NMIT COUNCIL MEETING OPEN AGENDA

THURSDAY, 16 NOVEMBER 2017

Time: 10.00am – 11.00am
Venue: NMIT Marlborough Campus, Room E1

ITEM	TOPIC
Administrative	
1.	Apologies
2.	Register of Interests and Conflicts of Interests
3.	Confirmation of Minutes of meeting held 5 October 2017
4.	Action items
Safety, Health & Wellbeing	
5.	Safety, Health & Wellbeing Dashboard
Strategic	
6.	Council's Self-Assessment Report (SAR)
7.	Council review of appointments and skills analysis
Items for Approval	
8.	Council Remuneration Policy
9.	Equal Education Opportunities Policy
10.	2018 Academic Statute
11.	2018 Council & Audit Committee work-plans
Performance Reporting	
12.	Interim Chief Executive's Report
13.	EFTS and Financial Report as at 22 October 2017
14.	Key Educational Performance Indicators (EPIs)

NMIT COUNCIL MEETING OPEN AGENDA | 16 NOVEMBER 2017

For Information

PART II: IN COMMITTEE

To consider and if thought fit, to pass the following resolution:

That members of the public and the press be excluded from the following part of the proceedings of this meeting namely:

- In Committee Minutes & Matters Arising
- Recruitment of Chief Executive
- TANZ eCampus 2018 budget
- 2018 Budget
- Interim Chief Executive's Report
- Legislative Compliance update
- NMIT Risk Register
- Complaints & Misconduct Report
- Update from Marsh regarding Cyber insurance
- New Zealand Institutes of Technology and Polytechnics letter to Minister Chris Hipkins

The general subject of each matter to be considered while the public is excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under section 48(I) of the Government Official Information and Meetings Act 1987 for the passing of this resolution are as follows:

General subject each matter to be considered	Reason for passing this resolution in relation to each matter	Grounds under section resolution (sec 48(1) of the Local Government Official Information And Meetings Act 1987)
Sector Issues *Financial Matters*		*Commercial sensitivity*

3

MEETING TIMETABLE

Time:	10.00am – 11.00am	Open Council meeting discussions
	11.00am – 12.30pm	In Committee Council discussions
	12.30pm – 1.00pm	Lunch *(Council photo opportunity)*
	1.00pm – 2.30pm	In Committee Council discussions continue
	2.30pm	Conclusion of meeting

Council members, please note that there will be a group photo taken on 16 November, for inclusion in the 2017 Annual Report.

COUNCIL MEMBER REGISTER OF INTERESTS	
Daryl Wehner	• Port Nelson Ltd: Chief Financial Officer • Chartered Accountants Australia and New Zealand: Member • Tasman Bay Stevedoring Co. Ltd, Director
Andrew Rowe	• CEO Cuddon Limited – engineering firm which may from time to time be involved in tender processes with NMIT which would be declared at the time; • Cuddon Limited has some contracts with a Crown research body – AgResearch which is unrelated to education sector • Board Member for Hockey New Zealand • Offers accommodation to NMIT nursing students during placements in Marlborough
Paul Steere	• Nelson Airport Ltd: Chair & Director • The NZ King Salmon Group: Director • Clean Seas Tuna Ltd: Director • Kaynemaile Ltd: Director • Alan Scott Wines, Board Member • Seafood Research Strategic Advisory Committee (advising the Board of Seafood Innovations Ltd): Member • New Zealand King Salmon Exports Limited: Director • New Zealand King Salmon USA Incorporated: Director
Gabrielle Hervey	• Suter Art Gallery Trust Board Deputy Chair • Chair of the Wine Nelson Marketing Group • Time and Tide Ltd: Director • Hervey Motors Ltd: Director • Cecil Woods Nominees Ltd **Possible Conflicts of Interest:** • Suter Art Gallery – Some NMIT art students work on projects and exhibitions • Wine Nelson has some contact with NMIT hospitality students
Charles Newton	• Education consultant **Possible Conflict of Interest:** • A family member on Staff at NMIT

6 October 2017

Abbey Paterson	**Possible Conflict of Interest:** • A family member on Staff at NMIT
Win Greenaway	• Economic Development Manager for Ngati Rarua **Possible Conflicts of Interest:** • Chairperson of Ngati Rarua works for NMIT
Des Ashton	• Director of Ashton Technologies Ltd (Aviation, Defence, Engineering and Business Consultant) • Director of NZ Aeronautical Trusts Ltd **Possible Conflicts of Interest:** • Next door neighbour and friend on Staff at NMIT • Some Ashton Technologies clients have potential training business interests with NMIT – will declare these individually if they arise

DIRECTORATE REGISTER OF INTERESTS	
Liam Sloan	• None
Carole Crawford	• Director, Singer Solutions Ltd
Peter Cowper	• Member, Maritime New Zealand Authority • Chair, Centre for Fine Woodworking Trust • Director, Quorum Group Ltd • Director, Q Design Services Ltd • Director, The BDH Group Ltd • Member, New Zealand Institute of Directors
Vicki Bryson	• None
Virginia Watson	• Independent Director, Turks Poultry Ltd • Director and Shareholder, Watson Ltd, Trading as Fire Design Services • Chartered Member, New Zealand Institute of Directors • Member, Top of the South Trades Academy (TOTSTA) Governance Group • Member, Education Nelson/Marlborough Governance Group

6 October 2017

UNCONFIRMED MINUTES OF NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY COUNCIL MEETING HELD AT NMIT NELSON CAMPUS ON 5 OCTOBER 2017, COMMENCING AT 9.55AM.

PRESENT
D Wehner (Chair), A Rowe, P Steere, G Hervey, A Paterson, C Newton, D Ashton

IN ATTENDANCE
L Sloan (Interim Chief Executive), V Bryson (Director of Finance and Business Improvement), A Cooke (Minute Taker)

1.   **APOLOGIES**

   W Greenaway.

2.   **REGISTER OF INTERESTS AND CONFLICTS OF INTERESTS**

   D Ashton to provide A Cooke his interests and any conflicts of interests.

3.   **CONFIRMATION OF MINUTES OF MEETING HELD ON 10 AUGUST 2017**

   Resolved: That the Minutes of the meeting held on 10 August 2017, as circulated and read by members, be confirmed.

   Council moved out of the Open meeting, into In Committee at 9.56am.

4.   **ACTION ITEMS**

   Council noted the action items.

5.   **SAFETY, HEALTH & WELLBEING DASHBOARD**

   A Rowe advised that the Safety, Health and Wellbeing Leadership Group meeting took place the previous day, with the main agenda item being the Drug and Alcohol policy and procedures. The policy and procedures are now undergoing consultation with SANITI and the unions.

   Council received the safety, health and wellbeing report provided.

6.   **COUNCIL'S SELF-ASSESSMENT REPORT (SAR)**

   Defer agenda item to next meeting.

7.   **KEY EDUCATIONAL PERFORMANCE INDICATORS (EPIs)**

   Council moved into the Open meeting at 1.28pm

   C Newton to provide feedback on the proposed reporting tool to the Interim Chief Executive.

   Council did note that where possible, NMIT should look to benchmark against other ITPs and show improvement, or otherwise, since the previous meeting.

It was also noted that each EPI should have a measure. Further information such as the conversation rate from application to enrolments, the number of new programmes developed since the last meeting are some additional examples of information that could be added to this report.

Could requested that this report is included in meeting papers going forward.

8.   UPDATE ON PROGRESS AGAINST 2017 / 2018 INVESTMENT PLAN INCLUDING PRIMARY STRATEGIC OBJECTIVES

Council received the update provided.

9.   2018 COUNCIL AND AUDIT COMMITTEE MEETING DATES

Council agreed on the 2018 Council meeting dates, with one amendment to the date of the Council Strategy Workshop.

10.   INTERIM CHIEF EXECUTIVE REPORT

Council noted the Interim Chief Executive report provided.

11.   EFTS AND FINANCIAL REPORT AS AT 10 SEPTEMBER 2017

Council noted the EFTS and Financial Report as at 10 September 2017.

12.   SANITI REPORT

Council noted the SANTI report provided.

13.   INWARD CORRESPONDENCE

Council noted the inward correspondence received.

14.   ACADEMIC BOARD MINUTES FROM THE MEETINGS HELD ON 19 JULY, 24 JULY & 16 AUGUST 2017

Council noted the minutes from the Academic Board meeting held 19 July, 24 July and 16 August 2017.

15.   ITP SECOR UPDATE – AUGUST 2017

Council noted the update for information.

IN COMMITTEE

Resolved: That members of the public and press be excluded from the following part of the proceedings of this meeting, namely:

In Committee Minutes & Matters Arising
Recruitment of Chief Executive
Results from Council self-evaluation questionnaires
Global Campus
Assess and Optimise project

2018 Budget
Interim CEO Report
TANZ eCampus update
NMIT Risk Register
Complaints & Misconduct Report
Group & Service Team Reports
Sports turf post project report

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General subject matter to be considered	Reason for passing this resolution in relation to each other	Grounds under Section resolution (sec.48(1)) of the Local Government Official Information and Meetings Act 1987
Financial & Sector Matters	Commercial sensitivity	

Resolved: That Council move out of 'In Committee'

There being no further business, the meeting closed at 1.50pm

Confirmed: _____ Dated: 16 November 2017

ACTION ITEMS FROM OPEN NMIT COUNCIL MEETING – 5 OCTOBER 2017

Chair: Daryl Wehner

ACTION ITEMS

ACTION ITEMS FROM 5 OCTOBER 2017 MEETING

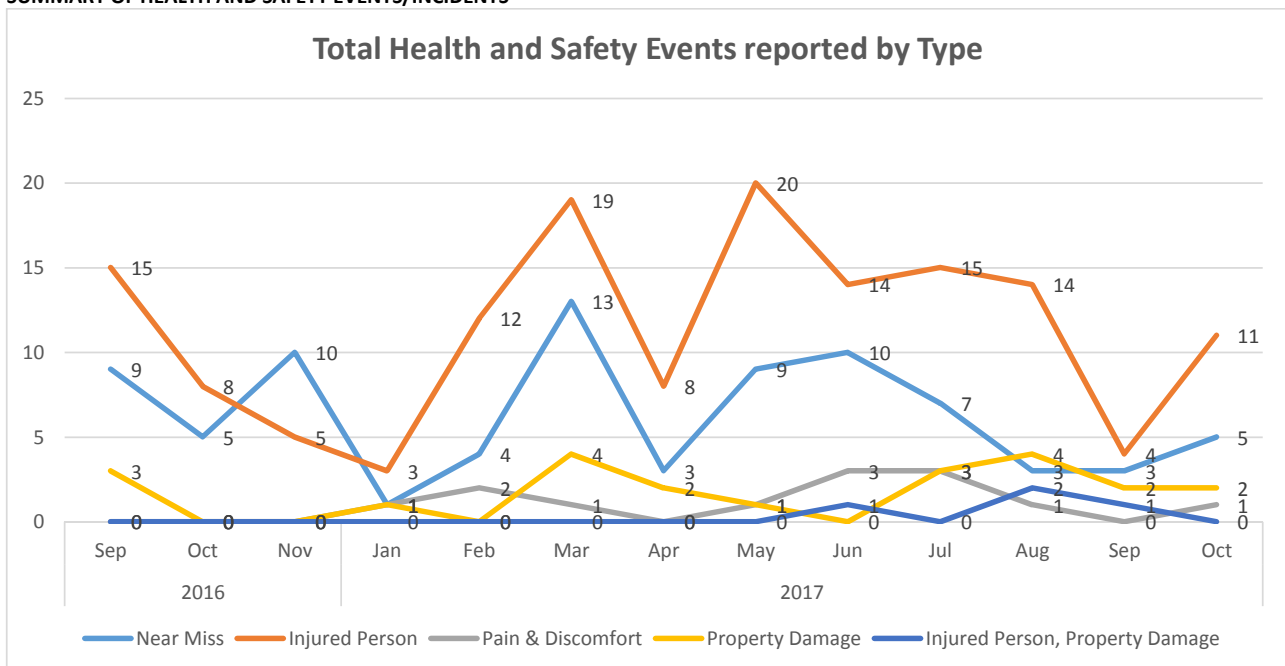|	TASK	RESPONSIBLE	DEADLINE
1.			

SAFETY, HEALTH & WELLBEING DASHBOARD

September to October 2017

SUMMARY OF ALL CRITICAL RISKS

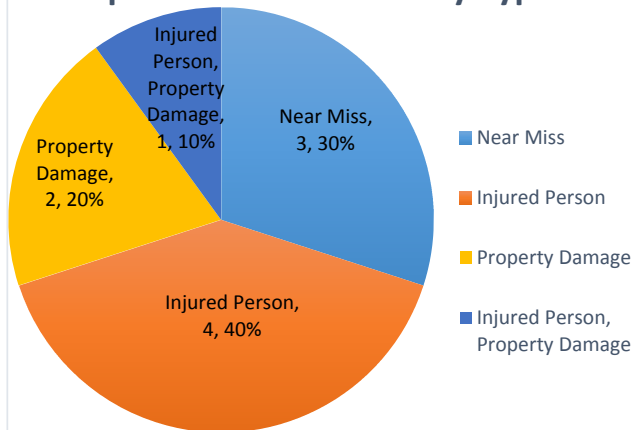| Risk	Description	Management Overview	*Level of assurance	Incidents/Issues/Events
Hazardous substance use	Use of multiple chemicals and compressed gasses for cleaning, maintenance, repair, laboratory, art, flares and contact with biohazards	Inventories reviewed annually and Safety Data Sheets (SDS) held and readily available	🟢	All inventories have been reviewed for 2017
Land transport	See this report's drill down			
Machinery use	Use of multiple machines in Automotive, Engineering, Carpentry, Aviation, Creative Industries, Facilities workshops.	Annual audit of workshops by H&S team, includes inspection of machine guarding. Hazard register maintained and reviewed annually.	🟡	Engineering to develop SOPs for machinery. WorkSafe guidelines recommend Inter-lock guarding but this has not been implemented due to cost and difficulty to retrospectively install.
Water based activities	Vessel handling and fast rescue boat training, kayaking, white water rafting, water sampling.	Maritime Transport Operator Plan approved by Maritime NZ. Basic boat handling training pre-requisite for advanced training. Supervision by approved qualified Skippers. Hazard registers maintained and reviewed. Risk assessments and Intentions forms prior to activity.	🟡	Waterproof SOPs booklet being developed.
Land Adventure activities	Rock climbing, off track tramping, skiing, scrub clearing.	SOPs developed for high risk activities. Risk assessments and Intentions forms prior to activity. Call care used for overnight activities.	🟡	Rafting incident – see Event learning
Fire fighting training	Advanced fire fighting including use of Breathing Apparatus and controlled fires in specialist facility.	Medical examination required prior to training. Annual audit of Fire training facility by H&S team. Competent trainers. Regular equipment inspections.	🟢	none

* 🟢 High 🟡 Satisfactory 🔴 Low

SUMMARY OF HEALTH AND SAFETY EVENTS/INCIDENTS

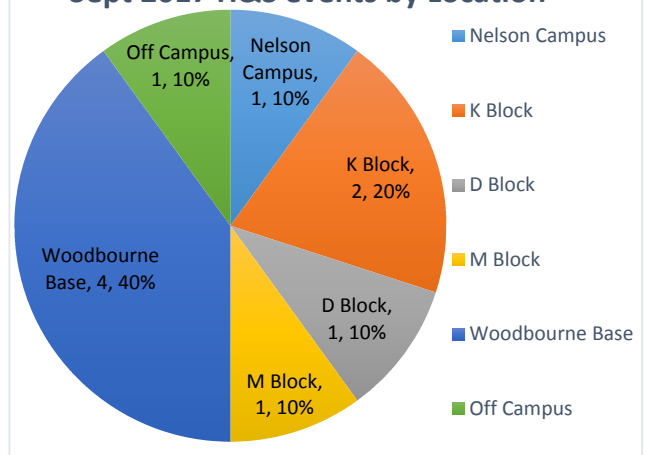Total Health and Safety Events reported by Type

CRITICAL RISK DRILL DOWN: LAND TRANSPORT RISK

Description	Person exposed	Management Overview	Gaps/improvement/ progress	*Level of assurance	Incidents/issues/ events
Vehicle fleet, including buses, vans, cars, trailers. There is a risk of on road minor/major accidents vehicle/vehicle collision and person/ vehicle collision in car parks used by students and team members. Also a risk of fatigue induced accidents due to excessive driving times.	Students, Tutors, Technicians and support staff.	All vehicles are maintained and serviced in accordance with manufacturer's instructions and monitored weekly for damage/defects. NMIT Safe Driving and Fleet Management Policy, Driver Approval form (including licence details) required to drive an NMIT vehicle (passenger licence to drive bus), car park permit system on Nelson campus, speed limit and judder bars, as well as new signage onto Collingwood St. Policy dictates regular rest breaks and RAM's form should address adequate driver reliefs for long journeys.	Staff fail to report vehicle damage. Staff fail to record incidents in Assura. There is a reliance on a drivers licence to determine competence. There is currently no procedure in place for driver evaluation or coaching. Approval has been gained from the H&S Leadership Group to pursue driver evaluations, post-accident, on request and for specific (larger vehicles) in 2018. Staff education with regard to reporting will continue in 2018.	🟠	Vehicle incidents reported this year: • Dyna flat deck rolled and written off (no injury) • Staff member's car entering Nelson Campus hit by truck exiting • Van in ditch swerving to avoid oncoming car • Scrapped van coming into Vehicle compound • Student reversed into stationery vehicle on Marlborough Campus • Student's car left road on way home after work placement (ski field road). • Van roof dented when hit overhanging branch

Sept 2017 H&S events by Type
- Near Miss, 3, 30%
- Injured Person, 4, 40%
- Property Damage, 2, 20%
- Injured Person, Property Damage, 1, 10%

Sept 2017 H&S events by Location
- Nelson Campus, 1, 10%
- K Block, 2, 20%
- D Block, 1, 10%
- M Block, 1, 10%
- Woodbourne Base, 4, 40%
- Off Campus, 1, 10%

Oct 2017 H&S events by Type
- Near Miss, 5, 26%
- Injured Person, 11, 58%
- Pain & Discomfort, 1, 5%
- Property Damage, 2, 11%

Oct 2017 H&S events by Location
- E Block Trades & Engineering, 2, 11%
- G Block, 2, 11%
- D Block, 1, 5%
- M Block, 1, 5%
- S Block, 1, 5%
- Woodbourne Base, 9, 47%
- Off Campus, 3, 16%
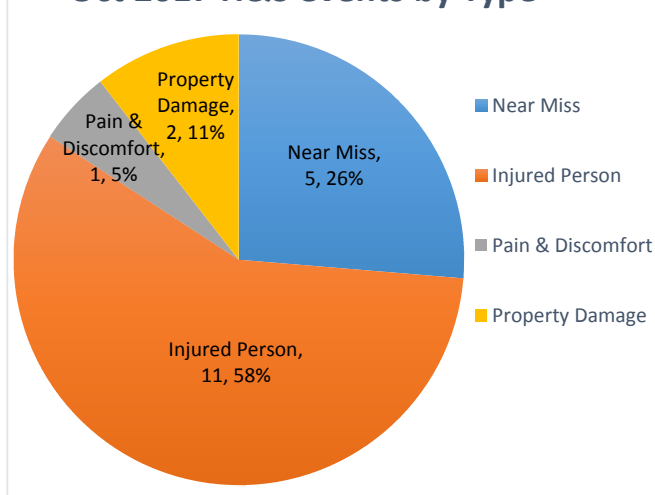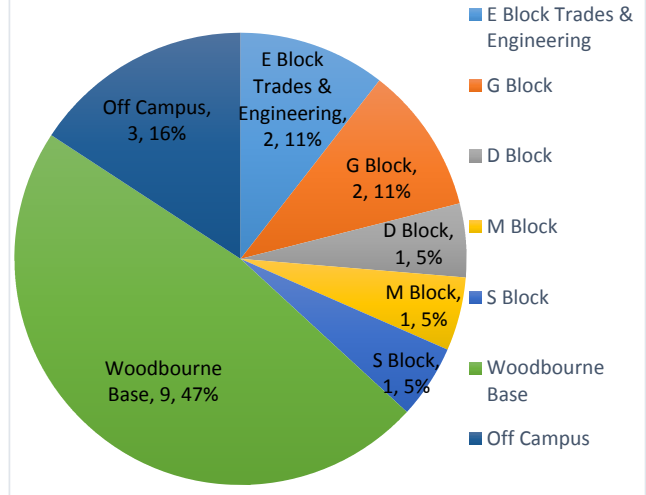
SEPTEMBER TO OCTOBER 2017

Event Summary	Occurred This Period	YTD
Accident	**20**	**143**
Injuries	**16**	**124**
LTI (Medical)	0	0
LTI (Non Medical)	0	0
Non LTI (Medical)	5	22
Non LTI (First Aid)	9	77
Non LTI (Non Medical)	2	25
Property Damage	**5**	**23**
Environmental	**0**	**0**
Near Miss	8	58
Pain & Discomfort	1	13

EVENT LEARNING AND IMPROVEMENT

Summary	Findings
Overview	The period included a two week semester break. Most incidents were of a minor nature. All student incidents where medical treatment obtained, related to medical conditions.

Summary	Findings
Staff hurt shoulder when picking up filled container for water cooler	Water cooler in question is being removed and review to be undertaken of other water coolers on Campus.
Saniti staff injured after raft flipped in Granity rapid (this happened in September but was incorrectly recorded for August)	Taken to A&E where dislocated shoulder diagnosed and put back in place.
China project student fell unwell on the floor	Health related issue – given a prescription and had fully recovered over the weekend.
Staff walking up Centre of NZ slipped in mud on hill and jarred side	Activity organised as part of mental health awareness week – connecting with nature.
Student experiencing chest pain / breathing issues while in class	Student has a history of medical issues and was taken to a doctor.

LEADERSHIP AND ENGAGEMENT

Action	Findings/outcomes/ issues raised
SHW Leadership meeting	Draft Drug and Alcohol Policy and Procedures reviewed. NMIT need assurance that students are treated properly and safely while on work placements. Agreed that site visits will be undertaken for a percentage of workplaces. Further research to be done to gauge interest by staff for driver evaluation and estimate of training cost.
H&S Committee meetings	Several vehicles (mainly vans) in NMIT fleet being damaged and drivers are not reporting it. Driver evaluation proposal for 2018 was discussed at the meeting of SHW Leadership Group and agreed that staff would be canvassed via Polly to determine the degree of interest prior to organising coaching. Upgrading some machinery in Carpentry Barn. Staff to receive training from supplier of new machinery. Many teams are very busy with pressure on staff with tight deadlines and redevelopment work. This is reflected in the number of staff taking time off due to sickness. Workshop is being planned for ILT to address workload issues. Reported on a couple of presentations on worker engagement from Safeguard H&S Conference.

LEADERSHIP AND ENGAGEMENT cont.

Action	Findings/outcomes/ issues raised
Aug/Sep H&S Newsletter	New Hazardous Substances legislation, Whos on Location? – visitor/contractor sign in, Fire Drills on Nelson Campus, Off Campus Activities – risk assessment and intentions forms, Near Miss reporting, Workstation Setup

CONTRACTOR SAFETY MANAGEMENT (Nelson Campus only)

Action	Contractor monitoring findings
11 inductions	Most regular contractors on Nelson Campus have now completed the contractor online induction.
Site meeting	A site inspection undertaken by H&S Manager to check health and safety work practices of contractors carrying out construction and installation work on hangar door and fall arrest system at NMIT facilities at RNZAF Woodbourne Base. Noted that site was tidy, EWP and Operator had current certification, ladders compliant with standards, however not all electrical appliances had a current PAT test.

OTHER ACTIVITIES

Safety Observations

Type	Created in Period	YTD
Safe Practice	1	8
Unsafe Practice / Hazard	13	115
Suggestion	12	23
Total	**26**	**146**

Audits and Inspections

Type	Created in Period	YTD
Area Inspection	0	1
Audit - External	0	3
Audit - Internal	1	9
Trial Evacuations	1	4
Site Inspection	1	1
Total	**3**	**18**

COUNCIL SELF-ASSESSMENT REPORT (SAR)

PREPARED BY LIAM SLOAN (INTERIM CHIEF EXECUTIVE)

PURPOSE

To propose a new approach to the completion of the Council annual Self-Assessment Report (SAR)

RECOMMENDATION

That Council agree to the revised framework for capturing annual SAR.

That Council advise on the preferred methodology for ongoing completion of the SAR.

CONTEXT

Self-Assessment is pivotal in NMITs strive for excellence. One tool that NMIT Council use to evaluate its performance and therefore continuously improve is through the completion of an annual SAR. The SAR is currently aligned to NZQA's Key Evaluative Questions (KEQs) and previously this has posed a challenge.

The proposed approach has been simplified to demonstrate how Council meets their responsibilities, identified on the website, including for example:

- Approve and monitor the implementation of the Investment Plan which sets out the role and purpose of the Institute.
- Determine the strategic direction of NMIT.
- Ensure that the financial, physical, educational and intellectual assets of NMIT are efficiently and effectively managed.
- Monitor the performance of the chief executive.
- Consult with stakeholders when reviewing the Investment Plan.
- Establish an academic board to advise the Council on matters relating to courses of study or training and other academic matters.

SAQ	Council Function	Prompt Questions	Possible Evidence Sources	KEQ
1.	Approve and monitor the implementation of the Investment Plan which sets out the role and purpose of the Institute (External focus)	1. Is the Council's involvement in strategy and investment planning appropriate? 2. Is the Council confident that the financial and non-financial key performance indicators provided to council accurate and efficient? 3. Is the Council confident that the systems that provide the key performance indicator data accurate and efficient? 4. Is the current level of consultation with stakeholders effective when reviewing the Investment Plan?	Approval and monitoring is informed by: • academic board reports • institute level financial reports • audits • ISO/EER • EPI data/targets • TEC audits • presentations from directorate • iwi engagement reports • business opportunities assessed and approved by Council	1,2,6
	What we are doing well •			
	Areas for improvement •			
	Actions •			

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SAQ	Council Function	Prompt Questions	Possible Evidence Sources	KEQ
2.	Determine the strategic direction of NMIT	1. How effective is the regular review of the strategic direction? 2. Is the Council confident that its decisions are in alignment with the strategic direction? 3. Do Council members make appropriate use of their contacts and networks to further the goals of NMIT?	• annual review of strategic plan by Council • stakeholder engagement hui • directorate strategic planning outputs noted and approved • participation in regional development forums by Directorate/Council	5
	What we are doing well •			
	Areas for improvement •			
	Actions •			

SAQ	Council Function	Prompt Questions	Possible Evidence Sources	KEQ
3.	Ensure that the financial, physical, educational and intellectual assets of NMIT are efficiently and effectively managed (Internal focus)	1. Is the Council confident in the financial and non-financial information provided from Directorate? 2. Is the Risk Management System robust and efficient? 3. Do Council members provide appropriate advice and mentoring to management? 4. Are the formal delegations from the council working efficiently? 5. Are the formal delegations from the council reviewed to manage risk?	• regular directorate reports & updates noted • review of risk register undertaken annually • health & safety reports noted regularly • departmental financial reports noted • staff engagement surveys noted • review of council delegations undertaken regularly • student association reports noted	1-6
	What we are doing well •			
	Areas for improvement •			
	Actions •			

SAQ	Council Function	Prompt Questions	Possible Evidence Sources	KEQ
4.	Appoint and monitor the effectiveness of the Chief Executive	1. Is the position description and delegated authorities of the Chief Executive accurate and current? 2. How well does the Chief Executive understand their role in relation to council? 3. How effective is the formal chief executive evaluation process? 4. Are there appropriate opportunities to involve the whole council in the evaluation?	• review of CE job description and accountabilities undertaken annually • subcommittee for CE support/monitoring appointed annually or according to terms of reference • CE/Chair performance conversations documented • professional development opportunities for CE explored	5
	What we are doing well •			
	Areas for improvement •			
	Actions •			

SAQ	Council Function		Possible Evidence Sources	KEQ
5.	Establish an academic board to advise the Council on matters relating to courses of study or training and other academic matters	1. Is the level of detail within the Academic Board minutes at the right level? 2. Is the structure of delegations from Council to Academic Board and subcommittees efficient?	• review of academic board structure undertaken bi-annually • terms of reference for Council & Council delegations approved at each AGM • Academic Statute review and approval conducted bi-annually	3, 4
	What we are doing well •			
	Areas for improvement •			
	Actions •			

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Te Whare Wānanga o Te Tau Ihu o Te Waka a Maui

SAQ	Council Function	Prompt Questions	Possible Evidence Sources	KEQ
6.	Ongoing improvement of Council Processes	1. Are Council members thoroughly familiar with the legal requirements? 2. How frequently does the Council discuss its role and the role of management? 3. Has the Council reviewed its composition, skills requirements and skill gaps in the past year? 4. Has the Council recently discussed the role and expectations for the Chair? 5. Is the number, level of detail, format, information content and lead-time of Council papers satisfactory?	• health & safety legal obligations discussed and minuted • conflict of interest register maintained • performance conversations for the Chair scheduled and noted • subcommittee structure & reporting mechanisms detailed in terms of reference • self-assessment of Council composition, skills requirements and professional development opportunities undertaken bi-annually • review of Council terms of reference conducted bi-annually	5
	What we are doing well •			
	Areas for improvement •			
	Actions •			

REPORT TO NMIT COUNCIL | 16 NOVEMBER 2017
ITEM 7

COUNCIL REVIEW OF APPOINTMENTS AND SKILLS ANALYSIS

PREPARED BY ANDY ROWE (DEPUTY COUNCIL CHAIR)

PURPOSE

This paper provides an update on NMIT's Council position following the departure of Karen Stewart with her move to Rangiora and Des Ashton's subsequent appointment as a Council member.

RECOMMENDATION

That Council note the following report for information and discussion.

CONTEXT

Des Ashton brings to Council, a depth of larger organisation knowledge and a key tie into the Aviation sector across the country and internationally. The NMIT Council have a gender balance issue at present that needs to be addressed with the new Ministerial Appointments. Council also have a potential engagement issue with the change in government. Both Paul Steere and Andy Rowe are Ministerial Appointments and given Nelson and Marlborough MP's are both National Party and therefore in opposition, Council need to understand first how to engage to lobby, but equally, when Council will be able to do this – TEC may well be a strong partner in this process but Council do need to act now to understand NMIT's options and the timing.

In relation to the skills analysis, the previous background colour has been left where change has occurred so it is easier to identify.

Council needs to continue to actively identify new council members, with the intention of this report providing an update to help inform where there are gaps in skills / knowledge that need to be filled to maintain a strong Council.

SUMMARY CURRENT NMIT COUNCIL APPOINTMENTS

	Council Member	First Appointed	Current Term Start	Term Length	Term Expiry
	Ministerial Appointments				
1.	Andrew Rowe (Deputy Chair)	1 May 2010	1 May 2016	2 years	30 April 2018
2.	Gabrielle Hervey	17 December 2012	19 December 2016	4 years	30 April 2020
3.	Paul Steere	1 May 2010	1 May 2014	4 years	30 April 2018
4.	Charles Newton	1 May 2016	1 May 2016	4 years	30 April 2020
	Council Appointments				
1.	Daryl Wehner (Chair)	1 May 2011	1 May 2017	4 years	30 April 2020
2.	Abbey Paterson	1 January 2016	1 January 2017	2 year	31 December 2018
3.	Win Greenaway	18 February 2016	18 February 2016	4 years	31 March 2020
4.	Des Ashton	1 September 2017	1 September 2017	4 years	31 August 2021

NMIT COUNCIL SKILLS GAP ANALYSIS 2017

A traffic light system has been used to rank each attribute – Green, Amber, Red

Desired Attributes across Council	
• **Strong, "hard" governance skills, and experience as a director/trustee/member of Council.** We require that at least some of our Council satisfy our need for people with successful governance experience. The Chair needs support in the key role of guiding, nurturing and assessing our Chief Executive, while respecting that we have empowered him/her to successfully deliver our agreed business plan outcomes within the constraints of our agreed budget.	**Current council members give good level of experience and hard governance skill set but wider commercial skill set will be depleted with potential departures over next two to three years.** **Need to ensure we target broad commercial governance base in prospective council member appointment in near future to retain depth.**

• **"Soft" governance skills.** We require that each of the members of Council have the ability and desire to work together as a team, to be persistent in the pursuit of good outcomes and appropriate information for decision-making, and to collectively own the decisions reached by the Council after due consideration.	**Current mix of council members gives good cover for soft skills at present and likely to remain so if council is proactive in selection and promotion of all new appointments both council and ministerial.** **Breadth of experience mix across governance, commercial and educational sectors through council is key.**
• **Successful business experience in governance/executive management.** NMIT is a complex, large and dynamic business. We require members who can provide governance oversight, connections, networks, and support in areas such as law, human resources, technology, communications, asset management, and project management.	**Although we have good cover across a range of these areas there are some gaps in our knowledge base going forward.** **Key areas to consider in future selections;** **Health and Safety** **Marketing** **International operations** **Property Knowledge/Experience**
• **Financial management and reporting experience in the sector, and/or at a senior commercial level.** We recognise that we are the trustees of public funds, and that we are a major business in terms of cash flow, resources, assets, and people. We therefore take seriously our governance, audit and risk management responsibilities.	**Current mix across council gives good range and depth but we will need to monitor expected changes in council members over next 2-3 years to ensure depth is retained.**
• **Strategic planning abilities.** We have recently completed our Investment Plan 2015-2016. NMIT operates in a very competitive and rapidly changing environment. We seek members who are able to guide us through the process of developing a vision, strategic plan, annual business plans and supporting budgets, and the KPIs and assessment tools; people who can focus us on the longer term strategic	**Although good generalist skill set across the mix of council members with some individuals with deeper levels of experience this area is weak in depth of experience across larger complex organisations strategic planning and delivery, our future will be driven by our ability to stay ahead of the game with the complex constraints – needs focus.**

opportunities and challenges, rather than the short term business detail of the moment.	
• **Ethnic and Socio-Economic Diversity.** Council requires membership that reflects the ethnic and socio-economic diversity of the community it serves.	Although we have secured good representation from Iwi we do not appear to have good ties into other ethnicities by representation, connection or by association, nor are we well connected across socio economic diversity other than from an engaged student perspective, this may be a tough assignment but needs to be front of mind in selection across other criteria.
• **Commitment to regional and national economic development.** We require members who can help us understand the current and likely training needs of our region and our communities, who can help us to connect with local business, Iwi business, industry and employee associations, regional development groups, and management of local government agencies. These members will be committed to regional and national economic growth, and will appreciate the crucial importance of training to this outcome.	Current mix of councilors give good regional cover and depth into local government and business areas. We do have a gap around level of connection into Central Government and the established Wellington Tertiary headquarters from a council prospective, this area will continue to be a key area of engagement for us.
• **Appreciation of industrial relations.** NMIT is one of the region's largest employers, with staff able to be members of several unions, and working under a variety of employment contracts.	Good cover at present but will be more of an issue over time with changes in mix of council to ensure that we do have experience and cover in this area as it will be pivotal in change culture required to survive.

• **Gender balance.** Male/Female	**Male dominated at present**
• **Age and experience balance.** (Years in Governance and/or Senior Management roles)	**No issues**
• **Education Alignment**. NMIT is committed to our alignment with secondary education, and with other training providers in the university, industry training organisation, and private training sectors. Collaboration with these organisations enables NMIT to achieve its objectives, while contributing to the growth of our communities.	Reasonable connection across the range of areas at present**.** **Will need to ensure over time that we retain adequate connection into our key industry areas across the region.**
• **Local government expertise/connection.**	**Current membership gives very good connections across both regions with Commercial, Education, Business Development and Iwi. Commercial connection may be weaker with departures due in 2018 and needs to be considered as a focus.**
• **Understanding of the tertiary education sector.** The Council needs at least one member who has a good understanding of the processes of TEC, tertiary funding, and of the processes of government.	**Current knowledge base is through historical learning on Council and as such has a range of experience but is an area that we are light in formal knowledge and our more senior historical knowledge base is in the group on last round or probable last round so needs consideration.**
• **Strong personal values.** Recent NMIT Councils have been blessed by having Members who demonstrate great NMIT and personal values in their behaviour around the table, and in the way they take NMIT back to their communities; respect, integrity, transparency, commitment, sharing, recognising successes and celebrating NMIT people.	**Good mix across the council and our selection have ensured that this remains, needs to be part of the mix but process is ensuring this is sustained.**

• **Iwi.** NMIT continues to be committed to having Iwi representation on Council.	**This is evident in appointments and recent changes to our Iwi appointment statute shows an engaged and committed approach to ensure meaningful Iwi engagement is in place – some work on longer term appointment process needs to be considered to ensure it is sustainable.**
• **Marlborough and Nelson.** We work for our communities in Marlborough and Nelson, delivering educational services on regional campuses, and by distance training. We are committed to our engagement with the Marlborough and Nelson communities.	**Very good engagement across the communities in current council members and is not in any question for next few years.**
• **The Users of our Services.** We referred to small, medium and large businesses and their associations, regional development agencies, Iwi business. These include local employers across a wide range of sectors, and national employers who need our training expertise in areas where we are acknowledged leaders in curriculum development and delivery.	**The mix coming through from the Marlborough and Nelson community ties above and other criteria is giving good penetration into these areas and although needs to be taken into consideration is in good shape.**
• **NMIT Community.** Students, staff, former students, and other people who make up the NMIT community.	**Depth of tie in varies and probably will always float, we would need to be aware that we could isolate ourselves from the NMIT community if effort is not put in but don't see this as a specific selection criteria rather a need to ensure that we have good process to stay well engaged across the NMIT Community as a Council.**

ITEM 8

COUNCIL REMUNERATION POLICY

PREPARED BY LIAM SLOAN (INTERIM CHIEF EXECUTIVE)

PURPOSE

The Council Remuneration policy requires approval bi-annually, with the last review of the policy taking place in October 2015.

RECOMMENDATION

That, Council review the policy and advise any necessary amendments, alternatively, approve the policy as presented.

CONTEXT

Council fees were last reviewed in October 2015. Council members are in receipt of the maximum fee approved by the Government.

Controlled Document – Refer to NMIT website or intranet for latest version

COUNCIL REMUNERATION

Section	Institute Governance and Management		
Approval Date	21.10.2015	**Approved by**	Council
Next review	12.11.2017	**Responsibility**	Chief Executive
Last review	21.10.2015	**Key Evaluation Question**	6

RESPONSIBILITY

Reviewed by Council bi-annually, or as required.

Administered by the Chief Operating Officer.

COUNCIL FEES

ITP Councils are subject to the Fees Framework agreed by Cabinet for statutory bodies appointed by the Crown. Under section 179 of the Education Act 1989, the Minister for Tertiary Education is able to determine the maximum fees payable to Council members. Councils are then able to determine the fees payable up to this maximum.

The payment of these fees is met within NMIT's budget.

The fees are paid on a fee basis rather than a per meeting basis.

Council members may opt out of receiving fees, or to decide to receive lower fees if they so wish.

Where Members of Council are appointed during the Council year, fees will be paid on a pro-rata basis.

NMIT Council has the discretion to determine by formal resolution appropriate fee levels up to the established maximum annual fee payable as follows:

Chair	$29,960 honorarium annually
Deputy Chair	$19,260 honorarium annually
Council Members	$15,408 honorarium annually

COUNCIL FEES ARE SET OUT AS ABOVE ARE SUBJECT TO WITHHOLDING TAX.

![nmit - Nelson Marlborough Institute of Technology - Te Whare Wānanga o Te Tau Ihu o Te Waka a Maui]

REPORT TO NMIT COUNCIL | 16 NOVEMBER 2017
ITEM 9

EQUAL EDUCATION OPPORTUNITIES (EEdO)

PREPARED BY LIAM SLOAN (INTERIM CHIEF EXECUTIVE)

PURPOSE

Council are required to review and approve the Equal Education Opportunities policy.

RECOMMENDATION

That, Council review the policy and advise any necessary amendments, alternatively, approve the policy as presented.

CONTEXT

NMIT is committed to equal education opportunities in all of its programmes. The Interim Chief Executive has reviewed the policy and no changes have been recommended.

Controlled Document – Refer to NMIT Website or intranet for latest version

EQUAL EDUCATION OPPORTUNITIES (EEdO)

Section	Learning and Teaching		
Approval Date	07.10.2008	**Approved by**	Council
Next Review	12.11.2017	**Responsibility**	Chief Executive
This review	12.11.2014	**Key Evaluation Question**	1-5

RATIONALE

The Policy recognises that the Institute environment is enhanced by increasing awareness and sensitivity to the diversity of the student community.

This reflects Nelson Marlborough Institute of Technology's general charter, key strategic objectives and value statements. It aims to address inequity, increase participation and improve the learning experience of disadvantaged and under-represented groups in programmes and courses across the Institute.

Equal Educational Opportunities will be achieved when factors irrelevant to course requirements no longer act as barriers to learning opportunities at Nelson Marlborough Institute of Technology.

Such factors can include:

- cultural identity
- gender
- marital status
- religious belief
- age
- family responsibility
- political affiliation
- disability
- sexual orientation
- financial circumstances
- rural isolation
- health status

POLICY STATEMENT

Nelson Marlborough Institute of Technology is committed to Equal Education Opportunities in all its programmes. This commitment requires that the Institute will continually work towards ensuring that:

1. Barriers irrelevant to course requirements to equal access to the institution, its courses and facilities are removed.

2. Disadvantaged groups are actively encouraged to enrol in Institute courses and to participate in the life of the Institute.

3. Students' needs are supported by providing an equitable learning environment which recognises students' individual differences and addresses their particular needs.

4.   There is an annual Equal Education Opportunities Plan, an Annual Report and review in place for
        implementing this policy.

REFERENCES

INTERNAL

Student Charter
Nelson Marlborough Institute of Technology Charter

2of 2   Equal Education Opportunities
Controlled Document – Refer to NMIT website or intranet for latest version   Printed 19/02/2016 3:02 PM

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APPROVAL OF MINOR CHANGES TO POLICY OR PROCEDURE

Academic Statute [Sections 1 – 7]

Background:

October 2017. Academic Statute reviewed and revised with the following changes:
Consulted with: **Finance Team Leader** (Karien de Silva); **Director of Finance and Business Improvement** (Vicki Bryson); **Interim Director of Learning, Teaching and Quality** (Carole Crawford); **Quality Enhancement Manager** (Darcy Liddell); **Head of Academic and Quality** (Adrienne Dawson); **Information and Enrolments Manager** (Angela Scott); **Learning and Support Services Manager** (Lara Topping); **Academic Registrar** (Silvia Gassebner); **Team Leader – Academic Integrity** (Kim Davies); **Marketing Manager** (Grant McNeil); **Health and Safety Advisor** (Pam Graham); **Senior Academic Advisor** (Suzie Peacock); **Quality Advisor** (Eleanor Upton)

THROUGHOUT STATUTE:

Updated all policy documents to be consistent with recent QMS updates:
Hyperlinks added to NMIT website, where appropriate

~~Withdrawal from NMIT Courses and Programmes Policy~~ -> Withdrawal Policy/Procedure

~~Domestic Student Fees, Charges and Refunds~~ -> Fees, Charges and Refunds (Domestic Students)

~~International Student Fees, Charges and Refunds~~ -> Fees, Charges and Refunds (International Students)

~~NMIT Learning Design Framework~~ -> Learning Design Framework (LDF)

~~NMIT Examination Guidelines~~ -> Examination Guidelines

~~Student Surveys – 'The Student Voice'~~ -> Student Surveys Procedure

~~Research and Knowledge Exchange~~ -> Research

~~Complaints Procedure~~ -> Formal Complaints Resolution Procedure

Titles: ~~Director of Learning and Teaching~~ -> Director of Learning, Teaching and Quality

Financial responsiblities previously included in the ~~COO~~'s role -> Director of Finance and Business Improvement

SECTION 1 - INTRODUCTION

ISO and EER sections updated to reflect new accreditations achieved in 2017

SECTION 2 - DEFINITIONS

Additional definitions [* def: TANZ]

*Academic Audit,
Academic Year
ADP (Academic Development Proposal)
*Advanced Standing
*Assessment of Prior Learning (APL)
Capability Document
Capability Letter
*Certificate of Personal Interest
*Certificate of Proficiency
*Collaborative Academic Regulations
*Collaborative Academic Requirement
*Conditional Pass
*Conjoint Programme
Consistency Review
*Consortium Arrangement
*Co-deliver

*Entry Criteria
*Excluded Student
*Exemption
*Extension
*External Moderator
*External Monitor
*Institute
*International English Language Testing System (IELTS)
     NZSCED
*Notional Learning Hours
     OCP
     PAC
*Paper
*Plagiarism
*Policy
*Programme Document
*Provider
*Reconsideration of Assessment
*Research
*Restricted Pass
*Special Passes
*Specialisation
*TANZ Academic Committee
*TEC
*Testamur
     TOTSTA
     Trades Academy
*Type 1 Change
*Type 2 Change
*Unfinished at time of Reporting Pass
* (Unit) Standard

KUPU

Kaiāwhina Māori - Support staff for Māori students

SECTION 3 – ACADEMIC REGULATIONS

PREAMBLE: Following AB approval (12.10.2017) the TANZ Academic Regulations were appended to Section 3, with the following explanation (added):

In October 2017 TANZ published the TANZ Collaborative Academic Regulations, to be appended to the NMIT Statute. This submission was approved by Academic Board (12.10.2017)

The TANZ Collaborative Regulations, Appended here, will apply to all new programmes 1-6 submitted for approval from 1 Jan 2018, and for all eCampus only programme deliveries following Academic Board approval.

Note: The TANZ academic regulations 7.2 Withdrawal (Domestic students) "last date for withdrawing from a course/programme without academic penalty is 80% of the delivery period unless Programme Regulations specify otherwise", is not in alignment with NMIT's current Withdrawal policy "the Last Withdrawal Date occurs when 60% of the course is completed. If a student withdraws from a programme or course before this date, their academic record will show "Withdrawn" for the course.
How to progress is currently being discussed at Directorate level.

3.02: ADMISSIONS AND ENROLMENT
Special Entry: In exceptional circumstances a domestic applicant under the age of 20 years or international applicant …

Reference to the *Internationally recognised English Proficiency Outcomes for International Students,* now linked rather than an Appendix. (Appendix deleted).

Responsibilities previously under the role of ~~COO~~ -> Director of Finance and Business Improvement

References to section 224 (12) of the Education Act 1989 etc. now linked to relevant website.

CRIMINAL OFFENCE DECLARATION (Section added)

NMIT is committed to safeguarding all stakeholders including learners and staff. NMIT requires that all applicants declare any criminal convictions they have. NMIT acknowledges that some convictions do not need to be disclosed by virtue of the Criminal Records (Clean Slate) Act 2004. For more information about when the Criminal Records (Clean Slate) Act 2004 scheme applies please refer to the following link: https://www.justice.govt.nz/criminal-records/clean-slate/. Completion of the Domestic Application/Enrolment form constitutes consent to NMIT carrying out a criminal history check with the New Zealand Police. Full consideration is given to the currency and nature of the offence(s) disclosed and the severity of any penalty imposed. If an offence is disclosed the applicant may be required to discuss the matter with a Member(s) of the NMIT Directorate. NMIT is committed to the rehabilitation of offenders where possible. The focus of the discussion will be to provide support and assess the potential for pathways to learning at NMIT

International learners are required to declare on their visa application form whether they have been convicted at any time of any offence, including any driving offence. Refer to Section D Your Character in the Student Visa Application Form. The final decision of the visa lies with Immigration New Zealand.

3.06 LEARNER JOURNEY
References to The Learner Voice policy and Learning Conversations Procedure to be added (with Links) if approved before Academic Statute finalised, approved and published (16th November)

3.10 ~~SAFETY and RISK MANAGEMENT~~ -> HEALTH and SAFETY RISK MANAGEMENT

3.11 CORE TRANSFERABLE SKILLS – approx. 25 new skills added to the table, to incorporate the higher-level skills relevant to level 9 programmes of study.

3.18 CONTINUATION IN A PROGRAMME OR COURSE
Wording added as follows:

Any student who, over the last two preceding years of his or her studies, has failed to pass courses equivalent to more than half of the credits in which they have been enrolled, where the Student Academic Support and Progression Procedure has been followed, shall only continue in the programme with the prior approval of the relevant Academic Committee.

A student who has failed the same course on three occasions, where the Student Academic Support and Progression Procedure has been followed, shall only enrol again for that course with the approval of the relevant Academic Committee. Any specific programme regulations related to exclusions from courses shall take precedence over this clause.

~~Off-site practical or work experience~~ -> Offsite or workplace learning component (to be consistent with policy doc)

3.20 STUDENT GUIDANCE AND SUPPORT
~~Cultural Advisor – Maori~~ -> Kaiāwhina Māori
Added: OCP Counselling to Health and Wellbeing services available

SECTION 4 – AWARDS

Condensed content 4.02 – 4.16 and provided links to NZQA.
4.20 Awarding of Qualifications incorporated into 4.1 ('Qualifications')
Wording from TANZ incorporated into section 4.1
Regalia for Masters added (taken from Prog Regs for Masters of Applied Business . . .)
Section 4.01 re-organised/re-named: ~~Awards which are not qualifications~~ -> 4.2 NON-FORMAL AWARDS

SECTION 5 – SPECIAL HONOUR AND RECOGNITION AWARDS

Acting CE (Liam Sloan) reviewing section 24.10.2017

SECTION 6 – ACADEMIC BOARD TERMS OF REFERENCE (TITLE AMENDED)

Section re-formatted to ensure that information on each Academic Board delegation committee's responsibilities, membership, authorities etc. are aligned and easier to navigate.

ACADEMIC BOARD RESPONSIBILITIES

Approves: Academic Seals
Receives and/or reviews: ~~Minutes from Safety, Health and Wellbeing Working Group~~ (working group disbanded)
MEMBERSHIP: Head of Academic and Quality (added)

QUALITY COMMITTEE MEMBERSHIP
    Standing Members
    Added: Head of Academic and Quality

QUALITY COMMITTEE RESPONSIBILITIES:

- Deleted: ~~Review and endorse Impact Reports prior to Directorate approval~~ (known as OPPs, and are approved by Directorate, not Quality Committee)
- ~~Monitor external moderation reports and requirements and ensure resulting action plans are in place and completed.~~ Monitor action plans which have been put in place as a result of a Moderation Report identifying issues to be addressed
- Endorse ~~(Approve)~~ SARs from Degree-level Programmes [changed 10.11.2017, after AB endorsement]

ACADEMIC COMMITTEES

    RESPONSIBILITIES
    (Added) Approve: Annual Moderation Plans (from Departments and Programme Areas)

    RED AND BLUE ACADEMIC COMMITTEE MEMBERSHIP
    Chair: ~~Senior Academic Advisor~~ -> Academic Board Member

    CENTRAL ACADEMIC COMMITTEE
    ~~Results of First Aid courses for NMIT staff members~~ (in future staff First Aid results will be approved by the same academic committee responsible for student first aid results)

SECTION 7 – SCHEDULE OF COURSE RESULT KEYS

CO-TANZ-01 added
CO-TANZ-02 added
AC-TANZ-01 added
AC-TANZ-02 added

Under AC-WINT-02 – Postgraduate Certificate in Professional Supervision - added

Recognition of new names for CPIT (now ARA) and WAIA, Waiariki (now TOIO) in codes:

e.g. CO-CPIT-01 now CO-ARA-01 etc.

Implementation Plan: Following amendment, the policy will be made available on the NMIT intranet and the NMIT website. All staff will be advised.

RECOMMENDATION: That – (Approval Body or Chief Executive) approve: (name and draft date) for implementation.			
Implementation date:		(day)/month/year	
Next Review:		Month/Year	
Quality Committee endorsement date		n/a	
☐ CHIEF EXECUTIVE	☐ DIRECTOR/MANAGER	☑ ACADEMIC BOARD	☐ COUNCIL
Approval date:	*Approval date:*	*08.11.2017*	*16.11.2017*
Additional notes: *Hyperlinks to be added to final document once in pdf form (following Council approval)*			

A + Q Office use only	Date		Date
		4. Update tracksheet	
1. Amendments complete		5. Document on NMIT intranet (old)	
		6. Document pdf'd	
2. Original printed & sent to CE		7. -> NMIT website (-> POLLY)	
3. Signed original returned		8. Staff advised	

To be completed by the Quality Advisor in consultation with the manager who will present the recommendations to the Approval Body

Nelson Marlborough Institute of Technology

2018 Academic Statute

Te Ture Akoranga

Section 1:

Introduction

Section	Academic Statute		
Approval Date	01.12.201616.11.2017	**Approved by**	Council
Next Review	12.10.20178	**Responsibility**	Director of Learning, and Teaching and Quality
This Review	/16.10.2017	**Key Evaluation Question**	6

The **NMIT Academic Statute** applies to all NMIT programmes, whether delivered at NMIT, or in conjunction with another provider or by distance.

The Academic Statute is available from all Programme Area Administration Offices, the Library Learning Centre and on the NMIT website.

Also available on the NMIT website: all **NMIT policies** listed in this Statute.

The website address is: **www.nmit.ac.nz**

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SECTION 1: INTRODUCTION

1.01   PREAMBLE

This Statute is the Academic Statute of Nelson Marlborough Institute of Technology (NMIT) and is made by the Council of NMIT pursuant to Section 194 of the Education Act 1989. It shall take effect from 1 January 2017.

This Statute applies to all courses and programmes within NMIT for which credits or qualifications may be granted.

This Statute reflects NMIT's commitment to the Treaty of Waitangi.

NMIT has a duty to acknowledge the Treaty of Waitangi, Te Tiriti o Waitangi, and the principles of the Treaty of Waitangi

Additional NMIT regulations or rules, as approved by the Academic Board, may apply in the case of particular programmes. Where there is a conflict between this Statute and specific regulations or rules, this Statute shall prevail unless it is stated otherwise.

Where a programme of study leads to an award granted or approved by an external body, in addition to meeting the requirements established by that body, the programme shall satisfy the requirements of this Statute.

Where a programme is subject to regulations by both NMIT and another regulatory authority, and there is conflict between those regulations, then the regulations of that other authority shall apply in respect of that programme, unless the Academic Board determines otherwise.

Any amendments to this Statute must be endorsed by the Academic Board and approved by Council and, if necessary, be communicated in writing to all students affected by the variation.

1.02   ACADEMIC STATUTE SECTIONS

The Academic Statute comprises seven sections:

Section 1: Introduction

- 1.01 Preamble
- 1.02 Academic Statute Sections
- 1.03 NMIT Quality Management System (QMS)
- 1.04 NMIT Provider Rating
- 1.05 ISO Certification
- 1.06 References

Section 2: Definitions

- 2.01 Academic Terminology
- 2.02 Glossary of Māori Terms - Kupu

Section 3: Academic Regulations

- 3.01 Programme Regulations
- 3.02 Admissions and Enrolment
- 3.03 Withdrawal and Transfer
- 3.04 Fees
- 3.05 Learning and Teaching Overview
- 3.06 Learner Journey (including Literacy and Numeracy)
- 3.07 Te Tiriti o Waitangi
- 3.08 Equal Education Opportunity (EEdO)
- 3.09 Offsite and Workplace Learning
- 3.10 Safety and Risk Management
- 3.11 Core Transferable Skills
- 3.12 Assessment
- 3.13 Special Assessment Circumstances
- 3.14 Results
- 3.15 Student Academic Appeals
- 3.16 Academic Misconduct
- 3.17 Recognition of Academic Credit (RAC)
- 3.18 Continuation in a Programme or Course
- 3.19 Unsatisfactory Progress
- 3.20 Student Guidance and Support
- 3.21 Student Feedback
- 3.22 Problem Resolution (including Complaints and Misconduct)
- ~~Appendix 1: Internationally recognised English Proficiency outcomes for International Students~~

TANZ Academic Regulations

CONTENTS

1. PURPOSE AND SCOPE

2. DEFINITIONS

3 PROGRAMME REGULATIONS AND COURSE INFORMATION

3.1 Programme Regulations
3.2 Course Information

4 AWARDS

4.1 Qualifications
4.2 Non Formal Awards

5 ADMISSION, ENTRY AND ENROLMENT

5.1 Admission
5.2 Entry
5.3 Additional requirements for International students
5.4 Special Admission
5.5 Enrolment
5.6 Limitations on student numbers
5.7 Fees
5.8 Cancellation of Programme or a Course

Section 6: Academic Board

- 6.01 Academic Board Committee Structure
- 6.02 Summary of Academic Board Delegations and Responsibilities
- 6.03 Delegations and Standing Committees
- 6.04 Appeals Committee
- 6.05 Programme Approval Committee (PAC)
- 6.06 Quality Committee
- 6.07 Research and Ethics Committee
- 6.08 Learning and Teaching Committee
- 6.09 Academic Committees
- 6.10 Academic Board Nominations Committee

Section 7: Schedule of Course Result Keys

- 7.01 Introduction
- 7.02 Collaborative or Shared Arrangements
- 7.03 Schedule of Course Result Keys – Competency based Assessment
- 7.04 Schedule of Course Result Keys – Achievement based Assessment

1.03   NMIT QUALITY MANAGEMENT SYSTEM (QMS)

Nelson Marlborough Institute of Technology's Quality Management System (QMS) is required by NZQA.

This reflects the links that have been established by NMIT between tertiary education reforms, compliance requirements, NMIT's mission, vision and values.

The QMS includes all the activities at NMIT that contribute to agreed, quality outcomes for students and other stakeholders:

- NMIT's commitment to the Treaty of Waitangi
- It encompasses NZQA Key Evaluation Questions (incorporated within NMIT Self-Assessment Policy and related documents)
- Compliance with the Guidelines for the Education (Pastoral Care of International Students) Code of Practice 2016
- Programme approval and review
- External Evaluation and Review (EER) as set by NZQA.

This Academic Statute acts as an overarching policy document for all Quality Management documentation relating to academic matters within NMIT.

1.04 NMIT PROVIDER RATING

External Evaluation and Review (EER). Through NZQA's EER, ITPs are held accountable to their students, employers, funding bodies, quality assurance body and other interested parties. Each EER provides an independent judgement on the educational performance and capability in self-assessment of the institute.

An External Evaluation and Review was first carried out by NZQA at NMIT in 2012, and reported in February 2013. A follow-up EER was conducted in early 2017.

The results from the External Evaluation and Review were:

- NZQA is **Highly Confident** in the educational performance of **Nelson Marlborough Institute of Technology.**
- NZQA is **Confident** in the capability in self-assessment of **Nelson Marlborough Institute of Technology.**

This recent EER outcome ensured that NMIT maintained its Category 1 Provider Rating.

> *Refer to:*   *Policy and Guidelines for the Conduct of External Evaluation and Review of Institutes of Technology and Polytechnics, NZQA, December 2012.*

1.05 ISO CERTIFICATION

The International Organisation for Standardisation (ISO) develops International Standards and is the world's most recognised management system standard. ISO Certification is the provision, by an independent body, of written assurance (a certificate) that the product, service or system in question meets specific requirements.

In 2013 NMIT first received ISO Certification for the following ISO Quality Management System Standard:

- **AS/NZ ISO 9001:2008 – Quality Management Systems - Requirements**

This standard covers:

- QMS processes and documentation
- Management responsibility
- Resource Management
- Product realisation
- Measurement, analysis and improvement

In 2014, 2015 and 2016 the revalidation assessment was carried out by Telarc to determine the status and level of compliance of the management system against its internal requirements and those of AS/NZ ISO 9001:2008. The recommendation from this audit was that NMIT's certification continues. In 2016, the scope of ISO standard for development and delivery of education services was extended to include Global Campus, NMIT's Auckland campus.

In 2017, NMIT successfully transitioned to the updated ISO standard, 9001:2015. The new version of the standard was developed to maintain relevance in the current marketplace and brings continuous improvement into the forefront of an organization.

1.06 REFERENCES

INTERNAL

- Assessment Policy
- Formal Complaints Resolution Procedure
- Degree Monitoring Policy
- ~~Domestic Student~~ Fees, Charges and Refunds (Domestic Students) Policy
- ~~International Student~~ Fees, Charges and Refunds (International Students) Policy

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- Equal Education Opportunities Policy
- Examination Guidelines
- Industry Advisory Committees Policy
- Internal Review Policy
- Learning and Teaching at NMIT Policy
- Moderation ~~of Assessment~~ Policy
- NMIT Tutor Guide to Assessment
- Offsite and Workplace Learning Policy
- Quality Management System (QMS) Policy
- Recognition of Academic Credit Policy
- Recognition of Academic Credit Procedure
- Safety, Health and Wellbeing Policy
- Self-Assessment Policy
- Self-Assessment Procedure
- Student Academic Appeals Policy
- Student Academic Support and Progression Policy
- Student Charter
- Student Surveys Procedure
- Student Misconduct Procedure
- Student Problem Resolution Framework
- Student Results and Awards Policy
- Treaty of Waitangi Policy
- Withdrawal Policy
- Withdrawal Procedure

Note: The above documents are available on the NMIT website

EXTERNAL

- Education Act 1989
- Privacy Act
- Public Records Act 2005
- Copyright Act 1994
- Health and Safety at Work Act 2015 and associated Regulations
- Principles of Natural Justice – NZ Bill of Rights Act 1990 Section 27(1)
- Tertiary Accord of New Zealand - Collaborative Academic Glossary - http://www.tanz.ac.nz/
- New Zealand Qualifications Authority - http://www.nzqa.govt.nz/
- Ministry of Education - http://www.education.govt.nz/
- Tertiary Education Commission - http://www.tec.govt.nz/

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Nelson Marlborough Institute of Technology

2018 Academic Statute

Te Ture Akoranga

Section 2:

Definitions

Section	Academic Statute		
Approval Date	01.12.201616.11.2017	**Approved by**	Council
Next Review	12.10.20172018	**Responsibility**	Director of Learning, and Teaching and Quality
This Review	/02.10.2017	**Key Evaluation Question**	6

The **NMIT Academic Statute** applies to all NMIT programmes, whether delivered at NMIT, ~~or~~ in conjunction with another provider or by distance.

The Academic Statute is available from all Programme Area Administration Offices, the Library Learning Centre and ~~on~~ the <u>NMIT website</u>.

<u>All **NMIT policies** listed in this Statute are also</u> available on the NMIT website<u>.</u>

CONTENTS

SECTION 2: DEFINITIONS

2.01 ACADEMIC TERMINOLOGY

In this Statute, unless the context otherwise requires, the following definitions shall apply.

Where possible, definitions from the Tertiary Accord of New Zealand (TANZ) Academic Glossary of Key Terms have been used. Where the TANZ definition has been used, it is indicated thus: [def. TANZ].

Academic Appeal	The process used when a student believes they have grounds for contesting the validity of an academic decision. The review will be carried out by a person/s independent of the original decision.
Academic Audit:	A systematic and independent examination and evaluation to determine whether quality activities and results comply with planned arrangements and whether these arrangements are implemented effectively and are suitable to achieve objectives. [def. TANZ]
Academic Board	A committee established by the Council of a Tertiary education institution under section 193 (2) (i) of the Education Act 1989. [def. TANZ]
Academic Committee	A standing committee of the ***Academic Board*** responsible for ensuring maintaining academic standards are consistently met for NMIT programmes and courses.
Academic Credit	Credit granted through successful completion of assessment and/or recognition of prior learning. [def. TANZ] Refer also to ***Credit***.
Academic Misconduct	Any act or omission by a student which breaches academic guidelines, rules or regulations or the specific requirements of a programme or course. [def. TANZ]
Academic Record	A formal record of the course titles, credits, levels and results that were granted, and the qualifications that were awarded, during the period of a student's enrolment at an institute. Refer also to ***Academic Transcript and Results Notification.***
Academic Transcript	The official, authorised document detailing a student's academic record, showing course results and qualifications awarded.
Academic Year	The period of study that a student is enrolled on. The usual Programmes of study span the months Feb – Dec, or July – June.
Accreditation	Confirmation that a provider is deemed capable of delivering an approved programme of study. The status awarded under section 250 of the Education Act 1989 when an education provider has shown that it is capable of delivering an approved programme leading to a

	qualification on the New Zealand Qualifications Framework [def.: TANZ]

Accreditation is a process where a TEO seeks permission to use or deliver an NZQA-approved programme that has already been developed, including one developed by another TEO. [def.: NZQA] |
Achievement Standards	A coherent set of learning outcomes and associated assessment criteria, together with technical and management information that supports delivery and assessment; achievement standards specify three different standards of performance and the method of assessment, which may include national external assessment. [def. NZQA]
Achievement-based Assessment	Assessment that measures student performance in relation to criteria which are specified in terms of grades or levels.
Administration Office	The office of NMIT, or office of a contracted provider to NMIT, directly associated with administration of the course or programme.
Admission	The process of determining a person's eligibility to enrol and study at NMIT.
ADP	Academic Development Proposal. An internal approval document summarising a planned new or significantly changed programme of study. It requires approval by the Academic Board to enable development to proceed.
Advanced Standing	A form of entry that assigns credit into a programme at an advanced level, following an assessment of prior learning or qualification equivalence. The rules for Advanced Standing will be provided in detail in the approved Programme Regulations. [def. TANZ]
Aegrotat Pass	A result which may be granted where student performance in a summative assessment is affected by any circumstance or situation which the student could not have reasonably prevented (including sickness or injury to the student, or bereavement). Refer also to ***Special Assessment Circumstances***, Section 3 of this Statute.

Refer also to ***Impaired Performance*** |
| **ALNAT** | Adult Literacy and Numeracy Assessment Tool. ALNAT is an online tool to assess adult reading and numeracy, as required by Tertiary Education Commission (TEC). |
| **APER** | Annual Programme Evaluation Report

This report replaces NZQA degree monitoring following application from the provider to NZQA once NZQA considers that the programme is stable and all conditions for changing the monitoring status are met. |

Articulation	A formal agreement between two or more institutions that allows specific programmes, courses or components of programmes at one institution to be delivered by one or more of the parties~~,~~. [d~~ef~~ef. TANZ]~~or allows graduates from a programme of study offered by one institution to progress onto a programme of study offered by another institution.~~
Assessment	The ~~c~~Collecti~~ng~~on and ~~evaluating~~ evaluation of evidence to establish the level of a ~~student's~~ individual's performance. [def. TANZ]
Assessment Criteria	~~The set of rules under which assessment will be conducted, details of the assessment tasks and any weightings that may apply to those assessment tasks within an individual course or across the programme of study~~Statements against which the standard of performance of an element/outcome is assessed. [def. TANZ] Also referred to as Assessment Schedule
Assessment of Prior Learning (APL)	See Recognition of Prior Learning (RPL)
Assessment Standards	The collective term for unit standards and achievement standards listed on the NZQA Directory of Assessment Standards (DAS). [def. NZQA]
Award	A certificate, diploma or other qualification that is listed on the Qualifications Framework; A certificate or other document granted in recognition of a student's achievement and completion of a training scheme [def. TANZ]

Blended Learning	Blended learning is a formal education programme in which a student learns:
	    1. at least in part through online learning, with some element of student control over time, place, path, and/or pace;
	    2. at least in part in a supervised brick-and-mortar location away from home; and
	the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience.

Candidate	Person entered for an examination.
Capability Document	Describes NMIT's capability to deliver a new or substantially changed programme of study. The Capability Document requires Academic Board approval and supports the application to NZQA for approval and accreditation to deliver the programme.
Capability Letter	Brief description of NMIT's capability to deliver a new or substantially changed programme of study where NMIT has a successful track record of delivery of a similar approved programme. The Capability Letter requires Academic Board approval and supports the

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	application to NZQA for approval and accreditation to deliver the programme.
CE	See: **Chief Executive**
Certificate of Personal Interest	Relates to an enrolment in one or more courses from an approved qualification where the student is not subject to the assessment regulations for that course and no academic credit is granted. [def. TANZ]
Certificate of Proficiency	Relates to an enrolment in one or more courses from an approved qualification which is assessed and the student's academic record shall show the result achieved. Credit is not assigned to a specific qualification at the time of application; however, credit may be awarded at a later date. [def. TANZ]
Chief Executive (CE)	The person appointed by Council to manage the academic and administrative affairs of the institution as required under Section 196 of the Education Act 1989. [def. TANZ]
Collaborative Academic Regulations	~~State t~~The academic rules for the partner institutes of the Tertiary Accord of New Zealand (TANZ) to align academic systems, regulations, courses and programmes of study for the benefit of students and institutions. [def. TANZ]
Collaborative Academic Requirement (CAR)	A requirement specified in the Programme Regulations which must be met by students independent of the summative assessments of any course. [def. TANZ]
Collaborative Arrangement	This term is generally applied to programme development and/or delivery arrangements between NMIT and another Tertiary Education Organisation (TEO) e.g. where NMIT is delivering a programme of study from another TEO or *vice versa*, or where NMIT is engaging in a shared delivery arrangement.
~~Commencement~~	~~The designated start date of a course or programme.~~ ~~The "commencement" and "percentage completed" of a course or programme is determined from the start- and end-dates of the first and last courses in which a student is enrolled.~~
Competency-based Assessment	~~Standard-based a~~Assessments in which the criteria are worded in terms of a competence – what a student should be able to do. The results used are 'criteria met' (Achieved or Pass) and 'criteria not yet met' (Not Achieved or No Pass). *Note: Some Assessment Regulations and Course Result Keys also allow for Pass with Merit.*
Compulsory Courses	Courses that must be taken within the programme of study in order to meet the qualification requirements. [def. TANZ]
Compulsory Fee	The NMIT **Compulsory Fee** includes:

- *Enrolment Fee*
- *Student Services Levy*

Refer also to *Enrolment Fee, Student Services Levy, Course-related Costs.*

Conceded Pass	A result awarded in exceptional circumstances where there is evidence that failure in one course is compensated by good overall performance. The level of failure in the course must be marginal. The conceded pass may only be granted to allow the student to be awarded a qualification.
Conditional Pass	Awarded subject to the satisfactory completion of an agreed portion of work or assessment where a student has narrowly failed to meet the required academic standard. Where a conditional pass has been granted for a particular course, the course will not be credited until the pass has been confirmed following the satisfactory completion of the agreed portion of work or assessment. [def. TANZ]
Conjoint Programme	An institutional or an inter-institutional arrangement which provides for two programmes to be completed simultaneously, in a shorter timeframe than would be required to complete the individual programmes consecutively. [def. TANZ]
Consent and Moderation Requirements (CMR)	A NZQA document that outlines the requirements for achieving 'consent to assess against standards' and the ongoing moderation expectations. An approved document, listed on the Directory of Assessment Standards (DAS) that sets out, for the standards listed in its scope:

- The nature of the process for granting consent to assess
- Involvement of the Standard Setting Body (SSB) and others in the process
- Requirements for the Consent – industry or sector-specific requirements for granting organisations consent to assess against standards in the scope of CMR
- Moderation Requirements – the national external moderation process which organisation with consent to assess will need to engage in. [def. TANZ]

Consent to Assess against Standards	~~Confirmation that a provider is capable of assessing against standards. A provider must have consent to assess for all standards assessed in a programme before obtaining programme approval and accreditation.~~Certifies education organisations to asses unit or achievement standards and award credit for them [def. TANZ]
	Refer to 'Consent to assess against standards on the Directory of Assessment Standards Rules 2011' at http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/standards-and-assessment-rules/consent-to-assess/
Consistency Review	A process facilitated by NZQA to ascertain that the graduate outcomes from all NZ qualifications meet an equivalent, nationally accepted standard of the qualification
Consortium Arrangement	An association of one or more education institutions that provides a way of participating in common objectives such as delivering and/or programmes. [def. TANZ]
Co-deliver	A situation where more than one institute delivers shared courses and/or programmes. [def. TANZ]
Co-requisite	A specified course that must be undertaken in conjunction with another course to gain credit within a programme of study. [def. TANZ]
Council	~~The Council of NMIT including its committees and duly authorised delegates.~~The governing body of a tertiary education institution as defined by the Education Act 1989 (165) [def. TANZ]
Course	~~Structured learning experience with specified learning outcomes; smallest structural component of a programme of study in which students can enrol.~~The smallest component of a programme that contributes credit toward the completion of the qualification. Other terms used to describe a course include 'unit', 'paper' or 'module'.
Course Descriptor	Describes a course, including size (credits and EFTS), level, hours, aim, content, learning outcomes, assessment, course completion requirements, results available, teaching and learning approaches and resources, self-directed learning activities.
Course-related Costs	The cost of items necessary for a course and supplied by students such as textbooks; a camera or art materials; charges for photocopying or paper for computer printers beyond a reasonable amount allowed within course materials.
	Students are responsible for obtaining or purchasing these items and have discretion as to the extent and cost; for example, using textbooks from the library or purchasing new or second-hand books; supplying their own camera.

	Students studying full time may apply for course-related costs in addition to the compulsory fees as part of a Student Loan (up to a set limit and with evidence of purchase). www.studylink.govt.nz
	Note: Programme Areas may need to verify course-related costs to support Student Loan applications. Course-related costs are not invoiced by NMIT.
Course Result Key	A list of results available for a course, and the description of what each result represents. Generally the same Result Key applies to all the courses in a programme, but in some cases the Result Key may differ between courses in the same programme.
	The Result Key is specified in the Programme Regulations.
	Refer to: *Section 7 –Schedule of Course Result Keys*
Credit	A numerical value assigned to assessment standards, courses and programmes of study that reflects the estimated student time/effort required to meet the assessment requirements. In most cases, one credit represents approximately 10 hours of student learning time (inclusive of scheduled class contact, assessment time, work experience or internships, other directed time and independent/self-directed study). [def. TANZ]
Credit Transfer	The granting of academic credit towards a qualification on the basis of
	• credit from the **same** course already completed in another qualification at NMIT (Internal Credit Transfer) or
	• credit from the **same** course already earned in another qualification at another institution (External Credit Transfer).
Cross Credit	The granting of academic credit towards a qualification delivered by NMIT, from a **similar** course already completed as part of another approved qualification from NMIT or another institution.
DAS	The Directory of Assessment Standards (DAS) lists all quality assured unit and achievement standards, known collectively as 'assessment standards'. [def. TANZ]
Degree Monitor	The external Monitor appointed either by NZQA or by NMIT to monitor a degree programme delivered by NMIT.
	An NZQA or other accrediting-body-appointed person who monitors graduate and postgraduate degree,-related qualifications and Level 7 Diplomas and Training Schemes, to reassure NZQA and all stakeholders that the qualification is being implemented and managed as approved and planned.
	See ***Degree Monitoring***
Directorate	NMIT's executive management consisting of:

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- Chief Executive (CE)
- Chief Operating Officer (COO)
- Director of Māori Education
- Director of ~~Learning and Teaching~~Learning, Teaching and Quality
- Director of People and Organisation Development
- Director of Finance and Business Improvement
- Director of Learner Services
- Director of Marketing and International Development

Distinction	Recognition of a student's high achievement/exemplary performance in a course, or programme. Details are outlined in Programme Regulations. [def. TANZ] Refer to *Endorsement*
Domestic Student	A student, as defined by the TEC, for whom NMIT is eligible to receive the Student Achievement Component of TEC funding.
EFTS	Equivalent Full-Time Student. The Tertiary Education Commission decides if a course is either full-time or part-time by applying what is called an EFTS value to each course. The EFTS value is a measure of the amount of study or the workload involved in undertaking a particular course. A year of full-time study is usually between 0.8 EFTS and 1.2 EFTS. EFTS is also a unit of measure used in statistical reporting, funding and StudyLink (loans and allowances) criteria.
Elective Course	A course selected from a range stated in the programme regulations to meet qualification requirements. (Note: not all programmes have elective courses.) [def. TANZ]
Elective Credit	Credits for the elective component of a qualification.
Embedded Qualification	A separately enrollable qualification that is completed after a student has successfully completed a prescribed set of courses which are part of a larger programme of study.
Endorsement	1. The formal decision by a committee (e.g. Academic Committee or Quality Committee) expressing support for a submission. ~~to the committee e.g. Academic Committee or Quality Committee.~~ 2. An added provision to a qualification, indicating where a graduate has met qualification outcomes in a specific context. e.g. New Zealand Certificate in Tourism (Level 4) (Operations) 3. Recognition for students who perform exceptionally well in individual courses and/or qualifications. Refer to *Distinction* or *Merit.*

Enrolment	The completion of formal processes, including the payment of fees and charges, whereby a person is formally registered for one or more courses and entitled to attend classes.
Enrolment Cancellation	The withdrawal of a learner (student) from a programme or course(s) without academic penalty (i.e. without the cancellation showing on the student's Academic Transcript). An enrolment cancellation may be initiated by NMIT or by the student concerned.
Enrolment Fee	A fee charged to students for a course or programme of study. The enrolment fee covers ***tuition and course materials.*** *Note:* The enrolment fee does ***not*** include: • the ***Student Services Levy*** • the 'charges' or 'other administration charges' listed in ***Domestic Student Fees, Charges and Refunds*** and ***International Student Fees, Charges and Refunds*** • ***course-related costs*** • ***the cost of additional (optional) credits*** The ***enrolment fee*** represents part of the ***compulsory fees*** component of a Student Loan. ***Tuition*** is a component of the NMIT ***enrolment fee*** which represents staffing costs and overheads for the course or programme. ***Course materials*** is a component of the NMIT ***enrolment fee*** which represents cost of materials necessary and compulsory for the course, e.g. handouts, field trips, NZQA charges. *Refer also to* ***Compulsory Fee*** *and* ***Student Services Levy.***
Enrolment Status	Description of the stage an applicant has reached in the enrolment process. Identified in the Student Management System by an enrolment status code.
Entry Criteria	The criteria for admission to a specific programme of study as set out in the related Programme Regulations. [def. TANZ]
Entry Requirements	The minimum requirements that an applicant must meet in order to be considered for enrolment on a course or programme, including any process for exceptions where applicants do not meet the normal entry requirements.
ESOL	English for Speakers of Other Languages.
Excluded Student	A student who has been removed from a course or programme and is not permitted to reenrol without the prior permission of the institute. [def. TANZ]

Exemption	Recognition (but not a cross credit) for a substantially equivalent prescribed course for which the student may then choose an alternative course of study. [def. TANZ]
Exit Qualification (Exit Award)	An award that may be applied for following successful completion of a prescribed set of courses within a qualification when a student has elected not to complete the qualification for which he or she has enrolled. [def. TANZ]
External Moderator	A person external to an institute who provides verification that the institute's assessment activities are fair, valid, reliable and consistently applied. [def. TANZ]
External Monitor	A person or body external to the institute and not limited to the ITP sector, who may be appointed by NZQA or the institute to assist in the continuous improvement of academic standards through regular review of an identified programme of study. [def. TANZ] Refer also to ***Degree Monitor***
Extension	A written agreement between a student(s) and tutor/lecturer/facilitator for a piece of assessment to be submitted late – at an agreed, specified date – usually on medical or compassionate grounds. Supporting information/evidence (eg medical certificate) may be required. [def. TANZ]
External Moderator	A person or body external to the institute who provides verification that the institute's assessment activities are fair, valid, reliable and consistently applied. [def. TANZ]
External Monitor	A person or body external to the institute, who may be appointed by NZQA or the institute to assist in the continuous improvement of academic standards through regular review of an identified programme of study. [def. TANZ]
Fee Maxima	Annual Maximum Fee Movement (AMFM) as set by the Tertiary Education Commission.
Flexible Education/Learning	Flexible Education is a learner-centred approach to education and training that encompasses a range of pedagogies, delivery modes and teaching strategies. Flexible education is, above all else, about increased choice for the learner – choice about time, place, access, learning style, mode, tools, pace, sequence of experiences, institution and content.
Formative Assessment	Assessment which facilitate learning and allows students to obtain feedback on progress, levels of skill and /or knowledge acquired without contributing to a final grade. [def. TANZ]
Full-time Study	For most purposes, a study load of 120 credits is equivalent to one standard full-time year of study or 1 EFTS.

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	For some purposes, e.g. Student Loans and Allowances, a study load of between 0.8 EFTS and 1.0 EFTS is treated as full time.
	Where a student is enrolled on a programme that runs for part of a year, to be full time the number of credits must be sufficient to give the equivalent of full-time study for the period e.g. 60 credits studied over half a year.
	Programmes of study are assigned a study status as full time or not for the purposes of determining StudyLink eligibility for loans and allowances.
Head of Department	Person responsible for the academic delivery for a group of programmes. The HoD reports directly to the Director of Learning, ~~and~~ Teaching and Quality.
IELTS	International English Language Testing System.
	A series of standardised tests of English language proficiency used widely in higher education, immigration and employment. [def. TANZ]
IESOL	International English for Speakers of Other Languages.
ILP	Individual Learning Plan (ILP) identifies a student's learning goals, personal goals, timescales, resources and any support required to meet those goals.
	Refer also to *Learner Journey.*
Impaired Performance	Impaired Performance applies when a student believes that their performance in or preparation for an assessment task or activity that occurred at a fixed time and place has been seriously impaired due to exceptional circumstances beyond the student's control. Circumstances considered 'exceptional' may include illness, injury, bereavement, family crisis, or other serious personal circumstances. [def. TANZ]
	Refer also to *Aegrotat.*
Institute	An educational institute constituted under the Education Act. [def. TANZ]
International English Language Testing System (IELTS)	A series of standardised tests of English language proficiency used widely in higher education, immigration and employment. [def. TANZ]
International Student	A Foreign Student under the Education Act 1989.
Investment Plan	An Investment Plan describes:
	• how a tertiary education organisation (TEO) will achieve Government priorities set out in the Tertiary Education Strategy
	• a TEO's mission and role in the tertiary sector

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	- all the tertiary education programmes and activities run or undertaken by a TEO - the outcomes proposed by a TEO, including performance indicators. To receive Government funding, NMIT is required to have an Investment Plan. Refer to **tec.govt.nz**
ISO	International Organisation for Standardisation (ISO) develops International Standards. ISO Certification is the provision, by an independent body, of written assurance (a certificate) that the product, service or system in question meets specific requirements.
ITO	Industry Training Organisations (ITOs) are recognised by the Associate Minister of Education (Tertiary Education) under the Industry Training Act 1992. They are established by particular industries and are responsible for: - setting national skill standards for their industry - providing information and advice to trainees and their employers - arranging for the delivery of on- and off-job training (including developing training packages for employers) - arranging for the assessment of trainees and arranging the monitoring of quality training Refer to **nzqa.govt.nz**
ITP	Institutes of Technology and Polytechnics in New Zealand. For a full list, refer http://www.nzqa.govt.nz/providers-partners/about-education-organisations/itps-in-new-zealand/
LDF – Learning Design Framework	Outlines the education principles and design methodologies, consistent with NMIT's Learning and Teaching policy, to enable developers create programmes and courses.
Learner Journey	The Learner Journey is a holistic approach to learning which recognises diversity and puts learners at the centre of their own unique learning experience. The NMIT Learner Journey begins when a person starts to consider studying with NMIT, and continues beyond graduation.
Learning Conversations	Regular dialogue between the student and their allocated tutor and / or Learning Advisor. These conversations are personalised to the individual student and used for the student to review and agree their progress, SMART targets and actions, resulting in maximising the best possible success outcomes for the student.
Level	Refer to **NZQF Level.**

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Literacy and Numeracy Assessment	See **ALNAT.**
Living Costs	A category of costs in a Student Loan application. Administered by StudyLink Refer to ***studylink.govt.nz***
Major	A major identifies a substantial component of an approved qualification (usually a degree) and is part of the approved title of the qualification. The outcome statements for different majors within a degree will be different. The Programme Regulations must specify the specific courses and credits required for the award of the major. Normally 120 credits across levels 6 and 7 are specified. [def. TANZ]
Merit	Recognition of above-average performance in a course or programme where a student exceeds the requirements for a pass. Details are written in the programme regulations.
Mode of delivery	The way in which learning experiences, including content and context, resources, staff, learning and teaching strategies and assessment activities, are delivered. [def. NZQA]
Moderation	The process of confirming that assessment activities are ~~fair~~, valid, fair, reliable and consistent~~. ly applied both internally and externally across a number of assessors or assessing institutions. [def. TANZ]~~
Module	See *Course*
Monitor	See *Degree Monitor* and *External Monitor*
NCEA	New Zealand's National Certificates of Educational Achievement (NCEA) are national qualifications for senior Secondary School students. [def. NZQA]
NZSCED	New Zealand Standard Classification of Education.
	A subject-based classification system for courses and qualifications at universities, polytechnics, colleges of education, wananga and private training establishments in receipt of Government funding
NZQA	New Zealand Qualifications Authority. A Crown Entity whose role in the education sector is to ensure New Zealand qualifications are regarded as credible and robust, nationally and internationally, in order to help learner succeed in their chosen endeavours and to contribute to New Zealand society.
	Key aspects of the NZQA role are to:
	• develop, register and support the New Zealand Qualifications Framework
	• manage the external assessment of secondary school students and moderate secondary schools' internal assessment activities and processes

	- quality assure non-university tertiary education organisations and their courses, and moderate assessment activities and processes for national qualifications for NZQA-owned assessment standards - maintain effective liaison with overseas certifying and validating bodies in order to recognise overseas educational and vocational qualifications in New Zealand, and to achieve recognition of New Zealand educational and vocational qualifications overseas - act as a standard-setting body
NZQF	New Zealand Qualifications Framework. A The list of all quality assured qualifications in New Zealand. The framework is the definitive source for accurate and current information on each qualification. [def. TANZ]
NZQF Level	This refers to the 10 levels of the New Zealand Qualifications Framework (NZQF). Levels are based on complexity, with, Level 1 being entry level the least complex and level 10 the most complex. The level of each standard and qualification is set nationally according to the New Zealand Qualifications Authority All qualifications on the NZQF are assigned one of the 10 levels. [def. NZQA].
NMIT Seal	The NMIT Seal (gold, embossed) is present on award documents for qualifications having a minimum total credit value of 120 with at least 40 at level 3 or above.
Notional Learning Hours	Include direct contact time with teachers and trainers ("directed learning"); time spent in studying and doing assignments and undertaking practical tasks ("self-directed" or "on-task" learning); and time spent on assessment. 10 notional learning hours equals 1 credit (NZQA). [def. TANZ]
OCP	**Organisational Counselling Programmes**. A free professional counselling service available to all NMIT students.
Paper	Refer to **Course**.
Part-time Study	A study load which does not reach the relevant threshold for full-time study. Refer also to *Full-time Study.*
Plagiarism	A form of academic misconduct whereby someone else's work, designs or ideas are presented as if they were one's own original work, without clear acknowledgement of the original source. [def. TANZ]
Policy	A written statement that provides direction, sets parameters and defines the expected practices/outcomes for significant activities of an institution. [def. TANZ].

PLATO	Programme Learning and Teaching Observation
Pre-requisite	A specified course that shall be successfully completed before a student is permitted to proceed to another course. [def. TANZ]
Programme	See *Programme of Study.*
Programme Approval	A process, defined by an institute, whereby a proposed or changed programme is approved either internally or by NZQA. [def. TANZ]
PAC	Programme Approval Committee. A standing committee of the Academic Board, responsible for scrutinising applications for approval and accreditation of new and substantially changed programmes of study, and applications for NZQF 'Consent to Assess'. The PAC provides a recommendation (or not) for approval by the Academic Board.
Programme Area Administrator	The Administrator associated with a Programme Area.
Programme Coordinator	Person responsible for the operational activities linked to a programme area within a department. For example, Hairdressing. The coordinator reports directly to the HoD.
Programme Document	The documentation that contains the curriculum, regulations, and funding requirements that make up a programme of study leading to a qualification. [def. TANZ]
Programme of Study / Programme	A coherent arrangement of learning or training that is based on clear and consistent aims, content, outcomes and assessment practices, which leads to a qualification listed on the NZQF. Note: a programme of study may also be simply referred to as a '**Programme**'. [def. TANZ]
Programme Regulations	Document describing~~The Programme Regulations describe~~ the formal rules for the completion of the p~~P~~rogramme and its constituent courses. Programme Regulations are the legally binding contractual obligations of staff and enrolled students. They are used by academic staff to guide delivery of the Programme and its courses.
Provider	The tertiary education institution supplying education and/or training and/or assessment services (NZQA). [def. TANZ]
QMS	Quality Management System. ~~A system of clearly defined institutional structures, processes, responsibilities and resources used to manage quality improvement.~~Coherent management activity that ensures quality policies and objectives are set, implemented and evaluated. [def. TANZ]

Qualification	A degree, diploma or certificate awarded by the NMIT Academic Board or by another agency with the approval of the Academic Board.
Quality Management System	See QMS
Reassessment	Also known as *re-sit*. An opportunity for a student to undertake an assessment or part of an assessment task or activity a second time (or more) within the timing of the programme or course. [def. TANZ]
Recognition of Academic Credit (RAC)	The process for formally recognising relevant experience and/or study achieved prior to completion of a qualification offered by NMIT, as academic credit for a course or courses at NMIT. Includes **Cross Credit**, **Credit Transfer** and **Recognition of Prior Learning**
Recognition of Prior Learning (RPL)	A process ~~used to formally recognise a student's prior academic achievement and/or work/life experience as contributing credit toward a course that is part of a qualification offered by NMIT~~that involves formal assessment of a student's relevant and current knowledge and skills (gained through prior learning) to determine achievement of learning outcomes of a qualification for the purpose of awarding credit towards that qualification. RPL does not include credit recognition and transfer. [def. TANZ]. Also referred to as **Assessment of Prior Learning (APL)**
Reconsideration of Assessment	The investigating into marking of an assessment task when a student has reason to believe the grade or mark does not reflect the standard of performance demonstrated in the item of work submitted. [def. TANZ]
Re-count	A check of the calculation of marks recorded by assessors. [def. TANZ]
Re-mark	The marking of an item of assessment by a subject specialist other than the academic staff member who initially marked the item, independent of the original marking, followed by a recalculation of the final grade where appropriate. [def. TANZ]
Research	An intellectually controlled investigation that leads to advances in knowledge through the discovery and codification of new information or the development of further understanding about existing information, and practice (shortened version of the NZQA definition. For a full definition refer to http://www.nzqa.govt.nz and documentation relating to the approval and accreditation of degrees). [def. TANZ]
Re-sit	See *Reassessment*

Restricted Pass	Awarded where the student has narrowly failed to meet the required standard for the course and one which, when awarded, does not qualify a student to enrol in a subsequent course / programme for which a pass in the original course is a pre-requisite. [def. TANZ]
Resubmission	The opportunity for a student to re-submit an assessment following a rework of part/s of the original assessment; usually within a short time frame and within the duration of the course or programme. [def: TANZ] *Note: resubmissions are not automatically available.*
Result Key	See *Course Result Key*.
Results Notification	An unofficial record of assessment standard and/or course results available for a student on request. Used to monitor academic progress.
RPL	see Recognition of Prior Learning
SANITI **(Student Association Nelson-Marlborough Institute of Technology Incorporated)**	Student Association of NMIT. (Incorporated Society operating independently of the institute.)
~~**Secondary-Tertiary Pathways**~~	~~Secondary-tertiary options that provide Secondary School students with pathways to a smooth transition to tertiary study, including:~~ ~~- STAR~~ ~~- Student for a Day~~ ~~- Student for a Day+~~ ~~- Trades Academy~~ ~~- Youth Guarantee~~ ~~- Gateway~~
Selection Criteria	The criteria for determining eligibility to enrol and study at NMIT (*admission*) and any criteria for accepting applications to enrol in a particular course or programme, including criteria to be used if the number of applicants who meet the entry requirements exceeds the number of places available.
Selection Process	The process by which selection criteria are applied in order to make admission and enrolment decisions.
Self-Assessment	~~The process carried out by teams across the Institute that provides the basis for quality assurance and continuous improvement for programmes and other activities within NMIT.~~The ongoing process a tertiary education organisation uses to gain evidence of its own effectiveness in providing quality education. [def. TANZ]
Special Passes	A set of passes for a course: Restricted Pass, Conceded Pass, Aegrotat Pass, Unfinished Pass which may be granted to students in exceptional circumstances at the discretion of the Academic Board

	delegated committee (*Refer to collaborative Academic Regulations*).[def. TANZ]
Specialisation	Identifies a focus within an approved qualification that is less than that of a major, is not included in the title and does not have a unique outcome statement. [def. TANZ]
Standard-Setting Body (SSB)	Collectively, the developers of assessment standards are known as standard-setting bodies (SSBs). [def. NZQA]
STAR (Secondary Tertiary Alignment Resource)	STAR courses are run by NMIT in a wide range of subject areas for Secondary School students while they are still at school. Students can get a 'taste' of a subject or job area that interests them, and learn new skills that can help them move into study or work.
Strand	A specialisation within a qualification that represents a major component of the qualification, and is at the level of the qualification. Strands are documented through strand-specific outcomes in the graduate profile. Strands may be elective or optional and include Strand Compulsory or Strand Elective Sets. Qualification titles may include strands that recognise specific skill sets. [def. TANZ]
Student	A person enrolled in one or more course(s) at an institute. [def. TANZ] Also known as Learner.
Student Learning Advisor	Person acting as a conduit between students and academic staff. Responsible for writing supporting students with their individual learning plans, assisting students with study selections, and overall student progression.
Student Services Levy	A compulsory fee charged to all students to cover student services such as advocacy and legal advice, careers information advice and guidance, employment opportunities, financial support and advice, pastoral care and counselling. The ***Student Services Levy*** is part of the ***compulsory fees*** component of a Student Loan. *Refer also to **Enrolment Fee.***
Summative Assessment	Assessment activities that contribute to a student's final results for a course. Summative assessment provides students with a specific measure of their achievement in relation to course learning outcomes. Successful completion of a summative assessment demonstrates that students have met the requirements for specific learning outcomes which may lead to progression and/or completion within the programme. [def. TANZ]

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TANZ	The Tertiary Accord of New Zealand ~~(TANZ)~~ - a network of ~~ITPs~~ polytechnics and institutes of technology that works collaboratively to strengthen/enhance the performance of member institutions and the ITP sector, comprising: - Northland Polytechnic (NorthTec) - Toi Ohomai~~.~~ *Previously Bay of Plenty Polytechnic and Waiariki Polytechnic* - Universal College of Learning (UCOL Polytechnic) - Eastern Institute of Technology (EIT) - Nelson Marlborough Institute of Technology (NMIT) - Ara Institute of Canterbury (ARA). *Previously CPIT and Aoraki Institute of Technology* - Otago Polytechnic.
TANZ Academic Committee	Representatives of the TANZ Accord Board and TANZ senior Academic and Quality Managers whose purpose is to give effect to the decision of the TANZ Accord Board relating to the promotion of academic efficiency and effectiveness across the TANZ collaboration. [def. TANZ]
Te Ara Wai	NMIT's Māori Strategy
TEC	Tertiary Education Commission constituted by the Education Act 1989. [def. TANZ]
TEO	Tertiary Education Organisation
Tertiary Education Strategy (TES)	The Tertiary Education Strategy 2014-2019 sets out the Government's expectations and priorities for New Zealand's tertiary education system. Refer to *http://www.education.govt.nz/further-education/policies-and-strategies/tertiary-education-strategy/*
Tertiary Pathways	Secondary-tertiary options that provide Secondary School students with pathways to a smooth transition to tertiary study, including: - STAR - Student for a Day - Student for a Day+ - Trades Academy - Youth Guarantee - Gateway
Testamur	See **Award**.
TOEFL	Test of English as a Foreign Language. A standardised test of English language proficiency.
TOTSTA	Top of the South Trades Academy (see **Trades Academy**)

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Trades Academy	Regular practical and hands-on training courses run by NMIT for year 11 - 13 high school students. Students attend classes one day a week and gain credits which count towards a NCEA qualification at levels 1, 2 or 3.
Training Scheme	Defined in section 159(1) of the Education Act (1989), as study or training that: (a) leads to an award; but (b) does not, of itself, lead to an award of a qualification listed on the NZQF. [def. NZQA] A Training Scheme cannot exceed 39 credits. Refer to the pdf *"Guidelines to the Training Scheme Rules 2012" at* *nzqa.govt.nz*.
Type 1 Change	A change that has minimal impact on the overall intention, structure and/or delivery of programme and therefore requires internal re-evaluation, approval by Academic Board and notifications to NZQA. [def. TANZ]
Type 2 Change	A change that has a considerable impact on the overall intention, title, level, structure and/or delivery of a programme and therefore requires internal re-evaluation, approval by Academic Board and approval by NZQA. [def. TANZ]
Unfinished at time of Reporting pass	Awarded, subject to approval, for an extension beyond the programme completion date to allow time for the satisfactory completion of an agreed portion of work. [def. TANZ]
(Unit) Standard	A nationally registered, coherent set of learning outcomes and associated performance criteria, together with technical and management information that supports delivery and assessment. All (unit) standards are registered in the NZQA Directory of Assessment Standards, assigned a level and a credit value, and may continue to the award of a qualification (NZQA). [def. TANZ]

~~Unit Standard~~	~~A coherent set of outcomes and associated performance criteria, together with technical and management information that supports delivery and assessment. Each unit standard has a defined level and a credit value reflecting the complexity of the skills and knowledge recognised by the standard.~~
Unspecified credit	Credits at a particular level that are not assigned to a specific course, that may, where Programme Regulations allow, be used to contribute towards the general elective component of a qualification.
Withdrawal	Students may withdraw from a course or programme at any time before 60% of their course or programme is complete and their Academic Record will show 'withdrawn'. After this period a student cannot withdraw and where they do not continue with their studies for that course or programme, their academic record will show a fail grade/no pass.
	Students who formally withdraw from a course or programme within the first three weeks (*or two weeks for a course or programme less than 12 weeks*) of the start of the course or programme will have no record for that course or programme made on their Academic Record. This is termed an **Enrolment Cancellation**.

2.02 GLOSSARY OF MĀORI TERMS – KUPU

Te Reo Māori terms listed below are used in Programme Regulations where appropriate:

Āhua	Shape, appearance, form
Ako	Learning
Ākona	To learn, study, instruct, teach, advise
Ākonga	Student (tauira)
Hapū	Sub-tribe
Iwi	Tribe
Kaihautu	A person with the delegated responsibility for the cultural leadership, review and development of the programme.
Kāwai	New beginning
Kaiako	Tutor
Kaiako Matua	Lead tutor - The person with delegated authority at the NMIT campus for coordinating the teaching of the programme, and who is the primary contact person for students (tauira).
Kaiāwhina Māori	Support staff for Māori students
Kaitiakitanga	Guardianship
Kaiwhakahaere	Supervisor
Kaupapa	Philosophy
Kōnae ako	Course
Kura	School – classroom or campus based delivery
Mana	Integrity

Manaakitanga	The value of caring for others and behaving in ways that enhance the mana of others and therefore our own
Mātauranga	Knowledge, education
Mauri Ora	Wellbeing
Mihi	Acknowledgement
Ngā mahi toi	Māori arts
Ngā putanga	Learning Outcomes
Noho	Residential class – delivered as a block course
Rangatiratanga	The value of treating people with fairness and equity, acknowledging all communities and heritage. To commit to honesty, transparency, fairness and clear boundaries in all interactions
Raranga	Weaving
Rauangi	Multi-media. mixed media
Raupapa	Journey of progression and development
Taonga Tuku Iho	Treasure handed down
Tauira	Student or students
Te Ara Wai	The Ocean Trail (NMIT Māori Strategy)
Te Reo	Māori Language
Tikanga	Custom
Tohu mātauranga	Qualification
Toi	Art
Toi Iho	Artistic mark of quality and authenticity

Wānanga	Seminar
Whakaaro	Thought, idea, concept
Whakairo	Wood carving
Whakatauākī	Proverb
Whānau	Family

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Nelson Marlborough Institute of Technology

2018 Academic Statute
Te Ture Akoranga

Section 3:

Academic Regulations (including

TANZ Academic Regulations)

Section	Academic Statute		
Approval Date		**Approved by**	Council
Next Review	12.10.2018	**Responsibility**	Director of Learning and Teaching
This review	/	**Key Evaluation Question**	6

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The **NMIT Academic Statute** applies to all NMIT programmes, whether delivered at NMIT, in conjunction with another provider or by distance.

The Academic Statute is available from all Programme Area Administration Offices, the Library Learning Centre and the NMIT website.

All **NMIT policies** listed in this Statute are also available on the NMIT website.

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SECTION 3: ACADEMIC REGULATIONS

PREAMBLE

In October 2017 TANZ published the TANZ Collaborative Academic Regulations, to be appended to the NMIT Statute. This submission was approved by Academic Board (xx.10.2017)

The TANZ Collaborative Regulations, Appended here, will apply to all new programmes 1-6 submitted for approval from 1 Jan 2018, and for all eCampus only programme deliveries following Academic Board approval.

3.01 PROGRAMME REGULATIONS

Every programme resulting in an approved qualification shall be supported by approved Programme Regulations.

Programme Regulations, which describe the formal rules for the completion of the programme and its constituent courses, shall be approved by the Academic Board and made available to students either prior to or within one week of commencement of the programme.

Programme Regulations are the legally binding contractual obligations of staff and enrolled students. They are used by academic staff to guide delivery of the programme and its courses; and provide guidance on the relevant approaches to learning and teaching, and on assessment (against specified learning outcomes).

In cases where collaborative arrangements are in place, externally prescribed regulations may apply.

The Programme Regulations shall include:

- Programme philosophy
- Programme aims
- A description of the structure of the programme including:
  - compulsory and elective courses
  - options for progression
  - pre-requisites and co-requisites
  - any transition arrangements from earlier versions of the programme
- Graduate outcome statement(s)
- Details of qualifications available and requirements for completion of qualification
- Entry requirements and the selection process and criteria
- Any external regulations which apply to the programme
- The basis of assessment and any special requirements for submission of work for assessment and the return of assessed work
- The criteria for awarding grades, including any provision for Merit or Distinction, and how individual grades and their relative weighting are recorded
- Availability and conditions of Recognition of Academic Credit (RAC)
- Provision for assessment in special circumstances and reassessment
- Any academic misconduct procedures in addition to Section 3.167 of this Statute
- Any off-site or workplace learning
- Any activities which may involve significant risk and any health and safety requirements
- Any other special requirements

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3.02 ADMISSIONS AND ENROLMENT

Admission of students to enrol and study at NMIT shall be in accordance with Section 224 of the Education Act 1989.

Entry requirements, as published for each course or programme, shall be based on the standard required to successfully complete the course, programme or qualification, shall comply with any requirements set by other parties and by law, and shall not constitute an unreasonable barrier to entry.

Entry Requirements must also comply with:

- NZQA Rules in respect of minimum requirements for entry into programmes leading to qualifications of each type and of each level
- NZQA Rules in respect of minimum English Language Entry Requirements for students who come from non-English speaking backgrounds seeking entry to programmes leading to qualifications of each type and of each level.

Refusal of admission must be justifiable.

Special Entry: In exceptional circumstances a domestic applicant under the age of 20 years or international applicant who does not meet the academic entry requirements may be granted entry to a programme where they supply evidence to satisfy the Academic Committee of their ability to succeed on the Programme, and where literacy and numeracy skills are sufficient to meet health and safety requirements.

Applicants must provide acceptable evidence of meeting the requirements for entry to the course or programme. Criteria must include evidence of age, New Zealand citizenship or residency permit, and may include ethnicity or gender.

No domestic student under the age of 16 years may be admitted for any programme unless permission has been granted by the Principal of the school at which the student is enrolled or the student has been exempted from attending school by a designated officer of the Ministry of Education. Any such student must also demonstrate ability to be able to achieve at the level of tertiary study they plan to study.

Documentary evidence required for admission and enrolment, including academic records required for admission and enrolment, shall be an original or a certified copy, or a certified translation

Applicants with academic credit recognised by Cross Credit, Credit Transfer, or Recognition of Prior Learning may be admitted to any appropriate point on a programme on the payment of any prescribed fee.

Students must comply with the relevant regulations including enrolment, exemptions, transfer and withdrawal procedures, applying to each programme.

If a student has a disability or impairment that is likely to impact on their ability to participate or demonstrate capability in any aspect of their programme/course, they must contact the Head of Department or delegate prior to enrolment in order that an appropriate assessment of their needs and suitable arrangements can be made.

The institute may refuse admission to a student whose disability is such that special facilities and services cannot be reasonably made available to support the student in their course, or where the student's disability may pose a hazard to the student or to others in carrying out the requirements of the course. *Refer to section 60 of the Human Rights Act.*

Where a new programme has not yet received final approval from NZQA and TEC, students may be provisionally accepted for enrolment.

Applications submitted after the due date will be considered, subject to the availability of places, after the enrolment of applicants who submitted their application by the deadline.

Where it appears to the ~~Chief Operating Officer~~Director of Finance and Business Improvement that the number of students enrolled is insufficient to justify delivery of a course or programme, then it may be cancelled, notwithstanding that enrolments have been accepted. In such cases all fees and charges shall be refunded in full.

Where the Director of Finance and Business Improvement ~~Chief Operating Officer~~ is satisfied that it is necessary to do so, ~~the Chief Operating Officer~~he/she may determine the maximum number of students who may be enrolled in a particular course or programme in a particular year or semester.

~~Selection shall be in accord with published procedures.~~

Nothing in this section prevents NMIT from refusing to enrol, or from cancelling the enrolment of a student on the grounds set out in section 224 (12) of the Education Act 1989.

> *Refer to:* *Internationally recognised English Proficiency Outcomes for International Students*
>
> *Equal Education Opportunities Policy*

CRIMINAL OFFENCE DECLARATION

NMIT is committed to safeguarding all stakeholders including learners and staff. NMIT requires that all applicants declare any criminal convictions they have. NMIT acknowledges that some convictions do not need to be disclosed by virtue of the Criminal Records (Clean Slate) Act 2004. For more information about when the Criminal Records (Clean Slate) Act 2004 scheme applies please refer to the following link: https://www.justice.govt.nz/criminal-records/clean-slate/. Completion of the Domestic Application/Enrolment form constitutes consent to NMIT carrying out a criminal history check with the New Zealand Police. Full consideration is given to the currency and nature of the offence(s) disclosed and the severity of any penalty imposed. If an offence is disclosed the applicant may be required to discuss the matter with a Member(s) of the NMIT Directorate. NMIT is committed to the rehabilitation of offenders where possible. The focus of the discussion will be to provide support and assess the potential for pathways to learning at NMIT

International learners are required to declare on their visa application form whether they have been convicted at any time of any offence, including any driving offence. Refer to Section D Your Character in the Student Visa Application Form. The final decision of the visa lies with Immigration New Zealand.

3.03 WITHDRAWAL AND TRANSFER

Domestic and International students have specific requirements for the following situations. Please see the *Fees, Charges and Refunds (Domestic Students)* Policy, *Fees, Charges and Refunds (International Students)* Policy and the *Withdrawal Policy/Procedure* for more detail.

ENROLMENT CANCELLATION

An enrolment cancellation is the withdrawal of a student from a programme or course(s) without academic penalty. An enrolment cancellation may be initiated by NMIT or by the student concerned.

An enrolment cancellation is a form of withdrawal, as defined by the Tertiary Education Commission Rules. The student enrolment will not be reported in the Single Data Return (SDR).

The length of the programme or course will determine the number of days from the start date of the programme or course within which an enrolment cancellation can be actioned, and the conditions that apply. *Refer to the Withdrawal Policy/Procedure for details.*

WITHDRAWAL

A withdrawal is the formal removal of a student's enrolment from a programme or course(s) after the last cancellation date and before the last withdrawal date. The student enrolment will be reported in the Single Data Return (SDR) and their Academic Record will show "Withdrawn" for the course(s).

A withdrawal may be initiated by NMIT or by the student concerned.

The length of the programme or course will determine the number of days from the start date after which a withdrawal can be actioned, the date after which a withdrawal is no longer available, and the conditions that apply. *Refer to the Withdrawal Policy/Procedure for details.*

In all cases the date of withdrawal will be the date the Cancellation/Withdrawal Form is received by the Administration Office.

Withdrawal from a course or programme is without prejudice to the student's right to apply to re-enrol on that course or programme in the future.

INTERNATIONAL STUDENTS ON APPROVED SPECIAL LEAVE

If an international student is granted special leave and does not arrive within 48 hours of the return date specified on the Request for Special Leave form or a date agreed in writing with the International Enrolments Office, NMIT will terminate the enrolment. Once enrolment is terminated, NMIT will advise Immigration New Zealand and compliance processes will commence.

Refer to: International Student Special Leave

NON ENGAGEMENT

Where an enrolled student does not engage at any time before 60% of the course or programme is complete, a sequence of non-attendance letters will be sent (by email and by post) to the student. If, after ~~5~~10 working days from the second written warning, the student does not respond, either confirming their intention to remain enrolled on the course or programme, or to request withdrawal; NMIT will automatically withdraw the student from that course or programme.

Notwithstanding the information in this section, in exceptional circumstances beyond the control of the student, the regulations regarding withdrawal may be varied at the discretion of a NMIT Director.

TRANSFER

A transfer is defined as a student studying the same programme but moving to a different course or course occurrence, for example ~~a different semester delivery of~~ the same course in a different semester.

If a student changes their programme of study, this is treated as an Enrolment Cancellation and a separate enrolment for the new programme of study is required.

Students who request a transfer after commencement of their original course, shall apply to the Head of Department concerned.

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The length of the programme or course will determine the number of days from the start date within which a transfer can be actioned, and the conditions that apply. *Refer to the Withdrawal Policy/Procedure for details.*

Transfers shall not be approved outside of the dates within which transfers are available for the course or programme except in exceptional circumstances by the Director responsible for the Programme Area.

Students who are approved to transfer to another course may be charged for resource usage.

Notwithstanding the information in this section, the regulations for transfer may vary for specific programmes.

> *Refer to:*   *Fees, Charges and Refunds (Domestic Students) Policy*
>
>   *Fees, Charges and Refunds (International Students) Policy*
>
>   *Withdrawal Policy/Procedure*

3.04 FEES

The NMIT Council shall determine fees for courses and programmes funded through the Tertiary Education Commission Student Achievement Component (EFTS) funding scheme, and for international students. Fees for other programmes will be determined in accordance with the relevant contract. A schedule of charges, such as charges for withdrawals and the late payment of fees, shall be published and available to students.

Notwithstanding the information in this section, charges may be amended and other charges may apply, with appropriate notice periods given.

Full payment of all approved fees and charges shall be made by the due date unless alternative arrangements have been agreed in writing by the ~~Chief Operating Officer (COO) and Financial Controllers~~Director of Finance and Business Improvement. Specific payment dates will be supplied on application for the course or programme.

No student shall be deemed to be enrolled for a course or programme unless full payment of all approved fees has been made or arranged by commencement of the course or programme.

Fees not paid by the due date may attract a late payment charge. In addition, students may not be permitted to attend classes until the outstanding fees are paid.

Where a student has an outstanding debt with NMIT the following consequences may occur:

- A student may be denied entry to course activities and resources.
- Assessment results may not be released.
- Any qualification or other award may be withheld.
- Academic records may not be issued to the student or transferred to other institutions.
- Library access may be denied.
- Computer access may be denied.
- Enrolment in other courses or programmes may be denied.
- Referral to a debt collection agency after 3 months.

REFUND OF FEES

Notwithstanding the information in this section, the regulations may be varied at the discretion of the Director of Finance and Business Improvement~~Chief Operating Officer (COO)~~ in exceptional circumstances. Special conditions may apply for specific courses and programmes *Refer to relevant Programme Regulations*.

The period within which a student withdrawing from a course or programme is eligible for a fees refund is detailed in the relevant policy.

NMIT may withhold an administration charge from the amount of any refund.

Refunds for international students will be considered individually according to the procedure.

Refunds for domestic students will only be considered where the Cancellation/Withdrawal Form is submitted to the Administration Office within the withdrawal period of up to three weeks after commencement of the course.

No refund of course enrolment fees is available if the Cancellation/Withdrawal Form is submitted to the Administration Office later than three weeks after commencement of the course, except in exceptional circumstances and with approval from the Head of Department and the Director of Finance and Business ImprovementCOO.

For **NMIT programmes (or year 1, 2 or 3 if multi-year programmes**):

> If a domestic student enrols on all courses at the beginning of the year, then later in the year withdraws from one or more of the courses that have not yet started (or within three weeks after they have started), they will be entitled to a refund for that course (or courses).

No refund of enrolment fees is available for **single courses** less than 7.5 credits or the equivalent of two weeks full-time study, except in exceptional circumstances and with approval from the Head of Department and the Director of Finance and Business ImprovementCOO.

Apart from the refund of enrolment fees described in this section, the refund of any other charges is at the discretion of the Director of Finance and Business ImprovementCOO.

Where course materials are retained by the student for any course they withdraw from, NMIT reserves the right to retain the course materials component of the enrolment fee when refunding the student.

A refund of fees and charges paid by a recognised third party will be made back to that third party unless written authorisation is supplied by the third party for refund directly to the student.

A refund to a student will be first applied to offset any debt to NMIT with any balance being refunded to the student.

> *Refer to:*   *Fees, Charges and Refunds (Domestic Students)* Policy
>
> *Fees, Charges and Refunds (International Students)* Policy

3.05 LEARNING AND TEACHING OVERVIEW

All NMIT staff will contribute to achieving NMIT's strategic objectives for providing to provide excellence in education and training; and engaging communities and industry in learning.

NMIT will:

- Provide an environment which is inclusive of students from all cultural backgrounds
- Acknowledge and embed the Treaty of Waitangi, Te Tiriti o Waitangi and the associated principles of the Treaty within the policies and practices of the Institution. the principles of the Treaty of Waitangi.
- Foster the development of students' information literacy and provide learning that is accessible through a variety of delivery modes.
- Incorporate the principles of Foundation Learning and Adult and Community Education in its teaching and learning provision.
- Ensure the provision of up-to-date and effective teaching and learning practices through processes for regular evaluation of its programmes, programme delivery and operational management.

- Operate procedures for regularly monitoring teaching quality and promoting best practice.
- Give students at NMIT the opportunity formally to evaluate the quality of programme delivery.
- Ensure prudent strategic planning of academic developments to meet stakeholder needs and government requirements.
- Take into account internationalisation in its academic developments.
- Take actions where necessary to maintain standards of programme delivery to meet stakeholders' expectations of quality and value.

> *Refer to:* *Learning and Teaching at NMIT policy*
>
> ~~NMIT~~ *Learning Design Framework (LDF)*

3.06 LEARNER JOURNEY

Course guidance is given to applicants at the time of enrolment to assist enrolment decision making.

At the beginning of each student's learning journey at NMIT they are given opportunities to discuss their existing personal strengths and weaknesses and how these will contribute to academic success.

With the help of a coordinating or allocated tutor, students will develop their own learning plan (Individual Learning Plan or equivalent) identifying their learning goals, personal goals, timescales, resources and any support required to meet those goals (diagnostic assessment).

Throughout each student's learning journey at NMIT, opportunities will be provided to have Learning Conversations. This will include the regular review and update of their learning plan with the coordinating or allocated tutor.

NMIT is embedding literacy and numeracy in its programmes and courses. Tutors will identify class and individual skills gaps and address these as part of the learning and teaching process.

> *Refer to:* *The Learner Voice policy*
>
> *Learning Conversations Procedure*

3.07 TE TIRITI O WAITANGI

The significance of Te Tiriti o Waitangi is acknowledged, and the aspirations, values and cultures of individual students and staff are embraced within the context of Aotearoa New Zealand. NMIT programmes have been designed to be supportive and inclusive of Tangata Whenua and other cultures.

The NMIT Māori Strategy, Te Ara Wai (The Ocean Trail) is underpinned by Te Tiriti o Waitangi. The name Te Ara Wai refers to the ocean trails Māori ancestors followed in their pursuit of prosperity beyond the horizon.

Te Ara Wai draws on concepts from within the Māori World to give fulfilment to the four imperatives of the Strategy:

- Empowerment
- Holistic Development
- Family and Community
- Productive Partnerships

> *Refer to:* *Treaty of Waitangi Policy*
>
> *Te Ara Wai - NMIT Māori Strategy*

3.08 EQUAL EDUCATIONAL OPPORTUNITY (EEDO)

Application for programme entry is open to all students who meet the entry criteria.

Additional study support and one-to-one learning is available for students who lack literacy skills.

Prospective students with special needs are encouraged to discuss their requirements with the Head of Department, and are introduced to the NMIT Equity Coordinator. Every effort is made to allow all students equal access to learning opportunities both within and outside the classroom. There is flexibility in room allocation so that a suitable room can be used for a student with impaired mobility.

As much as possible, learning and teaching materials are chosen which reflect the diversity of students.

> *Refer to:* *Equal Education Opportunities Policy*

3.09 OFFSITE AND WORKPLACE LEARNING

Offsite and wWorkplace learning is designed to provide students the opportunities opportunity to link classroom delivery with corresponding practice in the workplace. enabling It enables students to learn and apply key practical skills thereby gainingand gain experience of professional requirements and practice in an industry setting.

Where specialist training providers are contracted to NMIT to manage offsite activities, a Safety, Health and Wellbeing Questionnaire is attached to the contract. The training provider's Safety, Health and Wellbeing policies and processes must comply with NMIT Safety, Health and Wellbeing requirements. In such cases where they do not comply, the contractor is advised that NMIT Safety, Health and Wellbeing Policies and Procedures apply.

> *Refer to:* *Safety, Health and Wellbeing Policy*
>
> *Health and Safety Manual*
>
> *Offsite and Workplace Learning Policy*

3.10 HEALTH AND SAFETY RISK MANAGEMENT

Certain activities involving the use of equipment and activities in isolated areas may pose some risks to students. Each DepartmentThe Programme Area follows standard NMIT guidelines for managing work risksgeneral safety and risk issues.   Students will be made aware of these guidelines at the beginning of the appropriate courses. Health and safety and rRisk management and safety is taught to students as an integral part of these courses.

NMIT programmes comply with the Safety, Health and Wellbeing Policyies, and follow the procedures described in the NMIT Health and Safety Manual. NMIT complies with its duties under the Health and Safety at Work Act 2015.

Staff and students are inducted into NMIT emergency evacuation and accident procedures.

The Head of Department has primary duty of careresponsibility for ensuring to ensure that NMIT's Safety, Health and Wellbeing policies, procedures and initiatives are followed and that, as far as is reasonable practicable, NMIT provides and maintains a work a safe working environment which is without risks to health and safetyis maintained in the Programme Area.

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Before exiting the campus for NMIT supervised trips, such as practical training days or industry visits, all tutors are required to complete an Intentions Form detailing the trip itinerary, the list of staff supervising the visit, the list of students involved with their contact details, and a Risk Assessment identifying any potential hazards, and recording hazard management strategies where necessary. Trips must be approved and authorised by the Head of Department or delegate. Copies of these forms are lodged with the Programme Area Administration office before the trip departs, and are kept on file at the Programme Area Office to ensure there is information recorded as to the whereabouts of the group at all times.

> Refer to: Safety, Health and Wellbeing Policy
>
>   Health and Safety Manual
>
>   Offsite and Workplace Learning Policy

3.11 CORE TRANSFERABLE SKILLS

Graduates will have the knowledge and skills to make well-informed choices of a career or academic path and the language, literacy and numeracy skills required for study.

The following listed transferable skills cover a wide range of skill level (from 1-9), and are therefore extensive.
Graduates will be able to do **a selection** of the following, depending on the level of their programme of study.

Self/Others	• Work with some assistance to achieve personal and academic goals • Identify their chosen academic/career pathway and the steps required to achieve desired outcome/s • Demonstrate respect for self and others – manaaki • Work cooperatively as part of a group • Identify priorities for self-development • Show consideration and cultural sensitivity to colleagues • Recognise the place of Te Tiriti in Aotearoa/New Zealand • Effectively manage their time • Demonstrate cultural awareness • Demonstrate presentation and/or public speaking skills (of a professional standard) • Use of advanced communication and collaborative skills appropriate to the context • Contribute to project teams to produce original works or solve problems • Utilise project management skills to produce original works or solve problems
Learning to Learn	• Engage actively in learning tasks and explore methods and resources for learning • Use feedback to (reflect on and) improve learning • Set clear learning goals and identify steps required to achieve them with some assistance • Identify areas of need and access support as required • Identify areas of success • Demonstrate critical thinking and analysis • Demonstrate research skills • Problem-solve and think creatively • Engage in rigorous intellectual analysis, criticism and problem-solving to challenge existing understanding • Demonstrate intellectual independence, critical thinking and the ability to think creatively • Engage in self-directed learning to build skills and knowledge • Use feedback to reflect on and improve learning
Subject specific	• Demonstrate the knowledge, attitude and skills in chosen subject/discipline required to successfully progress to the next academic level or into the workplace. • Show application of advanced technical knowledge and skills relating to a specialist field of enquiry or professional practice • Demonstrate a critical understanding of underlying key principles of the discipline

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		• Demonstrate advanced skills related to the practices, chief research methods and problem-solving techniques of the subject • Apply advanced knowledge of relevant business, subject specific and professional information effectively in practice • Design, plan, conduct and report on an investigation which may involve primary and secondary data
	Literacy	• Communicate clearly (and effectively) in both oral and written forms • Read and understand texts from a range of sources • Locate, access, organise and use information for a specified purpose • Demonstrate advanced and applied reading • Demonstrate advanced and applied writing • Realise ideas and develop them in written language • Manage written projects • Implement highly developed communication skills in compiling effective research papers, presentations and scientific reports • Demonstrate advanced skills in acquiring, understanding and assessing information from a range of sources to progress relevant knowledge • Record, develop, compare and critically analyse ideas in written language • Summarise complex written information
	Numeracy	• Use a range of numerical strategies to solve basic operational problems with numbers • Use a range of strategies to measure and interpret shape and space • Use a range of numerical strategies to analyse, review and interpret data • Use and understand statistics in everyday life • Interpret basic information in order to solve maths applications • Source, analyse and evaluate complex statistical data • Systematically collect relevant numerical data • Apply the information gained from numerical analysis to generate solutions to complex problems • Present numerical information in a variety of ways • Use numerical information effectively to evaluate and predict situations • Apply the information gained from numerical data to aid in the planning for effective management of situations
	Digital Literacy	• Use appropriate e-tools to locate, access, evaluate, utilise and cite diverse information sources that facilitate learning and critical inquiry of [the subject] • Access, store, organise and retrieve information and media relevant to [the subject] from multiple digital sources for practical application and integration into existing knowledge • Evaluate and select digital tools based on their appropriateness to specific tasks related to [specific areas of practice] • Effectively create and publish content in multimedia formats to communicate opinions and ideas of [the subject] through a range of channels • Demonstrate creative thinking, construct knowledge, and develop innovative products and processes relating to [the subject] using technology • Use models and simulations to explore complex systems and issues relating to [specific areas of practice] • Use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources • Proficiently manage group interactions and engage in online communities and professional [subject] groups using multiple technologies • Contribute to project teams to produce original works or solve problems relating to [the subject] • Analyse the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, lifelong learning and career needs with respect to [the subject] • Confidently use digital technologies to reflect on, record and manage their lifelong learning of [the subject] • Use the internet and other electronic sources critically as a source of and to communicate information • Communicate to a professional standard using electronic media

3.12 ASSESSMENT

NMIT aims to:

- Foster best practice assessment procedures across the organisation that support students' learning, inform selection and progression decisions, and ensure quality and accountability.
- Create assessment systems and use assessment methodologies that are appropriate, practicable, inclusive, valid, and reliable, culminating in results that accurately recognise students' achievements.
- Provide a supportive learning and teaching environment that encourages reflective practice and continuous improvement.
- Ensure that NMIT courses and programmes are credible to all stakeholders.

The Assessment Policy summarises assessment at NMIT, staff and student responsibilities, and principles underpinning effective assessment. It also provides a glossary of specialist terms relating to assessment, and useful internal and external document references for assistance and guidance on assessment matters.

The NMIT Tutor Guide to Assessment describes procedures related to assessment.

Students shall be advised of assessment requirements within one week of course commencement.

Students shall make themselves available to undertake all summative assessments at the time and place stipulated by the course tutor.

Any changes to assessment timetabling will be minimal and communicated clearly and effectively to the students in a timely manner so as not to disadvantage any students whilst maintaining academic integrity.

The Academic Committee will be responsible for keeping an overview of assessment practices.

~~Any subsequent changes to assessment requirements as stated in the Programme Regulations shall be endorsed by the Academic Committee responsible for the programme and notified in writing to all students.~~

Students are responsible for meeting standards of academic honesty including acquainting themselves with any requirements relating to the conduct of tests and examinations as published for a particular programme or course.

Students may use Te Reo Māori in assessment if the student has registered their request, and has received approval for this by the Head of Department, prior to the start of the course or programme. The facility to use Te Reo Māori is not available where a course specifically requires students to demonstrate their facility in a language other than Te Reo Māori and/or where facility in the English language is central to the objectives of all or part of the course.

Students shall be given access to the marking schedule used to mark the assessment. Assessments should be marked and constructive feedback provided to students within a specified period as described in each Programme Area's protocol or programme regulations, with copies of final examination scripts available for viewing

EXAMINATIONS

The ~~NMIT~~ Examination Guidelines provide best practice guidelines for NMIT staff administering examinations, to ensure that NMIT students are able to sit their examinations under the best possible conditions by:

- Being treated fairly
- Creating an environment of academic integrity

- Promoting honourable student behaviour
- Supporting student academic success

The Guidelines also provide clear processes for:

- requesting external Tertiary Education Organisations (TEOs) to provide invigilation services for NMIT Students, when required
- requests from external Tertiary Education Organisations (TEOs) to provide invigilation services for their students

> *Refer to:*   *Assessment Policy*
>
> *NMIT Tutor Guide to Assessment*
>
> *Examination Guidelines*
>
> *Academic Integrity Policy*

3.13 SPECIAL ASSESSMENT CIRCUMSTANCES

AEGROTAT ASSESSMENTS

This section relates to student performance in summative assessment being affected by factors beyond the control of the student. Programme Regulations will indicate if Aegrotat considerations are available.

DEFINITIONS:

"Affected" means influenced in some way. For time constrained items such as tests, examinations, and presentations "affected" may be inability to attend any or all of the event, or diminished performance; for other items it may be the inability to meet deadlines, or diminished performance within deadlines.

"Aegrotat" refers to a result which may be granted to a student whose absence or impaired performance has been the result of illness, injury, bereavement or other personal circumstances.

"Factors beyond the control of the Student" refers to any circumstances or situation which the student could not have reasonably prevented, including sickness or injury to the student, or bereavement.

APPLICATION PROCESS

In the first instance the application for consideration of affected performance shall be made by the student to the Head of Department or delegate. This must be no later than seven days after the due date of the summative assessment, and with appropriate evidence of both the circumstances and the effect on performance. In the case of a test or examination, documentary evidence such as a medical certificate must confirm impaired performance at the time of the assessment and should normally be obtained within 24 hours of the test or examination.

ELIGIBILITY

Aegrotat assessments are not available in courses that use Competency Based Assessment.

A student would normally be expected to complete 50% of the summative assessment for a course, or to have failed or missed no more than one summative assessment, to be eligible for consideration. If there are ~~less~~ fewer than two summative assessments, this does not apply.

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The academic committee responsible for the programme shall consider the eligibility of the application with respect to the proportion of total assessment that the student has completed, or may complete. On the basis of this the committee may:

a) agree to further consideration; or
b) hold the application pending completion of the rest of the assessment items in the course; or
c) decline the application.

Should an application be considered ineligible, the application shall be returned to the student who shall have the right of appeal on the grounds of:

a) fairness in terms of relevant policy
b) adherence to published procedures

VALIDITY

The academic committee responsible for the programme shall consider the validity of the application. To be considered valid, the application shall be bona fide and supported by such evidence as the academic committee responsible for the programme requires.

DETERMINATION OF MARK OR GRADE:

Under normal circumstances the available methods used to determine the mark or grade are:

a) Assess after extending a deadline for completion.
b) Assess completed item or an equivalent item at another time.
c) Estimate the mark that the student would have gained had the circumstances not arisen. If a student has completed the substantial majority (normally at least 80%) of the summative assessments of a course, the final grade or mark may be determined by mathematical extrapolation.
d) Assess a completed alternative item.
e) Change the weighting of the assessment items completed to estimate a mark or grade for the complete course.

Academic staff responsible for the course shall use the selected method to determine the mark and grade for the individual item, or for the whole course as appropriate. In all cases the determination shall be conservative, to award a result that the student was very likely to have achieved or exceeded.

If the grade so determined for the item or for the course is lower than that achieved by the student despite the circumstances, the grade actually achieved shall stand.

Where a mark or grade is able to be determined following Special Assessment Circumstances, an aegrotat result may be recorded as (Grade) (AEG).

Where a mark or grade is unable to be determined, following Special Assessment Circumstances, a pass may be recorded as Pass (AEG).

The result shall be notified to the student in writing, who shall have the right of reconsideration and appeal.

REASSESSMENT

Where the criteria for successful completion of a summative assessment have not been met the same criteria may be reassessed either as a "resit" or as a "resubmission".

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Published information for students (e.g. Programme Regulations) shall include assessment and resit/resubmission procedures and be available for all programmes, which upon successful completion, result in a NMIT or New Zealand Qualifications Framework qualification or nationally recognised equivalent.

RECONSIDERATION OF ASSESSMENT RESULTS (RE-MARK)

Students may seek reconsideration (re-mark) of any assessment by applying in writing to the Head of Department or delegate, within 10 working days of receiving the result, setting out the grounds for reconsideration.

SPECIAL ASSISTANCE FOR SUMMATIVE ASSESSMENT

Students wishing to receive special assistance in order to undertake a summative assessment shall apply in writing to the Programme Area Administration Office no later than three weeks prior to the date of the assessment. ~~Such a~~Applications must state the nature of the disability and the type of assistance required as set out below.

Assistance may be provided in the following ways:

a) Additional time normally not exceeding 15 minutes for each hour of the examination or test
b) Assistance by a reader
c) Assistance by a writer
d) Assistance by a reader/writer
e) Assistance by an interpreter
f) A combination of any of the above

Applications for assistance must be endorsed by the Learning and Support Services Manager and / or the Equity Coordinator

Breaks during an examination or test may be allowed provided prior approval has been given by the Learning and Support Services Manager and / or the Equity Coordinator.

> *Refer to:*   *Assessment policy*
>
> *Student Academic Appeals policy*
>
> *NMIT Tutor Guide to Assessment*
>
> *Moderation ~~of Assessment~~ Policy*
>
> *Examination Guidelines*
>
> *Academic Integrity Policy*

3.14 RESULTS

The information in this section refers to NMIT programmes of study which are not subject to collaborative arrangements with other Tertiary Education Organisations. In cases where collaborative arrangements are in place, externally prescribed regulations may apply, and the results available will be specified in the relevant Programme Regulations, and may differ from the information in this section.

The results of assessments shall be recorded as specified in the Programme Regulations.

The final outcome of a course or programme shall be recorded as in Section 3.1~~4~~5 of this Statute except that the Academic Board may, in exceptional circumstances, approve recording results for different standards or levels of achievement. Course results available in a programme are specified in the Programme Regulations.

> *Refer to:*   *Section 7 - Schedule of Course Result Keys*
>
> *Student Results and Awards Policy*

ASSESSMENT RESULTS – COMPETENCY-BASED ASSESSMENT

Results of assessments, as stated in each Course Descriptor, are recorded as Achieved (A) or Not Achieved (N).

Where the Programme Regulations also permit the awarding of Merit for assessment results they will be recorded as Merit (M).

Students must meet the required standard in order to pass an assessment. The required standards are identified in the competencies associated with the particular assessment.

ASSESSMENT STANDARD RESULTS

Results of assessment standards and individual assessments, stated in a Course Descriptor are recorded as Achieved (A) or Not Achieved (N).

Where the Programme Regulations also permit the awarding of Merit and/or Excellence for assessment standard results they will be recorded as Achieved (A) or Not Achieved (N), or Achieved with Merit (M) or Achieved with Excellence (E).

Results A, M and E will be reported to NZQA as soon as practicable after the end of the course.

ASSESSMENT RESULTS – ACHIEVEMENT-BASED ASSESSMENT

Results of assessments, as specified in the Programme Regulations and stated in each Course Descriptor, are recorded as grades which indicate the level of a student's work.

Some programmes use a quality-based system in which a grade is assigned according to the qualities represented in the work. Some programmes use a numbers-based system in which a grade is derived from a percentage mark.

The grades that may be awarded for assessments which use this type of assessment are stipulated in the Programme Regulations.

COURSE RESULTS – COMPETENCY-BASED ASSESSMENT

Where competency-based assessment (the process of seeking evidence and making a decision about whether a student can perform to a standard) is used, or where grades are not awarded, course results shall be recorded as Pass (P) or No Pass (NP).

COURSE RESULTS – ACHIEVEMENT-BASED ASSESSMENT

Where course results are awarded as grades according to the level of achievement, the final outcome of a course or programme shall be recorded as A, B, C, D or E.

A, B and C are pass grades, and D and E are fail grades.

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OTHER COURSE RESULTS THAT MAY BE AWARDED

The results shown in the table below may also be awarded:

RESULT	DESCRIPTION
Cross Credit	Pass – credit for <u>a similar course</u> already completed as part of another approved qualification from NMIT or another institution
Credit Transfer	Pass - credit for <u>the same course</u> already completed as part of another approved qualification from NMIT or another institution
Pass (RPL)	Pass - Recognition of Prior Learning
Grade (AEG)	Aegrotat Pass - A result awarded following consideration of special circumstances (A grade is determined)
Pass (AEG)	Aegrotat Pass - A result awarded following consideration of special circumstances (A grade cannot be determined)
D (CON)	Conceded Pass – A pass awarded where a narrow fail in a course is compensated by good grades in other courses within the programme
Withdrawn	Withdrawn from a course or programme

DISTINCTION OR MERIT FOR QUALIFICATIONS

Where Programme Regulations allow, qualifications may be awarded with Distinction and/or with Merit.

The requirements that must be met for the award of a qualification to be with Distinction and/or with Merit are stipulated in the Programme Regulations.

Where a qualification is awarded with Distinction the title of the award will be:

- **[Qualification title] (with Distinction)**

Where a qualification is awarded with Merit the title of the award will be:

- **[Qualification title] (with Merit)**

CONCEDED PASS

Any student, with course results where a narrow fail in a course is compensated by good grades in other courses in the programme, will be considered for a Conceded Pass in order to be awarded the qualification. A decision to grant a Conceded Pass will be at the discretion of the Academic Committee, not by application from a student, and will not be open to appeal.

A Conceded Pass is only available for a course using Achievement Based assessment. Where percentage marks are determined, a Conceded Pass will only be considered in the range 45% – 49%.

A student may be granted only one Conceded Pass per programme. A Conceded Pass does not fulfil requirements for pre-requisites, cross credit or credit transfer.

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Where a Conceded Pass is granted, (CON) will be recorded alongside the result already determined for the course. e.g. D (CON)

GRADE TABLES FOR COLLABORATIVE OR SHARED PROGRAMMES

Programme Regulations will indicate if externally prescribed grade tables apply e.g. New Zealand Diploma in Business.

Where Programme Regulations indicate a collaborative arrangement between NMIT and another Tertiary Education Organisation (TEO), please refer to **Section 7: Schedule of Course Result Keys.**

NOTIFICATION OF RESULTS

Programme or course results will be advised to students following approval by the Academic Committee responsible for the programme.

Any results displayed publicly will use student ID numbers, not student names.

AVAILABILITY OF MARKED ASSESSMENTS

Students shall be entitled to the return of all written assignment work (or a copy thereof) submitted for coursework assessment within a reasonable time (as specified in Programme Regulations) and free of charge.

Copies of final examination scripts will be available for viewing but may be retained by NMIT.

Students shall be given access to the marking schedule used to mark the assessment.

If no time limit is set for the collection or retention of assessed work, any uncollected work may be destroyed three months following the completion of the course.

> *Refer to:*   *Student Results and Awards policy*
>
> *Section 7: Schedule of Course Result Keys*

3.15 STUDENT ACADEMIC APPEALS

Students who believe that they have grounds for contesting the validity of their assessment or the recording of that assessment, should:

- Approach the teaching staff member involved and attempt to resolve or rectify the matter.
- Approach the Head of Department if the matter is not resolved.

Students may appeal against an assessment process or result, within 10 working days of the date of the work being returned. The appeal should be made to the Coordinating Tutor. If the appeal is unresolved at this point, the work will be reassessed once by a second assessor and appeal against this decision may be made to the Academic Committee with responsibility for the programme. An appeal of the Committee's decision may be made to the Academic Board within 10 days, on the grounds of process.

> *Refer to:*   *Student Academic Appeals Policy*

3.16 ACADEMIC MISCONDUCT

Academic misconduct includes any breach of any rules relating to the conduct of tests or examinations and any dishonest practice occurring in the preparation or submission of any work (whether during an examination or not) which counts towards the attainment of a grade in any course or otherwise occurring in connection with any summative assessment.

Dishonest practice includes:

a) Cheating, defined as any fraudulent response whatsoever by students to any item of assessment, including any action which may otherwise defeat the purpose of the assessment.
b) Plagiarism, defined as the act of taking and using another's work as one's own without proper acknowledgment and includes:
    i. copying the work of another student
    ii. copying any part of another's work
    iii. summarising another's work
    iv. using experimental results obtained by another
c) Submitting work for summative assessment which has been jointly prepared for presentation, in circumstances where this has not been communicated to students as legitimate.
d) Submitting work for summative assessment which has previously been submitted elsewhere, without the prior permission of the Head of Department or delegate
e) Using notes during a closed book test.

NMIT reserves the right to use electronic systems to detect academic misconduct. Students will be notified where such systems are in place.

Where, in respect of any student, a complaint of academic misconduct is received or identified, the following procedure shall apply:

a) The allegation of academic misconduct has to be made in writing.
b) The staff member concerned seeks confirmation from a colleague that the alleged conduct constitutes misconduct.
c) Following such confirmation the staff member notifies the student of the concern and requests a meeting with the student and the Head of Department or delegate to allow the student to respond to the allegation.
d) If the staff member, in consultation with the Head of Department or delegate, is satisfied with the student's explanation no further action is taken and the student is advised accordingly.
e) Following the meeting the student may be asked to undertake an additional assessment in order to confirm the integrity of an earlier assessment result; for example, an oral assessment may be used. A fee may be charged.
f) Where misconduct is confirmed the staff member, together with the Head of Department or delegate, determine the appropriate penalty and notify the student of the decision.
g) The student at all times has the right to a support person and/or advocate, as per the principles of natural justice.
h) Refer to Privacy Act.

Notwithstanding the information in this section a staff member in consultation with the Director of Learning and Teaching may determine that the alleged misconduct be investigated according to the NMIT procedures described in *Student Misconduct Procedure*.

A student may appeal the decision reached under this Section (s3.17) of this Statute.

~~Appeals shall be lodged in writing and with the Head of Department within 10 working days of the decision and shall be considered by the relevant Academic Committee.~~

~~A student may appeal the decision, reached under this Section (s3.17) of this Statute to the Appeals Committee of the Academic Board.~~

~~The NMIT procedure relating to academic appeals (Section 3.16 of this Statute) is described in *Student Academic Appeals* available on the NMIT website.~~

PENALTIES FOR ACADEMIC MISCONDUCT

If an allegation of misconduct is proved all or any of the following penalties may be imposed:

a) Award a fail grade or a nil mark for the affected summative assessment event.
b) Disqualify the student from sitting for any summative assessments for a specified period.
c) Cancel the credit if the student has been credited with a pass in the course in respect of which the charge arose.
d) Suspend the student from any course for a specified period.
e) Exclude the student from the programme for a specified period.
f) Reprimand the student.
g) Record the penalty imposed, on the student's personal file for a specified length of time. This timeframe would be dependent on the level of seriousness of the academic misconduct, but would usually be the end of the academic year in which the academic misconduct occurred.
h) Recommend to the Academic Board exclusion from any NMIT programme.

Notwithstanding the information in this section, penalties may be set in accordance with procedures described in *Student Misconduct Procedure*.

> *Refer to:*   *Academic Integrity Policy*
>
> *Student Academic Appeals Policy*
>
> *Student Misconduct Procedure*
>
> *Student Problem Resolution Framework*

3.17 RECOGNITION OF ACADEMIC CREDIT (RAC)

This section relates to applications for recognition of academic credit for all assessed NMIT courses and, where relevant, assessment standards within those courses.

NMIT is committed to the recognition of relevant prior learning and the prior achievement of academic credit.

NMIT recognises that learning may be general or specific and may be achieved in a variety of ways.

Procedures and decisions around RAC should ensure validity, reliability, currency and fairness.

The principles are that credit recognition should:

- Eliminate duplication of learning and assessment.
- Provide open, inclusive and integrated tertiary education systems, enabling students to transfer between institutions, both nationally and internationally.
- Ensure that the quality, cohesion, integrity and standing of qualifications are not diminished.
- Ensure that constructive alignment across the qualification is maintained.

The NMIT Recognition of Academic Credit Policy is designed to:

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- Define the process for formally recognising relevant experience and study that has been achieved prior to completion of a qualification offered by NMIT, as academic credit for a course or courses at NMIT.
- Provide a framework for credit recognition decisions that maintain the quality of qualifications offered by NMIT and support the mobile learner of the 21st century.

Three types of RAC are distinguished in the RAC Policy:

- Cross Credit
- Credit Transfer
- Recognition of Prior Learning (RPL)

The Recognition of Academic Procedure describes the procedures for formally recognising relevant experience and study that has been achieved prior to completion of a qualification offered by NMIT, as academic credit for a course or courses at NMIT.

Programme Regulations will specify which RAC types, if any, are available within that programme, and any relevant conditions and/or limits on the use RAC in the programme.

Once Cross Credit or RPL has been approved for a course, this result may not be used as evidence for a further application for Cross Credit or RPL.

CROSS CREDIT

The granting of academic credit towards a qualification delivered by NMIT, from a **similar** course already completed as part of another approved qualification from NMIT or another institution.

Cross Credit is only considered for complete courses, including General Elective courses

Following approval of an application for Cross Credit, course result/s will be entered into the SMS in accordance with the relevant Course Result Key.

CREDIT TRANSFER

- The granting of academic credit towards a qualification on the basis of credit from the **same** course already completed in another qualification at NMIT (Internal Credit Transfer) or credit from the **same** course already earned in another qualification at another institution (External Credit Transfer). If the course was completed at NMIT and the transfer is towards the identical course, then Credit Transfer (and related approval processes) is necessary. [Internal Credit Transfer]
- If the course was completed at another institution, (NZ or overseas) and the transfer is towards the identical course in an NMIT Programme, then Credit Transfer (and related approval processes) is necessary. [External Credit Transfer]. Following approval of an application for External Credit Transfer, course result/s will be entered into the SMS in accordance with the relevant Course Result Key.

RECOGNITION OF PRIOR LEARNING (RPL)

RPL is a process used to formally recognise a student's prior academic achievement and/or work/life experience as contributing credit toward a course that is part of a qualification offered by NMIT. RPL will only be considered for complete courses, including General Elective courses.

~~Following approval of an application for RPL, course result/s will be entered into the SMS in accordance with the relevant Course Result Key.~~

> *Refer to:*   *Recognition of Academic Credit Policy*
>
> *Recognition of Academic Credit Procedure*
>
> *Section 7: Schedule of Course Result Keys*

3.18 CONTINUATION IN A PROGRAMME OR COURSE

Any student who, over the last two preceding years of his or her studies, has failed to pass courses equivalent to more than half of the credits in which they have been enrolled, where the Student Academic Support and Progression Procedure has been followed, shall only continue in the programme with the prior approval of the relevant Academic Committee.

A student who has failed the same course on three occasions, where the Student Academic Support and Progression Procedure has been followed, shall only enrol again for that course with the approval of the relevant Academic Committee. Any specific programme regulations related to exclusions from courses shall take precedence over this clause.

Any student who has not met the pre-requisite requirements in preparation for any offsite or workplace learning component~~off-site practical or work experience~~ will not proceed to the any offsite or workplace learning component~~off-site practical or work experience~~ and will not be awarded credit for that component of the programme.

If a student's performance or participation in any any offsite or workplace learning component~~off-site practical or work experience~~ is, in the opinion of the Head of Department, unsatisfactory for whatever reason, the Director of Learning and Teaching may suspend for up to three days a student's attendance at the any offsite or workplace learning component~~off-site practical or work experience~~, until the Academic Committee examines the situation and implements one of the following:

a) require the student to undertake further study in pre-requisite requirements
b) remove the temporary suspension
c) suspend the student from the any offsite or workplace learning component ~~off-site practical or work experience~~ for such a period that it thinks fit
d) exclude the student from the programme where the off-site practical or work experience is a requirement for successful completion of the programme

> *Refer to:*   *Student Academic Support and Progression Policy*
>
> *Offsite and Workplace Learning Policy*

APPLICATION TO HAVE EXCLUSION WAIVED

Any excluded student who wishes to apply for permission to re-enrol shall lodge a written application with the Head of Department at least two months before the commencement of the course or programme, together with the specified fee.

The decision on whether any particular student, who has been excluded under Section 3.18~~9~~ of this Statute, may be permitted to re-enrol shall be made by the relevant Academic Committee.

In approving any such application, the relevant Academic Committee may stipulate such conditions for re-enrolment as it deems appropriate.

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An appeal of any decision made under Section 3.19~~8~~ of this Statute must be received by the Programme Area Administration Office within 10 working days of the decision being advised to the student.

Appeals shall be conducted according to the procedures laid down in Student Academic Appeals.

3.19 UNSATISFACTORY PROGRESS

It is important to identify and support students who are having difficulty meeting academic standards as early as possible.

Necessary guidance, support and advice will be provided to assist students meet the academic standards for their programme of study.

Academic support is a normal part of learning and teaching at NMIT. Refer to Section 3.20 of this Statute.

Any specific Programme Regulations related to exclusions from programmes shall take precedence over the principles identified below.

PRINCIPLES FOR DETERMINING UNSATISFACTORY PROGRESS

Unsatisfactory academic progress is defined by the following:

- A student who does not pass at least half of the credits in which they were enrolled within one academic year.
- A student who enrolled in the same course on three occasions and has failed that course.

Any student deemed by the institute to have made unsatisfactory academic progress may be excluded from the course and/or programme and not permitted to re-enrol without prior permission of the Academic Committee.

Any excluded student who wishes to apply for permission to re-enrol shall lodge a written application with the Academic Committee before the official enrolment date in the course and/or programme for which he or she seeks admission.

The Academic Committee shall make the decision on whether any particular student who has been excluded be permitted to re-enrol and may impose conditions on the re-enrolment to help ensure the student has reasonable chance of success in the course or programme.

In applying for re-enrolment, the student will need to satisfy the Academic Committee that as a result of study or other activity in the intervening period, there is a reasonable chance of success of subsequent study.

If a student's performance or participation in any off-site excursion, practical, or work experience is, at the absolute discretion of the Academic Committee, unsatisfactory for whatever reason, the Academic Committee may temporarily remove that student's attendance at the off-site excursion, practical, or work experience, and the institute's relevant procedures will be instigated.

> *Refer to: Student Academic Support and Progression Policy*

3.20 STUDENT GUIDANCE AND SUPPORT

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NMIT supports all students in their learner journey, in accordance with its Student Charter.

LEARNER SERVICES

The Library Learning Centre (LLC) and its satellite Learning Centres provides:

- A learner-centred convergence of library, information, technical services, learning and pastoral supports for the students and staff of NMIT. This requires a range of facilities to meet the varying and changing needs of its customers.
- An environment which enhances and supports the learning experiences of students by assisting with the development of skills to locate, evaluate and effectively use information (information literacy) and by providing flexible learning options where appropriate.
- A gateway to learning resources and support for students and staff on the Nelson, Marlborough, Woodbourne and Auckland campuses, and for those studying by distance. Services and resources are available via the LLC website, email, by courier delivery, and increasingly online, to those staff and students who cannot access the campuses in person.

The Learner Services team and facilities contributes directly to the Institute's roles by:

- Acquiring, organising, and making available those information resources that are needed to support the academic programmes, staff research, and management of the Institute – books, e-books, serials, audio-visual resources, and subscription databases.
- Teaching information and advice - retrieval skills to individuals or classes.
- Providing study facilities – a range of individual and group study areas, computers and printers, copiers and scanners, and audio-visual equipment.
- Providing learning support – specialist facilitators offering extra tuition, learning guidance and resources that will assist students to reach their potential, whether they are experiencing difficulties with their studies or simply want to improve their performance.
- Providing pastoral and wellbeing support – dedicated staff are also available for students when they need support with life as an adult learner. Kaiāwhina Māori, Cultural Advisors for Māori, Pacific Island and international students, an Equity Coordinator and a Student Advisor specifically for youth are available.

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There are a variety of support services available – these are listed below:

LEARNER SERVICES	
Learning Advice	• Learning Facilitators, Advisors and Librarians
Cultural Support	• Kaiāwhina Māori ~~Cultural Advisor - Māori~~ • • Cultural Advisor - Pacific Island • Cultural Advisors - International
Student Advice	• Learning Centre Assistants • Equity Coordinator • Student Advisor – Youth
Health & Wellbeing	• NMIT Counselling Support Service • OCP Counselling *Student Advisors may also refer students to Community Health support and/or Counselling Services.*

In addition, SANITI offers the following services for students:

Support and Advocacy	• Financing Study • Academic Issues • Problem Resolution • Managing Stress
Events	• Campus Culture • Functions • International Activities
Employment	• CV preparation • Cover Letters • Interview Coaching and Preparation
Representation	• Student President • Student Executive • Programme Representatives

To ensure students are fully aware of the services available and that any barriers to accessing them are addressed, NMIT shall:

- Provide Learner Services information to all new students.
- Use brochures, posters, newsletters, website etc. to communicate with students as appropriate.

To ensure staff at NMIT are aware of the services available, a representative from Learner Services should:

- Attend Programme Area/Business Support Area team meetings (as required).
- Participate in new staff induction programmes.

Information gained through the student feedback process will inform evaluation and review of these services. Refer to Section 3.~~22~~ 21 Student Feedback.

Learner Services staff work closely with community agencies to ensure appropriate referrals are made where specialist services are required, e.g. Police, and community Health Services providers,

Refer to: *Student Charter*

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3.21 STUDENT FEEDBACK

~~Students are encouraged to give informal feedback on tutors and to evaluate tutors through formal feedback mechanisms.~~

As part of NMIT's commitment to continuous improvement, ~~maintaining programme standards at NMIT,~~ all students will be given the opportunity to provide formal and informal feedback on all aspects of their ~~learning~~ learner journey with NMIT. Further information will be provided for students in Programme Handbooks.

The coordination and administration of all NMIT Student Surveys is managed centrally to ensure the independence and standardisation of the process. Results are collated and summarised and ~~given~~ made available to ~~the~~ Heads of Department. Students are given feedback on the results of each survey with an action plan for change, where appropriate. Student satisfaction ratings are reported in the NMIT Annual Report. The ~~results and~~response rates and information gathered from the~~se~~ surveys are ~~taken into account during annual Self-Assessment~~used by Programme Areas and Business Support Areas to evidence best practice or to inform and give direction to areas for improvement.

> *Refer to:* Student Feedback ~~– 'The Student Voice' policy~~Procedure
>
> The Learner Voice policy

3.22 PROBLEM RESOLUTION

FORMAL COMPLAINTS RESOLUTION PROCEDURE

Problems should be resolved between the parties directly involved wherever possible. If a problem cannot be resolved by negotiation or through mediation, there is a formal Complaints Resolution Procedure available.

Complaint forms ~~are located at~~are available from:

- Programme Area Administration Offices
- NMIT Information and Enrolments Centre
- SANITI
- Library Learning Centre Information desk
- NMIT website~~:~~

> **Refer to:* Formal Complaints Resolution Procedure

MISCONDUCT

Issues of student misconduct include~~s~~ breach of the Student Rules or the Student Charter and other behaviour including falsification of application documents or NMIT records, damage to NMIT property, conduct which is likely to bring the student or NMIT into disrepute, or refusal to carry out the reasonable instructions of a tutor or other staff member.

In the first instance, the student will be advised of the level of seriousness of the allegation; which procedures NMIT intends to follow to deal with the allegation and the consequences of the allegation being substantiated.

It does not apply to students failing to meet academic requirements.

> *Refer to:* Student Misconduct Procedure
>
> Student Problem Resolution Framework

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TANZ COLLABORATIVE ACADEMIC REGULATIONS

A network of:
OTAGO POLYTECHNIC
NORTHTEC
UNIVERSAL COLLEGE OF LEARNING
ARA INSTITUTE OF CANTERBURY
EASTERN INSTITUTE OF TECHNOLOGY
NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY
TOI OHOMAI INSTITUTE OF TECHNOLOGY

TANZ COLLABORATIVE
ACADEMIC REGULATIONS

First Approved	November 2009	Approval Body	TANZ ITP Academic Boards
Version	September 2017	Responsibility	TANZ Academic Committee
Next Review	September 2019		

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1.   PURPOSE AND SCOPE

The Collaborative Academic Regulations form part of the Collaborative Framework for all Tertiary Accord of New Zealand (TANZ) programmes and courses to meet academic quality requirements and enable consistency between institutions.

The Collaborative Academic Regulations state the academic rules for the partner institutes of TANZ to align academic systems, regulations, courses and programmes of study for the benefit of students and institutions. They may also provide a model for other institutes to use for collaborative projects.

These Collaborative Academic Regulations shall be read in conjunction with the institute's academic statute, regulations, policies and procedures. Should there be a conflict between these and the Collaborative Academic Regulations, the Collaborative Academic Regulations shall prevail unless the partner institute's Academic Board determines otherwise.

Where the programme leads to an award by a body external to TANZ, and where the Collaborative Academic Regulations are in conflict with the regulations of that body, the regulations of the external body shall apply, unless the partner institute's Academic Board determines otherwise.

The Collaborative Academic Regulations shall be reviewed at least annually and any amendments must be approved by the partner institute's Academic Board.

2.   DEFINITIONS

Definitions of terms used in these Collaborative Academic Regulations follow the Collaborative Academic Glossary of Key Terms, unless the context requires otherwise.

3   PROGRAMME REGULATIONS AND COURSE INFORMATION

3.1   Programme Regulations

Every programme leading to a New Zealand qualification or award must be supported by a written programme document approved by the Academic Board and, where required, NZQA, detailing the formal requirements for the completion of the programme and its constituent courses and any other relevant quality assurance information.

Programme Regulations and course information must be made available and accessible to students at the start of their study, or earlier.

Programme Regulations are the legally binding contractual obligations of staff and enrolled students. They are used by academic staff to guide delivery of the programme and its courses; and provide guidance on the relevant approaches to learning and teaching, and on assessment (against specified learning outcomes).

In cases where collaborative arrangements are in place, externally prescribed regulations may apply.

Students must ensure they are aware of any regulation relating to their programme of study. Ignorance of any regulation is not a valid excuse for non-compliance.

3.2   Course Information

Course information, to be available to each student at the commencement of each course, will include, is but not limited to:

- Learning outcomes of the course, with an indication of the duration and scheduling of topics to be covered;

- The level and credits of the course;
- Notice of dates for any required summative assessment;
- Method/methods of assessment to be employed;
- Required textbooks and a list of any required learning resources;
- Any prerequisite or co-requisite courses

4   AWARDS

4.1   Qualifications

The characteristics of qualifications align with those prescribed by the New Zealand Qualifications Authority (NZQA) and described on the New Zealand Qualifications Framework (NZQF).

The full definition of each qualification type are provided in the New Zealand Qualifications Framework, Section 4, and Appendices Table 1, as at:

http://www.nzqa.govt.nz/assets/Studying-in-NZ/New-Zealand-Qualification-Framework/requirements-nzqf.pdf

Qualifications (listed on the NZQF) will be awarded to students when they have accumulated the number and level of credits required for completion of the qualification for which they are enrolled, and have fulfilled all other compulsory requirements of the qualification.

A qualification shall be awarded on the basis of the completion of an approved Programme and the accumulation of credits earned by passing courses.

- Credits shall be awarded for the successful completion of a course.
- Credits shall be allocated to courses on the basis of one credit for each notional 10 hours of student learning or 1/120 of a notional full time year's work.
- All courses shall be classified at levels 1, 2, 3, 4, 5, 6, 7, 8, 9 or 10 according to the level or extent of intellectual demand and the complexity of skills, with levels being congruent with NZQA definitions, and be classified against the NZSCED

Students are able to graduate from a Programme under the Programme Regulations, which were in force at the time of their enrolment.

Where completion of the Programme leads to an award by another authority the regulations of that authority will apply. These include, but are not limited to City and Guilds, the IATA/UFTAA travel qualifications, and qualifications from Microsoft, Novell and CISCO.

Qualifications and/or programmes of study will be approved by the Academic Board under delegated authority from the Council.

4.2   Non Formal Awards

Non-formal awards include:

- Record of Participation
- Record of Achievement
- Training Schemes - refer http://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/training-scheme-approval/
- Certificate of Proficiency

Training Schemes and Certificates of Proficiency will be approved by the Academic Board under delegated authority from the Council.

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5 ADMISSION, ENTRY AND ENROLMENT

5.1 Admission

Admission, entry, selection and enrolment into programmes will be in accordance with the Collaborative Academic Regulations and/or, where approved, programme specific Programme Regulations.

The admission requirement for a specific programme shall be set out in the Programme Regulations and shall be such that each student who meets the admission standard can reasonably be expected to achieve the standard required for the qualification.

Where no separate Programme Regulations have been approved for a programme, the academic admission requirements will be as per NZQA entry requirements as at http://www.nzqa.govt.nz/assets/Studying-in-NZ/New-Zealand-Qualification-Framework/requirements-nzqf.pdf

Students may be admitted to any appropriate point of a programme with Credit Recognition, Exemptions or Recognition of Prior Learning, unless expressly prohibited in the Programme Regulations and on the payment of any prescribed fee.

5.2 Entry

To be admitted to any course or programme a student must provide acceptable evidence of meeting the criteria for entry to the course or programme as set out in the Programme Regulations.

5.3 Additional requirements for International students

In addition to meeting the programme entry requirements, international students must:

- have evidence of receipt of an appropriate visa
- be over 18 years of age (applicants between the ages of 14 and 18 years will only be accepted after an assessment of the student's support systems has been made) [1].

International students must also demonstrate ability to meet the English language requirements of the programme in which they enrol including any professional requirements for English capability.

The English language entry requirements, set by NZQA, for international students can be found at:

http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/programme-approval-and-accreditation/app/

Exemptions from proof of English language proficiency criteria will comply with NZQA rules. See: http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/programme-approval-and-accreditation/8/18/

5.4 Special Admission

Where applicants do not meet all entry requirements, they may gain special admission if the institute is satisfied of their ability to succeed on the programme and where literacy and numeracy skills are sufficient to interpret and apply health and safety requirements.

No domestic student under the age of 16 years may be admitted for any programme unless permission has been granted by the Principal of the school at which the student is enrolled or the student has been exempted from attending school by a designated officer of the Ministry of Education. Any such student must also demonstrate ability to be able to achieve at the level of tertiary study they plan to study.

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[1] Ref International Code of Practice

5.5   Enrolment

All students applying for enrolment shall fully complete and submit the required enrolment form and comply with the relevant regulations including enrolment, exemptions and transfer procedures, applying to each course or Programme.

Enrolments may be accepted for a programme only after it has obtained full academic approval.

Enrolments more than 2 weeks after the start of the programme or course date will only be permitted with the institute's approval for the delayed enrolment.

5.6   Limitations on student numbers

Where a limitation is set on student numbers in any course or programme, selection criteria approved in Programme Regulations will be applied to determine who will be offered a place.

If no selection criteria are approved, then preference will be given to students in the order in which applications were received.

Selection criteria must be notified to student prior to or at the time of application for admission.

5.7   Fees

Fees for domestic and international students will be published on the institution's website.

In signing the enrolment form students agree to pay all fees and other course related costs as they become due.

All fees must be paid in full by the published due date unless alternative arrangements have been agreed.

Students who have not paid all fees by the due date may be:

- referred to debt collectors,
- denied admission to classes,

and

- shall not be eligible for the awarding of credits and /or to graduate until all approved fees are paid.

5.8   Cancellation of Programme or a Course

Only the Chief Executive has the authority to cancel a programme prior to its commencement. Factors taken into consideration will include the strategic fit, viability, staffing, quality and delivery of the programme, or any other circumstance that may influence the final decision.

Where it appears that the number of students accepted in a particular course is insufficient to justify the running of that course then the institute may cancel the course, with appropriate notice, notwithstanding that enrolments have been accepted.
Students affected must be provided with alternative options.

The institution has the right to cancel, postpone or reschedule classes without notice, or otherwise breach this agreement, if the breach is caused by a reason beyond its control including, but not limited to prevention from or hindrance in obtaining materials or supplies, labour disputes of whatever nature, act of God, fire, act of Government or state, social or political unrest or war.

Where programmes or courses are cancelled, should any enrolments have been accepted, the relevant enrolment fees will be refunded according to the institute's refund policy, as advised to students at enrolment.

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6 ATTENDANCE/PARTICIPATION, UNSATISFACTORY PROGRESS AND PRACTICAL/PROFESSIONAL REQUIREMENTS

6.1 Attendance/Participation

The attendance/participation requirements for all courses will be set out in the course / programme information provided to students at the start of their course. All students are expected to attend/participate at the commencement of their course unless they have been given permission to start later.

Where attendance/participation is specified as a requirement as part of a student visa, or enrolment contract, students must provide notification of any absence from or non- participation in a course.

Any student who does not meet the attendance/participation requirements of their course (including attending practicum or workplace experience) will be considered to be in breach of their enrolment contract and may be suspended or withdrawn from their course / programme.

6.2 Unsatisfactory Academic Progress

Any specific Programme Regulations related to exclusions from programmes shall take precedence over the principles identified below.

Unsatisfactory academic progress by any student includes the following situations:
- A student who does not pass at least half of the credits in which the student was enrolled in within one academic year.
- A student who enrolled in the same course on two occasions and has not passed that course.
- Any student who has been deemed by the institute to have made unsatisfactory academic progress may be excluded from that course and/or programme and not permitted to re-enrol without the prior permission of the institute

Any student who has been excluded due to unsatisfactory academic progress and wishes to apply for permission to re-enrol shall lodge a written application with the institute before the official enrolment date in the course and/or programme for which s/he seeks admission.

The Institute shall make the decision on whether any particular student who has been excluded due to unsatisfactory academic progress may be permitted to re-enrol and may impose conditions on the re-enrolment to help ensure the student has a reasonable chance of success in the course or programme.

When applying for re-enrolment, the student will need to satisfy the institute that as a result of study or other activity in the intervening period, there is a reasonable chance of success in subsequent study.

6.3 Practical/Professional Requirements

Where a course has a component requiring a student to meet requirements set by a professional body prior to their participation, assessment of the student's 'fitness to practice' will be undertaken in compliance with those requirements. Students not meeting those requirements will not be allowed to proceed until those and any institutional requirements are met.

If a student's performance or participation in any practical activity, professional practice or work experience is judged as unsatisfactory for whatever reason, the student's attendance in the practical activity, professional practice or work experience may temporarily be suspended until an appropriate course of action is recommended to resolve the unsatisfactory performance.

6.4 Compulsory Academic Requirement

Programme Regulations may specify a Compulsory Academic Requirement which must be achieved by students independently of the summative assessments of a course. Examples are:

- Achievement of a set number of clinical hours
- Attendance at laboratory sessions, tutorials, etc

A Compulsory Academic Requirement is to be used only where its use is justified on sound educational grounds and where meeting this requirement is essential to the student's learning.

Compulsory Academic Requirements are approved by Academic Board.

7   CHANGES TO ENROLMENT IN PROGRAMMES

7.1   Transfer of Enrolment

A student may make changes to their enrolment contract prior to starting the Programme/course or within the first 10% or one month (whichever is the lesser) of the delivery period with no academic penalty, by notifying the institution of their intention to change.

Such changes should be discussed and agreed with the institute and may include, but not limited to, transfer from one course to another course within the same Programme, transfer from one enrolment period to another.

Any differences in fees will be either refunded or become a student liability as appropriate.

No transfers are available for programmes leading to non-formal awards.

7.2   Withdrawal from Course/Programme (domestic students)

A student may withdraw from course(s) within a Programme anytime in the first 10% or one month (whichever is the lesser) of the course delivery period with no academic penalty by notifying the institution of their intention to withdraw. In such cases, the student will have no academic record for the course(s).

Where a student is enrolled but does not participate in any of the scheduled learning activities of a course during the first 10% or one month (whichever is the lesser) of the course delivery period they may be withdrawn from the course. In such cases, the student will have no academic record for the course.

Where a student enrolled on a course and has begun to participate in their scheduled learning activities and then stops, but has not initiated a formal withdrawal process nor responded to communications from the Institute, including requests to confirm of their enrolment status, the institute may withdraw the student from the course.

Where a student withdraws from a course (or is withdrawn by the institute) after 10% or one month (whichever is the lesser) of the course delivery period, their academic record will be amended to reflect the withdrawal.

If a student withdraws after the last date for withdrawing from a course / programme without academic penalty, the student's academic record will show an appropriate failing grade.

- The last date for withdrawing from a course/programme without academic penalty is 80% of the delivery period unless Programme Regulations specify otherwise.

Any withdrawal from a course / Programme shall be without prejudice to the student's rights to apply for re-enrolment in the future.

Any refunds of fees resulting from withdrawal will be in line with the refund policy.

7.3   Withdrawal from Course/Programme (international students)

International students who have accepted a place and have approval in principle for a visa which is subsequently declined by Immigration New Zealand will be entitled to a full refund of fees paid, less the international administration fee.

International students who have accepted a place; paid fees; been issued with a visa; but then withdraw during the month prior to the course start date may be entitled to a refund of fees as determined by the enrolment/fee refund policy.

International students who withdraw after the course has commenced will not be entitled to a refund of fees paid except in exceptional mitigating circumstances.

7.4   Changes to an international student's residency status

An international student who gains permanent residency is entitled to be treated as a domestic student.

They will not receive a refund of fees for the semester during which the Permanent Residency is granted. However, the student will be entitled to pay domestic fees for subsequent semesters that start after Permanent Residency was granted, and will be refunded any difference between domestic and international fees for those semesters.

For non-semester courses, international fees are payable for the full year. If Permanent Residency is granted during the year in this later instance, no part of the international fee for that year is refundable.

7.5   Credit Recognition and Recognition of Prior Learning

Credit Recognition, including Cross Credit and Credit Transfer, and Recognition of Prior Learning are available in every programme that leads to an approved qualification, unless stated differently in the Programme Regulations.

Credit Recognition and Recognition of Prior Learning procedures are detailed within an institute's QMS

8   ASSESSMENT MATTERS

8.1   General

The nature of assessments and their due dates will be made available in the course information/ timetable and given to students at the beginning of their course.

No changes to assessment requirements may be made during the course unless approved by the appropriate academic committee and notified in writing to all students.

Students are expected to comply with all assessment requirements and conditions and shall make themselves available to undertake all summative assessment items at the time and place stipulated by the course information/timetable provided. Failure to submit assessments on time, without requesting an extension prior to the assessment due date, may result in a fail grade.

Every Programme in which summative assessment takes place will have their assessments moderated both internally and externally according to moderation procedures included in programme approval documents and in the institute's QMS.

Institute processes will ensure the security of assessment documents prior to the holding of the assessment, and for the accuracy and security of the assessment results.

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Any non-returned assessments may be destroyed one year following the completion of the assessment unless an ITO or another body overseeing moderation of assessment requires these to be kept longer.

8.2   Assessment in Te Reo Māori

Students can request to have their summative assessments conducted in Te Reo Māori, except where the task requires English language capability. Conditions and requirements may apply as documented in the QMS or in Programme Regulations.

Provided requests are received within timeframes which enable the request to be met, every endeavor will be made to meet such requests.

Determination of a student's capability to undertake such assessment may be undertaken prior to the assessment task being provided, and where required, additional support may be made available.

8.3   Special Assistance in Summative Assessment

Students wishing to receive special assistance in order to undertake a summative assessment shall, unless otherwise exempted, apply in writing no later than two (2) weeks prior to the date of the summative assessment.

Special assistance may be provided in a range of forms, including the following:

- Additional examination/assessment time normally not exceeding 15 minutes for each hour of examination/assessment;
- Assistance by a reader or writer;
- Use of special technology (for students with physical disabilities).

Applications for special assistance must state the nature of the disability and the type of assistance required.

8.4   Examinations

Examinations shall comprise such written, oral and/or practical tests and examinations as the examiners may determine.

Timetables for examinations shall be notified to students not less than 4 weeks before the start of the examinations.

Examination papers may be released to students in advance of sitting of the examination where Programme Regulations permit.

Written examinations will be supervised by a person approved by the institute.

No student shall communicate with an examiner about an examination other than through specified channels of communication.

No student may be examined in any course or part of a course at any time other than that set down for him or her in the timetable, unless approval has been obtained and proper arrangements have been made.

8.5   Extensions

Students who anticipate difficulty in submitting assessments by the due time and date may request an extension. The extension must be agreed to prior to the assessment due date.

The staff member with responsibility for the relevant course has the authority to approve valid extensions that are within the course dates.

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Extensions that fall outside of the course end date can only be approved by a senior manager or committee (as per institute procedures), to ensure that the 'not complete' code does not become the default result when reporting such cases to the Tertiary Education Commission.

8.6   Availability of Marked Assessments

Unless otherwise specified in Programme Regulations, students are entitled to have each piece of marked written work (or a copy thereof) returned within ten (10) working days of the final date for submission. Students will also be given access to information on the criteria used to allocate marks.

If a student takes away the original examination script s/he forgoes the right to apply for a recount or remark of the script or an appeal against the grade.

Time limitations for collection of work submitted by students for summative assessment may be set. Such limitations will be notified to students. Where such limitations are set, assessments not collected by the due time may be destroyed.

If no time limitation is set for the collection of assessment work, any uncollected work may be destroyed one year following the completion of the course.

8.6   Notification of Course / Programme Results

Final results for a course and/or programme will be approved by the institute, following its agreed procedure, based on the student's achievements in the summative assessment tasks approved for the course and the overall achievement across all courses in a programme.

Final course grades awarded will be based on the final mark and will use one of the grading systems approved for the Programme. (*Refer 10.2 Course Results and Grades*)

Final course results will be provided to students within ten (10) working days of the end date of the course.

Any results displayed publicly will use unique identifiers such as student ID numbers, not student names.

8.7   Aegrotat Consideration

Where student performance in summative assessment is affected by any circumstance or situation which the student could not have reasonably prevented (including sickness or injury to the student, or bereavement) an Aegrotat result may be considered.

Programme Regulations will indicate if Aegrotat considerations are available.

This covers situations in which the student has been unable to complete the assessment item (for example has been too ill to attend an examination) or has completed the assessment item but believes that the level of performance has been impaired.

In all cases the initial notification must be prior to the assessment event. For tests and examinations, this means the start time of the assessment. For assignments, this means the deadline for submission. Under exceptional circumstances this requirement may be waived provided that notification was at the earliest possible opportunity.

The result shall be notified to the student in writing, who shall have the right to appeal the outcome.

8.8   Resubmissions (assessment-level)

 Unless otherwise indicated in the Programme Regulations or unit standard assessment conditions:

- A student who has submitted and reasonably attempted a piece of in-course assessment and who has failed that assessment task, will be allowed one re-submission of the assessment task.
- Requests for re-submissions must be made to the relevant staff member, no later than 5 working days after the assessment has been marked and returned to the student.
- The maximum mark available for any resubmission of an assessment task shall be the minimum pass

8.9   Reassessment (course level)

Unless otherwise specified in the Programme Regulations:
- A student who gains a fail grade in a course with a mark of 40% or more will be provided with one opportunity to undertake a reassessment of the course on the recommendation of the relevant academic committee. This reassessment will be developed to reflect the learning outcomes of the course and their respective weightings.
- The reassessment must be taken within one month of the course end date.
- A student passing the reassessment will gain the minimum grade available as a pass in the course.

8.10   Challenging Assessment Decisions

A student who has reason to believe that the grade or mark for a particular assessment is incorrect, should firstly discuss this with the staff member responsible within five (5) working days of the return of the assessment.

The staff member will provide feedback to the student to clarify why the grade or mark has been awarded and may, if justified, amend the result.

If the student still believes that the mark or grade is incorrect, they should apply to the senior manager responsible for the programme for a reconsideration reconsideration within (10) working days of the return of the assessment. Reconsideration will solely investigate the marking of an assessment and may include a remark.

Reconsideration may lead to no change or to either a raising or lowering of the grade.

The senior manager responsible for the programme will advise the student of the decision with reasons within ten (10) working days of receipt of the request or receipt of any independent opinion or reassessment result, whichever is later.

8.11   Appeals against a Grade

A student may, by application, appeal against the final grade awarded in any course setting out the grounds for appeal and paying any prescribed fee.

Grounds for appeals against a final grade or pass category are that:

- additional information has become available which was not available and could not reasonably have been made available at the time the original decision was made; and/or;
- there was a material irregularity in the conduct of summative assessment on the course or in the procedures of the resulting process.

Applications for appeal must be received within ten (10) working days of students receiving their final result.

Grounds for the appeal will be investigated and, if required, an Appeals Committee will be established to review the matter.

If the grounds for appeal have not been satisfied, the student shall be notified within five (5) working days that the appeal will not be heard.

9   ACADEMIC MISCONDUCT

Academic misconduct includes any breach of any rules relating to the conduct of tests or examinations and any dishonest practice occurring in the preparation or submission of any work (whether in the examination or not) which counts towards the attainment of a grade in any course or otherwise occurring in connection with any summative assessment.

Dishonest practice includes but is not limited to: copying the work of others; misrepresentation of identity; plagiarism; cheating; submitting work for summative assessment which has been jointly prepared, or which has been previously submitted elsewhere, and in circumstances where this has not been approved by the institute.

Where, in respect of any student, a complaint of academic misconduct is received or identified, the institute shall investigate the complaint following procedures specified in its QMS.

If a prima facie case is established, the institute will discuss the circumstances with the student or students involved, and seek to reach an agreed course of action which may involve whatever penalties are acceptable to both the institute and the student or students.

Before reaching a decision, the institute must:
- i.   advise the student of the complaint and give him/her a reasonable time to respond;
- ii.   undertake an appropriate investigation, which may include meeting with staff and students;
- iii.   consider the student's response and all evidence provided.

9.1   Penalties for Academic Misconduct

If an allegation of misconduct is proved, all or any of the following penalties may be applied by the institute, using approved processes:
- the award of a fail grade or a nil mark for the affected summative assessment event;
- disqualification of the student from sitting for any summative assessments for such period as it thinks fit;
- cancellation of credit if the student has been credited with a pass in the course in respect of which the allegation arose;
- suspension from any course for a period;
- exclusion from the programme for such period that it thinks fit;
- a reprimand;
- record of the penalty imposed on the student's file for a specified time;
- recommendation to the Chief Executive for exclusion of the student from any programme within the institute.

10   ASSESSMENT AND COURSE RESULTS

Programme Regulations shall specify the results and / or grades to be applied to each assessment and course.

The results and grading system used for each programme shall be one of the models stated below.

Any exceptions to these grading systems, such as those that may be required by external awarding bodies, must be approved by Academic Board and specified in Programme Regulations.

Any changes to grading systems will apply for the following year. A change cannot be made part way through any year or part way through delivery of a programme in any year.

11   References

Toi Ohomai Institute of technology 2017 Regulatory Framework for Quality Assurance

NMIT Academic Statute

EIT Regulatory Framework for Quality Assurance – Statute

UCOL Academic Statute

Ara Academic Policies

Otago Polytechnic Academic Polices

NorthTec Statute and Academic Regulations

Nelson Marlborough Institute of Technology

2018 Academic Statute
Te Ture Akoranga

Section 4:

Awards

Section	Academic Statute		
Approval Date	01.12.201616.11.2017	**Approved by**	Council
Next Review	12.10.20172018	**Responsibility**	Director of Learning and Teaching
This review	26.10.2017	**Key Evaluation Question**	6

The **NMIT Academic Statute** applies to all NMIT programmes, whether delivered at NMIT, in conjunction with another provider or by distance.

The Academic Statute is available from all Programme Area Administration Offices, the Library Learning Centre and the NMIT website.

All **NMIT policies** listed in this Statute are also available on the NMIT website.

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4   AWARDS

4.01   QUALIFICATIONS

The characteristics of qualifications align with those prescribed by the New Zealand Qualifications Authority (NZQA) and described on the New Zealand Qualifications Framework (NZQF).
~~Awards which are qualifications:~~

- Certificate (Level 1, 2, 3, 4, 5, 6)
- Diploma (Level 5, 6, 7)
- Bachelor Degree (Level 7)
- Graduate Certificate (Level 7)
- Graduate Diploma (Level 7)
- Postgraduate Certificate (Level 8)
- Postgraduate Diploma (Level 8)
- Masters (Level 9)

The full definition of each qualification type is provided in the New Zealand Qualifications Framework, Section 4, and Appendices Table 1, as at:
http://www.nzqa.govt.nz/assets/Studying-in-NZ/New-Zealand-Qualification-Framework/requirements-nzqf.pdf

Qualifications (listed on the NZQF) will be awarded to students when they have accumulated the number and level of credits required for completion of the qualification for which they are enrolled, and have fulfilled all other compulsory requirements of the qualification.

A qualification shall be awarded on the basis of the completion of an approved Programme and the accumulation of credits earned by passing courses.
- Credits shall be awarded for the successful completion of a course.
- Credits shall be allocated to courses on the basis of one credit for each notional 10 hours of student learning or 1/120 of a notional ~~full time~~ year's work (full-time).
- All courses shall be classified at levels 1, 2, 3, 4, 5, 6, 7, 8, 9 or 10 according to the level or extent of intellectual demand and the complexity of skills, with levels being congruent with NZQA definitions, and be classified against the NZSCED.

Responsibility for determining whether students have met the requirements, and for approving the award of a qualification, lies with the Academic Committee. Once all the required approvals are gained, the Award is issued by NMIT.

Students are able to graduate from a Programme under the Programme Regulations, which were in force at the time of their enrolment.

Where completion of the Programme leads to an award by another authority the regulations of that authority will apply. These include, but are not limited to City and Guilds, the IATA/UFTAA travel qualifications, and qualifications from Microsoft, Novell and CISCO. Once all the required approvals are gained, the Award is issued by the relevant awarding body.

Qualifications and/or programmes of study will be approved by the Academic Board under delegated authority from the Council. The Council of NMIT shall have the power to confer approved degrees and award approved diplomas and certificates which NMIT is accredited to deliver.

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NMIT ACADEMIC SEAL

The **NMIT Academic Seal** shall be affixed to the award document for qualifications having a total credit value of at least 120 of which 40 are at Level 3 or above.

ACADEMIC REGALIA

Academic dress for Nelson Marlborough Institute of Technology graduands for graduation ceremonies which are held at NMIT Nelson and Marlborough:

- **Certificate graduands:** Formal daytime clothing*
- **Diploma graduands:** Black gown, NMIT diploma stole
- **Degree graduands:** Black gown, hood, trencher
- **Graduate Diploma, Postgraduate Diploma, Graduate Certificate and Postgraduate Certificate graduands:**
  - Graduands who have previously graduated with a degree: Regalia appropriate to that degree **or** Black gown with the NMIT diploma stole
  - Graduands who do not have a previous degree: black gown, NMIT diploma stole
- **Masters graduands:**
  - Black gown, hood, trencher

*The Graduation ceremony is a formal acknowledgement and recognition of a student's achievement and graduands are encouraged to dress appropriately.

NMIT does not permit the wearing of more than one hood at a time – graduands should wear the regalia appropriate to the award they are receiving at the NMIT graduation ceremony.

Graduands are welcome to embellish their graduation regalia with garments of honour from their cultural tradition, such as a korowai or ta'ovala.

4.02 Certificate Level 1A **certificate at level 1** qualifies individuals with basic knowledge and skills for work, further learning and/or community involvement.

A graduate of a level 1 certificate is able to:

- demonstrate basic general and/or foundation knowledge
- apply basic skills required to carry out simple tasks
- apply basic solutions to simple problems
- apply literacy and numeracy skills for participation in everyday life
- work in a highly structured context
- demonstrate some responsibility for own learning
- interact with others.

This certificate is listed at level 1 and must comprise a minimum of 40 credits at level 1 or above.

~~4.01~~ 4.03 CERTIFICATE LEVEL 2

A **certificate at level 2** qualifies individuals with introductory knowledge and skills for a field(s)/areas of work or study.

A graduate of a level 2 certificate is able to:

- demonstrate basic factual and/or operational knowledge of a field of work or study
- apply known solutions to familiar problems
- apply standard processes relevant to the field of work or study
- apply literacy and numeracy skills relevant to the role in the field of work or study
- work under general supervision
- demonstrate some responsibility for own learning and performance
- collaborate with others.

This certificate is listed at level 2 and must comprise a minimum of 40 credits at level 2 or above.

~~4.02~~ 4.04 CERTIFICATE LEVEL 3

A **certificate at level 3** qualifies individuals with knowledge and skills for a specific role(s) within fields/areas of work and/or preparation for further study.

A graduate of a level 3 certificate is able to:

- demonstrate some operational and theoretical knowledge in a field of work or study
- select from and apply a range of known solutions to familiar problems
- apply a range of standard processes relevant to the field of work or study
- apply a range of communication skills relevant to the role in the field of work or study
- apply literacy and numeracy skills relevant to the role in the field of work or study
- work under limited supervision
- demonstrate major responsibility for own learning and performance
- adapt own behaviour when interacting with others
- contribute to group performance.

This certificate is listed at level 3 and must comprise a minimum of 40 credits at level 3 or above.

~~4.03~~ 4.05 CERTIFICATE LEVEL 4

A **certificate at level 4** qualifies individuals to work or study in broad or specialised field(s)/ areas.

A graduate of a level 4 certificate is able to:

- demonstrate broad operational and theoretical knowledge in a field of work or study
- select and apply solutions to familiar and sometimes unfamiliar problems
- select and apply a range of standard and non-standard processes relevant to the field of work or study
- apply a range of communication skills relevant to the field of work or study
- demonstrate the self-management of learning and performance under broad guidance
- demonstrate some responsibility for performance of others.

This certificate is listed at level 4 and must comprise a minimum of 40 credits at level 4 or above.

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4.04   4.06 CERTIFICATE LEVEL 5

A **certificate at level 5** qualifies individuals with theoretical and/or technical knowledge and skills within an aspect(s) of a specific field of work or study.

A graduate of a level 5 certificate is able to:

- demonstrate broad operational or technical and theoretical knowledge within an aspect(s) of a specific field of work or study
- select and apply a range of solutions to familiar and sometimes unfamiliar problems
- select and apply a range of standard and non-standard processes relevant to the field of work or study
- demonstrate complete self-management of learning and performance within defined contexts
- demonstrate some responsibility for the management of learning and performance of others.

This certificate is listed at level 5 and must comprise a minimum of 40 credits at level 5 or above.

4.05   4.07 CERTIFICATE LEVEL 6

A **certificate at level 6** qualifies individuals with theoretical and/or technical knowledge and skills within an aspect(s) of a specialised/strategic context.

A graduate of a level 6 certificate is able to:

- demonstrate specialised technical or theoretical knowledge with depth within an aspect(s) of a field of work or study
- analyse and generate solutions to familiar and unfamiliar problems
- select and apply a range of standard and non-standard processes relevant to the field of work or study
- demonstrate complete self-management of learning and performance within dynamic contexts
- demonstrate responsibility for leadership within dynamic contexts.

This certificate is listed at level 6 and must comprise a minimum of 40 credits at level 6 or above.

4.02   NON-FORMAL AWARDS

Non-Formal Awards include:

4.1.1   AWARDS WHICH ARE NOT QUALIFICATIONS:

- Record of Participation
- Record of Achievement
- Training Schemes
- Certificate of Proficiency

4.1.1.1   Record of Participation

A **Record of Participation** is awarded when a student has actively participated in a course or programme in which there is usually no exam or other form of assessment. This award is intended as a method of recognising that the student was an active participant in a series of learning activities within the course or programme, and their contributions and/or outputs have been recorded. ItThis award may be used to record staff participation in structured continuing professional development courses. This cCan be awarded to a

student who attends a programme involving assessment but ~~who~~ fails to reach the minimum level of achievement required.

4.1.1.2 Record of Achievement

A **Record of Achievement** is awarded when a student has attained a defined level of achievement in a course or programme and where no qualification is awarded. A Record of Achievement is awarded when the student has attained the defined level of achievement for a Training Scheme.

A Training Schemes is awarded when

When the Education Amendment Act 2011 came into force on 31 August 2011, any existing approved programmes that did not lead to a qualification listed on the NZQF were deemed to be approved training schemes.

Defined in Section 159(1) of the Education Act (1989) as study or training that leads to an award; but does not, of itself, lead to an award or a qualification listed on the NZQF [def NZQA]. A Training Scheme cannot exceed 39 credits.

Refer to http://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/training-scheme-approval/

4.1.1.3   Certificate of Proficiency

A **Certificate of Proficiency** (COP) is a programme of study that has been chosen by an individual learner, consisting of one or more assessed courses from an already approved qualification, and approved by an academic board, but is not credited to any qualification.

Training Schemes and Certificates of Proficiency will be approved by the Academic Board under delegated authority from the Council.

Special Honour and Recognition Awards include:

- Honorary Fellow
- Honorary Degree
- Medal of Meritorious Service
- Privileges granted to retired staff or others
- Staff Merit Award

For information onRefer to: Special Honour and Recognition Awards, refer to: Sections 5 NMIT

Academic Statute

Student Results and Awards Policy

Certificate of Proficiency Guidelines

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Nelson Marlborough Institute of Technology

2018 Academic Statute

Te Ture Akoranga

Section 5:

Special Honour and Recognition Awards

Section	Academic Statute		
Approval Date		**Approved by**	Council
Next Review	12.10.~~2017~~2018	**Responsibility**	Chief Executive
This Review	08.11.2017	**Key Evaluation Question**	6

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The **NMIT Academic Statute** applies to all NMIT programmes, whether delivered at NMIT, in conjunction with another provider or by distance.

The Academic Statute is available from all Programme Area Administration Offices, the Library Learning Centre and the NMIT website.

All **NMIT policies** listed in this Statute are also available on the NMIT website.

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5.01 SPECIAL HONOUR AND RECOGNITION AWARDS

Council may grant a special honour or recognition award equivalent to the highest qualification that it currently has the power to award. Special honour and recognition awards are listed below.

AWARD	APPROVING AUTHORITY
Honorary Fellow	Council on the recommendation of the Chief Executive or the Executive Committee of Council
Honorary Degree	Council on the recommendation of the Academic Board Nominations Committee
Institutional Medal	Council on the recommendation of the Chief Executive
Privileges granted to retired staff or others	Chief Executive
Staff Merit Award	Chief Executive

5.02 HONORARY FELLOW

The category of Honorary Fellow is reserved for the highest prestigious awards.

This award is normally made to persons external to the organisation.

The criteria for the award will be:

- as a mark of esteem; and/or
- an outstanding and distinguished achievement, and/or
- an outstanding and distinguished contribution to the organisation; and/or
- an outstanding and distinguished contribution in a particular field to the wider community of which the organisation is a part; and/or
- an outstanding and distinguished contribution to society in general, relevant to NMIT.

    This award will be made by the Council on the recommendation of the Chief Executive.

5.03 HONORARY DEGREE

The criteria for the award will be:

- as a mark of esteem; and/or
- an outstanding and distinguished academic achievement, and/or
- an outstanding and distinguished contribution to the organisation; and/or
- an outstanding and distinguished contribution in a particular field to the wider community of which the organisation is a part; and/or
- an outstanding and distinguished relevant contribution to society in general, relevant to NMIT.

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Nominations for an Honorary Degree may also be accepted for persons whose distinction and achievement, though not fitting the categories listed above, manifest outstanding personal qualities that the Council may wish to recognise and whose acceptance of an honorary degree would bring acclaim to the organisation.

Normally, current employees of the organisation do not qualify for an Honorary Degree.

Normally, persons currently holding political office are not eligible for consideration for an Honorary Degree.

Persons engaged in a material commercial relationship with the organisation are not eligible for consideration for an Honorary Degree.

Nominees shall not be current members of the Council of the organisation.

Honorary Degrees will be conferred at the December graduation ceremonies or upon such other occasions as Council may decide.

Recipients of an Honorary Degrees are expected to attend the appropriate graduation ceremony and may be called upon to make a short address.

Honorary degrees are awarded by the Council on the recommendation of the Academic Board.

5.04 INSTITUTIONAL MEDAL

An Institutional Medal may be awarded to staff or persons external to the organisation for particularly meritorious service.

This award will be made by the Council on the recommendation of the Chief Executive.

5.05 PRIVILEGES GRANTED TO RETIRED STAFF AND OTHERS

Special privileges may be granted to retired staff or other persons by the Chief Executive on such terms and conditions as the Chief Executive may decide.

Such privileges may include access to institutional facilities on a prescribed basis.

5.06 STAFF MERIT AWARD

A Staff Merit Award may be made by the Chief Executive under such terms and conditions as the Chief Executive may decide.

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5.07 PROCESSES FOR APPROVAL OF SPECIAL HONOUR AND ~~REGOGNITION~~ RECOGNITION AWARDS

PROCESS FOR APPROVAL OF HONORARY DEGREES

A notice will be placed in the appropriate internal media inviting staff, students, and members of Council to submit nominations.

Nominations must be submitted in writing to the Chief Executive.

The nomination document should include the reasons why, in the opinion of the nominator(s), such an honour should be conferred; reasons why this organisation, in particular, should award an honorary degree to this candidate; achievements following the criteria as outlined in this policy; names of the nominator(s) and date of submission.

The Chair of the Academic Board Nominations Committee shall acknowledge, in writing, the receipt of each nomination of a candidate for an honorary degree.

The Academic Board Nominations Committee reserves the right to request further information.

The deliberations of the Academic Board Nominations Committee shall take place in strictest confidence with recommendations going forward to the full Academic Board and ultimately to Council on the confidential agenda of the relevant meetings of these bodies.

The Academic Board Nominations Committee shall consult with the relevant Director if the proposed candidate is recommended on the basis of distinction in an academic or professional area represented at the organisation.

When the Academic Board Nominations Committee recommends a candidate for an honorary degree to the Academic Board and ultimately to the Council, it shall provide (as part of the recommendation) a written summary of the rationale and supporting documentation (and written statements provided by the person(s) who nominated the candidate).

The deliberations of the Academic Board Nominations Committee are strictly confidential and the rationale(s) for decisions of the Committee are not to be shared with the nominating parties verbally or in writing.

The approval for all awards shall be by a majority vote by the Council.

Once approved, candidates for honorary degrees receive a letter under the signatures of the Chair of Council and the Chief Executive inviting them to accept an honorary degree. Once accepted in writing, the names of honorary graduands are released to the staff of the organisation and to the media.

PROCESS FOR APPROVAL OF HONORARY FELLOWS AND INSTITUTIONAL MEDALS

A notice will be placed in the appropriate internal media inviting staff, students, and members of Council to submit nominations.

Nominations must be submitted in writing to the Chief Executive.

The Chief Executive reserves the right to request further information.

The nomination document should include the reasons why, in the opinion of the nominator(s), such an honour should be conferred; reasons why this organisation, in particular, should award an honorary degree to this

candidate; achievements following the criteria as outlined in this policy; names of the nominator(s) and date of submission.

The deliberations of the Academic Board Nominations Committee shall take place in strictest confidence with recommendations going to the Council on the confidential agenda.

The deliberations of the Academic Board Nominations Committee are strictly confidential and the rationale(s) for decisions of the Committee are not to be shared with the nominating parties verbally or in writing.

The approval for all awards shall be by a majority vote by the Council.

Once approved, candidates for awards receive a letter under the signatures of the Chair of Council and the Chief Executive inviting them to accept the award. Once accepted in writing, the names are released to the staff of the organisation and to the media.

PROCESS FOR APPROVAL OF PRIVILEGES AND STAFF MERIT AWARDS

Nominations must be submitted in writing to the Chief Executive.

The nomination document should include the reasons why, in the opinion of the nominator(s), such an award should be conferred.

The Chief Executive reserves the right to request further information.

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Nelson Marlborough Institute of Technology

2018 Academic Statute

Te Ture Akoranga

Section 6: Academic Board

Terms of Reference

Section	Academic Statute		
Approval Date	~~01.12.2016~~16.11.2017	**Approved by**	Council
Next Review	12.10.~~2017~~2018	**Responsibility**	Director of Learning~~, and~~ Teaching and Quality
This Review	~~/~~12.10.2017	**Key Evaluation Question**	6

The **NMIT Academic Statute** applies to all NMIT programmes, whether delivered at NMIT, in conjunction with another provider or by distance.

The Academic Statute is available from all Programme Area Administration Offices, the Library Learning Centre and the NMIT website.

All **NMIT policies** listed in this Statute are also available on the NMIT website.

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SECTION 6: ACADEMIC BOARD

6.01 ACADEMIC BOARD COMMITTEE STRUCTURE

The diagram below shows the Academic Board Committee structure:
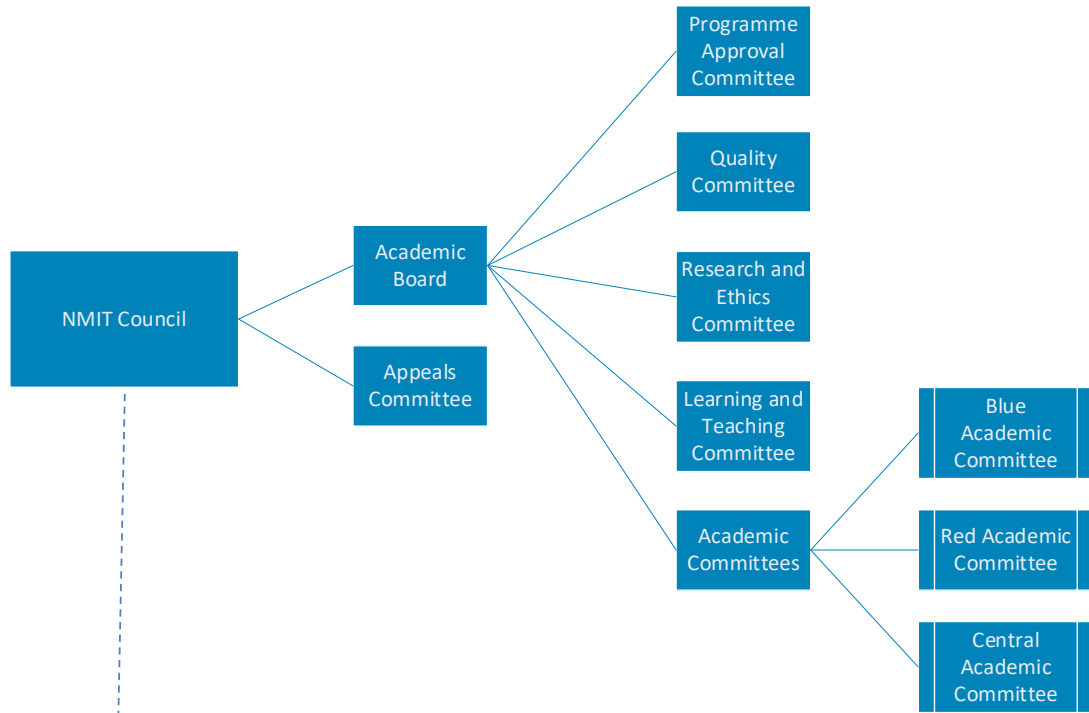
NMIT COUNCIL	
Approves	• Changes to policy • Academic Statute • Fees • Delegations • Annual Report • Investment Plan • Degree conferral • Honorary Degree, Honorary Fellow, Institutional Medal conferrals
Receives	Academic Board Minutes

The Council shall establish an Academic Board and delegate to the Chief Executive the academic powers and functions under the Education Act 1989 (S. 182.2) and responsibility for the operation of the Academic Board.

In fulfilling that delegation, the Chief Executive will undertake to implement the following responsibilities:

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6.02   SUMMARY OF ACADEMIC BOARD DELEGATIONS AND RESPONSIBILITIES

ACADEMIC BOARD	
Approves and monitors	• Programme regulations and associated policies • Internal and external moderation • Development of academic standards • New and redeveloped programmes and courses and (including changeds) programmes and coursesto be submitted for external approval as required, prior to course development • New delivery sites • Academic content of Joint Venture contracts • Programme approval and Accreditation applications and associated policies • Self-Assessment Reports • Annual Internal Review Plan • Discontinuation of qualifications • Policies and procedures to evaluate and review programmes • Policies and procedures for research conducted by staff and students • Self-Assessment Reports (also known as Annual Programme Evaluation Reports, APERs) for degree level programmes to be sent to NZQA. • Appointment of Degree Monitors where programmes have self-monitoring status • Academic Development Projects • Submission of applications to NZQA of applications for the development of qualifications developing and listings • Decision on approvals of Certificate of Proficiency programmes of study • Academic Seals
Reports to Council	• On significant developments • Refers rRecommendations for new policy • Academic matters as requested
Liaises with	• Tertiary Education Commission (TEC) • Ministry of Education (MoE) • New Zealand Qualifications Authority (NZQA) • Industry Training Organisations (ITOs) • Other relevant bodies
Recommends/endorses	• Changes to NMIT Academic Statute • Honorary Degrees
Receives and/or reviews	• Minutes from Academic Committees • Minutes from Quality Committee • Minutes from Research and Ethics Committee • Minutes from Programme Approval Committee • Minutes from Learning and Teaching Committee • Minutes from Safety, Health and Wellbeing Working Group • Minutes from Safety, Health and Wellbeing Leadership Group • Reports from accreditation panels, external evaluations and reviews and monitors, as well as related action plans

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	• Outcomes of NZQA moderation • Summary of Internal Review Reports • Education Performance Indicators (EPIs) • Sector updates
Oversees	• The development and approval of academic standards, including mechanisms that guarantee that programmes and courses are assessed and moderated in a fair, equitable and consistent manner • The establishment and review of programme regulations including associated policies and procedures regarding student admission, entry and selection, misconduct relating to academic matters, withdrawal, appeals, pre-requisites, recognition of academic credit and granting of awards. • Procedures for determining course results and awarding qualifications. Grant approval of seals under delegated authority from NMIT Council
Develops, and Monitor and Evaluates	• Policies and procedures for approving programmes, taking into account the Institute's strategies and priorities, national tertiary education policies and the proper use of public funds • Policies and procedures to evaluate and review programmes, taking into account external input from the community, Industry Training Organisations and other education providers • Academic quality assurance processes, with particular reference to the requirements for external programme approval and accreditation • Procedures for the approval, support and overview of research conducted by staff and students, with particular attention to ethical and ownership considerations.
Quorum	Eight

Maintains central files of programme approval applications, curriculum documents, programme reviews, accreditation documents, EER reports and other matters related to the Academic Board.

OTHER RESPONSIBILTIES:

• Disseminate appropriate information relating to academic quality and academic developments to the NMIT Council and NMIT staff
• Contribute to the development of NMIT's Strategic Objectives
• Advise, as requested, on academic matters as requested by Council, NMIT management, and the standing committees of the board
• Liaises with Tertiary Education Commission (TEC), Ministry of Education (MOE), New Zealand Qualifications Authority (NZQA), Industry Training Organisations (ITOs), and other relevant bodies
• Maintains central file of programme approval applications, curriculum documents, programme reviews, accreditation documents, EER reports and other matters related to Academic Board.

MEMBERSHIP:

STANDING MEMBERS:

- Chief Executive (Chair)
- Director of Learning, Teaching and Quality (Deputy Chair)
- Four managers
- Head of Academic and Quality
- Director of Māori Education
- Director of Learner Services
- Academic Registrar
- Senior/Academic Advisors (non-voting)
- Academic and Quality Administrator (Secretary, non-voting)

APPOINTED MEMBERS:

- 3Three Academic Staff Members
- 2Two NMIT Students

Individuals with specialist expertise may be co-opted in an advisory (non-voting) capacity, to undertake specific tasks as necessary. Individuals may be an academic from another institution or other external body.

Appointed members will be selected on the basis of the skills and experience demonstrated from the relevant Academic Board Member Profile.

It is intended that each member of the Academic Board will demonstrate some of the skills and experience in the profile and that the Board as a whole will have available through its members an optimum range of the skills and experience. The Academic Board will seek to maintain A this balanced representation will be aimed for when appointing new members.

The Chief Executive, in consultation with the Deputy Chair of the Academic Board will select the four managers.

All members should complete an induction process prior to commencement of membership to cover the process and operation of the Board and members' responsibilities. The Chair of the Academic Board is responsible for inducting new members.

ACADEMIC STAFF MEMBERS

Each Staff Member applicant for appointment should provide information in relation to the Profile Section 6 (as specified in Appendix One) of the Academic Board Member Guidelines together withattached to a signed application letter and nomination from their manager.

From the nominations submitted, the Chief Executive will arrange the election of three Academic Staff Members.

Staff members will normally be appointed for two years and can apply for reappointment for consecutive terms or at any time when vacancies occur. To ensure continuity of membership the tenure can be varied.

Staff members who are appointed to the Board will also be appointed to the appropriate Academic Committee, if they were not currently a member. Notwithstanding, Academic Board membership is independent of membership of Academic Committees.

STUDENT MEMBERS

The Student Association of the Nelson Marlborough Institute of Technology Incorporated (SANITI) shall arrange for students to be nominated for membership. Students seeking nomination should complete a signed

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letter with information relevant to the position (Refer Academic Board Member Guidelines Appendix Two). From the nominations submitted, SANITI shall arrange the election of two student members.

Student members will normally be appointed for three years with earlier replacement if students are unavailable for that time.

~~All members should complete an induction process prior to commencement of membership to cover the process and operation of the Board and members' responsibilities. The Chair of the Academic Board is responsible for inducting new members.~~

OTHER RESPONSIBILITIES

Engage in academic debate and evaluate and/or encourage initiatives within Academic Board, Academic Committees and other institute forums.

~~Co-opt individuals with specialist expertise and establish groups, in an advisory capacity, to undertake specific tasks as necessary.~~

Establish working parties for a set period to undertake specific projects. Terms of reference shall be approved by the Board and minutes of working party meetings shall be provided to the Secretary.

Review these terms of reference, membership and operation of the Board and its committees at least every two years and recommend to Council for approval. External input should be sought at least every three years.

ACADEMIC BOARD MEETING PROCEDURE

Academic Board meetings are public meetings under the Local Government Official Information and Meetings Act as amended in 1991. Normal in-committee procedures apply.

The Academic Board should meet once per month or as required.

Agenda items should be forwarded to members at least three~~3~~ working days and preferably one week prior to a meeting.

Absent voting members may nominate proxies in advance to the Board Secretary. Proxies shall have full voting rights provided that proxies do not represent a majority of eligible votes.

Should the Chair and Deputy Chair be absent without a proxy, those present shall elect a voting member to chair the meeting.

The Chair may exercise a casting vote. Proceedings and resolutions of every meeting shall be recorded. Resolutions shall be numbered.

Academic Board minutes shall be:

- Sent to Academic Board members
- Included in the NMIT Council meeting papers
- Stored electronically and available to all staff
- Filed centrally in paper format

6.03~~2~~ - DELEGATIONS AND STANDING COMMITTEES

Specific delegations of this Statute are made by Council to standing committees of the Academic Board.

The Academic Board shall establish standing committees including:

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- Programme Approval Committees
- A Quality Committee
- A Research and Ethics Committee
- A Learning and Teaching Committee
- Academic Committees
- An Academic Board Nominations Committee.

The Academic Board assigns the specific responsibilities listed below to its standing committees. In doing so, it requires that:

a) any policies related to the responsibilities are formally approved by the Academic Board and,
b) decisions made by the standing committee are reported to, and approved by, the Board, unless specifically excluded through direct delegation from Council to an Academic Board standing committee.

Each standing committee, except Aacademic Ccommittees, shall:

a) Comprise a minimum of three members, at least two of whom shall be staff Academic Board voting members
b) Be convened by a staff Academic Board voting member
c) Have authority to co-opt non Academic Board members
d) Maintain written records of its meetings

The Chair of the Academic Board (or delegate) is an ex -officio member of the Board's standing committees.

A standing committee shall fulfil its responsibilities as recommendations for approval by the Academic Board unless the standing committee holds formal delegation direct from the NMIT Council.

> *Refer to:* *Academic Board Member Guidelines*

6.04 APPEALS COMMITTEE

APPEALS COMMITTEE RESPONSIBILITIES

The Appeals Committee holds delegations from the NMIT Council for the following responsibilities and authorities:

APPEALS COMMITTEE	
Considers	- Solely on the basis that an appeal was not heard in a fair and unbiased manner, appeals of decisions of Academic Committees of student academic appeals - Appeals of decisions of academic committees of determinations (and any penalty) of academic misconduct - Decisions shall be made by majority vote and shall be deemed to be decisions of Academic Board and as such, are not reported to the Academic Board
Appeal Committee Meetings are held as required. Minutes are confidential and are securely filed by the Secretary of the Academic Board.	

> *Refer to:* *Student Academic Appeals Policy*

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Student Misconduct Procedure

APPEALS COMMITTEE MEMBERSHIP

The Appeals Committee shall comprise three Academic Board members, who have been independent of the appeal in question to date:

- The Chair of the Academic Board or Chief Executive nominee (Chair)
- One staff member
- One student representative

The Chair of the Appeals Committee may also select one person external to NMIT with educational/academic standing or relevant content expertise. For example, where an Appeals Committee is convened to consider an appeal by a student on the Bachelor of Nursing programme, membership will include a registered nurse with a current practising certificate who has an understanding of undergraduate nursing education, as per *Nursing Council of New Zealand Education programme standards for the Registered Nurse Scope of Practice, Criteria 6.4.*

6.05 PROGRAMME APPROVAL COMMITTEE (PAC)

PROGRAMME APPROVAL COMMITTEE (PAC) DELEGATIONS AND RESPONSIBILITIES	
Receives, reviews and recommends to Academic Board	• Applications for approval and/or accreditation of new and reviewed programmes including joint venture contracts and teaching sites in New Zealand and overseas; to ensure curricula and educational delivery meet academic standards. • Applications for NZQF 'consent to assess' • Applications for NZ qualification listing and development • Advice to meet approval requirements and verify requirements have been met • New qualifications and/or development; and new and reviewed programmes

PAC OTHER RESPONSIBILITIES

- Evaluate applications for approval and accreditation of new and reviewed programmes including joint venture contracts and teaching sites in New Zealand and overseas; to ensure curricula and educational delivery meet academic standards.
- Evaluate applications for NZQF 'consent to assess'
- Seek additional input, in relation to the application(s), for consideration by the PAC. The opportunity for input may be extended at the discretion of the Chair
- Set requirements to be met prior to recommending programmes for approval
- Provide advice to meet approval requirements and verify requirements have been met
- Recommend (or not) approval by the Academic Board of new qualification listing and/or development; and new and reviewed programmes

PAC MEMBERSHIP

VOTING MEMBERS:

- Chief Executive
- Director of Learning, Teaching and Quality
- Director of Māori Education
- Director of Marketing and International Development
- Director of Learner Services
- Heads of Department
- Academic Registrar
- Academic Committee representatives
- Business Support Team Leader
- Student Representative

Chair: Chief Executive, Director of Learning, Teaching and Quality, Director or Head of Department from a Department not submitting the application for approval.

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Academic Committee representatives will be selected by the Academic Registrar in consultation with the Chair of the Academic Board.

A Chair and at least three additional voting members, not including the Head of Department or team leader submitting the application, will be designated for each application. To achieve consistency, the same members should attend all meetings and business relating to that application.

Maximum: Six6 voting members.

NON-VOTING MEMBERS

- The Academic and Quality Administrator, or delegate (as secretary)
- The Senior / Academic Advisor presenting the application

OTHER ATTENDEES

The Chair may invite a member of the Programme Area submitting the application, to attend all or part of the meeting, to provide advice to voting members of the Programme Approval Committee.

OBSERVERS

In order to become familiar with NMIT academic systems and programme design, observers are encouraged.

The Chair may invite observers to attend. A request to attend as an observer should be made to the Chair.

PAC MEETINGS

Meetings will be held as often as required. Minutes, in the form of a PAC Report, will be included in the Academic Board papers.

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6.06 QUALITY COMMITTEE

The Quality Committee is delegated ~~by Council~~ to initiate, promote and report on the evaluation and improvement of quality throughout NMIT.

QUALITY COMMITTEE – ACADEMIC BOARD DELEGATIONS AND RESPONSIBILITIES	
Approves ~~(delegated from NMIT Council)~~	• Self-~~a~~Assessment requirements and responsibilities for required actions • Self-Assessment Reports (Degree-level only) • Determinations on any appeals in relation to self-assessment and internal review
Recommends/endorses	• Policies and procedures before approval by Academic Board, Directorate, Chief Executive or Council • Academic Development Proposals before seeking approval by Academic Board • Annual Internal Review Plan • Internal Review Reports
Develops and/or reviews	• Quality Management System • Quality assurance processes, e.g. programme approvals, degree monitoring, student feedback and self-assessment and internal review • Education Performance Indicators (EPIs) • Sector updates
Monitors	• Action Plans put in place as a result of issues identified in an external Moderation Report
Quorum	• Six members

QUALITY COMMITTEE RESPONSIBILITIES

NEW AND DEVELOPED PROGRAMMES

- Review, make recommendations to Directors and Managers and endorse Academic Development Proposals (or equivalent) prior to Academic Board approval.
- ~~Review, make recommendations to Directors and Managers and endorse Impact Reports (or equivalent) prior to Directorate approval.~~

SELF-ASSESSMENT AND INTERNAL REVIEW

- Ensure appropriate self-assessment processes are implemented
- Receive, evaluate and endorse Degree-level Self-Assessment Reports to be sent to NZQA
- Endorse an annual Internal Review Plan
- Endorse Internal Review Reports
- ~~Determine the extent and timing for the circulation of Reports.~~
- Review and consider the conclusions from the Internal Review Reports, which may include setting and assigning responsibilities for required actions
- Ensure appropriate corrective actions have been implemented and monitor quality improvement
- Receive and make determinations on any appeals in relation to self-assessment

QUALITY ASSURANCE AND QUALITY IMPROVEMENT

- Monitor and review compliance and effectiveness of quality assurance processes, e.g. programme approvals, Programme Review, Degree Monitoring, student feedback and self-assessment
- Approve annual Self-Assessment Reports for Degree-level programmes to be sent to NZQA
- Ensure that quality monitoring reports are considered and actioned
- Identify areas of risk to NMIT in relation to quality and standards and make recommendations to the CE, Council, Directorate and the Academic Board accordingly
- Monitor outcomes for students and other stakeholders and recommend improvements
- Establish working groups to progress quality improvement initiatives
- ~~Monitor external moderation reports and requirements and ensure resulting action plans are in place and completed~~

QUALITY MANAGEMENT SYSTEM

QMS definition: The activities which occur within NMIT to enable agreed student and stakeholder expectations to be met. The documented QMS sets out the policies, structure, processes, responsibilities and resources and describes how these are coordinated to achieve quality.

- Develop and oversee NMIT's QMS. Interpret and maintain an overview of the external legislative requirements that influence the quality of NMIT's services.
- Authorise the development, review or deletion of NMIT's documented policies and procedures and define the consultation and approval process in each case.
- Ensure the Institute's business rules are accurately documented in policies and procedures that are coherent, fit for purpose and integrated into a complete quality system.
- ~~Develop and coordinate NMIT's Quality Management System (QMS). Interpret and maintain an overview of the external policies and legislative requirements that influence the quality of NMIT's services.~~
- ~~Authorise the development or review of NMIT policies and procedures and define the consultation and approval process in each case.~~
- ~~Ensure the Institute's policies and procedures are coherent and accurately documented and cross-referenced.~~

QUALITY COMMITTEE MEMBERSHIP

- Director of Learning, ~~and~~ Teaching and Quality (Chair)
- Chief Executive (ex officio)
- Director of Māori Education
- Two (2) Heads of Department
- Student Advocate (SANITI) or Student Representative
- Business Support Team Leader
- Senior Academic Advisor
- Quality Enhancement Manager
- Co-opted members as required

QUALITY COMMITTEE MEETINGS

Meetings will be held fortnightly or as required. The Quality Committee will keep minutes of its meetings and report as it sees fit to the NMIT Council~~,~~ and Chief Executive. Minutes of meetings shall be provided to the Secretary of the Academic Board and included in Academic Board meeting papers.

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Refer to: *Quality Management System (QMS) Policy*

                      Quality Management System (QMS) Procedure

                      Self-Assessment Policy

                      Self-Assessment Procedure

                      Internal Review Policy

                      Degree Monitoring Policy

                      Student ~~Feedback – 'The Student Voice' Policy~~Surveys – Procedure

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6.07 RESEARCH AND ETHICS COMMITTEE

RESEARCH AND ETHICS COMMITTEE – ACADEMIC BOARD DELEGATIONS AND RESPONSIBILITIES	
Receives and reviews	• NMIT working papers or occasional papers • Annual Programme Area and Institute Research Plans • Notification of research proposals, which require ethical consideration • Ethical considerations in programme delivery • Annual reports on research outputs and activities from Programme Areas • ~~Receive n~~ Notification of Animal Ethics Committee meetings and a copy of the agenda prior to the meeting. Minutes from Animal Ethics Committee meetings to be available to Research and Ethics Committee members. •
Recommends/endorses	• Assess and endorse ~~as appropriate~~ annual Programme Area or Institute R~~r~~esearch P~~p~~lans via Academic Committee minutes, representation, and through any Programme Area research committees/representatives established within NMIT • Publication of NMIT working papers or occasional papers • Submission of research proposals to Animal Ethics Committee • Submission of research proposals to NZ Health and Disability Ethics Committee • Strategic decisions relating to research • Applications for research project funding and funding approvals • ~~Assess and endorse as appropriate, r~~Research proposals that meet recognised ethical standards and known safety procedures. (refer to *NMIT Code of Ethical Conduct for Research)*
Recommends and reports to Academic Board	• Annual reports on research outputs and activities from Programme Areas • Institute Research Plans • Changes to research strategies and monitoring systems
Quorum	• Six members
Maintains records of all activities and decisions of the Committee.	

OTHER RESPONSIBILITIES

• ~~Where appropriate, consider applications for research project funding and funding approvalsEndorse the publication of NMIT working or occasional papers.~~

• ~~Endorse annual Programme Area or Institute research plans~~Encourage staff to notify relevant research contacts for all research projects.

• ~~Receive annual reports on research outputs and activities from Programme Areas~~From time to time advise the Chief Executive and other senior managers on resources required to support research at NMIT.

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Maintain records of all activities and decisions of the Committee.

Receive notification of research proposals which require ethical considerationAssess and endorse as appropriate, research proposals that meet recognised ethical standards and known safety procedures. (refer to *NMIT Code of Ethical Conduct for Research*)

- Receive notification of Animal Ethics Committee meetings and a copy of the agenda prior to the meeting. Minutes from Animal Ethics Committee meetings to be available to Research and Ethics Committee members.

RESEARCH AND ETHICS COMMITTEE MEMBERSHIP

- Director of Learning, Teaching and Quality (Chair)
- Student Representative
- Research Manager
- Research Professor Health and Social Science (ex officio)
- Research Professor Applied Industries (ex officio)
- Knowledge &and Technical Services Manager (or Deputy)
- A representative from NMIT's Animal Ethics Committee
- A representative from Te Toki Pakohe
- At least four and up to six Academic Staff with research/consultancy experience nominated by Managers or staff from Programme Areas delivering degree programmes
- Provision for one external member in situations where a conflict of interest may occur.

RESEARCH AND ETHICS COMMITTEE MEETINGS

Meetings will be held as required, at least once per term. Minutes of meetings shall be provided to the Secretary of the Academic Board and included in Academic Board meeting papers.

A quorum of the Research and Ethics Committee will be six members.

Refer to:	*Approval and Publication of Research Policy*
	NMIT Code of Ethical Conduct for Research
	Code of Ethical Conduct – Animal Welfare
	NMIT Research Policy

6.08 LEARNING AND TEACHING COMMITTEE

ᴛPURPOSE

ᴛo foster a culture of educational innovation, creativity and reflection, encouraging good practice in learning and teaching with a focus on learner-centred approaches.

LEARNING AND TEACHING COMMITTEE – ACADEMIC BOARD DELEGATIONS AND RESPONSIBILITIES	
Recommends to Academic Board	• Professional development opportunities for teaching staff and supporting research • Review and development of policies and procedures relating to learning and teaching • Adoption of good practices in learning and teaching

OTHER RESPONSIBILITIES

Responsibilities include the following:

- Encourage adoption of good practices in learning and teaching at NMIT, aligned with the current Learning and Teaching Policy, by working with groups across NMIT to share good practice and assist in the rollout of new or changed tools/process. Areas of focus will include –
  - Learning Design Framework
  - Te Ara Wai
  - Teaching Excellence Awards
- Regularly discuss, challenge and review the policies and processes related to learning and teaching, to recommend changes to the Academic Board.
- Maintain links with external education research organisations, action groups and common interest communities to identify good practice across the sector and to propose implementation opportunities appropriate for NMIT's learning and teaching development

LEARNING AND TEACHING COMMITTEE MEMBERSHIP

- Director of Learning, Teaching and Quality (Chair)
- Chair of Academic Board (ex officio)
- Director of Māori Education
- Director of Learner Services
- Heads of Department (2)
- Academic Senior Staff members (4) (to include ₁one from the Marlborough Campus)
- Student Advocate or Student Representative
- Co-opted members as appropriate (Flexible Learning Team, Learner Services, Teaching staff, Academic and Quality Senior/Academic Advisors etc.)

LEARNING AND TEACHING COMMITTEE MEETINGS AND REPORTS

The Learning and Teaching Committee will meet monthly, with minutes of meetings provided to the secretary of the Academic Board and included in Academic Board meeting papers. Copies of meeting minutes, project reports and good practice outcomes will be published to all staff.

6.09 ACADEMIC COMMITTEES

ACADEMIC COMMITTEES – ACADEMIC BOARD DELEGATIONS AND RESPONSIBILITIES	
Approve (delegated from NMIT Council)	• All course results and the awarding of qualifications. • Award of qualifications (excluding Special Honour and Recognition Awards) • Award of Records of Achievement • Consideration and determination of academic appeals by students including decisions relating to: o Selection o Exclusion o Special assessment results o Passes or grades o Academic misconduct • Annual Moderation Plans (from Departments and Programme Areas)
Recommend/endorse	• New programmes, significant changes to existing courses and programmes, and Training Schemes before consideration by Programme Approval Committee (PAC) • Minor changes to single courses, minor changes to programmes, and new courses before consideration by Director of Learning, Teaching and Quality
Consider/determine	• Course entry, progression and completion requirements have been met. • Consider and determine aAcademic appeals by students (including decisions related to selection, exclusion, special assessment circumstances, re-enrolment, summative assessment results, passes or grades or award of qualifications) for designated programmes and courses. • Consider and determine aAppeals by students of determinations (and any penalty) of academic misconduct.
Receive and monitor	• The quality of programmes and supply quality monitoring reports and other information, required by the Academic Board. • Minutes from Programme Area Results Committees and considers their recommendations for results approvals. • External moderation reports and requirements • Internal and external review/audit reports and requirements • Degree monitoring reports and requirements • NZQA requirements

	• ~~New~~ Academic Development Proposals • Changes to other providers' programmes of study • External ~~M~~moderation events as identified in the Annual Moderation Plans ~~(internal and external)~~
Recommend and report	• On matters pertaining to Quality Management System before consideration by the Quality Committee • Scheduled external quality monitoring visits before consideration by Academic Board
Ensure ~~(delegated from NMIT Council)~~	• Programme Regulations are correctly and consistently applied • Accreditation and moderation requirements are met • Quality of programmes, and supply quality monitoring reports and other information required by the Academic Board • Course entry, progression and completion requirements are met

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ACADEMIC COMMITTEES

Three Academic Committees shall be established each with responsibility to ensure academic standards are consistently met for designated programmes and courses, irrespective of the delivery site:

1. 'Red' Academic Committee
   Membership from the following Departments:
   - Primary Industries, Maritime and Adventure Tourism
   - Trades, Engineering and Aviation
   - Te Toki Pakohe

2. 'Blue' Academic Committee
   Membership from the following Departments:
   - Applied Business and English Language
   - Arts, Media and Digital Technology
   - Health and Fitness
   - Social Sciences, Counselling, Teacher Training and Supported Learning

3. Central Academic Committee

   Responsibilities; to consider for approval:

   - Recognition of Academic Credit applications for all programmes and courses
   - Results of First Aid courses for NMIT staff members
   - Results of courses not covered by Red or Blue Academic Committees

RESPONSIBILITIES DELEGATED FROM THE NMIT COUNCIL:

Decisions relating to a Committee's responsibilities delegated from NMIT Council shall be made by majority vote and shall be deemed to be decisions of the Academic Board.

RESPONSIBILITIES TO THE ACADEMIC BOARD:

Decisions relating to the following shall be made by majority vote as recommendations to the Academic Board to consider for approval.

- Provide advice to the Director of Learning, Teaching and Quality on the application of academic policies and procedures consistent with those of the Institute, the Academic Statute and the NMIT Quality Management System.
- Facilitate communication and provide a forum for debate on academic issues.
- Assess and endorse proposals for new or changed courses and programmes, prior to submission for approval.
- Assist management to ensure academic standards are maintained.
- Assist management to ensure decisions of the Academic Board are implemented.
- Advise the Academic Board of scheduled external quality monitoring visits.
- Receive and discuss quality monitoring reports from regulatory and professional bodies, and monitor actions.
- Receive and monitor external and internal moderation plans.
- Receive and discuss external moderation reports, and monitor actions.
- Receive and discuss internal and external review/audit reports, and monitor actions.
- Receive and discuss degree monitoring reports, and monitor actions.
- Receive and discuss NZQA requirements, and monitor actions.

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'Red' and 'Blue' Academic Committee Meetings will be held regularly, either as face-to-face or e-meetings. Central Academic Committee meetings will be held fortnightly. Meeting minutes shall be coordinated by the relevant Committee Secretary and made available on the intranet for the Secretary of the Academic Board. Minutes shall be included in Academic Board meeting papers.

RED and BLUE ACADEMIC COMMITTEE MEMBERSHIP	
Standing Members	All HoDs from designated Departments Academic and Quality Administrator, (Secretary; non-voting member) Senior / Academic Advisor
Chair	Academic Board Member
Appointed Members	At least four staff representatives for the programmes within the committee (representation of Academic Staff Members, Principal Academic Staff Members, and Senior Academic Staff Members, Programme Coordinators and staff from other campuses - for the designated Departments - is encouraged.)
Other Attendees	The Chair may invite student representative(s) or other staff to attend all or part of the meeting to provide feedback, and contribute to discussions, on proposed Programme Regulations/Course Descriptor changes and/or programme developments and redevelopments.
Quorum	Six

CENTRAL ACADEMIC COMMITTEE MEMBERSHIP	
Standing Members	Academic Registrar Academic and Quality Administrator (Secretary; non-voting member) Senior / Academic Advisor (x2) Teaching, Learning and Assessment Coach Director of Learner Services or delegate Flexible Learning Team Leader or delegate
Chair	Academic Registrar
Appointed Members	Staff representatives for programmes (representation of Academic Staff Members, Principal Academic Staff Members, Senior Academic Staff Members, and staff from other campuses is encouraged.)
Other Attendees	The Chair may invite student representative(s) or other staff to attend all or part of the meeting to provide feedback, and contribute to discussions, on applications for Recognition of Academic Credit.
Quorum	Five

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6.10 ACADEMIC BOARD NOMINATIONS COMMITTEE

ACADEMIC BOARD NOMINATIONS COMMITTEE	
Receives, reviews and recommends to Council	• Nominations for Honorary Fellows and Institutional Medals
Receives, reviews and recommends to Academic Board	• Nominations for Honorary Degrees
Maintains records of all activities and decisions of the Committee.	

ACADEMIC BOARD NOMINATIONS COMMITTEE RESPONSIBILITIES

The Academic Board Nominations Committee receives and reviews nominations for Honorary Degrees, Honorary Fellows and Institutional Medals.

ACADEMIC BOARD NOMINATIONS COMMITTEE MEMBERSHIP

Membership of the Nominations Committee is composed of the following:

- Chief Executive or delegate (who will serve as Chair of the Committee)
- Director of Learning, Teaching and Quality
- Student member of the Academic Board (selected as required)
- One member of the Academic Board (selected as required)
- Director of Marketing and International Development

Quorum for the Academic Board Nominations Committee will be three members.

ACADEMIC BOARD NOMINATIONS COMMITTEE MEETINGS

Meetings will be held as required.

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Nelson Marlborough Institute of Technology

2018 Academic Statute

Te Ture Akoranga

Section 7: Schedule of Course Result Keys

Section	Academic Statute		
Approval Date	1.12.201616.11.2017	**Approved by**	Council
Next Review	12.10.20172018	**Responsibility**	Director of Learning, Teaching and Quality

| This Review | ǂ16.10.2017 | **Key Evaluation Question** | 6 |

The **NMIT Academic Statute** applies to all NMIT programmes, whether delivered at NMIT, in conjunction with another provider or by distance.

The Academic Statute is available from all Programme Area Administration Offices, the Library Learning Centre and the NMIT website.

All **NMIT policies** listed in this Statute are also available on the NMIT website.

The ~~**NMIT Academic Statute** applies to all NMIT programmes, whether delivered at NMIT, or in conjunction with another provider or by distance.~~

~~The Academic Statute is available from all Programme Area Administration Offices, the Library Learning Centre and on the NMIT website.~~

~~Also available on the NMIT website: all **NMIT policies** listed in this Statute.~~

~~The website address is: **www.nmit.ac.nz**~~

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SECTION 7: SCHEDULE OF COURSE RESULT KEYS

7.01 INTRODUCTION

The Course Result Key lists the results available for a course, and the description of what each result represents. The Result Key is specified in the Programme Regulations. Generally the same Result Key applies to all the courses in a programme, but in some cases the Result Key may differ between the courses in the same programme.

Each Course Result Key has an identification code made up of three components:

1. **Type of assessment being used:**
   - CO = Competency Based Assessment
   - AC = Achievement Based Assessment
2. **Letters identifying the organisation that the Course Result Key originates from:**
   - ARA   = Ara Institute of Canterbury
   - BOPP   = Bay of Plenty Polytechnic (now Toi Ohomai. See TOIO)
   - CPIT   = Christchurch Polytechnic Institute of Technology (now Ara Institute of Canterbury. See ARA)
   - EIT   = Eastern Institute of Technology
   - NMIT   = Nelson Marlborough Institute of Technology
   - NZBED = New Zealand Board of Engineering Diplomas
   - NZQA   = NZ Qualifications Authority
   - OTPT   = Otago Polytechnic
   - SOIT   = SIT (Southern Institute of Technology)
   - TANZ   = Tertiary Accord of New Zealand, made up of:
       - Otago Polytechnic
       - Northtec
       - Universal College of Learning
       - Ara Institute of Canterbury
       - Eastern Institute of Technology
       - Nelson Marlborough Institute of Technology
       - Toi Ohomai Institute of Technology
   - TOIO   = Toi Ohomai Institute of Technology
   - TWOA   = Te Wānanga o Aotearoa
   - UCOL   = University College of Learning
   - WAIA   = Waiariki Institute of Technology (now Toi Ohomai. see TOIO)
   - WHIT   = Whitireia Community Polytechnic
   - WINT   = WINTEC (Waikato Institute of Technology)
3. **Two-digit number** starting at 01 indicating which of the Result Keys from that organisation is being used.

Examples: *CO-NMIT-01 = Competency Based assessment, NMIT Result Key, number 1*

AC-SOIT-03 = Achievement Based assessment, SIT Result Key, number 3

7.02 COLLABORATIVE OR SHARED ARRANGEMENTS

Where NMIT is delivering an already approved programme of study which has been developed and delivered by another Tertiary Education Organisation (TEO), the Result Key to be used is specified in the approved Programme Regulations.

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Where NMIT is delivering an approved programme in collaboration with another TEO, the Result Key to be used is specified in the approved Programme Regulations.

Where NMIT is subcontracted to deliver an approved programme on behalf of another TEO, the Result Key to be used is specified in the approved Programme Regulations.

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7.03 COURSE RESULT KEYS – COMPETENCY-BASED ASSESSMENT

CO-NMIT-01

RESULT	DESCRIPTION
P	Pass
NP	No Pass

Other results that may be awarded:

RESULT	DESCRIPTION
Cross Credit	Pass - Course credited on basis of <u>similar</u> course already completed as part of another approved qualification from NMIT or another institution
Credit Transfer	Pass - Course credited on basis of <u>same</u> course already completed in another qualification at another institution
Pass (RPL)	Pass - Recognition of Prior Learning
Withdrawn	Withdrawn from a course or programme

Note: Aegrotat Consideration is not available.

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CO-NMIT-02

RESULT	DESCRIPTION
M	Pass with Merit
P	Pass
NP	No Pass

Other results that may be awarded:

RESULT	DESCRIPTION
Cross Credit	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or another institution
Credit Transfer	Pass - Course credited on basis of same course already completed in another qualification at another institution
Pass (RPL)	Pass - Recognition of Prior Learning
Withdrawn	Withdrawn from a course or programme

Note: Aegrotat Consideration is not available.

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CO-NMIT-05

This Course Result Key is used for the following programme:

- Certificate in Te Rito o Te Reo

RESULT	DESCRIPTION
P	Pass
NP	No Pass

Other results that may be awarded:

RESULT	DESCRIPTION
Withdrawn	Withdrawn from a course or programme

Note: Aegrotat Consideration is not available.

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CO-WINT-01

This Course Result Key is used in the following programme:

- Certificate in Nursing (Competence Assessment Programme) (Level 7)

RESULT	DESCRIPTION
P	Pass
NP	No Pass

Other results that may be awarded:

RESULT	DESCRIPTION
Credit Transfer	Pass - Course credited on basis of <u>same</u> course already completed in another qualification at another institution
Withdrawn	Withdrawn from a course or programme

Note: Aegrotat Consideration is not available.

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CO-CPIT-01 - FOLLOWING NAME CHANGE, NOW CODED AS: CO-ARA-01

This Course Result Key is used in the following programme:

- Bachelor of Nursing

RESULT	DESCRIPTION
P	Pass
F	Fail

Other results that may be awarded:

RESULT	DESCRIPTION
W	Withdrawn

Note: Aegrotat Consideration is not available.

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CO-CPIT-02 - FOLLOWING NAME CHANGE, NOW CODED AS: CO-ARA-02

This Course Result Key is used in the following programmes:

- Te Haeata (Certificate in Māori Foundation Studies)
- Te Ata Hou (Certificate in Māori Studies)

RESULT	DESCRIPTION
P	Pass
NC	Not Complete

Other results that may be awarded:

RESULT	DESCRIPTION
CC	Cross Credit: Successful prior completion of a similar course at ~~CPIT~~ARA or another equivalent institution
CT	Credit Transfer: Successful prior completion of the identical course/unit at ~~CPIT~~ARA or another equivalent institution
Pass (RPL)	Pass - Recognition of Prior Learning
INC	Fail: "did not complete the course". Informally withdraws.
AP	Aegrotat Pass
WD	Withdrawn from a course or programme

Note: Aegrotat Consideration is not available.

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CO-UCOL-01

This programme uses competency-based assessment and results will be specified in accordance with the UCOL Academic Statute as follows:

RESULT	DESCRIPTION
P	Pass/Complete
CR	Credit gained through the recognition of prior learning
N/A	Not Achieved. Incomplete (ie, did not complete programme successfully)
F	Ungraded Fail (no assessment undertaken)
W	Withdrawn
DNC	Did not complete both all compulsory assessments and CAR

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CO-TANZ 01

In courses with **ungraded** competency the following course grades will apply:

RESULT	DESCRIPTION
P	Passed
NP	Not Passed

Other results that **may** be awarded:

RESULT	DESCRIPTION
CT	Course credit awarded by Credit Transfer
CC	Course credit awarded by Cross Credit
RPL	Course credit awarded by Recognition of Prior Learning
W	Withdrawn
U	Unfinished at time of reporting

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CO-TANZ 02

In courses with **graded** competency the following course grades will apply:

RESULT	DESCRIPTION
E	Passed with Excellence
M	Passed with Merit
P	Passed
NP	Not passed

Other results that **may** be awarded:

RESULT	DESCRIPTION
CT	Course credit awarded by Credit Transfer
CC	Course credit awarded by Cross Credit
RPL	Course credit awarded by Recognition of Prior Learning
W	Withdrawn
U	Unfinished at time of reporting

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7.04 COURSE RESULT KEYS – ACHIEVEMENT-BASED ASSESSMENT

AC-NMIT-01

RESULT	DESCRIPTION
A	
B	Pass grades
C	
D	Fail grades
E	

Other results that may be awarded:

RESULT	DESCRIPTION
Cross Credit	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or another institution
Credit Transfer	Pass - Course credited on basis of same course already completed in another qualification at another institution
Pass (RPL)	Pass - Recognition of Prior Learning
Grade (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.
Pass (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is not able to be determined.
D (CON)	Conceded Pass - Where a narrow fail in a course is compensated by good grades in other courses within the programme.
Withdrawn	Withdrawn from a course or programme

Note: A maximum one Conceded Pass is permitted within the programme per student.

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AC-NMIT-02

RESULT	DESCRIPTION
A	Pass with Distinction
B	Pass with Merit
C	Pass
D	Fail grades
E	

Other results that may be awarded:

RESULT	DESCRIPTION
Cross Credit	Pass - Course credited on basis of <u>similar</u> course already completed as part of another approved qualification from NMIT or another institution
Credit Transfer	Pass - Course credited on basis of <u>same</u> course already completed in another qualification at another institution
Pass (RPL)	Pass - Recognition of Prior Learning
Grade (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.
Pass (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is not able to be determined.
D (CON)	Conceded Pass - Where a narrow fail in a course is compensated by good grades in other courses within the programme.
Withdrawn	Withdrawn from a course or programme

Note: A maximum one Conceded Pass is permitted within the programme per student.

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AC-NMIT-03

RESULT	DESCRIPTION
A+	Pass Grades
A	
A-	
B+	
B	
B-	
C+	
C	
D	Fail grades
E	

Other results that may be awarded:

RESULT	DESCRIPTION
Cross Credit	**Pass - Course credited on basis of <u>similar</u> course already completed as part of another approved qualification from NMIT or another institution**
Credit Transfer	**Pass - Course credited on basis of <u>same</u> course already completed in another qualification at another institution**
Pass (RPL)	**Pass - Recognition of Prior Learning**
Grade (AEG)	**Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.**
Pass (AEG)	**Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is not able to be determined.**
D (CON)	**Conceded Pass - Where a narrow fail in a course is compensated by good grades in other courses within the programme.**
Withdrawn	**Withdrawn from a course or programme**

Note: A maximum one Conceded Pass is permitted within the programme per student.

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AC-NMIT-04

RESULT	DESCRIPTION
A+	
A	Pass with Distinction
A-	
B+	
B	Pass with Merit
B-	
C+	
C	Pass
D	
E	Fail grades

Other results that may be awarded:

RESULT	DESCRIPTION
Cross Credit	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or another institution
Credit Transfer	Pass - Course credited on basis of same course already completed in another qualification at another institution
Pass (RPL)	Pass - Recognition of Prior Learning
Grade (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.
Pass (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is not able to be determined.
D (CON)	Conceded Pass - Where a narrow fail in a course is compensated by good grades in other courses within the programme.
Withdrawn	Withdrawn from a course or programme

Note: A maximum one Conceded Pass is permitted within the programme per student.

AC-NMIT-05

RESULT	MARK RANGE (%)	DESCRIPTION
A+	85 - 100	
A	80 - 84	
A-	75 - 79	
B+	70 - 74	
B	65 - 69	Pass grades
B-	60 - 64	
C+	55 - 59	
C	50 - 54	
D	40 - 49	Fail grades
E	0 - 39	

Other results that may be awarded:

RESULT	DESCRIPTION
Cross Credit	Pass - Course credited on basis of <u>similar</u> course already completed as part of another approved qualification from NMIT or another institution
Credit Transfer	Pass - Course credited on basis of <u>same</u> course already completed in another qualification at another institution
Pass (RPL)	Pass - Recognition of Prior Learning
Grade (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.
Pass (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is not able to be determined.
D (CON)	Conceded Pass - Where a narrow fail in a course is compensated by good grades in other courses within the programme.
Withdrawn	Withdrawn from a course or programme

Note: A maximum one Conceded Pass is permitted within the programme per student.

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AC-NMIT-06

RESULT	MARK RANGE (%)	DESCRIPTION
A+	85 - 100	Pass with Distinction
A	80 - 84	
A-	75 - 79	
B+	70 - 74	Pass with Merit
B	65 - 69	
B-	60 - 64	
C+	55 - 59	Pass
C	50 - 54	
D	40 - 49	Fail grades
E	0 - 39	

Other results that may be awarded:

RESULT	DESCRIPTION
Cross Credit	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or another institution
Credit Transfer	Pass - Course credited on basis of same course already completed in another qualification at another institution
Pass (RPL)	Pass - Recognition of Prior Learning
Grade (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.
Pass (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is not able to be determined.
D (CON)	Conceded Pass - Where a narrow fail in a course is compensated by good grades in other courses within the programme.
Withdrawn	Withdrawn from a course or programme

Note: A maximum one Conceded Pass is permitted within the programme per student.

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AC-NMIT-07

RESULT	MARK RANGE (%)	DESCRIPTION
A	75-100	Pass grades
B	60-74	
C	50-59	
D	40-49	Fail grades
E	0-39	

Other results that may be awarded:

RESULT	DESCRIPTION
Cross Credit	**Pass - Course credited on basis of credit from a course already achieved in another qualification and/or in another institution**
Credit Transfer	**Pass - Course credited on basis of credit for the same course already achieved in another qualification and/or in another institution**
Pass (RPL)	**Pass - Recognition of Prior Learning**
Grade (AEG)	**Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.**
Pass (AEG)	**Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is not able to be determined.**
D (CON)	**Conceded Pass - Where a narrow fail in a course is compensated by good grades in other courses within the programme.**
Withdrawn	**Withdrawn from a course or programme**

Note: A maximum one Conceded Pass is permitted within the programme per student.

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AC-NMIT-08

The following Course Result Key is used for the Certificate in Professional Hairdressing (Level 3) and the Certificate in Advanced Professional Hairdressing (Level 4).

RESULT	DESCRIPTION
A	Pass with Distinction
B	Pass with Merit
C	Pass
D	Fail grades
E	

Other results that may be awarded:

RESULT	DESCRIPTION
Cross Credit (CC)	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or another institution
Credit Transfer (CT)	Pass - Course credited on basis of same course already completed in another qualification at another institution
Pass (RPL)	Pass - Recognition of Prior Learning
Withdrawn	Withdrawn from a course or programme

Note: Aegrotat pass is not available

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AC-NMIT-10

This Course Result Key is used in the following programme:

- Diploma in Marine Engineering Class 3 and Class 4

RESULT	MARK RANGE (%)	DESCRIPTION
A	85 - 100	Pass grades
B	70 - 84	
C	60 - 69	
D	40-59	Fail grades
E	0 - 39	

Other results that may be awarded:

RESULT	DESCRIPTION
Cross Credit	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or another institution
Credit Transfer	Pass - Course credited on basis of same course already completed in another qualification at another institution
Pass (RPL)	Pass - Recognition of Prior Learning
Withdrawn (W*)	Withdrawn from course

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AC-NMIT-11

Course Result Key AC-NMIT-11 is used in the SWE501 Swedish massage course

RESULT	MARK RANGE (%)	DESCRIPTION
A	80 - 100	Pass grades
B	65 - 79	Pass grades
C	50 - 64	Pass grades
D	40 - 49	Fail grades
E	0 - 39	Fail grades

RESULT	DESCRIPTION
Withdrawn	Withdrawn from a course or programme

Note: Aegrotat Pass is not available.

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AC-NMIT-12

This Course Result Key is used in the following programmes:

- New Zealand Certificate in Business (Administration and Technology) Level 3
- New Zealand Certificate in Business (Administration and Technology) Level 3

RESULT	MARK RANGE (%)	DESCRIPTION
A+	90 - 100	Pass grades
A	85 - 89	
A-	80 - 84	
B+	75 - 79	
B	70 - 74	
B-	65 - 69	
C+	60 - 64	
C	55 - 59	
C-	50 - 54	
D	40 -49	Fail grades
E	0 - 39	

RESULT	DESCRIPTION
Cross Credit	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or another institution
Credit Transfer	Pass - Course credited on basis of same course already completed in another qualification at another institution
Pass (RPL)	Pass - Recognition of Prior Learning
Grade (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.
Pass (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is not able to be determined.

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D (CON)	Conceded Pass - Where a narrow fail in a course is compensated by good grades in other courses within the programme.
Withdrawn	Withdrawn from a course or programme

Note: A conceded pass may be awarded at the discretion of the Academic Committee if a student has fulfilled the minimum course requirements but failed narrowly to achieve the standard over all assessments, or completed most but not all of the required work at an acceptable level. The Academic Committee must be satisfied that the student has worked conscientiously and is worthy of special consideration.

A student is eligible to receive only one conceded pass in any one year in the same programme. A conceded pass is not available on a second result.

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AC-NZBED-01

This Course Result Key is used in the following programme:

- New Zealand Diploma in Engineering (Civil)

RESULT	MARK RANGE (%)	DESCRIPTION
A+	90 - 100	
A	85 - 89	
A-	80 - 84	
B+	75 - 79	
B	65 - 69	Pass grades
B-	65 - 69	
C+	60 - 64	
C	55 - 59	
C-	50 - 54	
D	40 - 49	Fail grades
E	0 - 39	

Other results that may be awarded:

RESULT	DESCRIPTION
Pass (RPL)	Pass - Recognition of Prior Learning
Cross Credit	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or another institution
Credit Transfer	Pass - Course credited on basis of same course already completed in another qualification at another institution
Grade (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.
Pass (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is not able to be determined.
W	Withdrawn from a course or programme

AC-NZBED-02

This Course Result Key is used in the following programme:

- NZDE (Civil) Programme

RESULT	MARK RANGE (%)	DESCRIPTION
A+	90 - 100	Pass grades
A	85 - 89	
A-	80 - 84	
B+	75 - 79	
B	65 - 69	
B-	65 - 69	
C+	60 - 64	
C	55 - 59	
C-	50 - 54	
D	40 - 49	Fail grades
E	0 - 39	

Other results that may be awarded:

RESULT	DESCRIPTION
*AEG	Awarded pass following consideration of impaired performance/aegrotat application
[1]CR/RPL	Credit Recognition – the student has applied for and been awarded a credit recognition
W/WD/WDN	Formal withdrawal application processed prior to completion of the course
DNC/INC	Did not complete – student failed to complete more than 50% of the prescribed assessments for that course
FCW	Failed course work
FFE	Failed final exam
R	Restricted (conceded) pass. Can be granted at the discretion of the provider providing the student has achieved a minimum of 45% overall and the course is not a compulsory course. A student can graduate with one R pass only.

*Note: the compulsory Level 6 courses DEN611 Engineering Management *(DE6101)* and DEN612 Engineering Project *(DE6102)* courses cannot be passed by Aegrotat

[1] Each NMIT approval of Recognition of Academic Credit (Recognition of Prior Learning, Cross Credit or Credit Transfer) will be recorded as a Grade of CR/RPL per the provisions of the New Zealand Diploma in Engineering Version 2.0 National Curriculum Document

AC-WAIA-01 - NOW KNOWN AS TOIO, SEE BELOW:

AC-TOIO-01

This Course Result Key is used in the following programmes:

- Culinary Arts (Level 4)
- Culinary Arts (Level 5)

GRADE / CODE	VALUE	DESCRIPTION
A+	90 - 100	Pass grades
A	85 - 89	
A-	80 - 84	
B+	75 – 79	
B	70 – 74	
B-	65 – 69	
C+	60 – 64	
C	50 – 59	
D	40 – 49	Fail grades
E	0 - 39	

Other results that may be awarded:

RESULT	DESCRIPTION
AP	Aegrotat
RPL	Credit granted for Recognition of Prior Learning
R	Restricted Pass
UC	Unspecified Credit
CR	Cross Credit
NC	Incomplete, Valid Extension Granted
Q	Exempt
WD	Withdrawn
DNC	Did Not Complete
NA	Not Assessed
F	Fail

AC-WHIT-01

This Course Result Key is used in the following programme:

- Certificate in Preparation for Tertiary Study

RESULT	MARK RANGE (%)	DESCRIPTION
A+	95 - 100	
A	91 - 94	
B+	81 - 90	
B	71 - 80	Pass grades
C+	61 - 70	
C	50 - 60	
F	0 - 49	Fail grade

Other results that may be awarded:

RESULT	DESCRIPTION
Cross Credit	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or another institution
Pass (RPL)	Pass - Recognition of Prior Learning
Grade (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.
Pass (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is not able to be determined.
W	Withdrawn from a course or programme

AC-WHIT-02

This Course Result Key is used in the following programme:

- Certificate in Preparation for Tertiary Study

RESULT	DESCRIPTION
A+	Pass grades
A	
B+	
B	
C+	
C	
F	Fail grade

Other results that may be awarded:

RESULT	DESCRIPTION
Cross Credit	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or another institution
Pass (RPL)	Pass - Recognition of Prior Learning
Grade (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.
Pass (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is not able to be determined.
W	Withdrawn from a course or programme

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AC-WINT-01

This Course Result Key is used in the following programme:

- Certificate in Nursing (Competence Assessment Programme) (Level 7)

RESULT	MARK RANGE (%)	DESCRIPTION
A++	90 - 100	Pass with Distinction
A+	85 - 89	
A	80 - 84	
A-	75 - 79	
B+	70 - 74	Pass grades
B	65 - 69	
B-	60 - 64	
C+	55 - 59	Fail grades
C	50 - 54	
D	40 - 49	
E	16 - 39	

Other results that may be awarded:

RESULT	DESCRIPTION
Credit Transfer	Course credited on basis of <u>same</u> course already completed in another qualification at another institution
Withdrawn	Withdrawn

Note: Aegrotat Consideration is not available.

AC-WINT-02

This Course Result Key is used in the following programmes:

- Bachelor of Applied Social Science (Counselling)
- Bachelor of Applied Social Science (Social Work)
- Bachelor of Social Work*
- Paetahi Tumu Kōrero Bachelor of Counselling*
- Postgraduate Certificate in Professional Supervision

RESULT	MARK RANGE (%)	DESCRIPTION
A++	90 - 100	Pass
A+	85 - 89	
A	80 - 84	
A-	75 - 79	
B+	70 - 74	
B	65 - 69	
B-	60 - 64	
C+	55 - 59	
C	50 - 54	
D	40 - 49	Fail
E	0- 39	

Other results that may be awarded:

RESULT	DESCRIPTION
M	Merit Pass (*not available)
P	Pass
F	Fail
I	Incomplete
P:a	Aegrotat Pass
P:r	Resit Pass
P:c	Conceded Pass
P:t	Terminating Pass
DNC	Did Not Complete
H	Result Pending
RPL	Pass (RPL)
CC	Cross Credit
CT	Credit Transfer
W	Withdrawn

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AC-OTPT-01

This Course Result Key is used in the following programme:

- Certificate in IT Service and Support

RESULT	DESCRIPTION
A+	Met all course requirements - mark in range [90-100]
A	Met all course requirements - mark in range [85-89]
A-	Met all course requirements - mark in range [80-84]
B+	Met all course requirements - mark in range [75-79]
B	Met all course requirements - mark in range [70-74]
B-	Met all course requirements - mark in range [65-69]
C+	Met all course requirements - mark in range [60-64]
C	Met all course requirements - mark in range [55-59]
C-	Met all course requirements - mark in range [50-54]
Pass	Awarded pass and no appropriate grade can be awarded
D	There at end. Did not meet course requirements. Mark in range [40-49]
E	There at end. Did not meet course requirements. Mark in range [0-39]
Fail	Failed course and no appropriate grade can be awarded.

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Other results that may be awarded:

RESULT	DESCRIPTION
CC	Cross Credit from another qualification
Pass (RPL)	Pass - Recognition of Prior Learning
Grade (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.
Pass (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is not able to be determined.
D (CON)	Conceded Pass
W	Withdrawn from a course or programme

Note: A maximum one Conceded Pass is permitted within the programme per student.

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AC-CPIT-01- NOW KNOWN AS ARA, SEE BELOW:

AC-ARA-01

This Course Result Key is used in the following programme:

- Bachelor of Nursing

RESULT	MARK RANGE (%)	DESCRIPTION
A+	90 - 100	
A	85 - 89	
A-	80 - 84	
B+	75 - 79	
B	70 - 74	Pass grades
B-	65 - 69	
C+	60 - 64	
C	55 - 59	
C-	50 - 54	
D	40 -49	Fail grades
E	0 - 39	

Other results that may be awarded:

RESULT	DESCRIPTION
INC	Fail due to non-completion ("incomplete")
WD	Withdrawn
CP	Conceded Pass
CC	Cross Credit
RPL	Pass - Recognition of Prior Learning

Note 1: A maximum one Conceded Pass is permitted within the programme per student.

Note 2: Aegrotat Consideration is not available.

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AC-CPIT-02 – NOW KNOWN AS ARA – SEE BELOW:

AC-ARA-02

This Course Result Key is used in the following programme:

- Ākona Te Reo – Certificate in Māori Language

RESULT	MARK RANGE (%)	DESCRIPTION
A+	90 - 100	
A	85 - 89	
A-	80 - 84	
B+	75 - 79	
B	70 - 74	Pass grades
B-	65 - 69	
C+	60 - 64	
C	55 - 59	
C-	50 - 54	
D	40 -49	Fail grades
E	0 - 39	

Other results that may be awarded:

RESULT	DESCRIPTION	DEFINITION
AP	Pass	Aegrotat Pass
CC	Pass	Cross Credit
CP	Pass	Conceded Pass *
CPX	Pass	Conceded Pass (non-advancing) *
CT	Pass	Credit Transfer
P	Pass	Ungraded Pass
RPL	Pass	Pass via recognition of Prior Learning
FF	Fail	Forced Fail, due to not attaining mandatory minimums
INC	Fail	Fail due to non-completion
WD	n/a	Withdrawn

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*Note: A conceded pass may be awarded at the discretion of the Academic Committee if a student has fulfilled the minimum course requirements but failed narrowly to achieve the standard over all assessments, or completed most but not all of the required work at an acceptable level. The Academic Committee must be satisfied that the student has worked conscientiously and is worthy of special consideration.

The Academic Committee will decide whether the conceded pass is advancing or non-advancing and whether the student must complete any additional work within a specified time frame.

A student is eligible to receive only one conceded pass in any one year in the same programme. A conceded pass is not available on a second result.

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AC-SOIT-01

This Course Result Key is used in the following programme:

- Postgraduate Diploma in Business Enterprise

RESULT	MARK RANGE (%)	DESCRIPTION
A+	90 - 100	
A	85 - 89	
A-	80- 84	
B+	75 - 79	
B	70 - 74	Pass grades
B-	65 - 69	
C+	60 - 64	
C	55 - 59	
C-	50 - 54	
D	40 - 49	Fail grades
E	0 - 39	

Other results that may be awarded:

RESULT	DESCRIPTION
CC	Course credited on basis of similar course already completed as part of another approved qualification from NMIT or another institution
Pass (RPL)	Pass - Recognition of Prior Learning
Grade (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.
W	Withdrawn from the course

AC-SOIT-02

This Course Result Key is used in the following programme:

- Postgraduate Diploma in Business Enterprise

RESULT	MARK RANGE (%)	DESCRIPTION
A+	90 - 100	
A	85 - 89	
A-	80- 84	
B+	75 - 79	Pass grades
B	70 - 74	
B-	65 - 69	
C+	60 - 64	
C	55 - 59	
C-	50 - 54	Fail grades
D	40 - 49	
E	0 - 39	

Other results that may be awarded:

RESULT	DESCRIPTION
CC	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or another institution
Pass (RPL)	Pass - Recognition of Prior Learning
Grade (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.
W	Withdrawn from the course

AC-SOIT-03

This Course Result Key is used in the following programme:

- Postgraduate Diploma in Business Enterprise

RESULT	MARK RANGE (%)	DESCRIPTION
A+	90 - 100	
A	85 - 89	
A-	80- 84	
B+	75 - 79	Pass grades
B	70 - 74	
B-	65 - 69	
C+	60 - 64	
C	55 - 59	
C-	50 - 54	Fail grades
D	40 - 49	
E	0 - 39	

Other results that may be awarded:

RESULT	DESCRIPTION
CC	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or another institution
Pass (RPL)	Pass - Recognition of Prior Learning
Grade (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.
W	Withdrawn from the course

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201

AC-NZQA-01

This Course Result Key is used in the following programme:

- New Zealand Diploma in Business

RESULT	MARK RANGE (%)	DESCRIPTION
A+	85 - 100	
A	75 - 84	
B+	70 - 74	Pass grades
B	60 - 69	
C	50 - 59	
D	40 - 49	Fail grades
E	0 - 39	

Other results that may be awarded:

RESULT	DESCRIPTION
P	A level of achievement that is ungraded but sufficient for the award of credit; such a level of achievement must be assessed as being equivalent or superior to a 'C' result. The grade 'P' will be used when awarding a cross credit, credit transfer or local prescription result. The grade 'P' will be used when awarding an aegrotat pass following consideration of special circumstances.
F	Used to indicate a level of achievement that is ungraded but not sufficient for the award of credit.
W	Withdrawn from course
R	Specified credit through RPL (APL) towards national prescriptions

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AC-TWOA-01

This Course Result Key is used in the following programme:

- Kawai Raupapa Rauangi

RESULT	DESCRIPTION
Excellence	Pass results
Merit	
ACH - Achieved	
YTA – Yet to Achieve	No Pass results
Did not Present	

Other results that may be awarded:

RESULT	DESCRIPTION
Cross Credit	Cross Credit
Credit Transfer	Credit Transfer
Pass (RPL)	Pass with RPL
Pass (Aeg)	Aegrotat pass*
(Result) (Aeg)	Aegrotat pass*
W	Withdrawn

* Where a result is able to be determined following Special Assessment Circumstances, a pass may be recorded as for example "Merit (Aeg)", i.e. the result will be endorsed to show that the tauira has completed the course under special assessment circumstances. Where a result is unable to be determined, following Special Assessment Circumstances, a pass may be recorded as Pass (Aeg).

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AC-EIT-01

This Course Result Key is used in the following programme:

- Beauty Therapy

RESULT	DESCRIPTION
A	
B	Pass grades
C	
D	Fail grades
E	

Other results that may be awarded:

RESULT	DESCRIPTION
Cross Credit	Pass - Course credited on basis of <u>similar</u> course already completed as part of another approved qualification from NMIT or another institution
Credit Transfer	Pass - Course credited on basis of <u>same</u> course already completed in another qualification at another institution
Pass (RPL)	Pass - Recognition of Prior Learning
Withdrawn	Withdrawn from a course or programme

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Academic Statute – Section 7: Schedule of Course Result Keys
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AC-BOPP-01 – NOW TOIO, SEE BELOW:

AC-TOIO-01

RESULT	MARK RANGE (%)	DESCRIPTION
A+	90 - 100	**Pass grades**
A	85 - 89	
A-	80 - 84	
B+	75 - 79	
B	70 - 74	
B-	65 - 69	
C+	60 - 64	
C	55 - 59	
C-	50 - 54	
D	40 - 49	**No-pass grades**
E	Under 40	
N	Not passed due to non-achievement of some set requirement	

Other results that may be awarded:

RESULT	DESCRIPTION
P	**Pass - Recognition of Prior Learning**
CC	**Pass - Course credited on basis of <u>similar</u> course already completed as part of another approved qualification from NMIT or another institution**
CT	**Pass - Course credited on basis of <u>same</u> course already completed in another qualification at another institution**
W	**Withdrawn from a course or programme**

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AC-TANZ 01

In courses with **ungraded competency** the following course grades will apply:

RESULT	MARK RANGE (%)	DESCRIPTION
A+	90 - 100	**Pass grades**
A	85 - 89	
A-	80 - 84	
B+	75 - 79	
B	70 - 74	
B-	65 - 69	
C+	60 - 64	
C	55 - 59	
C-	50 - 54	
D	40 - 49	**No-pass grades**
E	0-39	

Other results that **may** be awarded:

RESULT	DESCRIPTION
Pass	Pass
Fail	Fail
CT	Credit Transfer
CC	Cross Credit
RPL	Recognition of Prior Learning
DNC	Did not complete
W	Withdrawn
AEG	Aegrotat
RP	Restricted pass
CON	Conceded pass
CP	Conditional pass

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Academic Statute – Section 7: Schedule of Course Result Keys
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AC-TANZ 02

In courses with **ungraded competency** the following course grades will apply:

RESULT	DESCRIPTION
A	Passed with Distinction
B	Passed with Merit
C	Passed
D	Not passed
E	Not passed

Other results that **may** be awarded:

RESULT	DESCRIPTION
Pass	Pass
Fail	Fail
CT	Credit Transfer
CC	Cross Credit
RPL	Recognition of Prior Learning
DNC	Did not complete
W	Withdrawn
AEG	Aegrotat
RP	Restricted pass
CON	Conceded pass
CP	Conditional pass

2018 COUNCIL & AUDIT COMMITTEE WORK-PLANS

PREPARED BY A COOKE (EXECUTIVE ASSISTANT) & V BRYSON (DIRECTOR OF FINANCE & BUSINESS IMPROVEMENT)

PURPOSE

For Council to consider the draft work-plans for both Council and the Audit Committee, which highlights when key pieces of information will be reported during the calendar year.

RECOMMENDATION

That, Council review the work-plans and advise any necessary amendments, alternatively, approve the work-plans as presented.

CONTEXT

Council and Audit Committee work-plans are developed to ensure Council and the Audit Committee are provided appropriate information throughout the calendar year, keeping them briefed of key strategic material.

Annual Calendar for Council and Audit Committee - 2018 DRAFT							
	February	March	April	May	June	August	October	November
Meetings 2018	Thurs 22 February	Thurs 22 March	Fri 20 April	Thurs 10 May	Thurs 14 June	Thurs 9 August	Thurs 4 October	Thurs 15 November
	10.00am Marlborough Campus	Audit 8.00am Council 9.30am Nelson Campus	Strategic Planning Workshop (Location to be confirmed)	9.30am Nelson Campus	Audit 8.00am Council 9.30am Nelson Campus	9.30am Nelson Campus	Audit 8.00am Council 9.30am Nelson Campus	10.00am Marlborough Campus
Strategic Review/Investment Plan	Review		Review		Review	Review	Revise & Review	
Annual Budget	Draft Yr End				Reforecast		Audit Cttee review & recommendation to Council	Approval
CEO Performance Agreement			Complete CEO Appraisal					Review and prepare new agreement
Council Review of Appointments	Review					Review		Revise and Review
Council Performance Review (SAR)				Revise and Review (SAR)				
NMIT's Educational Performance Indicators (EPIs)		Review		Review	Review		Review	
Annual Report		Audit Cttee review & recommendation to Council	Approval by Council		Printed copy to all members of Council			Agree new budget
Audit/Financials								Agree new budget
Audit New Zealand Management Report					Audit Committee receive report and agree actions		Audit Ctte report on actions taken	
Audit New Zealand 2017 Audit Arrangement							Audit Cttee to discuss and develop Audit Plan with Auditors	Audit Cttee recommendation re fees and approval by Council
Internal Audit Programme							Audit Committee Review 3 year programme	
Legislative Compliance		Report to Council				Report to Council		Report to Council
Academic Board Statute Approval		Council to approve						
TEC					Chair & CEO meeting with NMIT Council	Investment Manager		
NB: Other key dates; Nelson Semester 1 Powhiri - Mon 26 Feb; Nelson Semester 2 Powhiri - Mon 23 July; Marlborough Semester 1 Powhiri - Thurs 1 March; Marlborough Semester 2 Powhiri - Thurs 26 July								

3 year Audit Committee work-plan - DRAFT									
	2018			**2019**			**2020**		
	22 March 2018	**14 June 2018**	**4 October 2018**	**Mar-19**	**Jun-19**	**Oct-19**	**Mar-20**	**Jun-20**	**Oct-20**
	8.00am - 9.30am	**8.00am - 9.30am**	**8.00am - 9.30am**	**8.00am - 9.30am**	**8.00am - 9.30am**	**8.00am - 9.30am**	**8.00am - 9.30am**	**8.00am - 9.30am**	**8.00am - 9.30am**
Annual Budget	Draft Yr End	Reforecast		Draft Yr End	Reforecast		Draft Yr End	Reforecast	
Annual Report	Audit Cttee review & recommendation to Council			Audit Cttee review & recommendation to Council			Audit Cttee review & recommendation to Council		
Audit/Financials			Approve budget			Approve budget			Approve budget
Audit New Zealand Management Report			Audit Committee receive report and agree actions			Audit Committee receive report and agree actions			Audit Committee receive report and agree actions
Audit New Zealand Audit Arrangement	Audit Cttee to discuss and develop Audit Plan with Auditors			Audit Cttee to discuss and develop Audit Plan with Auditors			Audit Cttee to discuss and develop Audit Plan with Auditors		
Contract Management	Update			Update			Update		
Delegations		Review & summary			Review & summary			Review & summary	
Post Implementation Review (PIR)		Report to committee			Report to committee			Report to committee	
Insurance and Assets			Review & update			Review & update			Review & update
Compliance	Update			Update			Update		
Policy update		Review & summary			Review & summary			Review & summary	

INTERIM CHIEF EXECUTIVE'S REPORT – OPEN

16 November 2017

<u>**China**</u>

An 11-day trip to China was a huge success. Without exception all Presidents were deeply appreciative of the visit and would value this happening on an annual basis.

Visited nine partner institutions and on the whole our China partners are happy with the collaboration and there are a small number who are keen to explore additional opportunities to broaden the relationship to cover additional programme areas including for example Social Work and Counselling. Promotional presentations were greatly enhanced with the inclusion of short video clips including student testimonials.

There is the ongoing challenge, we are working to overcome and this is, recruiting tutors to deliver in China.

New agreements for Bachelor in Aquaculture were signed with both Qingdao Agriculture University and Tianjin Agriculture University.

A delegation from Hunan University of Technology is scheduled to visit NMIT between 13th to 17th December to further explore potential business opportunities.

<u>**Masters of Applied Management**</u>

We are now successfully accredited and approved for delivery of our newly developed Level 9 Masters programme including both a Level 8 Postgraduate Diploma and a Level 8 Postgraduate Certificate in Applied Management. Delivery will commence out of Nelson February 2018.

The applied management programmes, with the emphasis on advanced skills needed in the region, reflect NMIT's longer term strategy to meet the needs of Government, businesses, and students, both domestic and international, and both new graduates and those in work. These programmes, with highly skilled and industry focussed areas, closely align with the government emphasis on increasingly productive business models where businesses are not reliant on lower-paid and under-qualified employees (*Ministry of Business, Innovation and Enterprise*, 2017a, p.7).

The programmes are designed to contribute to the need for increasing postgraduate study options for Māori, which continues to be an area of need in Aotearoa New Zealand.

These higher qualifications in applied management will help to ensure opportunities for flexible and applied study which is relevant to business for people of all ages. The programmes are also a means by which businesses can connect with NMIT as a way to further enhance their practices. The qualifications also are an attractive option for people to stay in and/or come to Nelson to study and/or work.

- Postgraduate Certificate in Applied Management is designed to cater for students wishing to enter or re-enter studies in management, with direct application to work or professional practice across a wide range of fields. The 60 credit Postgraduate Certificate in Applied Management can be completed in five months of full-time study, or in up to 2 years of part-time study.

- The Postgraduate Diploma in Applied Management is designed to cater for students wanting in-depth and applied management studies applicable to their own professional management interests and aspirations. The programme is also useful to experienced managers with relevant professional experience, who are seeking qualification recognition. The 120 credit Postgraduate Diploma in Applied Management can be completed in ten months of full-time study or up to 4 years of part-time study.

- The Master of Applied Management is designed for students who wish to undertake advanced applied and theoretical management study and substantial independent research which is relevant to their own professional, career and/or academic study aspirations. The 180 credit Master of Applied Management can be completed in 15 months of full-time study or up to 6 years of part-time study.

There were no requirements and the NZQA panel noted two commendations:

1. The interaction and engagement with the business community throughout the development process of these programmes.

2. NMIT's initiative to advance the research culture across the institution and in particular with this first Masters programme.

Merging with the future project - Prototyping

Our project which aims to enable NMIT to adopt and put into action world-leading and emerging pedagogy trends that utilise space, technology and industry connections effectively is making good progress. A lot of work has been done to build awareness and knowledge across the institute and feedback confirms that there are some strong and motivated individuals throughout the institute that will be pivotal is ensuring the project is a success.

Phase one – Discovery, Mapping and Change Management is on target to be completed by end of December and will hit the key deliverables:

- Development and delivery of workshop at Professional Development Day Sept 22
- Identify programmes for prototyping and redesign
- Functional requirements and spatial concepts
- Project planning and methodology
- Technology audit and mapping
- Current delivery methodologies audit and mapping
- Student to Graduate Experience Development
- Staff training.

Phase two – Rethink, Redesign and Restructure will commence January 2018 with a scheduled end on March 2018.

Nelson & Marlborough Institute of Technology

EFTS Reporting 22 October 2017

EFTS Reporting

NMIT EFTS @ 08-Nov-2017 (EA & EW Status)

Value Type	SAC	Int	China	ITO	YG	Star	Other	ACE	Total	
2017 Actual YtD	1,956.54	552.57	287.64	22.81	99.30	36.53	80.48	30.18	3,066.04	Under TEC capped EFTS
2017 Budget FY	1,944.26	771.14	300.00	20.21	108.53	47.80	67.44	29.22	3,288.62	Under TEC capped EFTS
2017 Projected FY	1,941.56	551.26	285.89	21.13	91.82	36.63	67.52	26.35	3,022.16	Under TEC capped EFTS
2017 Plan FY	2,045.90	771.14	300.00	20.21	108.53	47.80	67.44	29.22	3,390.25	Within TEC capped EFTS

% EFTS Variances

	SAC	Int	China	ITO	YG	Star	Other	ACE	Total
Actual(YtD) to Budget(FY)	(11.50)	(218.80)	(12.36)	2.60	(9.80)	(11.28)	35.44	0.87	(224.82)
%Actual(YtD)/Budget(FY)	101%	72%	96%	113%	91%	76%	153%	103%	93%
Actual(YtD) to Projection(FY)	(8.80)	1.08	1.75	1.68	6.92	(0.10)	35.37	3.74	41.63
%Actual(YtD)/Projection(FY)	101%	100%	101%	108%	108%	100%	152%	114%	101%
Actual(YtD) to Plan(FY)	(113.13)	(218.80)	(12.36)	2.60	(9.79)	(11.28)	35.44	0.87	(326.46)
%Actual(YtD)/Plan(FY)	96%	72%	96%	113%	91%	76%	153%	103%	90%
Projection(FY) to Plan(FY)	(104.34)	(219.88)	(14.11)	0.92	(16.71)	(11.18)	0.08	(2.88)	(353.98)
%Projection(YtD)/Plan(FY)	🔴 95%	🔴 71%	🔴 95%	🟢 105%	🔴 85%	🔴 77%	🟢 100%	🔴 90%	🔴 89%

Legend:
- exceeds by greater than 5%
- within allowable limits
- less by greater than 1%

Programme Area EFTS incl. of distributed JV progs.

Value Type	App Bus & ELP	Trades & Eng.	Arts, Media & IT	Soc. Sci. & TTP	Health	Primary Industries	GCA	China Project	Learner Services	Total
2017 Actual YtD	419.01	526.97	337.99	454.24	358.44	544.89	131.82	288.88	1.56	3,063.79
2017 Budget FY	538.47	561.15	418.22	302.56	328.98	537.23	300.00	302.00	0.00	3,288.62
2017 Projected FY	402.36	530.85	326.43	444.55	356.33	533.59	140.30	286.77	0.98	3,022.16
2017 Plan FY	538.47	549.15	428.22	355.19	340.98	576.23	300.00	302.00	0.00	3,390.25

% EFTS Variances

	App Bus & ELP	Trades & Eng.	Arts, Media & IT	Soc. Sci. & TTP	Health	Primary Industries	GCA	China Project	Learner Services	Total
Actual(YtD) to Budget(FY)	(119.46)	(34.18)	(80.24)	151.68	29.47	7.66	(168.18)	(13.12)	1.56	(224.82)
%Actual(YtD)/Budget(FY)	78%	94%	81%	150%	109%	101%	44%	96%	0%	93%
Actual(YtD) to Projection(FY)	16.64	(3.88)	11.55	9.68	2.12	11.31	(8.48)	(13.12)	0.58	41.63
%Actual(YtD)/Projection(FY)	104%	99%	104%	102%	101%	102%	94%	101%	159%	101%
Actual(YtD) to Plan(FY)	(119.46)	(22.18)	(90.24)	99.04	17.47	(31.34)	(168.18)	(13.12)	1.56	(326.46)
%Actual(YtD)/Plan(FY)	78%	96%	79%	128%	105%	95%	44%	96%	0%	90%
Projection(FY) to Plan(FY)	136.11	(18.30)	101.79	89.36	15.35	(42.65)	159.70	(15.23)	0.98	(353.98)
%Projection(YtD)/Plan(FY)	🔴 75%	🔴 97%	🔴 76%	🟢 125%	🟢 105%	🔴 93%	🔴 47%	🔴 95%	0%	🔴 89%

EFTS Analysis MOP 2017

Total MoP EFTS Review

Total MoP $000 Review
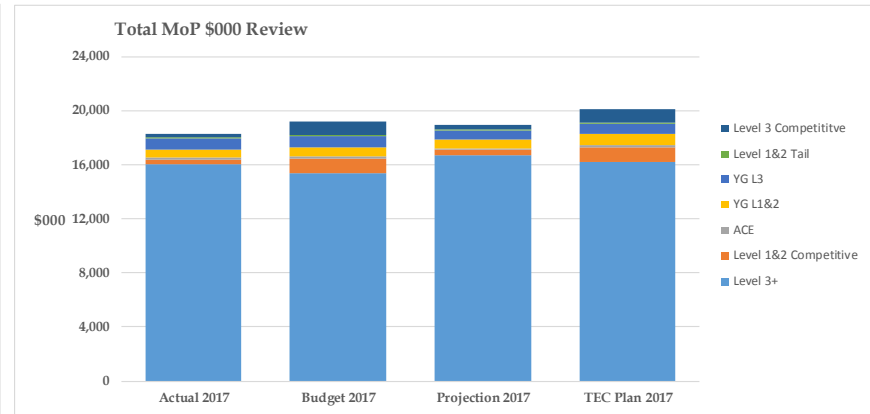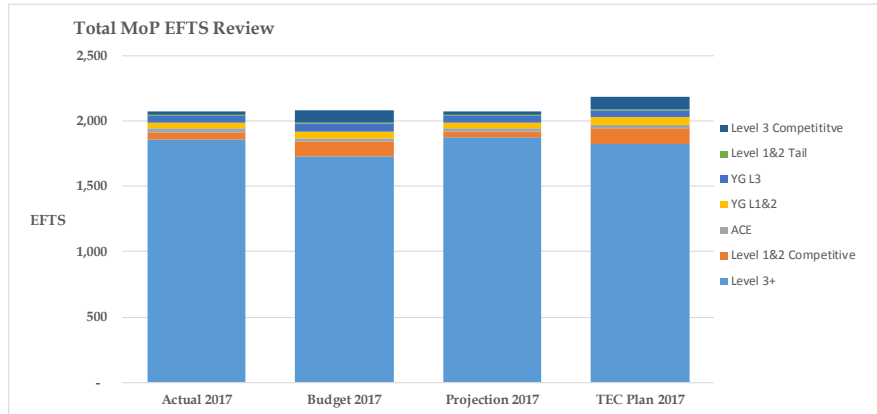
MoP Grid re EFTS

EFTS Values	Level 3+	Level 3 Competitive	Level 1&2 2016 Tail	Level 1&2 Competitive	YG Level 1&2	YG Level 3+	ACE	Total
Actual 2017	1,860.9215	22.5553	8.60	52.59	43.43	55.31	29.52	2,072.92
Budget 2017	1,726.08	95.00	8.18	115.00	48.25	60.28	29.22	2,082.02
Projection 2017	1,877.74	28.06	11.42	40.39	44.74	47.08	26.35	2,075.77
Plan 2017	1,826.08	95.00	9.82	115.00	60.25	48.28	29.22	2,183.65

Variances

	Level 3+	Level 3 Competitive	Level 1&2 2016 Tail	Level 1&2 Competitive	YG Level 1&2	YG Level 3+	ACE	Total
Actual to Budget	134.84	(72.44)	0.42	(62.41)	(4.82)	(4.98)	0.29	(9.10)
Actual % of Budget	107.8%	23.7%	105.1%	45.7%	90.0%	91.7%	101.0%	99.6%
Actual to Projection	(16.82)	(5.50)	(2.82)	12.20	(1.31)	8.23	3.17	(2.85)
Actual % of Projection	99.1%	80.4%	75.3%	130.2%	97.1%	117.5%	112.0%	99.9%
Actual to Plan	34.84	(72.44)	(1.22)	(62.41)	(16.82)	7.03	0.29	(110.73)
Actual % of Plan	101.9%	23.7%	87.6%	45.7%	72.1%	114.6%	101.0%	94.9%
Projection to Plan	51.65	(66.94)	1.60	(74.61)	(15.51)	(1.20)	(2.88)	(107.88)
Projection % of Plan	102.8%	29.5%	116.3%	35.1%	74.3%	97.5%	90.2%	95.1%

MoP Grid re $

$ (000) Values	Level 3+	Level 3 Competitive	Level 1&2 2016 Tail	Level 1&2 Competitive	YG Level 1&2	YG Level 3+	ACE	Total
Actual 2017	16,022	238	62	373	621	791	131	18,238
Budget 2017	15,377	1,002	69	1,088	690	862	130	19,217
Projection 2017	16,684	296	95	414	640	673	117	18,919
Plan 2017	16,223	1,002	82	1,088	862	690	130	20,076

Variances

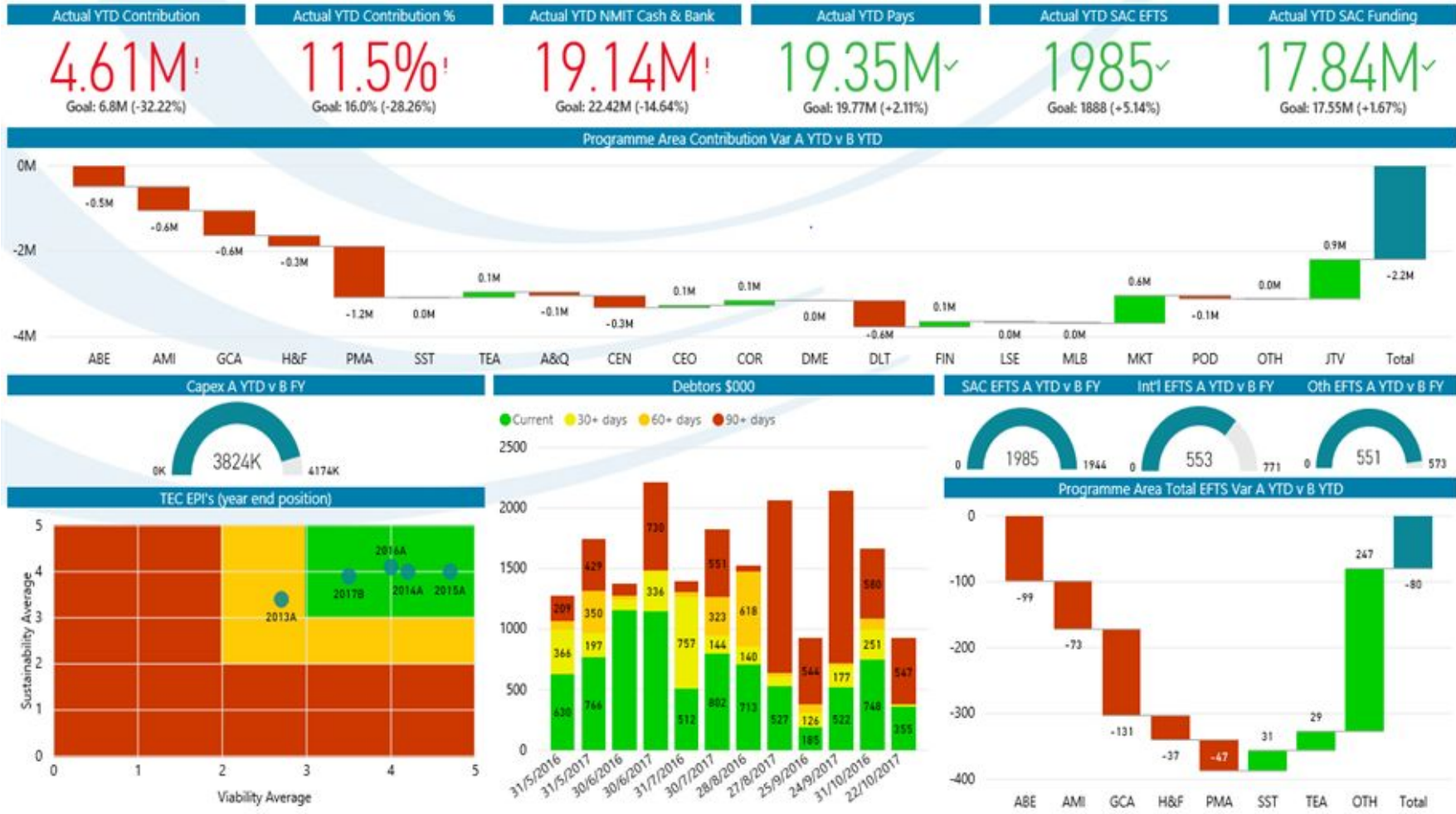|	Level 3+	Level 3 Competitive	Level 1&2 2016 Tail	Level 1&2 Competitive	YG Level 1&2	YG Level 3+	ACE	Total
Actual to Budget	645	(764)	(7)	(714)	(69)	(71)	1	(979)
Actual % of Budget	104.2%	23.7%	89.9%	34.3%	90.0%	91.7%	101.0%	94.9%
Actual to Projection	(662)	(58)	(33)	(40)	(19)	117.66	14.09	(680)
Actual % of Projection	96.0%	80.4%	65.1%	90.3%	97.1%	117.5%	112.0%	96.4%
Actual to Plan	(201)	(764)	(20)	(714)	(241)	100.50	1.31	(1,837)
Actual % of Plan	98.8%	23.7%	75.7%	34.3%	72.1%	114.6%	101.0%	90.8%
Projection to Plan	461	(706)	13	(674)	(222)	(17)	(13)	(1,157)
Projection % of Plan	102.8%	29.5%	116.2%	38.0%	74.3%	97.5%	90.2%	94.2%

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Nelson & Marlborough Institute of Technology

Financial Reporting & Analysis
For Period Ending 22 October 2017 (Period 21)

Vicki Bryson : Finance Director

NMIT Executive Summary

Actual YTD Contribution	Actual YTD Contribution %	Actual YTD NMIT Cash & Bank	Actual YTD Pays	Actual YTD SAC EFTS	Actual YTD SAC Funding
4.61M	11.5%	19.14M	19.35M	1985	17.84M
Goal: 6.8M (-32.22%)	Goal: 16.0% (-28.26%)	Goal: 22.42M (-14.64%)	Goal: 19.77M (+2.11%)	Goal: 1888 (+5.14%)	Goal: 17.55M (+1.67%)

NMIT Financial Operating Statement
For the period ending 22 October 2017

Category Description	Year to Date				Full Year		
($000's)	Actual	Budget	$ Variance	%+(-)Variance	Budget	2016	2015
Income							
TEC Funding	17,971	17,671	300	2%	18,220	17,620	17,818
Youth Guarantee	1,419	1,522	(103)	(7)%	1,548	1,494	1,442
ITO	101	189	(88)	(47)%	212	264	293
Star & Trades Academy	456	532	(76)	(14)%	553	547	543
Student Fees - Domestic	6,806	7,337	(531)	(7)%	7,484	7,375	7,257
Student Fees - International	7,979	10,342	(2,363)	(23)%	11,188	9,329	8,600
Interest	613	581	33	6%	750	721	796
Other Income	4,671	4,177	494	12%	4,475	5,007	3,854
Total Income	**40,016**	**42,352**	**(2,336)**	**(6)%**	**44,430**	**42,357**	**40,604**
Expenditure							
Class Resources	1,998	2,301	303	13%	2,719	2,224	2,072
International Commissions	1,948	2,822	874	31%	2,979	2,379	2,695
Curriculum Support	35	73	38	52%	85	66	43
Information Technology	958	973	15	2%	1,205	1,251	1,099
HR & Training	708	521	(188)	(36)%	635	642	603
Marketing & Promotions	562	626	64	10%	755	675	1,577
Admin & Support	2,121	1,911	(211)	(11)%	2,184	2,484	1,860
Facilities	2,615	2,803	187	7%	3,396	3,341	3,069
Interest Expense	4	-	(4)	0%	-	0	0
Depreciation, Amortisation & Impairment	3,281	3,029	(252)	(8)%	3,750	3,792	3,440
JV/TANZ Costs	1,826	729	(1,096)	(150)%	814	1,300	2,447
SUTI's Share of GC Surplus/(Deficit)	-	-	-	0%	-	(380)	(909)
Total Opex Expenses	**16,058**	**15,787**	**(270)**	**(2)%**	**18,522**	**17,773**	**17,996**
Academic Pay	10,433	11,544	1,111	10%	14,855	13,019	11,405
Support Staff Pay	8,918	8,223	(695)	(8)%	10,697	10,078	8,678
Total Staffing Costs	**19,351**	**19,767**	**416**	**2%**	**25,552**	**23,097**	**20,082**
Total Expenditure	**35,408**	**35,555**	**146**	**0%**	**44,074**	**40,870**	**38,078**
Contribution	**4,607**	**6,797**	**(2,190)**	**(32)%**	**356**	**1,487**	**2,526**
Contribution %	**12%**	**16%**			**1%**	**4%**	**6%**

YTD contribution unfavourable to budget due to unfavourable income & opex variances. Income is unfavourable to budget across all categories except TEC funding, interest and other income. Opex is unfavourable to budget, with a mix of favourable and unfavourable variances. The main unfavourable variances are in JV/TANZ costs (higher JV EFTS), professional memberships (EER), purchases admin (TANZ eCampus costs), and depreciation. Pays are favourable to budget in academic with savings in GC and contractors under budget (later starts).

6

Global Campus Financial Operating Statement
For the period ending 22 October 2017

Category Description	Year to Date				Full Year		
($000's)	Actual	Budget	$ Variance	%+(-)Variance	Budget	2016	2015
Income							
Student Fees - International	2,174	4,162	(1,988)	(48)%	4,838	2,551	825
Interest	1	-	1	0%	-	14	11
Other Income	2	20	(18)	(88)%	25	6	4
Total Income	**2,177**	**4,182**	**(2,005)**	**(48)%**	**4,863**	**2,571**	**840**
Expenditure							
Class Resources	14	135	121	89%	159	25	(64)
International Commissions	456	1,062	606	57%	1,169	431	476
Curriculum Support	-	3	3	100%	3	-	-
Information Technology	23	23	0	2%	29	63	52
HR & Training	25	11	(15)	(140)%	13	2	2
Marketing & Promotions	47	64	17	26%	67	19	35
Admin & Support	79	199	119	60%	230	210	205
Facilities	964	986	22	2%	1,190	1,062	976
Depreciation, Amortisation & Impairment	109	-	(109)	0%	-	137	111
SUTI's Share of Surplus/(Deficit)	-	-	-	0%	-	(380)	(909)
Total Opex Expenses	**1,718**	**2,482**	**764**	**31%**	**2,858**	**1,568**	**885**
Academic Pay	587	1,257	670	53%	1,616	803	220
Support Staff Pay	433	420	(13)	(3)%	540	580	528
Total Staffing Costs	**1,020**	**1,677**	**657**	**39%**	**2,157**	**1,383**	**748**
Total Expenditure	**2,738**	**4,159**	**1,421**	**34%**	**5,014**	**2,951**	**1,633**
Contribution	**(560)**	**23**	**(583)**	**(2546)%**	**(151)**	**(380)**	**(793)**
Contribution %	**(26)%**	**1%**			**(3)%**	**(15)%**	**(94)%**

Contribution $(0.6)m unfavourable to budget, due to lower EFTS recruitment. Unfavourable income variance is partly offset by savings in commission and staffing costs.

7

Income : variance explanation

Category Description	Year to Date				Full Year		
($000's)	Actual	Budget	$ Variance	%+(-)Variance	Budget	2016	2015
Income							
TEC Funding	17,971	17,671	300	2%	18,220	17,620	17,818
Youth Guarantee	1,419	1,522	(103)	(7)%	1,548	1,494	1,442
ITO	101	189	(88)	(47)%	212	264	293
Star & Trades Academy	456	532	(76)	(14)%	553	547	543
Student Fees - Domestic	6,806	7,337	(531)	(7)%	7,484	7,375	7,257
Student Fees - International	7,979	10,342	(2,363)	(23)%	11,188	9,329	8,600
Interest	613	581	33	6%	750	721	796
Other Income	4,671	4,177	494	12%	4,475	5,007	3,854
Total Income	**40,016**	**42,352**	**(2,336)**	**(6)%**	**44,430**	**42,357**	**40,604**

TEC funding – favourable to budget

✓ SAC Funding L3+ allocated favourable to budget with higher EFTS. This includes allocation of additional 100 L3+ EFTS, which will partially offset shortfall in competitive funding. EFTS achieved for the year.

✗ SAC Funding L1&2 unfavourable to budget with lower EFTS than budgeted.

✗ SAC Funding L3+ competitive unfavourable to budget with lower EFTS than budgeted.

✗ YG Funding unfavourable to budget with lower EFTS than budgeted.

✓ Programmes with EFTS higher than budget include NZ Dip Bus Online $51k, BIT $127k, MEC 3&4 $98k, Skipper Restricted Limits $402k, QDC $36k, JV STS Seafood Proc $787k, BV&W $62k, NZ Cert Auto Eng (Light Vehicle) L4 $298k, NZ Cert Carpentry $275k, NZ Cert Mech Eng L4 $64k, Cert in TPI (H&B) $35k, Dip Aqua Tech $24k, CAME $34k, Cert AEF $119k, Cert AVT $63k, NZ Cert in Food & Beverage $25k, NZ Cert in Hairdressing L4 (ES) NN $51k, Health S/C $27k, Bach Nursing Yr 3 $108k, JV SUTI COP $385k, JV SUTI Career Guidance $318k, JV Annesbrook $120k, Te Tuara $33k, Te Haeata L3+ $317k, Te Haeata (Karanga & Whaikorero) $35k.

✗ Programmes with EFTS below budget include BCom NN $(159)k, NZ Dip Bus $(62)k, First Line Mgmt $(94)k, Cert Computer Tech NN L3+ $(183)k, Cert Computer Tech L2 $(74)k, Cert Bus Admin NN L3+ $(98)k, Cert Bus Admin ML L3+ $(33)k, Nat Cert Retail L2 $(40)k, Nat Cert Retail L3 $(44)k, NZOW & NZOM $(90)k, Advanced Deckhand $(106)k, Cert in Superyacht Crewing $(29)k, MEC 5&6 $(44)k, CVP $(54)k, NZ Cert Auto Eng L3 NN $(40)k, NZ Cert Auto Eng L3 ML $(39)k, NZ Cert Mech Eng L3 $(71)k, NZ Dip Civil Eng $(94)k, Cert TPI NN $(97)k, Intro to Trades NN $(66)k, NZ Cert Construction Trade Skills (Carpentry) ML $(81)k, Trainee Ranger $(24)k, Cert Hort NN $(172)k, Cert Hort ML $(204)k, NZ Cert in Hort Prod NN $(92)k, NZ Cert in Hort Prod ML $(159)k, BAMC $(107)k, DOC Field Skills $(49)k, NZ Cert Eng L3 (Army) $(90)k, Dip AVT $(84)k, NZ Cert Tourism $(20)k, NZ Cert in Hairdressing L4 (ES) ML $(30)k, NZ Cert Hosp $(49)k, NZ Dip in Sport, Recreation & Exercise $(141)k, Dip Fit Yr 2 $(38)k, NZ Cert Hairdressing L3 ML $(20)k, Bach Nursing Yr 2 $(62)k, COP NN $(47)k, COP ML $(28)k, BAM $(27)k, Training Schemes Cr Ind $(111)k, Dip A&M $(82)k, Cert Study & Career Prep $(30)k, ELP L2 $(30)k, ELP ILN $(46)k, Cert Counselling & Social Work $(64)k, CVS $(215)k.

ITO revenue – unfavourable to budget

✗ MITO & HITO below budget.

Star & Trades Academy revenue – unfavourable to budget

✗ Trades Academy unfavourable to budget due to lower EFTS.

Interest – small favourable variance

8

Income : variance explanation cont'd

Category Description	Year to Date				Full Year		
($000's)	Actual	Budget	$ Variance	%+(-)Variance	Budget	2016	2015
Income							
TEC Funding	17,971	17,671	300	2%	18,220	17,620	17,818
Youth Guarantee	1,419	1,522	(103)	(7)%	1,548	1,494	1,442
ITO	101	189	(88)	(47)%	212	264	293
Star & Trades Academy	456	532	(76)	(14)%	553	547	543
Student Fees - Domestic	6,806	7,337	(531)	(7)%	7,484	7,375	7,257
Student Fees - International	7,979	10,342	(2,363)	(23)%	11,188	9,329	8,600
Interest	613	581	33	6%	750	721	796
Other Income	4,671	4,177	494	12%	4,475	5,007	3,854
Total Income	**40,016**	**42,352**	**(2,336)**	**(6)%**	**44,430**	**42,357**	**40,604**

Student Fees (Domestic) – unfavourable to budget due to different EFTS mix

✓ Programmes with fees higher than budget include BIT $22k, CCC NN & all ACE $28k, MEC 3&4 $29k, NZ Cert Auto Eng (Light Vehicle) L4 $31k, NZ Cert Mech Eng L4 $24k, CAME $58k, CAEF $78k, Cert AVT $32k, NZ Cert in Food & Beverage $23k, NZ Cert in Hairdressing (ES) NN $30k, Health S/C $21k, Bach Nursing Yr 3 $47k, JV SUTI Career Guidance $24k, JV Annesbrook Diploma $92k, Cert in Study & Career Prep $29k.

✗ Programmes with fees below budget include BCom NN $(88)k, Cert Bus Admin L3 NN $(76)k, PIFO $(200)k, Dip FV Ops $(28)k, NZOW & NZOM $(38)k, Maritime S/C $(113)k, MFish Contract $(30)k, NZ Cert Auto Eng L3 NN $(28)k, NZ Cert Auto Eng ML $(20)k, NZ Cert Mech Eng L3 $(43)k, Dip Civil Eng $(41)k, NZ Cert Construction Trade Skills L3 ML $(39)k, Trainee Ranger $(32)k, NZ Cert Eng L3 (Army) $(100)k, Dip AVT $(52)k, NZ Dip in Sport, Recreation & Exercise $(87)k, Bach Nursing Yr 2 $(25)k, Dip A&M $(55)k, Cert Counselling & Social Work $(45)k.

Student Fees (International) – unfavourable to budget

✗ International fees unfavourable to budget due to lower than budgeted EFTS, particularly GC due to lower pipeline from previous year, and lower recruitment.

✓ Programmes with fees higher than budget include BCom NN $384k, PIFO $206k, BV&W $67k, Dip Aqua Tech $24k, BAMC $20k, PGDSA $21k, NZ Dip in Cookery L5 $62k, Dip Beauty & Body Therapy ML $31k, BAM $246k, ELP NZCEL $268k, GC Grad Dip Acctg $59k, GC PGDip ITSM $87k.

x Programmes with fees below budget include PGDBE NN $(765)k, NZ Dip Bus $(289)k, PGDIB NN $(176)k, PGDIB ML $(150)k (cancelled), BIT $(72)k, Maritime S/C $(37)k, CAME $(89)k, Cert AVT $(46)k, NZ Cert Tourism $(28)k, Health S/C $(109)k, GC ESOL $(78)k, GC Dip in Commerce Yr 1 $(352)k, GC Dip Applied Mgmt $(270)k, GC Dip IT $(626)k, GC PGDIB $(807)k.

Other Income – favourable to budget

✓ Resalable items $34k (contra expense), rental income $22k, gain on sale of assets $49k (eCampus IT), In China $108k (tutor PD), GEP $37k, Blue Tick Project $29k (contra salaries), eCampus $102k (contra salaries), BAM $42k, ELP NZCEL $31k (contra expense), ELTO $107k, Central $56k, IT Services $23k, Finance $33k, Campus Services (insurance claims – contra expense) $37k, Y&C $31k (TOTSTA admin fee), Flexi Learning $181k (contra salaries).

✗ Donations/Sponsorship $(25)k, Zhejiang $(51)k, HBPU $(67)k, PIFO $(91)k (C), Maritime short courses $(186)k, Research & Hub $(30)k, International marketing $(22)k.

All income streams, except for TEC funding, interest and other income, unfavourable to budget, due to lower EFTS & different EFTS mix.

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Operating Expenditure - variance explanation

Category Description	Year to Date				Full Year		
($000's)	Actual	Budget	$ Variance	%+(-)Variance	Budget	2016	2015
Expenditure							
Class Resources	1,998	2,301	303	13%	2,719	2,224	2,072
International Commissions	1,948	2,822	874	31%	2,979	2,379	2,695
Curriculum Support	35	73	38	52%	85	66	43
Information Technology	958	973	15	2%	1,205	1,251	1,099
HR & Training	708	521	(188)	(36)%	635	642	603
Marketing & Promotions	562	626	64	10%	755	675	1,577
Admin & Support	2,121	1,911	(211)	(11)%	2,184	2,484	1,860
Facilities	2,615	2,803	187	7%	3,396	3,341	3,069
Interest Expense	4	-	(4)	0%	-	0	0
Depreciation, Amortisation & Impairment	3,281	3,029	(252)	(8)%	3,750	3,792	3,440
JV/TANZ Costs	1,826	729	(1,096)	(150)%	814	1,300	2,447
SUTI's Share of GC Surplus/(Deficit)	-	-	-	0%	-	(380)	(909)
Total Opex Expenses	**16,058**	**15,787**	**(270)**	**(2)%**	**18,522**	**17,773**	**17,996**

Class Resources (Items organised by teaching staff for use in class)

✓ Favourable overall.

✓ Favourable variances in course purchases $189k, accreditation fees $104k (Blue Tick, Maritime programme redevelopment), cost of sales $64k (contra revenue), moderation $43k, minor equipment $21k.

✗ Unfavourable variances in photocopying/printing $(62)k, travel & accommodation – course $(40)k (ELTO, ELP), clinical experience $(28)k.

International Commissions (Commissions paid to international agents)

✓ Favourable due to lower international revenues.

Curriculum Support (Costs to support teaching & curriculum)

✓ Favourable variance in research costs.

Information Technology (Costs like telephone, wifi, network & licences)

✓ Favourable variance in internet $41k.

✗ Unfavourable variance in landlines $(43)k.

HR & Training (Costs to support, train or recruit staff)

✗ Unfavourable overall with main unfavourable variances in professional memberships $(163)k (EER costs) and health & safety $(42)k.

✓ Favourable variance in staff recruitment $20k.

Marketing & Promotions (Costs to promote programmes & facilities excluding agents commissions)

✓ Favourable variances in sponsorship $38k, advertising $34k, and international costs $87k.

✗ Unfavourable variance in scholarships $(61)k (GC), and other promotional $(53)k (China).

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Operating Expenditure - variance explanation cont'd

Category Description	Year to Date				Full Year		
($000's)	Actual	Budget	$ Variance	%+(-)Variance	Budget	2016	2015
Expenditure							
Class Resources	1,998	2,301	303	13%	2,719	2,224	2,072
International Commissions	1,948	2,822	874	31%	2,979	2,379	2,695
Curriculum Support	35	73	38	52%	85	66	43
Information Technology	958	973	15	2%	1,205	1,251	1,099
HR & Training	708	521	(188)	(36)%	635	642	603
Marketing & Promotions	562	626	64	10%	755	675	1,577
Admin & Support	2,121	1,911	(211)	(11)%	2,184	2,484	1,860
Facilities	2,615	2,803	187	7%	3,396	3,341	3,069
Interest Expense	4	-	(4)	0%	-	0	0
Depreciation, Amortisation & Impairment	3,281	3,029	(252)	(8)%	3,750	3,792	3,440
JV/TANZ Costs	1,826	729	(1,096)	(150)%	814	1,300	2,447
SUTI's Share of GC Surplus/(Deficit)	-	-	-	0%	-	(380)	(909)
Total Opex Expenses	**16,058**	**15,787**	**(270)**	**(2)%**	**18,522**	**17,773**	**17,996**

Admin & Support (Costs for back office, printing & equipment)

✓ Favourable variances in entertainment $22k, photocopying/printing – admin $30k, travel & accommodation – admin $108k.

✗ Unfavourable variances in miscellaneous (prior year GST), purchases admin $(290)k (TANZ eCampus costs – not budgeted), consultants $(78)k (CAM plan, Gallup survey).

Facilities (Costs for site, rent, repairs, cleaning etc)

✓ Favourable variances in contract maintenance $33k, insurance $121k, warrant/COF $23k, and cleaning $57k.

✗ Unfavourable variances in security & keys $(52)k.

Depreciation, Amortisation & Impairment

✗ Unfavourable to budget.

JV/TANZ Costs

x Unfavourable variance due to higher JV EFTS in STS Seafood Processing, SUTI COP, SUTI Career Guidance, and Annesbrook Diploma (offset against favourable revenue variances). Possible due to increased EFTS allocation.

Opex 2% unfavourable to budget, with main unfavourable variances in HR & training (professional memberships), admin & support (TANZ eCampus costs, consultants), depreciation and JV/TANZ costs (offset revenue). These are partly offset by favourable variances in international commissions (offset lower international revenues), class resources, and facilities costs.

11

Pays - variance explanation

Category Description	Year to Date				Full Year		
($000's)	Actual	Budget	$ Variance	%+(-)Variance	Budget	2016	2015
Academic Pay	10,433	11,544	1,111	10%	14,855	13,019	11,405
Support Staff Pay	8,918	8,223	(695)	(8)%	10,697	10,078	8,678
Total Staffing Costs	**19,351**	**19,767**	**416**	**2%**	**25,552**	**23,097**	**20,082**

Academic pays

✓ Favourable by $1.1m.

✓ Main favourable variances in GC $670k, PGDBE $318k, Confucious & China NZ $173k, PGDip ITSM $119k, Te Haeata (Karanga & Whaikorero) $90k, NZ Dip Bus Online $70k, Te Ata Hou L3+ $67k, Training Schemes Cr Ind $64k, First Line Mgmt $64k, Bach Nursing Yr 2 $59k, NZ Cert Food & Bev $58k, Superyacht $55k, NZ Cert Carpentry L4 $49k, MEC 5&6 $46k, NZ Cert Auto Eng L3 ML $44k, Bach Nursing Yr 1 $34k, Dip AVT $33k, NZ Cert Hospitality L2 $30k, COP ML $28k, Dip Beauty & Body Therapy NN $26k, Nat Cert Retail L3 $25k, Bach Nursing Yr 3 $24k, Central $22k, ELP $21k, NZ Cert Auto Eng (Heavy Vehicle) $20k, Cert AEF $20k, Trades Academy Frontline $20k,

x Main unfavourable variances in eCampus $(97)k, Trades Admin $(92)k, Te Haeata L3+ $(91)k, ELP NZCEL $(75k), Skipper Restricted Limits $(60)k, In China $(57)k, CAME $(53)k, Dip Beauty & Body Therapy ML $(52)k, Arts, Media & Digi Tech Admin $(51)k, Maritime S/C $(49)k, Soc Sci Admin $(45)k, , BAM $(39)k, ELTO $(37)k, Trades Academy – Tourism & Hospitality $(35)k, NZ Dip Bus $(33)k, Bach Counselling $(29)k, Cert Computer Tech L2 $(25)k, Trades Academy Auto $(25)k, BIT $(24)k, Trainee Ranger $(24)k, NZ Cert Hairdressing (Salon Support) L3 NN $(24)k, NZ Dip Sport & Recreation $(20)k, CCC NN $(20)k.

Allied pays

x Unfavourable to budget by $(0.7)m.

✓ Favourable variance in Finance & Process Improvement $94k, Maritime & AVT Admin $74k, Flexi Learning $60k, App Bus & ELP Admin $57k, International Marketing $49k, Research & Hub $32k, POD $29k, Trades Admin $28k, PMO $26k, YES $24k, Council Admin $24k.

x Unfavourable variances in eCampus $(307)k (contra income), Blue Tick $(245)k (contra income), Academic & Quality $(110)k (EER support), Primary Industries Admin $(97)k, NZ Cert in Construction Trade Skills (Carpentry) NN $(53)k, TTP Admin $(43)k, DoTL Admin $(38)k, Cert in TPI NN $(37)k, Campus Services $(33)k, Soc Sci Admin $(33)k, IT Services $(32)k (contra consultancy), Student Advice $(30)k, Learner Services $(25)k, Y&C $(24)k.

YTD pays $0.4m favourable against budget.

12

Capital Expenditure as at 22 October 2017

	2017 YTD Actual	2017 Original Budget	2017 Additional Approvals	2017 Revised Budget	Balance To Spend	%
Land	-	-	-	-	-	
Buildings	166	163	95	258	92	
Art	(0)	-	-	-	0	
Computers	1,336	2,311	110	2,420	1,084	
Programme Development	116	210	153	364	248	
Plant & Equipment	1,807	1,241	7	1,248	(559)	
Vehicles	145	141	-	141	(4)	
Books	86	108	-	108	22	
Work in progress - to allocate	168	-	-	-	(168)	
Total	**3,824**	**4,174**	**365**	**4,539**	**715**	**84%**

- **84% of capex budget spent to date.**
- **Tracking is on course. Actions in place to remain under budget to save.**

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Cash flow Graph

Total Funds (cash, bank, investments excl NPES)
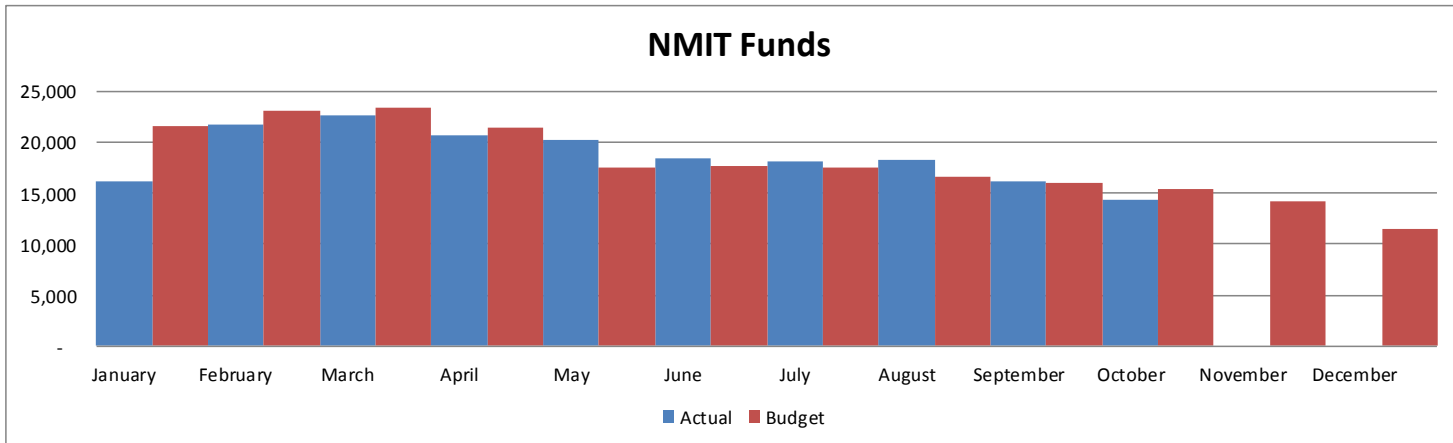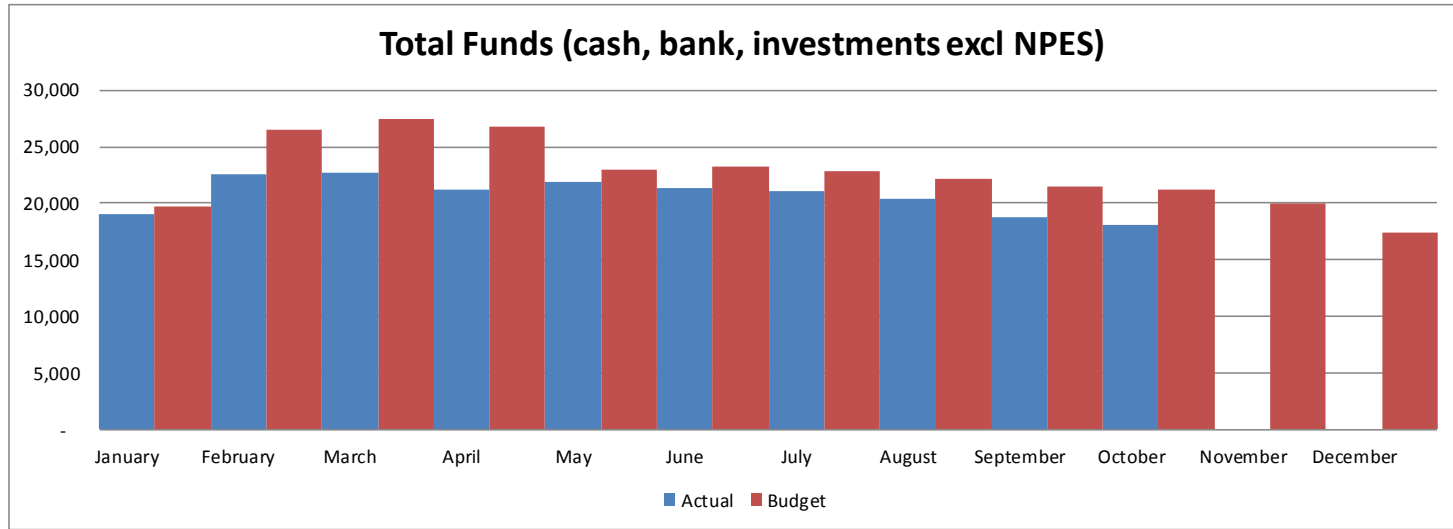
NMIT Funds

NMIT funds decreased by $1.8m during October to $14.3m, and are expected to continue to decline through to the end of the year. They are currently $1.1m lower than budget due to lower cash inflows from tuition fees.

14

NMIT Financial Statement of Position
As at 22 October 2017

	Institute Actual 22nd October 2017 ($000)	Budget 22nd October 2017 ($000)	Actual 23rd October 2016 ($000)
Assets			
Current assets			
Cash and cash equivalents	482	6,067	1,604
Debtors and other receivables	4,320	5,322	5,159
Investments	18,654	16,350	20,505
Prepayments	505	752	559
Total current assets	23,961	28,491	27,827
Non-current assets			
Investments	556	-	-
Property, plant and equipment	87,411	86,692	87,038
Intangible assets	2,562	3,965	2,848
Total non-current assets	90,529	90,657	89,886
Total assets	114,490	119,148	117,713
Liabilities			
Current liabilities			
Creditors & other payables	3,020	4,324	3,114
Revenue received in advance	4,659	6,747	5,747
Provisions	1,517	1,337	1,366
Other financial liabilities	1,491	1,500	1,736
Total current liabilities	10,686	13,908	11,963
Non-current liabilities			
Provisions	180	147	147
Total non-current liabilities	180	147	147
Total liabilities	10,867	14,054	12,109
Net assets	**103,623**	**105,094**	**105,604**
Equity			
Capital introduced	29,039	29,039	29,039
Accumulated funds	24,984	26,454	26,964
Revaluation reserves	46,745	46,745	46,745
Capital reserves	2,855	2,855	2,855
Total equity	**103,623**	**105,094**	**105,604**

Net assets $(1.5)m unfavourable to budget. Current assets $(4.5)m unfavourable due to combination of lower than budgeted cash & investments $(3.3)m & debtors $(1.0)m. Current liabilities $3.2m favourable overall due to lower revenue in advance $2.1m (lower international student numbers) and lower creditors/other payables $1.3m.

15

NMIT Financial Statement of Cashflows
For the period ending 22 October 2017

Cash flows from operating activities			
Receipts from government grants	16,639	16,066	15,843
Receipts from tuition fees	12,230	16,330	13,264
Receipts from other income	5,322	6,168	5,408
Interest income received	550	581	526
Payments to employees	(19,374)	(19,767)	(18,305)
Payments to suppliers	(13,114)	(11,227)	(11,490)
Interest paid	(4)	-	(0)
GST (net)	204	(71)	185
Net cash flows from operating activities	2,452	8,078	5,429
Cash flows from investing activities			
Receipts from sale of property, plant and equipment			-
Realisation of investments	-	-	-
Purchase of property, plant and equipment	(3,252)	(2,698)	(2,110)
Purchase of intangible assets	(2)	(1,445)	(643)
Acquisition of investments	(1,935)	-	(4,225)
Net cash flows from investing activities	(5,188)	(4,143)	(6,978)
Net increase/(decrease) in cash and cash equivalents	(2,735)	3,935	(1,549)
Cash and cash equivalents at beginning of year	3,218	2,132	3,154
Closing cash and cash equivalents	**482**	**6,067**	**1,604**

Net cash flows from operating activities are $(5.6)m unfavourable to budget overall. Combination of lower than budgeted receipts from tuition fees $(4.1)m and other income $(0.8)m and higher than budgeted payments to suppliers $(1.9)m. These are only partly offset by higher than budgeted receipts from government grants $0.6m, lower than budgeted payments to employees $0.4m & lower than budgeted net GST $0.3m. Net cash flows from investing are $(1.0)m unfavourable to budget with the favourable variance on capex spend $0.9m offset by unfavourable variance on purchase of investments $(1.9)m.

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Nelson & Marlborough Institute of Technology

Investments

Investments as at 22 October 2017

a) Summary		22 October 2017			10 September 2017		Change	
Bank	Rating	Amount	Average Rate	Average Term	Amount	Average Rate	Value	Average Rate
ANZ	AA-	5,853,932	3.894%	214.14	9,003,932	3.898%	(3,150,000)	(0.00)%
ASB	AA-	600,000	3.940%	206.00	600,000	3.940%	-	0.00%
BNZ	AA-	6,500,000	3.845%	225.42	6,500,000	3.845%	-	0.00%
Westpac	AA-	-			-		-	0.00%
Rabobank	A	-			-		-	0.00%
SBS	BBB	5,700,000	3.884%	202.77	4,225,000	3.838%	1,475,000	0.05%
Total		$18,653,932	3.881%	212.55	$20,328,932	3.877%	($1,675,000)	0.004%

b) Other Cash not on deposit	$	482,071		$	940,401	(458,330)
c) New Deposits during Month	$	2,000,000		$	600,000	1,400,000
d) Deposits broken in month	$	-		$	-	-
e) Due Repayment coming month	$	3,250,000		$	2,950,000	300,000

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REPORT TO NMIT COUNCIL | 16 NOVEMBER 2017
ITEM 14

KEY EDUCATIONAL PERFORMANCE INDICATORS

PREPARED BY LIAM SLOAN (INTERIM CHIEF EXECUTIVE)

PURPOSE

To provide an update on the progress against Key Educational Performance Indicators (KEPIs) including selected Educational Performance Indicators (EPIs).

To seek approval from Council that this performance reporting satisfies their requirements on an ongoing basis.

RECOMMENDATION

Council note the current performance levels and provides feedback on appropriateness and suitability of topics covered in relation to suitability for future reporting.

CONTEXT

As part of Councils annual work plan there is a commitment to periodically review and scrutinise educational performance of NMIT. The four Educational Performance Indicators (EPIs), as we know them, monitor course completion; qualification completion; retention and progression and two of these indicators, progression and qualification completion, do not lend themselves to periodic evaluation. There are however a wider range of KEPIs that are monitored by Directorate in Performance Panels and it is anticipated that reporting on these to Council will be of benefit.

TOPIC	STATUS REPORT	COMMENTS
Literacy and Numeracy Testing	(table below)	Good progress across all departments with monitoring happening during Performance Panels
Attendance and Register Marking	NMIT Overview — 98% Registers Marked — 88% Learner Attendance	No change since last report.

Status Report table for Literacy and Numeracy Testing:

Programme Area	Programme	Assess't required by	Learner	Enrolled	# Tests Total LIT	# Tests Total NUM	# Tests in Period LIT	# Tests in Period NUM	% Tested in Period LIT	% Tested in Period NUM
⊞ Applied Business and English Language Programmes				336					82% 🟠	84% 🟠
⊞ Arts, Media and Digital Technology				366					96% 🟢	95% 🟢
⊞ Health and Fitness				155					99% 🟢	96% 🟢
⊞ Primary Industries, Maritime and Adventure Tourism				544					98% 🟢	97% 🟢
⊞ Social Sciences and Te Toki Pakohe				173					98% 🟢	92% 🟢
⊞ Trades, Engineering and Aviation				573					98% 🟢	99% 🟢
Total				2147						

PLATO Update	GRADE 1's 25 GRADE 2's 48 GRADE 3's 4	**Grade 1** has improved from 17 to 25. **Grade 2** has improved from 33 to 48. **Grade 3** has remained the same since the last report.
EPI's and Course Retention		**All learners** course EPI has declined from 76% to 74%. Retention has improved from 67% to 68%. **Under 25** course EPI has improved from 79% to 81%. Retention has improved from 75% to 76%. **Māori** course EPI has declined from 66% to 62%. Retention has remained the same. **Pasifika** course EPI has declined from 67% to 66%. Retention has remained the same.

Financial Performance		Financial performance continues to be monitored (see finance paper)
A2E5	2017 Overview Average SLA Days to Process all 2017 Applications To Date Team NMIT: 5.4 Applied Business & ELP: 2.5 Arts, Media & Digital Technology: 3.6 Health & Fitness: 4.5 Primary Industries, Maritime & Adventure Tourism: 6.7 Soc Sci & Te Toki Pakohe: 5.9 Trades, Eng & Aviation: 7.2	2018 Overview Average SLA Days to Process all 2018 Applications To Date Team NMIT: 5.0 Applied Business & ELP: 2.0 Arts, Media & Digital Technology: 5.0 Health & Fitness: 4.6 Primary Industries, Maritime & Adventure Tourism: 6.0 Soc Sci & Te Toki Pakohe: 4.7 Trades, Eng & Aviation: 5.4	2017 Improved by 0.2 days against last report. 2018 Improved by 1.0 day against last report.

SANITI Report to NMIT Council – Thursday 16 November 2017

Strategic Goal One – Fun social events and strong campus culture

- **Nelson** – The Association supported the NMIT Information evening on the 19th of October running a BBQ outside the library. The Association ran a lunchtime Diwali event on the 19th of October, with students enjoying a live musician and performances; an event at Richmond Campus on the 20th of October and a SGM promotion event on the 24th of October. Planning is now underway for Graduation.

- **Marlborough/Woodbourne Campuses** – The Association ran an event on Marlborough campus on the 26th of October. Preparation is now underway for Graduation.

- **International Event Schedule** – The last scheduled activity for this programme is the Nelson Orientation for summer school students on the 5th of December.

- **Global Campus** – The Association ran a lunchtime Diwali event, in conjunction with NMIT on the 19th of October. As R Hernandez was unable to work this week, C Baker supported the student volunteers and attended the event. GC has one more intake scheduled for November which will included an orientation activity. Planning is underway for Graduation on the 8th of December.

Strategic Goal Two – Friendly, quality support, advocacy and services for all students

- **Advocacy** – The Association advocacy and support services continue to be in demand. The Association ran an advocacy session in Marlborough on the 24th of October and an additional advocacy visit to Global Campus on 26/27th of October.

- **Programme Representatives** – Programme Rep meetings were held on 8th and 9th of August for Nelson and Marlborough campuses. These were the last meeting of the year with many positive outcomes being discussed.

- **Employment** – SANITI's Employment Coordinator attended the CDANZ (Career Development Association of NZ) National Symposium on 30th and 31st of October in Auckland. An employment session was run for viticulture students on Marlborough Campus on the 3rd of November and the Association has received requests for additional employment sessions on Marlborough campus for the remainder of 2017. On both Marlborough and Nelson campus there has been an increased interest in employment services from graduating students. Demand on Global Campus employment continues to be a priority with students.

Strategic Goal Three – Independent representation of the student voice and student engagement

- **Executive** – Executive meetings have been held on the 24th of February, 16th of March, 7th of April, 19th of May, 2nd of June, 21st of July, 11th August, 1st of September, 13th of October and 10th of November. The next meeting is scheduled for 1st of December.

- **SGM** – The Special General Meeting was held on the 25th of October. The meeting went well, with the changes to SANITI's Constitution, Strategic Plan and 2018 Budget being approved by the student body.

SANITI   Council Report – November 2017

- **Global Campus –** Following a student meeting held on the 31st of October, at the request of a number of International Business students, a petition was circulated confirming the Global Campus students desire to complete their studies through NMIT, at GC in Auckland. 68 students who were on campus on Tuesday signed the petition and while there were a small number of students who were unable to attend the meeting on Tuesday, the feedback received by the Association is consistent with the petitions statements. The petition was passed on to a number of Directorate. The Association Manager visited the Global Campus students on the 7th and 8th of November. The feedback received on the 7th of November was that the students were feeling okay about the closure as they have been told they could complete their studies in Auckland through NMIT.

Office of Hon Paul Goldsmith

Minister for Tertiary Education, Skills and Employment
Minister of Science and Innovation
Minister for Regulatory Reform

2 5 OCT 2017

Liam Sloan
liam.sloan@nmit.ac.nz

Dear Liam

This is just a note to say thank you as I prepare to hand in my ministerial warrant. This year has gone quickly, but I enjoyed working with you, your team and the wider sector. It's my view that the New Zealand tertiary and international education sector is strong and well-placed to continue to contribute positively to our country in the years ahead. It was a pleasure to engage each day with so many people who are passionate about what they do.

I wish you all the best for the years ahead and do hope we will continue to stay in touch.

Yours sincerely

Hon Paul Goldsmith
Minister for Tertiary Education, Skills and Employment

Private Bag 18041, Parliament Buildings, Wellington 6160, New Zealand. Telephone 64 4 817 6828 Facsimile 64 4 817 6528

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NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY ACADEMIC BOARD

MINUTES OF THE MEETING HELD ON 26 SEPTEMBER 2017 AT 3.20 P.M.

PRESENT:	Liam Sloan (Chair), Marja Kneepkens (Proxy for Justin Carter), Silvia Gassebner, Carole Crawford, Adrienne Dawson (Proxy for Stuart Whitehouse), Darcy Liddell, Shine Kelly (Proxy for Mark Burdass), Karen Graham, Suzie Peacock, Carmen Cayuelas (Proxy for Karen Graham on early leaving 3.45pm), Kim Davies (Proxy for Carmen Cayuelas on early leaving 5.00pm), Mary Woodward (non-voting)
ATTENDENCE:	John Denton (for Mary Proctor) 3.23 to 3.45pm
APOLOGIES:	Stuart Whitehouse, Sarah Thornton, Justin Carter, Mark Burdass, Abbey Paterson, Karina Russ
	Karen Graham for leaving early at 3.45pm
	Suzie Peacock for leaving early at 4.55pm
	Carmen Cayuelas for leaving early at 5.00pm

1. MINUTES OF PREVIOUS MEETINGS

1.1 Minutes of the Meeting of 16 August 2017

118/17 The minutes of the meeting held on 16 August 2017 were approved as a true and correct record of that meeting.

1.2 Minutes of the E-Meeting of 24 to 28 August 2017

119/17 The minutes of the E-meeting held on 24 to 28 August 2017 were approved as a true and correct record of that meeting.

1.3 Minutes of the E-Meeting of 12 to 14 September 2017

120/17 The minutes of the E-meeting held on 12 to 14 September 2017 were approved as a true and correct record of that meeting.

1.4 Minutes of the E-Meeting of 21 to 22 September 2017

121/17 The minutes of the E-meeting held on 21 to 22 September 2017 be approved as a true and correct record of that meeting.

2. MATTERS ARISING FROM THE MINUTES

2.1 Action List

Action Item 1: *Raise issue around timeframes for expiring and discontinuing qualifications at NZQA ITP Advisory Committee:* **Liam Sloan to discuss at October meeting.**

Action Item 2: *Raise concerns in relation to potential changes to apprenticeship funding models at ITP CE Forum:* **Liam Sloan to contact Tony Gray in regard to NZQA Advisory meeting 09.08.2017 outcome.**

Action Item 3: *Discussion on Productivity Commission Report:* **Complete.**

Action Item 4: *Send Executive Summary of Productivity Report to Academic Board members:* **Complete**.

Action Item 5: *Discussion on RPL with Silvia Gassebner and HoDA&Q:* **Instigate 'Hot Topic RPL' at October meeting.**

Action Item 6: Raise issue with POD around best practice for staff when sexual harassment incidents reported to them*:* ***This item has been forwarded to Jackie Britz POD.***

Action Item 7: Raise issue with Carole Crawford and Abbey Patterson around student wellbeing in regards to stress and safety: ***Abbey Patterson to work with SANITI and Learner Services on developing process on where people can seek help.***

3. CORRESPONDENCE SCHEDULES

The committee agreed to defer reviewing the correspondence schedules to the 11.10.2017 meeting.

4. ACADEMIC AND QUALITY

4.1 Academic Board Development Projects Plan 2017

The following projects had received final approvals:

- New Zealand Certificate in Project Management (L 4)
- New Zealand Certificates in Business (Intro to Small Business and Small Business) (L3) and (L4– e-Campus delivery
- New Zealand Certificates in Business (Admin and Tech) (L3) and (L4) – e-Campus delivery
- New Zealand Diploma in Writing for Creative Industries (Level 5)
- New Zealand Certificate and Diploma in Arts and Media (Levels 4 – 6)
- Postgraduate Diploma in Logistics and Supply Chain Management
- New Zealand Diplomas in Sport Recreation and Exercise (Level 5) and (Level 6)
- New Zealand Certificate in Health and Wellbeing (strands in Support Work, Health Assistance, Orderly Services) L3
- Diploma in Nautical Science
- New Zealand Certificate in Cellar Operations (Level 3)
- New Zealand Certificate in Christian Ministries and New Zealand Diploma in Christian Studies
- New Zealand Certificate in Skills for Living for Supported Learners (Level 1)
- New Zealand Certificate in Construction Trade Skills (Carpentry and Joinery)
- New Zealand Certificate in Automotive Engineering (Level 3)
- New Zealand Certificate in Mechanical Engineering (Level 3)
- New Zealand Diploma in Aeronautical Maintenance Certification with strands in Aeroplane, Rotorcraft, Powerplant Piston, Powerplant Turbine, Electrical, Instrument, and Radio

4.2 Academic Development Proposals

4.2.1 NZ Diplomas in Animation

John Denton gave an overview on the New Zealand Diplomas in Animation Levels 5 and 6 and noted that the first two years of the Bachelor of Computer Generated Imagery had been reworked to reflect these New Zealand Diplomas. Students who did not achieve the Degree could be considered for Recognition of Academic Credit to exit with a Diploma. The ADPs for the NZ Diplomas in Animation Level 5 and 6 were presented to the Quality Committee on 14.09.2017; a number of the committee members had commented on the relevance of the study.

122/17 The Academic Development Proposals for the NZ Diplomas in Animation Level 5 and 6 was approved to proceed through Approval Procedure B.

4.2.2 Bachelor and Graduate Diploma in Computer Generated Imagery

John Denton gave an overview on the Bachelor and Graduate Diploma in Computer Generated Imagery. The first and second years of the degree are the same as the NZ Diplomas in Animation Level 5 and 6, designed to contribute to the degree. Students wishing to go straight onto level 7 of the degree would need to complete the Diploma at level 6. Three majors would be available in the degree for the three key skill areas identified by industry. The qualification developer had consulted with industry, including Weta, and has made arrangement with AUT to use their animation studio. Significant CAPEX requests have been made for the new programmes. Delivery of the programme was scheduled to start mid-2018.

123/17 The Academic Development Proposals for the Bachelor and Graduate Diploma Computer Generated Imagery was approved to proceed through Approval Procedure B.

4.2.3 Conservation Field Skills Training Scheme

The proposed training scheme is currently part of a suite of training schemes embedded in the expiring conservation qualification that the department still want to deliver. Currently NMIT offer five conservation training schemes and these have been revised down to one 20 credit training scheme comprised of five compulsory and 15 elective credits.

4.2.4 Industrial Safety Short Courses and Consent to Assess ADP Maxsafe (Maximum Safety NZ Ltd) Information

No information on this ADP was available; these short courses are currently on hold.

4.3 Approvals

4.3.7 NZ Certificate in Light Automotive Engineering (Level 4)

Approval for Toi Ohomai developed programmes leading to the NZ Certificate in Light Automotive Engineering (Level 4) and NZ Certificate in Heavy Automotive Engineering (Level 4) was being. These programmes will be offered as managed apprenticeship options and replace existing programmes.

124/17 The NZ Certificate in Light Automotive Engineering (Level 4) was approved.

4.3.8 NZ Certificate in Heavy Automotive Engineering (Level 4)

NZQA had asked for more detail regarding capability and an overview of the extra resources in place for this programme to be offered.

125/17 The NZ Certificate in Heavy Automotive Engineering (Level 4) be approved.

4.3.9 NZ Certificate in Mechanical Engineering (Trade) Apprenticeship

Due to the engineering consortium not being as far ahead as for other trades, the department was now seeking approval to offer the ARA developed programme. Depending on further decisions by the consortium this programme may be offered long-term.

126/17 The NZ Certificate in Mechanical Engineering (Trade) (Level 4) was approved

4.3.10 NZ Certificate in Engineering Fabrication (Trade) Apprenticeship

A change was required to the original capability letter for this programme, which had stated UCOL as the programme developer. The approval being sought was now for an ARA developed programme. The growth of student numbers on these apprenticeship programmes was noted.

127/17 The NZ Certificate in Engineering Fabrication (Trade) (Level 4) was approved.

4.4 EER, Self-Assessment and Internal Review

4.4.1 EER

A post evaluation EER plan is being developed.

4.4.2 Self-Assessment

Darcy Liddell noted the following points;
- Ongoing SA Training with teams/individuals
- ISO preparation with teams involved; mainly business support areas including A&Q but the two programmes that are in scope for this is Aviation and Batch Viticulture and Wine.
- MyQ graduate survey link was originally sent on Monday (Aug 14)-
  o Report access will be through a cloud based solution
  o The response rate was incorrectly reported at the last Board meeting, the true response rate to date is 8% (209 verified responses); 1 additional email reminder is to be sent to the graduate pool to raise this.
- ActionPlan+ has new TEIs and evaluative question for Consistency Reviews which are now part of KEQ 2. (CR qu: "How well does the evidence demonstrate that its graduates match the graduate outcomes at the appropriate threshold?")
- Dancing with the SARs events start this week, this year has seen a low uptake across programmes.

4.4.3 Internal Reviews

There had been an update to the Internal Review plan approved at the AB meeting on 16 August 2017. The New Zealand Diploma in Business (Leadership and Management) Level 5 had been replaced by Maritime Operations Mate Fishing Vessel Limited, Watch Keeper Deck. The New Zealand Diploma in Business (Leadership and Management) Level 5 was removed as it is run by eCampus which is not included in the scope for Internal Review. It was noted that the Quality Assurance of eCampus programmes needs to be

reviewed. Training for the Internal Review was scheduled to start the week beginning 2 October 2017. It is the expectation of the Academic Board that all ILT members are actively engaged in all internal reviews.

4.5 Safety, Health and Wellbeing

The Leadership group is scheduled to meet on Wednesday 4 October and the Health and Safety operation group is scheduled to meet this week. Positive feedback has been received on the two PD sessions; Fire Warden Training and Mental Health; that took place on Friday 22 September 2017. Discussions were taking place about nominating 2018 as the year of resilience; 2017 had been nominated the year of wellbeing.

4.6 Other Academic and Quality Projects

4.6.1 <u>Outstanding 2017 Course Results</u>
Current outstanding results are at 8%. At the last AB meeting outstanding results were at 15%. Outstanding results are being monitored at performance panels.

4.6.2 <u>TANZ Collaborative Academic Regulations and Glossary of Terms</u>
An A&Q working group had been established to review academic regulations with a plan to identify any changes to statute that may disadvantage students. She further noted that the effect of any changes on programme regulations will be known once a detailed analysis has been completed.

4.6.3 <u>TANZ Academic Directors Meeting 6 September 2017</u>
TANZ eCampus is trying to secure their own EFTS which would mean they would become their own entity and be self-funding. In that scenario students may be able to choose their provider.
From the CEs update feedback it was noted in regard to logging courses correctly with regard to their funding classifications.

Action

Develop a plan to identify potential missed funding opportunities on existing programmes.

5. SECTOR UPDATES

5.1 Consultation results for the definition of learning hours

The outcome from the consultation on updating the definition of learning hours has been released.
The definition on notional learning hours has been updated from
  Notional learning hours include:
  * direct contact time with teachers and trainers ('directed learning')
  * time spent in studying, doing assignments, and undertaking practical tasks ('self-directed')
  * time spent in assessment
to: **Notional learning hours comprise: all planned learning activities leading toward the achievement of programme or qualification learning outcomes.**
There was no clear expectation how notional hours delivery is measured. An update is due in November to indicate what might be required to identify each learning activity for a whole year. The requirement would apply to new approvals from 1 January 2018 but anything undergoing a review would have to be updated.

5.2 Consultation on the proposed process for maintaining the approved subject list for UE

The requirements have remained relevant and fit for purpose.

5.3 Review of university entrance requirements 2016 to 2017

Only the approved UE subject list was being looked at once the consultation period ended on 20 October 2017. The NMIT response to the consultation would be determined at Directorate level.

6. REPORTS FROM COMMITTEES AND WORKING PARTIES

6.1 Programme Approval Committee Bachelor of Commerce

This programme had gone through major work but that all actions, recommendations and requirements had been met. CAANZ and CPA approval is still waited on.

128/17 Subject to receiving CAANZ and CPA sign off the Bachelor of Commerce and an application to NZQA for programme approval and accreditation were approved.

6.2 Quality Committee Meeting of 14 September 2017

The Quality Committee had endorsed the ADPs for; New Zealand Diplomas in Animation Levels 5 and 6; Bachelor of Computer Generated Imagery; Graduate Diploma in Computer Generated Imagery. Further the Committee had discussed the Student Surveys Procedure identifying six areas to be reviewed and the need for a full review of the student survey process including the tool, questions and application of procedure.

6.3 Research and Ethics Committee

The next Research and Ethics Committee meeting is scheduled for 30 November 2017. Research outputs are being monitored at performance panels. Ethics Committee approvals are being conducted by e-vote.

6.4 Learning and Teaching Committee meeting of 5 September 2015

The committee had discussed the Coordinator Task Group and the role of the Learning Teaching and Assessment Coaches. Five Sharing Good Practice events had taken place since the last Learning and Teaching Committee meeting and there had been discussion on holding these events at different times in an effort to improve attendance. There had been discussion on Core Transferable Skills, and the Learning, Teaching and Assessment Coaches had been tasked with demonstrating how that looks in the learning environment. A number of staff had been recognised for their good practice. An introductory Prototype session had taken place in the week beginning 18.09.2017. It was noted that this pilot programme is a new approach to teaching and learning practices and there are currently two areas within NMIT taking part.

6.5 Academic Committees

6.5.1 Red Academic Committee Meetings of 8 August 2017 and E-Meetings of 27 July, 16-21 August and 23-25 August 2017

129/17 The minutes of the Red Academic Committee Meetings and E-Meetings were received.

6.5.2 Blue Academic Committee Meetings of 27 July, 23 August 2017 and E-Meetings of 2 August, 7 August, 9 August, 10 August, 16 August, 28 August and 30 August 2017

The Committee agreed to defer receipt of the Blue Academic Committee Meeting minutes to the 11.10.2017 meeting.

6.5.3 Central Academic Committee Meetings of 1 August, 17 August and 1 September 2017

130/17   The minutes of the Central Academic Committee Meetings were received.

MEETING CLOSURE: Meeting closed 05.10pm

NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY ACADEMIC BOARD MEETING 26 SEPTEMBER 2017 ACTION LIST

RES NO	ACTION	WHO	WHEN	PROGRESS
	Action items still to be completed:			
1	Raise issue around timeframes for expiring and discontinuing qualifications at NZQA ITP Advisory Committee.	L Sloan	Report back at October 2017 meeting	
2	Raise concerns in relation to potential changes to apprenticeship funding models at ITP CE Forum	L Sloan	Contact Tony Gray in regard to outcome at NZQA Advisory meeting, 09.08.2017	
3	Defer discussion on RPL.	AB	'Hot Topic' Discussion October meeting	
	New Action Items:			
5	Propose plan on how NMIT are going to identify missed funding opportunities on existing programmes.	S Gassebner	October 2017 meeting	

NMIT Acronyms *[June 2017]*

AB and EL	Applied Business and English Language	EEO	Equal Employment Opportunities	NCEA	National Certificate of Educational Achievement
ACE	Adult and Community Education	EER	External Evaluation and Review	NEET	Not in Employment, Education or Training (Youth)
AMFM	Annual Maximum Fee Movement	EFTS	Equivalent Full-Time Student	NEET	Not in Employment, Education or Training (Youth)
ALNAT	Adult Literacy and Numeracy Assessment Tool	ELP	English Language Programme	NMIT	Nelson Marlborough Institute of Technology
AM and DT	Arts, Media and Digital Technology	EoI	Expression of Interest	NQF	National Qualifications Framework
ASM	Academic Staff Member	EPI	Education Performance Indicator	NRDA	Nelson Regional Development Agency
ATEM	Association of Tertiary Education Management Inc.	ESOL	English for Speakers of Other Languages	NZDB	NZ Diploma in Business 120 credits L5 (new qualification 2017)
ATEM	Association of Tertiary Education Management Inc.	FLiT	Flexible Learning Team	NZDB	NZ Diploma in Business 120 credits L5 (new qualification 2017)
AUT	Auckland University of Technology	FTE	Full Time Equivalent	NZDip Bus	NZ Diploma in Business 240 Credits L6 (old qualification)
BAM	Bachelor of Arts and Media	GC	Global Campus	NZDip Bus	NZ Diploma in Business 240 Credits L6 (old qualification)
BAppSocSci	Bachelor of Applied Social Science	GSE	Group Study Exchange	NZIM	New Zealand Institute of Management (Part of old NZDipBus)
BCOM	Bachelor of Commerce	GTW	Ground Training Wing (at Woodbourne Air Force Base)	NZIM	New Zealand Institute of Management (Part of old NZDipBus)
BCT	Business & Computer Studies	GTW	Ground Training Wing (at Woodbourne Air Force Base)	NZQA	New Zealand Qualification Authority
BIT	Bachelor of Information Technology	HITO	Hairdressing Industry Training Organisation	NZQF	New Zealand Qualifications Framework
BMETS	Basic Mechanical Engineering Training Skills	HoD	Head of Department	NZTE	New Zealand Trade and Enterprise
BN	Bachelor of Nursing	HR	Human Resources	OAG	Office of the Auditor General
BUA	Beijing University of Agriculture	IEA	Individual Employment Agreement	OCP	Organisational Counselling Programmes (Student Counselling Service)
BVA	Bachelor of Visual Arts	ITO	Industry Training Organisation	OCP	Organisational Counselling Programmes (Student Counselling Service)
CA and ACA	Chartered Accountant and Associate Chartered Accountant	ITPNZ	Institutes of Technology and Polytechnics of New Zealand	OTEPs	Other Tertiary Education Providers
CA and ACA	Chartered Accountant and Associate Chartered Accountant	ITPNZ	Institutes of Technology and Polytechnics of New Zealand	PAC	Programme Approval Committee
CAA	Civil Aviation Authority	ITPQ	Institutes of Technology and Polytechnics Quality	PASM	Principal Academic Staff Member
CAANZ	Chartered Accountants Association of New Zealand	ITPQ	Institutes of Technology and Polytechnics Quality	PBRF	Performance-Based Research Fund
CAANZ	Chartered Accountants Association of New Zealand	ITPs	Institutes of Technology and Polytechnics	PLATO	Programme of Learning and Teaching Observations
CAM	Capital Asset Management	KPI	Key Performance Indicator	PLATO	Programme of Learning and Teaching Observations
CAP	Competence Assessment (Nursing)	LLC	Library Learning Centre	POD	People and Organisation Development
CAU	China Agricultural University	LLN	Literacy, Language and Numeracy	PoS	Programme of Study
CC	Cross Credit	MDC	Marlborough District Council	PTE	Private Training Establishment
CEA	Collective Employment Agreement	ML	Marlborough	QMS	Quality Management System
CT	Credit Transfer	MoA	Memorandum of Agreement	RAC	Recognition of Academic Credit
CTLT	Certificate in Tertiary Learning and Teaching	MoE	Ministry of Education	REANNZ	Research and Education Advanced Network New Zealand Ltd.
CTS	Core Transferable Skills	MoP	Mix of Provision	REANNZ	Research and Education Advanced Network New Zealand Ltd.
CVP	Certificate in Vineyard Practice	MoU	Memorandum of Understanding	RFP	Request for Proposal
DAS	Directory of Assessment Standards (NZQA)	NAMS	New Zealand Asset Management Support	RNZAF	Royal New Zealand Air Force
DTLT	Diploma in Tertiary Learning and Teaching	NCC	Nelson City Council	RPL	Recognition of Prior Learning
EAP	Employee Assistance Programme			RSG	Refugee Study Grant
EEdO	Equal Education Opportunities			SAC	Student Achievement Component

SANITI	Students Association of Nelson Marlborough Institute of Technology Inc	STEM	Science, Technology, Engineering and Mathematics	TRoQ	Targeted Review of Qualifications
SAR	Self-Assessment Report	SUTI	Skills Update Training Institute	TTMU	Te Tiriti o Waitangi Monitoring Unit
SASM	Senior Academic Staff Member	TAMU	Tertiary Advisory Monitoring Unit	TTP	Te Toki Pakohe
SDL	Staff Digital Literacy	TANZ	Tertiary Accord of New Zealand	YG	Youth Guarantee
SDR	Single Data Return	TDC	Tasman District Council		
SHW	Safety, Health and Wellbeing	TEC	Tertiary Education Commission		
SIG	Special Interest Group	TEC/Skill NZ	Training Opportunities Programmes Funded by TEC/Skill NZ		
SME	Subject Matter Expert	TEI	Tertiary Education Institution		
SMS	Student Management System	TEO	Tertiary Education Organisation		
SSC	State Services Commission	TEOC	Tertiary Education Organisation Component fund		
SSG	Special Supplementary Grants	TES	Tertiary Education Strategy		
SSP	Sub-sector Provider	TEU	Tertiary Education Union		
STAR	Secondary Tertiary Alignment Resource	TIASA	Tertiary Institutes Allied Staff Association		
STCW	Standards of Training and Certification of Watchkeepers	TOTSTA	Top of the South Trades Academy		

Frequently used Academic Definitions

	Meaning	Definition

Academic Committees		A standing committee of the *Academic Board* responsible for maintaining academic standards for designated programmes and courses. There are three Academic Committees:
		• BLUE
		  Applied Business and English Language; Arts, Media and Digital Technology; Health and Fitness
		• RED
		  Primary Industries, Maritime and Adventure Tourism; Trades, Engineering and Aviation; Social Sciences and Te Toki Pakohe
		• Central

ActionPlan+		Software used for Self-Assessment reporting. Captures judgements, strengths, areas for improvement, evidence and quality improvement plans.
A & Q Team	Academic & Quality Team	Located in A111 All information about the team can be found via the staff intranet. http://intranet.nmit.ac.nz/NMIT/CQ/default.aspx
CMR (previously AMAP)	Consent and Moderation Requirements (previously Accreditation and Moderation Action Plan)	This is an NZQA document that outlines the requirements for achieving 'consent to assess against standards' and the ongoing moderation expectations. CMRs are developed by standard-setting bodies (SSBs). Before assessing learners against unit standards NMIT has to be granted consent to assess against those standards. NMIT already has consent to assess against a large number of unit standards. If however a new / revised programme requires unit standards that we do not have consent to assess against, we would have to prepare and submit an application to NZQA.
Credit		A numerical value assigned to unit standards, courses and programmes of study that reflects the estimated student time/effort required to meet the assessment requirements. In most cases, one credit represents approximately ten hours of student learning time (inclusive of scheduled class contact, assessment time,

		work experience or internships, other directed time and independent/self-directed study). A credit value of 120 is generally equivalent to one year of full time study and 1.0 EFTS.
CT	Credit Transfer	Internal Credit Transfer: Credit for the same course already earned in another qualification **from NMIT** External Credit Transfer: Credit for the same course already earned in another qualification **from another institution**
CC	Cross Credit	The granting of academic credit towards a qualification delivered by NMIT, from a **similar** course already completed as part of another approved qualification.
DAS	Directory of Assessment Standards	The Directory of Assessment Standards (DAS) lists all quality assured unit and achievement standards, known collectively as 'assessment standards'.
ebs	Unit Instances (UIs)	The Student Management System used at NMIT to establish student study contracts, report to TEC and to generate academic records. The specifications of all NMIT's approved programmes of study. Holds all the general information about a programme of study, but not the details that will change with each year or Semester the course is offered
	Unit Instance Occurrences (UIOs)	The details that will change with each year or Semester the course is offered (e.g. dates, fees, venues, etc).
EFTS	Equivalent Full Time Student	One EFTS is 1.0 Equivalent Fulltime Student.
EER	External Evaluation and Review	A periodic evaluation of NMIT, by NZQA, to provide a statement of confidence (judgement) about the organisation's educational performance and capability in self-assessment.
EPIs	Educational Performance Indicators	The TEC has published information on the educational performance of tertiary education organisations based on agreed educational performance indicators: • successful course completion • student retention • qualification completion, and • student progression.
ILP	Individual Learning Plan	An Individual Learning Plan essentially belongs to the student.

		It identifies a student's learning goals, personal goals, timescales, resources and any support required to meet those goals.
ITP	Institute of Technology and Polytechnic	
MoE	Ministry of Education	
NZQA	New Zealand Qualifications Authority	New Zealand Qualifications Authority. Key aspects of the NZQA role are to: • develop, register and support the New Zealand Qualifications Framework • manage the external assessment of secondary school students and moderate secondary schools' internal assessment activities and processes • quality assure non-university tertiary education organisations and their courses, and moderate assessment activities and processes for national qualifications for NZQA-owned unit standards • maintain effective liaison with overseas certifying and validating bodies in order to recognise overseas educational and vocational qualifications in New Zealand, and to achieve recognition of New Zealand educational and vocational qualifications overseas • act as a standard-setting body
NZQF	New Zealand Qualifications Framework	A list of all quality assured qualifications in New Zealand. The framework is the definitive source for accurate and current information on each qualification.
PAC	Programme Approval Committee	A standing committee of the NMIT Academic Board responsible for evaluating and recommending approval of academic developments.
Programme Regulations - including Course Descriptors		The Programme Regulations describe the formal rules for the completion of the Programme and its constituent courses. Programme Regulations are the legally binding contractual obligations of staff and enrolled students. They are used by academic staff to guide delivery of the Programme and its courses. Course Descriptors indicate teaching hours, hours of total student learning, course aims, learning outcomes, unit standards (if included), assessment methods, learning and teaching approaches, requirements for successful completion of the course.

		Approved Programme Regulations and Course Descriptors are not altered, and are used by academic and administrative staff to guide delivery of the programme and its courses.
PLATO	Programme of Learning and Teaching Observations	The Programme is an important and integral part of NMIT's Quality Assurance System. It is designed to ensure maximum effectiveness of curriculum delivery by encouraging the sharing of good practice within NMIT. The Programme encourages discussion within programme teams and across NMIT on improving teaching and learning.
QMS	Quality Management System	A system of clearly defined institutional structures, processes, responsibilities and resources used to manage quality improvement. Accordingly, the QMS includes all aspects of NMIT operations, all work areas and all geographic locations.
RAC	Recognition of Academic Credit	The process for formally recognising relevant experience and/or study that has been achieved prior to completion of a qualification offered by NMIT, as academic credit for a course or courses at NMIT. Includes: Cross Credits, Credit Transfers and RPLs
RPL	Recognition of Prior Learning	A process that makes use of evaluation of evidence of academic achievement and/or work/life experience to assess relevant learning.
Records Management		The effective and efficient operation of NMIT's record keeping systems, including implementing the use of the electronic document management system across the institute.
SA	Self-assessment	The ongoing processes NMIT uses to gain evidence of its own effectiveness in providing quality education.
SAC Funding	Student Achievement Component (SAC) funding	The Government's contribution to the direct costs of teaching, learning, and other costs driven by learner numbers. SAC funding comprises two elements: 1. The programme element, which relates to the types of programmes or courses approved for funding in NMIT's Investment Plan, is based on the SAC funding categories (A, B C etc) 2. The volume element, which relates to the number of valid enrolments in those programmes or courses.

SAR	Self-assessment Report	Self-assessment should be continuous, culminating in formal annual review of the previous year, recorded in a Self-assessment Report (SAR).
SDR	Single Data Return	Data items that are specifically required by the Ministry of Education (MOE) and the Tertiary Education Commission (TEC) for funding, monitoring performance against Investment Plans, publishing performance information, as well as statistical reporting purposes. All students for which a valid enrolment has been made in ebs are required to be reported, regardless of the level of study or the funding source. Information is required on student characteristics, course enrolment details, course and qualification completions, course details, and actual EFTS on a monthly basis. Further information on EFTS forecasts is required as part of the validation process. Submitted three times a year (April, August and December).
SMS	Student Management System	How NMIT manages all its student data. Currently using ebs
Student Feedback **First Impressions** **Course / Tutor** **Learner Experience** **Graduate Destination**		Student feedback is a vital tool for conducting systematic, evidence based, inquiries that are an integral part of NMIT's Self-Assessment process - not just for specific programmes but also for business support areas. It also provides evidence that improvements are actually occurring. **First Impressions** – within first 4 – 8 weeks of the programme **Course / Tutor** – scheduled, at suitable time, by Programme Area **Learner Experience** – within last 2-4 weeks of the programme **Graduate Destination** – conducted 6 months following Graduation
TANZ	Tertiary Accord of New Zealand	A network of ITPs - comprising: - NorthTec - Bay of Plenty Polytechnic - Universal College of Learning (UCOL) - EIT - NMIT - Ara Institute of Canterbury - Otago Polytechnic

TEC	Tertiary Education Commission	Responsible for funding tertiary education in New Zealand
3v6		New course or programme change approval form