

Register - PEAC

Proposer	Name	Position	Company	Phone	Email	Areas	Conflict of Interest	Prospect/Exsting	Meeting - 5/3/2020	Meeting - 2/9/2020
Melissa	Dan Harmes	Director	Platinum Recruitment		Daniel@platinumrecruitment.co.nz	Human Resource, Business Development	N	P	Accepted	Accepted
Melissa	Dean Delany	Client Relationship Manager	Platinum Recruitment		dean@platinumrecruitment.co.nz	Human Resource, Business Development	N	P		Declined
	Jason Lindsay	Director	Petridish		jason@8stafford.com	Innovation, Business Development	N	P	Accepted	
Hilary	Sanae Herd		Dunedin City Council - Tourism		Sanae.Herd@dcc.govt.nz	Tourism, Marketing	N	P	Accepted	Accepted
Rachel	Michelle Branford	Event Delivery Manager			branfords05@gmail.com	Events	Teaching	P	Declined	Apology
Emma	Robyn Leyden	Recruitment Consultant & HR Specialist	Your People Recruitment		robyn@yourpeople.co.nz	Human Resource, Administration	N	P	Accepted	Accepted
Emma	Kate Lilley	Executive Assistant	Southern District Health Board		aapnzdunedin@hotmail.com	Administration	N	P	Declined	Accepted
Phil	Heidi Renata	Founder/ Chief Energy Offcier	Inov8 HQ		info@innov8hq.com	Sales / Maori Business	N	P		Accepted
	Diana Hudson	Consultant	Wilkinson Rodgers		diana.hudson@wrlawyers.co.nz	Employability, Human Resources	N	P		
	Donna Hall	Business Development Manager	Polson Higgs		donna.hall@ph.co.nz	Accounting	N		Tentative	Declined
Rachel	Kim Dodds	Business Development Manager	Dunedin Venues		kim.dodds@dunedinvenues.co.nz	Business/Events - MOU	N	P	Accepted	Apology
Lynn	Rosie Shanks	Venue Manager	Speight's Brewery	027 828 0002	rosie.shanks@lionco.com	Tourism	N	P		
Lesley	Raymond Clark		Dept of Corrections		raymond.clark@corrections.govt.nz	Probation Client Services	N	P	Accepted	Accepted
Lesley	Marty Hayes	Director / Owner	Veggie Boys	027 234 5089 OR 477 7987	marty@veggieboys.net	(NOTE: Checked with Raewyn Hay 25/8)	N	P	Accepted	Accepted
	Marilyn Innes		Shetland Group Accommodation	0224672803	mjinnes@xtra.co.nz	International business experience	N	E	Accepted	Tentative
	Sally Young		858 George Street Motel		sally@858georgestreetmotel.co.nz	Accommodation, Tourism	N	E	Accepted	
	Lindsay Dey		Impact Consulting		lindsay.dey@impactconsulting.co.nz	Accounting	N	E	Tentative	Accepted
	Sally Boulton		Events4You		sally@events4you.co.nz	Events	N	E	Declined	Apology
	Sophie Barker		Otago Peninsula Trust		Sophie@albatross.org.nz	Tourism	N	E	Declined	Declined
	Alex Hanagan		Hanagan & Grieve		alexandra.hannagan@travelassociates.co.nz	Travel	N	E	No response	No response
Lynn	Chris McCormack	Operations Manager	Royal Albatross Centre		chris@albatross.org.nz	Tourism	N	P	Declined	Declined



School of Business – PEAC Meeting minutes

Date	Wednesday 5 June 2019
Time	8.02am
Apologies / absent	Sally Young, Ali Copeland, Sally Boulton, Sophie Barker, Callum McKirdy
Present	Emma Hogg, Marilyn Innes, Lindsey Dey, Hilary Jenkins, Anne Macleod, Lesley Gill

Carried forward	<ul style="list-style-type: none"> ▪ Minutes of previous meeting – any matters arising (18 months since last meeting)
Items	<ul style="list-style-type: none"> ▪ Welcome ▪ Introductions ▪ Update
Discussion	<ul style="list-style-type: none"> ▪ Welcome Emma welcomed everyone ▪ Introductions Marilyn – PhD in Asian Education, formerly a Principal, built 3 commercial buildings in Dunedin Lindsey – Professional Chartered Accountant, Dip in Recreation & Sport, First involvement with OP in 1969 Emma – Interim Head of School of Business (SAB) Anne – Business Administration Certificates Programme, many years of experience Hilary – Tourism Programme Lesley – PhD Emotional Intelligence, Degree Programme ▪ Update - structure <ul style="list-style-type: none"> ▪ In the last 18 months – lots of transitions, changes to EAD ▪ EAD disestablished in April 2018 – SAB and BIT now separate ▪ SAB now under College of Art, Design and Architecture (ADA) ▪ BIT – under College of Engineering, Construction and Living Sciences ▪ Interim Head for College of ADA – Carolyn Terpstra ▪ New recruit for College ADA from South Africa and awaiting their visa ▪ Now looking to recruit a permanent HOP for SAB ▪ Update – personnel <ul style="list-style-type: none"> ▪ Sharleen Howison – now in Central Otago Campus ▪ Kay Lion – resigned from OP / Acknowledged the work done by Kay ▪ Lesley Smith – now Assoc Director: Quality Services ▪ New members – Ehtasham Ghauri, Melissa Clark-Fuller (alumni), Vijay Kumar, Caryn Hayes and two administrators (Lina & Marie) ▪ Budget – Emma <ul style="list-style-type: none"> ▪ Last years – exceeded by 4 ETFS ▪ This year ok so far ▪ Forecast 45 EFTS – appears on target (it may go slightly under) ▪ International student numbers down slightly, AIC (Akld campus) more so ▪ AIC process the international admissions to OP Dunedin ▪ Overseas placements <ul style="list-style-type: none"> ▪ Embracing Global Engagement ▪ Four students in Kyoto currently ▪ One business student going to Shanghai for six weeks ▪ SAB / Emma successful in securing grants totalling \$125k for scholarships

	<ul style="list-style-type: none"> ▪ Visa changes and Immigration impacting on numbers ▪ Reform of Vocational Entities <ul style="list-style-type: none"> ▪ Concept was to combine all 16 entities ▪ Majority of entities strongly feel to service their local region that they need to have the regional name in their title ▪ All the submissions are now currently under review ▪ The initial proposed reform had not taken into account degrees, post-grad, research etc ▪ Lindsey – OP submission = fore-runner to change? ▪ Marilyn – Government attempting to do a One Size fits all ▪ Lesley- The performers soak up the non-performances which means the performers such as OP would suffer ▪ OP proposed – some regional autonomy ▪ Marilyn – where vocational / academic meet ▪ Emma – OP do deliver well, shows learners their study / work journey ▪ Marilyn – OP more practical and sensible ▪ Lesley – Lifelong learning education with a connection to work. Degree and above transitions into real work ▪ Marilyn – current environment not providing a sense of security (people have mortgages etc) ▪ Emma – students (potential as well) have not really been asking. The ideology was to commence the reform in January 2020 – realistic? ▪ Lesley- silence is quite ‘loud’ ▪ Marilyn – suspect the issues regarding primary and secondary taking precedence at present ▪ Hilary – The newspaper advises that seeking to make it more skills focused ▪ Emma – PEAC meeting, post VE feedback
Industry feedback	<ul style="list-style-type: none"> ▪ PEAC members <ul style="list-style-type: none"> ▪ Marilyn: <ul style="list-style-type: none"> Big technological changes Subtle impact / no always obvious the role technology has ▪ Lindsey – good to have new faces as this will bring new ideas
Programme update	<ul style="list-style-type: none"> ▪ Tourism Certificates and Diploma – Hilary <ul style="list-style-type: none"> ▪ Certificate <ul style="list-style-type: none"> 6 months duration – two intakes per year Beginning of the year had 13 students now down to 10 – normal attrition Eighty percent of Certificate students move into the Diploma mid-year The 2 night field trip has been moved from the Certificate Programme to the Diploma Certificate students still get experience trips such as the Escape Room, Sinclair Wetlands, and a new operator, Waka Tours based out at Karitane Have six applicants so far for the mid-year intake NZQA Consistency Report – outcomes effectively demonstrated, good moderation outcomes received (internal and external) ▪ Diploma <ul style="list-style-type: none"> Currently 13 students One will graduate mid-year Fourteen enrolling mid-year Pastoral care – have put some students through to Student Success; being proactive and getting students there as soon as we see where assistance is needed Academic writing of the domestic students in most notably where this is needed Predominately female students We have two international students in the mid-year intake Field trip in September to Arrowtown, Wanaka, Queenstown; local tour operator organises these trips Operators happy to share their experiences with the students; actively recruiting

Students must completed 10 hours of voluntary service – stadium, ID show etc

▪ **Student Feedback**

Role plays are effective

Cruise ships – really enjoy; this year they went on the Ovation

Courses adjusted from feedback

▪ **Business Administration – Anne**

▪ **Student work**

Students work displayed on noticeboards around the classroom / inspirational

Students do meetings each week for practice on hold to conduct meetings

Community event organisation is part of the programme – recently packing veges at 7.30am; it's about logistics, health & safety, risk management, problems etc

Three males on the course this year

▪ **Course**

This semester merged the Level 3 into Level 4

Added an extra four hours

Plus merged in some students from the Study and Preparation course

Course redeveloped of new requirements

▪ **Outcomes**

Some really good successes

Two from Level 3 course went straight to the Degree Programme and are the top performing students

One of last year's students now an Executive Assistant at GCA

▪ **NZQA Consistency**

Looks at graduate profile outcomes

Requires feedback from stakeholders / employers – very difficult to obtain

Purpose is not to judge the student but to see how well the course / teaching content prepared a student for the work they are doing – employer expectations

Most times it is difficult to get the student's permission to approach their employer – have the right to say no

Marilyn – mentioned that it takes four plus months before an employer has an idea of who their new employee is working out

Other sources – self assessment, student surveys, moderation, team groups

Marilyn – measuring vs mentoring – questioning value and time pressures? Are we over-measuring and under mentoring?

Lindsey – the stakeholders / employers don't see the relevance. Do they have an awareness of what is required

Emma / Anne – changes in consistency requirements has an impact

▪ **NZ Diploma in Business / Bachelor of Applied Management / Graduate Diplomas**

▪ **Governance Group established to cover SAB, AIC, Central Campus and CAPABLENZ for redesigning the Degree Programme**

Plus expectation of making efficiencies

Changes – Year 2 and Year 3; no change for Year 1

Specialisations maintained

▪ **Proposed changes – Year 2**

NEW – three compulsory courses

- Design Thinking for Organisations

- Contemporary Communication Practice

- Changing business landscape in Aotearoa NZ

- Plus electives

▪ **Proposed changes – Year 3**

NEW – one compulsory course

- Implementing Sustainable Practice

▪ **Discussion**

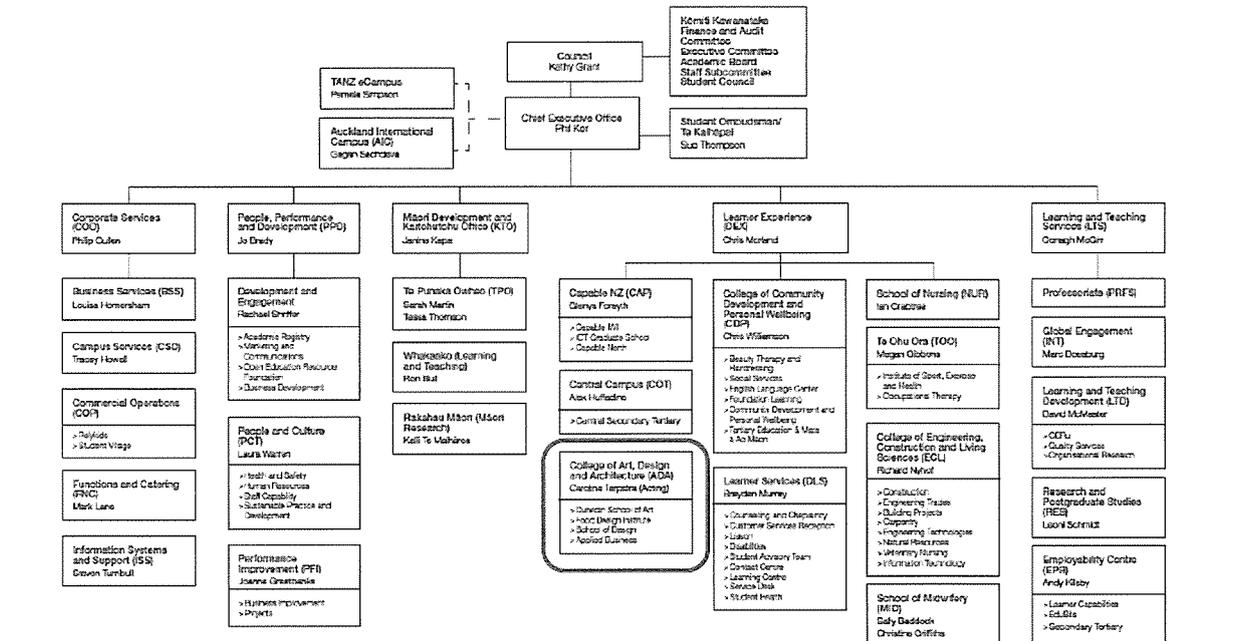
	<p>Marilyn – Immigration = hurdles – expectation – that with Management in the Degree title that the holder must obtain a Management or Managers position</p> <p>Emma – still have Graduate Diplomas with their specialities</p> <p>Lindsey – the word Contemporary vs Professional</p> <p>Emma – Trying to use current language; appropriately and effectively; method and delivery mechanisms; interpersonal skills</p> <p>Lesley- title to reflect relevance of what’s current</p> <p>SUGGESTIONS – Modern Practice and Communication</p> <p>Lindsey – Four specialities from six?; LinkedIn, people will show Degree and then will list speciality underneath</p> <p>Lindsey – Project Management – demand area, not just construction but used generally</p> <p>Marilyn – Programme titles should be limited to a couple of words</p> <p>Marilyn – questioned the use of the word “Organisational” as it is too broad</p> <p>Marilyn – suggested the use of the word “Methodology”</p> <p>Emma – Capable NZ – restructuring of Specialisations</p> <p>Marilyn – the importance of Event Management?</p> <p>Emma – has an industry demand; steady cohort of 15 grandaunts</p> <p>Emma – Now analysing data / use of specialisations – reviewing; Sport Management Events have different content, learning outcomes and timetabling</p> <p>Marilyn – questioned about hotel management as it is difficult to find a course that fits for understanding about analytical thinking of what happens in a business that is not front desk</p> <p>Hilary – there is content in the Tourism Programmes that covers this</p> <p>Marilyn and Lindsey in support of the new structure and move to specialisations.</p> <ul style="list-style-type: none"> ▪ Marketing <p>Marilyn – how do secondary schools find out</p> <p>Emma – OP Liaison Officers, hosting of Careers Expo’s (had one in May), host events for schools such as Bayfield, Logan Park and Kings, hosting Microsoft Suite for Secondary Schools</p> <p>Emma – Educating Careers Advisors as they tend towards mentioning University and less inclined to mention Polytechs</p> <p>Marilyn – Overseas tend to look for University on the certificates</p> <p>Emma – A mind shift is needed. The OP student Village accommodation has made a difference to some people’s perception</p> <p>Lindsey – Careers pathway, Rebranded Polytech did lift perception; Not as down as you think as there is definite growth; need to continually market; quarterly research= blows you away; promoting continuation of the growth</p> <p>Marilyn – some mini “TED” talks, invited events, lift skills profile</p>
To be carried forward	<ul style="list-style-type: none"> ▪ PEAC meeting after the release of VE reforms document ▪ Workshop format for next meeting
Meeting closed	9.22am

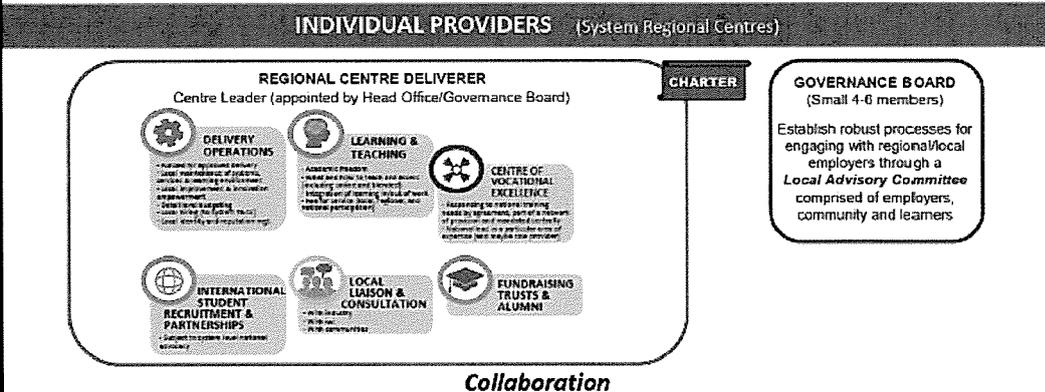
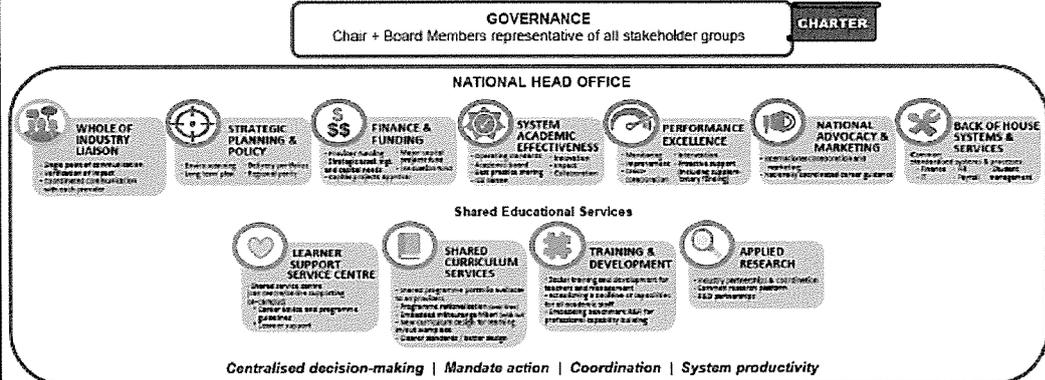
Welcome To The Otago Polytechnic School of Business



Otago Polytechnic Organisation Chart 2019

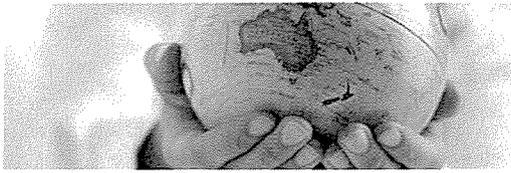
Organised by self-leading team





New Structure:

	Course Name	Level	Credit	
Year One – 120 credits <i>NB: no change to Year ONE</i>	Core Courses			
	BX501001	Organisations in a New Zealand Context	5	15
	BX502001	Business Environment	5	15
	BX503001	Business Functions	5	15
	BX504001	Principles of Change Management	5	15
	ELECTIVES	A choice of four electives at level 5	5	60
	Total			120
Year Two 120 credits	Compulsory Courses			
	BX613001	Improving Organisational Performance	6	30
	NEW	Design Thinking for Organisations	6	15
	NEW	Contemporary Communication Practice	6	15
	NEW	Changing business landscape in Aotearoa NZ	6	15
	Specialisation/Electives			
		3 x Level 6 Papers from Specialisations	6	45
Total			120	
Year Three 120 credits	Compulsory Courses			
	NEW	Implementing Sustainable Practice	7	15
	Specialisation/Electives			
		Organisational Research Design	7	15
		Internship Project	7	45
		2 x Level 7 Papers from	7	30
		1 x Level 5, 6 or 7 Paper	5-7	30
Total			120	



Date	Thursday 5 March 2020
Time	5.30pm
Apologies	Lindsay Dey, Impact Consulting; Sally Boulton, Events 4 You; Matthew Davey, TicketDirect, Donna Hall, Polson Higgs; Michelle Branford, Events.

Present	Federico Freschi, Head of College	Emma Hogg, Head of Programmes
Otago Polytechnic	Anne Macleod	Ehtasham Ghauri
	Hilary Jenkins	Lesley Gill
	Lynn Brandham	Rachel Byars

Present	Daniel Harmes	Platinum Recruitment
Industry	Kim Dodds	Dunedin Venues
	Marilynn Innes	Shetland Group Accommodation
	Marty Hayes	Veggie Boys
	Raymond Clarke	Department of Corrections
	Robyn Leyden	Your People Recruitment
	Sally Young	858 George Street Motel
	Sanae Herd	Dunedin City Council
	Jason Lindsay	Petridish

Commenced	5.46pm
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Carried forward	<ul style="list-style-type: none"> • n/a 	
Items	<ul style="list-style-type: none"> • Welcome • Introductions • School of Business overview • RoVE / NZIST update • Programme reports – <ul style="list-style-type: none"> ▪ NZ Certificate in Business Administration ▪ NZ Certificate in Tourism and Travel ▪ NZ Certificate in Study and Career Preparation ▪ NZ Diploma in Travel and Tourism ▪ NZ Diploma in Business/ Degree / Grad Dip • Programme updates – <ul style="list-style-type: none"> ▪ Degree ▪ Post Graduate • Research update • International update • Industry update 	<ul style="list-style-type: none"> • Emma Hogg • All • Emma Hogg • Federico Freschi • Anne Macleod • Lynn Brandham • Lynn Brandham • Rachel Byars • Rachel Byars • Emma Hogg • Lesley Gill • Ehtasham Ghauri • Hilary Jenkins

Discussion

- **Welcome & School of Business overview**

Emma provided an overview of the structure the Otago Polytechnic with the focus for the School of Business being on the Dunedin site

An overview of the courses the School of Business offers and how each course relates to one another creating a pathway of continued education for our students – from Certificates (Level 4) to Graduate Diplomas (Level 7)

An overview of what is PEAC and the role of those involved in PEAC
- **Introductions**

Each participant introduced themselves
- **RoVE / NZIST update**

Federico provided an overview of the sector-wide review and that for the short term that Otago Polytechnic, from 1 April, will be a subsidiary of New Zealand Institute of Skills and Technology (**NZIST**). For the next couple of years operationally things will remain pretty much the same. We are not keen on uniformity across New Zealand and are working on preserving the existing characteristics that attract students to Otago Polytechnic. NZIST is for now excluding degrees from the reforms.

In addition to the above Federico touched on the role of PEAC members as having a role of advocacy and championing what we do. The approach is holistic encompassing a 'life-long' view and make ask in the future to advocate for OP.

Our CE, Phil Ker, retires in April and there a four candidates short-listed. The role will change and the autonomy of the past will no doubt be less under NZIST.

The College of Art, Design and Architecture (silent B for Business) having different programmes and with the schools coming together was what attracted Federico to the position. The Dunedin School of Art is turning 150 years old this year. Reading the history the Dunedin School of Art and Vocation has had a long tradition of working together.
- **Programme reports**

Emma advised that numbers of this first year students are up significantly on last year. We have about a dozen students affected by Covid-19 from China. The School of Business is the most affected as we traditionally have a high number of international students.

Reports – please refer to the appendixes

 - NZ Certificate in Business Administration
 - NZ Certificate in Tourism and Travel
 - NZ Certificate in Study and Career Preparation
 - NZ Diploma in Travel and Tourism
 - NZ Diploma in Business/ Degree / Grad Dip
- **Programme update**
 - **Degree**

Moving away from majors to specialities or general applied management

There will be no change to the first year courses as they are tied into the NZ Diploma of Business

The new look degree will be implemented in 2021 which means those students in year one this year will automatically go into the new courses

In the second year courses there are new compulsory courses

 - *Design Thinking for Organisations*

It's taking a holistic approach to problem-solving with a humanising aspect
 - *Contemporary Communications Practice*

This course draws attention to the different types and variety of media

- *Contemporary Iwi Maori Organisations*

This course is about recognising and understanding of Maori culture and business operations

In the third year there is one new course

- *Implementing Sustainable Practice*

This course is about critically evaluating pathways for improved successful practices that are sustainable

▪ **Post Graduate**

OP has received expressions of for it to provide post-graduate. Currently OP has a Masters of Professional Practice which is co-ordinated through NZ Capable. This course is designed for those already in the workforce which means it excludes our graduates.

The point of difference of our programmes is that they are hands on with a good amount of practical applications and industry connections.

The thesis for our Masters Programme is of a practical nature with an underlying focus of providing the knowledge and skills to prepare our students for a 'dream career'.

Please refer to the presentation for the Masters of Applied Business structure.

▪ **Feedback regarding Post Graduate Diploma**

Raymond – *We see a lot with MBA's (traditional post-grad), How does this programme fit in?*

Lesley – *MBA's are good but are a bit of a 'pressure cooker'. With an MBA it is hard to have the experience alongside and difficult to innovate. The MBA is more theoretical.*

Raymond – *Doesn't know anyone who would say, "I'm going to work for Corrections", who need more leaders and managers. Being able to upskill someone within Corrections with what we are offering is what is needed.*

Lesley – *demonstrated how this could work by providing the example of say, researching re-offending.*

Raymond – *Could see how this could be applied with Corrections with a programme like ours. Corrections has about 10,000 employees.*

Marilyn – *How would the linkage work with other papers?*

Lesley- *Would be a pathway for graduates to move onto the Masters Degree. Pass rate would be part of the consideration. For international students their degrees would definitely have equivalency and their IELTS must meet the standard set.*

"Students don't come in as a Masters Student but do leave as a Masters Student".

Marilyn – *in her experience overseas workers need a lot of 'hands on' support to bring them up to speed.*

Marilyn – *queried the title*

Emma – *the programme is already accredited hence the reason we are unable to make significant changes. If we went it alone then we would have to complete the accreditation process independently of the one currently in existence.*

Raymond – *For example if you have a Bachelor of Social Services could you do this programme?*

Lesley – *Yes*

Sanae – *Who is this targeting and are there options of full and part time study?*

Lesley – *it will be dependent on how it is funded*

Federico – *The nature of the course means that it will mostly be from those in employment*

- **Research update – please refer to the appendixes**
Ehtasham – we are seeking support and endorsement from our PEAC members and other organisations for research topics and feedback
- **International update – please refer to the appendixes**
- **Contributions**
Federico – desire to preserve interesting and meaningful research; possibly under threat with RoVe. Need to retain, need to be producing knowledge. Federico is seeking meaningful collaborations.
- **Scholarships and exchange**
Marilyn – *Scholarships – would be happy to provide a scholarship or award and very keen on a Masters level*
Raymond – *Scholarship ideas – there’s a variety of entities that may be receptive. How to start a business from small to medium*
Marilyn – *What about doing internal scholarships in institutions and within businesses*
Federico – *College Perspective and Internationalisation strategy – what sort of experience would you like to see that comes with Exchange students? Doing exchange is about reciprocity being the equal number of student exchanges. From our perspective it a cost hurdle for our students therefore we are unable to send the equivalent number. We are seeking feedback and possibly financial support on this matter.*
Kim – *Compass Catering are part of Dunedin Venues are a global company. Maybe bring some students in and exchange worldwide. This involves looking at relationships and partnerships. Benefits then for both students and companies.*
Emma – *Scholarships – We have had two applications for the Prime Ministers Scholarships and both occasions have been successful which one group going to Japan and the other to Vietnam.*
- **Industry update**
Sally – *the “Virus” is affecting industry*
Kim – *the “Virus” is having an impact. Seeing that some business that normally go overseas for international events now looking within New Zealand. As a result Dunedin is getting some of this experience and having to connect with other businesses around Dunedin particularly has this is the “High-end” market. So this is seen as a great opportunity.*
Sanae – *They are in the process of an “Enhanced Domestic Campaign” highlighting Dunedin and examining ways of how to get people to come to Dunedin*
Marilyn – *A lot of Corporates, Trades People coming from Melbourne, Christchurch etc.; “fervour – go where the work is”. Increase in Corporates and some possibly cutting out the local Dunedin businesses*
Sally – *the market is still there for them; stable. OTA’s (Online Travel Agencies) have changed.*
Marilyn – *OTA’s are fighting amongst themselves at present and playing the market. They are taking cuts on their commissions.*
Kim – *Business in general is positive and there is positive growth. Happy with their forecasting going forward.*
General consensus – **Seeding Dunedin as the city of sustainable growth. Need to collaborate, partner up and having these conversations.**
Federico – *City with oldest Art School , can be exploited*
Marilyn – *Europeans now staying in one place each week. Some are staying longer than a day*
Jason – *Looking at the courses, have we considered creating an entrepreneur course?*

	<p>Emma – <i>we don't have a stand-alone course and longer, we used to. Entrepreneurship is embedded into our courses. There is a move towards innovation although there a lot of entrepreneurial elements that remain.</i></p> <p>Federico – <i>Internal tourism – How do we integrate and see opportunities out of major events such as earthquakes.</i></p> <p>Lesley – <i>How do we get into the new space?</i></p> <p>Hilary – <i>Reflective on how we travel and where we are staying</i></p> <p>Kim – <i>we need to sit back and reassess where we are, do good planning and forecasting that creates motivation and energy.</i></p> <p>Federico – <i>“Never let a good crisis go to waste”</i></p> <p>Marilyn – <i>Maybe bring in more from Europe particularly as those currently visiting are absolutely loving Dunedin and its nature</i></p> <p>Daniel – <i>Career Pathways – are we reaching out to other entities such as CODE, Herens</i></p> <p>Emma – <i>Yes we are</i></p> <p>Daniel – <i>it's a positive time therefore we do not want to waste it</i></p> <p><i>No further comments</i></p> <ul style="list-style-type: none"> • Degree Monitor Emma – We have a new degree monitor and that they may wish to meet the PEAC members. It is likely to be short notice. • Closing Emma conducted the closing and thanked everyone for attending and being engaged with the discussion and providing feedback
Meeting closed at	7.19pm

Appendixes

Programme reports

- **NZ Certificate in Business (Administration & Technology) – level 3 & 4**

We have been delivering the above course since 2017 and over the last three years developed the course to meet the needs of the graduates and stakeholders.

These new courses focus on: digital technologies using MSOffice 365, financial changing to Xero, customer service, communication, problem-solving, policies and legislation, collaboration and teamwork, self-management, working independently.

In 2018 we ran the Level 3 certificate in the first semester only. The numbers in the second semester were low and we offered the students the opportunity to move to L4 certificate. At this time, we developed a course Essential Training that covered many of the basic/foundation topics from Level 3 and offered it for four hours a week.

Enrolments

2019

Level 4 – 25 enrolled, 15 completed

2020

Level 4 – 11 enrolled

Two students studied IT certificate, 2 to NZD in Business, 2 to Otago University, 1 to Design and 1 to Hospitality. Others were looking for work in Christchurch and Dunedin. An international student went to study in Germany.

During 2018 and 2019 both our Level 3 and Level 4 programmes were presented to NZQA for Consistency Review. Consistency Review looks at the Graduates of each programme to check that the Graduate Profile Outcomes set by NZQA for the qualification are met. This involves discussion and surveys with Graduate, Stakeholders (further study or employment) and self-assessment by the organisation. Both programmes were successful by gaining a Final Rating of Sufficient, (options are only Sufficient or Not Sufficient).

At the end of last year, Julie Notman retired after many years with a passion for Business Administration and we are very pleased to have on-board Caryn Hayes who is thoroughly enjoying the classes we have this year.

Anne Macleod
Senior Lecturer
5 March 2020

- **NZ Certificate in Study and Career Preparation, and NZ Certificate in Tourism and Travel – level 4**

The New Zealand Certificate in Study and Career Preparation and the New Zealand Certificate in Tourism are both Level 4 programmes with the students studying for five months.

The Study and Career Preparation course has an open entry with intakes in February and July. It attracts a range of students from school leavers to mature students retraining and international students. The student numbers each intake range from 15-20 students.

This is a valuable course as students gain skills including computer and research work, academic reading and writing, and communication strategies. This qualification guarantees entry to progress to higher level study, either on the New Zealand Diploma in Business, the New Zealand Diploma in Tourism and Travel or on to the Bachelor of Applied Business.

This has been a very successful pathway for a large percentage of students who have continued their studies to graduate with the Bachelor of Applied Management.

The NZ Certificate in Tourism cohort for 2019 comprising of 11 students, all successfully graduated and 10 out of 11 students stair cased to the New Zealand Diploma in Tourism and Travel in July. This has been a popular pathway for students but they can also graduate and gain employment.

The programmes comprises of two courses, the Tourist Experience which profiles tourists visiting New Zealand and researches New Zealand destinations .In the Tourism Professional course the students learn communication skills, customer service strategies, legislation, Maori values and sustainable business systems and processes relevant to the New Zealand tourism industry.

The students engage with the tourism industry by visiting the local t suppliers, e.g. Leisure Lodge, Toitu Museum, Speights and Escape Dunedin at the prison.

One of our lecturers, Chris Roberts, also owns and operates a local company, Back to Nature Tours and the students have the benefit of his knowledge of running his own operation. They also have the experience of visiting the attractions around Dunedin.



Volunteering @ Sinclair Wetlands with Chris

The New Zealand Certificate in Tourism course successfully gained sufficiency under the NZQA consistency review process which confirmed that we offer a blended programme covering all aspects of the qualification and our graduates meet the graduate profile outcomes of the qualification and possess the skills, attributes and work readiness for the tourism industry.

Our student feedback from the course includes the following statements;

“Being able to learn hands-on skills that can assist me with future jobs”,

“Learning about the history of tourism and what it has come to be like today, also going of field trips to really get an insight to what it is all about is awesome as it gives you a new perspective”.

“I enjoyed hands on activities and getting to do creative assessments that weren’t just writing essays.”

Lynn Brandham
Senior Lecturer
5 March 2020

- **NZ Diploma in Travel and Tourism – level 5**

This report is embedded in the PowerPoint presentation

Rachel Byars
Principal Lecturer
5 March 2020

- **NZ Diploma in Business/ Degree / Grad Dip**

This report is embedded in the PowerPoint presentation

Rachel Byars
Principal Lecturer
5 March 2020

▪ Post Graduate – Masters of Applied Business Degree – Consultation

1.1. Rationale for introducing a Masters' degree

We seek support from our industry partners for the introduction of the Masters of Applied Business programme offered in addition to our current suite of Diplomas and Degrees for 2021

This section details the rationale for introducing a Masters of Applied Business degree in the **School of Business, Otago Polytechnic in Dunedin**. Currently this Masters' degree is only available through AIC, Auckland. We are currently consulting with our stakeholders to procure their feedback and support, before we seek site accreditation to offer this qualification in Dunedin.

At the same time as the demand for management professionals is growing, the demand for higher level qualifications is increasing, so that more and more jobs require a degree-level qualification as a minimum, and job applicants with postgraduate qualifications are at a considerable advantage. The latter particularly applies to applicants who gained their initial qualifications in countries where English is not the first language. Many potential job applicants already have degree level qualifications in business, commerce, management or another discipline and need to acquire further knowledge and skills in order to move into (or advance within) management roles.

There is evidence to suggest that there is interest in a face-to-face supervised Masters' degree taught programme in Dunedin, which has the capability of offering a post-graduate pathway for graduating Bachelor of Applied Management students. Interest both locally and internationally has been identified. The current Bachelor of Applied Management which is currently being offered at AIC, Auckland could be offered in Dunedin without changing the structure of the current programme, which offers a Certificate, Diploma and Masters pathway.

Additionally, there is anecdotal evidence for a need for this suite of programmes in Dunedin **to meet the growing needs of businesses, as conveyed by our PEAC**, who have pointed to the academic creep towards post-graduate qualifications as an entry point to employment opportunities. Post-graduate qualifications, and particularly those gained at Otago Polytechnic where there is a signification focus on balancing theoretical knowledge with practical application has been highlighted. Thus, potential workers begin employment highly qualified, knowledgeable, and experienced with a strategic focus and confidence, as well as holding the practical knowledge and skills in their specialist work field.

The Masters of Applied Business has also been identified as a logical progression for those who do not have sufficient work experience to enrol in the Masters of Professional Practice currently offered through CAPABLE. Our Masters of Applied Management programme will also generate a younger student market who want to further their learning before seeking employment. Potentially, it offers an opportunity for International students who want to advance their learning before returning home.

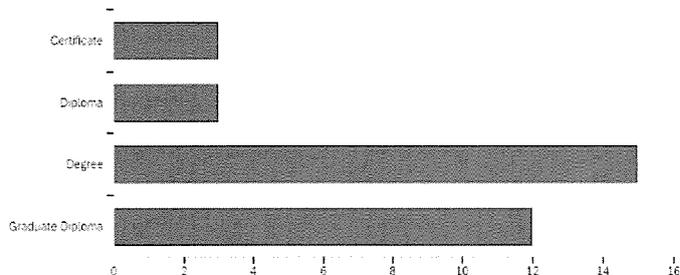
The Masters of Applied Business compliments and advances our existing undergraduate academic programmes.

1.2. Supporting Evidence

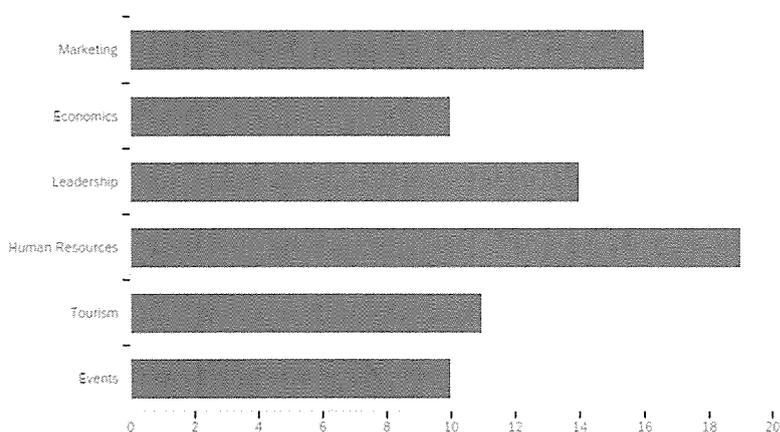
As part of their studies, a group of second year students studying the Level 6 *Improving Organisational Performance (BX660118)* paper undertook a survey via OP Qualtrics in 2019 to explore student interest and perspectives of introducing a Masters' degree pathway.

A survey was sent via Qualtrics studying with the School of Business. Thirty three students responded, of which 54.5% ($n=18$) were International students and 45.5% ($n=15$) were Domestic students. Students were enrolled across Certificate, Diploma, Degree and Graduate Diploma programmes. Results from the survey are presented below.

- Participants were asked to identify which course they were currently enrolled in.



- Participants were asked their level of interest (on a scale of 1 – 10 with 10 being the highest) in a Masters of Applied Business programme. Of the 33, 32 indicated the maximum (of 10). One person did not respond.
- Participants were asked what papers they would be interested in studying in the Master’s in Business program (asked to choose 3).



#	Answer	%	Count
1	Marketing	20.00%	16
2	Economics	12.50%	10
3	Leadership	17.50%	14
4	Human Resources	23.75%	19
5	Tourism	13.75%	11
6	Events	12.50%	10
	Total	100%	80

4. Participants were asked if they thought a Masters in Applied Business can improve their professional and practical skills, to which 89% (n=23) said 'yes'; 10% (n=3) said 'no', with 7 who did not answer. Comments included:

- Get more deep knowledge
- Of course! It assists them to gain practical knowledge
- It could be very beneficial for improving your CV, which in turn, could help improve your prospects of finding a job
- More education provides better skills
- Yes, will get deep insight and more knowledge
- Help to increase professional skills
- It would build upon the existing knowledge we have been given and ensure that we are confident in our specialty!
- Deeper understanding
- Any learning opportunity should improve your skills in that particular area
- Well knowledge is power so any progress in education will hopefully improve professional and practical skills
- More practical knowledge
- Yes will get students more confident and prepared for the workforce and
- Give me for information to get work prepared

5. When asked if they thought holding a Masters in Applied Management would mean they become more employable, of the 29 responses, 93% (n=27) said they would, while 7% (n=2) said no; offering some of the following comments:

- It indicates to an employer that you have committed significant time into this field and are knowledgeable on the topic
- Indeed. After having enough knowledge of this course, a person can not only get a well-paid job but he or she can own [their] own business. There are lots of job opportunity that are available for them such as marketing, manager, accounting and so on
- Employers would most likely value a Masters' degree
- Depends on experience as well
- Because will have more information
- Provides practical experience
- Shows dedication to the area of study you are in and could potentially work in. Employers like the stick-ability of students studying
- If you are aiming for a leadership role then an education in that area should make you more employable
- I would feel confident, although I think it's important to have experience in the workforce as well. Some employers may be a little worried, as some student are seen as textbook taught and lack practical experience. I think it's important to amalgamate the two and also educate students on the social environment and norms with various office workplace cultures.

-
- Stand out to employers above those with just a degree
 - I think employability is a matter of talking the talk and networking
-

6. Additionally, 86% ($n=25$) of participants stated that offering a Masters in Applied Business qualification would increase the reputation of Otago Polytechnic, stating that it:

-
- Definitely would draw attention to a lot of business students.
 - It will add more value to OP and make people see it is just as good if not better than a University
-

1.3. Transition Arrangements

Students who have succeeded academically in the Bachelor of Applied Management and Graduate Diploma, and who meet the entry criteria for the Masters of Applied Business, will be invited to apply to enter the Masters of Applied Management suite of programmes.

Prospective students who have responded to national and international advertising will be processed to check that their current qualifications are at an acceptable standard as prescribed by the entry criteria, or have equivalency, and that they meet IELTS standards for English language.

1.4. Structure of the Masters Programme

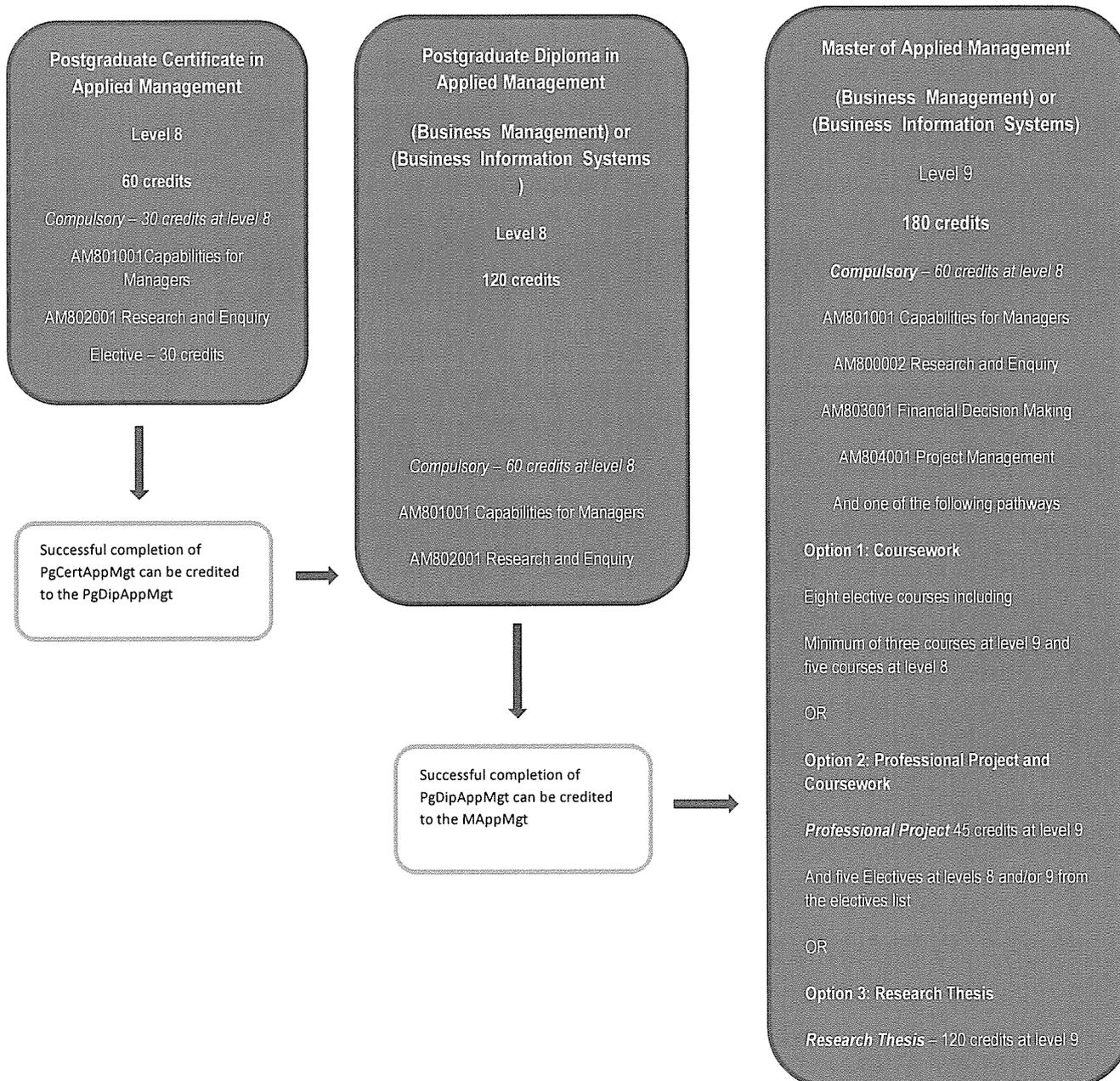
The proposed qualifications were designed after taking into account NZQA's definitions and requirements for postgraduate qualifications, and Otago Polytechnic's expectations that qualifications will be built using components of 15 credits and multiples thereof. Decisions on the postgraduate management qualifications to be delivered are as follows:

- *Postgraduate certificate* will consist of four level 8 courses of 15 credits each and is designed to extend and deepen an individual's knowledge and skills.
- *Postgraduate diploma* would consist of 120 credits with 120 credits at level 8 and 9; and is designed to extend and deepen an individual's knowledge and skills and to prepare an individual for independent research and scholarship.
- *Master's degree* will consist of 180 credits and have two pathways:
 - **Coursework only** option comprising taught courses only including a minimum of 45 credits at level 9 and a minimum of 135 credits at level 8.
 - **Coursework and Professional Project** option – including a Professional Project of 45 credits at level 9, and taught courses totalling 135 credits at level 8 and level 9.
 - **Research** option comprising a 120 credit research thesis at level 9 and a minimum of 60 credits at levels 8 or 9.

Students who want to take more level 8 electives would take the first pathway, students wanting to complete an industry based project would take pathway two, those wanting to undertake more substantial research (possibly in preparation for doctoral studies) would take the third pathway.

Programme Structure Diagram

It is our intention to initially offer only the Diploma and Master programmes, although we expect that we will add Certificate level in the future.



- The qualifications draw on a common pool of level 8 courses, with a strong focus on the skills, capabilities and knowledge needed by management professionals
- The following courses are compulsory for all the postgraduate qualifications, to ensure that students acquire professional skills.
 - AM801001 Capabilities for Managers
 - AM802001 Research and Enquiry

The choice of level 8 courses for development was influenced by the Labour Department's 2011 Skills Challenge Report, NZQA's 2012 Needs Analysis Review of Business; an analysis of the content of postgraduate qualifications in management and information systems currently offered in New Zealand, and advice from academics and industry representatives

A number of academics in the management field who were consulted during the development process, suggested that the qualifications should be structured so that students would have to specialise in a particular area, such as marketing, by taking two or more level 8 courses in that area.

The proposed qualifications will enable students to contextualise their study by using the research elements and special topic course. As the students will come from, and are likely to be going into, different economies and working environments, the flexibility within these qualifications will enable them to match their aspirations to the job market they are targeting. Guidance on the choice of electives and pathways will be provided to ensure coherence within the qualification.

As can be seen from the above, the guiding philosophy in designing the qualifications has been to meet the needs and requirements of multiple stakeholders, in particular employers, students, government bodies such as NZQA and TEC, and Otago Polytechnic. This approach has resulted in a suite of qualifications; each designed to meet an identified need, drawing on a common pool of level 8 and 9 courses to provide flexibility and to enable students to design a qualification to meet their goals and aspirations. It is also intended to use learning and teaching strategies incorporating blended and experiential learning as outlined in section 2 to facilitate student progression, and maximise the use of staff resources. There is a strong emphasis on application of knowledge and development of capabilities, while ensuring that students master the necessary theoretical concepts.

In conclusion, we very much appreciate the input that you, our industry partners, invest in our suite of programmes. Thank you for your perspectives on this future qualifications pathway.

A handwritten signature in black ink, appearing to read 'L Gill', written in a cursive style.

Dr Lesley Gill
Associate Professor
School of Business

▪ Research update

- Research Update: Highlights of last year, Applied Management Conference, new and emerging researchers, focus of research for 2020 and invitation for industry to offer any research suggestions.
- New Zealand Applied Business Education Conference
- CPA, CAANZ, HRINZ, NZQA, Marketing Association South

Research at the School of Business had a significant 2019 increase due to its presence in academic journals, conferences and collaborative events. Our team was successful in making 19 research contributions. Additionally, we were also successful in producing a standalone journal, Scope for Business presenting 16 research contributions from various New Zealand academics, alumni and executives. Along with the contributions from the School of Business team, four internship research projects were also successfully published after a rigorous blind review process. Scope made a vital positive impact on our students' mind-set about the value of their research initiatives and internship programme.

During 2019, the School of Business also attended New Zealand Applied Business Education Conference (NZABE) held at Christchurch. The event allowed our team to closely collaborate with other New Zealand polytechnics as well as with the professional bodies such as HRINZ, CPA, CAANZ, Marketing Association South, and NZQA. The research collaboration event also allowed us the opportunity to evaluate the quality of our programmes with other programmes offered at other institutions.

Research at the School of Business for the most part, is qualitative in nature because the emphasis remains on in-depth identification of organisational issues. One stream of research emerges from work-based learning of students' internship programme. While these instances are shorter in duration, they have resulted in illuminating organisational issues related to but not limited to: efficiency, sustainability, performance, marketing, and customer satisfaction, to mention a few. The other stream of research is underpinned by academic staff's personal interests in their disciplines and long-term investment in the related topics. This stream of research focuses on: behavioural and emotional/social issues among organisations/ communities and their members/employees, performance management, efficiency and sustainability, tourism practices, and events management in dynamic industry environments. In addition to in-depth qualitative or action oriented approaches, this segment of research, in the past, have applied quantitative as well as mixed methods to resolve some of the key organisational issues.

Our research themes for the current year are to tap research opportunities that radiate around: employee behaviours and their emotions' interaction with their organisations, performance management, tourism-related tipping behaviours and challenges in cruise ship tourism, and transformational influence of women in organisational leadership. As a school, we are looking forward to take a deeper dive into work-based learning and research approaches through our Masters programme in the future.

While these are overarching themes of the school's research planning, we, as a school, are eager to know the following from businesses, organisations and industry partners involved in our internship programmes: are there any context relevant/social/ behavioural factors that can allow them to

improve/innovate organisational practices/performance – if investigated through our research themes; are there any specific streams/themes we are overlooking or are there any themes that we should work towards in an in-depth manner in our Masters programme? For our Masters programme, we will need more support from our partnering organisations through access to organisational information and resources – as compared to our existing undergraduate internship programme.

Appendix A: Research Contributions School of Business 2019

Author(s) Name	Contribution type	Title
Atkins, S.	Oral Presentation	The Living Wage, and Humanitarian Aid. 30 April, D Block, Otago Polytechnic.
Atkins, S.	Conference paper	Optimising competency profiles for staffing humanitarian aid teams. Working for the Greater Good: Insights into Work & Organisational Psychology's contributions to poverty reduction), 19th Congress of the European Association for Work & Organisational Psychology, Turin.
Atkins, S. G. & Atkins. S. C.	Conference paper	Potential counter-intuitive linking of neoliberalism & higher-skill vocational fields with self-perceived relative deprivation & electorate opposition to Living Wages. Paper presented at European Association of Work and Organisational Psychology (EAWOP) 2019 Small Group Meeting on Psychology-and-the-Living-Wage, Adam Smith School of Business, University of Glasgow.
Johnston, O., Gill, L.J. & Atkins, S.	Conference paper	Customer/employee reactions to changes in hours/duty rosters. New Zealand Applied Business Education Conference, 3-4 October, Christchurch, New Zealand.
Geytenbeek, H.	Journal Article	Changing how tourists access the great kiwi experience: High value or high volume? Scope: Contemporary Research Topics (Flexible Learning), Special Issue Change Strategies, Issue 4, 113 - 118.
Niggemann, F., Atkins, E., & Byars, R	Conference paper	Experience Dunedin' gaining custom via Facebook? New Zealand Applied Business Education Conference, 3-4 October 2019.
McLean, B., Howison, S., Byars, R.	Conference paper	Increasing audience attendance at large Fringe Festivals. New Zealand Applied Business Education Conference, 3 - 4 October 2019.
Byars, R	Journal Article	Changing needs of Chinese visitor selection of accommodation in New Zealand. Scope: Contemporary Research Topics (Flexible Learning), Special Issue Change Strategies, Issue 4, 105 - 112.
Mann, S., Karetai, M., Collins, M., & Osborne, P.	Oral Presentation	Professional Practice Research as an Agent of Positive Change. Proceedings of Praxis 19, Professional Practice Forum, Otago Polytechnic, 11 December.
Gill, L.J.	Journal Article	Exploring strategies for effective experiences for education and industry. Scope Journal (4th ed.), Change Strategies. Dunedin, NZ.
Gill, L.J.		Editor, Scope Journal (4th ed.), Change Strategies. Dunedin, NZ.
Schaddelee, M., Turner, S. Gill, L.J.	Journal Article	Keeping it real in changing times: Pragmatic strategies to sustain empathy. Scope Journal (4th ed.), Dunedin, NZ.

Gill, L.J., Turner, S	Journal Article	Employee welfare: Developing change strategies to address empathy burnout in caring professions. Scope Journal (4th ed.), Dunedin, NZ.
Gill, L.J., & Schaddelee.	Conference paper	When caring too much is bad for people, business and community. ITP Research symposium. Eastern Institute of Technology, EIT, Napier. 15-16 April.
Gill, L & Ghauri, E.	Journal Article	Editorial. Scope Contemporary Research Topics (Flexible Learning) 4.
Ghauri, E., Mansi, M. & Pandey, R.	Journal Article	Diversity in totality: A study of diversity disclosures by New Zealand stock exchange listed companies. International Journal of Human Resource Management
Ghauri, E; Adler R.	Conference paper	Performance Evaluation Social Influence and Academics Performance Behaviours. Eastern Academy of Management Meeting, Delaware, USA, 8-11 May.
Ghauri, E.	Conference paper	Academics' performance evaluation in New Zealand Performance Management Association of Australasia conference 2019 "Revolutionary Thought, Evolved Practices", Queenstown, 22 - 26 April 2019.
Tran, L. & Ghauri, E.	Journal Article	Communication and customer retention: A case of an accounting organisation. Scope Contemporary Research Topics (Flexible learning) 4, 76-97.

Appendix B: School of Business Research Plan and Priorities

Team Research Plan

Our research activities will build on the strengths of our academic staff and make a significant contribution to strengthening connections with industry, programme teaching and learning and enhancing the employability of our graduates. All staff teaching on degree and postgraduate programme are required by NZQA to be actively engaged in research. This team research plan will set out your planned research activity and expected outcomes for the period specified.

Name of Team/Department:		Business				
From / To Dates (Year):		2019-2021				
Research Theme	Research Activity	How does this research activity support the department? (tick all that apply)	Which staff will be carrying out this research activity?	Support and resources required	Estimated completion date	Outcome evidences
Theme - subtheme Primary research community of practice		<input type="checkbox"/> Informs taught content <input type="checkbox"/> Informs pedagogy <input type="checkbox"/> Strengthens industry / professional connections <input type="checkbox"/> Meet population needs <input type="checkbox"/> Produces quality-assured outputs <input type="checkbox"/> Builds research capacity		Contestable funding approved 2019	2019 for study 2020 for publication	Written publication Conference presentation Sharing with colleagues
Workplace & Social-space	Empathy (Symposium) research continued from 2017	<input checked="" type="checkbox"/> Strengthens industry / professional connections <input checked="" type="checkbox"/> Meet population needs	Lesley Gill, Marje Schaddelee, Sam Turner	Contestable funding 2019 \$4600	2019 Completed	Conference presentation x1 Journal article x1

			<ul style="list-style-type: none"> ✓ Produces quality-assured outputs ✓ Builds research capacity 						
Workplace & Social-space	Scope Journal (Flexible Learning) - Change Strategies	<ul style="list-style-type: none"> ✓ Strengthens industry / professional connections ✓ Produces quality-assured outputs ✓ Builds research capacity 	Lesley Gill with Editorial Board	\$8000	2019 Completed	Journal issue			
Workplace & Social-space	Exploring high value – low volume change strategy in the tourism industry	<ul style="list-style-type: none"> ✓ Strengthens industry / professional connections ✓ Produces quality-assured outputs ✓ Builds research capacity 	Helen Geytenbeek	\$1000-4000 (TBC on paper acceptance to a conference).	2019 Completed	Conference paper Journal article Sharing with colleagues			
Workplace & Social-space	Investigating 21 st century tipping behaviour in tourism-related experiences	<ul style="list-style-type: none"> ✓ Informs taught content ✓ Informs pedagogy ✓ Strengthens industry / professional connections ✓ Produces quality-assured outputs ✓ Builds research capacity 	Rachel Byars	\$1000-4000 (TBC on paper acceptance to a conference).	2019 -2020	Journal article Conference presentation Sharing with colleagues			
Leadership and influence	The transformational influence of women in leadership	<ul style="list-style-type: none"> ✓ Informs pedagogy ✓ Strengthens industry / professional connections 	Emma Hogg	\$3000	2020	Journal article Conference presentation			

Masters degree (Otago Polytechnic)	Masters degree (OP) Undertake interviews throughout NZ	<ul style="list-style-type: none"> ✓ Produces quality- assured outputs ✓ Builds research capacity 		\$1000-4000 (TBC on paper acceptance to a conference).	Sharing with colleagues Masters Degree
Teaching and Learning – Educational pedagogy	Exploring Micro- credentials pedagogies and fit-for-purpose Business School strategies	<ul style="list-style-type: none"> ✓ Informs taught content ✓ Informs pedagogy ✓ Strengthens industry / professional connections ✓ Produces quality- assured outputs ✓ Builds research capacity 	Emma Hogg	\$1000-4000 (TBC on paper acceptance to a conference). 2020	NZ Conference Networking Strategy formulation Sharing with colleagues
Workplace & Social-space	Improving performance management attitudes and behaviours in New Zealand	<ul style="list-style-type: none"> ✓ Informs taught content ✓ Strengthens industry / professional connections ✓ Meet population needs ✓ Produces quality- assured outputs ✓ Builds research capacity 	Ehtasham Ghauri	\$1000-4000 (TBC on paper acceptance to a conference). 2020	Journal article Conference presentation Sharing with colleagues
Tourism and travel	Destination management challenges in cruise ship tourism	<ul style="list-style-type: none"> ✓ Informs taught content ✓ Informs pedagogy ✓ Strengthens industry / professional connections 	Vijay Kumar	\$1000-4000 (TBC on paper acceptance to a conference). 2020	Journal article Conference presentation Sharing with colleagues

Tourism and travel	Historical development of cruise tourism industry	<ul style="list-style-type: none"> ✓ Meet population needs ✓ Produces quality-assured outputs ✓ Builds research capacity 	Vijay Kumar	\$1000-4000 (TBC on paper acceptance to a conference/Journal).	2020	Journal article Conference presentation Sharing with colleagues
PhD – Waikato University	Cruise ship tourism: Exploring destination management challenges in New Zealand. Supervision costs (Waikato/Dunedin).	<ul style="list-style-type: none"> ✓ Informs taught content ✓ Informs pedagogy ✓ Strengthens industry / professional connections ✓ Meet population needs ✓ Produces quality-assured outputs ✓ Builds research capacity 	Vijay Kumar	\$0	2020	PhD thesis Sharing with colleagues

<p>Workplace & Social-space, networking</p> <p>Visiting Scholar</p>	<p>Network with colleagues, share best practices, and be inspired as we envision together the future of colleges and institutes focused on success and inclusion.</p> <p>Share industry/educational collaborations that result in open door learning.</p>	<ul style="list-style-type: none"> ✓ Informs taught content ✓ Informs pedagogy ✓ Strengthens industry / professional connections ✓ Meet population needs ✓ Produces quality-assured outputs ✓ Builds research capacity 	<p>Lesley Gill</p>	<p>\$1-4000</p>	<p>2020</p>	<p>Journal article conference</p> <p>Colleges and Institutes Canada, Vancouver - conference presentation TBC</p> <p>Sharing with colleagues</p> <p>Guest lectures</p> <p>Develop international researcher networks</p>
<p>Teaching and Learning – Educational pedagogy</p>	<p>Exploring strategies for effective experiences for education and industry</p>	<p>Informs taught content</p> <ul style="list-style-type: none"> ✓ Informs pedagogy ✓ Strengthens industry / professional connections ✓ Meet population needs ✓ Produces quality-assured outputs ✓ Builds research capacity 	<p>Lesley Gill, Helen Geytenbeek</p>	<p>\$0</p>	<p>2020</p>	<p>Journal Article</p>
<p>Networking, expertise sharing.</p>	<p>Guest lectures, teaching exchange, relationship building</p>	<ul style="list-style-type: none"> ✓ Informs taught content ✓ Informs pedagogy ✓ Strengthens industry / professional connections 	<p>Lesley Gill</p>	<p>\$1-4000</p>	<p>2020</p>	<p>South Puget College, Seattle</p>

<p>Emotional intelligence staff training.</p> <p>International exchange teaching role</p>	<ul style="list-style-type: none"> ✓ Meet population needs ✓ Produces quality-assured outputs ✓ Builds research capacity 					
<p>How might other staff be included?</p> <p>Who might present at the SIT/OP symposium?</p>						
<p>How will baseline funding contribute?</p>						
<p>Are other sources of funding also relevant? E.g. professional development funding to meet balance of conference expenses, professorial funds</p>						
<p>What applications for contestable funding need to be made by 31 May 2019 for 2020?</p>						
<p> </p>						
<p>Research coordinator name:</p>	<p>Lesley Gill Ehtasham Ghauri</p>	<p>Signature & Date:</p>				
<p>Head of Department name:</p>	<p>Emma Hogg</p>	<p>Signature & date:</p>				
<p>Head of College name:</p>	<p>Federico Freschi</p>	<p>Signature & date:</p>				

▪ **International update**

We currently have 68 international students studying with us in 2020, across all programmes from certificate to graduate diploma level. The students are from a wide range of countries, the largest group being from India.

We have a small group of students (10) from Europe, mainly Germany and the Netherlands, studying a Certificate of Proficiency (across one semester) which can vary from a full time load of four courses to part time where their study is across two schools e.g. Business and Engineering or Sport. A German student from Berlin is here studying towards a double degree from both OP and his home institute.

This year we have two students from our Articulation Agreements with South Puget Sound Community College (Washington DC, USA) and Kauai Community College in Hawaii studying the third year of the BAM degree and completing an internship.

We have been successful with two applications for the Prime Ministers Scholarship the emphasis being on advancing knowledge, communication and collaboration with institutes in Asia.

Four BAM students went to Kyoto University in Japan for a spring semester late last year and another 6 BAM and Diploma students went to Da Nang in Vietnam for 6 weeks on a study and enterprise tour in January/February of this year.

We have an exchange agreement with Kansai University in Japan and for the first time a BAM student attending this university for a full year and one of their students studying with us.

Our pastoral care for these students begins with their introduction to our school and continues with the care taken by administrators and lecturers to ensure a successful and enjoyable experience for these visitors to our institution.

Hilary Jenkins
Senior Lecturer
5 March 2020

END

Nb. PowerPoint is a separate document



School of Business – PEAC Meeting minutes

Date	Wednesday 2 September 2020	
Time	5.15pm	
Apologies	Jason Lindsay, Petridish; Sally Boulton, Events 4 You; Michelle Branford; Donna Hall, Polson Higgs; Kim Dodds, Dunedin Venues; Diana Hudson, Wilkinson Rodgers Law; Chris McCormack, Royal Albatross Centre; Sophie Barker, Otago Peninsula Trust	
Present	Federico Freschi, Head of College	Emma Hogg, Head of Programmes
Otago Polytechnic	Lynn Brandham	Lesley Gill
	Melissa Clarke-Fuller	Rachel Byars
Present	Marty Hay	Veggie Boys
Industry	Raymond Clark	Department of Corrections
	Robyn Leyden	Your People Recruitment
	Kate Lilley	Southern District Health Board / AAPNZ
	Lindsey Dey	Impact Consulting

Commenced	5.31pm
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Carried forward	<ul style="list-style-type: none"> n/a 	
Items	<ul style="list-style-type: none"> Welcome and update Introductions NZIST update Programme reports – <ul style="list-style-type: none"> Bachelor of Applied Business and associated Graduate Diplomas NZ Diploma in Business NZ Diploma in Tourism NZ Certificates in Business Post Graduate Suite Internship update Industry update 	<ul style="list-style-type: none"> Emma Hogg All Federico Freschi Rachel Byars Lynn Brandham Lesley Gill Melissa Clarke-Fuller PEAC Stakeholders
Discussion	<ul style="list-style-type: none"> Welcome from Emma Hogg Introductions Each participant introduced themselves Update from Emma Hogg Challenging times and we have had to adapt quickly and succeeded. This resulted in a seamless transition to online teaching and enabling us to remain with the usual semester dates. We reverted to the use of MS Teams, Zoom and Moodle (OP online learning platform). 	

Most students adapted fairly well although some not as well. There was a significant amount of pastoral care. A number of compassionate withdrawals were granted which means those students have retained the option of fees free.

We took an empathetic approach working with the students by granting extensions for their assignments and changing exams into internal assessments. Our empathetic approach was also adopted for marking assessments but when compared to previous years the outcomes were comparable.

As a result of the challenging times a government initiative enabled the Otago Polytechnic to establish a Hardship fund to assist students with rent, food etc. Also, a technology fund was established as a number of students didn't have devices or internet connections.

The 2020 School of Business budget was for 230 EFTS (Equivalent Full-time Student). Despite the current circumstances our actual EFTS are 224. Of the 224 there are 53 who are international students where twelve of those enrolled in graduate diplomas mid-year.

- **NZIST update**

Federico advised that at the previous meeting it was just prior to the change to the new institution and that we are now Otago Polytechnic Limited. For now, it is business as usual and will continue pretty much the same until the beginning of 2022 where change is expected.

NZIST has now appointed its second tier of leaders. Currently there is no clarity around the Strategic Development Plan or direction regarding the individual institutions.

There is a possibility of there only being two Polytechnics in the South Island, but this has not been declared. We need to be mindful of the impact and opportunities. This means being proactive, visible in the community of ITP's (Institutes of Technology and Polytechnics) and alert to possibilities. This is where we rely on PEAC and external stakeholders. On our part it is important that we meet expectations, but we need support.

Lindsey Dey asked the question about proactivity.

Federico advised that he is a member of the Creative Workforce Council and looking at the strategy of how to reposition Otago Polytechnic and deeply embedding it into the city and the sector as a whole. Also, Federico touched on research in the sector in relation to the status of the degrees, post graduate study and using research to drive, improve and extend the intersection with the real world. His question is, how do we bring front and centre this from and to NZIST. If PEAC see opportunities in the above to have post-graduates from a research-based background this is very helpful.

Federico posited that NZIST is focussed on vocational but what is vocational and what does work- readiness mean?

- **Programme update**

- ***Degree, Diplomas in Business and Tourism***

Rachel read out her report – *refer appendix*

Lindsey Dey asked a question about mature students?

Rachel responded by advising that graduate diploma students tended to be older given their previous study. In the first-year courses there is currently one mature student who initially was concerned particularly as first year students tended to be younger and mostly school leavers. Her concerns were allayed when one of the students approached her to work on an assignment together.

- ***NZ Certificates***

Lynn read out her report – *refer appendix*

Included in Lynn's report was the new initiative to move away from a standalone certificate in tourism and to make it a strand of the Study and Career Preparation Certificate. The Certificate would have its core courses and then break into two strands at this stage, being business and the other tourism. There remains a strong interest in tourism which was reflected in the recent Tertiary Open Day where nearly 60 percentage of interest was in tourism. We are seeking feedback and support from PEAC members and any other external stakeholders.

Raymond questioned how clear is the branding?

Lynn responded by advising that when the student searches on the OP website for tourism or travel, the course will be highlighted as one of the tourism courses available. The structure already exists as the course is offered across the Polytechnic with strands in construction and health as examples.

Robyn supported the addition of the strand and commented on the aspect of being agile and that is a really good thing and also asked about adding content around customer services and maybe contact centre.

Emma advised that we are used to the idea of strands as we have these in the degree and diploma programmes such as leadership and management and accounting.

Raymond supported the introduction of the Tourism and Travel strand and also mentioned the aspect of flexibility and cross-over of skills.

Rachel advised that she has been contacted by GO Tourism who delivered a great presentation and set up a platform for tourism for skills for tourism students on the diploma and degree programme. There are lots of tourism jobs out there and it's just about ensuring getting the right fit.

Lynn suggested that from her experience that in two year's time will need skilled people

No stakeholders opposed the addition of the new strand.

- **Postgraduate**

Lesley advised that last time we were seeking endorsement of the proposed new programme. AIC (Auckland International Campus) currently has the programme that is intended to be used here at Otago Polytechnic. The approval is about site access approval which involved completing a capability document. We have received approval from the Otago Polytechnic board and the next step is seeking approval from NZQA. This is likely to result in a panel visit which will examine our ability to teach here etc. We do not expect this to be an issue as there are plenty of highly skilled people at Otago Polytechnic.

We conducted a survey of current and alumni students which evidenced interest and good support.

Lesley thanked the PEAC members for their input and support. Lesley also acknowledged the efforts of her colleagues and especially Maggie Wells.

- **Programme reports - appendix**

- Bachelor of Applied Business and associated Graduate Diplomas
- NZ Diploma in Business
- NZ Diploma in Tourism
- NZ Certificates in Business

- **Degree Monitor**

Emma advised that we have our Degree Monitor visiting us on 24 September. It is likely that PEAC and stakeholders may receive an invite to provide feedback.

- **Internship update**

Melissa presented how internships work and the benefits of internships for external stakeholders and students. At the time of the COVID lockdown there were fourteen students on placement. In semester two there is a larger cohort of sixty-four. We reached out and received many offers with a number of placements coming out of the ODT article of 9 June.

Tuesday, 9 June 2020

Polytech students keen to help out

By Sally Rae

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Business

1 Comment



Preparing for internships are Otago Polytechnic School of Business students Marie Olmos (from front, left), Hanneh-Jane Calder-Wood, Danielle Phillips, Nathan Laurie and Penny Trent (from back, left) Daniel Venderveen, Yuriy Fedorovych, Chongchong (Derek) Sun and Devansh Patel. PHOTO: PETER MCINTOSH

Placements come from a wide range of businesses, from restaurants to supermarkets. Melissa touched on the benefits of hosting interns and provided examples of the topics students cover as the basis of their research project.

Katie asked how long has Otago Polytechnic had internships?

Rachel advised the programme has been going twelve years. And Emma mentioned that the internship is the drawcard for our degree programme. Rachel mentioned that we do compete with other institutions that have their own internship programmes. And Lesley advised that two of this year's students already have the promise of full-time work and that internships are helpful for student networking for employment.

Lindsay said that 'gratefully received' having interns and now having Otago Polytechnic interns is really good. Interns enable you to get things done that normally you wouldn't. Otago Polytechnic students are very good.

Raymond advised that previously had interns as probation officers but now they are unable to due to legislative changes. They did have an intern to research how their systems support women in the organisation. As a result of that research a number of the recommendations were adopted. Although they can no longer have interns has probation officers and after seeing the breadth of Otago Polytechnic student research topics such as the waste management and improvement of processes that interns could be utilised for what we did previously.

Emma said that she agreed with Lindsay that Otago Polytechnic don't rave enough about what we have achieved.

No further comments

- **Industry update**

Raymond advised that there are quite a lot of links to programmes for their people on sentence to probation. They are keen to get these people into training schemes. Internship is a very good way to improve visibility. In the

past their typical types of graduates are mostly social workers, teachers on the correction side therefore it would be good to have business graduates.

Out of COVID there has been quite a lot of learning. A number of their employees worked from home successfully and shown the way for flexible arrangements. They identified an appetite for engagement particularly as those contacted was by phone removing the stigma such as parking outside their building. As a result, they have purchased more conferencing phones. Raymond noted that Zoom can create privacy issues therefore not really used.

In Dunedin crime overall went down. Two hundred and fifty have come off their books. The trends are showing that:

- Seriousness of crime has gone up
- Crime by women up
- Domestic seriously up
- Youth crime is down

One of the new initiatives being implemented is Tikanga which is not only good for Maori but for everyone which is down to the principals and values. A primary focus being "Nobody will be further harmed by attending jail". Their current system is currently disconnected. It's about how to keep community safe and maintaining dignity. They are trying to turn their workplace into a learning and collaborative environment.

Robyn advised that through lockdown they continued to work but from home. The Auckland close down did cause some uncertainty. Majority of their clients have remained loyal and supportive. Opportunities for office work are thin therefore less advertising. Whereas there is a shortage of specialist workers such as the trades, plumbers, builders and service management. The GFC created a similar experience.

Traditionally a lot of trades people from overseas such as electricians and linesmen from South Africa and trades from the UK.

Need to be training now such as mechanics.

Emma mentioned the new building for Otago Polytechnic that specifically for the trades.

Lindsay mentioned that the change of the immigration legislation means that there will be certification requirements. Other considerations are the closed borders and workforce sustainability.

Marty advised that they stayed open the entire time. They did close their Albany St store as the students went home. He was disappointed with some of those employed due to the decisions they made but has reemployed some who stated otherwise.

They ran an online service which included free delivery. They had on one day 220 orders. Over that period, they ran an extra shift for four weeks to overcome logistical issues and those students benefited as they trebled their hours.

	<p>They are down 6% overall and the online delivery which has been operating for five to six years now is up 60% on last year. An average day sees 40 -50 orders. It's just a case of "giving people what they want."</p> <p>The chopping and changing of semester start and finish dates makes it hard to work with students.</p> <p>There are some issues around the expectation of their intern's role and need to get a clearer understanding. Otago Polytechnic needs to portray the internship in the right sense.</p> <p>Currently they have twenty-seven employees where previously they had forty.</p> <p><i>Lindsay</i> asked where do they source their produce?</p> <p><i>Marty</i> advised all over the world as well as locally and from Dunedin. People get what they want and sometimes not what everyone wants such as a carrot with a split in it; there is a market. The price needs to be right. <i>Marty</i> mentioned that he would 'happily return to level four' and that it's about handling it and adapting. People will have to change their ways.</p> <p><i>Kate</i> said that its certainly been an interesting time. From an AAPNZ perspective the timing at the time was not good as she had personal issues to deal with such as her father passing away. Probably it would have been better to have a get together at the time. Have taken away some good learning for the experience. From an Admin perspective people made to embrace new technology and making working from home effective.</p> <p>At the DHB they were well supported, and it showed that we can learn new stuff through Google and online tutorials. The realisation that people know are a lot more knowledgeable than they thought they were. The DHB is bracing for the future.</p> <ul style="list-style-type: none"> • Closing Emma conducted the closing and thanked everyone for attending and being engaging with the discussion and providing feedback.
Meeting closed at	6.54pm

Appendixes

Programme reports

PEAC Meeting Report – Diploma in Business and Tourism and Degree – 2 September 2020

NZ Diploma in Tourism and Travel (Level 5)

Since our meeting in February both the teaching team and students have coped extremely well with the disruptions to teaching/learning. Although students went on a break once we went into Level 4, they were eager to come back to complete their guiding component at the Otago Museum once we moved to Level 3.

Despite the impact of Covid on the tourism industry, this has not prevented students enrolling in July and there are currently 17 students enrolled. The students left yesterday on their three-day field trip to Milford Sound and Te Anau with Vijay and tour guide Chris Roberts. This is a great opportunity for the students to experience a range of tourism opportunities and see the business of tourism in action. They come back for their final week of Block 3, ahead of commencing their Tourism in Action paper.

The students had also been involved with volunteering for Daffodil Day, through the week and over the weekend at various collection sites. Local visits to Speights, Olveston, Albatross Colony and Escape are always highlights of the course.

In the final block, students will be involved in putting on a range of events for the Te Pā Taurira Student Village, including a Halloween dinner as well as three smaller events including a 'random act of kindness' event over the exam period.

NZ Diploma in Business (Level 5)

Students of the NZ Diploma in Business have been working hard, with a core group of 26 students taking the Management and Leadership strand and 13 in the Accounting Strand. The teaching team's ability to switch to online teaching and learning is to be commended although everyone is happy to be back on campus and teaching/learning face to face. The team has welcomed Rachel van Gorp to our teaching team. Rachel is taking three papers in the accounting strand.

During this block students have had a range of guest speakers coming into their classes with Diana Hudson (employment law), Deputy Mayor Christine Garey and Corporate Planner Sharon Bodeker, along with representatives from Markhams, Perfect Ledger and Deloitte for the accounting papers.

There appears to be interest from several students to transition into the degree programme next year.

Bachelor of Applied Management/Graduate Diploma

Our degree students are tracking well with Year 1 degree students split into Management and Leadership strand and Accounting (18 students currently enrolled). Total degree and graduate diploma students across year two and three for 2020 are 110. Year 3 students are out on placement for their Internship/Industry projects in a range of organisations, Melissa will share more details on the Internship/Industry Project. The team has welcomed Michelle Watt this block to teach

Employment Relations under the guidance of Lesley and in Block 2, event management students were guided by Michelle Branford for their online events.

Across the majors the students have had the opportunity to visit the newly refurbished Wains hotel, had guest speakers for a range of papers (both online and in person). Some of our second-year students are currently working on projects for Kaikorai Kindergarten, Kaikorai Rugby Club, Roscoes Rewind and Repair and Adam's Plumbing.

Rachel Byars – Principal Lecturer/Programme Coordinator

PEAC Meeting Report – Certificates – 2 September 2020

There are three certificate courses offered by the Business School, all at Level 4. They include the NZ Certificate in Tourism, NZ Certificate in Study and Career Preparation and the NZ Certificate in Business Administration and Technology. They are all six-month courses with Study and Career Prep and Business Administration being offered twice yearly and Tourism only in the first semester this year.

All the certificate programmes are advantageous to learners, particularly those who have not been successful at high school. They provide the opportunity for them to gain a qualification that will allow them to continue on to higher level study either in the Business School on the NZ Diploma in Travel and Tourism, the NZ Diploma in Business or to the Bachelor of Applied Management. They could also choose to transfer to another area of study at OP or at another training institution.

The prospective learners may also be looking for a short time frame of study to gain knowledge and obtain a qualification prior to entering the workforce.

The Business administration and technology course content covers all the Microsoft suite of programmes including word and excel and power point. Updated recently to include the accounting package zero and the Teams platform has been taught for communication and sharing.

From the first semester, which switched to online, nine students graduated and currently there are 14 students enrolled for Semester 2.

The Study and career preparation course, as it states in its title, prepares learners for further tertiary study and the workplace.

The learners complete multiple different styles of assessment including blogs that look at themselves and their motivations and progress to presenting their work in teams and learning about time management and communication.

This course's teaching material and learning outcomes are currently undergoing a consistency review to ensure students are fulfilling the graduate outcomes on completing the course. This process is completed through the NZ Qualifications Authority by providing a report with all the information followed by a formal presentation.

Four learners graduated; 13 currently enrolled in Semester 2 including three who were withdrawn from Semester One but have re-enrolled for face to face teaching.

The tourism course is a very good introduction to the industry and a high percentage of these learners staircase to the diploma. The learners gain knowledge in the local and national industry and learn experientially through customer service role plays and reservation scenarios.

They visit local attractions such as Otago Museum, Speights, and The Escape Room and usually go on Ecotourism trips with our lecturer who owned a local tour company that operated on the Otago Peninsula. Unfortunately, this was curtailed this year with COVID19.

Only five learners completed the tourism qualification mid-year as the majority of certificate students struggled to cope with online study.

However, five learners have re-enrolled to continue to study at Polytechnic, four enrolling on the tourism diploma.

We are proposing changing the tourism certificate as we have had declining numbers of learners over several years and have only offered it for one semester in the last two years. We still wish learners to have the option of a course that will allow them to progress to further study and so are suggesting developing a 30 credit tourism strand which will be delivered as part of the NZ Certificate in Study and career preparation course.

We look forward to your queries and/or endorsement of this course change.

Lynn Brandham – Principal Lecturer/Programme Coordinator

