

ANNUAL REFLECTION 2025



AIC

**Auckland
International
Campus**

Education Partners



01	About us
02	Vision, mission, and values
04	Board Chair report
05	Chief Executive's report
08	Performance at a glance
10	Learner success
13	Connection
16	Supportive learning environment
21	Learning, teaching and research
24	Workplace culture
30	Innovation
32	Governance
33	Executive Leadership Team



ABOUT US

Auckland International Campus (AIC) is a shared education hub, enrolling international learners in programmes accredited by partner institutions. This standalone international campus, located in Auckland's central business district, is a public-private partnership between Future Skills and Otago Polytechnic, established in 2012. We offer programmes from diploma to master's level in the fields of Applied Management, Construction and Information Technology.





VISION, MISSION, & VALUES

OUR VISION

We develop New Zealand's most employable graduates.

OUR MISSION

Build capability for a global workforce.

OUR VALUES

EMPOWERMENT
Whakamana

GROWTH
Whakatupu

INTEGRITY
Whakapono

CONNECTION
Whakahono

EXCELLENCE
Whakatairangi

AIC VALUES STATEMENT

“At AIC, we **empower** our people to **grow** personally and professionally, guided by **integrity**, **connection**, and a commitment to **excellence**.”



OUR PROMISE TO LEARNERS

“At AIC, we shape not just minds, but futures. Every lesson, every challenge, every breakthrough is designed to prepare you for the global economy. We maintain the highest academic standards, equipping you with skills, knowledge, and real-world experience. You will be supported with clear feedback, guidance, and opportunities to help you succeed.”

BOARD CHAIR REPORT



Tēnā koutou katoa

It is a pleasure to introduce the 2025 Annual Reflection publication on behalf of the board of directors of Auckland International Campus (AIC). A more detailed assessment will be provided in the Chief Executive's review, but it is fair to say that 2025 has been a very successful and significant year in the life of AIC financially, academically, and strategically.

This has also been Amin Soleimani's first year as Chief Executive of AIC and the board would like to thank him and all of the AIC staff for leading and delivering such excellent results. Some of the highlights have been:

- The maintenance of very high levels of student achievement and satisfaction, and staff engagement.
- The development and successful accreditation of the Master of AI Integrated IT Solutions.
- The proactive approach taken to the use of AI, including embedding the use of AI in both assessments and in operations.
- The growth and development in research at AIC.
- The enrolment and delivery of 920 EFTS.
- Rapid growth in Future Skills international enrolments. This has provided a strong risk mitigation, having two strong brands enrolling from slightly different market segments.
- Full and final recovery from the impacts of Covid on the business.
- A strong financial performance and cash position at year end.

In 2025, it was also confirmed that Otago Polytechnic (OP) would be reinstated as an independent polytechnic, and that the 50% shareholding in AIC that was held since 2020 by NZIST (Te Pukenga) would move back to OP. That certainty is welcomed by the board. We can now look forward in 2026 to working strategically with shareholders to further grow and improve AIC academically and financially.

Finally, I would like to thank all of the board members of AIC for their dedication and input.

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

DR NEIL BARNES

Independent Board Chair
Auckland International Campus

CHIEF EXECUTIVE'S REPORT



Overview of 2025

2025 has been a year of strong performance, meaningful progress, and continued evolution for Auckland International Campus. Across the institution, we have seen sustained academic success, with high course completion rates, strong GPA outcomes, and consistently positive learner satisfaction. These results reflect not only the capability of our learners, but also the professionalism, care, and commitment of our staff.

Alongside these outcomes, we have continued to strengthen the foundations of the institution. AIC delivered particularly strong financial and academic results, placing us in a position of stability and confidence as we move into the next phase of our growth.

Throughout the year, we made deliberate progress on several key priorities. The evolution of our Employability Centre and the introduction of a structured Placement Ready Programme (PRP) represent an important shift—from supporting students' employability as a service to embedding it as a core institutional capability. This strengthens the connection between learning and employment outcomes and advances our vision to develop New Zealand's most employable graduates.

Our research capability also continued to grow. With 126 research contributions, including 71 unique outputs, and work on the establishment of ThinkLab, our Research and Development Centre, we have taken meaningful steps toward building a more active and visible research culture. The successful securing of external funding further reinforces this trajectory.

Equally important has been the progress made in quality assurance and compliance. Through internal audits, policy development, and improvements to reporting, we have strengthened our quality systems and enhanced our ability to monitor and support academic delivery. These improvements are critical as we respond to an increasingly complex regulatory and operating environment.

While overall performance has been strong, we have also taken a disciplined approach to areas requiring further improvement. Central to this has been the advancement of the Experiential Education Framework (EEF), which is reshaping how we design and deliver learning and assessment. We have begun embedding more applied, real-world learning into our programmes, ensuring assessments are authentic, industry-relevant, and aligned with graduate capability expectations. This

work also supports a more considered use of AI in learning, ensuring our assessment practices remain robust, relevant, and future-focused.

Taken together, these achievements position AIC well. We enter 2026 with strong academic outcomes, improved systems, growing capability, and a clear sense of direction.

Strategic Progress – People, Product, Performance

Our strategic focus continues to be guided by a framework focused on People, Product and Performance (PPP Framework), which provides a clear structure for aligning our efforts institution-wide.

People

A central priority has been strengthening capability across the institution. This includes embedding experiential education more deeply into our learning and teaching culture by developing the Experiential Education Framework (EEF). The EEF has progressed well, with initial implementation underway through the development and testing of new delivery and assessment approaches.

The establishment of a Professorial Position is another important strategic initiative aimed at strengthening AIC's research profile and academic leadership. Significant groundwork has already been undertaken through the continued development of research capability, governance processes, and supporting structures to ensure the role is well aligned with the institution's long-term strategic direction.

Talent management has also advanced, with the development of a Performance and Potential framework that will be implemented across the organisation. This will support a more structured approach to staff development.

Product

Our programme portfolio continues to evolve in response to market demand and strategic direction. The approval of the Master of AI Integrated IT Solutions marks a significant addition, positioning AIC in a high-growth area aligned with global trends.



The Employability Programme has progressed through pilot delivery, with the Placement Ready model now being refined ahead of a broader rollout. This work is central to our objective of strengthening graduate outcomes.

The activation of ThinkLab continues, with initial steps taken to establish its presence and direction, including the development of its digital platform.

Work on the Professional Project with Placement pathway highlighted the need for a more fit-for-purpose approach. The decision to develop a new course reflects our commitment to ensuring that programme design aligns with both academic standards and industry expectations.

Performance

Operationally, the organisation has performed strongly. Enrolments exceeded target, demonstrating both the effectiveness of our recruitment strategy and the continued demand for our programmes.

In quality assurance, the development of a compliance tracking tool, alongside our internal self-evaluation tools, has strengthened oversight and consistency across programmes.

We have also made significant progress in integrating AI into both academic and operational processes. New assessment approaches have been developed to incorporate AI in a structured and appropriate way. Operationally, enhancements to systems such as APER are beginning to reduce administrative burden and improve the quality of reporting.

Looking Ahead

As we reflect on the year, it is clear that AIC is not only growing, but maturing as an institution. We are building stronger systems, deepening our capability, and becoming more intentional in how we deliver on our mission.

The year ahead will require us to continue this trajectory—strengthening execution, embedding our frameworks, and ensuring that our growth remains sustainable and aligned with our purpose.

None of this progress would be possible without the commitment of our people. The dedication, professionalism, and care shown across the organisation continue to define who we are and the impact we have on our learners.

I am confident that, together, we will continue to build on this momentum and deliver even stronger outcomes in the years ahead.

AMIN SOLEIMANI CA
Chief Executive Officer



PERFORMANCE AT A GLANCE

ENROLMENT NUMBERS



920
equivalent full-time
students

34.3%
increase on the
previous year

3rd
highest enrolment
level since 2012

Students from
33
countries

RESEARCH & PUBLICATIONS

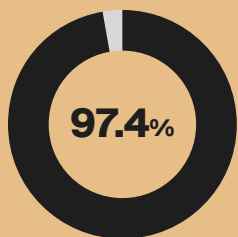
126
research
contributions

71
unique research
outputs

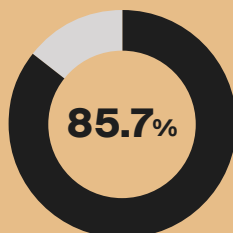
12
peer-reviewed
articles published
in Rere Āwhio



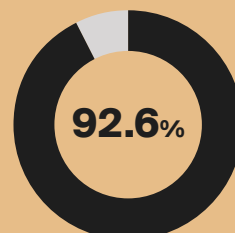
STUDENT SUCCESS



Course
completion rate



Graduates progressed
into employment or further
study within one year



Learners reported
positive placement
experiences



STUDENT DIVERSITY

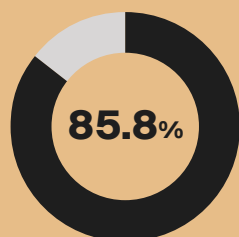
Azerbaijan	Myanmar
Bangladesh	Nepal
Bhutan	New Zealand
Brazil	Pakistan
China (Rep. of)	Philippines
Colombia	Russia
Fiji	Singapore
France	South Africa
Germany	Sri Lanka
India	Taiwan
Indonesia	Thailand
Iran	Tonga
Italy	United Kingdom
Japan	USA
Kenya	Viet Nam
Korea (Rep. of)	Zimbabwe
Malaysia	



STUDENT SATISFACTION

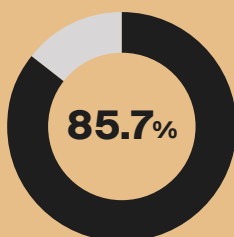
 Otago Polytechnic

 Future Skills



Overall satisfaction
in Course Evaluation
Survey

 86.5%  85.0%

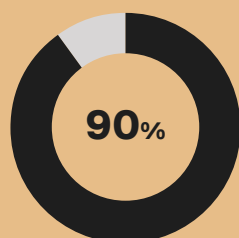


Reported a positive
experience in the First
Impressions Survey

 87.1%  84.4%

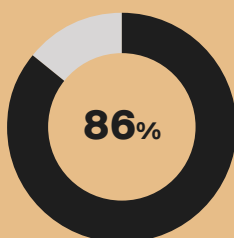


Average scores from the Ākonga Opinion Survey



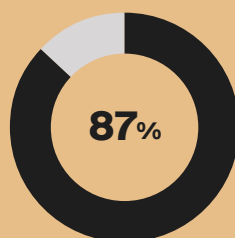
Satisfied with the
quality of programme

 88%  92%



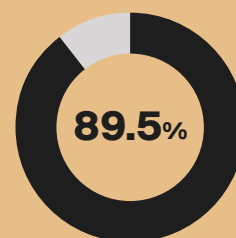
Satisfied with quality
of teaching

 86%  86%



Satisfied with their
learning environment

 87%  87%



Satisfied with their
experience at AIC

 88%  91%



LEARNER SUCCESS

Achieving outstanding levels of learner success.

Learner outcomes remained a key strength in 2025, with consistently high levels of academic achievement across the campus. Course completion rates reached 97.4%, reflecting both strong learner performance and effective academic support. Grade point averages were also robust, with 69.62 for Otago Polytechnic and 72.09 for Future Skills, both well above the internal benchmark of 65.00.

Graduate destination outcomes further reinforce the quality and relevance of our programmes, with 85.7% of graduates progressing into employment or further study within one year of completion.

Internships continued to play a critical role in students' learning experience and employability outcomes. All learners who were required to complete an internship as part of their studies were successfully placed with industry partners. Satisfaction levels were high, with 92.6% of learners reporting positive placement experiences, and host organisations provided strong feedback on the performance, professionalism, and capability of our learners.

In 2025, we had 68 industry partners. They are from industries across the board, including financial services, logistics, education, construction, information technology, property management, insurance, and engineering.



TEAMWORK LEADS AIC STUDENT TO NATIONAL WIN

AIC student Wei Qi (Beatrice) Hong and her teammates from institutes across the country won one of New Zealand's top construction competitions. Beatrice credited their success to strong teamwork and mutual support. The BRANZ ArchEngBuild Challenge is one of New Zealand's leading interdisciplinary competitions, fostering collaboration between final-year students in architecture, engineering, and construction. Principal Lecturer Dr Omer Altaf says Beatrice's team stood out for their creative thinking, collaboration, and strong technical approach, impressing the industry mentors and judges.



CONSTRUCTION STUDENT WINS ESSAY CONTEST

A Bachelor of Construction student earned industry recognition for an award-winning essay on how AI can improve cost forecasting accuracy and efficiency. Tianyi Yin came first in the Quantity Surveyors Emerging Professionals essay competition, which is part of the New Zealand Institute of Quantity Surveyors Conference. She won a ticket to the two-day conference in Invercargill as well as tickets to the gala dinner and social event, flights, and three nights' accommodation. She also had the opportunity to present at the Quantity Surveying Emerging Professionals mini-conference breakout session.



AIC STUDENT WINS BRONZE IN TOP NZ PASTRY COMPETITION

AIC student Sisi Li has taken out the bronze medal in the NZ Pastry Chef of the Year 2025 category at the prestigious NZ Chefs Championships. Sisi says the decision to enter the competition was directly inspired by one of her assignments in her Entrepreneurship and Innovation course, part of her Master of Applied Management degree. The assignment focused on analysing how local businesses use competitive advantages and marketing strategies to achieve success.



CELEBRATING OUR GRADUATES

Our Graduation ceremony is a highlight of every year. Students from a range of programmes offered by Otago Polytechnic and Future Skills crossed the stage in front of family, friends, and staff in August. Auckland International Campus Board Chair, Dr Neil Barns, told graduates their qualifications were more than just pieces of paper. He said they were something very special and important to be treasured. Dr Barns said he hoped each graduate would have the confidence to use their learning to create positive change.



MANAGEMENT ROLE FOR STUDENT

Master's student Ruwanthi Silva has secured a management role in the apparel industry. She credits Employability Centre workshops with helping her secure the role and says she now applies classroom knowledge in her work. Ruwanthi's new role at Checks Downtown involves managing the production process from initial product development through to the finished garment. She also oversees offshore manufacturing, ensures product quality, and contributes to sustainable supply chain management. Before coming to New Zealand, Ruwanthi spent more than 14 years working in the global apparel industry.



INTERNSHIP BECOMES JOB OPPORTUNITY

A master's student with a civil engineering background has turned her internship in the property management sector into a part-time job. Leamarie Vega received an email from AIC saying Harcourts Reforma was looking for a Property Manager Intern. She decided to have a go and landed the position with help from the Employability Team. After just two weeks, they offered Leamarie a part-time casual job as Asset & Field Services Support.



CONNECTION

Building strong connections with industries, communities, other institutions and local iwi to establish collaborative partnerships.

Industry partners

Our industry partners play a central role in the AIC learning experience, ensuring that our programmes remain relevant to workforce needs.

Through strong and growing partnerships across a range of sectors, we are able to connect our learners with real-world environments that extend learning beyond the classroom. These relationships are fundamental to our approach, enabling us to bridge the gap between academic theory and professional practice.

A key aspect of this collaboration is the provision of internship opportunities, where industry partners host our learners and support their transition into the workplace. In addition, many of our partners actively contribute to teaching and learning by participating in guest lectures, workshops, and industry panels. These engagements provide learners with valuable insights into current industry trends, expectations, and challenges, while also exposing them to diverse career pathways.

We have also strengthened the integration of industry into our curriculum through the use of real-world projects. Industry partners work alongside our academic teams to design and deliver applied projects, allowing learners to solve authentic business and technical challenges. This not only enhances the relevance of our programmes but also builds critical skills such as problem-solving, collaboration, and professional communication.

These partnerships are mutually beneficial. While our learners gain practical experience and industry exposure, our partners benefit from access to emerging talent and fresh perspectives. Together, this ecosystem supports our broader mission of developing graduates who are work-ready, adaptable, and capable of contributing meaningfully from day one.

Our industry partners include:

- Cancer Society NZ
- Cardinal Logistics
- Zoho NZ
- Woodlands Park School
- Fire Guard
- City Forex NZ Ltd
- Bee Positive
- Asians in Business
- Dimond Roofing
- Jobs and Skills Hub Manukau
- Pure SEO
- Sole Agents Property Management
- Student Job Search
- Southern Cross Travel Insurance

Engaging with our Permanent External Advisory Committees

Permanent External Advisory Committees (PEACs) are established to ensure we remain relevant, responsive, and aligned with industry and societal needs.

By engaging independent experts from employers, industry, alumni, and the wider community, we gain current insights into skills demand, emerging trends, and workforce expectations. This external perspective strengthens our programme design, keeps our curriculum current, and enhances the employability of our graduates. It also reinforces the quality and credibility of our programmes by providing an objective lens that complements our internal academic processes and supports accreditation requirements.



REPRESENTING STUDENTS AT THE BUILDING INSTITUTE AOTEAROA

Manjot Singh says he was honoured to be selected as a Student Representative at Building Institute Aotearoa and is excited to contribute to an organisation working to create positive change in the industry. He says the organisation provides opportunities for people in construction to grow, connect, and explore within the construction industry by hosting networking events, construction site visits, award ceremonies, and much more.



CONSTRUCTION STUDENTS GAIN HANDS-ON EXPERIENCE THROUGH INTERNSHIPS

A group of construction students got real-world experience and learning from industry professionals through their internships with Fire Guard Fire Stopping Services. Ishara Battage described the internship as a highlight of her study experience. "It's a bridge between academic learning and real-world practice. I'm able to apply the concepts and skills we've studied over the past blocks to actual industry work."



FUTURE LEADERS GAIN INSIGHTS AT WESTPAC FORUM

A group of students visited the Westpac Bank headquarters to take part in the Westpac Insights Forum—an engaging series of talks and a hands-on Managing Your Money (MYM) workshop covering topics ranging from customer experience and AI in banking to financial management and job application strategies.

In addition, PEAC committees play a critical role in our strategic and governance processes. They support long-term planning, help us identify emerging risks and opportunities, and ensure our decision-making is informed by external realities. Their ongoing nature provides continuity of advice and enables structured, meaningful engagement with key stakeholders. Through this approach, we are better positioned to develop relevant programmes, build strong industry partnerships, and deliver outcomes that meet both learner aspirations and labour market needs.

Representatives of the following organisations are members of our PEACs:

- Huawei Technologies New Zealand
- City Forex
- AFT Pharmaceuticals
- Kiwibank
- Sports Worx Ltd
- Auckland Council
- Fairview Windows & Doors
- Hong Kong Bank
- n3 Hub
- Inde Technology
- Go Bear
- Rawlinsons
- Black Interiors
- BECA
- Steel & Tube
- SMEC
- Ngāi Tai ki Tāmaki

Over the past year, our PEACs have provided strong support through attending meetings, offering feedback, and participating in consultations for various programme developments, including the revised Bachelor of Applied Management, Master of Applied Management, Bachelor of Information Technology, and Master of AI Integrated IT Solutions. Members have also contributed by attending meetings with NZQA panels and monitors, as well as participating in events such as the Career Expo and other industry talks and engagements.

Students connect with industry at Career Expo

The AIC Career Expo 2025 gave more than 300 students and 80 graduates a valuable opportunity to connect directly with over 20 industry exhibitors across construction, information technology, business management, and more. The event featured opportunities for students to talk with employers, learn about their industries, take part in career seminars, and check out a student project showcase.

Agent relationships

Our agent partners connect our institution with prospective students worldwide, supporting international recruitment and extending our global reach.

As partners, they represent our programmes and values in the market, making it essential that these relationships are built on trust, professionalism, and shared expectations.

We maintain a structured framework to ensure the quality and integrity of our agent partnerships. This includes careful selection and due diligence, formal agency agreements that outline roles and responsibilities, and a clear expectation of compliance with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice. Ongoing training, communication, and engagement ensure agents are well informed about our programmes, requirements, and expectations, and are equipped to provide accurate and consistent advice to prospective students.

Agent performance is regularly monitored through enrolment outcomes, student preparedness, visa outcomes, and feedback. Student input is an important part of this process, alongside regular reviews of agent activity and practices. Where needed, additional support or corrective action is taken to maintain standards. This ongoing approach ensures our agent partnerships remain ethical, high quality, and aligned with our expectations.

In 2025, we welcomed new students from 33 countries, reflecting the diversity of our student body and the global reach of our recruitment partnerships.

Projects showcased at ICT Conference

The AIC ICT team presented two technology initiatives at the Tertiary ICT Conference in Auckland in September.

The annual conference brings together ICT professionals from New Zealand's tertiary education sector to share ideas, innovations, challenges, and best practices. The AIC ICT team showcased:

- **AI-Powered Student ID Automation:** A proof of concept exploring how AI-driven workflow automation could streamline the student ID process, reduce manual effort, and improve operational efficiency.
- **Infrastructure Virtualisation Project:** An initiative to modernise infrastructure and improve scalability, resilience, and resource utilisation through virtualisation technologies.

The presentations provided an opportunity to share AIC's work, gather feedback from peers, and contribute to discussions on innovation in the tertiary education sector.



SUPPORTIVE LEARNING ENVIRONMENT

Providing learners with an inclusive and supportive learning environment that meets their individual needs.

Employability Programme

A key priority in 2025 has been the development of a more structured and capability-driven Employability Programme, culminating in the introduction of the Placement Ready Programme (PRP).

This flagship initiative represents a significant shift in our approach—from supporting employability as a service to embedding it as a core institutional capability. The programme is designed to ensure that learners are systematically prepared, assessed, and supported throughout their journey into industry placements, with a clear focus on developing graduate-level competencies aligned with employer expectations.

The Placement Ready Programme introduces a structured framework that recognises the diversity of our learner cohort by segmenting readiness across undergraduate, postgraduate, and specialist levels. This enables targeted support and fair evaluation based on students' academic stage and prior experience. Through a combination of workshops, profiling, and assessment, learners are guided through a staged process that includes preparation, evaluation, placement matching, and ongoing support. The introduction of the "Placement Ready" badge provides a clear signal of work readiness, ensuring that only students who meet defined professional and academic standards progress into placements.

A key strength of the programme is its integration with both academic and industry requirements. Learners undertake structured training in areas such as professional communication, interview readiness, and workplace expectations, while also aligning their placement goals with academic learning outcomes. The programme also formalises engagement with industry partners, ensuring that placements are purposeful, well-defined, and supported by clear expectations and agreements between all parties. Ongoing support during placement, including regular check-ins and feedback from both employers and academic supervisors, ensures a high-quality and consistent experience.

Overall, the development of the Employability Programme marks an important step in strengthening AIC's employability ecosystem. It provides a scalable and systematic approach to preparing learners for the workforce, enhances the quality and consistency of placements, and reinforces our commitment to delivering graduates who are confident, capable, and ready to contribute in professional environments from day one.

Learner voice

Capturing and responding to learner voice remains a central component of AIC's approach to continuous improvement and student success.

We have established a structured and systematic approach to gathering feedback, ensuring that learners are actively heard and that their experiences inform decision-making across the institution. This enables us to maintain a learner-centred environment while continuously enhancing the quality of our programmes, services, and overall campus experience.

Our feedback framework incorporates multiple mechanisms at different stages of the learner journey. The First Impressions Survey provides early insights into the onboarding experience, allowing us to identify and address issues at the beginning of

each intake. Focus groups offer a more in-depth understanding of learner perspectives, enabling direct engagement and discussion on specific areas of interest or concern. The Course Evaluation Survey captures feedback on teaching, assessment, and course delivery, supporting ongoing academic quality improvement. In addition, the Ākonga (Learner) Opinion Survey provides a broader view of the student experience across the institution.

Together, these mechanisms create a comprehensive and responsive feedback system, allowing us to identify trends, respond to emerging issues, and implement targeted improvements. Importantly, they also reinforce a culture where learners feel valued and empowered to contribute to the ongoing development of the institution.



CELEBRATING OUR DIVERSE CULTURE

As always, we felt privileged to be able to celebrate the important dates of many of the cultures represented at AIC. Events celebrated in 2025 include Lunar New Year, Lantern Festival, Nowruz, Matariki, Te Wiki o Te Reo Māori, Indian Independence Day, Diwali.



STUDENTS SHOWCASE WORK AT RESEARCH FORUM

Students and staff came together each study block for the Student Research Forum. The sessions showcase a diverse mix of research and attendees hear from students who are at different stages of their projects, from proposals through to completion. Students answer questions after each presentation, and there is further opportunity to talk and exchange ideas over a shared lunch.

First Impressions Survey

Satisfaction levels were strong, with 85.8% of students reporting a positive experience. These results are supported by robust participation rates, with 70.4% of new starters completing the survey.

Course Evaluation Survey

Course evaluation results for 2025 indicate consistently high levels of learner satisfaction across AIC programmes. Overall satisfaction reached 85.8%, supported by a solid response rate of 56.1%.

What is particularly encouraging is the consistency of positive feedback across all blocks. Learners highlighted the strong support and approachability of lecturers, the effectiveness of workshops and collaborative learning activities, and the relevance of assessments in applying knowledge to real-world contexts. The use of case studies, group work, and structured classroom engagement continues to enhance understanding and create an interactive learning environment. These strengths reflect a high-quality teaching and learning experience that is both practical and student-focused.

Feedback also provided clear direction for continuous improvement. Key areas identified include increasing practical and industry-based learning opportunities, enhancing clarity and structure of assessments, improving access to library resources, and strengthening consistency in teaching delivery. Additional opportunities were noted in improving learning environments, classroom management, and alignment of course materials. These insights are being used to inform targeted enhancements to programme design, delivery, and the overall learner experience.



HANDS-ON EXPERIENCE FOR IT STUDENTS.

Students in the Embedded Systems course have been building a range of projects designed for real-world use. Bachelor of Information Technology students have been working both in groups and individually to develop systems that combine hardware, software, and sensor technology. Their work shows how embedded devices can solve practical problems in transport, security, and environmental monitoring. Some groups have created remote-controlled vehicles that operate in manual and automatic modes. Other teams have focused on proximity and object-detection systems which can be used in reversing sensors and border-security monitoring.



FUTURE SKILLS RECOGNISED FOR LEADERSHIP IN LEARNER WELLBEING

Future Skills has received a 2025 ISANA NZ Pioneer Partners Award for its work with ISANA in Critical Incident Strategy and Prevention. The award celebrates leadership that enhances how education providers respond to the diverse needs of learners during critical incidents. It also recognises organisations that are early adopters of innovation in professional development.



WELCOMING OUR NEW STUDENTS

Each study block we welcome our new students with a week of orientation activities. These activities include an introduction to AIC and its culture and values as well as introductions to all academic and professional teams. Students also attend IT induction covering topics such as student logins, wi-fi access, and student email. We also offer an insurance presentation, an employability session on workplace rights and responsibilities in New Zealand, and an academic orientation where lecturers introduce each programme and answer student questions. Students also have the opportunity to attend Employability Services and Industry Engagement workshop, and an Academic Success Workshop to support their transition into study and life in Aotearoa New Zealand.

Ākonga (Learner) Opinion Survey

In December, we invited all students who studied at the Auckland International Campus in 2025 to complete our Annual Ākonga (Learner) Opinion Survey. The survey helps us to understand how our students feel about their learning experience at AIC. It also gives us some valuable feedback to help us develop plans and set priorities for the coming year.

SATISFACTION WITH
QUALITY OF PROGRAMME

88%

SATISFACTION WITH
QUALITY OF TEACHING

86%

SATISFACTION WITH
LEARNING ENVIRONMENT

87%

SATISFIED WITH THEIR
EXPERIENCE AT AIC

88%

92%

86%

87%

91%

Summary of student feedback and actions taken

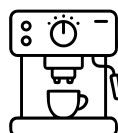
Our students said
they wanted more
support in finding
part-time jobs

We planned
workshops for those
looking for part-time
employment



Our students said
they wanted a coffee
machine on Level 1

We set up an
affordable café on
Level 1



Our students said
they wanted more
support in the
employability space

We recruited two
new members for
our Employability
Team



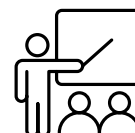
Our students said
they wanted us to
enhance the clarity
and structure of
assessments

We addressed it
through the
assessment review
committee



Our students
wanted us to
strengthen the
consistency in
teaching delivery

We conducted
training for lecturers,
including peer
review observation
and feedback.





STUDENT DEVELOPS APP TO HELP CLASSMATES

Information Technology student Lei Sun has developed a website he hopes will help build community among students and inspire kindness. Lei worked as a programmer in China for 15 years before enrolling with AIC to gain a formal tertiary qualification in his field. He's been earning top marks and even helping out his classmates. As part of his programme, he's recently developed a website where students can donate or lend items or provide free services to other students.



WORK EXPERIENCE FOR MASTER'S STUDENT

Siraj Junaideen has worked in finance and accounting for more than 14 years. Soon after arriving at AIC, he started seeking part-time work opportunities aligned with his background to learn more about how businesses operate in New Zealand. He approached AIC's Employability Team, who first helped him adapt his CV for New Zealand, then started sending job opportunities his way. One of those opportunities was an Accounts and Office Manager internship with building company Henry Brown & Co. He was able to secure an interview, received positive feedback, and landed the role.



TOP SCHOLARS RECOGNISED AT AWARDS CEREMONIES

Every study block, we celebrate our top students with an Awards Ceremony and lunch at our Auckland International Campus. Our Excellent Scholar Awards recognised students with outstanding results in the previous study block. The ceremony was a chance to reflect on what excellence really means. It is not just about top marks but also about the attitude students bring to their studies.



AUCKLAND INTERNATIONAL CAMPUS LAUNCHES PODCAST

The new student-led podcast where we dive into the study and work experiences of students, lecturers, and graduates. In each episode, we talk with our people about their journeys, challenges, and advice to help students gain fresh perspectives on studying in New Zealand, building careers, and life at our Auckland campus.



LEARNING, TEACHING, & RESEARCH

**Delivering leading – edge experiential learning,
teaching and research.**

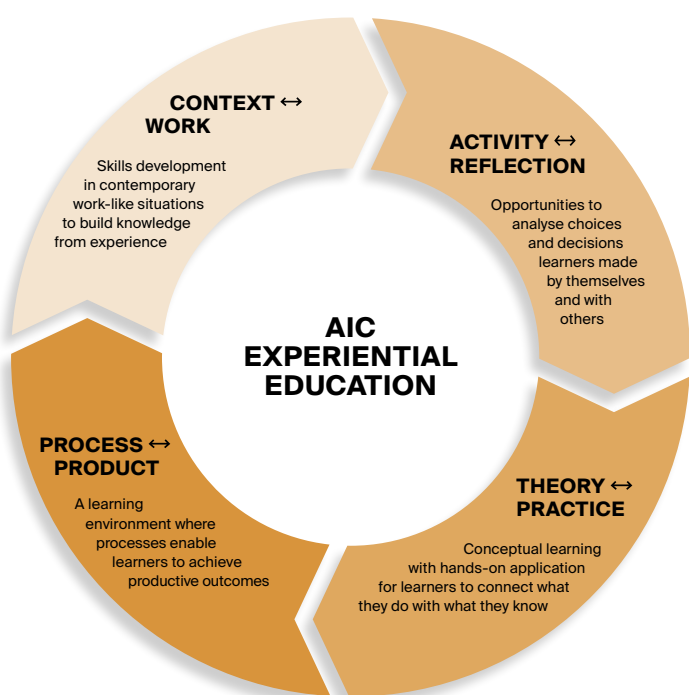
Experiential Education Framework

In 2025, we launched the Experiential Education Initiative to create a learning and teaching framework for the institution and conduct a systematic review of all assessments across the campus. The underlying purpose of this initiative is fourfold:

- 1) Embedding employability and work readiness more deeply within the organisation's culture and curriculum.
- 2) Developing new, varied, and authentic learning activities and non-exam assessments that enable the "safe" use of GenAI while maintaining academic integrity.
- 3) Raising awareness of experiential education among students, lecturers, and other staff.
- 4) Enabling change agents within the institution to upskill and lead their colleagues in a campus-wide transformational project.

In due course, all our stakeholders will benefit from well-integrated experiential education both in terms of the employability values that we espouse and the tertiary-level vocational programmes we deliver.

For the initial phase of the project, a team of four lecturers was selected. Together, they developed a prototype framework that was validated through preliminary trials with participants from all departments.



Research

In 2025, research activity at AIC continued to strengthen, with growing engagement from staff across all academic areas. A total of 71 unique research outputs were produced during the year, including journal articles, conference papers, book chapters, edited volumes, and applied research reports.

In addition, staff contributed over 55 research-related scholarly activities, such as peer reviews, thesis examination, postgraduate supervision, conference leadership, and professional collaboration. Together, these contributions represent over 120 research-related activities, reflecting an increasingly active research culture and strong engagement with both national and international academic communities.

A major highlight for the year was the successful award of the Royal Society Te Apārangi Catalyst Seeding Fund, representing a significant milestone for AIC's research development and international collaboration. This funding will support new research partnerships and contribute to strengthening AIC's research profile within the wider New Zealand research ecosystem.

Another major highlight was the successful delivery of the Smart Sustainable Development (SSD) Conference 2025, hosted in Auckland. The conference attracted international participation and provided an important platform for showcasing research across sustainability, artificial intelligence, and applied innovation. SSD 2025 not only strengthened AIC's global research connections but also created opportunities for collaborative publications and future research partnerships.

Internal research funding continued to support staff development and research dissemination, enabling conference participation, journal publication support, and seed funding for emerging projects. A notable institutional initiative during the year was the Learner Journey Mapping project, which brought together interdisciplinary staff to better understand diverse learner pathways and develop data-informed strategies to enhance student success.

The *Rere Āwhio* – Journal of Applied Research & Practice also continued to develop as an important platform for applied research dissemination, publishing 12 peer-reviewed articles. Work is now underway to strengthen the journal's visibility through indexing initiatives and by creating publication pathways for selected conference papers, including those from SSD.

Overall, 2025 represents a year of meaningful progress in strengthening AIC's research profile, characterised by growing outputs, stronger collaboration, and increasing participation in internationally recognised research initiatives.



VISITING PROFESSORS SHARE GLOBAL INSIGHTS ON EDUCATION

Two visiting professors joined us for an insightful panel discussion about international perspectives on education, applied research, and industry collaboration. Our guests were Dr Jürgen Jung from the Business Information Systems and Enterprise Architecture Management department of Frankfurt University of Applied Sciences in Germany and Dr Ari Aharari from the Department of Computer and Information Sciences at Sojo University in Japan. They discussed how academic and industry collaborations in New Zealand compare to those in other countries, the key skills employers seek, and how students can prepare for a rapidly changing job market shaped by AI.



NEW ZEALAND RESEARCHERS SECURE GRANT FOR AI DISASTER RESPONSE RESEARCH

Aotearoa New Zealand is heading an international project to develop AI-enabled disaster response solutions, with work being led by Dr Farhad Mehdipour from our Auckland International Campus. Funded by the Royal Society Te Apārangi's Catalyst: Seeding programme, the two-year project will develop a Mobile and Home Evacuee Assistance System (MHEAS). It will focus on reaching "hidden evacuees" who are often overlooked in traditional emergency responses. The project, titled Cross-Country Co-Design of an Ethical Disaster Evacuee Assistance System, responds to recent disasters such as Cyclone Gabrielle (New Zealand), the Noto Earthquake (Japan), and the Ahr River Floods (Germany).



A RESEARCH AND DEVELOPMENT CENTRE FOR AIC

Work is progressing on the establishment of our Research and Development Centre, currently using the placeholder name ThinkLab with the tagline Ideas, Research and Impact. The development of a website is underway following the completion of the design phase. The website will serve as the central hub for research activities, funding opportunities, publications, events, and collaborative initiatives, and will provide a professional external presence for industry and research partners.



INNOVATION MEETS SUSTAINABILITY AT INTERNATIONAL CONFERENCE

Innovators, academics, and industry experts came together for our third International Conference on Smart Sustainable Development. The event included more than 30 research article and project presentations, as well as some insightful keynote and invited speeches over two days. The Smart Sustainable Development conference and showcase is an annual event where sustainable practitioners can present innovative work and learn about what others are doing in this space.



WORKPLACE CULTURE

Fostering a positive values-based environment where our people can thrive and develop.

Talent management and capability development

A key focus in 2025 has been the development of a more structured and forward-looking approach to talent management across the organisation.

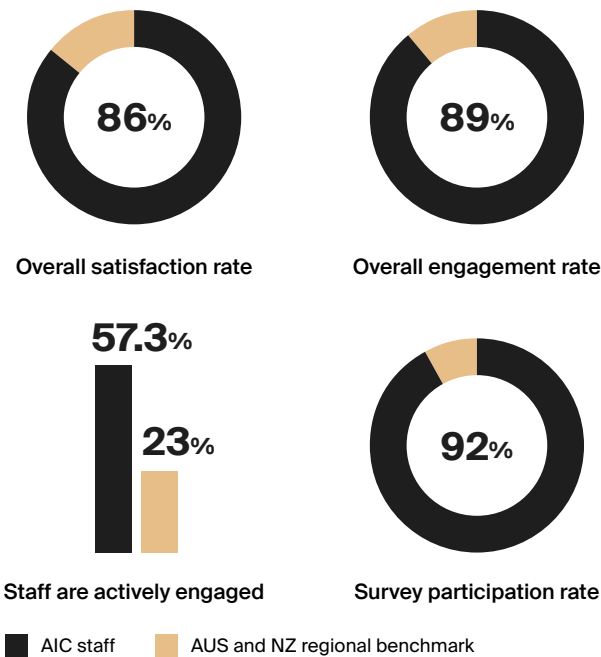
Recognising that our people are central to our success, we have designed a Talent Management Framework to strengthen capability, support career development, and ensure leadership continuity. This work builds on our existing performance review process and introduces a more strategic lens to how we identify, develop, and retain talent.

At the core of this initiative is the introduction of a Performance and Potential Matrix, which provides a clear and consistent method for assessing both current performance and future capability. This approach enables more informed conversations about development, supports succession planning, and helps identify high-potential staff who can be further supported into leadership and specialist roles. Importantly, the framework shifts the focus from evaluation alone to active development, ensuring that staff are provided with targeted opportunities to grow and progress within the organisation.

The rollout of the Talent Management Framework is planned for 2026 and will be integrated into the Performance Review process. This will enable a more structured and transparent approach to career development, while also strengthening workforce planning and organisational resilience. Over time, this initiative will support a stronger internal talent pipeline, reduce reliance on external recruitment for key roles, and ensure that AIC continues to build and retain the capability required to deliver on its strategic objectives.

Staff Pulse Survey

The 2025 Staff Pulse Survey results indicate strong overall satisfaction across the institution, with an 86% satisfaction rate (mean score of 4.3 out of 5).



The high participation rate of 92% provides confidence that the results are representative of the organisation. These outcomes reflect a positive working environment characterised by strong collaboration, a learner-centric culture, and a supportive organisational climate. Overall, the results demonstrate that AIC

continues to provide a workplace where staff feel supported in their roles and aligned with the institution's direction.

For the first time, AIC also conducted an employee engagement survey, providing deeper insight into how connected our people feel to the organisation and their work. Engagement goes beyond satisfaction and measures the level of connection staff have toward the institution's purpose and goals and their work. Staff are categorised as Actively Engaged (highly committed and motivated, contributing discretionary effort), Neutral (generally satisfied but less emotionally connected), and Actively Disengaged (disconnected and less aligned with organisational goals). The results show that 57.3% of AIC staff are actively engaged, with virtually no actively disengaged staff (0.3%). This is significantly higher than the Australia and New Zealand regional benchmark of 23%, and with an 89% overall engagement rate, this highlights the strength of AIC's culture and positioning the organisation well to attract and retain talent. This is further reflected in our low voluntary turnover rate of 8.1%, demonstrating strong staff retention and organisational stability.

As a result of feedback, we have invested in additional hardware and software subscriptions to provide leading-edge tools that support smarter ways of working, including AI tools and training. This forms part of our comprehensive 2026 training programme.

We will continue to recognise and celebrate success, including through the implementation of the Talent Management Framework and the development of the Learning and Teaching Competency Framework. The institution has also reviewed and strengthened its Promotions Policy for the academic team, providing clear and ongoing opportunities for career progression within AIC.

Trainings provided during the year

Investing in the development and wellbeing of our people is an ongoing priority for AIC. In 2025, a comprehensive programme of professional development and training was delivered to strengthen capability, support staff wellbeing, and ensure alignment with organisational expectations and regulatory requirements.

This included training in areas such as workplace conduct and safety, wellbeing and mental health, diversity and inclusion, and professional practice.

Key training initiatives covered topics such as harassment and bullying, professional boundaries, and fraud prevention, reinforcing a safe, respectful, and ethical working environment. Staff also completed cybersecurity awareness, privacy, and critical incident management training, ensuring readiness to operate effectively in a complex and evolving risk landscape. A strong emphasis was placed on wellbeing and resilience, with sessions including Mental Health 101, managing through challenging times, and broader wellbeing support programmes.

In addition, targeted development was provided to enhance inclusive practice and learner support. This included training in neurodiversity and neurodivergence, working with diverse communities, and completion of a bicultural competency certificate. Practical capability-building sessions such as de-escalation training, computer health and safety, and specialist programmes like Cracking the Code further supported staff in delivering high-quality teaching and support services.

Staff also participated in external professional development opportunities. This included attendance at the Microsoft Build 2025 Conference in the United States, demonstrating AIC's commitment to staying at the forefront of industry developments and supporting the ongoing professional growth of staff.



Back row (left to right): Russell Harray (Academic Director), Bing Dai, Dr Jimmy Sun, Mitchell Grant (DCE - Operations), Front row: Dr Waruni Hewage, Dr Omer Altaf, Firas Almughrabi (Engineer) and Dr Asanthika Imbulpitiya.

Academic promotions

AIC has a robust framework for academic promotion, recognising excellence and sustained contribution across teaching, research, industry engagement, and leadership.

The following members of our academic team were promoted in 2025. Each of these academics has demonstrated ongoing dedication and achievement, including developing programmes and courses, designing curricula, supporting academic quality, and contributing to research and collaboration.

Bing Dai

Promoted to Principal Lecturer – Applied Management

Bing is known as a key mentor and role model across our departments here at AIC. She sets the benchmark for curriculum leadership and teaching innovation.

Dr Omer Altaf

Promoted to Principal Lecturer – Construction

Omer is recognised for his dependable leadership and collaborative contribution to programme management. He demonstrates sustained excellence and innovation in Construction education, bridging academic and industry practice.

Dr Jimmy Sun

Promoted to Senior Lecturer – Applied Management

Jimmy consistently demonstrates high-quality teaching that is innovative, structured, and learner centred. His integration of real-world business cases, authentic assessments, and data-driven learning experiences has enhanced student engagement and success.

Dr Waruni Hewage

Promoted to Senior Lecturer – Information Technology

Waruni's leadership as Programme Manager, combined with her reflective and learner-centred approach to teaching, has strengthened the quality and delivery of our IT programmes.

Dr Asanthika Imbulpitiya

Promoted to Senior Lecturer – Information Technology

Asanthika's innovation in moderation processes, commitment to AI-resilient assessment design, and mentoring of new academic staff have also had a lasting impact on teaching quality across the department.

Firas Almughrabi (Engineer)

Promoted to Senior Lecturer – Construction

Firas is considered a highly reliable educator who consistently delivers quality teaching and curriculum leadership within Construction. He demonstrates strong industry engagement and brings his industry knowledge into the classroom.

Celebrating our new PhDs

We congratulate the following academic staff on being awarded their PhDs.

We are proud of their ongoing commitment to academia, professional growth, and contributing to the wider research community.

Dr Shikha Shethia

Shikha's research explores how people with visual impairments interact with digital voice assistants, such as Siri and Alexa, and how these technologies support tasks in their everyday lives and generate specific outcomes. Using a qualitative, interpretive approach, the study involved in-depth interviews with 21 participants with full blindness and low vision from Australia and New Zealand. Through grounded theory coding analysis, the findings revealed four types of delegation between visually impaired individuals and their voice assistants. These delegations highlight how these technologies act as active partners in delivering instrumental and humanistic outcomes for people with visual impairments. The research makes a theoretical contribution by extending the IS delegation framework and integrating it with a sociotechnical perspective. Practically, the study offers insights for designers and developers to create more inclusive, adaptable, and context-aware voice technologies that better serve the needs of people with impairments.

Dr Hoda Hassani

Hoda's research explores entrepreneurship among disadvantaged immigrant entrepreneurs and how they navigate barriers when starting businesses in a new country. Specifically, it examines how social identity and different forms of social capital influence entrepreneurs' networking strategies and decision-making under conditions of uncertainty. The research introduces the concept of Underdog Immigrant Entrepreneurs and highlights how they leverage both close community ties and broader networks to overcome challenges and pursue entrepreneurial opportunities.

Dr Yeshika Somarathna

Entrepreneurship is widely acknowledged as a driver of economic growth, innovation, and social transformation in both developed and

developing contexts. The participation of women in entrepreneurial activity is especially important, as it promotes inclusive development, strengthens social equity, and broadens the societal impact of entrepreneurship. Yeshika's thesis examines how Sri Lankan women, operating within a traditionally patriarchal society, negotiate gendered expectations to establish themselves as entrepreneurs. Their experiences challenge prevailing perceptions of women as marginal players in entrepreneurship, underscoring their resilience and agency in contesting entrenched gender norms that frequently associate venture creation and management with masculinity.

Dr Nishika Jayasinghe

Nishika wanted to find out how an organisation's use of digital platforms affects its resilience. She found that digital platforms foster resilience during exogenous shocks such as the Covid-19 pandemic. She also found that managerial perceptions of obtaining and using digital platforms influence resilience outcomes. Specifically, negative perceptions influence negative outcomes, and positive perceptions influence positive outcomes. This study focused on small and medium businesses in New Zealand and how they survived during the Covid-19 pandemic with the help of digital platforms.

Dr Varun Bhardwaj

Varun examined cross-scale resilience by moving beyond firm-level perspectives to engage with the complex dynamics of social-ecological systems. He understood these systems as self-organising assemblages of physical, biological, and geographical elements evolving through adaptive cycles. Noting that sustainability literature often prioritises organisational resilience while overlooking feedback across nested systems, he explored how such dynamics shape ecological outcomes.



Left to right: Russell Harray (Academic Director), Dr Varun Bhardwaj, Dr Shikha Shethia, Dr Yeshika Somarathna, Dr Nishika Jayasinghe, Mitchell Grant (DCE - Operations) and Dr Hoda Hassani.

STAFF EXCELLENCE AWARDS

Each year we celebrate the outstanding contributions of our people through the AIC Excellence Awards. These awards recognise the dedication, innovation, and impact of staff across our organisation.



Back row (left to right): Dr Jimmy Sun, Russell Harray (Academic Director), Mitchell Grant (DCE - Operations), Amin Soleimani CA (CEO), Dr Asanthika Imbulpitiya.
Front row: Andrew Widjaja, Jason Singh, Bing Dai, Lisa Prinsloo (FCIPD, CMHRNZ) (Head of People & Culture), Dr Waruni Hewage and Nicki Trueman.

Excellence in Teaching Award:

Dr Asanthika Imbulpitiya and Dr Jimmy Sun

These recipients consistently deliver high-quality teaching that aligns strongly with AIC's Experiential Education Framework. Their classes provide an inclusive, supportive environment where diverse learners feel engaged and able to succeed. Delivery is excellent, tailoring support to individual learners, with a high commitment to student success. They receive excellent student feedback, showing a commitment to learner success, and they both contribute extensively through mentoring colleagues, inviting guest speakers, and ensuring accurate moderation and timely, constructive feedback.

Excellence in Research Award:

Dr Waruni Hewage

This award recognised a colleague whose research leadership, innovation, and impact have significantly strengthened AIC's academic environment. Waruni has made outstanding contributions across multiple areas. She led the Smart Sustainable Development Conference, enhancing AIC's research visibility, and played a key role in the Learner Journey Mapping project, delivering meaningful institutional impact. She has published in reputable journals and conferences, contributed to the Ako Aotearoa funding application with highly positive feedback, and continues to collaborate widely and expand her research scope. Her rapid development and growing influence make her an exceptional emerging researcher.

Service Provision Award:

Jason Singh

Jason demonstrated outstanding dedication and exceptional interpersonal skills, explaining technical concepts in a clear and patient manner. His ability to communicate effectively empowers lecturers to understand and confidently manage IT tools. With a deep understanding of ICT systems and emerging technologies, Jason consistently goes above and beyond in his role, approaching every request with professionalism and a positive attitude. He excels at diagnosing and resolving problems effectively, delivering practical and innovative solutions. His contributions ensure lecturers and students experience seamless technology integration.

Values Award:

Andrew Widjaja

Andrew is an outstanding example of someone who consistently embodies the AIC values in everything he does. His commitment to integrity, excellence, and connection is evident in his daily interactions and the quality of work he delivers. Andrew leads by example. He approaches challenges with a positive mindset, supports those around him, and maintains a calm, solutions-focused presence that uplifts his team. His conduct reflects the very best of AIC's values, and his impact on the team is meaningful and lasting.

Discretionary Award:

Bing Dai

Bing demonstrates a learner-centred approach at all times. She has a deep commitment to excellence with a focus on achieving high-quality outcomes as well as a strong commitment to continuous improvements in teaching and research. Bing drives cross-departmental and inter-organisation collaboration, resulting in outcomes that align with our strategic goals and priorities. She is a role model and mentor who embodies AIC values and genuinely cares about the wellbeing of her team, colleagues, and learners.

Future Leader Award:

Nicki Trueman

A true trendsetter and go-getter, Nicki has continuously developed the employability space, empowering students to build confidence, capability, and readiness for the workplace. She consistently goes beyond her role, taking initiative, delivering workshops with excellence, and supporting students with patience and professionalism. Her wholehearted commitment to student development and leadership in shaping the Employability Programme have made a meaningful impact across our campus. She is a true gem and a leader to watch.



INNOVATION

Developing a sustainably profitable business.

In 2025, AIC built on its strong recovery in student enrolments, quickly returning to pre-Covid-19 levels as a result of our resilience and the deliberate decision to retain and strengthen our people and organisational capability throughout the pandemic period.

This has enabled us to achieve 920 EFTS, representing a 34.3% increase on the previous year and marking the third highest enrolment level since AIC's inception in 2012. This growth was driven by a focused and strategic approach to market development, including the expansion of recruitment activities into new regions alongside the continued strengthening of our presence in established markets where we have built long-standing relationships. Importantly, this growth has also enhanced the diversity of our campus, with students from 33 countries represented at AIC in 2025. We continue to value and celebrate the diversity, energy, and global perspectives our learners bring, which enrich the learning environment and strengthen our identity as an international campus.

Programme development

AIC launched two new Artificial Intelligence programmes in October. They are New Zealand's first postgraduate programmes that bring together Artificial Intelligence and Information Technology.

The Postgraduate Diploma in AI Integrated IT Solutions teaches students to apply AI tools and automation to real-world challenges, design ethical and sustainable solutions, and manage AI-enabled projects across industries. Aligned with the New Zealand Digital Strategy and national AI workforce goals, this qualification positions graduates at the forefront of emerging technology – ready to fill critical skills gaps and drive innovation both locally and globally.

The Master of AI Integrated IT Solutions allows students to develop the technical, analytical, and leadership skills needed to apply AI tools and thinking across industries. Through experiential learning, industry-focused projects, and research-based practice, they'll learn to design and manage AI-enabled solutions that address real challenges.

Quality assurance and compliance

AIC maintains a strong overall position of academic and operational compliance across departments, supported by established quality assurance processes and documented evidence of programme oversight. No areas of substantive non-compliance were identified during the current review cycle.

Our Academic Compliance and Quality Assurance Report 2025 provides a consolidated overview of departmental compliance against New Zealand Qualifications Authority (NZQA) programme and accreditation requirements for the 2025 reporting period for Future Skills Programmes.

From an NZQA perspective, the outcomes of this review demonstrate the presence of core systems expected of tertiary providers, including programme approval integrity, moderation structures, learner support mechanisms, and cyclical monitoring and review processes.

The review process has deliberately integrated prior NZQA monitor feedback and internal self-review findings to ensure that identified improvement opportunities inform forward planning rather than remain retrospective observations. This approach supports a continuous improvement model consistent with NZQA expectations for evidence-based evaluation, transparent governance, and demonstrable responsiveness to external quality assurance input.

Beyond regulatory assurance, the compliance data generated through this process provides a structured evidence base to inform institutional decision-making and programme development. Cross-departmental insights enable the identification of recurring themes, prioritisation of quality enhancement initiatives, and alignment of staff professional development with programme needs. In this way, compliance monitoring functions not only as a mechanism for regulatory alignment but also as a driver for programme relevance, learner outcome improvement, and progress toward AIC's strategic goals – including the development of industry-aligned curricula and the continued advancement of graduate employability.

GOVERNANCE



DR NEIL BARNES

Board Chair



SAM ALAVI

Group Chief Executive and Director
(Future Skills)



PHIL KER

Director
(Future Skills)



MARK CARTWRIGHT

Director
(Otago Polytechnic)



JASON PITCHERS

Director
(Otago Polytechnic)



GLEN BEAL CA

Director (Alternate)
(Future Skills)

EXECUTIVE LEADERSHIP TEAM



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Chief Executive Officer



RUSSELL HARRAY
Academic Director



DR FARHAD MEHDIPOUR
Research Director and
Head of Department, IT and
Applied Management



TRISH CHAPLIN-CHEYNE
Director Learning and
Teaching Development



JESAN THAKER
Sales and Marketing
Director



KANIKA HANS
Head of IT and Technology
Solutions



LISA PRINSLOO
Head of People and Culture
(FCIPD, CMHRNZ)



REBECCA HAYES
Head of Student Success



ALBBE LUO CPA
Finance Manager



SEAN BELL
Academic/Quality Lead and
Te Kaihapai



ADAM PARKINSON
Academic and Quality Lead

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