OTAGO SUMMER SCHOOL

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OTAGO SUMMER SCHOOL

Development

Purposes and outcomes
The Otago Summer School (SS) was introduced in 2001 to:
1. respond to the demand from students
2. protect the EFTS base and loss of EFTS to other universities
3. enhance the services provided to students
4. provide for more flexible study options than those currently offered
5. offer a broader range of options to the wider community including continuing education, professional development and specialist courses.

The School achieved these foundation purposes within a competitive national market. As other Universities’ Summer Schools continued to grow, the relatively small Otago School successfully met an annual challenge to maintain both the size and market share. Student uptake continued to rise steadily over the first decade for the School’s eclectic mix of core, special topic and SS-only papers. In 2011 and 2012 domestic enrolment caps restrained student numbers.

<table>
<thead>
<tr>
<th>year</th>
<th>papers</th>
<th>students</th>
<th>enrolments</th>
<th>EFTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>23</td>
<td>701</td>
<td>1062</td>
<td>154.0</td>
</tr>
<tr>
<td>2002</td>
<td>36</td>
<td>963</td>
<td>1329</td>
<td>195.1</td>
</tr>
<tr>
<td>2003</td>
<td>37</td>
<td>1123</td>
<td>1555</td>
<td>227.2</td>
</tr>
<tr>
<td>2004</td>
<td>38</td>
<td>1267</td>
<td>1707</td>
<td>250.25</td>
</tr>
<tr>
<td>2005</td>
<td>49</td>
<td>1554</td>
<td>2089</td>
<td>303.02</td>
</tr>
<tr>
<td>2006</td>
<td>65</td>
<td>1669</td>
<td>2199</td>
<td>319.15</td>
</tr>
<tr>
<td>2007</td>
<td>68</td>
<td>1617</td>
<td>2161</td>
<td>313.57</td>
</tr>
<tr>
<td>2008</td>
<td>76</td>
<td>1680</td>
<td>2166</td>
<td>313.0</td>
</tr>
<tr>
<td>2009</td>
<td>77</td>
<td>1821</td>
<td>2364</td>
<td>343.15</td>
</tr>
<tr>
<td>2010</td>
<td>80</td>
<td>2043</td>
<td>2629</td>
<td>372.65</td>
</tr>
<tr>
<td>2011</td>
<td>68</td>
<td>1689</td>
<td>2098</td>
<td>298.8</td>
</tr>
<tr>
<td><strong>2012</strong></td>
<td><strong>72</strong></td>
<td><strong>1762</strong></td>
<td><strong>2257</strong></td>
<td><strong>294.12</strong></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>689</strong></td>
<td><strong>17,889</strong></td>
<td><strong>23,616</strong></td>
<td><strong>3384.01</strong></td>
</tr>
</tbody>
</table>

A comprehensive analysis of the Otago Summer School’s first decade was commissioned from Planning and Funding, and is provided in Appendix I.¹

Planning for the future
The Summer School was reviewed in 2007, and the report on that review was released in July 2008. The Report recommended reappraisal of the five Founding Purposes and development of a strategic direction for the School. As a result, two key recommendations on Summer School were approved by Senate (May 2009) and Council (June 2009).

The first recommendation established the following as the University of Otago Summer School’s strategic framework within which the Academic Divisions should plan their contributions to the School.

**Strategic Framework**

<table>
<thead>
<tr>
<th>The University of Otago Summer School is a distinctive opportunity for research-informed quality teaching and learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through its flexible formats, the Summer School will provide:</td>
</tr>
</tbody>
</table>

**special opportunities for students:**
- fast-start, fast-finish, catch-up
- special teachers, including international specialists
- broader education, including topics of current interest
- internships relevant to disciplinary and professional learning
- study in other centres

**special opportunities for teaching staff:**
- innovative teaching and learning practices
- innovative course content, including interdisciplinary approaches
- planning of teaching and research time for maximum effect
- collaboration with visiting international researchers/teachers

**special opportunities for the community, including Otago alumni:**
- professional upskilling: for example, for teaching and health professionals
- intellectual exercise and development
- social awareness.

The equally important second recommendation affirmed the role and status of SS in the life of the University “as an integral, albeit special, part of the University of Otago’s academic teaching and learning programme.” Points adhering to the Senate approval mean that:

- SS is included in the Teaching and Learning Plan of the University;
- the academic teaching year officially begins when SS begins;
- every effort is made to provide sufficient time for examinations between the end of SS and the start of Semester 1;
- support services are provided for SS just as they are provided for semesters one and two.²


**The Otago Model**

The Otago provision is a ‘summer school’ as distinct from a standard semester. Commencing in the New Year, SS is intensively delivered within a six-week period. In this regard it is similar to Summer Schools at the Universities of Auckland and Waikato.

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² University of Otago Summer School Strategic Framework (Document B, Senate, 27 May 2009).
The Otago SS comprises two types of course: those carrying credit points towards a formal University of Otago award, and non-credit short courses (e.g. for continuing education, professional development or bridging into undergraduate programmes).

The main difference between SS and semesterised credit courses lies in the length of the SS tuition period and workload intensity for staff and students. On a case-by-case basis, the Board welcomes variations to the six-week, weekdays-only model and several variants have been successfully delivered.

**Governance and administration**

The School’s immediate governing body is the Summer School and Continuing Education (SSCE) Board, which reports to Senate. The School is administered by Summer School & Continuing Education Office, reporting to the Deputy Vice-Chancellor (Academic and International). Accountability for the School’s administration, organisation and development rests with the Director, Summer School & Continuing Education. In practice, SS succeeds only through collegial teamwork involving staff and units across all Divisions.

**Summer School 2012**

After a distinguished career as Director of SSCE, Dr Claire Matthewson retired at the end of 2011. Her invaluable contribution was recognized and celebrated as part of the Summer School launch on 8 December. Dr Elaine Webster was appointed and took up the role in November 2011.

**Schedule**

The School ran from Monday 9 January – Thursday 23 February as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 January</td>
<td>Opening Day, course confirmation, most classes commenced</td>
</tr>
<tr>
<td>10 January</td>
<td>Course confirmation continued</td>
</tr>
<tr>
<td>18 February</td>
<td>End of classes</td>
</tr>
<tr>
<td>18 – 23 February</td>
<td>Examinations</td>
</tr>
<tr>
<td>3 March</td>
<td>Results available on PIMS</td>
</tr>
</tbody>
</table>

The SS starting date of Monday or Tuesday is determined by StudyLink considerations (EFTS values in relation to a tuition period not exceeding six calendar weeks). Examinations occur outside this timeframe (that is, in the seventh week). In many years – five out of every seven, in fact – practical difficulties are associated with this arrangement. 2012 was one of these years, with

- course approval processes for Semester One overlapping Summer School classes and examinations
- limited or no time to return coursework to students prior to examinations
- no accommodation in residential colleges during examinations
- extreme time constraints on examination marking and moderation.

In 2012 SS offered 72 papers, including seven distance papers and five papers based in Auckland and Wellington.
SS hosted a Welcome lunch for first-time at Otago students on Opening Day. OUSA, the Library, Student IT Services, International, and the Student Learning Centre provided speakers. Also on Opening Day, the International Office hosted a Welcome barbeque at St Margaret’s College.

Planning and publicity
The first call for papers was made in early March 2011 and the second in mid-March. A draft list of papers was posted on the website in April. The programme was endorsed by the SSCE Board in June and the prospectus was published in July.

SS was promoted via its prospectus, the University website and magazine, posters, street and building banners, the New Zealand Listener, community newspapers in Southland, Otago and South Canterbury, NB (DCC Library magazine), Student Diary/Handbook, OUSA telephone directory and wall planner. For the second time, SS was publicised through Google AdWords, and again with Radio Works and Radio Network. Staff and departments also promoted their own papers by displaying posters, providing articles and interviews, and liaising with their academic or professional networks.

Given the limitation placed on SS domestic enrolments, spending on advertising and promotion was much reduced. It was important not to recruit too many students when places are limited.

Teaching staff
Departments manage their SS teaching in various ways. In 2012 as usual, many papers were team-taught by permanent academic staff or a combination of permanent staff and teaching fellows or contractors. Many others were taught solely or mainly by contractors with a previous or other on-going association with the University.

In 2012, 10 papers and one specialist school were entirely or mostly taught by academics especially contracted from overseas, as follows:

- United Kingdom – 3 (Universities of Essex, Oxford, Reading)
- United States of America – 3 (including Brigham Young, Drexel, Temple, Texas Tech, and the University of the Arts)
- Australia – 2 (Universities of South Australia and Queensland)
- Canada – 1 (Brock University)

Locations

Student accommodation
St Margaret’s College was the designated residence for SS. The College officially opened on Sunday 8 January, accommodating 36 SS students on a special “flat fee” package of $2324 including a $250 refundable bond.

St Margaret’s students’ home derivations were Canada – 10, United States of America – 16, New Zealand – 9, and one from Malaysia. (The Canadian students were accompanied by an academic member of staff and his family.)
St Margaret’s also accommodated 30 students enrolled in the two three-week courses, Bridging Chemistry and JumpStart Physics, which ran during the second half of Summer School.

Semester One students generally arrive at St Margaret’s College from Friday 17 February, the first day for Course Approval and the day before the start of SS examinations. At this point, 15 International SS students were relocated to the Executive Residence where accommodation was provided on a twin-share basis. The Bed and Breakfast rate for SS students was $60. Students continued to have lunch and dinner at St Margaret’s, the cost of which was met by the SS budget.

**Teaching: rooms**
Of the 72 papers, 60 were taught on the Dunedin campus; two Law papers and one Theatre were taught in Auckland and two Law papers were taught in Wellington. Seven papers were distance-taught (two each in Tourism, Social Work, and Theology and Religion, and one in Information Science).

Lectures for many papers were scheduled in the Commerce and Richardson Buildings and St David Lecture Theatre Complex. However, SS papers were taught all over campus, variously occupying Allen Hall, Archway Lecture Theatres, Black/Sale, Botany, Consumer and Applied Sciences, Science 1, Science 111, Hunter, Lindo-Ferguson, Owheo, Quad Theatres, Rabel CAL, 539 Castle Street, Surveying, West CAL and Zoology. The Burns Lecture Theatres and seminar rooms were unavailable. All audio-conferencing was done from departmental sites.

LAWS 479 and LAWS 486 were taught at the Auckland Centre in University of Otago House in upper Queen Street. LAWS 471 and LAWS 476 were taught in the new wing of Wellington Girls College in Thorndon, Wellington.

**Teaching: Blackboard and IT systems**
Fifty-six (77.78%) of the 72 papers were registered for teaching support from Blackboard (76.47% in 2011, and 73.75% in 2010). Information Science taught HEIX 701 using its own platform. IT platform usage by divisions:

<table>
<thead>
<tr>
<th>Division</th>
<th>Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commerce</td>
<td>13 of 13 papers</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>5 of 5 papers</td>
</tr>
<tr>
<td>Humanities</td>
<td>33 of 41 papers</td>
</tr>
<tr>
<td>Sciences</td>
<td>5 of 13 papers</td>
</tr>
</tbody>
</table>

Through both Class Representatives and the SS Questionnaire, students made clear their appreciation for Blackboard as a convenient and useful teaching resource and communication tool.

**Programme**

**Papers**
In response to the first call for papers in early March, 73 papers were proposed by teaching departments. Limitation of Enrolment policies were adopted by the University in 2010,
including the general principle of not enrolling unfunded domestic EFTS and Interest Only students. The domestic cap was 300 EFTS for SS.

Papers offered at Summer School 2007 - 2012, by level

<table>
<thead>
<tr>
<th>Level</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>54.4</td>
<td>51.3</td>
<td>50.6</td>
<td>51.25</td>
<td>50.0</td>
<td>33</td>
<td>45.8</td>
</tr>
<tr>
<td>200</td>
<td>19.1</td>
<td>29.0</td>
<td>27.3</td>
<td>25.0</td>
<td>25.0</td>
<td>20</td>
<td>27.8</td>
</tr>
<tr>
<td>300</td>
<td>13.2</td>
<td>11.8</td>
<td>13.0</td>
<td>12.5</td>
<td>14.7</td>
<td>11</td>
<td>15.3</td>
</tr>
<tr>
<td>400</td>
<td>8.8</td>
<td>6.6</td>
<td>7.8</td>
<td>7.5</td>
<td>8.8</td>
<td>7</td>
<td>9.7</td>
</tr>
<tr>
<td>PGrad</td>
<td>4.4</td>
<td>1.3</td>
<td>1.3</td>
<td>3.75</td>
<td>1.5</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>Papers</td>
<td>68</td>
<td>76</td>
<td>77</td>
<td>80</td>
<td>68</td>
<td>72</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Students continued to ask for more papers above 100-level. However, papers in SS have to cover their costs from the actual income generated by their enrolments. With no fees difference between 100 and higher-level courses of equal points value, and as 100-level courses usually attract more enrolments, some Departments are financially constrained from responding.

Papers offered in 2012

<table>
<thead>
<tr>
<th>Papers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH218</td>
<td>ENGL251</td>
</tr>
<tr>
<td>BIOA201</td>
<td>ENGL351</td>
</tr>
<tr>
<td>BITC210</td>
<td>FORB201</td>
</tr>
<tr>
<td>BSNS103</td>
<td>FREN105</td>
</tr>
<tr>
<td>BSNS105</td>
<td>GERM105</td>
</tr>
<tr>
<td>CHEM191</td>
<td>HEIX701</td>
</tr>
<tr>
<td>CHIN131</td>
<td>HIST230</td>
</tr>
<tr>
<td>CLAS106</td>
<td>HIST333</td>
</tr>
<tr>
<td>CLAS240</td>
<td>HUBS192</td>
</tr>
<tr>
<td>CLAS339</td>
<td>HUNT233</td>
</tr>
<tr>
<td>COMP113</td>
<td>JAPA131</td>
</tr>
<tr>
<td>COMP160</td>
<td>LAWS471 Wellington</td>
</tr>
<tr>
<td>COSC326</td>
<td>LAWS475</td>
</tr>
<tr>
<td>COSC360</td>
<td>LAWS476 Wellington</td>
</tr>
<tr>
<td>ECON112</td>
<td>LAWS479 Auckland</td>
</tr>
<tr>
<td>EDSU115</td>
<td>LAWS486 Auckland</td>
</tr>
<tr>
<td>EDUC102</td>
<td>LAWS487</td>
</tr>
<tr>
<td>ENGL127</td>
<td>MANT102</td>
</tr>
<tr>
<td>MATH151</td>
<td>RELS202</td>
</tr>
<tr>
<td>MART202</td>
<td>RELX202</td>
</tr>
<tr>
<td>MAOR110</td>
<td>RELS330</td>
</tr>
<tr>
<td>MAOR115</td>
<td>RELX330</td>
</tr>
<tr>
<td>MFCO112</td>
<td>SOWX111</td>
</tr>
<tr>
<td>MFCO211</td>
<td>SOWX114</td>
</tr>
<tr>
<td>MUSI133</td>
<td>SPAN131</td>
</tr>
<tr>
<td>MUSI259</td>
<td>STAT110</td>
</tr>
<tr>
<td>NAUT101</td>
<td>THEA151 Auckland</td>
</tr>
<tr>
<td>PACI210</td>
<td>THEA151 Dunedin</td>
</tr>
<tr>
<td>PHSE240</td>
<td>THEA251</td>
</tr>
<tr>
<td>PHSE437</td>
<td>TOUR214</td>
</tr>
<tr>
<td>PHSI170</td>
<td>TOUR221</td>
</tr>
<tr>
<td>PHSI191</td>
<td>TOUR306</td>
</tr>
<tr>
<td>PHSL292</td>
<td>TOUX101</td>
</tr>
<tr>
<td>POLS317</td>
<td></td>
</tr>
<tr>
<td>POLS331</td>
<td></td>
</tr>
<tr>
<td>RELX202</td>
<td></td>
</tr>
<tr>
<td>RELX330</td>
<td></td>
</tr>
<tr>
<td>SOWX111</td>
<td></td>
</tr>
<tr>
<td>SOWX114</td>
<td></td>
</tr>
<tr>
<td>SPAN131</td>
<td></td>
</tr>
<tr>
<td>STAT110</td>
<td></td>
</tr>
<tr>
<td>THEA151 Auckland</td>
<td></td>
</tr>
<tr>
<td>THEA151 Dunedin</td>
<td></td>
</tr>
<tr>
<td>THEA251</td>
<td></td>
</tr>
<tr>
<td>TOUR214</td>
<td></td>
</tr>
<tr>
<td>TOUR221</td>
<td></td>
</tr>
<tr>
<td>TOUR306</td>
<td></td>
</tr>
<tr>
<td>TOUX101</td>
<td></td>
</tr>
<tr>
<td>TOUX102</td>
<td></td>
</tr>
</tbody>
</table>

Fourteen of these papers were either new or not offered in 2011. Fifty papers in the 2012 programme (69.4%) were/are available only in Summer School. This is a particular feature facilitated by the Otago model which contributes much to the School’s development of a special character or profile.

Humanities provided 42 of the 72 papers; Commerce 13 and Sciences 13 and Health Sciences provided four.
Enrolments and headcount

Overall
To effectively manage the 300 domestic EFTS cap, the SSCE Board allocated enrolment places/quotas to each of the teaching divisions. The allocation of these places across each division’s papers was undertaken by the four Pro-Vice-Chancellors, in consultation with their SSCE Board representative, the division’s senior administrator and some Heads of Department.

Other policy and process decisions taken to manage the cap included:
- places in most papers were accorded to eligible students on a first-come-first-served basis
- competitive entry students were kept on waiting lists (i.e., not given places even if unfilled places existed, pending the 10 December official closing date)
- students who were finalists in SS and applying after the domestic cap was reached in their choice of paper were placed at the top of waiting lists
- admission to SS was managed as far as possible according to agreed caps per division, however the primary goal was to ensure that the total EFTS allocation for SS was filled.

Domestic registrations
Registrations for SS opened on 1 August 2011. In the fourth week of registrations the first cap for a SS paper was reached (LAWS479) and waiting lists were introduced. Registrations were higher than 2011 throughout the registration period, reaching a peak on 10 December, (registration closing date) at 2327 registrations (excluding waiting lists). At that point 21 papers had waiting lists for 103 students.
At the end of opening day, the overall number of domestic registrations had fallen to 2252 (domestic). The final number of sustained domestic enrolments was 2055. This constituted 98.4% of the EFTS allocation for Summer School.

Waiting lists
In late December students on waiting lists with more than 10 candidates were advised there was little likelihood of them gaining a place in their chosen paper. On 9 January, the first day of course confirmation, 17 papers had waiting lists for 40 students and by the end of course confirmation this had reduced to 5 papers and 6 students. At that point domestic registrations had fallen to 2156, and on 11 January, any students remaining on waiting lists were admitted wherever strict physical limits did not apply, although at this point several students declined.

Distribution
Highest enrolments were as follows:
- FORB201 110
- BSNS105 86
- BSNS103 81
- LAWS479 79
- TOUX101 72
- CHEM191 72
Papers offered by the four divisions over the last three years attracted the following enrolment percentages:

<table>
<thead>
<tr>
<th>Division</th>
<th>2010</th>
<th>%</th>
<th>2011</th>
<th>%</th>
<th>2012</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commerce</td>
<td>776</td>
<td>29.52</td>
<td>539</td>
<td>25.70</td>
<td>571</td>
<td>25.34</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>166</td>
<td>6.30</td>
<td>128</td>
<td>6.10</td>
<td>219</td>
<td>9.72</td>
</tr>
<tr>
<td>Humanities</td>
<td>1222</td>
<td>46.48</td>
<td>1040</td>
<td>49.60</td>
<td>1085</td>
<td>48.16</td>
</tr>
<tr>
<td>Sciences</td>
<td>465</td>
<td>17.70</td>
<td>391</td>
<td>18.60</td>
<td>378</td>
<td>16.78</td>
</tr>
</tbody>
</table>
Female students constituted 56% of the student body (compared with 53% in 2011).

### Age group profile

In SS 2012, 65 students were identified as having a disability affecting their study [113 in 2011, 142 in 2010].

201 students (11.4%) were repeating a paper or papers that they had previously failed.

734 (41.7%) were finalists in 2012.

### Course load

The 2257 course enrolments adhered to 1762 students taking 1.28 papers. This figure continued to decline. Prior to 2010, about one third of the students took two papers.

### New Zealand students’ home areas

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Otago</td>
<td>44%</td>
</tr>
<tr>
<td>Southland</td>
<td>7%</td>
</tr>
<tr>
<td>Canterbury</td>
<td>7%</td>
</tr>
<tr>
<td>South Island (inclusive)</td>
<td>70%</td>
</tr>
<tr>
<td>Greater Auckland</td>
<td>11%</td>
</tr>
<tr>
<td>Wellington Region</td>
<td>7%</td>
</tr>
<tr>
<td>North Island (inclusive)</td>
<td>30%</td>
</tr>
</tbody>
</table>

### Registration category

With 2011 and 2010 percentages cited in square brackets, the 2012 Summer School registration categories comprised:

- continuing Otago students: 1651 93.7% [93.2%; 87%]
- transferring from elsewhere: 84 4.8% [3.9%; 5.8%]
- new/first-time students: 27 1.5% [0.3%; 2.6%]
School leavers were not encouraged to enrol in Summer School because of its demanding nature and the University’s concern to enrol students to succeed.

With 2011 and 2010 figures given in brackets, transfer students in 2012 hailed from:

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Number</th>
<th>Percentage</th>
<th>Institution</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overseas institutions</td>
<td>27</td>
<td>35, 46</td>
<td>Massey</td>
<td>0</td>
<td>2, 3</td>
</tr>
<tr>
<td>NZ polytechnics/colleges</td>
<td>31</td>
<td>18, 49</td>
<td>Victoria</td>
<td>6</td>
<td>[6]</td>
</tr>
<tr>
<td>Auckland</td>
<td>2</td>
<td>1, 7</td>
<td>Waikato</td>
<td>2</td>
<td>1, 1</td>
</tr>
<tr>
<td>Canterbury</td>
<td>7</td>
<td>0, 6</td>
<td>Miscellaneous</td>
<td>2</td>
<td>3, 1</td>
</tr>
</tbody>
</table>

Of the 27 transfer students from overseas tertiary institutes, 13 were from the United States; 6 were from Canada; 3 were from Malaysia; one each were from Sweden, Iraq, China, and two were from Russia.

Māori and Pacific Island
The number of students identifying themselves as New Zealand Māori increased to 151 (8.6% of the student body), compared with 132 in 2011 (7.8%), and 177 (9.72%) in 2009.

The number of students self-identifying as Pacifika dropped slightly to 92 (94 in 2011, 115 in 2010 and 91 in 2009). Pacific students were 5.2% of the student body (5.56% in 2011; 5.62% in 2010; 5% in 2009). The cohort composition was:

<table>
<thead>
<tr>
<th>Pacific Island</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samoan</td>
<td>31</td>
</tr>
<tr>
<td>Cook Island</td>
<td>7</td>
</tr>
<tr>
<td>Tokelauan</td>
<td>2</td>
</tr>
<tr>
<td>Niuean</td>
<td>5</td>
</tr>
<tr>
<td>Fijian</td>
<td>27</td>
</tr>
<tr>
<td>Tongan</td>
<td>10</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
</tr>
</tbody>
</table>

International
On 31 January 2012 there were 199 International students, 145 of whom were returning, 37 were transfers, and 7 were first time students. Ten students came from Brock University with Dr David Brown, and 15 students came independently from Dartmouth.

**International student enrolments by paper**

<table>
<thead>
<tr>
<th>Paper Code</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH218</td>
<td>1</td>
</tr>
<tr>
<td>BIOA201</td>
<td>5</td>
</tr>
<tr>
<td>BITC210</td>
<td>1</td>
</tr>
<tr>
<td>BSNS103</td>
<td>17</td>
</tr>
<tr>
<td>BSNS105</td>
<td>12</td>
</tr>
<tr>
<td>CHEM191</td>
<td>12</td>
</tr>
<tr>
<td>CHIN131</td>
<td>1</td>
</tr>
<tr>
<td>CLAS106</td>
<td>2</td>
</tr>
<tr>
<td>CLAS339</td>
<td>1</td>
</tr>
<tr>
<td>COMP113</td>
<td>7</td>
</tr>
<tr>
<td>COMP160</td>
<td>6</td>
</tr>
<tr>
<td>COSC326</td>
<td>1</td>
</tr>
<tr>
<td>COSC360</td>
<td>1</td>
</tr>
<tr>
<td>ENGL127</td>
<td>10</td>
</tr>
<tr>
<td>ENGL251</td>
<td>2</td>
</tr>
<tr>
<td>ENGL351</td>
<td>3</td>
</tr>
<tr>
<td>ECON112</td>
<td>4</td>
</tr>
<tr>
<td>EDUC102</td>
<td>1</td>
</tr>
<tr>
<td>ENGL127</td>
<td>10</td>
</tr>
<tr>
<td>ENGL251</td>
<td>2</td>
</tr>
<tr>
<td>ENGL351</td>
<td>3</td>
</tr>
<tr>
<td>FREN105</td>
<td>5</td>
</tr>
<tr>
<td>FORB201</td>
<td>12</td>
</tr>
<tr>
<td>FRSN105</td>
<td>5</td>
</tr>
<tr>
<td>FRSN339</td>
<td>1</td>
</tr>
<tr>
<td>HIST333</td>
<td>1</td>
</tr>
<tr>
<td>HUNT233</td>
<td>6</td>
</tr>
<tr>
<td>HUNT323</td>
<td>6</td>
</tr>
<tr>
<td>JAPA131</td>
<td>4</td>
</tr>
<tr>
<td>JAPA131</td>
<td>6</td>
</tr>
<tr>
<td>JAPA131</td>
<td>4</td>
</tr>
<tr>
<td>LAWS487</td>
<td>1</td>
</tr>
<tr>
<td>MAOR110</td>
<td>1</td>
</tr>
<tr>
<td>MAOR110</td>
<td>5</td>
</tr>
<tr>
<td>MART202</td>
<td>1</td>
</tr>
<tr>
<td>MATH151</td>
<td>2</td>
</tr>
<tr>
<td>MATH160</td>
<td>2</td>
</tr>
<tr>
<td>MFCO112</td>
<td>3</td>
</tr>
<tr>
<td>MFCO211</td>
<td>12</td>
</tr>
<tr>
<td>MUSI133</td>
<td>5</td>
</tr>
<tr>
<td>PACI210</td>
<td>1</td>
</tr>
<tr>
<td>PHSI170</td>
<td>6</td>
</tr>
<tr>
<td>PHSL292</td>
<td>4</td>
</tr>
<tr>
<td>POLS231</td>
<td>2</td>
</tr>
<tr>
<td>POLS231</td>
<td>2</td>
</tr>
<tr>
<td>POLS317</td>
<td>3</td>
</tr>
<tr>
<td>RELS202</td>
<td>1</td>
</tr>
<tr>
<td>RELS330</td>
<td>4</td>
</tr>
<tr>
<td>RELS330</td>
<td>3</td>
</tr>
<tr>
<td>STAT110</td>
<td>1</td>
</tr>
<tr>
<td>THEA151 DN</td>
<td>2</td>
</tr>
<tr>
<td>THEA251</td>
<td>2</td>
</tr>
<tr>
<td>TOUR214</td>
<td>4</td>
</tr>
<tr>
<td>TOUR221</td>
<td>1</td>
</tr>
<tr>
<td>TOUR2306</td>
<td>12</td>
</tr>
<tr>
<td>TOUX101</td>
<td>3</td>
</tr>
<tr>
<td>TOUX102</td>
<td>4</td>
</tr>
<tr>
<td>TOUX102</td>
<td>4</td>
</tr>
<tr>
<td>TOUX101</td>
<td>3</td>
</tr>
<tr>
<td>TOUX102</td>
<td>4</td>
</tr>
</tbody>
</table>
With 2011 and 2010 numbers cited in brackets, papers offered by the four divisions in 2012 attracted the following percentages of international enrolments:

<table>
<thead>
<tr>
<th>Division</th>
<th>Percentage</th>
<th>Bracket</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commerce</td>
<td>36.8%</td>
<td>[57; 73]</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>10.5%</td>
<td>[8; 15]</td>
</tr>
<tr>
<td>Humanities</td>
<td>30.3%</td>
<td>[36; 77]</td>
</tr>
<tr>
<td>Sciences</td>
<td>22.4%</td>
<td>[33; 41]</td>
</tr>
</tbody>
</table>

**Motivation to enrol**

Academic records data indicate that 201 students (11.4%) were repeating a previously failed paper. Earlier years’ percentages have been: 2011 - 11.9%; 2010 – 14.1%; 2009 – 13.8%; 2008 – 12.27%, showing a downward trend. In recent years, two papers – CHEM 191 and PHSI 191 – having passed practical components but narrowly failed the paper, is a *prerequisite for admission*.  

Academic records data on 1 March indicate that 734 students who enrolled in SS self-identified as finalists in one of the 2012 teaching periods. At 41.7% this shows an increase from 38.5% in 2011, and 34.5% in 2010). Distance enrolments of 196 across the seven papers constituted 11.1% of total enrolments (1762).

**Programme affiliation**

Across the cohort, the strongest degree affiliations were:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>552</td>
</tr>
<tr>
<td>BCom</td>
<td>367</td>
</tr>
<tr>
<td>BSc</td>
<td>455</td>
</tr>
<tr>
<td>LLB</td>
<td>219</td>
</tr>
<tr>
<td>BPhEd</td>
<td>63</td>
</tr>
<tr>
<td>BApSc</td>
<td>45</td>
</tr>
<tr>
<td>BBiomedSC</td>
<td>20</td>
</tr>
<tr>
<td>MusB</td>
<td>19</td>
</tr>
<tr>
<td>BTchg</td>
<td>22</td>
</tr>
<tr>
<td>DIPGRAD (all types)</td>
<td>54</td>
</tr>
</tbody>
</table>

Forty students were Master’s students and 6 were PhD candidates. Fifty students were enrolled in a Diploma for Graduates or postgraduate diploma, and another 18 in a Postgraduate Certificate. There were 58 students enrolled in SS papers for Certificate of Proficiency (COP), 29 of them in Commerce, 7 in Law, and 41 in Science (some students were registered for more than one paper).

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4 These papers are positive initiatives to allow able students to progress  
5 Data parameters do not capture in which of the three tuition periods of a year the student will complete programme requirements. The report also captures students who self-identify subsequent to the School  
6 These numbers derive from data that continuously update and so, in some cases, may reflect changes since Summer School
Interest only enrolment was not permitted in 2012 (suspended by Senate as a managed enrolment strategy).

### Examinations
Fifty-three (53) of the 72 papers had final examinations, including 6 of the 7 distance learning papers. Despite the challenge of producing a schedule for 53 examinations over a 5 day period in multiple venues, there were no examination clashes for any student.

Examinations ran from Saturday 18 February (the day after classes ended) until Thursday 23 February. In relation to examinations, the main concerns raised by students continued to be no study days after classes cease and the impossibility, in some instances, of assessed work being returned to them before their examinations.

### Pass rates
- **Arts and Music** (34 papers): ranging from 100% (CLAS 339, EDSU 115, GERM 105, MAOR 115, MUSI 259 PACI 210, RELS 202 and THEA 251) through 83.33% in RELX 202. The overall pass rate was 92.70% (89.74% in 2011, 89.98% in 2010)
- **Law** (6 papers): ranging from 100% (LAWS 471 and LAWS 476, 480 and 489) to 96.15% (LAWS 486), with an overall pass rate of 98.10% (98% in 2010)
- **Commerce** (13): ranging from 100% (COMP 113, FINC 204, HEIX 701 and TOUR 221 and TOUR 306) to 85.71% (MART 202). The overall pass rate was 94.29% (91.49% in 2011 and 85.14% in 2010)
- **Sciences** (13 papers including Consumer & Applied Sciences): ranging from 100% (HUNT 233, PHSE 240, PHSE 437, COSC 326, COSC 360, and PHSI 170) to 85.71% (PHSI 191). The overall pass rate was 92.11% (92.34% in 2011 and 90.04% in 2010)
- **Health Sciences** (4 papers): BITC 210 100%, BIOA 201 92.86%, HUBS 192 84.62% and FORB 201 98.15%

The combined divisional pass rate for SS 2012 was 94.26% (93.82% in 2011; 89.68% in 2010)

In contrast with the overall SS pass rate (94.26%), the pass rate for the 205 students repeating 27 papers previously failed papers was 87.3% (79.2% in 2011, 75% in 2010) There were no aegrotats.

The pass rate for the 19 students in their first year of any university study was 84.21% (84% in 2011, 84.21% in 2010).

### Evaluation
Various evaluations of SS 2012 were undertaken, including:
1. SS questionnaire. The survey is administered by teaching staff to SS students in as many papers as possible, then collected and analysed by Higher Education Development Centre (HEDC). The focus of this survey is on SS overall, rather than course content or teaching evaluation, and the results are reported in the appendices.

2. Surveys conducted by some departments and coordinators, focusing on specific matters of course content, methodology or teaching. The results of these surveys are confidential to their initiators.

Summer School questionnaire
The annual SS questionnaire was sent to all course coordinators, and 768 responses were received. Several classes were not surveyed however, so in the week after classes ended students in those papers were invited to complete an online survey. Of 233 in the unsurveyed group, 60 completed the survey online. 71 distance students (out of 300) completed the survey bringing the combined responses to 905, which is an overall response rate of 51%. Combined results are reported below except where indicated.

HEDC’s analysis of the results (see Appendix II) contributes useful information for future planning. Indicative results are that:
- 96.4% of students felt that they accomplished “a great deal – satisfactory” amount
- 87.8% of students were satisfied with the teaching methods used
- 90.5% felt that Summer School had increased their interest in university study “greatly – somewhat”
- 67.2% were enrolled in Summer School for the first time in 2012

In relation to “work required” 40.8% of students felt that there was “much too much” or “too much”
- 52.1% considered the workload to be appropriate or satisfactory
- 7.2% of students considered themselves underworked

Responding to Question Two: “What programme will you credit your Summer School paper(s) towards?” 93.2% indicated University of Otago.

The result for Question Three: “What if you had not attended Summer School this year?” 39.3% of students indicated they would not have taken the same or similar papers at Otago during semester one or two.
Also of interest is the 11.2% cohort who would not have taken any paper anywhere or in semesters, had they not attended SS at Otago.

Question 10: 31.2% confirmed their course by mail, (61.4% of distance students did this). Course confirmation processes on course confirmation days (9-10 January) attracted a positive response with 60.5% of students rating them “excellent – good”.

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7 During processing the 2012 summer school questionnaires the evaluation service discovered an error in their processing procedures which led to a duplication of some of the responses. This was able to be easily corrected, however the previous year’s results were checked and the duplication had occurred then as well but was not picked up by the usual checking processes. The error meant that 1467 responses were recorded instead of 983. So the response rate was recorded as 87% instead of 58%. The rest of the data in the annual report used the percentage values which were accurate within 1% so no adjustment is needed to the rest of this section of the report. The evaluation service has assured us that more rigorous checking processes have now been put in place.
Question 12: “Rate the student support facilities available at the Summer School” 38.4% of students used the SS office, nearly all rated its service as “excellent – good”. Blackboard was used by 84.1% of the combined group, and by 95.8% of distance students. Distance students made less use of library services (43.5%) than on-campus students (86.6%). Admissions and Enrolment was used by 70.5% most of whom rated the service excellent to good. OUSA Advocacy/Class Reps were used less this year with 32.5% using this service.

Summarised selections of student responses to the open-ended questions (14 and 15) are attached as Appendices III and IV. The strongest messages from these are the same as in previous years, as follows:

**What students liked best**
Students appreciated the quiet, more relaxed atmosphere and small class sizes where interaction is easier. This includes better access to both resources and lecturers. Students also really liked the opportunity to try different papers, to study topics not normally offered, or being able to focus on just one paper. For some it was just “the paper itself which was eye-opening and extremely rewarding” and for others it was the chance to manage workload, reducing an otherwise heavy semester later on, or taking papers that would have clashed during the year. Many students appreciated having something to do over summer “when I would have otherwise been wasting time” or the chance to study while working full time. For others it was about catching up (“I finally got through Chemistry”) or about getting a “Little bit of sunshine in Dunedin”.

The **Best Aspects** of Summer School continue to be:

- the opportunity to
  - progress more quickly or catch up
  - focus intensively on just one or two topics
  - study something new or additional to formal programme requirements
  - manage or ease downstream workload

and enjoyment of

- teachers who are more enthusiastic, relaxed and available than during semesters
- an uncrowded campus and better access to essential resources
- the fast pace, which supports motivation and averts boredom
- smaller classes, more interaction with teachers, a sense of being better valued/known.

**What students didn’t like**
The most common complaints were the range of papers not wide enough, workloads too heavy, and not enough time before exams. There were some problems with communication, course confirmation, how staff use Blackboard, and also rare yet heated dissatisfaction with many services. Many students said there was “nothing” they didn’t like.

The **main changes** that students would like for the next Summer School are:
to have more(any) time between the end of classes and examinations
- a wider range of papers and more at higher levels
- better ventilated rooms
- improved administration and communication processes

Appendix V provides a collation of student responses to Question 16 “What new paper (or papers) would you add for the next Summer School?”

Staff questionnaire
Introduced in 2003, this survey of academic staff and contractors is administered biennially. Staff members were not surveyed in 2012.

Academic services and administration

Integrated registration processes (enabling enrolment for Summer School and semesters at the same time) have been in place since 2005. Online registration has become the norm.

Since 2008, course confirmation forms are sent to all domestic and distance students in mid-December. For the third time all of this cohort (not just distance students) were permitted to return their forms by post. Only international students and students needing studies advice needed to course confirm in person at the start of the School. The option to change or add papers was unavailable after 11 January.

International student advisers were centrally available in the ISB from 9.00am to 4.00pm on both 9 and 10 January. Wider demand for the Divisions’ Advisors was low given that:
- no new(on-the-day), domestic students could enrol
- changes of course or adding a paper were not permitted for domestic students on the first two days of Summer School.

Overall, the 2012 Managed Enrolment environment placed great strain on Admissions and Enrolment in terms of the need for multiple enrolment maxima/limits per paper, and new systems for daily tracking and reporting against these. Numbers also needed tracking against departmental and divisional allocations.\(^8\) It was also stressful for many students and some departments who were unaware of, or confused by the relatively draconian new policies despite considerable publicity. Slow or late responses from students contributed to the difficulties, with unfortunate outcomes for some students.

Student services and support

Full services
From 9 January, standard services were available from: the Accommodation Office, Careers Advisory Service, Disability Information and Support, OUSA, Pacific Islands Centre, Proctor/Security, Recreation Services including Unipol Sports Centre, Student Computing

\(^8\) Every paper had to have a minimum limit and a domestic maximum limit. In addition, many also had an international maximum limit or an overall limit
Services, Student Health Services, University Information Centre, Student Learning Centre, Te Huka Matauraka-Māori Centre, and University ID Card.

Food and retail outlets in the ISB Link and the Commerce Shop also opened for Summer School from 9 January.

In addition to 10 individual consultations (18 in 2011 and 38 in 2010), during the SS period, the Student Learning Centre (SLC) offered four workshops specifically for SS students.

Attendance was as follows:

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note taking</td>
<td>15</td>
</tr>
<tr>
<td>Essay writing</td>
<td>11</td>
</tr>
<tr>
<td>Top tips for writing exam essays</td>
<td>5</td>
</tr>
<tr>
<td>Top tips for exams</td>
<td>7</td>
</tr>
</tbody>
</table>

Welcome functions were held on opening day for new-to-Otago students, and by St Margaret’s College for residents (hosted by the International Office).

The Pacific Islands Centre held a welcome barbecue lunch in Week Two (attended by 18 staff and students) and a pre-examinations barbecue lunch in Week Six (attended by 15 students). There were 80 Summer School students enrolled with the Centre, most returning students trying to complete their degrees or repeating papers. The Centre was well utilized as a study space, for support, and as a source of pastoral care. All students enrolled with the Centre were kept informed via the website or by regular newsletters detailing services, support, events and tutorials. Only one additional tutorial was requested – for STAT 110. Ten tutorials were held, attended by 5 Pasifika students.

The Māori Centre held a lunch for its SS students in week 3. Of the 12.8% who accessed Māori Centre services, 81% found the services excellent – good.

The final class of the LAWS 476 European Union Law (taught in Wellington) was attended by Michalis Rokas the new Chargé d'Affaires in the European Union Delegation to New Zealand. He spoke at the final class then joined students at a small function to conclude the course. This was his first engagement in New Zealand.

From 10 to 21 January, chaplaincy coverage was provided by the University Catholic Chaplain and subsequently by the University of Otago and Otago Polytechnic Chaplains. Proctor/Security services were provided throughout.

The Staff Club was open from Day One: from 9.00am – 7.00pm Monday to Thursday and 9.00am – 9.00pm on Fridays. This was well supported by staff involved in Summer School (and probably by other staff and researchers working on campus over the summer period).

**Tailored services**

Child Care facilities re-opened on Tuesday 10 January. Clubs and Societies was open daily from 11.30 am.
Extended hours for refreshment outlets were again provided by the Union up to 31 January, subsidised by the Summer School budget. The ISB Shops (Archway and Campus) were open throughout the School but on less-than-standard hours.

University of Otago Students Association (OUSA) again provided tailored services for SS under a formal contract for service (at a cost of $10,348) although this service is now paid for by Student Services following the introduction in 2011 of the Education Freedom of Association Amendment Bill (otherwise known as the Voluntary Student Union Bill). This includes new regulations that govern what student services may be charged for, and ultimately how SS is permitted to fund and pay for certain services.

Extended Library hours were again provided for the seven days preceding the first day of examinations (Saturday, 18 February). This is not an easy schedule for the Library to implement and the Board appreciates their efforts. Questionnaire results indicate that the Library was used by slightly fewer this year — by 83.2% of respondents (86.7 in 2011; 79% in 2010). Among actual users, 93.5% rated the Library’s services as “Excellent – Good”. The cost of the Library SS service in 2012 was $43,040.

As Appendix II indicates, SS students were very light users of services other than the Library. They also continued to cause minimal activity for the Proctor. In 2012 there were no security or conduct incidents involving SS students for the six-week tuition period.

Communication

With students
A lunch meeting for students new to Otago was held on opening day, with approximately 25 attending. The Library, Student IT Services, OUSA Student Support/Advocacy, the Student Learning Centre and International Student Services gave welcoming, informative and practical presentations. Two meetings were also held with Class Representatives (see following section).

From week 1, a weekly electronic newsletter, Noticeboard, was distributed to all Summer School students to convey essential messages, dates, reminders and to publicise services.

As the front-line communicators with students through the teaching/learning system, many teachers had their own paper-specific communication channels and methods.

Class Representative system
Summer School students and teaching staff engaged very positively in this feedback system, with all the Dunedin-based papers having at least one class representative. All five papers taught at the Northern Centres had at least one representative. Out of 7 distance papers, 2 were represented, bringing the total number of Representatives to 86.
Two lunch meetings were organised jointly by OUSA and SS office: one in week 3 (25 January) and one in week 6 (15 February). Few negative issues were raised and most were fixable. Concerns and compliments were conveyed by OUSA either directly, or to Course Coordinators for passing on to the staff member concerned.
With staff
In the 14-week lead up to Christmas, an electronic newsletter, *Countdown*, were sent to all course coordinators, known teachers and Heads of Department. This included weekly updates on enrolments per paper. From week 1 of the School, an electronic newsletter, *InSchool*, was distributed to course coordinators, known teachers and managers of student service centres.

With the Staff Club reopening for SS on 9 January, the Friday “happy hours” for teaching teams were available from week 1.

A pre-Christmas function and SS launch for teaching teams, Heads of Department, Pro-Vice-Chancellors and the SSCE Board was held on 8 December 2010. Also hosted by the Deputy Vice-Chancellor (Academic and International), a post-school thank you function was held on 1 March for the above, plus representatives of key units providing support and services for SS students and staff.

### Outcomes

#### Financial
The income budgeted for the School (tuition and EFTS) was $3,696,576. Actual income received was $3,791,774.

Of the total 326.65 EFTS achieved, 28.6 were international (budget 23.4) and 298.05 were domestic (budget 300).

**Summer School income showing distribution to Departments**

<table>
<thead>
<tr>
<th>Year</th>
<th>Papers</th>
<th>Gross Income</th>
<th>Income to Depts</th>
<th>Allocation %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>23</td>
<td>1,327,996</td>
<td>1,062,397</td>
<td>80.0</td>
</tr>
<tr>
<td>2002</td>
<td>36</td>
<td>1,717,176</td>
<td>1,481,085</td>
<td>86.25</td>
</tr>
<tr>
<td>2003</td>
<td>37</td>
<td>2,045,057</td>
<td>1,700,302</td>
<td>83.14</td>
</tr>
<tr>
<td>2004</td>
<td>38</td>
<td>2,343,686</td>
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<td>2011</td>
<td>68</td>
<td>$3,448,485</td>
<td>2,827,728</td>
<td>82.00⁹</td>
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<td><strong>2012</strong></td>
<td><strong>72</strong></td>
<td><strong>$3,791,774</strong></td>
<td><strong>3,033,420</strong></td>
<td><strong>80.0</strong></td>
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In April, 80% of total income was distributed to teaching Departments. A further small percentage allocation may be possible later in the year.

Since 2006, five percent of total Summer School income must be returned as central overhead to the University. In 2012, this amount was $189,473 ($172,431 in 2011, $190,338 in 2010). Financial Services fee was $11,000 in 2012 ($10,000 in 2011). Other

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⁹ This includes a further 3.4% distribution ($129,500) to teaching departments in December 2010 and 2.0% ($68,879) in 2011.
service charges include: Examinations $12,894; Admissions & Enrolments $22,397; Security (Auckland campus afterhours) $1,170; and Library $44,384.

**SHORT COURSES**

**Bridging Chemistry**
Offered for the 11th time in the Summer School period, Bridging Chemistry ran from 30 January – 18 February. Designed for students who have not achieved sufficiently well to undertake first-year studies in Chemistry, the course accommodated 39 registrations (61 in 2011, 62 in 2010). Participants comprised 38 New Zealand citizens, and one international. 21 students (54%) were female (54% in 2011, 56% in 2010). The student age range was 18 to 51.

Geographically, Bridging Chemistry attracted enrolments from: Dunedin – 11; Christchurch – 1; South Island (other) – 6; Wellington – 7; Auckland – 3; North Island (other) – 9; Australia – 1 and Japan – 1.

12 students stayed at St Margaret’s College, the residence formally designated for the course. Teaching over the 16 days of full-time contact was located in Science 1.

**JumpStart Physics**
Making its sixth appearance in Summer School, JumpStart Physics ran from 31 January – 18 February. The course attracted 60 students (53 in 2011, 45 in 2010). 54 students were New Zealand citizens and 47 (78.3%) of the cohort were female. The student age range was 18 to 53.

6 students had Permanent Resident status.

Geographically, JumpStart Physics attracted enrolments from Dunedin – 9; Christchurch – 5; South Island (other) – 4; Wellington – 4; Auckland – 14; North Island (other) – 22; Australia – 1; and Malaysia – 1.

18 JumpStart students stayed at St Margaret’s College, the designated Summer School residence.

Designed for students whose training in high school physics and mathematics is incomplete, JumpStart Physics aims to provide students with the necessary background knowledge and study skills to undertake PHSI 191 (Biological Physics) with confidence. Teaching over the 15 days of full-time contact was located in the Department of Physics.

**The 16th Public Health Summer School (Wellington)**
In 2012 from 7 February – 2 March, the Public Health Summer School programme offered 26 short courses particularly targeted at the public sector, policy makers and health professionals. There were 13 new courses in 2012, notably on Pacific health, child health, and public health emergencies. Innovations in 2012 include a 2 day intermediate biostatistics course and developments in course administration such as online registration and payment system.

Varying in length from one to five days, courses in this year’s School attracted 415 registrations (419 in 2011, 461 in 2010) as follows:

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10 Taken from Evaluation Report on the 16th Public Health Summer School (PHSS) 2012, compiled by Michael Baker and the PHSS Organising Group.
### Epidemiology Statistical Methods and Research
- Getting started in public health research (11)
- Introduction to epidemiology (17)
- Introduction to basic biostatistics for health research (15)
- Introduction to SAS (11)
- Intermediate biostatistics: regression analysis (19)
- Advanced epidemiology (13)

### Applied Epidemiology
- Responding to public health emergencies (12)
- The science of influenza surveillance (23)
- Informatics for public health professionals (17)
- Population screening (24)

### Qualitative methods
- Introduction to qualitative methods (15)

### Health systems, evidence and economics
- Introduction to health economics (12)
- Introduction NZ health system (10)
- Introduction to health economics modelling: application to policy (17)
- Evidence for health and public health (10)
- Introduction to clinical epidemiology and evidence based practice (9)

### Public health ethics
- Public health ethics (16)
- The right to health (22)

### Māori health, ethnicity and cultural competencies
- Introduction to Pacific health (20)
- Hauora Māori: A government and whanau, hapu and iwi priority (22)
- Cultural competencies in public health (19)

### Healthy public policy and Population Mental Health
- HIA: Introduction to Health impact Assessment (8)
- HIA: Advancing theory and practice of well-being in local government (12)
- Protecting and improving child health (22)
- Smokefree outdoors forum (28)

### Urban health and sustainability
- Visioning the city (11)

Courses were accommodated at the University of Otago Wellington in the School of Medicine and Health Sciences. In its 16th year of provision, this flagship summer
programme mounted by the Department of Public Health occupies a well-established niche and is a high-profile learning opportunity in the region.

Scottish Summer School
As a result of discussion initiated and on-going with the Department of History since 2008, the second University of Otago Scottish Summer School was held 23–26 January. It comprised two short courses, Scottish Migration to New Zealand in a global context (attracting 26 students) and Scottish Literature (attracting 11 students). This was taught by two academic staff from History. The success of the School was strongly affirmed through participant evaluations. Teaching space was generously provided by SLC.

The Chaucer Summer School
With academic endorsement from the Department of English, “April is the kindest month”: Chaucer’s Canterbury Tales was taught on five successive mornings (23 –27 January) by a visiting academic from Oxford University. The School attracted 16 very appreciative students.

Wordsmith: The art of writing poetry
Also with endorsement from the Department of English, this short course was offered from 13–18 February by a poet and experienced teacher of poetry writing from Waiheke Island. Her focus was on using the senses, and the class of 32 students were very enthusiastic, even producing a CD recording of selected works. Accommodating this class was a problem as it was offered at the same time as Semester 1 Course Advising, when demand for rooms was at its peak.

LOOKING AHEAD

2013 Programme
Given the nationally competitive Summer School market, the first call for papers to be taught in 2013 was made to all departments in March. A provisional list of papers was posted on the University website in early May. The list includes some welcome “returnees” and some new papers which keep the programme both fresh and dependable.

Planning for 2013 builds on the success and stability of Summer School 2012, indicating that the size and scope of the School works well. Students will once again be offered a good selection of papers and an adequate number of 200 and 300 level papers. Enrolment processes are improving with the continued development of online application and communications systems. The Student Management System (to be launched in August 2012) will incrementally replace the paper-based system and in time expedite the enrolment process for SS students. Another clear advantage will be to assist staff managing patterns of high demand.

Size and shape
At the time of writing this report, it is not known if Senate will maintain the 2012 cap on the School’s domestic EFTS. The SSCE Board has never been interested in growth for its own sake, holding the view that the aspects of SS that students most appreciate should be protected. These include enthusiastic teachers, smaller classes, the less crowded campus and less pressure on learning resources. The Board is also not wedded to a one-size-and-shape policy. Creativity within the current model has been occurring for some years. Examples include:
- offering Law papers in Auckland, Wellington and Dunedin
- scheduling teaching on Saturdays or evenings
- designing theory-only papers for students already credited with the practical components from the previous tuition period.

**Timing**

In 2012, once again there was an overlap of SS classes, semester 1 course approval, SS examinations and Orientation Week. SS examination marking also clashed with course approval and week 1 semester classes. This continues to create undue pressures on students and staff, when even a few days break between study or marking would be welcome. The overlap also creates less than ideal conditions for international students who must vacate their college accommodations during the examination period to make way for the incoming year’s students.

**Residential accommodation**

Since 2009, with the crucial cooperation of the Master and staff, St Margaret’s College has been the official residential college for Summer-School. The College accommodates students taking credit papers as well as those taking bridging or other short courses. In 2012 resident numbers were up again with the return of a cohort from Dartmouth College.

**Funding for Continuing Education short courses**

In 2011 the VOTE allocation to the Universities for ACE (non-credit Adult and Community Education) activities was cut by 46%. In 2012 this provides an income of $153,585, used to subsidise Bridging Chemistry, JumpStart Physics, Public Health Summer School, the Scottish and Chaucer Schools, and Wordsmith. Many public lectures also received a subsidy, providing support and encouragement for departments’ community engagement and defraying some expenses.

In its 2012 budget the Government announced the end of funding for University-based ACE from January 2013. This is the end of an era. It is also an opportunity to rethink and re-evaluate how the University of Otago will continue to meet its strategic goals of community service, of being a critic and conscience of society, and of contributing to the public good at a local and national level.
APPENDIX II

Summer School Questionnaire
Questions 1 - 13

Response Analysis

[Not available in web version]
APPENDIX III

Summer School Questionnaire
Question 14

Best aspect of Summer School
I enjoyed every bit of my experience
Relaxed atmosphere, less people, quiet, more resources available for everybody, lecturer more approachable
Fantastic lecturer and students. All here to learn and more driven than in the semester one and two
The condensed course meant that all the information from lectures was easy to remember for exam time, still clear in your mind
Paper that was more interesting than semester papers
Tutorials, questions and answers provided, loved the feedback and chance to ask questions
The lecture hall was gorgeous too – great atmosphere
I found all aspects of Summer School paper enjoyable
The more relaxed atmosphere, small class and the paper itself which was eye-opening and extremely rewarding
Six weeks to complete two papers of my degree means I needed less time off work
Intense learning, pace, assessment
Having to only concentrate on one paper. It allowed me to put in more effort.
The lecturers and tutors were a lot more relaxed and were very helpful
Taking classes I wouldn’t have been able to at my home university
The lecturers seemed more approachable, perhaps due to the smaller than usual class size
Interesting/Fascinating papers (35)
An opportunity to try different papers (27)

Being able to attend both summer school paper in Auckland & Dunedin. It was an experience to take part in both classes.
Being able to complete a paper while living at home (2)
Being able to complete a research and writing assignment
Being able to do it in Auckland
Being able to study in Wellington.
Being able to study one of my favourite authors
Being there
Lecture times (8)
Catch up of Maths
Distance learning (6)
Finishing (2)
Getting the chance to learn the structure of te reo Māori
Good lecturer, interesting topic not offered at the Otago Campus, taught by a sector expert
Having night classes in Wellington for law papers. We were all working but able to do it. Great idea. (3)
I could do it from Australia and it is only 6 weeks long. So much better [distance]
Completing prerequisite paper (2)
The lecturers (for the two Wellington law papers) were really good – prepared, knowledgeable and approachable.
Informative, nice to have the chance to do something different
Learning a language (3)
Lecture time was great. I liked two or three hours lectures in one day
Quality of the two subjects available, relevance to my degree
Studying during summer
The location, being from Dunedin but being able to attend it in Auckland made the paper seem more like a working holiday than it would have done if it were in Dunedin. Also, my lecturer made the paper engaging and entertaining on a daily basis and I felt I learnt a lot from her and enjoyed every class
Blackboard notices
Being able to get 2 papers out of the way during the summer when I was not able to get employment
Something to do over summer (9)
Being able to take papers that would have clashed during the year (2)
One class to study, in small doses, is nice
Ability to gain points over a shorter period of time
Being able to focus on one paper – not worry about other papers/responsibilities
Only having to concentrate on one paper (6)
The concentration of face time with lecturers – in normal semesters classes are so spread out that you often forget who your lecturer is

A lot easier to understand each lecture and topic in Summer School compared to last semester.
Excellent way of teaching
Quality teaching
Really good to have a condensed course
Very effective lectures and tutorials

Less contact time
Being able to complete a paper over a short period of time (8)
Compact nature of the course (4)
Completing a necessary paper in just over a month so I won’t have to waste another semester doing this
Getting a somewhat dry paper out of the way in the shortest time possible
Getting two papers done in six weeks (8)
How quick it is (32)
It was short and snappy, but that was good because you didn't lose interest in the topic.
Short, succinct courses, independent study (e.g. internally assessed papers)
The ability to study something quite intensively within a short timeframe
The intensive and faster-paced classes
The length of the course
The shortened time period. It is much easier to focus and keep up to date with my school work - because you simply had to. Normal papers in regular semester time drag out too long when we all know it could be completed in a shorter time period... and I always lose focus, interest and motivation. I got much better grades at summer school!
Do it every day
Being able to focus on only one paper (31)
The ability to focus on one paper and complete it without the timetable clash problems between this paper (MATH160) and the rest of my course during semester
Great course, meeting new people (2)
Getting to know folks from outside my course (2)
Having a really close class, getting amazing friends
Making new friends who helped me with assignments
Meeting people (2)
Social interaction in a different language
The Forensic paper visit to the morgue and I met new people
The friendly atmosphere and being pushed outside my comfort zone

Easy to understand, more one-on-one teaching
Lots of one-on-one help with smaller classes (2)
The close interaction between the teaching fellows and students (3)

Studying COSC326
Doing Nautical Studies
Field trip (9)
Fun
Getting to study an area of personal interest unrelated to my degree (2)
Great theoretical topics of law – infinitely more enjoyable than 2nd year
I learnt a lot about exercise since I will be starting body building
It really interested me to learn new things and keep studying it
It’s practical! Like.
Lots of paintings to look at
Really enjoyed xxxxxx’s paper on comparative bill of rights. Made this paper I probably wouldn’t have done normally really interesting, we had good class participation and discussions
Studying an area of personal interest (2)
The collage assignment in this paper (2)
The paper content. I enjoyed learning about fantasy novels and revisiting old favourites.
The paper was great. Great lecturer and interesting content
To learn about aspects of media and how it relates to business
Wine Tourism Class and field trip, very engaging, very cool

Being able to work towards my degree that I no longer fulltime study for
Challenging myself to do my best
Chemistry examples
Completion of the essay. Comparison of Buddhist beliefs and practices in different countries
Computer Science
Condensed nature of the course meant didn’t have time to forget content
Easy to learn
Finally getting enrolled
Friendly and very good. I enjoyed it.
Gaining confidence in my academic performance
Getting great marks in my essays and proving to myself I can do this!
Getting the paper done
Good learning environment, small class so more ‘one-on-one’ time
Group project for EDUC102
Group studying in the library
Having the experience (2)
How easy it was, and the ability to do a paper when I would have otherwise been wasting time
I finally got through Chemistry
I learned so much in six weeks – Japanese is a bit exhausting, but good
Intensive learning (3)
Just sitting there, absorbing. Huge smile!
Lab work was actually connected to lecture content
Learning (9)
Learning a lot more in a short time
Learning a new element of my course (Classics), getting more in-depth
knowledge about ancient plays, keeping my study habits up while full university
year is on break
Learning a new skill (2)
Learning more about a topic of interest
Learning more about my own culture as well as others
Learning the information from the course. All the guest lecturers
More practical course compared to normal papers. Compressed format – keeps
things interesting
Not having an external exam. Communication of lecturer
Reading the course material (2)
Reading under pressure
Repeating CHEM191 and being able to actually understand it this time around
The class I took (3)
The course information, the variety of lecturers
The delivery of PACI210, the re representation of Pacific Island people
The interactive class work, made great friends and it made for a great learning
environment
The papers FORB201 and SPAN131. FORB201 is the most exciting paper I have
ever done
The short term intensity. I don’t forget what I learned
The skills I learnt at the course
The socratic nature of my paper EDUC102
To get a glimpse of university life (2)
Understanding the work/lectures given, tutorials
Was completing it all and I enjoyed blackboard
Watching film

CLAS240
My teacher, xxxx – her wealth of knowledge and ability is astounding – we are
very lucky to have her. Also the wānanga style of learning
Teachers and teachers’ aides
The paper was very self-directed which was good and the focusing on one course
rather than four was also very good
THEA151 – amazing class and great way to meet people
All of xxxx’s lectures, his humour and analogies made the lectures enjoyable and
easier to understand
Awesome teacher
BIOA201 paper
Class (2)

Course content. I feel that I have learned a lot this summer in terms of transportation sustainability
EDUC102
Energetic and encouraging lecturer
Everyone willing to help.
Everything before survey
Expert weaving tutor
FORB201 (8)
Fun lecturer and relaxing time
Help during tutorials, and the small classes so got to know lecturers
Improvisation class was awesome
Interaction with teachers
Lecturers/lectures (32)
Lecturers actually helping you
Lecturers and tutors all very decent and likeable people
Length and compactness of lectures
My teacher, no freshers
Teaching style
The consistency and amount of concentrated learning
The course was planned out well with fair amount of time for each assignment, considering length
The film clips and images in class, and meeting new people
The helpfulness of the course coordinator
The knowledgeable teacher and information
The lecturer was very knowledgeable and approachable
The lecturers were from outside the university and had a great deal of knowledge of the area they were teaching. Furthermore the subjects they were teaching were very topical.
Intensity, fast-paced learning
The MAOR110 paper was very good. I had done this paper last year and unfortunately failed it. This time around with xxxxxx has been so much easier to understand and so fun!
The material learnt and the tutor
The overall running of MAOR110 was great
The TOUR221 paper because it consisted of a Canadian lecturer who bought over 10 students from Brock University which made class more interesting as there was a wide opinion from a different country, and also made some great friends.
The Tourism staff, lectures, TOUR214 and 306 both excellent
TOUR306 and excellent Tourism Dept.
Very good and truly interesting guest speakers
Well taught. Other students seem to actually learn – not always the case during semesters
I have come to university just to have her as my teacher

A great environment to study, smaller numbers and quiet
Less people and the quietness of the central library (3)
Quiet campus (7)
Relaxed atmosphere (2)
The extra classes and the fewer number of students on campus
Smaller classes (2)

Great lectures
Not too stressful environment to study
Relaxed atmosphere (9)
Very relaxed and convivial class

Getting a carpark and a seat in any library
Having the choice of any seat in the near-empty library
Less people therefore more availability of computers etc.
The Auckland campus layout was more like a school-style of teaching rather than a lecture. The small class sizes were great and the lecturers and guest lecturers were fantastic!!
The extra availability of resources – library computers, empty gym
University of Otago
Well set up library

Being in small classes where you can talk and ask questions easily (11)
Having one lecturer and having smaller classes
Not too crowded
Small class (34)
Extra help and stuff from tutors
Better learning experience
Got to know classmates and lecturers etc.
Interesting papers, engaged teachers and students, quiet atmosphere around campus
Small size lecture/tutorial group
Easier to get help
Lectures are more interesting and it was fun to study FORB201
Smaller number of students, less intimidating
That the class size wasn’t too big, support during tutorials was very good
The concentrated classes and small class sizes allowing for more efficient study

Ability to get papers done during this period, and speed up the process of gaining a degree
Being able to complete a paper needed to graduate this year without overloading myself (five papers in semester one or two)
Being able to complete another paper (15)
Being able to finish my degree and not have to come back for another semester (4)
Choice and the availability to cut some time off my degree
Completing a paper MANT337 Good lectures, notes, and materials
Getting a chance to complete some papers to speed up my degree in courses I was really interested in doing that don't seem to be available during semester time (visiting lecturers)
Getting an extra paper done towards my DipGrad as I work fulltime as well
Getting my degree done faster, also support from lecturers each summer school have been fantastic (I have done 5 summer school papers in last 3 years and all teachers were great)
Getting papers done fast (4)
Getting points (7)
The freedom to do the course work when it fits around work
Getting two papers out of the way (5)
I could have extra credits towards my degree, I was able to focus on only one paper – this is great
Taking the workload off for the rest of the year by completing a paper in Summer School
The ability to complete the papers I’m wanting to do during one year instead of two years
The ability to study ahead and gain credit towards my major whilst still enjoying my holiday
The availability to continue study towards a degree
The fact that I do not have to come back for one semester next year or do five papers a semester (2)

Student allowance (3)

The class trips, getting out and putting what we learned into practice

Group assignment
Labs (3)
The availability of the tutors when needing information and accessibility of the blackboard/web page.
The paper and tutor were awesome
The tutorials and assignments that were covered in the course
The tutorials and written assignments. The amount of info that was given on Blackboard for the students to use
Tutorials (9)
Tutorials and the fact that the course was condensed down to the core things we needed to pass the subject.
Tutors and course material

Little bit of sunshine in Dunedin
Summer (4)
Enjoying summer at the same time doing some work.
Getting to have some good weather while at uni in Otago. Small class sizes
Living in Dunedin, great drops
Not being at home in Canada (2)
Operating in Dunedin during the warmer months
Studying in Dunedin when it’s not raining every day
Studying outside
Sun and learning (3)
The weather (2)

Faster-paced learning keeps me interested
Auckland law papers - that class was on weekends and condensed.
Balance of class time and summertime. Not overworked
Compact day of class
Less intense than I expected, well planned course load
One paper wasn’t too stressful (2)
Only having classes Monday, Tuesday.
Only six hours of work
Rapid and large amount of information over short period. Alright if you can get annual leave from job as not a fulltime student
Summer School hours make it easy to read the required books and other materials, and work a part-time job at the same time
Teaching times - LAWS479 4 full days, as opposed to 3 hours per week over the entire summer school period. Guest lecturers were informative and passionate in their respective fields. Engaged, specialist lecturer. Useful course materials, extra reading lists
The fact that in only 24 hours of contact time I completed a paper - very time-efficient
The flexibility that was afforded to me.
The paper was of a reasonable workload and took into account the fact that most people were working over summer (4)
The schedule wasn’t too tight and the lectures have been really helpful
The speed of the course was much slower than when I took it last year semester one. Much easier to follow
The speed with which I was able to complete an entire paper- 4 days!
The studying and the amount of work
A good balance between study and free time (2)
Assignments vs. terms tests for both my subjects (2)
Being able to pick up an extra paper without having to drop hours of work
Good compact timeframe. Tutors very informed. Great spacing of assignments that grew in intensity.
The ability to learn a great deal in a short time (2)
The length of the course is good, don’t have time to forget anything
The pace of learning
The workload was a perfect amount, topic interesting
You have more time to concentrate on one/two papers which is good (different to normal semesters)
APPENDIX IV

Summer School Questionnaire

Question 15

The change I would most like to see in Summer School
2012 Q15 raw data

Begin earlier so that there isn't an overlap between summer school and first semester (8)
Wider range of papers (29)
All good, no change (9)
Better weather (10)
Can’t think of any (12)
A timetable that shows possible clashes
A booklet of examples given out in November for students to practice before they start Summer School
Get the readings before Summer School
Summer School be available before Christmas like at other universities (7)
More study time before exams (17)
Try to have all exams finished by O-week
Make it longer (11)
No exams in O-week (9)
Construction workers in Central Library. There aren’t as many students here at present but we still pay fees and our grades still matter – do this work during November/December when no one is here (4)
Nothing (33)
Less workload (22)
Better use of Blackboard (9)
Library hours to be extended (6)
Less assignments
Less assignments to understand them more in depth

A lot of Summer School papers seem like ‘vanity papers’ i.e. based around a pet subject of a particular lecturer
Admission, course confirmation process, communication, accuracy in course information on website, listing course fees on website
Alternating papers – same papers offered year-in, year-out.
Attitude of permanent staff working at Admission & Enrolment office in link – one particular male staff, very rude attitude, very unwelcoming
Add more papers that can be credited to Health Science degrees
Bad lighting in CO429
Better textbook/better revision questions
Change in locations available e.g. Auckland
Course approval for whole year, less reading
Course confirmation not same day as classes, get maintenance done before Summer School starts, give students more data on computers – 60Mb is a complete joke, plan IT upgrades when students are not busy. OUSA should be in consultation about this, but they are a poor union at representation
Course confirmation was not so good – was not clear where and when classes started and would prefer more advisors at course approval
Different location choices
Less questionnaires
Less surveys
Don’t offer Laws475 Private Law at Summer School – too much work, needs to be a semester paper
Easier process for external/interest only students to enrol
Expected workload for two papers stated more clearly
Hand-outs
Have assignments spaced further away from exams, have lecturers finish on time and complete content during lecture time
Having to read out to class meant I sometimes left early to avoid getting picked
Higher percentage on internal assessment
I didn’t come across anything that needed improvement. Maybe give xxxxx a raise because he’s awesome
Lecture slides/notes on Blackboard for CLAS240 – missing a class makes catch-up very hard
Less bureaucracy, less having to send the same thing six times, better attitude of staff
Less internals with two days to work on (especially if it’s 20% off)
Less repetitive material from preceding papers, less videos
Less work, more beers
Letter written detailing difficulties with enrolment and improvements suggested
Longer course confirmation time (more than two days)
Make sure lectures and assignment content matches up
Mandatory one day off before exam period
All organised well
Maybe the opportunity to take harder required papers like QUAN (BSNS102)
More analytical work
More BSNS papers offered
More classes
More communication about what happens after mailing in confirmation forms
More credits/marks dedicated to internal assessment
More easily understandable lecture slide
More emphasis on getting to know others in the class
More examples
More foreign lecturers to have experience
More fun
More info on getting ID etc.
More interaction in classes
More labs
More lively, too dead in Dunedin
Timetable structure similar to semester time
More papers available and seen as fulltime, not part time
More questions and tutorials on organics and biological molecules
More science papers
More scientific papers
More support from the departments. Promote more tutoring?
More support, it is quite difficult
More time allocated between last lecture and exam
More time or less material
More tuition available
More tutorials
Better computers
Implement Summer School year-round
More internal %age
Oral exams
To be longer or two periods
Enrolment process should all be digital including course confirmation
More time to study for exam, is on the 18th (first day of exams)  
Introduce a proper 3rd trimester to allow us to do four papers over the summer  
It is very condensed and we are rushed before final exams  
Options for higher level papers  
Videos of lectures being put online. Perhaps allow for each student to go at a different pace  
An option to study in the evening  
All went fine  
Great course as it is  
Critic  
Greater range of papers offered  
Classes only between school times (before 3 and after 9)  
Easier answer, no external  
Finishing before my Otago Polytechnic course starts for the year – the crossover is a little awkward  
More options, more exam prep time or less emphasis on exam (lower percentage external)  
Less emphasis on the exam, lower percentage external  
No assignments due so close to the exams would be a good change  
Open Student Health earlier  
Stronger bound course reader  
A bit better in structure in terms of lessons  
Do we really need the course approval system? I understand that most of the universities around the world do their student registration online.  
It is quite good but very full-on and hard to keep on top of work loads  
Lecture videos posted on Blackboard – handy if unable to attend classes due to work or health reasons  
More lectures for ENGL127  
More strippers  
More support with distance learning subjects  
Not having all assignments being the same  

Streamlining the courses better instead of trying to dump everything from a semester paper into six weeks. It’s confusing and makes learning all the material hard. Also having to buy a $70 book for four weeks of class is ridiculous  
The pacing of the lectures  
This form has three degrees of good and only one of bad for the questions on this page (10, 11, 12); it seems unbalanced  
To add more examples, printouts to support the lectures and overcome the questions  
My class was not available online i.e. none of the slides, etc. Very frustrating when revising/double checking  
Extended library hours on a Saturday. If you are a parent or working, the weekend is the time when it is easiest to access library services, and on Saturday the library seemed to be closed for half the day  
For ENGL251, I think more books should be on course reserve, so we don’t have to recall them from other students during the essay  
More papers like ENGL251  
More time to handle workload. Harder for adult students to balance work, home and uni  
More tutorial/discussion based seminar-type classes. An icebreaker for small classes would have helped with class participation, I think  
The course felt a little short – there wasn’t enough time to go into things in enough detail. I’d have liked it to cover less in more depth
Papers available at Auckland for Otago University
Tutorials/study groups?
Better access to text book

The administration side of things. It was so difficult and complicated to actually get enrolled into the course. I received double-ups of the same information, and when I changed the course approval information (from 2 papers to 1) via telephone, the University still sent me outdated information via post. There was also little by way of confirmation by the University as to the progress of my enrolment. Frustrating. Also in terms of teaching the course, the course materials were not organised in to any particular order, and didn't get much acknowledgement from the lecturers (Forensic Law).

A bit more time, especially for research papers (for example if research papers could be due a bit after the exam). It is hard in such a short amount of time when you are just beginning to grasp a topic to then have the depth of understanding and time to write a decent assignment. Not sure - maybe space out assignments better

More structured classes; Lecturers need to be more available and helpful. The assessments are squeezed together with exams...too much pressure!

Different learning tools. More information provided for students and to have it sent out quick. The admissions and enrolment processes sorted out earlier in the year, not right before summer school is due to start, and getting the people who work there to all have the right information to pass on when required.
More distance papers offered
No Canadian-run papers such as TOUR221, without informing students before they sign up. The Canadian run class was entirely different to a NZ run paper, the cultural differences were paramount, and took a while to adjust to the Canadian lectures expectations of us, when we just would have preferred a standard Otago paper.

I felt that for a first year paper TOUX102 essays were marked harder than they should have been.
The enrolment dates being extended.

The whole affair. I have done Summer school before and loved it. To be honest, my previous summer school paper was seriously the best paper i have even done. But unfortunately, this summer school has made me think twice about even returning to Otago. I have found the summer school office to be... slack! They fail to reply to emails in a timely fashion, to be honest... they out-right ignore students. they mucked me around right from my first application for summer school, they then mucked me around when (after missing the first week and a half through not being enrolled) I tried to drop my summer school paper- well we'll just say after 4 weeks I'm still trying to drop it. I do not mean to complain, but if this is the way the summer school office treats people, then they most certainly are not only ruining their own name... but they are giving the entire university a bad reputation. I will personally NEVER do Otago summer school ever again.
I think any flaws in summer school were simply the result of the departments relocation and the back and forth with the college attempting to get everything arranged.
Needs to be more communication with distance study students before the programme starts as I was unsure where to look or when it starts or how we go about learning.

Papers with less prerequisite offered and more papers in the 200 and 300-levels offered.

Maybe more law papers available?
The interaction on Blackboard between tutors and distance students should be given more attention to. Distance students need to study more than the ones who attend "real" classes. I do not blame the system because that's what distance learning is but the tutor should be more interactive to keep the discussion alive

Admissions and enrolment was appalling / Very difficult and staff unhelpful

More subjects by distance especially level 1 as tasters

More papers offered out of Dunedin
More lecturers used for LAWS479 (rights and well being of NZ children). It was exhausting doing the paper in four days. I commend the lecturer for doing it.

I did a distance paper and I understand it can’t be run as a normal paper but that’s the only downside really. Oh, and the problems some students had with blackboard and the emails was a tad unfair!
A bit of leeway during exam time for those who are involved in first semester Intensives. I can't say there are any changes that I would like to make. In both this year and the previous year summer school has been very accommodating and I have found it very interesting.

More advertising for the Auckland papers! I think if it were more widely known that it was an option, more people would go. We only had 5 people in our class!

More lecturers from foreign universities

The administration never seemed to go smoothly - the system in summer school is different to the rest of the year, which seemed to cause a lot of problems. For example, registering for summer school last year meant that when I wanted to register for the rest of the year I could not do this online and had to contact the university. Also, most students I talked to had had trouble getting their Studylink fees on time - although this is not the university's fault, and is obviously to do with Studylink - perhaps better communication between the 2 is necessary.

I found the distance paper (TOUX101) was taught very differently to a previous summer school paper I had done (BSNS101). Until feedback was received through internal marks, it was hard to know if I was grasping the concepts correctly. There was a discussion board, but I felt there was not much personal feedback from the tutors. It would be good if the discussion board could be used by the lecturer and tutors to give all students feedback prior to submitting assessment.

Confirmation of receipt of forms sent to Dunedin from other centres. It's not good not quite knowing if you are enrolled or not, or whether the University has confirmed my course with Studylink (PIMS seemed to not be very good on these issues)
A course introduction sheet which said how the course was going to be assessed and when the
various components of the course were going to be due.
Getting our ID cards on time - our others from the previous year expired but we are still students!
Confirming that people have received the prospectus and other important stuff about the course. Not just assuming.

More support for Wellington summer school students - access to the Vic Uni library was extremely difficult. I never received a form to get a 2012 student id despite ringing Otago to ask for a form to be sent 4 separate times. This is not acceptable. Without a current id, I had great difficulty loaning the required texts from the Vic Uni library. I was also unable to use the photocopying facilities at the Vic library without a current student id. Another improvement would be for Otago students to have access to Vic student facilities such as the gym or student health.

Availability of more summer school law papers in one location, more aid perhaps if studying at a campus other than Dunedin

Didn't really learn much. From a selfish point of view it's nice to have cruisy papers but a 2 hr open book exam where you know what the questions are isn't really a test of intellect or learning. Summer school is almost a bit too token.

In Wellington, to have a study area available as the Vic Law Library only had restricted hours for us which at times proved to be very inconvenient and stressful when trying to find somewhere to study! Also, we couldn't access printers etc and could not access the building outside of office hours, which when working, an 8-5 window was not helpful. Thanks.

A hard copy course reader
More variety in law papers offered in Dunedin
My ability of studying
Natural light in the classroom. More use of textbook required to encourage familiarity. A more interesting textbook? More details given to what exam and assignments require.
No exams
No more two hour lectures
None of my class’ resources are available online. We had to email our lecturer if we wanted something
Not being cut off from resources due to Studylink date being wrong – very unhelpful
Not having the exam in the last days of class rather than in the exam period
Not having to do a big presentation the day before the final exam. Maybe have lectures spread out a bit more, two hours is hard to concentrate
Not strictly Summer School, but the ITS email address has been added to my spam list. They should know that browsers fail at detecting proxy settings and stop fucking emailing me about it
Notes on Blackboard with some possible video clips
Offer of block classes, in a week, on Saturdays, etc
Online course confirmation. Bigger classes for LAWS Summer School papers in Auckland, More law papers offered and bigger classes
Orientation for new students as it was very difficult to find my way around without anyone showing me
Papers where you can realistically learn a decent amount of things in the timeframe
Profs not reading off the slides and “babying” us, we are 3rd year students
Put the lectures that teach the assignment content before the assignment
Sex estimation maybe covered before the assignment
Should know where to go on 9th of January. Also had class, should have been informed earlier
Smaller laboratories
Exam should not be on Saturday
Some promo girls
Spread exams out a bit more
Spread exams out with law papers
Stop putting stuff in Commerce Building – it’s shit. I like buildings with windows, not prison-like rooms
Structured department seeded tutorial/review session
Summer School BBQ or orientation
Teachers – not very energetic
Test on Fridays
The ability to take more than two papers would be nice
The class rooms in St David’s not to be so hot
The enrolment process. Many students missed out this time because they struggled with the enrolment process
The exams not in O-week, people arriving at flats/halls makes studying for Summer School exams, especially if you have two exams, really disruptive. Also maybe shortening materials and content to suit the length of time of summer e.g. xxxx’s idea of private law paper required a lot of reading
This paper was perfect
Unfamiliar topic
Where there are blanks in slides, lecturers should put them up on Blackboard. For FORB201, there are 9am lectures on Wednesday. This should be reminded as some students forget.
APPENDIX V

Summer School Questionnaire
Question 16

New papers I would like in Summer school
A paper for every level, not just one level
A wider range (2)
All
All good with papers
Anything vaguely interesting as Summer School has a complete lack of choice
Bigger variety, I know a lot of people are interested in Summer School but there are no worthwhile papers for them
Can’t think of any
Compulsory papers for a degree
Individual projects/proposals – pre-course for Masters/DipGrad, like a framework paper to build the structure of proposals
Interesting ones
More 200 and 300 level papers (2)
More 300 level papers (3)
More 400 level projects/intern papers (2)
More from each department
More fun papers like FORB201
More interest papers
More interesting papers
More papers available in the first and second semester (2)
More practical papers
Papers that might not usually be offered at Otago
Papers to have before Xmas
Accounting papers (2)
ACCT211, Taxation paper, Auditing paper
ACCT300s
Practical accounting, how to file tax returns etc
Is the Anthropology of Sex (I think 200 level) ever coming back to the Summer School programme?
More 200 level papers, especially in anthropology
More ANTH papers (3)
Cave and Rock Art, practical pottery making in ancient styles
Digital photography
Japanese art
Modern art, NZ artists
Photography, some creativity art type paper
BIOC
BIOC192 (7)
BIOC192, hard paper to remember anything for
Biochemistry 200 level
Biochemistry papers
All BSNS papers (5)
BSNS102 (5)
BSNS104 (3)
BSNS106 (the CompSci requirement)
BSNS108
Business papers of 200 and 300 level
More business papers i.e. BSNS core papers (5)
More options in BCom area
I know a lot of BCom students would like the opportunity to do that in Summer School

BTNY111
CELS191
CLAS106 being split into two – one for Latin, one for Greek
Another 300 or 400 level Classics paper – don’t think there are any (2)
More on Mythology
Something about Ancient Egypt
200-300 level commerce papers
COMP
COMP111
COMP112 (3)
COMP160
Computer Science papers
More CompSci papers
More Computer science coding papers
A fourth year version of COSC326 e.g. 426 (2)
COSC200 level papers
I will 100% definitely do game design course
More core computer sciences papers
More COSC (2)
Design papers
Design papers – I came back for these to no avail
300 level Economics
ECON 200 to 300 level
Other economics papers
Some more Economics papers
EDUC101
Education papers
More optional papers from Teachers College
300 level fantasy paper
A paper on adult fantasy fiction/worlds
ENGL128
ENGL251
I’d like to see a literature paper focusing on Proust
More English (4)
More English ones – not just beginner papers
More interest-based English papers
More interesting literature papers
More of a variety of English papers
More papers like ENGL251 that involve reading novels or practical work
More papers like the Jane Austen one – what about Charles Dickens, or George Elliot, or E M Forster?
Poetry
Something in writing – a writing paper – Paul Tankard?
Specific papers for each (ENGL251) series e.g. Harry Potter paper
Finance, 100 level paper (2)
FINC 200 to 300 level
FINC202
More 200 level Business courses (e.g. in Finance)
More finance
300 level forensics paper (3)
Another forensics paper, possibly more anthropology, entomology and identification
Forensic courses by Jules Kieser
More FORB papers (3)
More fun papers like FORB201
FOSC paper (2)
200 level French
French 200 level & 300 level
French literature paper
More French – not just beginner papers
Genetics papers (2)
Geography papers (2)
HEAL192 (3)
A New Zealand history course
Choice of two history papers
History papers – European
More History papers (5)
HUBS 191 (3)
Any nutrition options
Competitive Jello wrestling
Cupcakes
Don’t know/no comment/none/nil/no idea/not sure/what? (23)
Excel computer for students doing science courses who haven’t done computer at school
Had the papers I was interested in, so none
Hopefully, none. I want to pass everything
I don’t know, but I would enjoy taking another paper next year
I won’t be back, so can’t comment
I would only do Summer School again if I needed to repeat a paper or get points – would rather stay at home
Microsoft
None – graduating this year (5)
None, there was a good selection
Noob purving 101
Not attending Summer School again
Only had the choice for the two because of the (Brock) programme
Other accounting papers available in other semesters
Probably won’t do Summer School next year
Seems good
Unsure at this stage as this is my first time at uni
Water fights
What I will need/find interesting at that time
Would not do Summer School unless I needed to
InfoScience papers
More 300 level InfoScience (2)
200, 300 + level language papers (2)
Celtic language
More language papers (3)
Russian language
Latin 101
A criminal law paper taught on the Dunedin campus
Better law papers at Dunedin, the best ones are always in the North Island
Forensic Law (2)
Law of emerging technologies, labour law
More Dunedin-based LAWS papers
More hands on ones/more law involved ones such as negotiation or mediation
More law paper choice (7)
More law papers offered in Dunedin e.g. forensic and children
More rights law/public law
LING111
Different MANT papers, so I can do another next time
Management 200 to 300 level
More 300 level management papers (3)
More management papers (2)
Basic kete paper
Different Māori papers
Korowai (cloak making) paper
Maori culture
More flax weaving (2)
More Raranga options e.g. Whariki (2)
More weaving, repeat Whakairo, Wharariki
Tukutuku paper,
Marketing
Marketing (Statistics)
Advanced mathematics (2)
MATH160
MATH170
Communications ones
Film, classic silent films
Media papers – 200 level +
More communication studies papers
More film papers (2)
Microbiology 200 level (2)
BMus
More music papers (7)
MUSI259 should be there as it is an important class for musicians to take
MUSI301
Music improvisation 200/300 level music
PAC1210, PAC1102
More Philosophy papers (3)
Philosophy 100 level
Harder level PE papers
Martial arts
More PE papers (SPLS), (PROF)
More Physical Education papers (11)
Outdoor ed
A cool physics (specifically weird quantum physics)
A paper that progresses from PHSI170, i.e. PHSI270… a continuation of PHSI170
Advanced Physics papers (2)
PHSI
Physics 101
PHSI 131
PHSL
Physiology 200 level
A greater selection of Politics papers (3)
More PHPE options
Politics 100 level
Politics, intro to United Nations
War tactics paper – POLS
100 level Portuguese
200/300 level PSYC
A psychology paper
Another 300 or 400 level Psychology papers – don’t think there are any
Perhaps Psych papers, would have helped with my minor
PSYC111 (2)
PSYC325 Psychology in legal contexts
Psychology papers (5)
Psychology papers, summer internships
Buddhism in the West – emphasis on doctrine, beliefs and practices
An environmental studies or science class – in a NZ context
Environmental studies
Introductory science i.e. BIOL and CHEM (not just for those who didn’t pass during regular semester)
More 200 level Science papers to help BSc students get their points (2)
More papers to credit a BSc (not just HealthSci)
More science papers (6)
More science papers to speed up your course after having failed CHEM191 first time round in semester one
More Science papers/more 200-300 interest papers
SOCI (2)
All Social Work papers that are higher than 100 level ones please
Social Work 300/400 level
SOWK200 level papers
Spanish
Would like to do 200 level Spanish papers at Summer School, as will not have the opportunity to take them otherwise
More papers like THEA151 that involve reading novels or practical work
More Theatre papers (2)
Theatre design
Theatre technology
A Theology paper of some description
An on-campus Tourism paper
Beer brewing
Beer tasting (2)
Beer tasting paper. Wine was very interesting!
Hotel management
More fun papers like TOUR214
More Tourism (2)
Vodka/beer tasting course
Zoology papers (2)

More arts papers perhaps?

Maybe a "core"/"very important" paper offered in s1 and s2, like Company Law, Legal Ethics, Evidence, etc. This would open up room in later semesters for more specialised papers.

Uncertain, I would like to see politics papers offered at different locations; Wellington or Auckland. Law summer school is always very full in various locations as I have done it in all 3 offered.

Just think that Politics would have the same degree of interest as a lot of law students have pols as there other degree.

Some more papers in wellington (e.g. arts papers).

Not sure

More Anthropology, Politics (other Humanities) 200 levels papers!

None

Te Reo Maori - beginners

More Humanities papers

Maybe more distance papers?

More laws papers

Some kind of international law paper- human rights or an emerging technologies paper.

I know the PE students would like to see a PE paper there that is available to count towards the degree.

More new law papers in Wellington.

Well, as I said. I will never do summer school again. So as far as my opinion on papers goes... I say just incorporate the current summer school papers into semester one and two, thus completely getting rid of summer school altogether.

Hope I never have to do summer school again, I’d rather pass everything in one fell swoop.

More family/child law papers with different codes so you can get credit for doing multiple family law papers with slightly different content

Finished my degree

FORB201 was great, maybe some papers similar.
A health law paper that is open to undergraduates during summer school
Don't know yet as my husband might divorce me next time I enrol again. LOL

Maybe a PE 100 or 200 level paper

I would rotate the papers available in Otago, Auckland and Wellington so students can take summer school the next year in their home town.

SOWX114, Psychology, I want to become a Christian Counsellor and don't want to travel to Bethlehem or Vision College so ideally any papers that would make up this degree @ Otago would be great.

A company law paper

More law papers available.

No idea, sorry.

No particular papers but would have had some good times learning from professors from overseas universities. They bring a different dimension into learning.

Survey102

ACCT papers would have been helpful for summer school.

Me personally? Compulsory INFO papers at 200- and 300- level!

A paper on US Constitutional Law

I like that European Law is available, definitely keep that!

Some Spanish papers

The papers were fine.

Perhaps an additional law paper to the usual two provided in Wellington because it is often necessary to do two law papers at summer school, and some measure of choice in what papers to take would be desirable.

An advocacy/negotiation type paper for law i.e. more practical skills

More family based or forensic

International Law papers are really interesting! Also a Media Law paper could be very interesting at the moment!

Higher level finance papers

I have no more papers so I wouldn't add any