NMIT COUNCIL MEETING OPEN AGENDA

THURSDAY, 20 FEBRUARY 2020

Time: 10.00am – 2.30pm
Venue: NMIT Marlborough Campus, Room EI

ITEM	TOPIC
Administrative	
1.	Apologies
2.	Register of Interests and Conflicts of Interests
3.	Confirmation of Minutes of meeting held 7 November 2019
4.	Action Items
Safety, Health & Wellbeing	
5.	Safety, Health & Wellbeing Dashboard
Items for Approval	
6.	Academic Statute
Performance Reporting	
7.	Chief Executive's Report
8.	EFTS and Financial Reporting as at 31 December 2019
For Information	
9.	Key Educational Performance Indicators
10.	SANITI Report
11.	Glossary & frequently used academic definitions

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:

- Interests Register
- In Committee Minutes & Matters Arising
- Building Seismic Assessments
- NMIT Council Pasifika Statement of Commitment
- Chief Executive's Report & Te Tau Ihu Food & Fibre Proposal
- NMIT Risk Register
- NZ Privacy Bill
- Inward Correspondence
- Glossary & Frequently Used Academic Definitions

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*

MEETING TIMETABLE

Time:	10.00am – 11.00am	Open Council meeting discussions
	11.00am – 12.00pm	In Committee Council discussions
	12.00pm – 1.00pm	Lunch & Tour of Bragato Research Institute research winery
	1.00pm – 2.30pm	In Committee Council discussions continue
	2.30pm	Conclusion of meeting

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
Paul Steere	• Nelson Airport Ltd: Chair & Director • The NZ King Salmon Group: Director • Alan Scott Wines: Chair • 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 • Aquaculture Advisory Group South Pacific Committee Suva and Nouméa: Member
Gabrielle Hervey	• Suter Art Gallery Trust Board: Deputy Chair • Cecil Woods Nominees Ltd • Nelson Golf Club: Board Member • New Zealand International Affairs Institute (Nelson branch): Secretary • Regional Growth Fund: Advisor **Possible Conflicts of Interest:** • Suter Art Gallery – Some NMIT art students work on projects and exhibitions • New Zealand International Affairs Institute (Nelson branch) at times rent NMIT meeting space
Charles Newton	• Education consultant
Tracy Johnston	• TRC Tourism: Consultant • Dayvinleigh Limited: Co-owner • Wine Marlborough: Board member • Wine and Food Festival Committee: Chair • Institute of Directors: Nelson/Marlborough Committee **Possible Conflict of Interest** • Personally acquainted with the current Chair of TEC
Win Greenaway	• Tauhara Middle Lands Trust: Chief Executive • Kahungunu Asset Holding Sounding Board: Member

As at 14 February 2020

Des Ashton	• Ashton Technologies Ltd (Aviation, Defence, Engineering and Business Consultant): Director • NZ Aeronautical Trusts Ltd: Director **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
Cornelius Prinsloo	• Student Association of Nelson-Marlborough Institute of Technology Incorporated (SANITI): Student President **Possible Conflicts of Interest** • Some SANITI events are co-funded by NMIT • Close relationship with previous SANITI President Rachel Boyack, Chair of Labour Party's Policy Council

EXECUTIVE TEAM REGISTER OF INTERESTS	
Grant Kerr	• None
Liam Sloan	• INNOVATE Charitable Trust: Trustee
Sue Smart	• Sorrento Enterprises Ltd: Director
Vicki Bryson	• None

As at 14 February 2020

DRAFT

UNCONFIRMED MINUTES OF NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY COUNCIL MEETING HELD AT NMIT NELSON CAMPUS ON 7 NOVEMBER 2019, COMMENCING AT 9.40AM.

PRESENT

D Wehner (Chair), G Hervey, T Johnston, P Steere, D Ashton, C Newton, W Greenaway, C Prinsloo

IN ATTENDANCE

L Sloan (Chief Executive), B Jordan (Establishment Board Chair), A Cooke (Minutes)

W Greenaway opened the meeting with a whakatauki and a karakia.

1. APOLOGIES

E Thompson

2. REGISTER OF INTERESTS AND CONFLICTS OF INTERESTS

Add W Greenaway as a member of the Kahungunu Asset Holding Sounding Board. P Steere advised that he is Chair of Alan Scott Wines.

No conflicts noted.

3. CONFIRMATION OF MINUTES OF MEETING HELD ON 3 OCTOBER 2019

Resolved: That the Minutes of the meeting held on 3 October 2019, as circulated and read by members, be confirmed.

4. ACTION ITEMS

Council discussed TEC's requirement to undertake an independent review of all student accommodation and the cost associated to this.

Council noted the action item list.

5. SAFETY, HEALTH & WELLBEING REPORT

L Sloan advised that a conscious effort is being made to improve the timeliness of incident and accident reporting.

L Sloan advised Council that NMIT had a confirmed case of meningitis in an Adventure Tourism student. The student is showing promising signs in response to the treatment, and NMIT has received positive feedback from the District Health Board in regards to the way in which NMIT responded to the case. Council acknowledged S Roddick in particular and thanked her for the way she dealt with the situation.

The Executive Team have had an increased presence across campuses through health and safety walks, which has been well received by colleagues and noted good engagement.

C Prinsloo recognised C Crawford in the handling of a difficult student matter in Marlborough. Council passed on their appreciation to C Crawford for her assistance in the matter.

Council requested that in the next health and safety report, the risks identified from their walkabouts are detailed and outline what action has been taken in response to their observations.

Council expressed their concerns in regards to the time it is taking to develop a lockdown procedure. L Sloan advised that G Kerr's attention had been diverted to other pressing matters which meant the procedure is yet to be finalised. It is intended that the procedure will be finalised and communicated before the end of the year.

In light of incidents such as the measles outbreak and the meningitis case, Council suggested the development of a procedure for dealing with such incidents.

It was noted in the Health and Safety Work Plan section of the report that multiple objectives had comments stating 'work in progress'. Council requested that all actions have a date for completion stipulated.

Council received the Safety, Health & Wellbeing Report.

6. CHIEF EXECUTIVE'S REPORT

Council sought an update on TANZ eCampus. L Sloan advised that eCampus won't meet budget for 2019 due to lower enrolments. L Sloan to provide a more in-depth update on eCampus for the next Council meeting.

Council received the Chief Executive's Report for the period 20 September – 30 October 2019.

7. EFTS AND FINANCIAL UPDATE AS AT 30 SEPTEMBER 2019

Council expressed their disappointment in the forecasted out-turn for 2019, noting lower EFTS being the main factor for the forecasted result.

Council requested, where possible, to incur costs in 2019, rather than carry over costs into 2020.

Council received the EFTS and Financial Update report to 30 September 2019.

8. SANITI REPORT

C Prinsloo spoke to his report, highlighting the increase in young males requiring more pastoral care and advocacy. Workshops are being facilitated by SANITI in specific areas of the institute to provide this support.

Council discussed the increased pressure on SANITI at the start of the academic year, with particular reference to StudyLink support. Strategies to front foot this influx were discussed, such as ensuring all school leavers knowing what was required of them when applying to StudyLink. NMIT and SANITI to discuss communications to colleges with the intention to pre-empt some of the queries SANITI field in regards to the application process.

Council received the SANITI report.

9. CORRESPONDENCE

Council received the correspondence for their information.

10. OTHER BUSINESS

Update from New Zealand Institute of Skills and Technology (NZIST) Chair

B Jordan provided an overview of the proposed composition of the Subsidiary Boards and the selection process that will take place. He advised that membership will be made up of one person from the 'parent' company (NZIST Board) with the remaining 3 to 4 members being made up of local stakeholders. The current draft legislation states boards will be made up of 4-6 members, however, B Jordan advised that he's proposing the legislation should change to say 4-8 members. The timing of when the new subsidiary board becomes operational is being worked through in the context of current Councils being disestablished on 31 March 2020. B Jordan noted the need to ensure there is continuity of governance for the Institute.

B Jordan advised that the Establishment Board are highly cognisant of the fact they need to get the Learner Journey right before progressing other parts of the institute, therefore this a strong focus for the Board at present.

It was noted that any ITP that is currently being managed by the Crown will be transferred to NZIST for management from 1 April 2020.

A review of assets is being undertaken to assess asset utilisation across the sector. Based on the review findings, this may mean that some assets are disposed of, however, the money made from any sales will be reinvested back into the region.

In regards to timing, the Establishment Board function will continue until 31 March 2020. From 1 April 2020 the NZIST Council will be in place and thereafter will be the governing body.

P Steere enquired about the level of authority Subsidiary Boards would have. B Jordan advised that constitutions would be developed for each 'company' (subsidiary) however, he doesn't envision the operations for ITPs post 1 April 2020 fundamentally changing. He noted that the constitution is only in place to ensure that the local decisions being made are in line with the national network.

B Jordan sees the future sector being made up of regional providers in a national network, and NMIT being one of these.

Council voiced their concerns about the way in which the draft legislation has been written. They noted that it lends itself to concluding that regional autonomy will be lost and that as at 31 December 2022 the Minister has the power to cease the operation of a subsidiary. B Jordan considered that this is purely interpretation of the draft legislation.

Council expressed the lack of surety in regards to subsidiaries retaining their cash reserves, noting there has been no mention of this in the draft legislation. B Jordan advised that it is the Establishment Board's intention to capitalise ITPs, not remove their cash reserves.

T Johnston made mention of NMIT's specialisms and the credibility of these across the Top of the South with industry and business owners. She noted that the uncertainty that has come of the Reform, and the lack of information about what a CoVE might look like, has raised concerns amongst these key stakeholder.

C Newton asked how the funding model is going to be addressed. B Jordan advised that the Ministry of Education has formed a working group to review the current funding model. B Jordan acknowledged that, ideally, in the new model there would be funding for the base costs to deliver provision, with specialist funding on top of this to recognise delivery differences across the sector.

The NMIT Council thanked B Jordan for his time, and for the open conversation that took place.

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 Administrative Items
- 2020 Budget
- Richmond Campus Update
- Strategy Progress Report
- Audit Committee verbal report
- Key Educational Performance Indicators
- Chief Executive's Report
- NMIT Risk Register
- Common Seal usage report
- Acronyms & Frequently used Academic Definitions

The general subject of each matter to be considered while the public be excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under Section 48(1) of the Government Official Information and Meetings Act 1987 for the passing of this resolution are as follows:

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 11.09pm

Confirmed: _____ Dated: 20 February 2020

ACTION ITEMS FROM OPEN NMIT COUNCIL MEETING – 20 FEBRUARY 2020

Chair: Daryl Wehner

ACTION ITEMS

ACTION ITEMS FROM 7 NOVEMBER 2019 MEETING

TASK	RESPONSIBLE	DEADLINE	STATUS UPDATE
Provide an update on TANZ eCampus for the next Council meeting.	L Sloan	20 February 2020	In Chief Executive's report.
Lockdown procedure to be finalised and communicated before year end.	G Kerr	31 December 2019	Completed and circulated to Council and staff December 2019. Drop-in sessions being held with staff across Nelson and Marlborough campuses February 2020.

REPORT TO NMIT COUNCIL | 20 FEBRUARY 2020
ITEM 5

SAFETY, HEALTH & WELLBEING REPORT: OCTOBER TO DECEMBER 2019

GRANT KERR: EXECUTIVE DIRECTOR – STRATEGY, ENTERPRISE & SUSTAINABILITY

PURPOSE

To update Council on safety, health and wellbeing (SHW) performance for the current reporting period.

EXECUTIVE SUMMARY

Council receives the safety, health and wellbeing report at each meeting. The reports provide a dashboard and commentary analysis on lead and lag indicators. Key points to note are:

- Key Performance Indicators:

    5. Aviation School at Woodbourne Base fire drill postponed until all staff and students will be on site for 2020, at which time they will become compliant with Fire and Emergency regulations. The fire drill is anticipated to be scheduled during February.

    7. Due to busy time of year the H&S Committee agreed not to hold a meeting in December.

    8. No SHW Leadership meeting held during this period.

- There were no notifiable events during this period.

- There were six injuries/illnesses requiring medical treatment and one serious Near Miss event reported. See Event Summary and Findings section for more details.

- The following trends are comparing to the previous year:
    - 28 incidents were reported in the October to December for both this year and for the same period last year.
    - Total incidents are lower this year at 173 compared to 217 last year.
    - Medical treatment was sought for 16 incidents this year and last year there were 25 that required medical treatment.

RECOMMENDATION

That Council members receive this report for their information.

APPENDIX

a) Safety, Health and Wellbeing Report for October to December 2019

KEY PERFORMANCE INDICATORS

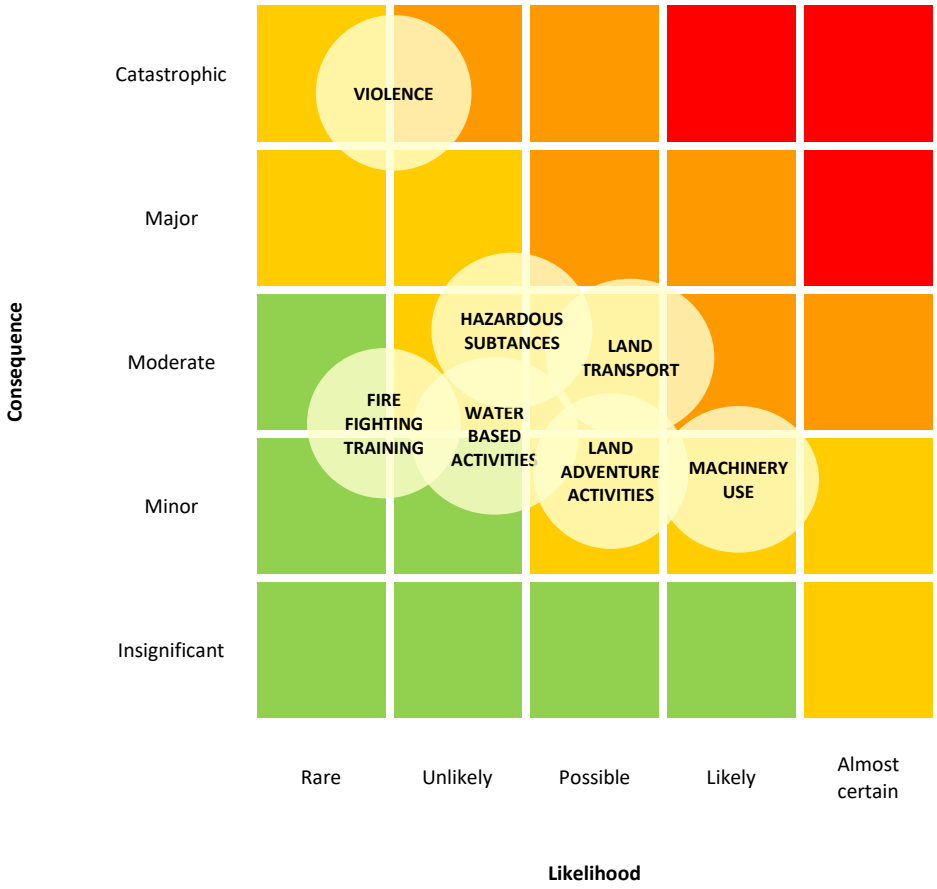
The next section contain key health and safety performance measures for NMIT for the fourth quarter (**1 October to 31 December 2019**). Trends compare to the previous quarter.

H&S FRAMEWORK	KEY PERFORMANCE INDICATOR	CURRENT QUARTER			PERFORMANCE		
		Activity	Compliant	Actual %	Target %	Key	Trend %
1. Hazard & Risk management	New work risks have been eliminated or minimised by implementing control measures	12	6	50	100		↓ -21
	Planned area inspections completed *(15 per quarter)*	Under development					
2. H&S Event management	Notifiable events are notified to WorkSafe as soon as possible after becoming aware of the event.	0	0	0	100		NA
	H&S events are investigated within 2 weeks of being reported (near misses, accidents, pain & discomfort)	28	11	39	80		↓ -9
3. Training	New NMIT team members have completed a job/site specific H&S induction	14	7	50	100		↓ -14
4. Emergency Management	Fire drills at Nelson, Marlborough and Woodbourne were conducted within the last six months	3	2	67	100		→ 0
5. Working with other organisations	Regular maintenance type contractors working on **Nelson Campus** are registered on SiteWise prequalification or other accredited system	25	19	76	80		↑ +12
	Quarterly H&S meetings held with key Stakeholders partners on Campus	1	1	100	100		→ 0
6. Wellbeing initiatives and support	Wellbeing activities/initiatives available to staff to access as per wellbeing calendar *(February to November, at least 1 per month)*			100	100		→ 0
	Wellbeing activities/initiatives available to students as per annual SANITI calendar			100	100		→ 0
7. Worker and Student participation	Monthly H&S committee meetings held *(May to December)*	3	2	67	100		↓ -33
	H&S Representative coverage across NMIT	13	12	92	100		↑ +9
8. Monitoring, and Continuous Improvement	Planned internal Audits completed *(one per quarter)*	1	1	100	100		→ 0
9. Governance and Leadership	Institute of Directors' 'diagnostic questions' discussed at SHW Leadership meetings *(starting June)*	0	0	0	100		→ 0
	Planned safety walks completed (*Q2&4 – 4 per quarter, Q3 – 8 per quarter)*	4	4	100	100		→ 0

Key: Meets standard Working towards standard (50-99) Below standard (1-49) Not started/Developing/NA (0)

LEAD INDICATORS

RISK PROFILE



SUMMARY OF CRITICAL RISKS

Risk	Description	Management Overview	Level of assurance	Issues/Comments
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.		Nothing new to report

Risk	Description	Management Overview	Level of assurance	Issues/Comments
Land transport	Vehicle fleet, including buses, vans, cars, trailers. Risk of vehicle / vehicle and person / vehicle collision in car parks used by students and team members	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. Voluntary driver assessments available to staff.		• **Team member driving NMIT van down narrow driveway hit diagonally parked NMIT car causing minor damage to both vehicles.** • **Door handle on trailer broke spilling camping gear on road see Event Learning and Improvement for more details.**
Machinery use	Use of multiple machines in Automotive, Engineering, Carpentry, Aviation, Arts & Media, Campus Services workshops.	Audit of workshops, includes inspection of machine guarding. Hazard register maintained and reviewed annually. Exposure monitoring of workshops**.** On completion of new extraction systems in Nelson Engineering workshop another exposure monitoring report to be commissioned to gauge effectiveness of changes made in Building Barn, Engineering, Automotive and Art & Media workshops.		Nothing new to report.
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.		Nothing new to report.
Land Adventure activities	Rock climbing, off track tramping, skiing, scrub clearing.	SOPs used and externally audited for high risk activities. Risk assessments and Intentions forms completed prior to activity. Call care used for overnight activities. Smartrak GPS satellite devices are available for emergency response for remote activities.		**AVT Student fell and dislocated shoulder – see Event Learning and Improvement for more details.**
Fire fighting training	Advanced firefighting including use of Breathing Apparatus and controlled fires in specialist facility.	Medical examination required prior to training. Regular audit of fire training facility. Competent trainers. Regular equipment inspections.		Nothing new to report.
Violence	Potential for active shooter on or in vicinity of campus.	Lockdown procedures being developed and incorporated into Emergency Procedures flipchart.		**Lockdown procedures published on intranet on 13/12/2019.**

Key: High Satisfactory Low

AUDITS AND INSPECTIONS

Type	Oct	Nov	Dec	YTD	YTD (last year)
Area Inspection	0	0	0	5	21
Audit - External	0	0	0	0	2
Audit - Internal	0	0	1	4	1
Emergency Drills	1	1	0	6	5
SHW Walks	4	0	0	21	13
Site Inspection	0	0	0	0	2
Total	**5**	**1**	**1**	**36**	**44**

SAFETY OBSERVATIONS

Type	Oct	Nov	Dec	YTD	YTD (last year)
Safe Practice	0	0	0	1	5
Unsafe Practice	11	8	2	102	118
Unsafe Conditions	8	5	0	53	62
Suggestion	6	4	0	33	18
Total	**25**	**17**	**2**	**189**	**203**

CONTRACTOR SAFETY MANAGEMENT

Type	Oct	Nov	Dec	YTD	Contractor monitoring findings
Inductions*	7	24	9	235	Contractor reported concern about defect in wooden scaffold. People were not allowed on structure until NMIT had fixed the issue the following day. Contractor had left plastering equipment and stepladder on stairwell obstructing fire doors and creating tripping hazards. Contractor required to block off door on side working on and use signage to warn people entering stairwell. Contractor required to wear eye protection when breaking up wall.
Worker sign ins*	78	112	84	1,661	
No. of workers*	36	56	34	249	
No. of organisations*	20	28	17	78	
Permit to work issued	1	2	0	18	
Task Analysis reviewed	2	2	3	39	

* Nelson Campus only

HEALTH AND SAFETY WORK PLAN UPDATE

Objective	WorkSafe Focus	Status	Comments
1. Enhance reporting to NMIT Council	Leadership	🟢	Achieved.
2. Implement Chemwatch (inventory database for managing chemicals and Safety Data Sheets)	Risk Management	🟡	Priority to review emergency procedure flip chart has delayed completion on this project. New due date set for April 2020 following annual review of chemical inventories.
3. Increasing the number of H&S representatives (HSR) across NMIT to 26 and make sure they attend HSR training	Employee Engagement	🟢	H&S Rep initial training courses being held at NMIT on 17-18 February and 20-21 April to allow all reps to attend training.
4. Implement health and safety self-assessment tool for managers	Leadership	🟡	Work on self-assessment tool will be finalised following Introduction to Safety and Risk for Managers session being held on 21 February 2020.
5. Implement trial with Aviation (Woodbourne) for a student portal to log Events and Safety Observations in Assura	Employee Engagement	🔵	As previously stated, this project is being postponed until 2020.
6. Increase the number of contractors accredited under SiteWise prequalification by 50% (currently 30)	Leadership	🟢	Achieved. Currently 52 NMIT contractors are registered as assessed and current with SiteWise, a 73% increase from 2018.

Key: 🟢 Achieved 🟡 In progress – on track 🔴 In progress – at risk of not achieving 🔵 Not started

LEADERSHIP AND ENGAGEMENT

Action	Findings/outcomes/ issues raised
Safety, Health and Wellbeing Walks	**Social Sciences** – Sunny spaces and nice art collection in one of the rooms. Low headroom on staircase managed with hazard tape. **Tertiary Pathways** – Nice classrooms and spacious offices. Cord hazard and broken power socket reported to IT. Resources to be relocated in tutors' office to tidy up workspace. **Learning Innovation & Insights** – Has great idea for more collaborative space. Ten people in small space but not all at once. Could do with some more cupboard space. **Te Toki Pākohe**–Concern about storage of gas bottles checked out with H&S Advisor. Recommendation for lockable cage be installed on exterior of building for gas cylinders be stored in.
H&S Committee	Workshop on how NMIT is meeting its primary duty of care when managing health and safety. Priority concerns identified from workshop are: • Crisis management and staff security – lockdown procedure has not been communicated; when campus has been closed due to disasters (fire, earthquake, storms) message isn't getting to all staff and students • Lack of resources in health and safety team – work hours lost when Peter Wilcox left NMIT in early 2018 have not been replaced • Mental health and wellbeing of students and staff – Workload pressure and feelings of insecurity putting undue stress on staff. Alison noted that students are being impacted by stress levels of staff. Several H&S reps finished their 3 year term so elections were held for some work groups to replace them. Six new H&S reps were elected.

ACTIONS FROM PREVIOUS REPORTS

MEETING DATE	TASK	RESPONSIBLE	DUE DATE	STATUS
27/06/2019	Annual review of chemical inventories	Department HSNO key users	August 2019	2020 review of chemical inventories due on 31 March 2020.
03/10/2018	Investigation into incident where team member twisted knee when leg got caught between boat seat and console on Kura vessel during Fast Rescue Boat course	Curriculum Manager	2 October	Investigation complete – Seat base adjusted to allow maximum foot room.

LAG INDICATORS

DASHBOARD

Events

#Reported

28 (28)

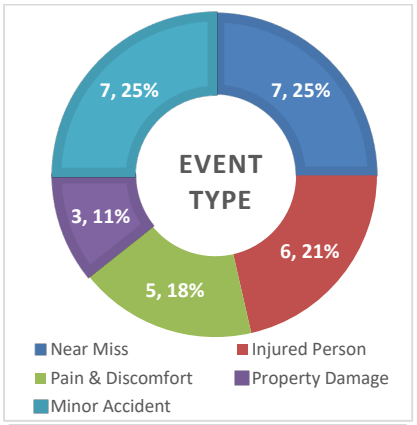
#Investigated

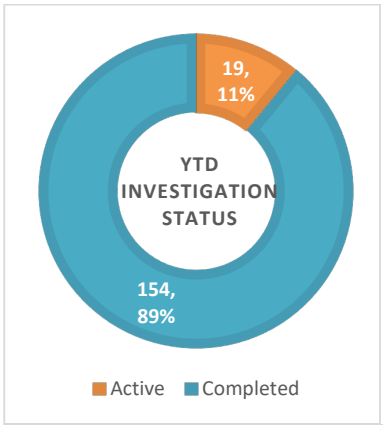
43 (42)

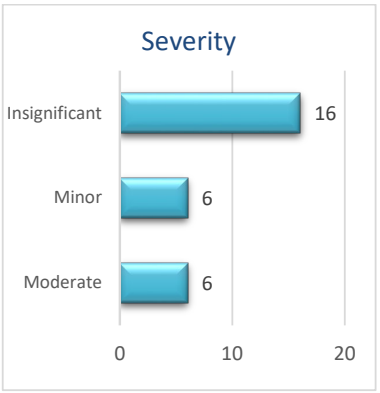
#Notifiable

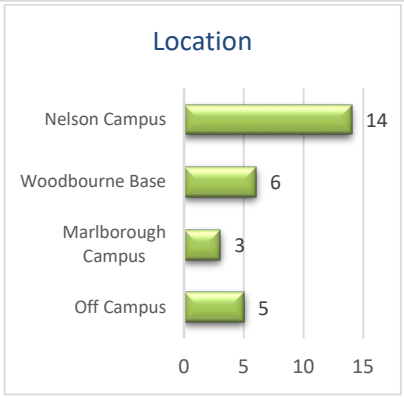
0 (0)

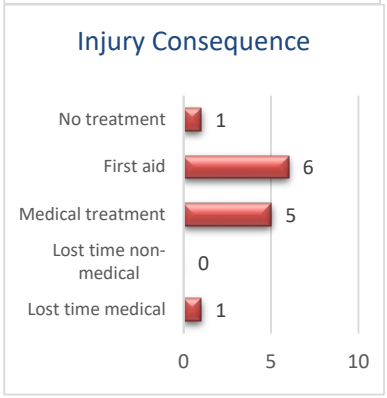
Key: (same period previous year)

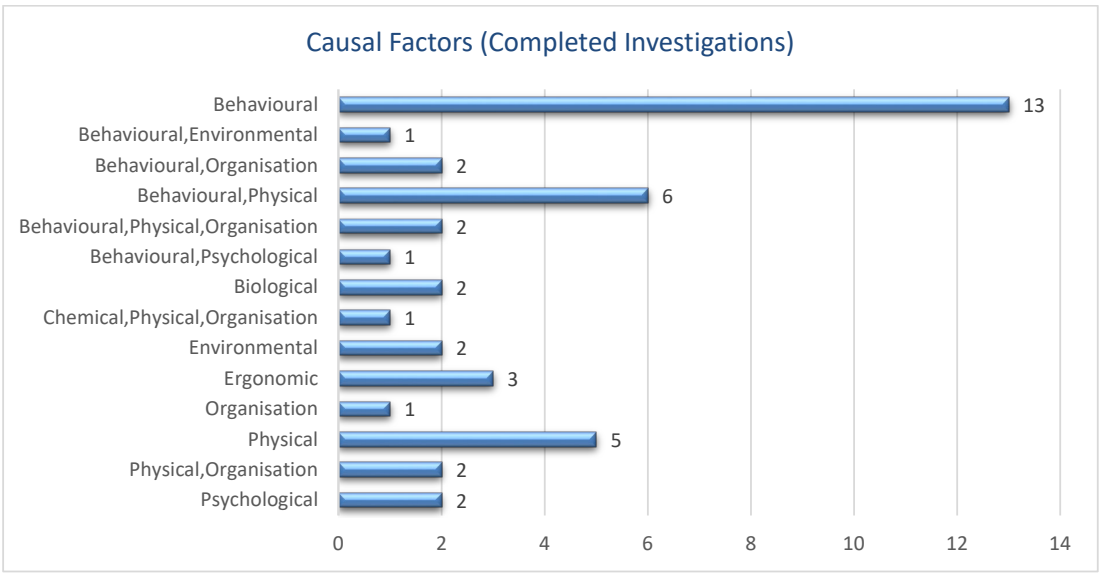




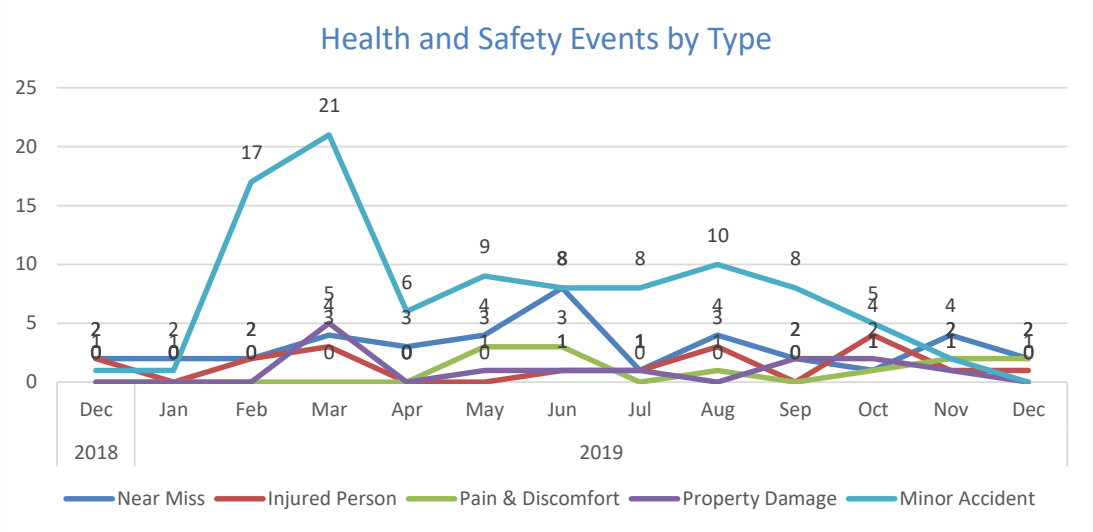








HEALTH AND SAFETY EVENTS SUMMARY



EVENT LEARNING AND IMPROVEMENT

Summary	Findings/Action taken following investigation	Level of assurance
Team member received cut to hands when she tripped on drain cover and fell on broken glass when carrying wine bottles. Was taken to A&E to have embedded glass removed and wound dressed.	**Main contributing factors were:** • Vision partially blocked from box being carried • Weather – unusually windy, walked close to wall where drain cover located **Recommendations:** • Use trolley to transport cartons of wine	
International student presented with severe stomach pains. Was taken to Urgent Medical Centre.	Medical event unrelated to NMIT activities. No further action required.	
Adventure Tourism student fell on crumbling rocks, dislocated shoulder. Was taken to A&E to get shoulder relocated.	**Main contributing factors were:** • Previous dislocations, making susceptible to dislocations **Recommendations:** • Medical clearance to return to course	
Student 'passed out' on clinical placement. Went to see family doctor.	**Main contributing factors were:** • no health concern diagnosed **Recommendations:** • Ongoing communication to promote self care	
Student was cleaning swarf from lathe and cut finger on metal swarf. Student received stitches at medical centre.	**Main contributing factors were:** • Using bare hands to clean swarf instead of tool available **Recommendations:** • Use appropriate tool	
Team member bent over to pick up tools on ground and experienced pain in back	**Main contributing factors were:** • Distracted when picking up tools **Recommendations:** • Back care	
Near Miss – trailer door handle broke while in transit, spilling camping gear onto road that could have caused vehicle accident.	Investigation in progress – to be completed by 14/02/2020	

APPROVAL OF MINOR CHANGES TO POLICY OR PROCEDURE

Academic Statute (Sections 1 – 7) [Academic Statute]

Responsibility: ED- CEE	Owner: Sue Smart

Background:
November 2019 – January 2020
Additions of note in red.

Section 1 – Introduction

1.05 ISO Certification – updated to refer to the 2019 accreditation.
Also added:
Based on the 'plan-do-check-act' methodology, the ISO 9001:2015 standard covers:

- Requirements for a quality management system, including documented information, planning and determining process interactions
- Responsibilities of management
- Management of resources, including human resources and an organization's work environment
- Product realization, including the steps from design to delivery
- Measurement, analysis, and improvement of the QMS through activities like internal audits and corrective and preventive action

Section 2 – Definitions

Business Support Coordinator added
~~Certificate of Proficiency~~ deleted
Executive Team updated
~~Executive Director - Māori Education~~ deleted
~~Executive Director - Learning Innovation and Delivery (ED – LID)~~ deleted

Enrolment Cancellation
The ~~withdrawal~~ cancellation of a learner's enrolment (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.
Different from a withdrawal *Refer to Withdrawal.*

~~Exit Qualification (Exit Award)~~ deleted

OCP - Organisational Counselling Programmes. A ~~free~~ professional counselling service available to all NMIT students (at no charge to the student).

Pono – Truth added

Programme Lead Specialist - added

QMS – Quality Management System. 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. ~~Coherent management activity that ensures quality policies and objectives are set, implemented and evaluated. [def. TANZ]~~ Changed to align with definition in S6

Type 2 Change - A change that has a considerable impact on the overall intention, title, level, structure and/or delivery of a programme or any data and therefore requires internal re-evaluation, approval by Academic Board and approval by NZQA. ~~[def. TANZ]~~

Section 3 – Academic Regulations

10.12.2019. Reviewed and updated by: Head of Learner Services (Julie Bytheway), Library Resouces Manager (Jan Egglestone), Equity Coordinator (Colleen Plank), Bi-cultural adviser Kaiāwhina Māori (Holly Weir), Quality Enhancement Manager (Darcy Liddell) and SANITI; Information and Enrolments Manager (Angela Scott)

3.09 CORE TRANSFERABLE SKILLS

Transferable skills contribute to the NMIT strategy to ~~deliver future-focused programmes for students~~ collectively prepare world and work ready graduates.

3.12.3 ASSESSMENT RESULTS – ACHIEVEMENT-BASED ASSESSMENT

Results of ~~Where a programme uses achievement-based assessment results of assessments, as specified in the Programme Regulations and stated in each Course Descriptor,~~ achievement-based assessments are recorded as grades or ~~marks~~ percentages to indicate the level of a student's work. ~~Grades or percentages are assigned according to the qualities represented in the work.~~

~~Some programmes use a quality-based system in which a gGrades or percentages are assigned according to the qualities represented in the work. Some programmes use a numerical system in which a result is given as a number – usually a percentage mark.~~

3.02.2 LEARNERS UNDER 16 YEARS OF AGE

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 secondary 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. Students must meet the Ministry of Education's requirements before an Early Leaving Exemption will be considered. Any such student must also demonstrate their ability to achieve at the planned level of tertiary study.

3.11.4 STUDENTS WITH DISABILITY/IMPAIRMENT

Reviewed and updated by: Head of Learner Services (Julie Bytheway), Library Resouces Manager (Jan Egglestone), Equity Coordinator (Colleen Plank),

3.12.4 COURSE RESULTS – COMPETENCY-BASED ASSESSMENT

~~Where Programme Regulations permit, a course passed with Excellence shall be recorded as E.~~ deleted

~~Where Programme Regulations permit, a course passed with Merit shall be recorded as M.~~ deleted

~~Programme Regulations will include the criteria for determining Excellence and/or Merit, if those results are available.~~ deleted

3.12.7 DISTINCTION OR MERIT FOR QUALIFICATIONS

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

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

Where the relevant Programme Regulations allow, students will receive an award with **Distinction** where all courses that are being used to meet the completion requirements for the qualification achieve pass grades in the A grade range (A-, A, A+).

Where the relevant Programme Regulations allow, students will receive an award with **Merit** where all courses that are being used to meet the completion requirements for the qualification achieve either all passes in the B grade range (B-, B,

COVER SHEET

B+) or above, or a combination of passes: all passes in the B grade range with the exception of **a maximum of one pass** in the C grade range (C-, C, C+) (equivalent to 15 credits) and a minimum of one pass in the A grade range (A-, A, A+) (equivalent to 15 credits) in another course.

Course results awarded through Recognition of Academic Credit (RAC) Cross Credit or RPL are **ungraded results** representing a pass for the course. In cases where a student has been awarded one or more course results through Cross Credit or RPL, and where any of these courses are being used to meet the completion requirements for the qualification, **Distinction is not available**.

In cases where a student has been awarded one or more course results through Cross Credit or RPL, and where any of these courses are being used to meet the completion requirements for the qualification, if the student has achieved all passes in the B grade range or above, with the exception of **a maximum of one Cross Credit or RPL result** and a minimum of one pass in the A grade range, this combination can also be used to meet the requirements for Merit.

TANZ COLLABORATIVE ACADEMIC REGULATIONS –updated section supplied by Jackie Rees (Curriculum and Quality Manager, TANZ ecampus).

Section 4 – Awards

p.5 Academic Regalia: Certificate Graduands: NMIT certificate sash
~~Certificate of Proficiency~~ deleted

Section 5 – Special Honour and Recognition Awards

Reviewed and no changes made (Liam Sloan, CE, 25.11.2019)

Section 6 – Academic Board Terms of Reference

Review meetings (10.11.2019, 15.11.2019, 4.12.2019) held to review and update the **Academic Statute Sections 6**
Present:

Business Support Team Leader/Academic Regsistrar (Silvia Gassebner)
Academic Integrity Team Leader (Kim Davies)
Executive Director – Customer Experience and Excellence (Sue Smart)
Quality Advisor (Eleanor Upton)
Quality Enhancement Manager (Darcy Liddell)

Content reviewed and updated to reflect current practice.
Formatting reviewed and updated to improve clarity on purpose and responsibilities of Academic Board's committees.
Committees listed in alphabetical order.

ACADEMIC COMMITTEE MEMBERSHIP
(as per AB decision approved at 4.12.2019 meeting)
Standing Members:

Executive Director – Customer Experience and Excellence (Chair)
Ten (10) Curriculum Managers or designated delegates e.g. PASM, SASM or Programme Coordinator
Two (2) Academic Advisors
Academic and Quality Administrator (Secretary; non-voting member)

Section 7 – Schedule of Course Result Keys

Deleted Course Results Keys of programmes no longer delivering.
Retain Current Course Result Keys.

COVER SHEET

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 NMIT Council approve these changes.			
Implementation date:	Jan 2020		
Next Review:	Nov 2020		
Quality Committee endorsement date (e-vote)	**14 Jan 2020**		
☐ CHIEF EXECUTIVE	☐ EXECUTIVE DIRECTOR	☑ **ACADEMIC BOARD**	☐ COUNCIL
Approval date:	*Approval date:*	**15.01.2020 And amendment approved 12.02.2020**	

Additional notes:

Further to the initial approval by Academci Board (15.01.2020), the Academic Advisors re-instated one Course Result Key (in Section 7).
NMIT – CO - 05
This change was approved at Academic Board 12.02.2020

A + Q Office use only	***Date***		***Date***
		4. Working Docs – Published Docs	
1. Amendments complete			
		5. Document pdf'd	
2. Final version sent to CE (Flowingly)		*6. -> DeskPro (-> POLLY)*	
		7. Upload QMS SharePoint –> PBI SharePoint	
3. Signed final version 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

COVERSHEET

Nelson Marlborough Institute of Technology

2020 Academic Statute

Te Ture Akoranga

Section 1: Introduction

Section	Academic Statute		
Approval Date		**Approved by**	Council
Next Review	15.11.2020	**Responsibility**	Executive Director - Customer Experience and Excellence
This Review	25.11.2019	**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, including all **NMIT policies** listed in this Statute, is available from the NMIT website.

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1.02 ACADEMIC STATUTE SECTIONS 4
1.03 NMIT QUALITY MANAGEMENT SYSTEM (QMS) 7
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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 2020.

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, 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
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- 3.05 Learner Journey (including Literacy and Numeracy)
- 3.07 Offsite and Workplace Learning
- 3.08 Health and Safety Risk Management
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TANZ Academic Regulations

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1.03 NMIT QUALITY MANAGEMENT SYSTEM (QMS)

Nelson Marlborough Institute of Technology's Quality Management System (QMS) is required by NZQA. The QMS includes NMIT's policies, procedures and related quality management information.

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, Te Tiriti o 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 EXTERNAL EVALUATION AND REVIEW

Through NZQA's External Evaluation and Review (EER), Institutes of Technology and Polytechnics (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.

The latest External Evaluation and Review was carried out by NZQA in 2017. The reported results 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 retained its Category 1 Provider Rating.

Refer to: *External Evaluation and Review*

1.05 ISO CERTIFICATION

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

In 2019, NMIT successfully received accreditation for **AS/NZ ISO 9001:2015 – Quality Management Systems – Requirements.**

Based on the 'plan-do-check-act' methodology, the ISO 9001:2015 standard covers:

- Requirements for a quality management system, including documented information, planning and determining process interactions
- Responsibilities of management
- Management of resources, including human resources and an organisation's work environment
- Product realisation, including the steps from design to delivery
- Measurement, analysis, and improvement of the QMS through activities like internal audits and corrective and preventive action

NMIT first received ISO Certification for the AS/NZ ISO 9001:2008 standard in 2013 and has had successful revalidation assessments carried out by Telarc annually thereafter.

1.06 REFERENCES

- 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/

Nelson Marlborough Institute of Technology
Te Whare Wānanga o Te Tau Ihu o Te Waka a Maui

Nelson Marlborough Institute of Technology

2020 Academic Statute

Te Ture Akoranga

Section 2: Definitions

Section	Academic Statute		
Approval Date		**Approved by**	Council
Next Review	12.11.2020	**Responsibility**	Executive Director – Customer Experience and Excellence
This Review	15.11.2019	**Key Evaluation Question**	6

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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 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 qualification/s 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	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 against levels of achievement. Results are expressed as grades or marks.
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.
Aegrotat	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.
Application Document	Describes a proposal to NZQA seeking approval for a new programme of study (Levels 1-6) and accreditation to deliver it. The document contains the curriculum, regulations, and funding requirements. This document requires Academic Board approval before being submitted to NZQA.

	[At some member ITPs of TANZ, this is known as a **Programme Document**.]
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. [def. TANZ]
Assessment	The collection and evaluation of evidence to establish the level of an individual's performance. [def. TANZ]
Assessment Criteria	Statements against which the standard of performance of an element/outcome is assessed. [def. TANZ] Also referred to as Assessment Schedule
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.
Business Support Coordinator	First point of contact in Curriculum Areas for stakeholders, reporting to the Curriculum Manager or Programme Lead Specialist
Candidate	Person entered for an examination.
Capability Document	Document outlining NMIT's capacity to deliver a new or substantially changed programme of study in terms of physical and academic resources. 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 capacity to deliver a new or substantially changed programme of study in terms of physical and academic resources where NMIT has a successful track record of delivery of a similar level and approved programme.

	The Capability Letter requires Academic Board approval and supports the 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	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.
Competency-based Assessment	Assessments in which the criteria are worded in terms of a competence – what a student should be able to do. The results available are: 'criteria met' (Achieved or Passed); and 'criteria not yet met' (Not Achieved or Not Passed). *Note: Also known as 'ungraded competency'.*
Compulsory Academic Requirement	A requirement specified in the Programme Regulations which must be met by students in addition to the summative assessments of any course. [def. TANZ]
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, and Course-related Costs.***
Conceded Pass	Awarded where a student, who has otherwise reached an acceptable standard in the programme, has narrowly failed one course thus affecting his or her ability to complete the qualification. [def. TANZ]
Conditional Acceptance	Where a new programme has not yet received final approval from NZQA and TEC, students may be conditionally accepted for enrolment. Their enrolment is confirmed subject to the programme receiving final approval (a TEC requirement).
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] *Result not available for all NMIT programmes. Refer to the relevant Programme Regulations.
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)	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	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/
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]
Constructive Alignment	A principle of programme design and delivery adopted by NMIT, whereby programme structure, course learning outcomes, assessment tasks, content and methods are linked to the graduate outcomes.
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 governing body of a tertiary education institution as defined by the Education Act 1989 (165) [def. TANZ]
Course	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 Course 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).
Credit Transfer	The granting of academic credit from the **same** course either in another qualification at NMIT (Internal Credit Transfer) or in another qualification at another institution (External Credit Transfer).
Cross Credit	The granting of academic credit from a **similar** course successfully completed as part of another approved qualification from NMIT or another institution.
Curriculum Manager	Person responsible for the academic delivery of a group of programmes. A Curriculum Manager reports to one of two Curriculum Directors.
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 degrees, 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 Policy*** and ***Degree Monitoring Procedure***
Distinction	Recognition of a student's high achievement/exemplary performance in a course, or programme. Details are outlined in Programme Regulations. [def. TANZ] See also: ***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. 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 cancellation of a learner's enrolment (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. Different from a withdrawal *Refer to Withdrawal.*
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 ***Fees, Charges and Refunds (Domestic Students)*** and ***Fees, Charges and Refunds (International Students)*** • ***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 re-enrol without prior permission from the institute. [def. TANZ]
Executive Team	NMIT's executive management consisting of: • Chief Executive (CE) • Executive Director – Strategy, Enterprise and Sustainability (ED – SES) • Executive Director - Customer Experience and Excellence (ED – CEE) • Executive Director - Finance, Compliance and Business Intelligence (ED – FCB)
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]
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, 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 facilitates 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. 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.
Graded competency-based assessment	Competency-based assessment where Merit and Excellence are also recognised. Results available are: 'criteria met' (Achieved or Passed), 'criteria not yet met' (Not Achieved or Not Passed), Passed with Merit (M), Passed with Excellence (E).
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 • 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 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.***
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.
Micro-credential	An award that certifies achievement of a coherent set of skills and knowledge; and is specified by a statement of purpose, learning outcomes, and strong evidence of need by industry, employers, iwi

	and/or the community. They are 5 – 40 credits in size and require Academic Board approval. https://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/micro-credentials
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, valid, fair, reliable and consistent.
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]
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.
Found on Downloads	
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 learners succeed in their chosen endeavours and to contribute to New Zealand society. [def. TANZ] https://www.nzqa.govt.nz/about-us/
Notional Learning Hours	Include all learning activities. 10 notional learning hours equals 1 credit (NZQA). [def. TANZ]
NZQF	New Zealand Qualifications Framework. 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 the least complex and level 10 the most complex. All qualifications on the NZQF are assigned one of the 10 levels. [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
OCP	**Organisational Counselling Programmes**. A professional counselling service available to all NMIT students (at no charge to the student).
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 providing administrative support across the Programme Area. Reports to the Curriculum Manager.
Programme Document	*See* **Application Document**
Programme Lead Specialist	Supports the Executive Team to deliver on NMIT's primary objectives. Reports to the Curriculum Manager.

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 usually 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 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.
Provider	The tertiary education organisation supplying education and/or training and/or assessment services (NZQA). [def. TANZ]
Provisional acceptance	See Conditional acceptance
QMS	Quality Management System. 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.
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 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] *Result not available for all NMIT programmes. Refer to the relevant Programme Regulations.
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.)
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 ongoing process a tertiary education organisation uses to gain evidence of its own effectiveness in providing quality education. [def. NZQA]
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 courses at an institute. [def. TANZ] Also known as Learner.
Student Learning Advisor	Person acting as a conduit between students and academic staff. Responsible for 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]
TANZ	The Tertiary Accord of New Zealand (TANZ - a network of 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 • Universal College of Learning (UCOL Polytechnic) • Eastern Institute of Technology (EIT) • Nelson Marlborough Institute of Technology (NMIT) • Ara Institute of Canterbury (ARA) • 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 for a smooth transition to tertiary study, including: • Gateway • STAR • Student for a Day • Trades Academy • Youth Guarantee
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**)

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 or any data and therefore requires internal re-evaluation, approval by Academic Board and approval by NZQA.
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]
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	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). Different from an enrolment cancellation. *Refer to 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
Pono	Truth
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

Nelson Marlborough Institute of Technology
Te Whare Wānanga o Te Tau Ihu o Te Waka a Maui

Nelson Marlborough Institute of Technology

2020 Academic Statute

Te Ture Akoranga

Section 3:

Academic Regulations (including TANZ Collaborative Academic Regulations)

Section	Academic Statute		
Approval Date		**Approved by**	Council
Next Review	12.11.2020	**Responsibility**	Executive Director – Learning Innovation and Delivery
This review	15.11.2019	**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, and all policies referenced therein, are available from the NMIT website.

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SECTION 3: ACADEMIC REGULATIONS

PURPOSE AND SCOPE

The NMIT Quality Management System (QMS) and Programme Regulations take precedence over the TANZ Collaborative Academic Regulations in cases where there is a difference between them, unless NMIT Academic Board determines otherwise.

Where a programme leads to an award by a body external to NMIT, the regulations of the external body shall apply, unless the NMIT Academic Board determines otherwise.

3.01 PROGRAMME INFORMATION

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. Students are expected to 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.

Programme Regulations are the legally binding contractual obligations of staff and enrolled students. They are used 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 documents shall include:

- Qualification(s) and/or award(s) to which the programme leads, including title, type, level, credit value, subject area classification (NZSCED)
- Study pathways
- Programme title
- Programme aims
- Target learner group(s)
- Programme design
- Programme structure
- Schedule of courses
- Schedule of assessment standards (if the programme includes these)
- Map of learning outcomes and assessments to the qualification's graduate profile
- Core transferable skills
- Programme delivery including study weeks and study break weeks, pattern(s) of delivery, mode(s) of delivery
- Learning and teaching approaches
- Student research
- Offsite and workplace learning
- Health and safety risk management
- Entry and selection
- Recognition of academic credit
- Transition arrangements from earlier versions of the programme
- Qualification completion requirements

- Requirements for merit and distinction
- Assessment – rationale, basis, methods
- Results – for assessment and for courses
- Attendance and/or engagement requirements/expectations
- Special assessment circumstances
- Moderation
- Other requirements
- External regulations (if applicable)
- NZQA qualification details (if applicable)
- Course Descriptors
- References to Academic Statute and QMS (where appropriate)

3.01.1 COURSE INFORMATION

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

3.02 ADMISSIONS AND ENROLMENT

Admission of students to enrol and study at NMIT shall be in accordance with the relevant programme and/or course specific regulations and 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.

Refer to: *Internationally Recognised English Proficiency Outcomes for International Students*

Applicants must provide documentation to be admitted to course or programme as set out in the Programme Regulations. Documentation required for admission include academic transcripts and awards, shall be an original or a certified copy or certified translation. Supplementary documentation may also be required for admission include, but not limited to, curriculum vitae, work experience letters, Police Check Form, Referee Reports and Statement of Purpose.

Applicants must also provide identification documentation to confirm residential status, a verified copy of their passport or birth certificate.

Applicants with Recognition of Academic Credit (RAC) achieved by approved Cross Credit, Credit Transfer, or Recognition of Prior Learning may be admitted to any appropriate point on a programme upon payment of any prescribed fee.

3.02.1 SPECIAL ENTRY

In exceptional circumstances applicants who do not meet the academic entry requirements may be granted entry onto a course or programme where they supply documentary evidence to the Curriculum Manager or delegate to satisfy the Academic Committee of their ability to succeed on the course or programme, and where literacy and numeracy skills are sufficient to meet health and safety requirements.

3.02.2 LEARNERS UNDER 16 YEARS OF AGE

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 secondary 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. Students must meet the Ministry of Education's requirements before an Early Leaving Exemption will be considered. Any such student must also demonstrate their ability to achieve at the planned level of tertiary study.

3.02.3 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 the relevant Curriculum Manager. A recommendation is then made to the Executive Director Learning, Teaching and Innovation regarding enrolment. 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.

3.02.4 REFUSAL OF ADMISSION

Refusal of admission must be justifiable.

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.

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.

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

3.02.5 LATE APPLICATIONS

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

3.02.6 ENROLMENT

Applicants become fully enrolled when they have confirmed their place on the course or programme and have paid their fees or have made arrangements with NMIT Finance to pay their fees before the course or programme start date.

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

3.02.7 LIMITS ON STUDENT NUMBERS

Where a limit is set on student numbers for a course or programme, selection criteria specified in the relevant Programme Regulations will be applied to determine who will be offered a place.

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

Information about selection criteria is available to students prior to or at the time of application.

3.02.8 CANCELLATION OF COURSE OR PROGRAMME

Where it appears to the Executive Director responsible for Finance 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.

3.03 ENROLMENT TRANSFER, CANCELLATION AND WITHDRAWAL

Domestic and International students have specific and separate requirements relating to enrolment transfer, cancellation and withdrawals.

3.03.1 TRANSFER OF ENROLMENT

A transfer of enrolment is the process by which a student remains on the same programme but wishes to transfer a course enrolment for a different course or course occurrence. For example, the same course in a different semester.

If a student wishes to change their programme of study to another 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 or programme, shall apply to the Curriculum Manager concerned.

The length of the course or programme will determine the number of days from the start date within which a transfer can be actioned, and the conditions that apply.

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 Curriculum Area.

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

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

In exceptional circumstances the transfer may be initiated by NMIT.

3.03.2 ENROLMENT CANCELLATION

An enrolment cancellation is a form of withdrawal, as defined by the Tertiary Education Commission Rules.

An enrolment cancellation is the withdrawal of a student from a course(s) or programme without academic penalty. In these cases no course result will be recorded on the student's Academic Record, and the enrolment will not be reported in the Single Data Return (SDR).

An enrolment cancellation may be initiated by NMIT or by the student concerned.

The length of the course(s) or programme will determine the number of days from the start date of the course(s) or programme within which an enrolment cancellation can be actioned, and the conditions that apply.

3.03.3 ENROLMENT WITHDRAWAL

In cases where a student's enrolment is formally withdrawn from a course(s) or programme after the last cancellation date and before the last withdrawal date, the student enrolment will be reported in the Single Data Return (SDR) and the student's Academic Record will show 'Withdrawn' as the result for the course(s).

An enrolment withdrawal may be initiated by NMIT or by the student concerned.

The length of the course(s) or programme will determine the number of days from the start date of the course(s) or programme after which an enrolment withdrawal can be actioned, the date after which an enrolment withdrawal is no longer available, and the conditions that apply.

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

Enrolment withdrawal from a course(s) or programme is without prejudice to the student's right to apply on that course(s) or programme in the future.

3.03.4 ENROLMENT WITHDRAWAL FOLLOWING NON ENGAGEMENT

Where an enrolled student does not engage at any time within the enrolment withdrawal period of the course(s) is complete, but has not initiated a formal enrolment withdrawal process nor responded to communications from the Institute, including requests to confirm their enrolment status, the institute may withdraw the student from the course(s).

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

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 the Executive Director responsible for Finance.

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

Withdrawal Policy *Withdrawal Procedure*

3.03.5 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 Immigration New Zealand will commence their compliance process.

Refer to: *International Student Special Leave*

3.04 FEES

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

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

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 reasonable 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 Executive Director responsible for Finance. Specific payment dates will be supplied on application for a course(s) or programme.

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

3.04.1 REFUND OF FEES

The eligibility for refunds of fees resulting from circumstances relating to enrolment, the cancellation of an enrolment, or the transfer of an enrolment are specified in the Fees, Charges and Refunds (Domestic Students) or Fees, Charges and Refunds (International Students). Notwithstanding the information in this section, the regulations may be varied at the discretion of the Executive Director responsible for Finance 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(s) or programme is eligible for a fees refund is detailed in the Withdrawal 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 enrolment cancellation period.

No refund of course enrolment fees is available if the Cancellation/Withdrawal Form is submitted to the Administration Office after the enrolment cancellation period, except in exceptional circumstances and with approval from the Curriculum Manager and the Executive Director responsible for Finance.

No refund of enrolment fees is available for a course(s) less than 7.5 credits or the equivalent of two weeks full-time study, except in exceptional circumstances and with approval from the Curriculum Manager and the Executive Director responsible for Finance.

Apart from the refund of enrolment fees described in this section, the refund of any other charges is at the discretion of the Executive Director responsible for Finance.

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 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 Mana 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

3.06 EQUAL EDUCATIONAL OPPORTUNITIES (EEDO)

In order to address inequity, increase participation and improve the learning experience of disadvantaged and under-represented groups across the Institute, NMIT is committed to:

- eliminating unnecessary barriers to the progress of students;
- avoiding the creation of unnecessary barriers to the progress of students;
- developing programmes to attract students from groups in the community either under-represented in NMIT's student body; or disadvantaged in terms of their ability to attend NMIT.

The EEdO report provides details of how the Institute can evidence this commitment and this report is available in the NMIT Annual Report.

3.07 OFFSITE AND WORKPLACE LEARNING

Offsite and workplace learning provides the opportunity to link classroom delivery with corresponding practice in the workplace. It enables students to learn and apply key practical skills and gain experience of professional requirements and practice in an industry setting.

Students must meet all the pre-requisite requirements for any offsite or workplace learning component before being permitted to proceed.

Each student will have an Offsite and Workplace Learning Agreement with the workplace, outlining the expectations, roles and responsibilities of all parties. During offsite and workplace learning, students must adhere to the health and safety and general rules that pertain to that particular worksite.

If, in the opinion of the Curriculum Manager, a student's performance or participation in any offsite or workplace learning component is unsatisfactory for whatever reason, the Executive Director responsible for Learning and Teaching may suspend the student's attendance for up to three working days. During that time the Academic Committee or other appropriate NMIT authority will consider the unsatisfactory performance/participation/misconduct and implement one of the following:

a) remove the suspension
b) require the student to undertake further study in pre-requisite requirements
c) suspend the student from the offsite or workplace learning component for a period that it sees fit
d) exclude the student from the programme where successful completion of the offsite or workplace learning hours is a compulsory academic requirement.

Refer to:	*Health and Safety Manual*
	Offsite and Workplace Learning Policy
	Safety, Health and Wellbeing Policy
	Student Misconduct Procedure

3.08 HEALTH AND SAFETY RISK MANAGEMENT

NMIT is committed to providing a safe and healthy learning/work environment and to meet its obligations under the Health and Safety at Work Act 2015. NMIT health and safety policies and procedures are reviewed at least every two years.

At all times, every effort shall be made to reduce any risk to students through management of educational activities and the learning environment.

Curriculum Areas comply with relevant NMIT Safety, Health and Wellbeing policies, and follow the procedures described in the NMIT Health and Safety Manual. There are standard NMIT guidelines for managing general health and safety risk issues. Where a Programme contains activities with the potential for significant risk, students are made aware of these (and the guidelines concerning them) at the beginning of the appropriate courses.

All students will be inducted to the health and safety procedures (including emergency evacuation and accident) for the site where their learning takes place.

Where specialist training providers are contracted to NMIT to manage off campus activities, the training provider's Safety, Health and Wellbeing policies and processes must comply with NMIT Safety, Health and Wellbeing requirements. They may be required to provide evidence of their health and safety practices. In such cases where they do not comply, the contractor is advised that NMIT Safety, Health and Wellbeing Policies and Procedures apply.

Refer to:	*Health and Safety Manual*
	Intentions Form for Off-Campus Activities [available for NMIT staff only]
	Offsite and Workplace Learning Policy
	Risk Analysis and Management Plan for Educational Activities
	Safety, Health and Wellbeing Policy

3.09 CORE TRANSFERABLE SKILLS

The term 'core transferable skis' refers to both 'soft skills' such as personal competencies and abilities; and 'hard skills' the specialist skills which can be defined and measured. By acquiring both sets of skills, NMIT students become work and world-ready graduates making well-informed choices of a career or academic path.

Transferable skills contribute to the NMIT strategy to collectively prepare world and work ready graduates.

For every programme, (levels 1 – 9), a detailed list of core transferable skills embedded in the programme delivery is available in the Programme Regulations. These skills contribute towards the student successfully meeting current and future demands of employers.

The list below provides examples of the types of skills that students will develop:

Self/Others Manaakitanga ○ Teamwork ○ Communication ○ Self-management ○ Tikanga and Te Ao Māori ○ Leadership	**Learning to Learn** ○ Taking responsibility and initiative for own learning ○ Goal setting and achieving ○ Enhancement of potential to improve own performance ○ Critical thinking and analysis ○ Reflective thinking and problem solving ○ Resilience
Literacy ○ Clear and effective written and oral communication ○ Acquiring, understanding and assessing information ○ Presentation and public speaking ○ Analysis of written information ○ Management of written projects	**Numeracy** ○ Mathematical skills to complete calculations ○ Interpretation of mathematical information ○ Analysis and evaluation of statistical data ○ Numerical strategies to analyse and interpret data ○ Numerical strategies to resolve operational problems
Specialist Skills ○ Operational and theoretical knowledge in the field of work and study ○ Awareness of professional standards and expectations ○ Knowledge, attitude and skills to progress to next academic level or into workplace ○ Solutions to familiar and unfamiliar problems ○ Compliance legislation ○ Health and safety	**Digital Literacy** ○ Use of appropriate digital tools and resources to manage information ○ Use of multiple digital sources relevant to the field of work and study ○ Creation and publication of subject specific content in multimedia formats ○ Management of group interactions and engagement in online communities

3.10 ASSESSMENT

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

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

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

Every programme in which summative assessment takes place will have their assessments moderated both internally and externally as specified in the relevant Programme Regulations and Institute policy.

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

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

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.

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 Curriculum Area's protocol or the relevant Programme Regulations.

Students shall make themselves available to undertake all summative assessments at the time and place stipulated by the course information/timetable provided. Failure to submit summative assessments on time, without having an approved extension may result in a fail assessment result.

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.

3.10.1 ASSESSMENT IN TE REO MĀORI

Students may use Te Reo Māori in assessment if the student has registered their request, and has received approval for this prior to the start of the course or programme by the Curriculum Manager with responsibility for the Curriculum Area.

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.

3.10.2 EXAMINATIONS

The 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*

Examination Guidelines

3.11 SPECIAL ASSESSMENT CIRCUMSTANCES

3.11.1 AEGROTAT CONSIDERATION

This section relates to student performance in summative assessment being affected by factors beyond the control of the student.

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 aegrotat consideration shall be made by the student to the Curriculum Manager with responsibility for the course or programme which the student is studying.

In all cases the initial notification of the intention to seek aegrotat consideration 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 application for aegrotat consideration must include 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.

At the time of lodging the application for aegrotat consideration the student must be advised that when the result for any summative assessment in a course is determined through aegrotat consideration, the result for the course will also show as an aegrotat result.

The decision on the outcome of an application for aegrotat consideration rests with the Curriculum Manager with responsibility for the course or programme which the student is studying.

ELIGIBILITY

Programme Regulations will indicate if aegrotat consideration is available in the course and/or programme. Aegrotat results 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 fewer than two summative assessments, this does not apply.

The Curriculum Manager 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 Curriculum Manager 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 Curriculum Manager responsible for the programme shall consider the validity of the application. To be considered valid, the application shall be genuine and supported by such evidence as the Curriculum Manager requires.

DETERMINATION OF MARK OR GRADE USING ALTERNATIVE METHODS:

Under normal circumstances the alternative available methods used to determine the result are:

a) Assess after extending a deadline for completion.
b) Assess completed item or an equivalent item at another time.
c) Assess a completed alternative item.

DETERMINATION OF MARK OR GRADE USING AEGROTAT CALCULATION:

d) 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 50%) of the summative assessments of a course, the final grade or mark may be determined by mathematical extrapolation. (Aegrotat result)
e) Change the weighting of the assessment items completed to estimate a mark or grade for the complete course. (Aegrotat result)

The Curriculum Manager responsible for the course or programme shall use the selected method to determine the result 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 aegrotat consideration, the result may be recorded as (mark or grade) (AEG).

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

Where the result for any summative assessment in a course is determined through aegrotat consideration, the result for the course must show as an aegrotat result.

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

3.11.2 RE-SITS AND RESUBMISSIONS

For all programmes which include summative assessments, published information for students (e.g.

Programme Regulations) shall include information on availability, criteria and procedures for re-sit and resubmission of summative assessments.

Where the criteria for successful completion of a summative assessment have not been met, if the Programme Regulations permit, the student may request to undertake the assessment task or activity a second time (or more if Regulations permit) within the timing of the programme or course.

Requests for re-sits and/or resubmissions should be made no later than 5 working days after the assessment has been marked and returned to the student. If Regulations permit, the student will be allowed either a re-sit or a resubmission.

The maximum mark for the student's work shall be the minimum pass for the assessment. If extenuating circumstances apply, the student may seek an exception to this, but any exception must be approved by the Curriculum Manager.

3.11.3 RECONSIDERATION OF ASSESSMENT RESULTS (RE-MARK)

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 Curriculum Manager responsible for the programme for a reconsideration within (10) working days of the return of the assessment. Reconsideration will solely investigate the marking of an assessment and may include a re-mark.

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

The Curriculum 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.

3.11.4 STUDENTS WITH DISABILITY/IMPAIRMENT

NMIT's equity support services are aligned (through ACHIEVE, the National Post-Secondary Education Disability Network Incorporated) to the Kia ōrite Code of Practice, the New Zealand Code of Practice for an Inclusive Tertiary Education Environment for Students with Impairments.

https://www.achieve.org.nz/resources/kia-orite-code-of-practice/

Students with disability or impairment who wish to access NMIT's support services can contact the Equity Coordinator who will assess for eligibility. Eligible students wishing to receive assistance in order to undertake a summative assessment can apply to the Equity Coordinator or the Head of Learner Services. The application must state the nature of the disability/impairment and the type of assistance required.

Assistance can include:

- Alternative venues
- Rest breaks
- Extra time
- NZSL interpreter
- Reader or writer
- Reader/writer
- Use of computer
- Voice recognition tools

The application needs to be submitted in good time. If the application is submitted with less than two weeks' notice to the date of the assessment, NMIT may not be able to provide the assistance requested.

Refer to:	*Kia ōrite Code of Practice*
	Alternative Arrangements Guidelines in Tests and Examinations for Students with Disability/Impairment

3.12 RESULTS

NOTE: The information in this section refers to NMIT courses and 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/or Course Descriptors, and may differ from the information in this section.

The available results of assessments and courses shall be specified in the Programme Regulations and/or Course Descriptors.

3.12.1 ASSESSMENT RESULTS – COMPETENCY-BASED ASSESSMENT

Where a course uses competency-based assessment students must meet the required standard as identified in the list of competencies for the assessment. Students are advised of the competencies they are required to demonstrate.

Unless Programme Regulations stipulate otherwise, results of competency-based assessments are recorded as Achieved (A) or Not Achieved (N).

Where the Programme Regulations also permit the recognition of Merit and/or Excellence for assessment results they will be recorded as Merit (M) and Excellence (E).

3.12.2 ASSESSMENT STANDARD RESULTS

Unless Programme Regulations and/or Course Descriptors stipulate otherwise, results of Assessment Standards 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 no later than one month after the end of the course.

3.12.3 ASSESSMENT RESULTS – ACHIEVEMENT-BASED ASSESSMENT

Results of achievement-based assessments are recorded as grades or percentages.

The assessment results available in a programme are stipulated in the relevant Programme Regulations.

3.12.4 COURSE RESULTS – COMPETENCY-BASED ASSESSMENT

The course results that are available in a programme which uses competency-based assessment are listed in the Course Result Key stipulated in the relevant Programme Regulations.

Where competency-based assessment is used (the process of seeking evidence and making a decision about whether a student can perform to a standard), course results shall be recorded as Pass/Passed (P), No Pass/Not Passed (NP), or as one of the 'Other' results available under the Programme Regulations.

3.12.5 COURSE RESULTS – ACHIEVEMENT-BASED ASSESSMENT

The course results that are available in a programme which uses achievement-based assessment are listed in the Course Result Key stipulated in the relevant Programme Regulations.

Where course results are awarded according to the level of achievement, the final outcome of a course shall be recorded either as a grade or as one of the 'Other' results available under the Programme Regulations.

Grades in the A, B and C ranges are passing grades, and grades in the D and E range are failing grades.

3.12.6 OTHER RESULTS THAT MAY BE AWARDED

Programme Regulations specify the 'Other' course results available in a programme.

3.12.7 DISTINCTION OR MERIT FOR QUALIFICATIONS

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

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

Where the relevant Programme Regulations allow, students will receive an award with **Distinction** where all courses that are being used to meet the completion requirements for the qualification achieve pass grades in the A grade range (A-, A, A+).

Where the relevant Programme Regulations allow, students will receive an award with **Merit** where all courses that are being used to meet the completion requirements for the qualification achieve either all passes in the B grade range (B-, B, B+) or above, or a combination of passes: all passes in the B grade range with the exception of **a maximum of one pass** in the C grade range (C-, C, C+) (equivalent to 15 credits) and a minimum of one pass in the A grade range (A-, A, A+) (equivalent to 15 credits) in another course.

Course results awarded through Recognition of Academic Credit (RAC) Cross Credit or RPL are **ungraded results** representing a pass for the course. In cases where a student has been awarded one or more course results through Cross Credit or RPL, and where any of these courses are being used to meet the completion requirements for the qualification, **Distinction is not available**.

In cases where a student has been awarded one or more course results through Cross Credit or RPL, and where any of these courses are being used to meet the completion requirements for the qualification, if the student has achieved all passes in the B grade range or above, with the exception of **a maximum of one Cross Credit or RPL result** and a minimum of one pass in the A grade range, this combination can also be used to meet the requirements for Merit.

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

[Qualification title] (with Merit)

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

[Qualification title] (with Distinction)

3.12.8 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.

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

3.12.9 COURSE RESULT KEYS FOR COLLABORATIVE OR SHARED PROGRAMMES

Where Programme Regulations indicate a collaborative arrangement between NMIT and another Tertiary Education Organisation (TEO) the Regulations will indicate if externally prescribed Course Result Keys apply.

3.12.10 NOTIFICATION OF COURSE RESULTS

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.

3.12.11 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

3.13 RECOGNITION OF ACADEMIC CREDIT (RAC)

NMIT is committed to the recognition of relevant formal and informal 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.

The NMIT Recognition of Academic Credit Policy is designed to:

- To recognise and credit students' achievement of relevant formal and informal learning acquired prior to completion of a qualification offered by NMIT.
- To support individuals in their lifelong learning.
- To ensure that Recognition of Academic Credit (RAC) contributes to the quality and integrity of qualifications offered by NMIT and facilitates effective study pathways for learners in compliance with NZQA regulations.

The principles for Recognition of Academic Credit are to:

- 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 upheld.
- Ensure that constructive alignment across the qualification is maintained.
- Ensure that principles of assessment practice, to be appropriate, practicable, inclusive, valid, reliable and fair, are maintained.

Three types of RAC are distinguished in the RAC Policy:

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

RAC is only available for **complete** courses.

The Recognition of Academic Procedure describes the procedures for formally recognising relevant formal and informal 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.

Refer to:	*Fees, Charges and Refunds (Domestic Students)*
	Fees, Charges and Refunds (International Students)
	Recognition of Academic Credit (RAC) Policy
	Recognition of Academic Credit (RAC) Procedure
	Section 7: Schedule of Course Result Keys

3.14 STUDENT ACADEMIC APPEALS

NMIT undertakes to ensure academic appeals are fairly heard and academic standards are maintained. Commitments made in NMIT's *Student Charter* are recognised and applied. The Student Academic Appeals policy provides the following scope for academic appeals:

Students may appeal decisions made by NMIT staff or academic committees on any academic matters, including:

- Admission to programmes
- Applications for credit transfer, cross credit, RPL
- Meeting the progression requirements within a programme
- Results of summative assessments, grades, the award of merits and distinctions; and award of qualifications
- Applications for consideration of special assessment circumstances such as aegrotat
- Alleged academic misconduct
- Cancellation of enrolment and withdrawal from a programme
- Application of the NMIT Academic Statute
- Application of Programme Regulations
- Application of NMIT procedure: *Unsatisfactory Academic Progress*

For procedure and more information, refer to the Student Academic Appeals policy.

Refer to: *Student Academic Appeals Policy*

3.15 ACADEMIC INTEGRITY AND CONSEQUENCES OF BREACHING NMIT RULES

NMIT and SANITI will actively raise the awareness of staff and students of the value of maintaining high standards of Academic Integrity for the NMIT community. Activities that raise awareness of academic integrity include but are not limited to:

- Encouraging specific collaboration between staff and students on what academic integrity means for the Institute.
- Mapping out clear expectations of academic integrity early on in the learner journey.
- Designing assessments to enhance academic integrity.
- Providing educative learner support services to embed good academic practice. For example, good referencing practice.
- Facilitating the use of software to detect plagiarism. For example, WriteCheck, Turnitin.
- Encouraging the use of pledge statements and honesty declarations where appropriate.
- Developing a culture where students take responsibility for abiding by the principles of academic integrity
- Clearly mapping out the consequences of academic misconduct.

Academic Misconduct 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 Curriculum Manager or delegate
e) Using notes during a closed book test.

Academic misconduct is unacceptable. Where academic misconduct is discovered, severe penalties will be imposed.

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

Where Academic Misconduct is alleged, the ***Academic Misconduct Procedure*** will be followed.

3.15.1 PENALTIES FOR ACADEMIC MISCONDUCT

Where an allegation of misconduct is proven, any or all of the following penalties may be imposed 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 any summative assessments for a specified period
- 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
- A reprimand
- Record of the penalty imposed on the student's file for a specified time
- Exclusion of the student from any programme within the institute.

Refer to: *Academic Integrity and Academic Misconduct Policy*
Academic Misconduct Procedure
Student Academic Appeals Policy
What to do When (there's a problem) [internal access only]

3.16 UNSATISFACTORY ACADEMIC PROGRESS

It is important to identify and support students who are having difficulty meeting academic standards as early as possible and the provision of academic support is a normal part of learning and teaching at NMIT. Refer to Sections 3.18 and 3.19 of this Statute.

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

Refer to: *Unsatisfactory Academic Progress Procedure*

3.17 RE-ENROLMENT ON A COURSE OR PROGRAMME FOLLOWING EXCLUSION

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

Any student excluded from a course or programme, who wishes to re-enrol, shall lodge a written application with the Academic Committee before the commencement of the course or programme together with the specified fee.

The student must satisfy the Academic Committee that as a result of study or other activity in the intervening period, there is a reasonable likelihood they will succeed in their study.

The Academic Committee shall decide whether the student may be permitted to re-enrol and may impose conditions on the re-enrolment.

Refer to:	*Offsite and Workplace Learning Policy*
	Student Misconduct Procedure
	Unsatisfactory Academic Progress Procedure

3.18 STUDENT GUIDANCE AND SUPPORT

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

3.18.1 LEARNER SERVICES

The Library Learning Centre (LLC) Te Puna Mātauranga, and its satellite Learning Centres provide:

- 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 students and staff.
- 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, Richmond, Marlborough and Woodbourne campuses, and for those studying by distance or online. Services and resources are available via the library website, online Learner Services Hub, email, courier delivery, and Skype, to those staff and students who cannot access the campuses in person.

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

- Acquiring, organising, and making available those information resources that are needed to support the academic programmes, research, and management of the Institute – books, e-books, serials, audio-visual resources, and subscription databases.
- Providing study facilities – a range of individual and group study areas, computers and printers, copiers and scanners, and audio-visual equipment.
- Providing learning support – learning facilitators offering extra tuition, learning guidance and resources that will assist students and staff 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; Student Advisors for Pasifika and International students; Youth; and an Equity Coordinator.

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

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

In addition, SANITI (Student Association Nelson Marlborough Institute of Technology) offers the following services for students:

Support and Independent 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 Moodle, MyNMIT, website, newsletters, posters 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 3.20 The Learner Voice.

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

Refer to: *Student Charter*

3.19 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 tutor or allocated tutor, students will develop their own learning plan (Individual Learning Plan or equivalent) to identify their learning goals, personal goals, timescales, resources and any support they require to meet those goals (diagnostic assessment). This Individual Learning Plan will be set within six weeks of programme commencement. Students will take responsibility for monitoring this plan, and tutors will meet with the student at least twice yearly, or more regularly if required.

NMIT embeds 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. NMIT uses ALNAT, an online diagnostic tool, to assess literacy and numeracy abilities for students studying at levels 1-3. The assessment then provides tutors with the information they need to respond to any skill gaps.

Refer to: *The Learner Voice Policy*

Learning Conversations Procedure

3.20 THE LEARNER VOICE

As part of NMIT's commitment to continuous improvement, all students will be given several opportunities to provide formal and informal feedback on all aspects of their learner journey with NMIT.

The coordination and administration of all formal NMIT Student Surveys is managed centrally to ensure the independence and standardisation of the process. Student satisfaction ratings are reported in the NMIT Annual Report. The response rates and information gathered from these surveys are 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 Surveys Procedure*

The Learner Voice Policy

APPENDIX ONE: 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

TANZ Collaborative Academic Regulations

First Approved	November 2009	**Approval Body**	TANZ ITP Academic Boards
Version	March / May 2019 Updates	**Responsibility**	TANZ Academic Committee
Next Review	September 2019		

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TANZ Collaborative Academic Regulations

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.

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
- Attendance / engagement requirements

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.

TANZ Collaborative Academic Regulations

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.

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. Note that no exceptions may be made to English language requirements for international students.

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.

[1] Ref International Code of Practice

NMIT Collaborative Academic Regulations

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 10% 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.

TEC NZ Collaborative Academic Regulations

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

6.1 Attendance/Participation

The attendance/engagement 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/engage at the commencement of their course unless they have been given permission to start later.

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

Any student who does not meet the attendance/engagement 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.

This includes students who formally enrol but do not "engage" with their studies and for example, do not participate and/or submit assignments and/or do not engage sufficiently. Such students will be notified and relevant withdrawal processes will be enacted.

6.2 Unsatisfactory Academic Progress

Any specific Programme Regulations or institutional policy 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. This may include drug / alcohol testing. 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.

TANZ Collaborative Academic Regulations

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.

N.B Withdrawal from a course(s) within the first 10% or one month (whichever is the lesser) may also be defined as a "Cancellation of enrolment"

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.

TANZ Collaborative Academic Regulations

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.

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.

TANZ Collaborative Academic Regulations

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.

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, unit standard assessment conditions, or institutional policy, and if appropriate for the programme level and assessment type:

- 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 or institutional policy:

- 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.

Students may also appeal against assessment results (in general), an assessment process, decisions restricting academic progression, and decisions regarding impaired performance or aegrotat processes.

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.

TANZ Collaborative Academic Regulations

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.

TANZ Collaborative Academic Regulations

10.1 Grades for Assessment Results

The following tables set out the results that are used for individual assessments within a course.

Assessments using Competency Based Assessment

Assessments Using Ungraded Competency

In courses with ungraded competency-based assessment, results against an assessment (or unit standard) will be recorded as follows:

ASSESSMENT RESULT	RESULT	DESCRIPTION
Achieved	A	The student has successfully passed the assessment
Not Achieved	N	The student has attempted the assessment and not passed
Credit Transfer	CT	The student has completed the same assessment or assessment standard in another qualification or institution. In the case of an assessment standard, credit will not be reported to NZQA
Not Assessed	NA	The student has not completed this assessment

Assessments Using Graded Competency

In courses with graded competency-based assessment, results against an assessment (or assessment standard) will be recorded as follows:

ASSESSMENT RESULT	RESULT	DESCRIPTION
Achieved	A	The student has successfully passed the assessment
Achieved with Merit	M	The student has successfully demonstrated competency in the assessment with very good performance
Achieved with Excellence	E	The student has successfully demonstrated competency in the assessment with outstanding performance
Not Achieved	N	The student has attempted the assessment and not passed
Credit Transfer	CT	The student has completed the same assessment or assessment standard in another qualification or institution. In the case of an assessment standard, credit will not be reported to NZQA
Not Assessed	NA	The student has not completed this assessment

Assessments using Achievement Based Assessment

Every assessment will be graded.

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.

10.2 Course Results and Grades

The following tables set out the results and grades that are used for reporting final course achievements.

Courses using Competency Based Assessment

Ungraded competency

In courses with ungraded competency the following course grades will apply:

COURSE RESULT	GRADE
Passed	P
Not Passed	NP

Graded Competency

In courses with graded competency the following course grades will apply:

COURSE RESULT	GRADE
Passed with Excellence	E
Passed with Merit	M
Passed	P
Not Passed	NP

Other Grades

Other grades that **may** be awarded for particular circumstances in competency based courses will be specified in the Programme Regulations:

Course credit awarded by Credit Transfer	CT
Course credit awarded by Cross Credit	CC
Course credit awarded by Recognition of Prior Learning	RPL
Withdrawn	W
Unfinished at time of reporting	U

Courses using Achievement Based Assessment

In courses in which grades are allocated according to the level of achievement, the results will be awarded according to either of the following grading systems.

GRADE	DESCRIPTION
A	Passed with Distinction
B	Passed with Merit
C	Passed
D	Not Passed
E	Not Passed

COURSE MARKS	GRADE	DESCRIPTION
90 - 100	A+	Passed. Met all course requirements
85- 89	A	Passed. Met all course requirements
80 - 84	A-	Passed. Met all course requirements
75 - 79	B+	Passed. Met all course requirements
70 - 74	B	Passed. Met all course requirements
65 - 69	B-	Passed. Met all course requirements
60 - 64	C+	Passed. Met all course requirements
55 - 59	C	Passed. Met all course requirements
50 - 54	C -	Passed. Met all course requirements
40 - 49	D	Not Passed. Did not meet course requirements
0 - 39	E	Not Passed. Did not meet course requirements

APPENDIX ONE

Other Grades
Other grades that **may** be awarded for particular circumstances in achievement based courses will be specified in the Programme Regulations:

COURSE RESULT	GRADE	DESCRIPTION
Pass	Pass	Awarded pass and no appropriate grade can be awarded
Fail	Fail	Not passed and no appropriate grade can be awarded
Credit Transfer	CT	Course credit awarded by credit transfer
Cross Credit	CC	Course credit awarded by cross credit
Recognition of Prior Learning	RPL	Course credit awarded by Recognition of Prior Learning
Did not complete	DNC	Did not complete course requirements
Withdrawn	W	Formal withdrawal within the non-academic penalty period
Aegrotat	AEG	Awarded pass following consideration of impaired performance / aegrotat application. Where a grade is able to be determined AEG (Grade) will be recorded.
Restricted pass	RP	Where a course was narrowly failed (45-49%) and is compensated by overall good performance in the relevant subject It cannot be used to meet pre-requisite requirements
Conceded Pass	CON	Where there is considerable evidence that marginal failure (45-49%) in one course is compensated by good overall performance Only one conceded pass may be granted to a student towards a particular qualification
Conditional Pass	CP	Where a course was narrowly failed (45-49%) and an agreed portion of work or assessment is to be completed.

Other programme specific grades may be defined in Programme Regulations approved by Academic Board.

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

2020 Academic Statute

Te Ture Akoranga

Section 4:

Awards

Section	Academic Statute		
Approval Date		**Approved by**	Council
Next Review	12.11.2020	**Responsibility**	Executive Director – Customer Experience and Excellence
This review	15.11.2019	**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, including all policies referenced in this document, is 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).

- 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)
- Master's Degree (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 year's work (full-time).
- All courses shall be classified at levels 1, 2, 3, 4, 5, 6, 7, 8, or 9 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.

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:** NMIT certificate sash
- **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 NON-FORMAL AWARDS

Non-Formal Awards include:

- Record of Participation
- Record of Achievement
- Training Schemes
- Micro-credentials

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. It may be used to record staff participation in structured continuing professional development courses. This can be awarded to a student who attends a programme involving assessment but fails to reach the minimum level of achievement required.

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.

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/

Micro-credentials
A micro-credential certifies achievement of a coherent set of skills and knowledge, and is specified by a statement of purpose, learning outcomes, and strong evidence of need by industry, employers, iwi and/or the community. A micro-credential is 5 – 40 credits in size.

Refer to https://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/micro-credentials

Training Schemes and Micro-credentials 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

Refer to: *Special Honour and Recognition Awards, s5 NMIT Academic Statute*

Student Results and Awards Policy

Nelson Marlborough Institute of Technology

2020 Academic Statute

Te Ture Akoranga

Section 5:

Special Honour and Recognition Awards

Section	Academic Statute		
Approval Date		**Approved by**	Council
Next Review	25.11.2020	**Responsibility**	Chief Executive
This Review	25.11.2019	**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, including all **NMIT policies** listed in this Statute, is available from 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.

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.

5.07 PROCESSES FOR APPROVAL OF SPECIAL HONOUR AND 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.

Nelson Marlborough Institute of Technology

2020 Academic Statute

Te Ture Akoranga

Section 6: Academic Board

Terms of Reference

Section	Academic Statute		
Approval Date		**Approved by**	Council
Next Review	11.11.2020	**Responsibility**	Executive Director – Customer Experience and Excellence
This Review	11.11.2019	**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, including all **NMIT policies** referenced in this Statute, is available from the NMIT website.

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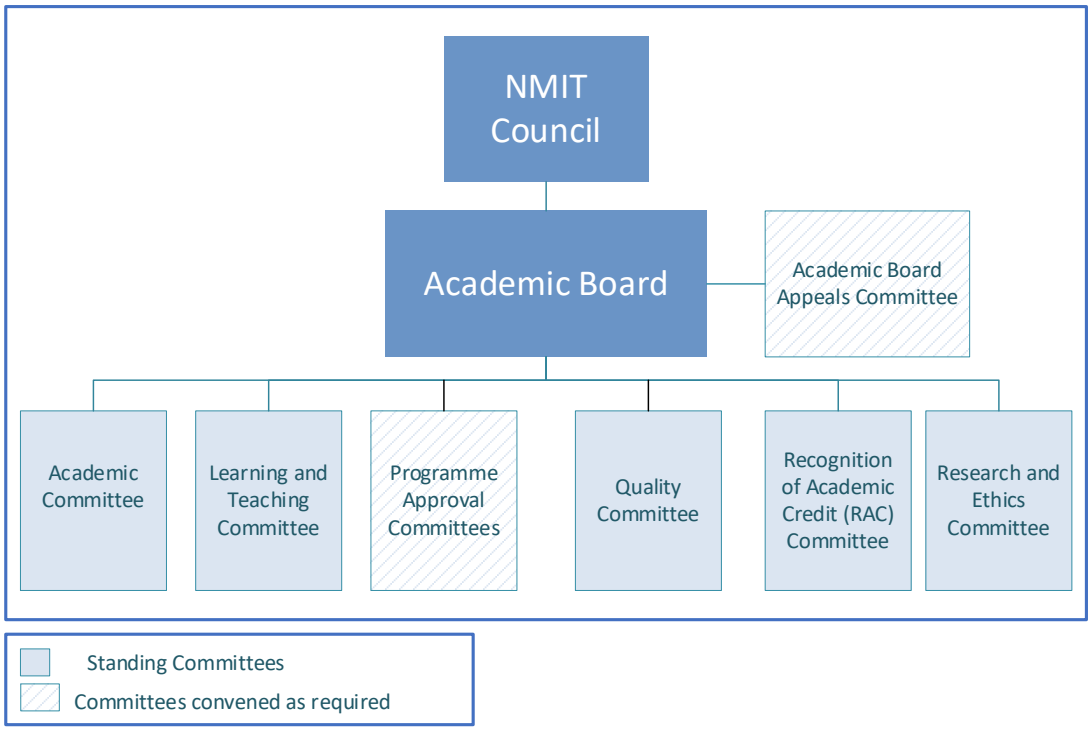
SECTION 6: ACADEMIC BOARD

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:

6.02 SUMMARY OF ACADEMIC BOARD DELEGATIONS AND RESPONSIBILITIES

ACADEMIC BOARD RESPONSIBILITIES	
Approves and monitors	• Programme regulations and associated policies • New and redeveloped programmes and courses (including changes) to be submitted for external approval as required • New delivery sites • Academic content of Joint Venture contracts • Annual Internal Review Plan • Policies and procedures related to a range of learning and teaching, research, and academic quality matters. • Self-assessment activities, including Self-Assessment Reports (also known as Annual Programme Evaluation Reports, APERs) for degree level programmes to be sent to NZQA. • Academic Development Projects • Submission of applications to NZQA for the development of qualifications and listings • Academic Seals
Reports to Council	• On significant developments • Recommendations for new policy • Academic matters as requested
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 Leadership Group • Reports from accreditation panels, external evaluations and reviews as well as related action plans • Summary of Internal Review Reports • Sector updates
Oversees	• 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, granting of awards, and a range of other academic matters • Procedures for determining course results and awarding qualifications. (**CONTD over**)

ACADEMIC BOARD (contd.)	
Monitors and Evaluates	• Policies and procedures to evaluate and review programmes, taking into account external input from the community, Industry Training Organisations and other education providers • Procedures for the approval, support and overview of research conducted by staff and students, with particular attention to ethical and ownership considerations
Quorum	Eight

OTHER RESPONSIBILITIES:

- 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 by Council, NMIT management, and the standing committees of the Board
- Maintain central file of programme approval applications, curriculum documents, programme reviews, accreditation documents, EER reports and other matters related to Academic Board.
- Engage in academic debate and evaluate and/or encourage initiatives within Academic Board, Academic Committees and other institute forums.
- 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.

MEMBERSHIP

STANDING MEMBERS:

- Chief Executive (Chair)
- Executive Director - Customer Experience and Excellence (Deputy Chair)
- Director – Marlborough
- Curriculum Directors (2)
- Director - Māori
- Academic Registrar
- Curriculum Managers (2)
- Quality Enhancement Manager
- Academic Advisors (non-voting)
- Academic and Quality Administrator (Secretary, non-voting)

APPOINTED MEMBERS:

- Three Academic Staff Members
- Two 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 skills and experience. The Academic Board will seek to maintain this balanced representation when appointing new members.

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

ACADEMIC STAFF MEMBERS

Each Staff Member applicant for appointment should provide information as specified in Appendix One of the Academic Board Member Guidelines together with 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.

Academic Board membership is independent of membership of Academic Committees.

STUDENT MEMBERS

SANITI (Student Association of the Nelson Marlborough Institute of Technology Incorporated) shall arrange for students to be nominated for membership. Students seeking nomination should complete a signed letter with information relevant to the position (Refer Academic Board Member Guidelines). From the nominations submitted, SANITI shall arrange the election of two student members.

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

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 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

6.03 DELEGATIONS AND 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:

- An Academic Committee
- A Learning and Teaching Committee
- A Quality Committee
- A Recognition of Academic Credit Committee
- A Research and Ethics 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 the Academic Committee, 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.

The Academic Board Appeals Committee, the Programme Approval Committees and the Academic Board Nominations Committee are ad hoc committees of the Academic Board and are convened as required.

Refer to: *Academic Board Member Guidelines*

6.04 ACADEMIC BOARD APPEALS COMMITTEE

RESPONSIBILITIES

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

ACADEMIC BOARD APPEALS COMMITTEE	
Considers	Appeals of decisions by the academic committee, solely on the basis of due process not being followed.
Academic Board Appeals Committee Meetings are held as required. Minutes are confidential and are securely filed by the Secretary of the Academic Board. Decisions shall be made by majority vote and shall be deemed to be decisions of Academic Board. There is no requirement to report to Academic Board.	

MEMBERSHIP

The Academic Board 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

6.05 ACADEMIC BOARD NOMINATIONS COMMITTEE

ACADEMIC BOARD NOMINATIONS COMMITTEE RESPONSIBILITIES	
Receives, reviews and recommends to Council	Nominations for Honorary Fellows and Institutional Medals
Receives, reviews and recommends to Academic Board	Nominations for Honorary Degrees
Quorum	Three
Maintains records of all activities and decisions of the Committee.	

RESPONSIBILITIES

See table above

MEMBERSHIP

Membership of the Nominations Committee is composed of the following:

- Chief Executive or delegate (who will serve as Chair of the Committee)
- Executive Director - Customer Experience and Excellence
- Student member of the Academic Board (selected as required)
- One member of the Academic Board (selected as required)

Quorum for the Academic Board Nominations Committee will be three members.

MEETINGS

Meetings will be held as required.

6.06 ACADEMIC COMMITTEE

ACADEMIC COMMITTEE RESPONSIBILITIES	
Approve (or decline)	• All course results • Award of qualifications (excluding Special Honour and Recognition Awards) • Award of NMIT Records of Achievement • Academic appeals by students relating to: o Selection o Exclusion o Assessment results o Passes or grades o Unsatisfactory academic progress • Appeals by students of determinations (and any penalty) of academic misconduct. • Variations to qualification completion requirements (under exceptional circumstances)
Recommend/endorse	• Significant and minor changes to existing courses and programmes, and Training Schemes • Annual Moderation Plans (from Curriculum Areas) • Academic quality assurance processes, with particular reference to the requirements for external programme approval and accreditation
Receive and monitor	• External moderation reports and requirements
Ensure	• Programme Regulations are correctly and consistently applied • Accreditation and moderation requirements are met
Quorum	Seven

PURPOSE AND OTHER RESPONSIBILITIES

RESPONSIBILITIES DELEGATED FROM THE NMIT COUNCIL:

Decisions delegated from NMIT Council relating to a Committee's responsibilities shall be made by majority vote and shall be deemed to be decisions of the Academic Board.

RESPONSIBILITIES TO THE ACADEMIC BOARD:

Decisions shall be made by majority vote as recommendations to the Academic Board to consider for approval.

Academic Committee Meetings will be held regularly, either as face-to-face or e-meetings. Meeting minutes shall be coordinated by the Academic Committee Secretary and made available on the intranet for the Secretary of the Academic Board. Minutes shall be included in Academic Board meeting papers.

MEMBERSHIP

Standing Members:

Executive Director – Customer Experience and Excellence (Chair)
Ten (10) Curriculum Managers or designated delegates e.g. PASM, SASM or Programme Coordinator
Two (2) Academic Advisors
Academic and Quality Administrator (Secretary; non-voting member)

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.

STUDENT ACADEMIC APPEALS

Where a student wishes to appeal to the Academic Committee, the Appeal Coordinator (the secretary of the Academic Committee) schedules an Academic Committee Hearing.
See ***Student Academic Appeals Policy***

The Chair of the Academic Committee Hearing may also select one person external to NMIT with educational/academic standing or relevant content expertise. For example, where a Hearing is convened to consider an appeal by a student on the Bachelor of Nursing programme, membership will include an independent 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.*

6.07 LEARNING AND TEACHING COMMITTEE

PURPOSE

To 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 RESPONSIBILITIES	
Ensures	• Professional development opportunities for teaching staff and supporting research • Review and development of policies and procedures relating to learning and teaching • Ongoing development of good practice in learning and teaching
Quorum	Six

OTHER RESPONSIBILITIES

- 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

MEMBERSHIP

- Curriculum Director (Chair)
- Chair of Academic Board (ex officio)
- Director - Māori
- Head of Learner Services
- Curriculum Directors or Curriculum Managers(2)
- Academic Senior Staff members (4) (to include one from the Marlborough Campus)
- Student Advocate or Student Representative
- Co-opted members as appropriate (Learning Innovation and Insights Team, Learner Services, Teaching staff, Academic and Quality, Senior/Academic Advisors etc.)

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.

6.08 PROGRAMME APPROVAL COMMITTEE (PAC)

PROGRAMME APPROVAL COMMITTEE (PAC) RESPONSIBILITIES	
Receives, reviews and recommends to Academic Board	• Applications for approval and/or accreditation of new and reviewed programmes including sub-contracted delivery and delivery sites in New Zealand and overseas; to ensure curricula and educational delivery meet academic standards. • Applications for and/or accreditation of new and reviewed Training Schemes and Micro-Credentials • Applications for DAS Consent to Assess • Applications for NZ qualification listing and development • Advice to meet approval requirements and verify requirements have been met
Quorum	• Four voting members • Three voting members for Training Schemes and Micro-Credentials

OTHER RESPONSIBILITIES

- 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

PAC MEMBERSHIP

VOTING MEMBERS - may be selected from the following:

- Chief Executive (*ex officio*)
- Executive Director - Customer Experience and Excellence (ED – CEE)
- Director - Marlborough
- Director - Māori
- Curriculum Directors or Curriculum Managers
- Academic Committee members
- Business Support Team Leaders
- Student Representatives
- Co-opted members, as required

Chair: Executive Director - Customer Experience and Excellence or delegate;

Programme Approval Committee representatives will be selected by the ED – CEE or delegate.

To achieve consistency, the same members should attend all meetings and business relating to each application.

NON-VOTING MEMBERS

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

- Curriculum Area representatives, including subject matter expert/s
- Learning Innovation and Insights representative

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.

6.09 QUALITY COMMITTEE

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

QUALITY COMMITTEE RESPONSIBILITIES	
Develops and Oversees	• NMIT's QMS
Endorses	• Policies and procedures before seeking approval by Academic Board, the Executive Team, Chief Executive or Council • Academic Development Proposals before seeking approval by Academic Board • Internal review plans • Internal Review Reports and Action Plans • Self-Assessment Reports (Degree-level only) • Appointment of Degree Monitors where programmes have self-monitoring status
Recommends	• Actions relating to identified areas of risk in relation to quality to the CE, Council, Executive Team or Academic Board • Determinations on any appeals in relation to internal reviews
Ensures	• Appropriate self-assessment processes are implemented • NMIT's business rules are accurately documented in policies and procedures that are coherent, fit for purpose and integrated into a complete quality system. • NMIT's QMS reflects all external requirements that influence the quality of NMIT's services
MonitorsMonitors	• External Monitoring Reports (e.g. Nursing Council, CAA, Maritime NZ, Social Work Registration Board, EER, Telarc, NZQA, TEC) • Compliance and effectiveness of quality assurance processes, e.g. programme approvals, programme review, degree monitoring, student feedback and self-assessment
Quorum	• Five members

MEMBERSHIP

- Executive Director – Customer Experience and Excellence
- Chief Executive (*ex officio*)
- Director Māori, or delegate
- Two (2) Curriculum Directors or Curriculum Managers
- Student Advocate (SANITI) or Student Representative
- Business Support representative
- Academic and Quality Team representative
- Quality Enhancement Manager
- Co-opted members as required

MEETINGS

Meetings will be held monthly 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.

Quality Committee may establish working groups to progress quality improvement initiatives.

Refer to:	*Degree Monitoring Policy*
	Degree Monitoring Procedure
	Internal Review Policy
	Quality Management System (QMS) Policy
	Quality Management System (QMS) Procedure
	Self-Assessment Policy
	Self-Assessment Procedure
	Student Surveys – Procedure

6.10 RECOGNITION OF ACADEMIC CREDIT (RAC) COMMITTEE

RECOGNITION OF ACADEMIC CREDIT (RAC) COMMITTEE RESPONSIBILITIES	
Approve (or decline)	• All applications for Recognition of Academic Credit
Recommend/endorse	• Significant and minor changes to the Recognition of Academic Credit policy and procedure
Ensure	• Programme Regulations in relation to RAC are correctly and consistently applied • Provisions in relation to RAC determined in contracts with other providers are adhered to
Quorum	Five

PURPOSE AND OTHER RESPONSIBILITIES

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:

Recognition of Academic Credit Committee Meetings will be held regularly, either as face-to-face or e-meetings. Meeting minutes shall be coordinated by the RAC Committee Secretary and made available on the intranet for the Secretary of the Academic Board. Minutes shall be included in Academic Board meeting papers.

MEMBERSHIP

CHAIR: Academic Registrar

STANDING MEMBERS:

Academic Registrar
Academic and Quality Administrator (Secretary; non-voting member)
Academic Advisors (x2)
Head of Learner Services or delegate
Learning Innovation and Insights Team member

APPOINTED MEMBERS:

Staff representatives for programmes (representation of Business Support and Academic Staff Members, and staff from other campuses is encouraged.)

OTHER ATTENDEES

The Chair may invite other staff to attend all or part of the meeting to provide feedback, and contribute to discussions, on applications for Recognition of Academic Credit.

Face-to-face Recognition of Academic Credit Committee meetings will be held fortnightly.

6.11 RESEARCH AND ETHICS COMMITTEE

RESEARCH AND ETHICS COMMITTEE 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 • 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 annual Curriculum Area or Institute Research Plans 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 • 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 Curriculum 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

- Encourage staff to notify relevant research contacts for all research projects.
- From time to time advise the Chief Executive and other senior managers on resources required to support research at NMIT.

MEMBERSHIP

- Curriculum Director (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.

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.

Refer to:	*Code of Ethical Conduct – Animal Welfare*
	NMIT Code of Ethical Conduct for Research
	NMIT Research Policy

Nelson Marlborough Institute of Technology

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Te Ture Akoranga

Section 7: Schedule of Course Result Keys

Section	Academic Statute		
Approval Date		**Approved by**	Council
Next Review	12.11.2020	**Responsibility**	Executive Director – Customer Experience and Excellence
This Review	04.12.2019	**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, and all policies referred to in the Statute, are available on the NMIT website.

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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
   - NMIT = Nelson Marlborough Institute of Technology
   - NZBED = New Zealand Board of Engineering Diplomas
   - NZQA = NZ Qualifications Authority
   - 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
   - UCOL = University College of Learning
   - 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*

7.02 COLLABORATIVE OR SHARED ARRANGEMENTS

Where NMIT is:

- delivering an already approved programme of study developed and delivered by another Tertiary Education Organisation (TEO); or
- delivering an approved programme in collaboration with another TEO; or
- subcontracted to deliver an approved programme on behalf of another TEO;

the Course Result Key to be used is specified in the approved Programme Regulations. Letters identifying which organisation the programme originates from are used in the title of the Course Result Key.

7.03 COURSE RESULT KEYS – COMPETENCY-BASED ASSESSMENT

CO-NMIT-01

RECORDED RESULT	DESCRIPTION
P	Pass
NP	No Pass
CC	Cross Credit -Course credited on basis of similar course already completed as part of another approved qualification from NMIT or other institution
CT	Credit Transfer - Course credited on basis of same course already completed in another qualification at another institution
RPL	Pass - Recognition of Prior Learning
W	Withdrawn

Note: Aegrotat Consideration is not available.

CO-NMIT-02

RECORDED RESULT	DESCRIPTION
P	Pass
M	Pass with Merit
NP	No Pass
CC	Course credited on basis of similar course already completed as part of another approved qualification from NMIT or other institution
CT	Course credited on basis of same course already completed in another qualification at another institution
RPL	Recognition of Prior Learning
W	Withdrawn

Note: Aegrotat Consideration is not available.

CO-NMIT-05

RECORDED RESULT	DESCRIPTION
P	Pass
NP	No Pass
W	Withdrawn

Note: Aegrotat Consideration is not available.

CO-WINT-01

Used in Certificate in Nursing (Competency Assessment Programme) Level 7

RECORDED RESULT	DESCRIPTION
P	Passed
NP	Not Passed
W	Withdrawn

CO-ARA-01

This Course Result Key is used in the following programme:

- Bachelor of Nursing

RECORDED RESULT	DESCRIPTION
P	Pass
F	Fail
W	Withdrawn

Note: Aegrotat Consideration is not available.

CO-UCOL-01

This Course Result Key is used in the following programmes:

- National Certificate in Engineering – Fabrication (Level 4)
- National Certificate in Mechanical Engineering (Level 4)

RECORDED RESULT	DESCRIPTION
P	Pass/Complete
F	Ungraded Fail (no assessment undertaken)
CR	Credit gained through the recognition of prior learning
N/A	Not Achieved. Incomplete (ie, did not complete programme successfully)
W	Withdrawn
DNC	Did not complete both all compulsory assessments and Compulsory Academic Requirements

CO-TANZ 01

In courses with **ungraded** competency the following course grades will apply:

RECORDED RESULT	DESCRIPTION
P	Passed
NP	Not Passed
CC	Course credit awarded by Cross Credit
CT	Course credit awarded by Credit Transfer
RPL	Course credit awarded by Recognition of Prior Learning
U	Unfinished at time of reporting
W	Withdrawn

CO-TANZ 02

In courses with **graded** competency the following course grades will apply:

RECORDED RESULT	DESCRIPTION
P	Passed
M	Passed with Merit
E	Passed with Excellence
NP	Not passed
CC	Course credit awarded by Cross Credit
CT	Course credit awarded by Credit Transfer
RPL	Course credit awarded by Recognition of Prior Learning
U	Unfinished at time of reporting
W	Withdrawn

7.04 COURSE RESULT KEYS – ACHIEVEMENT-BASED ASSESSMENT

AC-NMIT-01

RECORDED RESULT	DESCRIPTION
A	Pass grades
B	
C	
D	Fail grades
E	

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 other institution
CT	Course credited on basis of same course already completed in another qualification at another institution
RPL	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.
W	Withdrawn

**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.

AC-NMIT-02

RECORDED RESULT	DESCRIPTION
A	Pass with Distinction
B	Pass with Merit
C	Pass
D	Fail grades
E	

Other results that may be awarded:

RECORDED RESULT	DESCRIPTION
CC	Course credited on basis of similar course already completed as part of another approved qualification from NMIT or other institution
CT	Course credited on basis of same course already completed in another qualification at another institution
RPL	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.
W	Withdrawn

**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.

AC-NMIT-03

RECORDED RESULT	DESCRIPTION
A+	Pass Grades
A	
A-	
B+	
B	
B-	
C+	
C	
D	Fail grades
E	

Other results that may be awarded:

RECORDED RESULT	DESCRIPTION
CC	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or other institution
CT	Pass - Course credited on basis of same course already completed in another qualification at another institution
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.
W	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.

AC-NMIT-04

RECORDED RESULT	DESCRIPTION
A+	Pass with Distinction
A	
A-	
B+	Pass with Merit
B	
B-	
C+	Pass
C	
D	Fail grades
E	

Other results that may be awarded:

RECORDED RESULT	DESCRIPTION
CC	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or other institution
CT	Pass - Course credited on basis of same course already completed in another qualification at another institution
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.
W	Withdrawn

**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.

AC-NMIT-05

RECORDED RESULT	MARK RANGE (%)	DESCRIPTION
A+	85 - 100	Pass grades
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 grades
E	0 - 39	

Other results that may be awarded:

RECORDED RESULT	DESCRIPTION
CC	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or other institution
CT	Pass - Course credited on basis of same course already completed in another qualification at another institution
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.
W	Withdrawn

**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.

AC-NMIT-06

RECORDED 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:

RECORDED RESULT	DESCRIPTION
CC	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or other institution
CT	Pass - Course credited on basis of same course already completed in another qualification at another institution
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.
W	Withdrawn

**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.

AC-NMIT-07

RECORDED 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:

RECORDED RESULT	DESCRIPTION
CC	Pass - Course credited on basis of credit from a course already achieved in another qualification and/or in another institution
CT	Pass - Course credited on basis of credit for the same course already achieved in another qualification and/or in another institution
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.
W	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.

AC-NMIT-09

RECORDED RESULT	DESCRIPTION
A	Pass with Distinction
B	Pass with Merit
C	Pass
D	Fail grades
E	

Other results that may be awarded:

RECORDED RESULT	DESCRIPTION
CC	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or other institution
CT	Pass - Course credited on basis of same course already completed in another qualification at another institution
RPL	Pass - Recognition of Prior Learning
W	Withdrawn from a course or programme

Note: Aegrotat pass is not available

AC-NMIT-10

This Course Result Key is used in the following programme:

- Diploma in Marine Engineering Class 3 and Class 4

RECORDED 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:

RECORDED RESULT	DESCRIPTION
CC	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or other institution
CT	Pass - Course credited on basis of same course already completed in another qualification at another institution
RPL	Pass - Recognition of Prior Learning
W	Withdrawn from course

AC-NMIT-11

RECORDED RESULT	MARK RANGE (%)	DESCRIPTION
A	80 - 100	Pass grades
B	65 - 79	
C	50 - 64	
D	40 - 49	Fail grades
E	0 - 39	
W	Withdrawn from course or programme	

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 4

RECORDED 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	

RECORDED RESULT	DESCRIPTION
CC	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or other institution
CT	Pass - Course credited on basis of same course already completed in another qualification at another institution
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.

(cont. overleaf)

D (CON)*	**Conceded Pass - Where a narrow fail in a course is compensated by good grades in other courses within the programme.**
W	**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.

AC-NMIT-13

This Course Result Key is used in the following programmes:

- Certificate in Nursing (Competence Assessment Programme) (Level 7)

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**	**Fail grades**
C-	**50 - 54**	
D	**40 -49**	
E	**0 - 39**	

Other results that may be awarded:

RESULT	DESCRIPTION
CT	Credit Transfer
DNC	Did not complete
W	Withdrawn

- *Aegrotat pass is not available.*
- *Recognition of Prior Learning is not available*
- *Conceded Pass is not available*

AC-NZBED-02

This Course Result Key is used in the following programme:

- New Zealand Diploma in Engineering (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-ARA-01

This Course Result Key is used in the following programme:

- Bachelor of Nursing

RECORDED 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	

Other results that may be awarded:

RECORDED 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.

AC-NZQA-01

This Course Result Key is used in the following programme:

- New Zealand Diploma in Business

RECORDED RESULT	MARK RANGE (%)	DESCRIPTION
A+	85 - 100	Pass grades
A	75 - 84	
B+	70 - 74	
B	60 - 69	
C	50 - 59	
D	40 - 49	Fail grades
E	0 - 39	

Other results that may be awarded:

RECORDED 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

AC-TANZ 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	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

*Result not available for all NMIT programmes. Refer to the relevant Programme Regulations

AC-TANZ 02

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

*Result not available for all NMIT programmes. Refer to the relevant Programme Regulations

NMIT

Information Paper

Nā: Liam Sloan, Chief Executive

Ki a: NMIT Council

Te Kaupapa: Chief Executive's Report (Open)

Te Kaituhi: Liam Sloan

Te rā: 20 February 2020

1. PURPOSE:

1.1 To provide Council with a high level update on NMIT Chief Executive business for the period 31 October 2019 – 30 January 2020.

2. POINTS OF INFORMATION:

2.1 RoVE

2.1.1 TEC Newsletter

The Tertiary Education Commission have developed a RoVE newsletter area on their website. This will be a source of reference on a monthly basis providing some quick-fire Q&A's and crack myths etc. This has been shared with Team NMIT.

2.1.2 Workforce Development Councils

Mid-December saw the announcement of six new Workforce Development Councils will replace 12 ITOs.

The areas of coverage for the six WDCs will be:

- Construction and Infrastructure
- Primary Industries
- Service Industries
- Health, Community and Social Services
- Manufacturing, Engineering, Logistics and Technology, and
- Creative, Cultural and Recreation.

The WDCs will eventually take over some of the key functions of the current Industry Training Organisations (ITOs) including ensuring qualifications meet the standards industry need. They will also take on additional functions such as:

- Providing skills leadership for their industry.

- Providing advice to the Tertiary Education Commission on funding decisions
- Endorsing programmes that lead to qualifications, whether work-based (such as apprenticeships), on-campus or online. Unless a programme has the confidence of a WDC, which is essentially industry confidence, it won't be approved or funded.
- Providing employers with brokerage and advisory services. WDCs won't, however, be directly involved in arranging apprenticeships and other on-the-job training.

2.2 Property

2.2.1 Tenders for the disposal/removal of the buildings situated at the Brook closed 24th January. We received interest for 2 of the 3 buildings. We are now in the process of reviewing tenders.

We are required to have the buildings removed as soon as possible, this was initiated due to the Brook Waimarama Sanctuary Trust not renewing their lease. NCC have extended the removal deadline to the end of March.

2.2.2 We have commenced a consultation process with learners and team NMIT in relation to moving forward with our Capital project plans. Discussions are underway to determine needs and wants for K & M Blocks which will in turn influence plans for our whāre space. Once consultation is conluded we intend to engage a consultant to develop a business case to present to Council.

2.3 Team NMIT Engagement Activities

2.3.1 The Chief Executive hosted a series of Staff Forums in November, providing team members with the opportunity to ask any questions or raise concerns. The key theme was concerns of job security as a direct impact of RoVE.

2.3.2 On 4 December NMIT held their 2019 Excellence Awards and afternoon tea event to recognise the achievements of team members and celebrate key achievements for 2019. The afternoon tea event was well received and appreciated by Team NMIT.

2.3.3 On the 12th, 14th and 17th of December the To Toki Pakohe, Marlborough and Nelson graduation ceremonies took place respectively. These events are always a highlight of the academic year and last year was no different. It was great seeing all the graduates receive their awards, and a huge mihi to Team NMIT in supporting these learners through their time at NMIT.

2.4 External Stakeholder Engagements

2.4.1 On 6 November 2019 the Chief Executive and Council Chair presented to the education and workforce committee regarding the education amendment bill.

2.4.2 On 18 November 2019 the Chief Executive attended the Primary Sector Centre of

Vocational Excellence and the Food and Fibre Establishment Group meetings.

2.4.3 On 26 November 2019 NMIT hosted Beijing University of Agriculture to discuss an agreement in relation to the Bachelor of Viticulture and Winemaking, as well as Masters of Applied Management opportunities.

2.4.4 On 2 December 2019 NMIT hosted Hunan University of Technology to discuss the Masters of Applied Management, NZCEL in China and opportunities in relation to NMIT's Arts programmes.

2.4.5 On 5 December 2019 the Chief Executive and Council Chair attended a meeting in Christchurch hosted by the IST Establishment Unit. The Establishment Board and Unit provided updates engagement activity that had taken place to date, as well as an Immigration date from Immigration NZ. The afternoon saw the CEs and Chairs attend separate sessions covering of topics relevant to each respective group.

2.4.6 On 6 December 2019 NMIT hosted MIT to discuss collaboration opportunities in relation to Maritime. A Memorandum of Agreement has since been drafted and signed by both parties to allow conversations to continue about a future partnership.

2.4.7 On 12 December 2019 a meeting took place in Marlborough between the Marlborough Research Centre, Bragato Research Institute and NMIT to discuss the progress of the winery build, RoVE and CoVE opportunities, programme delivery and strategy.

2.4.8 On 13 December 2019 the Chief Executive attended a Food and Fibre Skills Establishment Group meeting in Wellington to discuss the CoVE proposal and Workplan.

2.4.9 On 16 December 2019 the Chief Executive attend the Te Tauihu Steering Group meeting.

2.4.10 On 13 January, NMIT hosted a workshop with key stakeholders such as NRDA, NTCOC, NCC and TDC to discuss submitting a register of interest in relation to housing the headquarters of NZIST in Te Tauihu. NMIT engaged Anne Jackson to help with writing and coordinating the submission which was submitted on 15 January. Since the original register of interest was submitted, NMIT has now been requested to provide more information in regards to particular questions.

2.5 <u>Marlborough</u>

2.5.1 A strawman NMIT Marlborough Strategy is drafted with community consultation being planned.

2.5.2 Beauty, business administration and carpentry full time programmes have been

ceased in Marlborough 2020 so other opportunities to meet stakeholder needs are being explored, for example ACE short courses, micro-credentials, etc.

2.5.3 Since November 2019, excessive effort and depth of understanding has been required to ensure our programme offerings in Aviation meet stakeholder requirements. This involves significant curriculum development across four programmes and securing appropriately skilled staff to deliver. Relationships with NZDF have strengthened, at both local and national level, ensuring collaborative clarity, with NMIT being their preferred training provider.

2.5.4 We are continuing to attend and be actively involved in the MDC Smart and Connected initiative both in the Steering group (Director Marlborough) and the Engaged Youth working group (VWH Curriculum Manager). MDC recently hosted Wine Technology Export Coalition working group and the Seddon Community group.

2.5.5 Promotion pop-up stands at The Farmers Market (Sunday 2 February), The Forum in Blenheim (Wednesday 5 February) and the Picton Mall (Friday 7 February) have been supported by Team Marlborough staff and the NMIT Marketing team. These have enabled casual conversations with local people around what they want from NMIT as well as securing strong leads for programme enrolments.

2.5.6 There is a large amount of activity on campus as the new BRI build takes shape and the staff employed in that area increases. The official opening is occurring on 27 February. Quotes are being sought to 'freshen up' the NMIT Marlborough campus buildings to better align visually with the MRC and BRI buildings.

2.6 Applications and Enrolments to date

At week 52, the 2018 and 2019 application to enrolment conversion rate and volume percentage for domestic and international are as follows:

Domestic	Applications Received	Volume Percentage	Enrolment Accepted/Ready	Conversion Rate
2018	9,026		5,763	64%
2019	8,311	-8%	5,605	67%
International	**Applications Received**	**Volume Percentage**	**Enrolment Accepted/Ready**	**Conversion Rate**
2018	4,163		1,030	25%
2019	5,961	43%	1,025	17%

At week 4, the 2019 and 2020 application to enrolment conversion rate and volume percentage for domestic and international are as follows:

Domestic	Applications Received	Volume Percentage	Enrolment Accepted/Ready	Conversion Rate
2019	2,739		1,436	52%
2020	2,856	4%	1,507	53%
International	Applications Received	Volume Percentage	Enrolment Accepted/Ready	Conversion Rate
2019	2,756		23	1%
2020	2,207	-20%	23	1%

2.7 People and Culture

2.7.1 Interviews took place for the Director Māori – Kaihautū role on 23 January. Candidates gave a verbal presentation to a cross-section of team members. The presentation topic was "As Director Māori, what actions will you take to ensure NMIT is sustainable and relevant?". A formal interview then took place with two Iwi representatives on the panel, as well as NMIT's Kaumātua.

2.7.2 Vicki Bryson, Executive Director – Finance, Compliance and Business Intelligence has tendered her resignation. She will be relocating to Scotland and will be finishing at NMIT on 27 March.

2.7.3 NMIT has appointed a new People and Organisation Development Manager, Tony Macfarlane, who will commence the role on 24 February. This fills the vacancy Jackie Britz left in November 2019.

2.8 Safety, Health & Wellbeing

2.8.1 Pastoral care of domestic tertiary students

Effect from 1 January 2021 The new Education (Pastoral Care of Domestic Tertiary Students) Code of Practice (the new Code) sets new expectations for all providers. They will have a major impact, especially if the more paternalistic options develop further in the next Code to be developed for 2021.

10 outcomes are sought from the new Code:

- A safe and supportive learning environment (this outcome has 2 significant typos in its process section).
- Assistance for students to meet their basic needs.
- Physical and mental health of students.
- Progress and personal development of students.
- Inclusive learning environment.
- Student voice.
- A positive and supportive environment in student accommodation.
- A supportive residential community.
- Accommodation plans, administration and operational policies.

- Building facilities and services.

The newer elements include aspirations to help students look after their basic needs, build connections with each other, and improve their physical and mental wellbeing. There is more focus on a student's non-academic and inner life. These add a more paternalistic element to the relationship between providers and students. Examples include:

- Where food is offered, there must be a range of healthy options at a reasonable cost.
- Giving students opportunities to improve their physical or mental health or wellbeing, and advice to support "positive choices impacting on wellbeing".
- Providing opportunities for students to develop social and cultural networks.

2.8.2 Student accommodation

NMIT responded to the request from TEC to carry out an independent investigation into all student accommodation. Kerry Marshall, an external consultant, carried out the investigation and his written report was sent to TEC by the due date of 29 November 2019.

2.8.3 Coronavirus

With the outbreak of the coronavirus the potential implications for NMIT are large with international enrolments annually of circa 1,400 students. NMIT also deliver curriculum in China as part of our partnership agreement with HBPU.

Mid-February we would normally expect to welcome approximately 40 new China students to NMIT. At the end of February we would be looking to send 15 individual tutors from NZ to the Hubei province to deliver for 8-12 week blocks at HBPU.

We are monitoring the situation daily and are in contact with both partner institutions and Agents in China.

3. RECOMMENDATION

That the Council receives the Chief Executive's report for their information.

Liam Sloan 30 January 2020

REPORT TO NMIT COUNCIL | 20 FEBRUARY 2020
ITEM 8

EFTS AND FINANCIAL UPDATES AS AT 31 DECEMBER 2019

BRIAN JOHNSTON: FINANCE MANAGER

PURPOSE

To provide Council with an EFTS and Financial update as at 31 December 2019.

CONTEXT

Council receives financial and EFTS reports at each meeting. The reports provide a dashboard and commentary analysis on budget and Mix of Provision status at NMIT.

SUMMARY

A full year loss of $0.837 million has been recorded compared to a budgeted surplus of $0.143m. Total income is down 7% on budget, with the majority of the shortfall in TEC funding. Savings in operating expenditure and staffing costs (down 4% and 5% respectively on budget) have only partially offset the reduction in income.

Total EFTS are 5% down on budget, with the majority of the shortfall in DTAM (down 24% on budget) and Hospitality, Service & Pathways (down 25%). Increased EFTS have been delivered in Applied Business & English Language (up 9%) and Te Toki Pakohe (up 19%).

ALIGNMENT TO NMIT'S PRIMARY STRATEGIC OBJECTIVES

Strategic Priorities	Y / N	Comments
Standing out educationally		
Exceptional vocational opportunities		
Motivated and clever teams		
Active collaboration		
Financial fitness	Y	
Gearing up for the future		

RECOMMENDATION

That the Council receives the EFTS and Financial Updates as at 30 June 2019.

APPENDIX

a) EFTS Reporting 31 December 2019
b) Financial Reporting and Analysis for Period Ending 31 December 2019
c) Investments

Nelson & Marlborough Institute of Technology

EFTS Reporting 31 December 2019

EFTS Reporting

2019 Actual EFTS vs Budget by Source of Funding

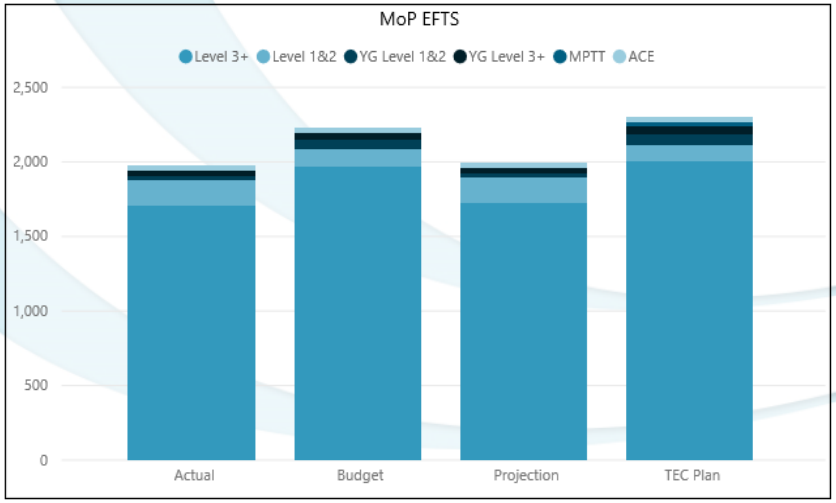
Programme Area	Learner Count*	Actual SAC	Actual Int	Actual ITO	Actual YG	Actual STAR	Actual Other	Actual MPTT	Actual ACE	Actual Total	Budget SAC	Budget Int	Budget ITO	Budget YG	Budget STAR	Budget Other	Budget MPTT	Budget ACE	Budget Total	Budget Variance
Applied Business & English Language	1111	166.93	317.35				55.74			540.02	241.00	238.00				15.00			494.00	46.02
Aviation	287	106.50	1.14				11.45			119.09	109.75					8.59			118.34	0.75
Dean International Curriculum	462		264.12						0.83	264.95		271.42						0.63	272.05	-7.10
Digital Technologies, Arts & Media	1025	227.11	69.37					0.50	31.66	328.64	307.50	96.50						28.29	432.29	-103.65
Engineering & Construction	559	209.96	4.78	14.01	26.00			3.00	1.23	258.98	184.00	11.00	16.60	41.75	5.00	2.00		1.50	261.85	-2.87
Health & Fitness	397	207.88	24.26				0.57			232.70	253.00	16.50				0.81			270.31	-37.60
Hospitality, Service Sectors & Pathways	768	93.84	5.00	6.99	33.00	43.15			2.68	184.66	141.50	8.75		42.50	46.50	1.75		4.58	245.58	-60.92
Learner Services	48								0.70	0.70						0.61			0.61	0.09
Maritime, Aquaculture & Conservation	1368	344.71	40.18				25.13	1.47		411.50	332.70	50.00				26.00			408.70	2.80
Research & Innovation	11	3.67								3.67	4.00								4.00	-0.33
Social Sciences	565	272.01	4.17							276.17	277.37	2.00		31.67					311.04	-34.87
Te Toki Pakohe	363	177.86								177.86	149.26								149.26	28.60
Viticulture, Wine & Horticulture	182	64.12	19.63					0.23	0.23	84.20	82.00	16.70				1.00			99.70	-15.50
Total	**7002**	**1,874.58**	**750.00**	**21.00**	**59.00**	**43.15**	**92.89**	**5.20**	**37.32**	**2,883.14**	**2,082.08**	**710.87**	**16.60**	**115.92**	**51.50**	**55.75**		**35.00**	**3,067.73**	**-184.60**

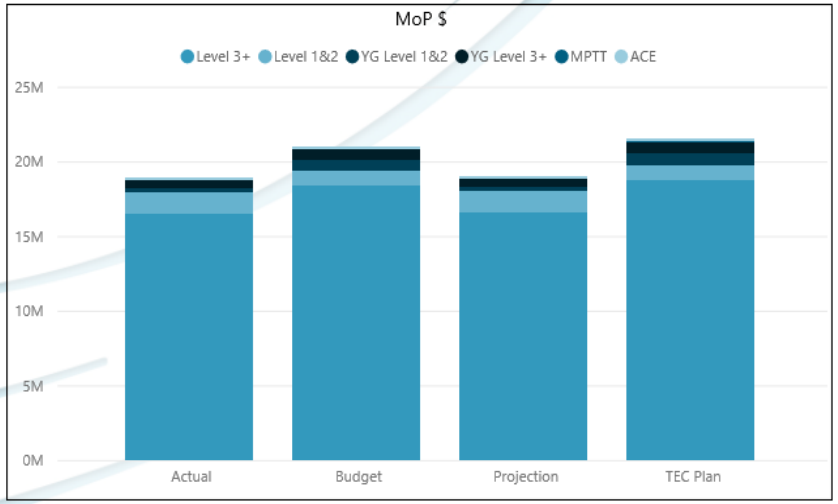
2019 Actual EFTS vs Forecast by Source of Funding

Programme Area	Learner Count*	Actual SAC	Actual Int	Actual ITO	Actual YG	Actual STAR	Actual Other	Actual MPTT	Actual ACE	Actual Total	Forecast SAC	Forecast Int	Forecast ITO	Forecast YG	Forecast STAR	Forecast Other	Forecast MPTT	Forecast ACE	Forecast Total	Forecast Variance
Applied Business & English Language	1111	166.93	317.35				55.74			540.02	186.59	308.36				55.56			550.51	-10.49
Aviation	287	106.50	1.14				11.45			119.09	105.77	1.09				11.45			118.31	0.78
Dean International Curriculum	462		264.12						0.83	264.95		264.12						0.80	264.92	0.03
Digital Technologies, Arts & Media	1025	227.11	69.37					0.50	31.66	328.64	234.21	68.34					0.50	30.69	333.73	-5.10
Engineering & Construction	559	209.96	4.78	14.01	26.00			3.00	1.23	258.98	196.43	4.78	13.72	26.00			3.00	1.50	245.43	13.55
Health & Fitness	397	207.88	24.26				0.57			232.70	207.89	24.25				0.58			232.72	-0.01
Hospitality, Service Sectors & Pathways	768	93.84	5.00	6.99	33.00	43.15			2.68	184.66	94.33	4.79	6.99	31.75	43.26	0.50		3.03	184.64	0.02
Learner Services	48								0.70	0.70		0.02				0.12		0.32	0.46	0.24
Maritime, Aquaculture & Conservation	1368	344.71	40.18				25.13	1.47		411.50	349.85	41.55				27.52	1.47	0.02	420.41	-8.91
Research & Innovation	11	3.67								3.67	3.68								3.68	-0.01
Social Sciences	565	272.01	4.17							276.17	272.42	4.17							276.58	-0.41
Te Toki Pakohe	363	177.86								177.86	178.38								178.38	-0.52
Viticulture, Wine & Horticulture	182	64.12	19.63					0.23	0.23	84.20	63.44	19.63					0.15	0.19	83.41	0.80
Total	**7002**	**1,874.58**	**750.00**	**21.00**	**59.00**	**43.15**	**92.89**	**5.20**	**37.32**	**2,883.14**	**1,892.97**	**741.09**	**20.71**	**57.75**	**43.26**	**95.73**	**5.12**	**36.54**	**2,893.15**	**-10.02**

2

EFTS Reporting – Mix of Provision





EFTS	Level 3+	Level 1&2	YG Level 1&2	YG Level 3+	MPTT	ACE	Total
Actual	1,702.95	171.62	28.20	35.50	5.20	37.32	**1,980.80**
Budget	1,968.15	113.93	67.67	48.25	0.00	35.00	**2,233.01**
Projection	1,723.17	169.80	26.70	35.50	5.12	36.54	**1,996.83**
TEC Plan	2,003.61	105.55	77.26	48.25	28.90	35.00	**2,298.57**

$	Level 3+	Level 1&2	YG Level 1&2	YG Level 3+	MPTT	ACE	Total
Actual	16,510,447	1,476,577	304,560	507,624	20,799	165,868	**18,985,876**
Budget	18,400,528	1,039,168	730,876	689,975	0	155,540	**21,016,087**
Projection	16,589,677	1,466,272	288,360	507,650	20,480	162,384	**19,034,823**
TEC Plan	18,805,685	954,635	834,436	689,975	115,600	155,540	**21,555,871**

	Level 3+	Level 1&2	YG Level 1&2	YG Level 3+	MPTT	ACE	Total
Act vs. Bud	-265.20	57.69	-39.47	-12.75	5.20	2.32	**-252.21**
Act vs. Bud %	86.5%	150.6%	41.7%	73.6%	Infinity	106.6%	**88.7%**
Act vs. Proj	-20.22	1.83	1.50	0.00	0.08	0.78	**-16.03**
Act vs. Proj %	98.8%	101.1%	105.6%	100.0%	101.6%	102.1%	**99.2%**
Act vs. Pln	-300.66	66.08	-49.06	-12.75	-23.70	2.32	**-317.77**
Act vs. Pln %	85.0%	162.6%	36.5%	73.6%	18.0%	106.6%	**86.2%**
Proj vs. Pln	-280.44	64.25	-50.56	-12.75	-23.78	1.54	**-301.74**
Proj vs. Pln %	86.0%	160.9%	34.6%	73.6%	17.7%	104.4%	**86.9%**

	Level 3+	Level 1&2	YG Level 1&2	YG Level 3+	MPTT	ACE	Total
Act vs. Bud $	-1,890,081	437,410	-426,316	-182,351	20,799	10,328	**-2,030,211**
Act vs. Bud $ %	89.7%	142.1%	41.7%	73.6%	Infinity	106.6%	**90.3%**
Act vs. Proj $	-79,230	10,305	16,200	-26	319	3,484	**-48,947**
Act vs. Proj $ %	99.5%	100.7%	105.6%	100.0%	101.6%	102.1%	**99.7%**
Act vs. Pln $	-2,295,238	521,942	-529,876	-182,351	-94,801	10,328	**-2,569,995**
Act vs. Pln $ %	87.8%	154.7%	36.5%	73.6%	18.0%	106.6%	**88.1%**
Proj vs. Pln $	-2,216,008	511,637	-546,076	-182,325	-95,120	6,844	**-2,521,048**
Proj vs. Pln $ %	88.2%	153.6%	34.6%	73.6%	17.7%	104.4%	**88.3%**

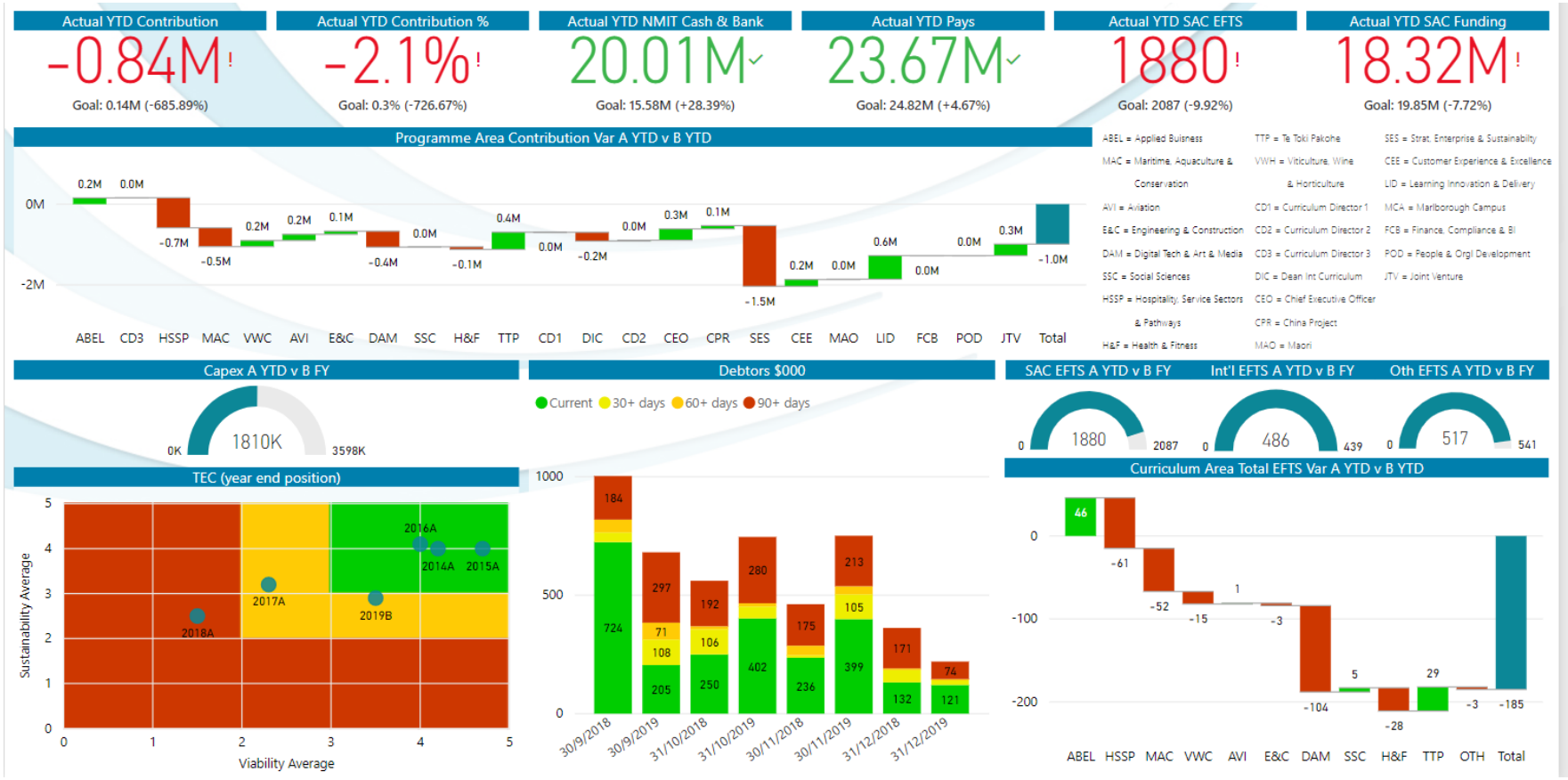
Nelson & Marlborough Institute of Technology

Financial Reporting & Analysis

For Period Ending 31 December 2019

Vicki Bryson: Executive Director of Finance, Business Intelligence and Compliance

NMIT Executive Summary



NMIT Financial Operating Statement
For the period ending 31 December 2019

Category Description	Year to Date				Full Year		
($000's)	Actual	Budget	$ Variance	%+(-)Variance	Budget	2018	2017
Income							
TEC Funding	18,487	20,010	(1,523)	(8)%	20,010	19,423	18,073
Youth Guarantee	818	1,524	(707)	(46)%	1,524	819	1,530
ITO	179	185	(6)	(3)%	185	207	225
Star & Trades Academy	569	564	5	1%	564	467	460
Student Fees - Domestic	7,067	8,197	(1,131)	(14)%	8,197	7,286	7,161
Student Fees - International	7,667	6,879	789	11%	6,879	7,289	8,187
Interest & Dividends	628	700	(72)	(10)%	700	661	743
Other Income	4,747	4,897	(149)	(3)%	4,897	5,117	5,350
Total Income	**40,161**	**42,956**	**(2,795)**	**(7)%**	**42,956**	**41,269**	**41,729**
Expenditure							
Class Resources	1,975	2,121	146	7%	2,121	2,232	2,341
International Commissions	1,969	2,174	205	9%	2,174	1,623	1,854
Curriculum Support	66	74	8	10%	74	58	54
Information Technology	1,394	1,363	(31)	(2)%	1,363	1,185	1,192
HR & Training	570	661	91	14%	661	606	762
Marketing & Promotions	487	639	152	24%	639	562	841
Admin & Support	1,522	1,958	436	22%	1,958	2,836	2,861
Facilities	2,511	2,070	(442)	(21)%	2,070	4,857	3,203
Interest Expense	-	-	-	0%	-	0	4
Depreciation, Amortisation & Impairment	4,805	4,000	(805)	(20)%	4,000	4,636	4,170
JV/TANZ Costs	2,032	2,929	896	31%	2,929	1,876	1,798
Total Opex Expenses	**17,332**	**17,989**	**656**	**4%**	**17,989**	**20,471**	**19,081**
Academic Pay	12,574	13,310	736	6%	13,310	12,809	13,224
Support Staff Pay	11,092	11,515	423	4%	11,515	10,829	11,274
Total Staffing Costs	**23,665**	**24,825**	**1,159**	**5%**	**24,825**	**23,638**	**24,498**
Total Expenditure	**40,998**	**42,814**	**1,816**	**4%**	**42,814**	**44,109**	**43,579**
Contribution	**(837)**	**143**	**(979)**	**(686)%**	**143**	**(2,841)**	**(1,850)**
Contribution %	**(2)%**	**0%**			**0%**	**(7)%**	**(4)%**

NMIT has delivered (subject to audit) a full year deficit of $(0.837)m compared to a budget surplus of $0.143m. All income streams, with the exception of Star & Trades Academy and International Student Fees, are unfavourable to budget. The unfavourable revenue variance has only partly been offset by savings in both operating and staffing costs.

Income : variance explanation

Category Description	Year to Date				Full Year		
($000's)	Actual	Budget	$ Variance	%+(-)Variance	Budget	2018	2017
Income							
TEC Funding	18,487	20,010	(1,523)	(8)%	20,010	19,423	18,073
Youth Guarantee	818	1,524	(707)	(46)%	1,524	819	1,530
ITO	179	185	(6)	(3)%	185	207	225
Star & Trades Academy	569	564	5	1%	564	467	460
Student Fees - Domestic	7,067	8,197	(1,131)	(14)%	8,197	7,286	7,161
Student Fees - International	7,667	6,879	789	11%	6,879	7,289	8,187
Interest & Dividends	628	700	(72)	(10)%	700	661	743
Other Income	4,747	4,897	(149)	(3)%	4,897	5,117	5,350
Total Income	**40,161**	**42,956**	**(2,795)**	**(7)%**	**42,956**	**41,269**	**41,729**

Income is $2.8m (7%) unfavourable to budget.

x TEC funding is unfavourable to budget with 200 fewer EFTS delivered than budgeted. L3+ funding has been under-delivered by $2.2m, which has been clawed back by TEC in November & December.

x Youth Guarantee funding is unfavourable to budget, with only 51% of budgeted EFTS achieved. This is a common theme in ITPs this year due to Fees Free impact.

x ITO revenues are slightly below budget with lower revenues from Competenz & MITO (lower EFTS) only partly offset by unbudgeted revenues from new HITO & BCITO contracts.

✓ Star & Trades Academy revenues are slightly ahead of budget due to the delivery of new West Coast TA programmes.

× Domestic student fees are unfavourable to budget, with lower fees from both self-funded courses (China project mentoring fees) & TEC funded courses (due to a combination of lower EFTS overall & different EFTS mix).

✓ International fees are favourable to budget with 46 more EFTS (excluding In China delivery) delivered compared to budget.The major favourable variances are in MAM, BIT, CAP, & NZCEL L3+.

x Interest & dividend income is unfavourable to budget due to lower interest rates.

x Other income is unfavourable to budget due to lower revenues from In China delivery. There is no new 2019/20 intake at Zhejiang University.

Operating Expenditure - variance explanation

Category Description	Year to Date				Full Year		
($000's)	Actual	Budget	$ Variance	%+(-)Variance	Budget	2018	2017
Expenditure							
Class Resources	1,975	2,121	146	7%	2,121	2,232	2,341
International Commissions	1,969	2,174	205	9%	2,174	1,623	1,854
Curriculum Support	66	74	8	10%	74	58	54
Information Technology	1,394	1,363	(31)	(2)%	1,363	1,185	1,192
HR & Training	570	661	91	14%	661	606	762
Marketing & Promotions	487	639	152	24%	639	562	841
Admin & Support	1,522	1,958	436	22%	1,958	2,836	2,861
Facilities	2,511	2,070	(442)	(21)%	2,070	4,857	3,203
Interest Expense	-	-	-	0%	-	0	4
Depreciation, Amortisation & Impairment	4,805	4,000	(805)	(20)%	4,000	4,636	4,170
JV/TANZ Costs	2,032	2,929	896	31%	2,929	1,876	1,798
Total Opex Expenses	**17,332**	**17,989**	**656**	**4%**	**17,989**	**20,471**	**19,081**

Full year opex is favourable to budget (4% overall), partly offsetting the unfavourable revenue variance.

Significant variances include:

- ✓ Savings in Class Resources, with a reduction in course travel & accommodation costs due to lower YG EFTS (i.e. reduced travel allowance payments), course purchases and moderation costs.
- ✓ Favourable variance in International Commissions due to lower In China commissions (lower revenues from Zhejiang), and commissions for China Project students (lower revenues from mentoring fees).
- ✓ Favourable variance in Curriculum Support costs (research costs & books).
- x Unfavourable variance in Information Technology with unbudgeted licence fees for Bachelor of Computer Generated Imagery & Diploma in Nautical Science.
- ✓ Favourable variance in HR & Training due to savings in professional development and health & safety training programmes.

Operating Expenditure - variance explanation cont'd

Category Description	Year to Date				Full Year		
($000's)	Actual	Budget	$ Variance	%+(-)Variance	Budget	2018	2017
Expenditure							
Class Resources	1,975	2,121	146	7%	2,121	2,232	2,341
International Commissions	1,969	2,174	205	9%	2,174	1,623	1,854
Curriculum Support	66	74	8	10%	74	58	54
Information Technology	1,394	1,363	(31)	(2)%	1,363	1,185	1,192
HR & Training	570	661	91	14%	661	606	762
Marketing & Promotions	487	639	152	24%	639	562	841
Admin & Support	1,522	1,958	436	22%	1,958	2,836	2,861
Facilities	2,511	2,070	(442)	(21)%	2,070	4,857	3,203
Interest Expense	-	-	-	0%	-	0	4
Depreciation, Amortisation & Impairment	4,805	4,000	(805)	(20)%	4,000	4,636	4,170
JV/TANZ Costs	2,032	2,929	896	31%	2,929	1,876	1,798
Total Opex Expenses	**17,332**	**17,989**	**656**	**4%**	**17,989**	**20,471**	**19,081**

- ✓ Favourable variance in Marketing & Promotions expenditure due to savings in advertising, international marketing costs and other promotional costs (In China promotion).
- ✓ Favourable variance in Admin & Support costs with savings in consultants fees, admin travel & accommodation, admin purchases and eCampus recharge (contra JV).
- x Unfavourable variance in Facilities Costs, with overspends in insurance ($50k over budget), energy ($93k over budget), cleaning ($109k over budget), security $(21k over budget), contract maintenance ($24k over budget) and loss on disposal of assets ($235k unbudgeted). These overspends were only partly offset by savings in R&M ($86k under budget). The loss on disposal of assets is the write down in the book value of assets required (following the completion of the 3-year asset count) as a result of the assets no longer being used, having been disposed of, or in some cases, not having been found. The loss on disposal also includes the write off of capitalised development costs for academic programmes that have either been discontinued or not delivered.
- x Unfavourable Depreciation expense variance due to higher depreciation charges from 2018 buildings revaluation.
- ✓ Favourable variance in JV/TANZ costs due to lower eCampus & SUTI EFTS, partly offset by additional EFTS allocated to Seafood Training Services. SUTI have withdrawn from the joint venture contract with final delivery completed in September. Delivery of some programmes has been transitioned back in-house.

Pays - variance explanation

Category Description	Year to Date				Full Year		
($000's)	Actual	Budget	$ Variance	%+(-)Variance	Budget	2018	2017
Academic Pay	12,574	13,310	736	6%	13,310	12,809	13,224
Support Staff Pay	11,092	11,515	423	4%	11,515	10,829	11,274
Total Staffing Costs	**23,665**	**24,825**	**1,159**	**5%**	**24,825**	**23,638**	**24,498**

Academic pays

✓ Favourable by $0.7m in total due to reduced spend on contractors (particularly In China delivery and mentors for China project students). Savings also achieved in staff reductions in Te Toki Pakohe, nursing courses, Skipper Restricted Limits and Digital Technologies IT courses. Delays in recruiting for vacant positions (coordination, programme lead specialists) have contributed to the academic underspend.

x $150k redundancy costs (unbudgeted) have been accrued due to the review of ongoing delivery of academic programmes.

Support Staff pays

✓ Favourable to budget by $0.4m, with savings from vacant positions due to delays in recruitment (business support coordinators, TOTSTA coordination, HR administration).

✓ Reduction in year end leave provisions $78k.

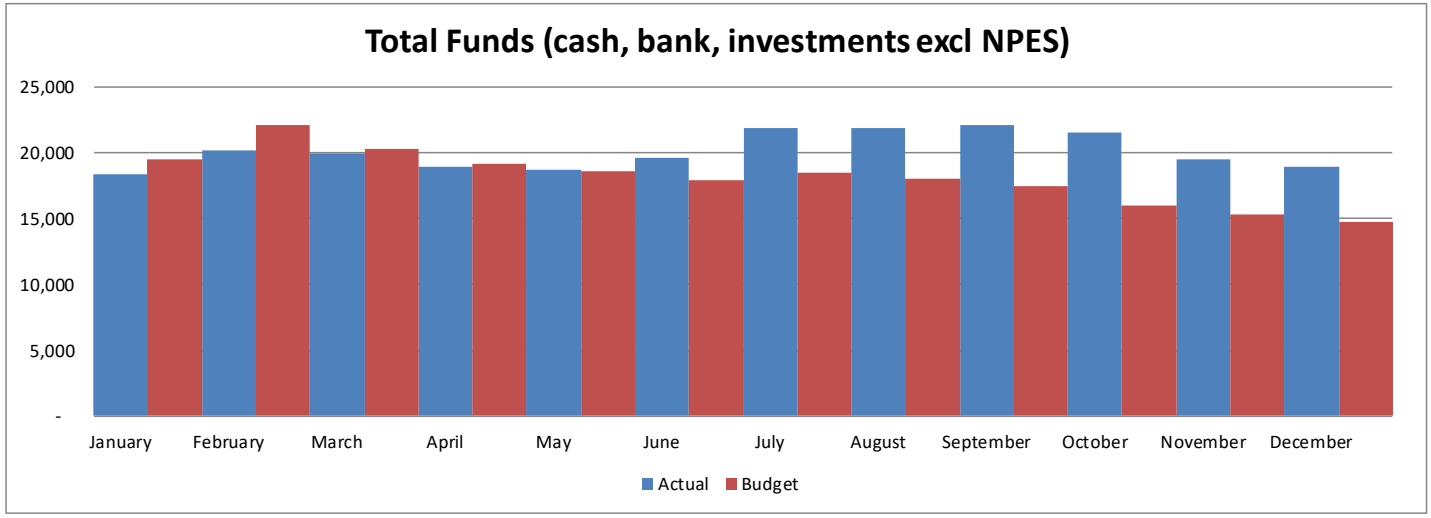
Full year pays $1.2m favourable to budget with savings from reductions in staff/contractors due to lower EFTS in some programmes together with delays in recruitment.

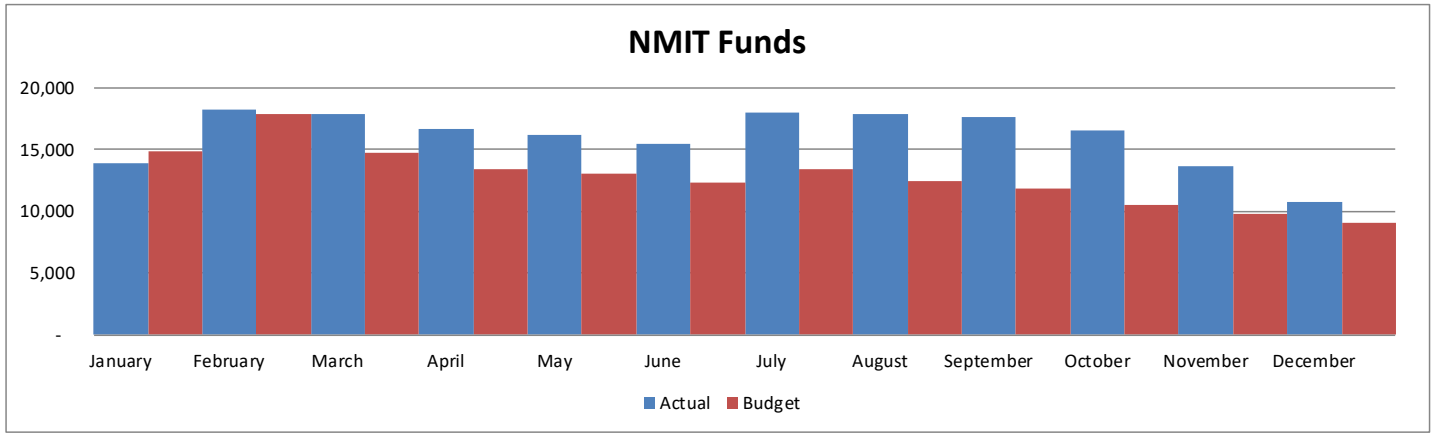
Capital Expenditure as at 31 December 2019

	2019 YTD Actual	2019 Original Budget	2018 Carry Forward	2019 Agreed Savings	2019 Revised Budget	Balance To Spend	%
Land	-	-	-	-	-	-	0%
Buildings	400	240	313	(195)	358	(42)	112%
Art	-	-	-	-	-	-	0%
Computers	686	1,335	164	(320)	1,178	493	58%
Programme Development	176	857	-	-	857	681	21%
Plant & Equipment	635	948	-	(199)	749	114	85%
Vehicles	196	97	-	-	97	(99)	202%
Books	91	121	-	(15)	106	15	86%
Work in progress movement	(374)	-	-	-	-	374	0%
Total	**1,810**	**3,598**	**477**	**(729)**	**3,346**	**1,536**	**54%**

- Full year capex spend is 54% of the revised capex budget (after $729k identified savings). Overspends in buildings and vehicles categories are due to release of costs in work in progress at December 2018.
- Budget carried forward from 2018 is for the Trades barn upgrade $43k, Sports Turf remediation $270k, and storage for Bachelor of Computer Generated Imagery $164k.
- Programme development capex was significantly underspent, with no programme development expenditure in Aviation, Trades, Te Toki Pakohe, and Blue Tick project, and only 20% of budgeted expenditure in Primary Industries.
- Capex spend on computers was underspent (CGI infrastructure, VC classroom upgrades, and mobile device upgrades).

Cash flow Graph





NMIT funds at the end of the year are $10.8m, $1.8m ahead of budget. NMIT's budget variance includes $0.8m depreciation variance, which does not impact on cash balances. In addition, capital expenditure was underspent for the year.

NMIT Financial Statement of Position
As at 31 December 2019

	Institute Actual 31st December 2019 ($000)	Budget 31st December 2019 ($000)	Actual 31st December 2018 ($000)
Assets			
Current assets			
Cash and cash equivalents	5,201	2,984	3,113
Debtors and other receivables	1,075	693	1,262
Investments	14,800	12,600	13,100
Prepayments	738	463	738
Total current assets	21,813	16,741	18,212
Non-current assets			
Investments	1,132	1,081	1,160
Property, plant and equipment	89,021	84,637	91,713
Intangible assets	2,017	4,052	2,571
Prepayments	6	-	28
Total non-current assets	92,175	89,770	95,472
Total assets	113,988	106,511	113,684
Liabilities			
Current liabilities			
Creditors & other payables	2,308	2,676	3,164
Revenue received in advance	7,718	6,139	5,854
Provisions	1,608	1,763	1,525
Other financial liabilities	1,929	1,327	1,887
Total current liabilities	13,563	11,904	12,432
Non-current liabilities			
Provisions	231	192	222
Total non-current liabilities	231	192	222
Total liabilities	13,795	12,096	12,653
Net assets	**100,193**	**94,415**	**101,030**
Equity			
Capital introduced	29,039	29,039	29,039
Accumulated funds	14,849	15,775	15,686
Revaluation reserves	53,450	46,745	53,450
Capital reserves	2,855	2,855	2,855
Total equity	**100,193**	**94,415**	**101,030**

- NMIT's net assets / total equity are $5.8m favourable to budget at year end.
- Cash & investments are up $4.4m against budget due to lower capital expenditure & higher student fees in advance.
- Non-current assets are $2.4m favourable to budget due to a combination of the unbudgeted increase in value of land and buildings from the 2018 revaluation, partly offset by higher current year depreciation & a lower YTD capex spend.
- Current liabilities are $1.5m unfavourable to budget due to higher student fees in advance & funding repayable to TEC.
- Ratio of current assets to current liabilities at 1.6:1 remains favourable.

NMIT Financial Statement of Cashflows
For the period ending 31 December 2019

	Institute Actual 31st December 2019 ($000)	Budget 31st December 2019 ($000)	Actual 31st December 2018 ($000)
Cash flows from operating activities			
Receipts from government grants	18,812	21,535	19,833
Receipts from tuition fees	16,375	13,848	13,488
Receipts from other income	6,584	6,849	6,362
Interest & Dividend income received	618	700	756
Payments to employees	(23,542)	(24,825)	(23,627)
Payments to suppliers	(12,916)	(13,989)	(15,648)
GST (net)	(36)	(0)	(104)
Net cash flows from operating activities	5,894	4,118	1,061
Cash flows from investing activities			
Receipts from sale of property, plant and equipment	34		66
Realisation of investments	-	-	2,904
Purchase of property, plant and equipment	(1,961)	(3,025)	(2,838)
Purchase of intangible assets	(199)	(548)	(827)
Acquisition of investments	(1,680)	-	-
Net cash flows from investing activities	(3,806)	(3,573)	(695)
Net increase/(decrease) in cash and cash equivalents	2,088	545	365
Cash and cash equivalents at beginning of year	3,113	2,440	2,747
Closing cash and cash equivalents	**5,201**	**2,984**	**3,113**

- Net cash flows from operating activities are $1.8m favourable to budget, mainly due to lower operating expenditure & staff costs.
- Net cash flows from investing are $(0.2)m unfavourable, but this includes $(1.7)m investment of funds in short-term deposits (unbudgeted).
- Cash and cash equivalents are $(2.2)m unfavourable to budget, however including short term investments, the overall cash and investments position is $4.4m favourable to budget.

Nelson & Marlborough Institute of Technology

Investments

Investments as at 31 December 2019

a) Summary		31 December 2019			30 November 2019		Change	
Bank	Rating	Amount	Average Rate	Average Term	Amount	Average Rate	Value	Average Rate
ANZ	AA-	650,000	2.900%	207.00	650,000	2.900%	-	0.00%
BNZ	AA-	3,600,000	2.964%	200.13	4,450,000	3.028%	(850,000)	(0.06)%
SBS	BBB	8,950,000	3.140%	200.25	11,500,000	3.198%	(2,550,000)	(0.06)%
Westpac	AA-	2,600,000	2.551%	110.13	1,100,000	2.845%	1,500,000	(0.29)%
Total		**$15,800,000**	**2.993%**	**177.90**	**$17,700,000**	**3.122%**	**($1,900,000)**	**(0.13)%**
b) Other Cash not on deposit		$ 4,200,728			$ 2,875,021		1,325,707	
c) New Deposits during Month		$ 1,500,000			$ -		1,500,000	
d) Deposits broken in month		$ -			$ -		-	
e) Due Repayment coming month		$ 3,750,000			$ 3,400,000		350,000	

REPORT TO NMIT COUNCIL | 20 FEBRUARY 2020
ITEM 9

KEY EDUCATIONAL PERFORMANCE INDICATORS

LIAM SLOAN: CHIEF EXECUTIVE

PURPOSE

To provide an update on the progress against Key Educational Performance Indicators (KEPIs) including other Educational Performance Indicators (EPIs) as at 31 December 2019.

CONTEXT

As a standing agenda item at Council meetings, there is a commitment to review and scrutinise educational performance of NMIT. There are four Educational Performance Indicators (EPIs), course completion; qualification completion; retention and progression.

TOP LEVEL COMMENTARY

- 90 Performance Panels occurred over 2019.
- 91 PLATOs were completed in 2019, exceeding the target of 80.
- Course completion rates for 2019 are currently at 83%.

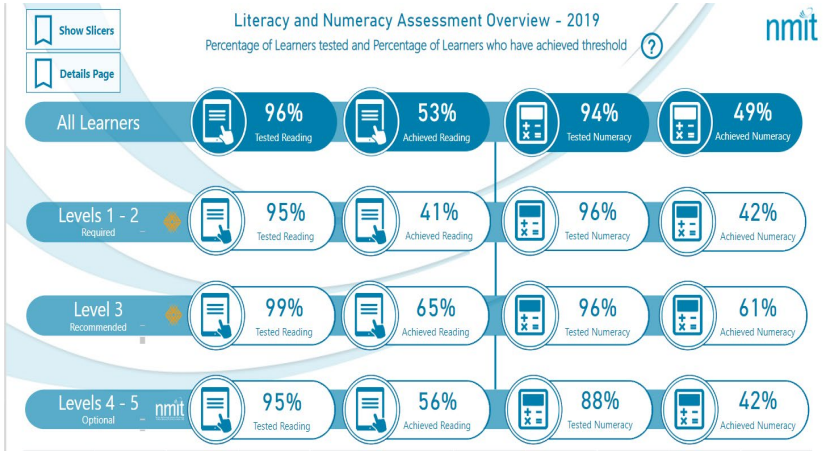
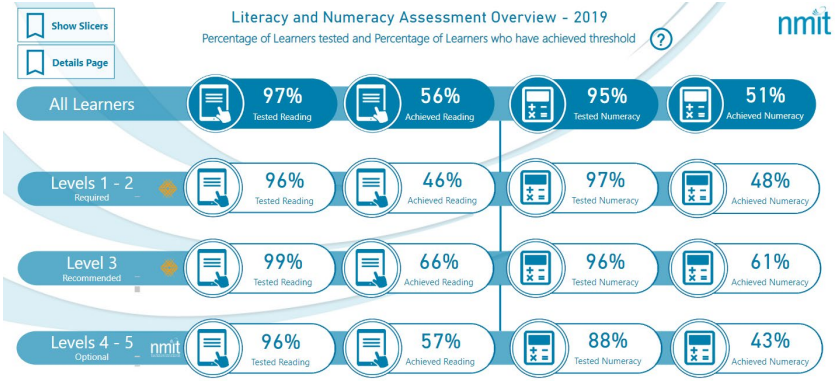
RECOMMENDATION

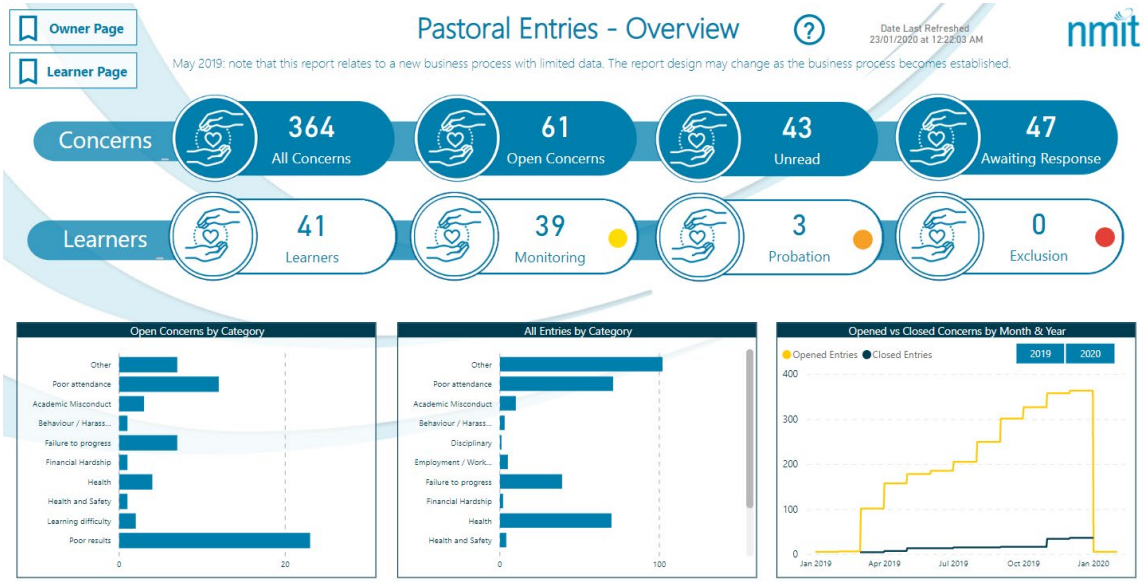
Council note the current performance levels and provides feedback on appropriateness and suitability of topics covered in relation to suitability for future reporting.

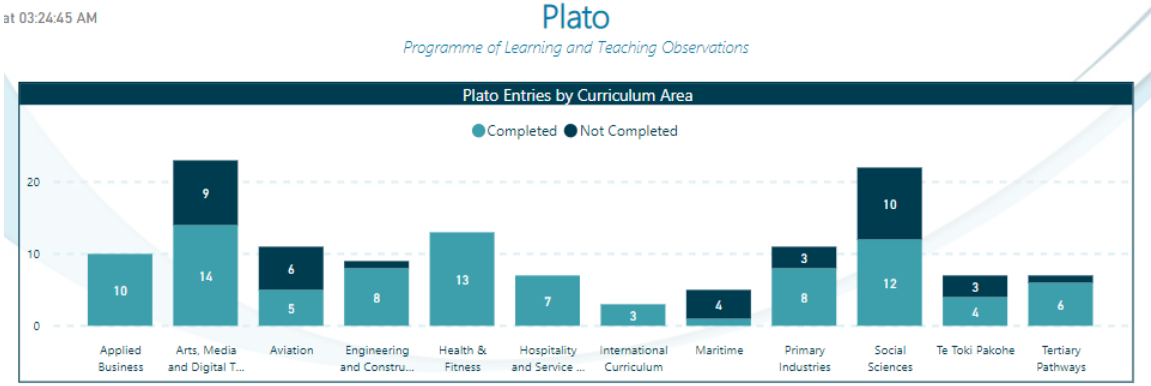
APPENDIX

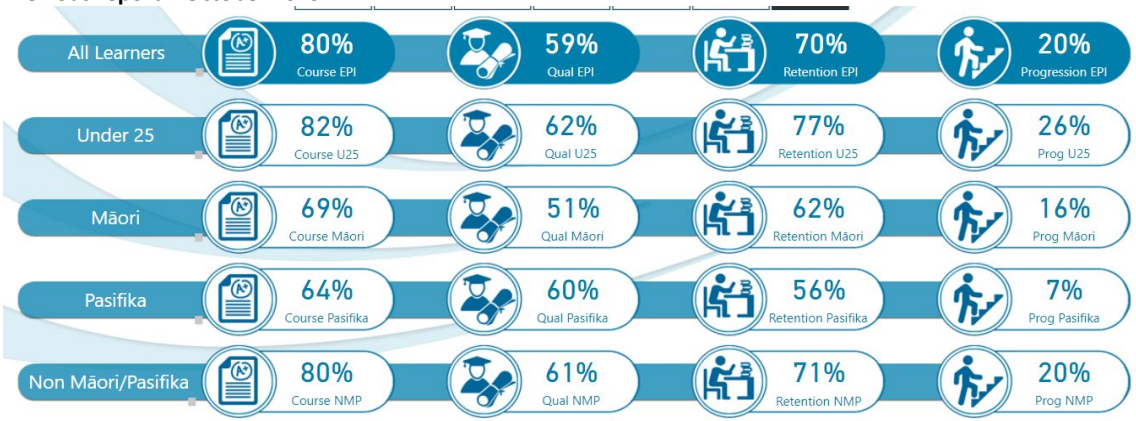
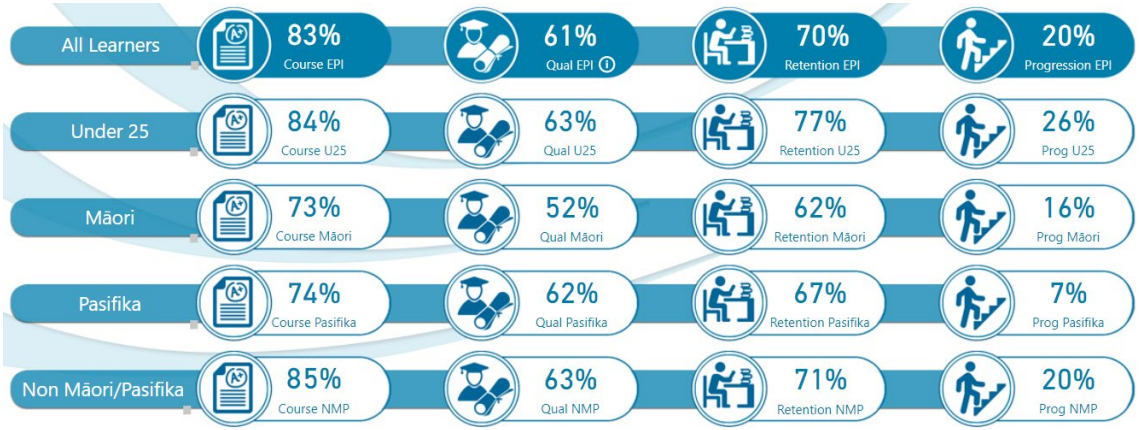
a) Key Educational Performance Indicators

KEY EDUCATIONAL PERFORMANCE INDICATORS

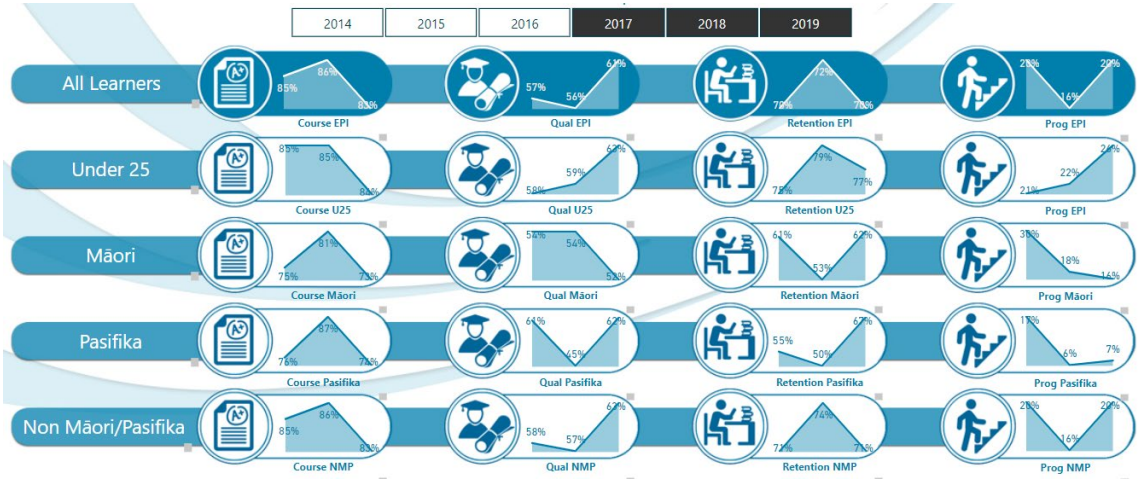
TOPIC	STATUS REPORT	COMMENTARY
Literacy and Numeracy Assessments	**Previous report – October 2019**  **Current report – December 2019**  	• Consistent use of ALNAT and data. • 5% increase in L1-2 achieved reading and 6% increase in L1-2 achieved numeracy.

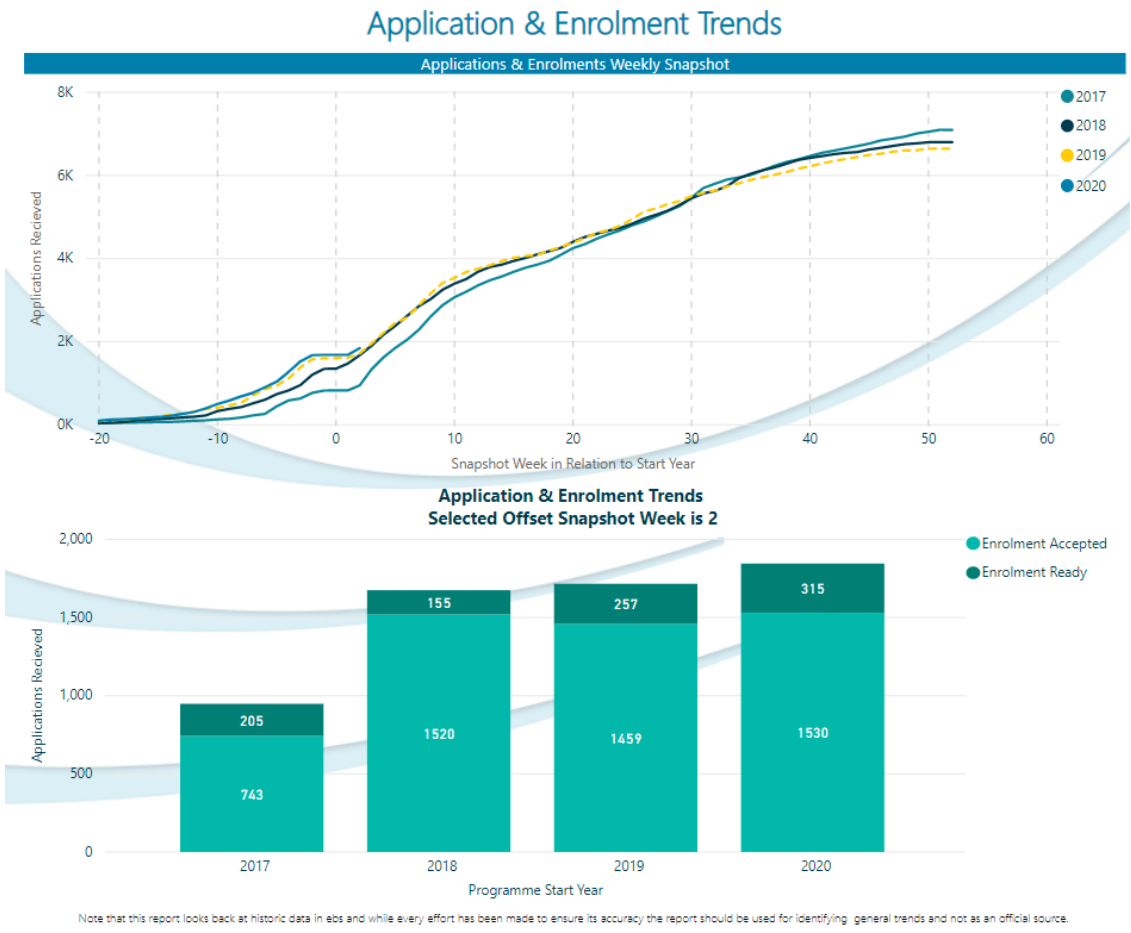
TOPIC	STATUS REPORT	COMMENTARY
'At Risk' Learners	 At risk learners will again be monitored by delivery teams and at Performance Panels. **'At Risk' learners** are those identified as: requiring additional learning support, not meeting requirements of the course/programme including failure to progress, consecutive non-attendance, individual health situations, personal issues and behavioural concerns. All at risk learners are supported, monitored and managed appropriately.	• 90 Performance Panels occurred during 2019 and 'at risk' learners are discussed / monitored at every curriculum panel with challenge and supportive actions. • 'Health' and 'Other' categories continue to be prominent, with poor attendance and failure to progress trending up.

TOPIC	STATUS REPORT	COMMENTARY
Programme Learning and Teaching Observations (PLATO) Update	Standard: ▪ A 'micro-teach' is now a requirement of our recruitment process. This ensures adequate capability to deliver from the onset. ▪ 2019 target is 80+ PLATO's. 	• 91 PLATOs completed in 2019, exceeding the target of 80. • PLATO support continues to be provided to teams by the Learning Facilitation Coach. • 3 PLATOs have been carried out in China by the Dean International Curriculum. Data has now been entered. • TTP has reduced the number of 'not completed' PLATOs by 3 since the last report. • Arts, Media and Digital Technologies and Social Sciences are being monitored closely.

TOPIC	STATUS REPORT	COMMENTARY
EPI's and Course Retention	**Previous report – October 2019**  **Current report – December 2019** 	• Course EPI have increased from 80% to 83% since the last report, however, we expect this will increase to 84% once the final SDR for 2019 is completed. This would be a 2% decline from 2018 outcome. • Qualification EPI has increased by 2% since the last report. Indicative EPI for 2019 would show a 5% improvement on 2018.

2017-2019 Trends



TOPIC	STATUS REPORT	COMMENTARY
		• Applications are up compared to the same time last year. • Enrolments are slightly down when compared to 2019.

February 2020

SANITI REPORT FOR COUNCIL

Item 10

CORNELIUS PRINSLOO: STUDENT PRESIDENT

PRESIDENTIAL BLURB

With 2020 underway and the mothership full steam ahead I am both excited for what the year is going to bring and ready to meet it head on whether in my capacity as Student President, or in my new role post June where I will hopefully be working for the TEC (fingers crossed!).

STRATEGIC GOAL ONE: EVENTS AND CAMPUS CULTURE

2019 was a very successful year for SANITI, with us over delivering on all accounts and getting great results on our surveys. To no surprise “More Free Food” was the most noted answer when asking what students would like to see in 2020. I am happy to report that is exactly what we plan to do, with O-Week events now being finalised. SANITI is again switching up the range of events, and including a “SANITI Amazing Race” event which we are hoping to run in the first semester.

As for campus culture we are now working with Grant Kerr, on his proposed idea about moving SANITI into the library and creating a student hub, and hope to have an investment into the new N-block development which we believe could become a student space NMIT can be proud of.

STRATEGIC GOAL TWO: SUPPORT, ADVOCACY, EMPLOYMENT

Advocacy is currently mainly focused on supporting the last of the Summer-School students through their work, and assisting new and current students with Studylink applications. As you’ll be aware last year this service got majorly hit with largely increased numbers of students needing support both financially and mentally.

SANITI now also has an Aroha wall in N block, an initiative I was introduced to at Festival for the Future, in 2019. The purpose of the wall is for anyone to write an anonymous note of care and support to another person and to leave it in the envelope, whilst taking the letter that was left by the person before them. Students, Tutors, and Team NMIT are all encouraged to partake and share the support around.

Lastly, Program Reps. This year a large amount of focus and emphasis will be put into this both to allow students to develop healthy ways of communicating concerns and issues, and also to allow NMIT more insight into what is happening at the ground level. We hope that our improved collaboration will see students thrive and NMIT improve where most needed.

Employment is now being run by Camille Countryman, who joins us for the last bit of Cheri Baker’s maternity leave. Camille has already run a few workshops and has a further couple booked in before Semester 1 kicks off.

STRATEGIC GOAL THREE: REPRESENTATION AND COLLABORATION

SANITI started the year with a meeting with NMIT executive to ensure that we are all on the same page from day one, working alongside each other even better than before. We would like to thank Liam Sloan for the suggestion and opportunity to work more closely with his team to prevent any escalations in complaints this year. Furthermore, SANTI assisted in the information evening and will continue to support the marketing team where we can to make sure 2020 is a great year!

OTHER SANITI BUSINESS

SANITI will be vying to be the platform that is introduced across all ITP’s within the new structure and we would appreciate a letter of support from NMIT’s current Council.

RECOMMENDATION

fThat Council receives the SANITI Report.

NMIT Acronyms *[Aug 2019]*

ACE	Adult and Community Education
ADP	Academic Development Proposal
AMFM	Annual Maximum Fee Movement
ALNAT	Adult Literacy and Numeracy Assessment Tool
ASM	Academic Staff Member
ATEM	Association of Tertiary Education Management Inc.
AUT	Auckland University of Technology
BAM	Bachelor of Arts and Media
BAppSocSci	Bachelor of Applied Social Science
BCOM	Bachelor of Commerce
BCT	Business & Computer Studies
BIT	Bachelor of Information Technology
BMETS	Basic Mechanical Engineering Training Skills
BN	Bachelor of Nursing
BUA	Beijing University of Agriculture
BVA	Bachelor of Visual Arts
CA and ACA	Chartered Accountant and Associate Chartered Accountant
CAA	Civil Aviation Authority
CAANZ	Chartered Accountants Association of New Zealand
CAM	Capital Asset Management
CAP	Competence Assessment (Nursing)
CAU	China Agricultural University
CC	Cross Credit
CD	Curriculum Director
CEA	Collective Employment Agreement
CM	Curriculum Manager
CoVE	Centre of Vocational Excellence
CT	Credit Transfer
CTLT	Certificate in Tertiary Learning and Teaching
CTS	Core Transferable Skills
CVP	Certificate in Vineyard Practice
DAS	Directory of Assessment Standards (NZQA)
DTLT	Diploma in Tertiary Learning and Teaching

EAP	Employee Assistance Programme
ED CEE	Executive Director – Customer Experience and Excellence
ED FCB	Executive Director – Finance, Compliance and Business Intelligence
ED LID	Executive Director – Learning Innovation and Delivery
ED M	Executive Director – Māori
ED SES	Executive Director – Strategy, Enterprise and Sustainability
EEdO	Equal Education Opportunities
EEO	Equal Employment Opportunities
EER	External Evaluation and Review
EFTS	Equivalent Full-Time Student
ELP	English Language Programme
EoI	Expression of Interest
EPI	Education Performance Indicator
ESOL	English for Speakers of Other Languages
ESP	Employment Scholarship Programme
FTE	Full Time Equivalent
GC	Global Campus
GSE	Group Study Exchange
GTW	Ground Training Wing (at Woodbourne Air Force Base)
HITO	Hairdressing Industry Training Organisation
HR	Human Resources
IEA	Individual Employment Agreement
ITO	Industry Training Organisation
ITPNZ	Institutes of Technology and Polytechnics of New Zealand
ITPQ	Institutes of Technology and Polytechnics Quality
ITPs	Institutes of Technology and Polytechnics
KEQ	Key Evaluation Question
KPI	Key Performance Indicator
LIIT	Learning Innovation and Insights Team

LLC	Library Learning Centre
LLN	Literacy, Language and Numeracy
MDC	Marlborough District Council
ML	Marlborough
MoA	Memorandum of Agreement
MoE	Ministry of Education
MoP	Mix of Provision
MoU	Memorandum of Understanding
MRoQ	Mandatory Review of Qualifications
NAMS	New Zealand Asset Management Support
NCC	Nelson City Council
NCEA	National Certificate of Educational Achievement
NEET	Not in Employment, Education or Training (Youth)
NMIT	Nelson Marlborough Institute of Technology
NQF	National Qualifications Framework
NRDA	Nelson Regional Development Agency
NZDB	NZ Diploma in Business 120 credits L5 (new qualification 2017)
NZCALNE	New Zealand Certificate in Adult Literacy and Numeracy Education
NZCATT	New Zealand Certificate in Adult Tertiary Teaching
NZDip Bus	NZ Diploma in Business 240 Credits L6 (old qualification)
NZIM	New Zealand Institute of Management (Part of old NZDipBus)
NZQA	New Zealand Qualification Authority
NZQF	New Zealand Qualifications Framework
NZTE	New Zealand Trade and Enterprise
OAG	Office of the Auditor General
OCP	Organisational Counselling Programmes (Student Counselling Service)
OTEPs	Other Tertiary Education Providers
PAC	Programme Approval Committee
PASM	Principal Academic Staff Member

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PEAP	Post EER Action Plan
PBRF	Performance-Based Research Fund
PLATO	Programme of Learning and Teaching Observations
POD	People and Organisation Development
PoS	Programme of Study
PTE	Private Training Establishment
QMS	Quality Management System
RAC	Recognition of Academic Credit
REANNZ	Research and Education Advanced Network New Zealand Ltd.
RFP	Request for Proposal
RNZAF	Royal New Zealand Air Force
RoVE	Review of Vocational Education
RPL	Recognition of Prior Learning
RSG	Refugee Study Grant
SAC	Student Achievement Component
SANITI	Students Association of Nelson Marlborough Institute of Technology Inc
SAR	Self-Assessment Report
SASM	Senior Academic Staff Member
SDL	Staff Digital Literacy
SDR	Single Data Return
SHW	Safety, Health and Wellbeing
SIG	Special Interest Group

SME	Subject Matter Expert
SMS	Student Management System
SSB	Standard Setting Body
SSC	State Services Commission
SSG	Special Supplementary Grants
SSP	Sub-sector Provider
STAR	Secondary Tertiary Alignment Resource
STCW	Standards of Training and Certification of Watchkeepers
STEM	Science, Technology, Engineering and Mathematics
SUTI	Skills Update Training Institute
TAMU	Tertiary Advisory Monitoring Unit
TANZ	Tertiary Accord of New Zealand
TDC	Tasman District Council
TEC	Tertiary Education Commission
TEC/Skill NZ	Training Opportunities Programmes Funded by TEC/Skill NZ
TEI	Tertiary Education Institution
TEO	Tertiary Education Organisation
TEOC	Tertiary Education Organisation Component fund
TES	Tertiary Education Strategy
TEU	Tertiary Education Union
TIASA	Tertiary Institutes Allied Staff Association

TOTSTA	Top of the South Trades Academy
TRoQ	Targeted Review of Qualifications
TTMU	Te Tiriti o Waitangi Monitoring Unit
TTP	Te Toki Pakohe
YG	Youth Guarantee

Frequently used Academic Definitions

Word or phrase	Meaning	Definition
Academic Committees		A standing committee of the ***Academic Board*** responsible for maintaining academic standards for designated programmes and courses. There are two Academic Committees: • Academic Committee - serving the needs of all Curriculum Areas for results approvals, Moderation Plan approval, award approvals, decisions on exclusion, special assessment results etc. • Recognition of Academic Credit (RAC) Committee – considering applications from students for Cross Credits and RPLs.
CMR	Consent and Moderation Requirements	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) Unit Instance Occurrences (UIOs)	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 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 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 surveys are 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 • Toi Ohomai • 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