 'teething' issues that have arisen with the relocation of Foundation Learning and Social Services Departments.

They are now almost midway through the programme for the 3<sup>rd</sup> cohort of students – a full intake, anymore and the cohort would have been split. The team are aware of the variance in learning levels/needs. The younger students seeming to be more focussed on becoming 'good students', concentrating on attending classes, getting use to life on campus. While the more mature students who have already established 'their place' here at OP are ready to take on the knowledge and to work through course requirements.

Nick spoke of the valuable support they have had from Student Success (particularly Brayden Murray) who have been heavily involved.

Mentors – last year there were two positions (Jade and Janine), this year they don't have that resource quite so readily available – currently Jade and Nick are filling the gap.

Notes from discussion:

- Reason behind withdrawals
  - *One breached parole and the other moved away from Dunedin into full time work.*
- How are the five students in carpentry going?
  - *They are doing well, four students are expected to graduate and one will be awarded with a certificate in attendance.*
- Are we well equipped to help/support these students, especially the younger age group who are growing and learning?
  - *Connections are getting stronger and stronger*
  - *Foundation Studies PEAC continue to have good robust conversations around supporting students (Rebecca)*
  - *There still seems to be unevenness across OP wide around supporting our young people.*
  - *Moana House (external to the organisation) continue to support our young people (informally – often we are unaware of the support they have given).*

How can we develop ourselves so that this void can be filled?

- Gang colours on Campus – not acceptable can be very intimidating to other students
  - *Consider signage – ‘No Colours on Campus’*  
*Hasn’t been obvious on course but is causing concern at the student lunches on a Wednesday in Poho.*
- What support does Trade Training need from Komiti?
  - *We (Komiti) are very interested and keen to know what’s going on, the progress, and would appreciate quarterly reports.*
  - *Is there a way of tracking students through to employment? Is this something Student Services could undertake?*
- Suggestion that Nick attend a Leadership Team meeting (Monday – 11am) to talk about how far they have come and their vision for the future.
- Aware that anything at Foundation Level is resource heavy. Staffing feels less and more stretched this year than last year.
- We need to be mindful of the 2014 fees/accumulating debt for students.
  - *2012 fees were covered by scholarships, 2013 ‘free fees’ – what about 2014?*

### **2013 Scope (Justine)**

The first round of editing has been done and the cover chosen. Justine is still to write the editorial. Expected to be ready for distribution by the end of October.

Next year

- Bigger budget to cover all costs (including staffing)
- Repeating the process used this year, the Writers retreats (x2) and Reviewers retreat out at Tirimoana – this process worked well and helped to consolidate those contributing and to keep within the expected timeframe.

Justine acknowledged the team for their involvement in the process.

### **Capable Iwi**

Justine gave an update on the Capable Iwi work and noted that Tama had been moved from the Capable Iwi team to Trades Training. It was noted that Tama has been a very valuable member of the team and through his networks (and others within the team) has significantly increased the likelihood of potential students enrolling into OP in 2014. At this stage we are expecting:

12 enrolments from Tauranga  
12 enrolments from NorthTec  
10 enrolments from Ngai Tahu

A small number from Invercargill  
Bay of Plenty – delivering our programme out of other institutions

Concern was expressed that the realignment of Tama's work could have a negative impact on the enrolments for this programme.

Richard Ker-Bell is working through establishing Capable Iwi, building relationships, setting budgets, organising staffing all of which need to align with Capable Iwi principals. Richard will attend the Leadership Team meeting within the next couple of weeks to talk through the way forward.

There was a discussion around the potential need for a dedicated role in Māori marketing, acknowledging that in order for the marketing to be effective it needs to better fit the Capable Iwi principles which is not always possible through the usual marketing department processes.

### **Cultural Evaluation**

Draft Cultural Evaluation Report is now not too far away from being emailed through to Khyla who will check around Te Reo. Because of the tight timeframe and to ensure Komiti (and Leadership Team) are able to read the report prior to it being presented to Rūnaka at the Council meeting on the 4<sup>th</sup> of October the 'Draft' copy will be emailed around.

Suggestion that a Special meeting be scheduled/organised for Monday 30<sup>th</sup> of September to include Komiti, Leadership Team and Internal Panel to discuss the report prior to the Council meeting at Ōtākou.

### **Māori Report**

A colour version of the Māori Report was circulated at the September Council meeting and suggested amendments made. The final draft is to go to Khyla for signoff prior to printing, then distribution to Rūnaka prior to the Council meeting at Ōtākou on the 4<sup>th</sup> of October.

### **Naming of Buildings**

Council agreed that there needed to be wider discussion/consultation around the renaming of buildings. At this stage it is thought that the consultation process will be closed off around the end of November ready for the 4<sup>th</sup> of February 2014 meeting.

Notes from discussion:

- It is important for this Komiti to be clear that when buildings are given a name that they are used i.e. Manaaki – not M Block. OP needs to understand that if a Māori name is given and not used it could be taken away.
  - *What are the protocols/ how do we approach this?*
  - *What process are we going to work through and how is that going to happen?*
  - *Will it be done all at once or bit by bit?*
  - *Timing – start of a year for the new cohort of students (maps would also need to be up dated and coincide for the new intake).*
  - *Consultation – Manawhenua, Rūnaka and other Māori connections.*

### **Membership**

Moeraki has made their decision, Marshall will remind Hokonui at the meeting on Monday, Khyla will remind Ōtākou rūnaka.

## **4. Kaitohutohu Report**

### **ACHIEVED**

- Jonathan Mane Wheoki Māori, Pacific and Aboriginal art within the global resurgence of Art indigeneity commonalities, continuities and 'kinships' differ in global resurgence of - Hutton Theatre, Dunedin
- Meeting around Seed programme
- Food Design Conference & Studio – discussion around kai and manaakitanga
- Staff Induction Morning Tea
- 2 Day Te Mata Ira Hui - Oraka Aparima

- Occupational Therapy 2 Day Student Hui at Otakau
- SOS Hui Planning meeting
- Attended Research and Enterprise Investment Plan with KTO Team and Alistair Regan
- Attended OT School Staff Meeting
- Scopia for Mata Ira Research
- 2 Day MSF Evaluation Panel
- Met with Chris Maxwell Te Rōpu
- Coastal Otago Conservation Awards and Toroa Award at the Dunedin Public Art Gallery
- Simon Exhibition Mihi Maiōhā – Art School
- Attended School of Art meeting
- Attended OT Student Conference presentations
- Breakfast with Claire (Moana House)
- Discussion with Des/HSS re entity name
- School Principals' Conference
- Mihi Haere for Rani
- Lync Training with KTO team (new phone system)
- TE Kakano Conference and hui at the Town Hall
- Ako Aoteroa Māori Caucus

#### **PROGRESS AGAINST PRIORITIES**

- Preparation and support for 2013 Scope journal continues
- Preparation for 2013 Student and Staff hui continues (OISA Staff Hui – 8 Oct/SOS – 31 Oct)
- Occupational Therapy Postgraduate programme review on-going
- On-going commitment to build our external relationships around partnering Māori business with Schools

#### **GREAT NEWS, ISSUES/CHALLENGES**

- 2 day MSF Evaluation Panel hui concluded
- Forward planning for the KTO 2014 budget

#### **SIGNIFICANT ITEMS ON YOUR/TEAM AGENDA FOR THE COMING MONTH**

- Completing the Editing of Scope articles
- Meeting with individual schools, a new initiative set up as part of LT role
- Council Meeting - Otakau Marae
- Forward planning and completing the newly devised Research Application for 2014
- Two more Staff/Student hui this year

Huata closed the meeting at 10.00am.

Signed as a true and correct record of the meeting.

..... Chair ..... Date  
Rebecca Williams



## Academic Board

Minutes of the Academic Board meeting held on Friday, 18 October 2013 in Puna Kawa at 9.00am

<b>Present:</b>	Chris Morland Bridie Lonie Sally Pairman Leoni Schmidt	Rebecca Swindells Sue Thompson (Chair) Richard Mitchell	
<b>In Attendance:</b>	Paula Petley (minutes)		
<b>Apologies:</b>	Sally Baddock Phil Ker Samuel Mann	Linda Kinniburgh Tom Naylor Kate Timms-Dean	Khyla Russell Alistair Regan

Although the meeting did not have a quorum it was decided to proceed.

### 1. MINUTES

#### **Paper A56/13 - Recommendation:**

That the minutes of the Academic Board meeting of 16 August 2013 be confirmed as true and correct record.

**AGREED: S Thompson / R Mitchell**

#### **Paper A66/13 - Recommendation:**

That the minutes of the electronic Academic Board meeting of 23 September 2013 be confirmed as true and correct record.

**AGREED: S Thompson / C Morland**

#### **Paper A67/13 - Recommendation:**

That the minutes of the Academic Board meeting of 8 October 2013 be confirmed as true and correct record.

**AGREED: S Thompson / B Lonie**

### 2. MATTERS ARISING

Approval received from NZQA for National Certificate in Horticulture (Introductory) (Level 2) on 16 October 2013.

### 3. Draft Tertiary Education Strategy

#### **Paper A68/13**

Discussion on the Strategy. Not a lot of new material, consolidates what we already know and advances previous priorities. Internationalisation more to the fore.

Matt Carter is attending attended a MBIE & MOE consultation this morning, 18 October 2013.

Sue identified an issue with Priority One: Delivering Skills for Industry. The TES is clear that it is the responsibility of TEOs to work with industry to develop training to meet their needs. Industry feedback to us is that they require graduates to have core skills of e.g. literacy, numeracy, computer and communication skills, and the ability to relate to that industry's customers.

However some of the qualifications resulting from the TRoQ have no credit-bearing courses related to these 'soft skills' despite this feedback. Targeted review of qualifications making this more difficult to achieve.

Process of getting a qualification on the framework difficult due to the time required to consult nationally, and can be costly where there is no suitable existing NZ qualification.

Priority 4: Improving Adult Literacy and Numeracy. TES states TEOs need to offer diverse and flexible foundation skills programmes, suggesting short, quick options targeting job-specific literacy, language and numeracy – however SAC funding structure does not allow for that, because TEOs are expected to enrol learners in a qualification to be eligible for SAC funding. There is a lack of flexibility in adding courses to some qualifications that makes this difficult.

Priority 5: Strengthening research based institutions – more detailed than previous TES.

Priority 6: Growing international linkages – NZQA's initiative to change rules to enable international only qualifications is most helpful.

Any further comments for Otago Polytechnic's submission please pass on to Sue.  
Submission is due 15 November.

#### 4. External Influences

- *NZQA / TEC*. NZQA proposing rule change to allow international only qualifications, Otago Polytechnic has submitted that we support the proposal 100% and it was commented that NZQA should be commended for this initiative.
- *Council update* - last Council meeting held at Otākou Marae. Presentations of the 2012 Annual Report and the Māori Strategic Framework were received positively. There is significant progress in 'closing the gaps' in educational performance between Māori and non-Māori. Feedback received that we could give more specific information in the Annual Report. Excitement about the potential of the CAPABLE Iwi initiative, working specifically with iwi groups around the APL process – by Māori, for Māori. Tikanga and an appropriate cultural approach will be built into the process. It was noted there is a group waiting to start the APL Bachelor of Applied Management Māori Organisational Leadership major as soon as it is approved.
- *Mandatory Review / TRoQ*. Ongoing.

#### 5. QUALITY AND APPROVALS

##### **Paper A69/13 - Report and Recommendations**

##### **Recommendations:**

1. That Academic Board approve the changes for the additional major in Māori Organisational Leadership for the Bachelor of Applied Management degree.

**AGREED: S Thompson / B Lonie**

2. That Academic Board approve the High Level Expectations document for loading onto Insite.

**AGREED: S Thompson / S Pairman**

##### **Paper A60/13 - Minutes 6 August 2013**

##### **Paper A70/13 - Minutes 3 September 2013**

The draft minutes were viewed and noted.

##### **Paper A61/13 – OCC response on review of 20 credits course size**

- The school petitioned to keep the 20 credit courses in their Post Graduate programme. OCC argued that courses need to be flexible, affordable and students need to be able to balance study with work and families.

Sally noted that Midwifery offer similar PG programmes with 15-credit courses, and their students are often mature working people with families, it is not an issue for them. OCC justify retention of 20-credit

courses on the grounds of workload and length of time to complete the qualification. However most of their PG students are distance students. Sue believes it is how the qualification is framed for students; there is concern that the OCC PG qual will be misaligned if we moved to 'pick & mix' qualifications. Sally noted a 5-credit difference is not significant in terms of workload. Total qualification cost should be the same regardless of whether courses are 15 or 20 credits. There is no evidence that the viability of the qualification would be put at risk. It was also noted that other institutions' courses are in multiples of 15, enabling cross-crediting and programme sharing. It was commented that students do not make study decisions based on course credits; and that the courses would still be flexible, affordable and available online.

**Recommendation:**

Academic Board has discussed the paper from the School of Occupational Therapy requesting their 20-credit post graduate courses be retained. Academic Board is not prepared to depart from Otago Polytechnic's 15-credit structure and OCC request is therefore declined.

**AGREED: S Thompson / S Pairman**

**Other**

- National Certificate in Farming Skills (Work Ready)(Level 3). Developers were not aware that animal ethics approval was required for staff and students to work with animals, this has held up approval processes. Otago Polytechnic has an MoU with University of Otago that extends their Animal Ethics Committee cover to Otago Polytechnic; however the distance to Cromwell is an issue and the extension of coverage to include Cromwell is now being applied for.

**6. RESEARCH AND ENTERPRISE**

**Paper A62/13 - Minutes 23 August 2013**

**Paper A71/13 - Minutes 27 September 2013**

The draft minutes were viewed and noted.

Two sets of minutes because there was no AB mtg in September.

**Centre of Research Expertise in Education**

- Research and Enterprise Committee meeting of 23 August had discussed the paper submitted by Prof. Samuel Mann and made a recommendation to Leadership Team that a Centre of Research Excellence in Education be established.

**Recommendation noted and endorsed by Academic Board.**

Leoni reported that she and Alistair Regan were working on how to reconcile the new funding model for schools that incorporates research; draft strategy to be developed.

**7. LEARNING AND TEACHING**

No report from the Learning and Teaching Committee as they did not meet in September or October.

**8. APPROVALS**

**Paper A72/13 Type 1 Approvals**

**Recommendation:**

That Academic Board approves the Type 1 Approvals as listed.

**AGREED: S Thompson / S Pairman**

Academic Board commends Quality Enhancement Centre for their hard work completing the required processes for these approvals.

**9. POLICIES**

**Paper A73/13 - Policies Report**

The Policies Report was viewed and discussed.



**Recommendation:**

That Academic Board notes this report.

**Paper A74/13 – Recommendation for Approval**

- Policy AP0517.04 *Cancellation of Programmes, Courses and Course Occurrences or Cessation of Programme*
  - revised to incorporate MP0700 *Cessation of Programmes*. Includes minor amendment to contact authority.
- MP0358.00 Employment of the Dependent Children of Staff
- MP0359.00 Staff Functions
  - New policies. Management policies but also come to Academic Board.
- AP1003.07 Graduation
- AP1008.07 Student Results
  - Reviewed and significant changes made. Main change to Graduation Policy is that all students who complete formal qualifications (40 credits and over) are entitled to cross the stage at graduation. Equates to around 200 extra students which we can accommodate at a graduation ceremony.

Commented that minimal feedback on these policies had been received during the consultation phase.

**Recommendation:**

Academic Board recommends that these new policies and policy changes are sent to the Chief Executive for approval.

**AGREED:** S Thompson / C Morland

**10. GENERAL BUSINESS**

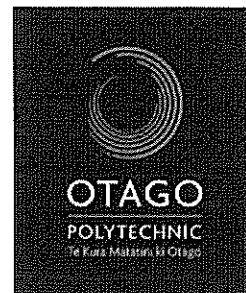
*Forms on Insite.* Bridie noted it was difficult to find the APL form on Insite – it turned out to be attached to the policy. Appreciate that the form needs to be current, but a link should be provided so staff can access it easily. Leoni noted a similar problem with the staff award form.

Sue advised the feedback has been taken on board and actions will be taken to rectify this situation, the APL form is a top priority. Suggested that Policies Committee could create a cover sheet to advise where to locate the forms.

The meeting closed at 10.10 am.

**Next meeting:** Friday 15 November 2013 at 9.00am in G205.

# Minutes of a Meeting of the Student Subcommittee of the Otago Polytechnic Council



Held at 12 midday on 15 October 2013 in G315

**PRESENT:** Tom Naylor (Convener) (SAB), Michelle Barron, Matt Carter, Jeremy Hall, Lang Inder, Kitty Keogh, Fabienne Lecomte (DES), Jamie Robinson, Rebecca Swindells, Suzie Townshend

**Leadership Rep:** Matt Carter

**Council Rep:** Gillian Bremner

**Student Services Manager:** Kitty Keogh

**OPSA Rep:** Rebecca Swindells

**Minute Secretary:** Michelle Barron

## 1. Apologies

Nil

## 2. Minutes

### RECOMMENDATION

The minutes of the previous meeting held on 10 September 2013 were approved as an accurate record.

### AGREED

## 3. Update from September Council meeting

Jeremy Hall attended for Tom Naylor.

- Maori Annual Report 2012. Runaka extremely happy with this report.
- Maori Strategic Framework discussed

## 4. Programme Managers Meeting

Matt Carter attended the above meeting to profile Student Subcommittee. PMs to send names of potential student nominations for this Committee as soon as possible to Kitty Keogh or Michaela Moore so they can be invited to the November meeting and on to the Subcommittee for 2014.

## 5. Renaming and Committee Processes

Council delegated to Matt Carter and Rebecca Williams to progress Student Subcommittee proposed changes. These have been agreed including renaming this Committee to "Student Council".

## 6. Evaluating Student Success

Need to consider if evaluating student success is to be focus of Committee. The definition of this Committee could be: their purpose is to receive requests/ideas, discuss in detail and respond to OPSA and Student Success who action those and disseminate the decisions to students.

## 7. Next Meeting Agenda Items

- Matt to do a summary of Subcommittee purpose and role for next meeting to introduce to new people.
- Discuss 2014 induction and orientation plan

- Prepare a schematic on how/where the Student Council, Council, Leadership Team etc fit together (**Action: Fabienne and Matt**)
- From now on an Agenda, papers and formal minutes from previous meeting to be circulated one week prior to each meeting (**Action: Michaela**)
- Invite Stuart Terry to the first meeting in 2014 to discuss options for formal engagement (surveys, focus groups etc) of Student Council with students (**Action: Michaela**)
- Each Committee member to talk to 5 students and bring 2 students [potential members for 2014] to the next meeting. Must ask questions: (i) what could the Student Council do to help your learning experience next year, and (ii) what would attract you to be involved in the Student Council. (**Action: All** Each member to report back at next meeting.)
- Student Council need to attend focus groups and mix and mingle more with students.
- Next meeting Tuesday 5<sup>th</sup> November 2013 at 4.30pm in Puna Kawa, followed by drinks and nibbles. (**Action: All.** For catering purposes, each member to let Michaela Moore know how many are attending.)
- Michaela Moore to ensure promotional flyers are ready to be handed out at the 5<sup>th</sup> November meeting (**Action**)
- Those who wish to be considered for the convenor role in 2014 are to send their names to Tom by 18<sup>th</sup> October. Michaela will send out nominations for voting. (**Action: Tom and Michaela.**)

## Actions

• Rebecca to invite 4 OPSA Student Representatives to the next Subcommittee meeting	Rebecca Swindells
• Calendar of topics considered by Council on an annual basis to be put together for 2014	Michaela Moore
• Invite potential student nominees to next meeting	Matt Carter
• Prepare a schematic on how/where the Student Council, Council, Leadership Team fit	Fabienne Lecomte/Matt Carter
• Agenda, papers and minutes circulated week before meeting	Michaela Moore
• Invite Stuart Terry to first meeting in 2014	Michaela Moore
• Talk to 5 students; bring 2 to next meeting	All
• Advise Michaela number attending 5 <sup>th</sup> November meeting	All
• Promotional flyers for 5 <sup>th</sup> November meeting	Michaela Moore
• Send convenor nominations by 18 <sup>th</sup> October to Tom	All
• Send out nominations for voting	Michaela

## **8. ADDITIONAL AGENDA ITEMS**