# New Zealand – Open Polytechnic of New Zealand

Located in Lower Hutt near New Zealand's capital Wellington, the Open Polytechnic of New Zealand is a government-owned tertiary education institution operating as the specialist national provider of open and distance learning (ODL). Starting out as the Technical Correspondence School in 1946, the institution underwent major transformations in 1990 when it was renamed The Open Polytechnic of New Zealand, going on to become a multi-faceted provider of ODL courses and services.
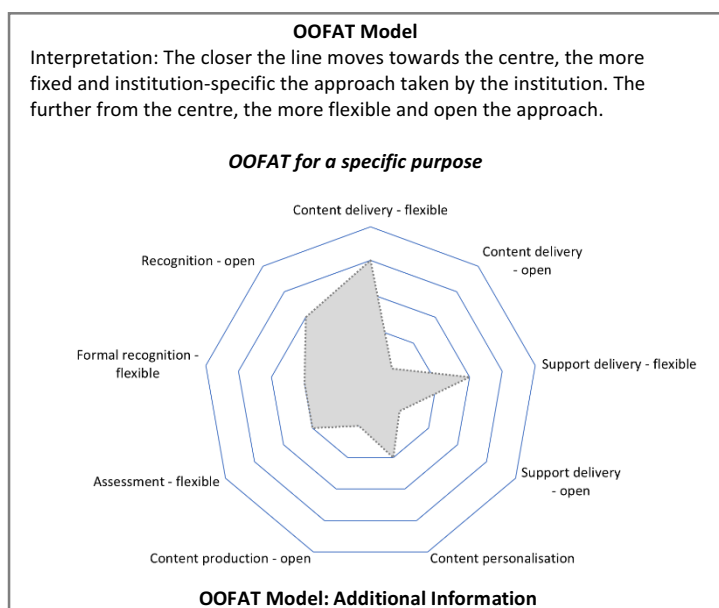
## Student numbers

| More than 100 thousand students | 20-100 thousand students | 1-20 thousand students | No data |
|---|---|---|---|

## Core Funding

Private ——————————————◆———— Public

## Qualifications offered

| | |
|---|---|
| Vocational qualification (ISCED 3-4) | Master's degree or equivalent (ISCED 7) |
| Associate degree or equivalent (ISCED 5) | Doctoral degree or equivalent (ISCED 8) |
| Undergraduate degree or equivalent (ISCED 6) | Informal recognition (e.g. badges) |
| No formal/non-formal credits or qualifications / independent study | Other |

## Subjects offered

| | |
|---|---|
| Generic programmes and qualifications | Information and communication technologies |
| Education | Engineering |
| Arts and humanities | Agriculture & veterinary |
| Social sciences, journalism and information | Health and welfare |
| Business, administration and law | Security, transport, hygiene and public health services |
| Natural sciences, mathematics and statistics | Other |

## Business Model

### *Fixed core model*

Defender-related characteristics *versus* Prospector-related characteristics



### Business Model: Additional Information

The business model focuses on using digital technologies to reach existing markets via traditional channels using the same or similar products and services as in the past.

## Organisation of learning provision

| Primarily campus provision | Primarily distance learning provision (correspondence) | Primarily online provision |
|---|---|---|

## Technology-enhanced learning elements

| | |
|---|---|
| Massive Open Online Course (MOOC) | Virtual Learning Environment (VLE) |
| Open Educational Resources (OER) | Wikis |
| Digital Badging | Videoconference |
| Learning Analytics | Teleconference |
| Artificial Intelligence | Learning Management System (LMS) |
| E-Portfolios | Mobile Learning |
| Blogging and micro-blogging | Bring Your Own Device (BYOD) |
| Social Media | Online Assessment |
| Other | |

### TEL Strategy

Five-year plan (partially TEL-related): Replacing the Moodle Learning Management System with a digital learning platform. Leveraging world-class infrastructure.

## OOFAT Model

Interpretation: The closer the line moves towards the centre, the more fixed and institution-specific the approach taken by the institution. The further from the centre, the more flexible and open the approach.

### *OOFAT for a specific purpose*



### OOFAT Model: Additional Information

Content
Content personalisation currently at a fledgling state but intended to be expanded. Learner resources developed under 'project managed' conditions, resources drawn from departments/areas of the organisation. Documented courseware development process outlining roles for all contributing parties.

Delivery
Access to content irrespective of time and place, available only to enrolled learners. Delivery partially through F2F courses and programmes (concerning the administration of controlled assessment). Access to online materials via university online systems. Paper-based materials are couriered to students. Round-the clock access to support (library resources). Availability of some services tailored to learning peak hours (weekday evenings/weekends) or only available during usual business hours (enquiries with Academic Registry). Support from academic staff or frontline Student Learning Support, as well as university library and learning centre.

Recognition
Set assessment dates and assessment activities for most programmes and courses. Certain courses more flexible regarding assessment submission deadlines. Computer-marked assessment via digital learning platform may be initiated by learners themselves. Plans for more flexible assessment regimes and administration. Assessors are either academic members of faculty or adjunct faculty contractors. Recognition of prior learning mostly through cross credit and credit transfer. Recognition of earning through the institute's administration of assessment.