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

NMIT COUNCIL MEETING OPEN AGENDA

THURSDAY, 15 NOVEMBER 2018

Time: 9.30am – 10.30am
Venue: NMIT Nelson Campus, Maungatapu Boardroom, A Block

ITEM	TOPIC
Administrative	
1.	Apologies
2.	Register of Interests and Conflicts of Interests
3.	Confirmation of Minutes of meeting held 4 October 2018
4.	Action items
5.	Council & Audit Committee work-plan for 2018
Safety, Health & Wellbeing	
6.	Safety, Health & Wellbeing Dashboard
7.	Minutes from the Safety, Health & Wellbeing Leadership Group meeting held 3 October 2018
Strategic	
8.	Te Ara Wai progress update
Items for Approval	
9.	Safety, Health & Wellbeing Policy
10.	2019 Academic Statute
Performance Reporting	
11.	Chief Executive's Report
12.	Key Educational Performance Indicators
13.	EFTS & Financial update as at 30 September 2018 & live budget update
For Information	
14.	SANITI Report

15.   Inward Correspondence

      a)   Letter from Minister Hipkins re Performance-linked funding (6 November 2018)

16.   Academic Board Minutes – main points from the following meeting – 16 August 2018

17.   Media Monitoring Report

18.   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:

- In Committee Minutes & Matters Arising
- Discussions with TEC Deputy Chief Executive & TEC Investment Manager
- Revised NMIT strategy on-a-page
- C Block visibility report – progress update
- Council membership – Education Amendment Act 2018
- Nelson Aviation Campus
- NMIT Mixed Use Sports Court
- CEO Priority Project progress report
- Chief Executive's Report
- NMIT Risk Register
- Complaints & Misconduct Report
- Group & Service Team Reports
- Revised financial delegation framework
- eCampus Board papers

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

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

3

MEETING TIMETABLE

Time:	9.30am – 10.30am	Open Council meeting discussions
	10.30am – 12.00pm	In Committee Council discussions *(TEC joining from 11.00am)*
	12.00pm – 12.30pm	Lunch with TEC
	12.30pm – 2.00pm	In Committee Council discussions continue
	2.00pm	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 • Kaynemaile Ltd: Director • Alan Scott Wines: Board Member • Seafood Research Strategic Advisory Committee (advising the Board of Seafood Innovations Ltd): Member • New Zealand King Salmon Exports Limited: Director • New Zealand King Salmon USA Incorporated: Director • 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 **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 • Bike Walk Marlborough Trust: Chair • Institute of Directors: Nelson/Marlborough Committee **Possible Conflict of Interest** • Personally acquainted with the current Chair of TEC
Abbey Paterson	**Possible Conflict of Interest:** • A family member on Staff at NMIT

1 November 2018

Win Greenaway	• Economic Development Manager for Ngāti Rarua **Possible Conflicts of Interest:** • Chairperson of Ngāti Rarua works for NMIT • A Trustee of Ngāti Rarua is an employee of NMIT
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

DIRECTORATE REGISTER OF INTERESTS	
Andrew Luke	• Te Runanga O Ngāti Rārua: Trustee • Sustainable Seas National Science Challenge: Kahui Māori Member
Carole Crawford	• Singer Solutions Ltd: Director
Grant Kerr	• INNOVATE Charitable Trust: Trustee
Liam Sloan	• INNOVATE Charitable Trust: Trustee
Sue Smart	• None
Vicki Bryson	• None

1 November 2018

UNCONFIRMED MINUTES OF NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY COUNCIL MEETING HELD AT NMIT NELSON CAMPUS ON 4 OCTOBER 2018, COMMENCING AT 12.34PM.

PRESENT

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

IN ATTENDANCE

L Sloan (Chief Executive), V Bryson (Executive Director – Finance, Compliance and Business Intelligence), A Cooke (Minutes)

1. **APOLOGIES**

   None

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

   G. Hervey requested the reference to the Wine Nelson Marketing Group be removed.

   W. Greenaway advised that he was no longer a Board Member for the Blenheim Business Association.

   The register will be updated to reflect the above changes.

3. **CONFIRMATION OF MINUTES OF MEETING HELD ON 9 AUGUST 2018**

   Resolved: That the Minutes of the meeting held on 9 August 2018, as circulated and read by members, be confirmed.

4. **ACTION ITEMS**

   Council noted action items.

5. **COUNCIL WORK-PLAN FOR 2018**

   Council reviewed the 2018 work-plan. No amendments were made.

6. **HEALTH AND SAFETY WORKFORCE DASHBOARD**

   Council received the health and safety workforce dashboard report.

   P. Steere suggested acknowledging near miss reporting by way of recognition to encourage a change in culture.

   L. Sloan to follow-up with S. Wheldale on T. Johnston's health and safety walkabout observations and actions.

7. **MINUTES FROM THE SAFETY, HEALTH & WELLBEING LEADERSHIP GROUP MEETING HELD 8 AUGUST 2018**

   Council received the Safety, Health and Wellbeing Leadership Group meeting minutes from 8 August 2018.

8.   TE ARA WAI PROGRESS UPDATE

A Luke joined the meeting at 12.34pm to provide Council with an update on the Te Ara Wai implementation plan approach. A. Luke advised that the plan would have a three-phase approach, with the first phase focusing on building the capability and confidence of staff within NMIT. Phase 2 will look to apply the learnings across the institute. Phase 3 will look to embed the trust and confidence gained by staff, to ensure all learners and stakeholders are visible to this.

A. Luke provided an overview of the initiatives that will take place for each phase, as well as identifying the impact measures

It was acknowledged that the primary aim for Te Ara Wai is to increase Māori participation and achievement. This will stem from the increased staff capability and confidence with all things Māori.

Council discussed the need to understand the drivers for the gap in Māori achievement and participation to ensure NMIT can respond to the factors that negatively affect Māori learners.

L. Sloan recommended a full staff professional development session be held at the start of 2019 to discuss what is good for Māori.

C. Newton to provide A. Luke with the contact details of experts in this area, who may be able to provide resource to help with the implementation plan.

Council requested an update at each meeting on the progress of the implementation plan for Te Ara Wai, while noting the need to capture any progress on Pasifika strategy and activity.

A. Luke left the meeting at 1.04pm, Council moved back to the In Committee meeting.

9.   2019 COUNCIL & AUDIT COMMITTEE MEETING DATES

Council agreed to identify 2-3 meetings per year where there is solely a strategic focus, while ensuring this does not impact on key institute deadlines.

Resolved: That, Council agree to the 2019 meeting dates as presented.

Council Members to send A. Cooke any apologies for the 2019 meetings.

10.   CHIEF EXECUTIVE'S REPORT

Council received the report for its information.

D. Wehner left the meeting at 1.49pm. P. Steere chaired the remainder of the meeting.

11.   KEY EDUCATIONAL PERFORMANCE INDICATORS

C. Newton noted the inclusion of the performance panel documentation which was highly informative and provided Council the assurance that management are looking in-depth at education performance across departments.

Council suggested that future educational performance reports look to identify key themes and trends where possible, and provide Council a high-level explanation of what has been identified.

L. Sloan extended the invitation to Council to attend performance panel meetings. A. Cooke to send the performance panel schedule for the remainder of 2018 to Council.

Council received the report.

12. EFTS & FINANCIAL UPDATE AS AT 31 AUGUST 2018

Council received the EFTS and Financial update as at 31 August 2018.

13. LEGISLATIVE COMPLIANCE REPORT

Council received the Legislative Compliance report as presented.

14. VERBAL UPDATE FROM THE AUDIT COMMITTEE MEETING HELD 4 OCTOBER 2018

P. Steere provided a verbal update from the Audit Committee meeting held earlier in the day.

15. SANITI REPORT

A Paterson advised that a new President is to be elected by the end of October 2018.

It was agreed to remove A. Paterson from the container bar action on the action list.

S. Smart is to be tasked with investigating the viability and practicality of a 'container bar', as part of improving the campus culture.

Council received report.

16. INWARD CORRESPONDENCE

Council received the inward correspondence for their information.

17. ACADEMIC BOARD MINUTES

Council noted the Academic Board minutes for their information.

18. MEDIA MONITORING REPORT

Future media monitoring reports are to highlight where there are positive and negative sentiments in the media, and identify any reputational risk.

L. Sloan advised Council that there is a possibility that TIASA will go to the media around their current wage negotiations with NMIT.

Council noted the media monitoring report for their information.

IN COMMITTEE

Resolved: That members of the public and press be excluded from the following part of the proceedings of this meeting, namely:
In Committee Minutes & Matters Arising
Discussions with TEC Deputy Chief Executive & TEC Investment Manager
Aviation Engineering – Nelson location
Strategic collaboration – Ara Institute of Canterbury

2019 Budget
Marlborough campus strategic assessment
CEO Priority Project progress report
Chief Executive's Report
NMIT Risk Register
Complaints & Misconduct Report
Group & Service Team Reports
Draft 2019 Investment Plan
eCampus Board papers

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 2.30pm

Confirmed: _____ Dated: 15 November 2018

ACTION ITEMS FROM OPEN NMIT COUNCIL MEETING – 4 OCTOBER 2018

Chair: Daryl Wehner

ACTION ITEMS

ACTION ITEMS FROM 4 OCTOBER 2018 MEETING

	TASK	RESPONSIBLE	DEADLINE
1.	Follow-up with S Wheldale re T Johnston's health and safety walk observations and actions.	L Sloan	Completed
2.	Provide A Luke with the contact details of those who could be of use / provide resources for the Te Ara Wai implementation plan.	C Newton	Completed
3.	Circulate to Council a copy of the Performance Panel schedule for the remainder of 2018.	A Cooke	Completed

ACTION ITEMS FROM 9 AUGUST 2018 MEETING

	TASK	RESPONSIBLE	DEADLINE
1.	Draft Drug and Alcohol Policy for Council approval.	L Sloan	February 2019
4.	Investigate the viability and practicality of a container bar.	L Sloan / S Smart	15 November

ACTION ITEMS FROM 10 MAY 2018 MEETING

	TASK	RESPONSIBLE	DEADLINE
1.	Review the draft Standing Orders to align to reflect Council's current practice.	D Wehner / A Cooke	February 2019

Annual Calendar for Council and Audit Committee - 2018							
	February	March	April	May	June	August	October	November
Meetings 2018	**Thurs 22 February**	**Thurs 22 March**	**Fri 20 April**	**Thurs 10 May**	**Thurs 14 June**	**Thurs 9 August**	**Thurs 4 October**	**Thurs 15 November**
	10.00am Marlborough Campus	**Audit 8.00am Council 9.30am Nelson Campus**	**Strategic Planning Workshop (Location to be confirmed)**	**10.00am Marlborough Campus**	**Audit 8.00am Council 9.30am Nelson Campus**	**9.30am Nelson Campus**	**Audit 8.00am Council 9.30am Nelson Campus**	**9.30am Nelson Campus**
Strategic Review/Investment Plan	Review		Review		Review		Revise & Review	
Annual Budget	Draft Yr End				Reforecast		Audit Cttee review & recommendation to Council	
CEO Performance Agreement			Complete CEO Appraisal					
Council Review of Appointments	Review					Review		
Council Performance Review (SAR)				Revise and Review (SAR)				
NMIT's Educational Performance Indicators (EPIs)	Review	Review	Review	Review (include a set of Performance Panel notes)	Review	Review	Review (include a set of Performance Panel notes)	Review
Annual Report	Council to review draft	Audit Cttee review & recommendation to Council		Printed copy to all members of Council				
Council Member Induction				Undertake				
Stakeholder Engagement				Mayor / CE Marlborough District Council	Chief Executive's of NRDA & NTCC			TEC Chief Executive & Investment Manager
Health & Safety walk-abouts	Undertake	Undertake	Undertake	Undertake	Undertake	Undertake	Undertake	Undertake
Health & Safety Policy				Review				
Audit/Financials							Agree new budget	
Audit New Zealand Management Report					Audit Committee receive report and agree actions		Audit Ctte report on actions taken	
Audit New Zealand 2018 Audit Arrangement					Audit Cttee recommendation re fees and approval by Council		Audit Cttee to discuss and develop Audit Plan with Auditors	
Internal Audit Programme							Audit Committee Review 3 year programme	
Legislative Compliance		Report to Council				Report to Council	Report to Council	
Academic Board Statute Approval								Council to approve
TEC					Chair & CEO meeting with NMIT Council			Investment Manager
NB: Other key dates: Nelson Semester 1 Powhiri - Mon 26 Feb; Nelson Semester 2 Powhiri - Mon 23 July; Marlborough Semester 1 Powhiri - Thurs 1 March; Marlborough Semester 2 Powhiri - Thurs 26 July 2018 Graduation dates: Te Toki Pakohe - 8 December; Marlborough - 13 December; Nelson - 18 December								

HEALTH AND SAFETY WORKFORCE DASHBOARD
SEPTEMBER TO OCTOBER 2018
SUMMARY OF ALL 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.	🟢	All inventory reviews have been completed for 2018.
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.	🟡	Preparing campaign which will run through November/December to raise awareness of importance of reporting vehicle damage; **Weekly log being maintained to better understand when damage is happening. Weekly notification sent to managers when any new damage identified to follow up with users of vehicle.**
Machinery use	Use of multiple machines in Automotive, Engineering, Carpentry, Aviation, Creative Industries, Facilities workshops.	Annual audit of workshops, includes inspection of machine guarding. Hazard register maintained and reviewed annually. Exposure monitoring of Nelson workshops in 2017 and to be		In 2018 new extraction system implemented in Building Barn, Dyno room in Automotive area and mobile extraction unit in Arts workshop. New extraction system planned for Engineering workshop in 2019.
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 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.	🟡	OutdoorsMark certification for Adventure Tourism Safety Management System documentation was obtained in 2018 and is valid for three years
Fire fighting training	See this report's drill down			

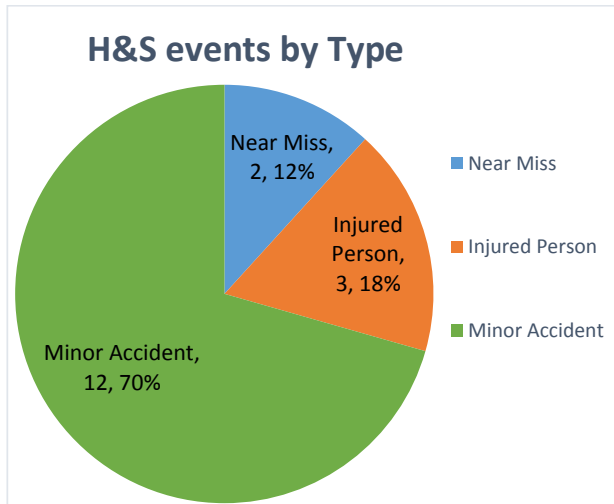* 🟢 High   🟡 Satisfactory   🔴 Low

CRITICAL RISK DRILL DOWN: FIRE FIGHTING TRAINING

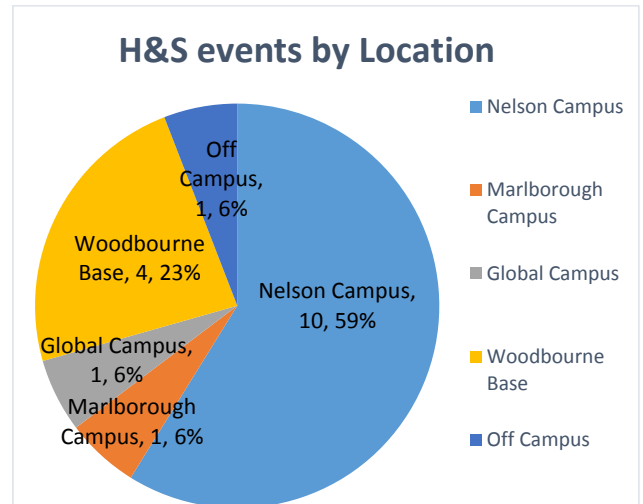| Description	Person exposed	Management Overview	Gaps/improvement/ progress	*Level of assurance	Incidents/issues/ events
Training students in search/rescue, the use of fire extinguishers and breathing apparatus during "real fire" situations in a purpose built facility at Richmond campus, using petrol/diesel mixtures creating tray fires.	Students and Tutors	The training facility is secured by perimeter fence and access restricted to students/tutors wearing correct PPE. Tutors all serving Fire Service officers or retired Fire Service Officers who are Breathing Apparatus Instructor qualified. All students required to be certified medically fit prior to the course, tutors are first aid and AED qualified and an AED is to hand on site.	The current facility has seen good use and has been showing signs of wear due to repeated heating/cooling and the application of water, creating rust. There are concerns surrounding the environmental impact caused by burning hydrocarbons at this facility, generating smoke and contaminated run-off which is monitored and contained on site. A second modified container was purchased and installed at Richmond. All diesel fire demonstrations are now conducted in this container meaning students and gear is not directly exposed to smoke. Long term a move to the use of LPG would have several benefits, environmental sustainability (smoke and runoff), safety in controlling the fires, less damaging to fire suits. This would be in keeping with international trend in maritime fire training facilities	🟢	**No new issues identified.** No reported events. Engineers report commissioned in 2017 for structural check on firefighting facility. Outcome of report is that structure is fit for use for a further 5 years before needing another inspection. In March 2018 confirmed with trainers that foam used in fire-fighting training does not contain the banned PFOS substance.

SUMMARY OF HEALTH AND SAFETY EVENTS/INCIDENTS
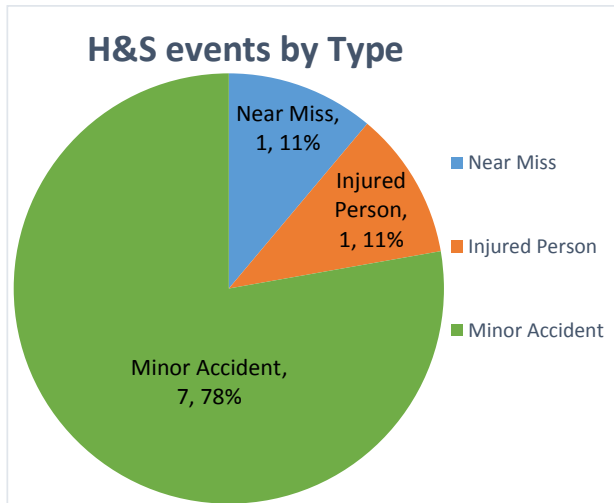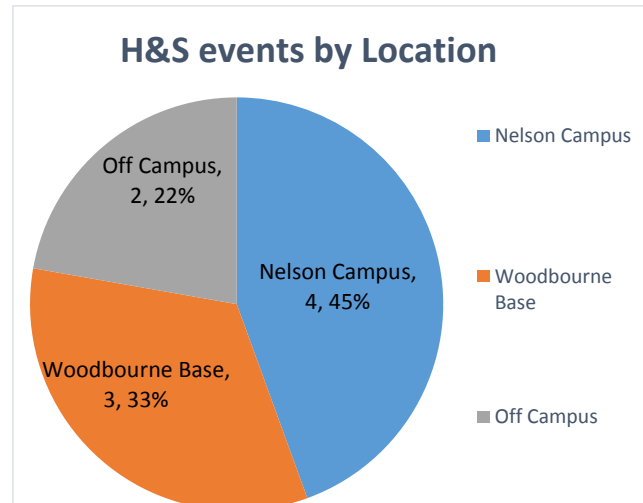

Total Health and Safety Events reported by Type

SEPTEMBER 2018

H&S events by Type

SEPTEMBER 2018

H&S events by Location

OCTOBER 2018

H&S events by Type

OCTOBER 2018

H&S events by Location
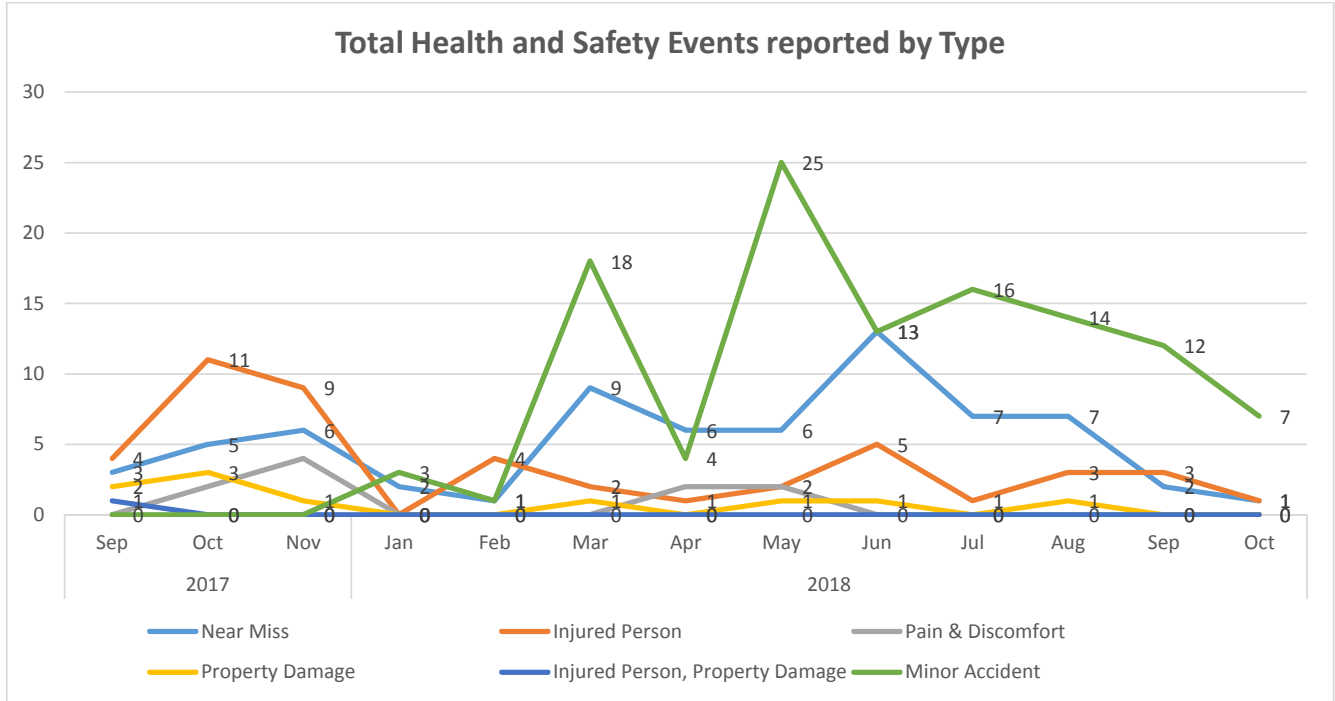
Event Summary	Sep	Oct	YTD
Accident	**15**	**8**	**139**
Injuries	**15**	**8**	**135**
LTI (Medical)	1	0	2
LTI (Non Medical)	0	0	0
Non LTI (Medical)	2	1	19
Non LTI (First Aid)	9	7	64
Non LTI (Non Medical)	3	0	50
Property Damage	**0**	**0**	**4**
Environmental	**0**	**0**	**0**
Near Miss	2	1	54
Pain & Discomfort	0	0	4

Event Overview
A downward trend is showing in all incident types since July 2018. It is unclear whether this is because less incidents are happening or whether incidents are being unreported. October figures will be impacted by the two week mid-term break.
No serious Near Miss events have been reported during this period.
Woodbourne reported the majority of Near Miss events (54% of all near miss events reported)

EVENT LEARNING AND IMPROVEMENT

Summary	Findings/Action taken	Level of assurance
Student was in class, became faint, had difficulty breathing and was experiencing chest pain. Ambulance was called and student was taken to A&E. Family was contacted and went to hospital to be with student. Student support remained with student until family arrived.	Main contributing factors were: • Ongoing medical condition • Condition only become apparent to NMIT in recent weeks Recommendations: • Student to continue to seek medical treatment • Tutors are monitoring for impact on studies	🟡
Staff member driving a group of NMIT students to the beach. She experienced excruciating back pain while getting out of car. Went to several doctors, hospital and physio and had 10 days off work.	Main contributing factors were: • Existing degenerative back injury • Experienced gradually worsening back discomfort in preceding week, culminating into back spasms and immobility when getting out of car Recommendations: • Working with healthcare professionals on back care management plan to reduce risk of further back spasm episodes	🟡
Staff member moving desks to prepare for furniture relocation from Auckland to Nelson. One of the desks on wheels was off balance and fell across foot. Caused bruising under toenail. Went to doctor to relieve pressure on toenail.	Main contributing factors were: • Staff wasn't working in her normal location or doing normal work activities • Hadn't taken safety boots to Auckland • Moving furniture by herself Recommendations: • Make sure planning identifies PPE and personnel requirements	🟢
Student on excursion trip to city indicated to tutor that they felt ill. She sat down then started shaking uncontrollably. Ambulance was called and student taken to hospital where she was admitted as an in-patient.	Medical condition unrelated to NMIT activities. No further action taken.	🟢

LEADERSHIP AND ENGAGEMENT

Action	Findings/outcomes/ issues raised
H&S Committee meeting	Discussion about proposal received from Chemwatch at a discounted price for ITPs. Chemwatch is a software solution for managing chemical inventories and Safety Data Sheets (SDSs). Many schools now use it. Cost of software has been included in the H&S budget with plans to purchase and implement in 2019. Reminder that staff should be reporting health and safety concerns in Assura software solution. Discussion about proposal to change Health and Safety Committee Terms of Reference and Health and Safety Representative (HSR) Work Groups. The proposal is for 26 HSRs (an increase from 14), in 12 Work Groups, where each Work Group would have one member on the H&S Committee. Waiting on confirmation of who will be in the new departments before Work Groups can be finalised. Work Safe recommend a ratio of 1 HSR for every 19 workers.
NZ ShakeOut 2018	NMIT participation in NZ ShakeOut 2018, the national earthquake drill and tsunami hīkoi (evacuation walk), on 18 October was a huge success. It was fantastic to see so many staff and students participating in ShakeOut. It provided a great opportunity to understand the magnitude of completing a full evacuation of Nelson Campus. Nelson Tasman Civil Defence attended on the day to observe and was most impressed with the turnout. We will continue to work with Civil Defence, ensuring our readiness for any emergency.

CONTRACTOR SAFETY MANAGEMENT

Contractor Inductions (Nelson Campus)	Number of contractors on-site (Nelson Campus)	Contractor Monitoring findings
22 inductions (September) **17 inductions** (October)	138 signed in/out by 64 contractors from 35 organisations (September) 120 signed in/out by 65 contractors from 37 organisations (October)	There has been a significant reduction of contractors working on Nelson Campus since the completion of Mahitahi Colab. Nothing of note to report.

Audits and Inspections

Type	Sep	Oct	YTD
Area Inspection	0	0	5
Audit - External	0	0	1
Audit - Internal	0	0	1
Emergency Drills	0	1	5
Safety Walkabouts	0	0	11
Site Inspection	0	0	2
Total	**0**	**1**	**24**

Emergency Drill relates to New Zealand ShakeOut 2018.

Safety Walkabouts – YTD figure increased by two for Marlborough Campus walkabout (July) and Richmond fire-fighting facility walkabout (August) previously not recorded.

Safety Observations

Type	Sep	Oct	YTD	YTD Target
Safe Practice	0	0	5	
Unsafe Practice	9	8	108	
Unsafe Conditions	2	9	59	
Suggestion	0	1	18	
Total	**11**	**18**	**190**	**153**

We have now exceeded our target for the year of 184, which was a 10% increase in reported safety observations from last year. Woodbourne continue to log the majority of safety observations (71% of total observations).

MINUTES

Meeting Purpose: Safety, Health and Wellbeing Leadership Group

Date:	3 October 2018	Location:	CE Office
Chair:	Liam Sloan	Minutes:	Jude Spencer
Start Time:	3.30pm	Finish Time:	5.00pm

Attendees:	Liam Sloan, Des Ashton, Grant Kerr, Jackie Britz, Pam Graham, Justin Carter, Jude Spencer
Apologies:	Carole Crawford

Agenda Items	Who / When
1. Previous Meeting Minutes **Safety, Health and Wellbeing Leadership Group – 8 August 2018** • Minutes of 8 August 2018 meeting approved by group. • Pam gave an update on the Shake Out exercise and the Group supported an offer by Civil Defence to come onsite and debrief students following the event. • Accident investigation training scheduled for next week.	
2. Health and Safety Committee Minutes – 15 August & 12 September 2018 • Minutes received by the group. • Pam advised no representative for the Safety, Health and Wellbeing Leadership Group had been appointed yet. Will wait until more reps join the Health and Safety Committee in the New Year and then nominate a rep. • Pam discussed a request from the Health and Safety Committee to close the gap on health and safety walkabouts. It was suggested providing a card similar to learning walks for walkers to complete noting anything dodgy, dangerous or different. The cards could go back to Pam for assessment and any action as required. Jackie to give Pam a learning walk card example. Pam to set up.	Pam 31 Dec
3. Safety, Health and Wellbeing Objectives and Targets 2018 • Pam reported on progress to date on objectives. Work is continuing on hazard registers and an investigation course will run next week. Safety observations are ahead of target. Still working on completing health and safety rep training for 2018. • Jackie advised of some positive trends relating to the safety, health and wellbeing of the team including an increase in EAP usage and a decrease in sick leave.	
4. Drug and Alcohol Policy and Procedure Development • Jackie reported a new draft for further comment was expected by the end of the week. Training on identifying "just cause" would be made available for managers and was not as expensive as initially thought. • The Group discussed the conflict for NMIT in adopting a drug and alcohol policy while also setting up a container bar. To be discussed at 4 October Council meeting.	JB 15 Nov

MINUTES

•	Jackie advised a revised policy and procedure including post-incident and just cause only will be sent for notification to stakeholders before going to Council for approval.	
5.	**Safety, Health and Wellbeing Leadership Group review**	
•	The Group discussed how it fits into the overall NMIT health and safety structure, including its relationship to Council and to the Health and Safety Committee.	
•	Justin noted that Otago Polytechnic had a good health and safety framework.	
•	It was agreed the Group should look at numbers and patterns so it could respond to needs as required.	
•	Grant to review health and safety policy and process including terms of reference and committee membership with a view to making a recommendation to Council at its February 2019 meeting.	GK 1 Feb 2019
•	Liam suggested putting a 2018 health and safety wrap up on Polly. Pam to draft in time for returning staff to see in the new year.	PG 31 Jan 2019
6.	**Any Other Business**	
•	**Health and Safety Reps**	
	Pam discussed a proposal to go from 14 to 26 health and safety reps with 12 of those sitting on the Health and Safety Committee. Pam investigating a proposal from a training provider which could be cost-neutral for NMIT. Justin advised that NMIT would need to be mindful of potential conflict if NMIT decided to deliver its own industry training on the same topics.	
	Agreed on the need to ensure reps could do their jobs alongside existing work and to involve Curriculum Managers to ensure buy-in and support for reps. Liam suggested Safety, Health and Wellbeing Leadership Group visibly support the drive for members to join the Health and Safety Committee.	

Meeting finished 5.00pm.

NMIT

Information

Nā:	Andrew Luke, Executive Director – Māori
Ki a:	NMIT Council
Te Kaupapa:	Te Ara Wai progress update
Te Kaituhi:	Andrew Luke
Te rā:	15 November 2018

1.   PURPOSE:

1.1   To provide Council with a progress update on Te Ara Wai.

2.   BACKGROUND/INTRODUCTION:

2.1   Progression of Te Ara Wai was highlighted at the 4 October NMIT Council meeting with a three phase approach outlined to implement the strategy. A draft template has been developed for reporting purposes to Council to monitor the progress of the implementation of the three phases of Te Ara Wai (template is attached to this report). Actions that are outlined in the draft template summarise initiatives that will be implemented with some refinement maybe needed for phase three initiatives.

3.   POINTS OF INFORMATION:

3.1   Phase one is targeted at building the Māori knowledge and capability of Team NMIT and also acknowledging that staff are all at different levels of their learning journey in relation to Te Ao Māori. Therefore initiatives and or actions are developed that will support the capability building required to engage with Māori, and non-Māori learners, in a Māori culturally appropriate and safe way.

3.2   Extending what is learnt in Phase One is exploring the mātauranga Māori and its application to NMIT's work is what will be progressed in Phase Two. Developing a toolbox for NMIT to engage whānau, hapū, iwi; identifying and improving policies and processes across NMIT and development of effective learning environments to increase Māori learner success and also enhance NMIT's relationship with Te Tau Ihu whānau, hapū and iwi.

3.3   The main action for Phase Three is embedding Te Tau Ihu whānau, hapū, iwi and Māori perspectives across NMIT to ensure NMIT is a culturally safe place of learning and NMIT as an active Treaty partner.

4.   ACTIONS / FURTHER WORK PLANNED:

4.1   Progression template will be utilised more fully in 2019 as the rest of 2018 is more about

socialising the Te Ara Wai implementation plan due to the timing of the academic year and staff workloads.

5.   TIMEFRAME:

5.1   4 October presentation to Council shared with staff via Directorate update on Polly.

5.2   Update for NMIT Council October meeting – week of 29 October.

5.3   From 14 November engage Iwi on draft implementation plan.

5.4   Begin socialising phase one implementation with staff in week of 26 November 2018.

6.   CONCLUSION:

6.1   Phase one is a foundational phase for Te Ara Wai and it's so that NMIT are comfortable, and confident, to begin to understand and 'walk' within a Māori paradigm that will benefit their work. The reporting template will assist management in tracking the progress of Te Ara Wai and developing interventions, if required, to keep focus on the desired outcomes and impact.

7.   RECOMMENDATIONS:

That Council members:

a)   Note this report for their information.

b)   Note the attached draft Te Ara Wai implementation reporting template.

Andrew Luke

30 October 2018

TE ARA WAI – PROGRESS REPORTING
ANDREW (ANARU) LUKE, EXECUTIVE DIRECTOR –MĀORI

1. Building the mātauranga of Team NMIT				
Action	**Expected impact**	**Date**	**Progress**	**Progress Rating**
Coordinate and deliver bicultural training for all staff;	• Increased knowledge and understanding of the Treaty of Waitangi and its application in tertiary education;			GREEN
Design, develop or access a range of on-line tools to enable self-directed learning;	• Team members take responsibility to learning at their own pace; • Learning can take place anywhere and at anytime; • Increased levels of engagement using technology in learning;			RED
Build the Māori cultural capability across NMIT;	• Staff are comfortable working in a Māori space; • Staff have the appropriate level of capability and tools to apply a Māori perspective to the work that they do; • Staff confidently lead cultural matters when required ie mihimihi, waiata, karakia;			AMBER

2. Exploring mātauranga Māori and its application to our work.

Action	Expected impact	Date	Progress	Progress Rating
Develop a 'toolbox' to engage with whānau, hapū, iwi/Māori;	• Staff effectively and appropriately engage eg use of appropriate tikanga when engaging; • Engagement with whānau, hapū, iwi/Māori is valued and desired;			█
Policy and process improvement;	• To support wider NMIT to incorporate Māori perspectives in to programme development; • Visibility and use of te reo Māori is part of NMIT culture; • Māori learner engagement and success increases;			█
Develop effective learning environments and approaches to learner support and guidance;	• Māori learners involved in the development of the learning environment; • Māori centred approach to Māori learner support – recognition and needs are met of the whole learner;			█

3. Building trust, confidence and relevance in NMIT.				
Action	**Expected impact**	**Date**	**Progress**	**Progress Rating**
Embed Te Tau Ihu whānau, hapū, iwi and Māori perspectives/ cultural practices across NMIT;	• NMIT is a culturally safe place of learning;			Green
Engage with Te Tau Ihu iwi regularly;	• NMIT is pivotal in enhancing aspirations and development whānau, hapū, iwi; • An active Treaty partnership;			Red

* Progress rating – Red, Amber Green

APPROVAL OF SIGNIFICANT CHANGES TO POLICY

SAFETY, HEALTH and WELLBEING POLICY [Safety, Health and Wellbeing]

Background:

June – October 2018

Council need to review this policy annually.

Council met on 14.06.2018. Council have overall responsibility for this policy, and approved the content as presented at that meeting, although it was suggested that student responsibility be more explicit in the policy.

Health and Safety Advisor (Pam Graham) reviewed and revised this policy, in consultation with H&S Committee and SHW Leadership Group. The policy was discussed at the H&S Committee meeting on 15 August and distributed to SHW Leadership Group on 20/08/2018.

It was agreed at the SHW Leadership Group meeting on 03.10.2018 to submit the revised policy to Council for approval.

A summary of the changes is as follows:

1. NMIT Council, Chief Executive and Directorate responsibilities aligned to Business Leaders' Health and Safety Forum guidance on due diligence duties
2. Increased management focus on risk assessment and managing work risks
3. Changed team members responsibilities to be more explicit and increased responsibility to be aware of hazards, risks and control measures in their area of work
4. Separated student responsibilities from Visitors and made them more explicit
5. Clarified responsibilities for Contractors and team members managing contractors
6. Deleted the Compliance section as the information is repeated in the External References section
7. Added hyperlinks to Reference documents
8. Added following NMIT documents to Internal References section
   a. Harassment (Prevention and Management)
   b. NMIT Social Media Guidelines
   c. Staff Charter
   d. Student Charter
9. Updated External References to current regulations, added Health and Safety at Work (Adventure Activities) Regulations 2016 and replaced AS/NZ 4801:2001 with ISO 45000:2018

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

RECOMMENDATION: That – (Approval Body or Chief Executive) approve: (name and draft date) for implementation.

Implementation date:	(day)/month/year	
Next Review:	Month/Year	
Quality Committee endorsement date	Day/month/year	

☐ CHIEF EXECUTIVE	☐ DIRECTOR/MANAGER	☐ ACADEMIC BOARD	☑ COUNCIL
Approval date:	*Approval date:*		14.06.2018 *and* **15.11.2018** ?

A + Q Office use only	Date		Date
		4. Update tracksheet	
1. Amendments complete		5. Document on NMIT intranet (old)	
		6. Document pdf'd	
2. Final version printed & sent to CE		7. -> NMIT website (-> POLLY)	
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

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

SAFETY, HEALTH AND WELLBEING POLICY

Section	Safety, Health and Wellbeing		
Approval Date	14.06.2018	**Approved by**	Council
Next Review	01.06.2019	**Responsibility**	Chief Executive
Last review	02.10.2018	**Key Evaluation Question**	6

OUR COMMITMENT

Protecting all our people is important to NMIT - as high a priority as any other aspect of our work.

PURPOSE

This policy outlines Safety, Health and Wellbeing responsibilities for NMIT team members, managers, students, visitors, volunteers and contractors at Nelson Marlborough Institute of Technology (NMIT) and is committed to providing a safe and healthy work environment for NMIT team members, students, contractors and visitors.

SCOPE

This policy applies to all activities, conducted on and off campus, and/or using NMIT facilities

It applies to:
- NMIT Council
- NMIT team members, including:
    - employees
    - Contract for Service tutors
    - Student interns
    - Volunteers at NMIT
- NMIT students
- NMIT contractors and subcontractors
- Visitors to NMIT

RESPONSIBILITY

In meeting this commitment and provide governance and leadership the NMIT Council, the Chief Executive and Directorate will take reasonable steps to:

- Know about work health and safety matters and keep up-to-date
- Understand the nature of the NMIT's operations and the hazards and risks generally associated with those operations
- Ensure NMIT has appropriate resources and processes to, so far as is reasonably practicable, eliminate or minimise those risks
- Ensure NMIT has appropriate processes for receiving information about incidents, hazards and risks, and for responding to that information
- Ensure that NMIT has processes for complying with any duty or obligation, and that these are implemented
- Satisfy themselves that NMIT has appropriate policies and practices for health and safety in place, and has effective measures to implement and review them

The Chief Executive and Management of NMIT will:

- Ensure they have up-to-date knowledge of health and safety, including related NMIT policies and procedures and relevant industry updates
- Ensure responsibility is given to managers, team leaders, those supervising team members and students, and others in positions of responsibility to manage safety, health and wellbeing in their areas
- Develop safety, health and wellbeing objectives and performance criteria for all managers and work areas, and review at least annually
- Ensure that all team members and students have the appropriate level of induction, training and supervision, are deemed capable (competent), and that this is recorded
- Ensure all existing and new hazards (including in new programmes, equipment, plant or research) are identified and health and safety risks assessed to eliminate or minimise the risk
- Ensure these risk assessments are regularly reviewed and kept up-to-date, and control measures are implemented and communicated to affected people
- Commit to carrying out health monitoring for team members exposed to hazards that may cause ill-health, as identified in the risk assessment
- Ensure regular workplace inspections, including inspections and maintenance of equipment
- Ensure that unsafe acts and unsafe conditions are appropriately addressed
- Ensure accurate and timely reporting and recording of all events (injury, illness, near misses, environmental or property damage incidents) and investigations undertaken appropriate to the risk
- Actively encourage early reporting of any symptoms or concerns that may arise from activities undertaken e.g. pain and discomfort, work-related stress
- Provide treatment and rehabilitation plans, for an 'early and durable return to work'
- Provide opportunities for team members and Health and Safety Representatives (HSRs) to have a say about health and safety matters
- Promote a system of continuous improvement in health and safety
- Meet our obligations under the Health and Safety at Work Act 2015, related regulations, Approved codes of practice and any relevant standards or guidelines.

NMIT team members are expected to help maintain a healthy and safe work environment and will:

- Take reasonable care of themselves and others, cooperate with NMIT on health and safety matters, and make sure their acts or omissions do not adversely affect others
- Cooperate with any reasonable safety, health and wellbeing policy or procedure that has been notified to them
- Comply with, as far as they are reasonably able, with any reasonable instruction that is given by NMIT in relation to health and safety, including safe work procedures and risk assessment requirements
- Undertake any health and safety induction and training required by NMIT
- Be aware of the hazards, risks and control measures involved in their area of work
- Assess health and safety risks and implement the appropriate controls for NMIT activities
- Stop any activity they reasonably believe will cause injury or illness
- Ensure all appropriate safety equipment and personal protective equipment is worn or used, as required
- Be familiar with emergency procedures (including how to raise an alarm and call for first aid), make sure safe escape routes are unobstructed and perform warden duties, as required
- Promptly report all events (injury, illness, near misses, environmental or property damage incidents)
- Promptly report any unsafe acts or unsafe conditions, such as faulty equipment or building defects
- Ensure early reporting of any symptoms or concerns that may arise from activities undertaken, as early intervention may be a key factor e.g. pain and discomfort, work-related stress
- Engage actively with NMIT's treatment and rehabilitation plan, for their 'early and durable return to work'

Students will:

- Take reasonable care of themselves and others, cooperate with NMIT on health and safety matters, and make sure their acts or omissions do not adversely affect others
- Comply with, as far as they are reasonably able, with any reasonable instruction that is given by NMIT in relation to health and safety
- Complete any safety training and induction required by NMIT
- Make sure all appropriate safety equipment and personal protective equipment is worn or used, as required
- Be familiar with emergency procedures (including how to raise an alarm and call for first aid)
- Follow instructions by NMIT (including wardens) related to evacuations during fire or any civil emergency or closure of NMIT facilities
- Stop any activity they reasonably believe will cause injury or illness
- Report to NMIT staff/tutor all events (injury, illness, near misses, property damage incidents) regardless of severity
- Report to NMIT staff/tutor any unsafe acts and/or conditions, such as faulty equipment or building defects

NMIT team members who engage or manage contractors will:

- Consult, cooperate, and coordinate their activities to meet their health and safety responsibilities to workers and others
- Ensure contractors are managed through NMIT's procedure for Contractor Management, including requirements for prequalification, induction and health and safety plans to ensure that all contractors engaged on site meet good health and safety practice requirements
- Ensure regular monitoring of contractors is conducted to make sure safety standards are met
- Ensure any incidents involving contractors are reported
- Where contractors are exposing the NMIT to unacceptable risk, have the right to stop the work until resolved

Contractors will:

- Consult, cooperate, and coordinate their activities to meet their health and safety responsibilities to workers and others
- Provide specific requirements for site safety plans and work procedures for approval by NMIT
- Complete an induction and comply with NMIT's health and safety requirements while on site
- Ensure that their work does not cause harm to their own workers, as well as to NMIT team members, students and visitors in the place of work
- Report all incidents on site, including near misses, and have specific reporting responsibilities to external agencies (such as WorkSafe for Notifiable Events and Notifiable Works)

Visitors will:

- Take reasonable care for their own health and safety
- Take reasonable care that others are not harmed by something they do, or do not do
- Comply with, as far as they are reasonably able, safety, health and wellbeing instructions
- Report incidents, injuries and hazards
- Be familiar with emergency procedures and follow instructions of wardens during evacuations

HEALTH AND SAFETY COMMITTEE

The Health and Safety Committee (HSC) includes representatives from management and union and elected health and safety representatives.   The HSC is responsible for developing and reviewing Safety, Health and Wellbeing policies and procedures for the workplace, and to enable management and employee representatives to meet regularly and work cooperatively to improve health and safety at work.   Refer: *Health & Safety Committee Terms of Reference*.

3 of 4   9. Safety, Health and Wellbeing Policy
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REFERENCES

INTERNAL

Health and Safety Committee Terms of Reference
Health and Safety Manual
Safety, Health and Wellbeing Leadership Group Terms of Reference
Harassment (Prevention and Management)
NMIT Social Media Guidelines
SmokeFree Policy
Staff Charter
Student Charter

EXTERNAL

Health and Safety at Work Act 2015
Health and Safety at Work (General Risk and Workplace Management) Regulations 2016
Health and Safety at Work (Worker Engagement, Participation, and Representation) Regulations 2016
Health and Safety at Work (Asbestos) Regulations 2016
Health and Safety at Work (Adventure Activities) Regulations 2016
Health and Safety at Work (Hazardous Substances) Regulations 2017
Fire and Emergency New Zealand (Fire Safety, Evacuation Procedures, and Evacuation Schemes) Regulations 2018
The Smoke-free Environment Act 1990
Human Rights Act 1993
Accident Compensation Act 2001

WorkSafe website provides good practice guidelines and approved codes of practice
ISO 45001:2018 Occupational health and safety management systems

4 of 4   9. Safety, Health and Wellbeing Policy
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APPROVAL OF MINOR CHANGES TO POLICY OR PROCEDURE

2019 Academic Statute *Te Ture Akoranga* [Sections 1-7]

Background:

17.10.2018 Proposal to Academic Board to provide steer for extent of adoption of TANZ regs for all NMIT programmes.
18.10.2018 Consultative meetings with Quality Advisor, Academic Advisors and Head of Academic and Quality,
23.10.2018 Directorate approve adoption of TANZ regs. re. withdrawal periods

Consultation with:

Executive Director – Strategy, Enterprise and Sustainability (Grant Kerr), Manage, Information and Enrolments (Angela Scott), Health and Safety Advisor (Pam Graham), ED – LID (Carole Crawford), Academic and Quality Manager, TANZ e-campus (Jackie Rees), ED – Māori (Andrew Luke), SANITI Manager (Alison Hart), Team Leader Finance and Business Improvement (Karien da Silva) Senior Academic Advisor (Suzie Peacock), Team Leader Academic Integrity (Kim Davies), Head of A + Q (Adrienne Dawson), Team Leader, Curriculum and Academic Registry (Silvia Gassebner), Quality Enhancement Manager (Darcy Liddell), SANITI (Toni Baigent), Curriculum Director (Justin Carter), Curriculum Manager (Monique Day), Head of Learner Services (Lara Topping)

THROUGHOUT STATUTE

Chief Operating Officer --> Executive Director - Strategy, Enterprise and Sustainability
~~Director of Finance and Business Improvement~~ --> Executive Director – Finance, Compliance and Business Intelligence or Executive Director responsible for Finance
~~Director of Learner Services~~ --> Executive Director – Customer Experience and Excellence
~~Director of Learning, Teaching and Quality~~ --> Executive Director – Learning Innovation and Delivery
~~Director of Marketing and International Development~~ --> Executive Director – Customer Experience and Excellence
~~Director of Māori~~ --> Executive Director - Māori
~~Director of People and Organisation Development~~ --> People and Organisation Development Manager

~~Head of Department~~ -> Curriculum Manager

Delete references to ~~Global Campus~~

References with hyperlinks are inserted at the end of the numbered sections/paras. Not after every sub-point.

SECTION 1 – INTRODUCTION

1.04 ~~NMIT Provider Rating.~~ Re-named External Evaluation and Review
1.06 ~~Internal References~~ deleted. Unecessary duplication. All policies referenced in content hyperlinked within text.

SECTION 2 – DEFINITIONS

Achievement-based Assessment - reworded
Competency-based Assessement – reworded
Conceded Pass – replaced with TANZ definition
Conditional Pass – added: *Result not available for all NMIT programmes. Refer to the relevant Programme Regulations.
Conditional Acceptance – added (I + E use)
Constructive Alignment – added
Credit Transfer - slightly re-worded
Cross Credit - slightly re-worded
Directorate – new roles/titles added
Graded Competency-based assessment Definition added
Micro-credential added
Provisional Acceptance – (not used) added ('see Conditional Acceptance')
Restricted Pass – added: *Result not available for all NMIT programmes. Refer to the relevant Programme Regulations.
Tertiary Pathways. ~~Student for a Day+~~ deleted.

SECTION 3 – ACADEMIC REGULATIONS

~~PREAMBLE~~ Re-named PURPOSE AND SCOPE (to align with TANZ)

Added: 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.

3.01 PROGRAMME ~~REGULATIONS~~ INFORMATION. Sections listed to reflect sections in the Programme Regs.

3.01.1 COURSE INFORMATION

ADMISSIONS AND ENROLMENT Angela Scott reviewed and updated.
3.02.1 Special Entry
3.02.2 Learners under 16 years of age
3.02.3 Criminal Offence Declaration (re-ordered)
3.02.4 Refusal of Admission Conditional Acceptance not ~~Provisional Acceptance~~.
3.02.5 Late Applications
3.02.6 Enrolment
3.02.7 Limits on Student Numbers
3.02.8 Cancellation of a Programme or Course

3.03 ENROLMENT TRANSFER, CANCELLATION, AND WITHDRAWAL (re-ordered)
Angela Scott reviewed and reduced content to reduce risk of information in Statute contradicting information in Policies.
3.03.1 Transfer of enrolment: TANZ regs (7.2) state 10% or one month. NMIT says the length of the programme or course will determine the number of days from the start date that transfers can happen. Angela Scott reviewed and ensured this aligns with the Withdrawal Policy.
3.03.2 Enrolment Cancellation
3.03.3 Enrolment Withdrawal
3.03.4 Withdrawal following non-engagement Angela Scott reviewed and reduced content to reduce risk of information in Statute contradicting information in Policies. References to %s deleted. Details in Policy.

3.03.5 International Students on Approved Special Leave

3.04 FEES
. . . charges may be amended . . with reasonable notice periods given.
3.04.1 Refund of Fees
Angela Scott reviewed and reduced content. References to periods of withdrawal – now only in the Withdrawal policy/procedure.

~~3.05 LEARNING AND TEACHING OVERVIEW~~. Deleted.
~~3.06 LEARNER JOURNEY.~~ Moved to 3:20

3.05 TE TIRITI O WAITANGI ~~Tanagata Whenua~~ -> Mana Whenua

3.06 Equal Education Opportunity. Re-worded to reflect current practice.

3.07 Offsite and Workplace Learning. Re-written to reflect current practice

3.08 Health and Safety Risk Management. Re-written to reflect current practice.

3.09 Core Transferable Skills. Reduced list down to sections and added purpose of CTSs and where they can be found.

3.10 ASSESSMENT

3.10.1 Assessment in Te Reo Maori

3.10.2 Examinations

3.11 SPECIAL ASSESSMENT CIRCUMSTANCES.

3.11.1 Aegrotat Consideration

Aegrotat definition clarified. A successful application for Aegrotat can result in an Aegrotat result OR other pass grades. Responsibilites for decisions moved from ~~Head of Department~~ or ~~Academic Committee~~ -> Curriculum Manager.

3.11.2 Re-sits and Resubmissions

3.11.3 Reconsideration of Assessment Results (Re-mark)

3.11.4 ~~Special Assistance for Summative Assessment~~ -> Students with Disability/Impairment (to emphasise NMIT's alignment with ACHIEVE's Kia ōrite Code of Practice. Lara Topping's directive.)

3.12 RESULTS.

The word "courses" has been inserted, so that stand-alone courses are also covered.

3.12.1

3.12.2 Added NZQA requirement that results to be reported no later than one month after assessment

3.12.3

3.12.4 Included the results "Passed / Not Passed" (TANZ) as well as "Pass / Not Pass" (NMIT)

3.12.5

3.12.6

3.12.7 Condeced Pass. This definition (of the **eligibility**) is good for NMIT and TANZ.

FYI: NMIT **record the result** as D (CON) whereas TANZ record the result as (CON) (not in their regs).

3.12.8

3.12.9

3.12.10

3.13 RECOGNITION OF ACADEMIC CREDIT Checkedby Silvia Gassebner. Minor changes made.

3.14 STUDENT ACADEMIC APPEALS

Copy copied from Student Academic Appeals policy

3.15 ACADEMIC ~~MISCONDUCT~~ INTEGRITY AND CONSEQUENCES OF MISCONDUCT. Re-written to emphasise students' responsibilities to adhere to NMIT's policy on Academic Integrity, and the consequences of breaching policy.

3.16 UNSATISFACTORY ACADEMIC PROGRESS

Content reduced and 'Principles for determining Unsatisfactory Academic Progress' deleted. Refer to Policy instead.

3.17 ~~CONTINUATION IN A PROGRAMME OR COURSE~~ RE-ADMISSION TO A COURSE OR PROGRAMME FOLLOWING EXCLUSION

Exclusion policy to be written, covering these issues in detail

3.18. STUDENT GUIDANCE AND SUPPORT

Learner Services - Te Puna Mātauranga added

Content checked with Lara Topping. ~~Cultural advisors~~ -> Student advisors

3.19 LEARNER JOURNEY. Added info on ALNAT testing (All NMIT courses level 1-3)

Question from SANITI re. Learning Conversations timeframe for setting up the Conversations – added. (Taken from Learning Conversations Procedure)

3.20 THE LEARNER VOICE

3.21 PROBLEM RESOLUTION. Deleted. No corresponding section in TANZ, and Academic Misconduct covered in ACADEMIC INTEGRITY AND CONSEQUENCES OF BREACHING NMIT RULES. Student Misconduct covered in QMS policy.

SECTION 4 – AWARDS
4.02 Non-Formal Awards Micro-credentials added to list, information, and requirement of approval by Academic Board

SECTION 5 – SPECIAL HONOUR and RECOGNITION AWARDS
16.10.2018 Reviewed and approved by CE, Liam Sloan.

SECTION 6 – ACADEMIC BOARD
6.01 Diagram re-designed to reflect new Academic Committees structure (Red and Blue no longer distinguished)
p. 18 Deleted Academic Committee's TOR to Approve Academic Misconduct (now dealt with as Misconduct/Serious Misconduct)
6.03 PAC is not standing committee – moved out of Standing Committees Section
        AB Nominations Committee is not a standing committee – moved out of Standing Committees section.
        AB Appeals Committee – added as ad hoc committee convened as required

SECTION 7 – SCHEDULE OF COURSE RESULT KEYS
AC- NMIT-13 added. Course result key used in Certificate in Nursing (CAP) (Level 7)

Recommendation:
That the current **Student Support and Progression** policy is re-named **Unsatisfactory Academic Progress** in the Statute, and that the policy on the QMS is subsequently re-named, reviewed and updated accordingly as soon as practicable following the Statute's publication.
The current name is misleading, as its purpose is not to provide information on general academic support for students.

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 Council approve: 2019 NMIT Academic Statute for implementation.				
Implementation date:		01.01.2019		
Next Review:		15.11.2019		
Quality Committee endorsement date		6th November 2018		
☐ CHIEF EXECUTIVE	☑ QUALITY COMMITTEE	☑ ACADEMIC BOARD	☐ COUNCIL	
Approval date:	*Endorsement date: e-vote 7.11.2018*	*Endorsement date: 8.11.2018*	15.11.2018	
Additional notes:				

A + Q Office use only	Date		Date
		4. Update tracksheet	
1. Amendments complete		5. Document on NMIT intranet (old)	
		6. Document pdf'd	
2.Final version printed & sent to CE		7. -> NMIT website (-> POLLY)	
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

Nelson Marlborough Institute of Technology

2019 Academic Statute

Te Ture Akoranga

Section 1:

Introduction

Section	Academic Statute		
Approval Date	15.11.2018	**Approved by**	Council
Next Review	15.11.2019	**Responsibility**	Executive Director - Learning Innovation and Delivery
This Review	16.10.2018	**Key Evaluation Question**	6

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

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

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

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

CONTENTS

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 2018.

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

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

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

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

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

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

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

1.02 ACADEMIC STATUTE SECTIONS

The Academic Statute comprises seven sections:

Section 1: Introduction

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

Section 2: Definitions

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

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Section 3: Academic Regulations

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

TANZ Academic Regulations

CONTENTS

1. PURPOSE AND SCOPE

2. DEFINITIONS

3 PROGRAMME REGULATIONS AND COURSE INFORMATION

3.1 Programme Regulations
3.2 Course Information

4 AWARDS

4.1 Qualifications
4.2 Non Formal Awards

5 ADMISSION, ENTRY AND ENROLMENT

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

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Section 4: Awards

Section 5: Special Honour and Recognition Awards

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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.

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

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

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

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

1.04 EXTERNAL EVALUATION AND REVIEW

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

The latest External Evaluation and Review was carried out by NZQA in 2017. The reported results were:

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- 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 Standards Organisation (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 2017, NMIT successfully received accreditation for **AS/NZ ISO 9001:2015 – Quality Management Systems - Requirements**

This standard covers:

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

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/

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Nelson Marlborough Institute of Technology

2019 Academic Statute

Te Ture Akoranga

Section 2:

Definitions

Section	Academic Statute		
Approval Date		**Approved by**	Council
Next Review	12.10.2018	**Responsibility**	Executive Director – Learning Innovation and Quality
This Review	02.10.2018	**Key Evaluation Question**	6

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

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

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

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SECTION 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 qualifications awarded.
Academic Year	The period of study that a student is enrolled on. The usual Programmes of study span the months Feb – Dec, or July – June.
Accreditation	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.
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.

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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***

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	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*

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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 towards a qualification on the basis of credit from the **same** course successfully completed 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 towards a qualification delivered by NMIT, from a **similar** course successfully completed as part of another approved qualification from NMIT or another institution.
DAS	The Directory of Assessment Standards (DAS) lists all quality assured unit and achievement standards, known collectively as 'assessment standards'. [def. TANZ]
Degree Monitor	The external Monitor appointed either by NZQA or by NMIT to monitor a degree programme delivered by NMIT. An NZQA or other accrediting-body-appointed person who monitors graduate and postgraduate degree, related qualifications and Level 7 Diplomas and Training Schemes, to reassure NZQA and all stakeholders that the qualification is being implemented and managed as approved and planned. See ***Degree Monitoring***
Directorate	NMIT's executive management consisting of: • Chief Executive (CE) • Executive Director – Strategy, Enterprise and Sustainability • Executive Director - Māori Education • Executive Director - Learning, Innovation and Delivery • Executive Director - Customer Experience and Excellence • Executive Director - Finance, Compliance and Business Intelligence
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 withdrawal of a learner (student) from a programme or course(s) without academic penalty (i.e. without the cancellation showing on the student's Academic Transcript). An enrolment cancellation may be initiated by NMIT or by the student.
Enrolment Fee	A fee charged to students for a course or programme of study. The enrolment fee covers *tuition and course materials.* *Note: The enrolment fee does **not** include:* • *the **Student Services Levy*** • the 'charges' or 'other administration charges' listed in ***Domestic Student Fees, Charges and Refunds*** and ***International Student Fees, Charges and Refunds*** • *course-related costs* • *the cost of additional (optional) credits* The ***enrolment fee*** represents part of the ***compulsory fees*** component of a Student Loan.

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Tuition is a component of the NMIT *enrolment fee* which represents staffing costs and overheads for the course or programme.

Course materials is a component of the NMIT *enrolment fee* which represents cost of materials necessary and compulsory for the course, e.g. handouts, field trips, NZQA charges.

*Refer also to **Compulsory Fee** and **Student Services Levy.***

Enrolment Status	Description of the stage an applicant has reached in the enrolment process. Identified in the Student Management System by an enrolment status code.
Entry Criteria	The criteria for admission to a specific programme of study as set out in the related Programme Regulations. [def. TANZ]
Entry Requirements	The minimum requirements that an applicant must meet in order to be considered for enrolment on a course or programme, including any process for exceptions where applicants do not meet the normal entry requirements.
ESOL	English for Speakers of Other Languages.
Excluded Student	A student who has been removed from a course or programme and is not permitted to reenrol without the prior permission of the institute. [def. TANZ]
Exemption	Recognition (but not a cross credit) for a substantially equivalent prescribed course for which the student may then choose an alternative course of study. [def. TANZ]
Exit Qualification (Exit Award)	An award that may be applied for following successful completion of a prescribed set of courses within a qualification when a student has elected not to complete the qualification for which he or she has enrolled. [def. TANZ]
External Moderator	A person external to an institute who provides verification that the institute's assessment activities are fair, valid, reliable and consistently applied. [def. TANZ]
External Monitor	A person or body external to the institute, 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 in New Zealand. For a full list, refer http://www.nzqa.govt.nz/providers-partners/about-education-organisations/itps-in-new-zealand/
LDF – Learning Design Framework	Outlines the education principles and design methodologies, consistent with NMIT's Learning and Teaching policy, to enable developers create programmes and courses.
Learner Journey	The Learner Journey is a holistic approach to learning which recognises diversity and puts learners at the centre of their own unique learning experience. The NMIT Learner Journey begins when a person starts to consider studying with NMIT, and continues beyond graduation.
Learning Conversations	Regular dialogue between the student and their allocated tutor and / or Learning Advisor. These conversations are personalised to the individual student and used for the student to review and agree their progress, SMART targets and actions, resulting in maximising the best possible success outcomes for the student.
Level	Refer to ***NZQF Level.***
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]
NZSCED	New Zealand Standard Classification of Education.
	A subject-based classification system for courses and qualifications at universities, polytechnics, colleges of education, wananga and private training establishments in receipt of Government funding
NZQA	New Zealand Qualifications Authority. A Crown Entity whose role in the education sector is to ensure New Zealand qualifications are regarded as credible and robust, nationally and internationally, in order to help learners succeed in their chosen endeavours and to contribute to New Zealand society. [def. TANZ]
	https://www.nzqa.govt.nz/about-us/
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].
NMIT Seal	The NMIT Seal (gold, embossed) is present on award documents for qualifications having a minimum total credit value of 120 with at least 40 at level 3 or above.
Notional Learning Hours	Include direct contact time with teachers and trainers ("directed learning"); time spent in studying and doing assignments and

	undertaking practical tasks ("self-directed" or "on-task" learning); and time spent on assessment. 10 notional learning hours equals 1 credit (NZQA). [def. TANZ]
OCP	**Organisational Counselling Programmes**.
	A free professional counselling service available to all NMIT students.
Paper	Refer to **Course**.
Part-time Study	A study load which does not reach the relevant threshold for full-time study.
	Refer also to *Full-time Study.*
Plagiarism	A form of academic misconduct whereby someone else's work, designs or ideas are presented as if they were one's own original work, without clear acknowledgement of the original source. [def. TANZ]
Policy	A written statement that provides direction, sets parameters and defines the expected practices/outcomes for significant activities of an institution. [def. TANZ]
PLATO	Programme Learning and Teaching Observation
Pre-requisite	A specified course that shall be successfully completed before a student is permitted to proceed to another course. [def. TANZ]
Programme	See *Programme of Study.*
Programme Approval	A process, defined by an institute, whereby a proposed or changed programme is approved either internally or by NZQA. [def. TANZ]
PAC	Programme Approval Committee. A standing committee of the Academic Board, responsible for scrutinising applications for approval and accreditation of new and substantially changed programmes of study, and applications for NZQF 'Consent to Assess'. The PAC provides a recommendation (or not) for approval by the Academic Board.
Programme Area Administrator	The Administrator associated with a Programme Area.
Programme Coordinator	Person responsible for the operational activities linked to a programme area within a department. For example, Hairdressing. The coordinator reports directly to the HoD.
Programme Document	*See* **Application Document**
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.

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	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 institution supplying education and/or training and/or assessment services (NZQA). [def. TANZ]
Provisional acceptance	See Conditional acceptance
QMS	Quality Management System. Coherent management activity that ensures quality policies and objectives are set, implemented and evaluated. [def. TANZ]
Qualification	A degree, diploma or certificate awarded by the NMIT Academic Board or by another agency with the approval of the Academic Board.
Quality Management System	See QMS
Reassessment	Also known as re-sit. An opportunity for a student to undertake an assessment or part of an assessment task or activity a second time (or more) within the timing of the programme or course. [def. TANZ]
Recognition of Academic Credit (RAC)	The process for formally recognising relevant experience and/or study achieved prior to completion of a qualification offered by NMIT, as academic credit for a course or courses at NMIT.

Includes **Cross Credit**, **Credit Transfer** and **Recognition of Prior Learning** |
| **Recognition of Prior Learning (RPL)** | A process 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

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- 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 and therefore requires internal re-evaluation, approval by Academic Board and approval by NZQA. [def. TANZ]
Unfinished at time of Reporting pass	Awarded, subject to approval, for an extension beyond the programme completion date to allow time for the satisfactory completion of an agreed portion of work. [def. TANZ]
(Unit) Standard	A nationally registered, coherent set of learning outcomes and associated performance criteria, together with technical and management information that supports delivery and assessment. All (unit) standards are registered in the NZQA Directory of Assessment Standards, assigned a level and a credit value, and may continue to the award of a qualification (NZQA). [def. TANZ]
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).An enrolment cancellation is a form of withdrawal, as defined by the Tertiary Education Commission Rules. The student enrolment will not be reported in the Single Data Return (SDR). *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

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Ākonga	Student (tauira)
Hapū	Sub-tribe
Iwi	Tribe
Kaihautu	A person with the delegated responsibility for the cultural leadership, review and development of the programme.
Kāwai	New beginning
Kaiako	Tutor
Kaiako Matua	Lead tutor - The person with delegated authority at the NMIT campus for coordinating the teaching of the programme, and who is the primary contact person for students (tauira).
Kaiāwhina Māori	Support staff for Māori students
Kaitiakitanga	Guardianship
Kaiwhakahaere	Supervisor
Kaupapa	Philosophy
Kōnae ako	Course
Kura	School – classroom or campus based delivery
Mana	Integrity
Manaakitanga	The value of caring for others and behaving in ways that enhance the mana of others and therefore our own
Mātauranga	Knowledge, education
Mauri Ora	Wellbeing
Mihi	Acknowledgement
Ngā mahi toi	Māori arts

Ngā putanga	Learning Outcomes
Noho	Residential class – delivered as a block course
Rangatiratanga	The value of treating people with fairness and equity, acknowledging all communities and heritage. To commit to honesty, transparency, fairness and clear boundaries in all interactions
Raranga	Weaving
Rauangi	Multi-media. mixed media
Raupapa	Journey of progression and development
Taonga Tuku Iho	Treasure handed down
Tauira	Student or students
Te Ara Wai	The Ocean Trail (NMIT Māori Strategy)
Te Reo	Māori Language
Tikanga	Custom
Tohu mātauranga	Qualification
Toi	Art
Toi Iho	Artistic mark of quality and authenticity
Wānanga	Seminar
Whakaaro	Thought, idea, concept
Whakairo	Wood carving
Whakatauākī	Proverb
Whānau	Family

Academic Statute – Section 2: Definitions

Nelson Marlborough Institute of Technology

2019 Academic Statute
Te Ture Akoranga

Section 3:

Academic Regulations (including

TANZ Collaborative Academic Regulations)

Section	Academic Statute		
Approval Date		**Approved by**	Council
Next Review	12.10.2019	**Responsibility**	Executive Director – Learning Innovation and Delivery

| This review | 16.11.2018 | Key Evaluation Question | 6 |

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

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

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

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SECTION 3: ACADEMIC REGULATIONS

PURPOSE AND SCOPE

These regulations have been updated for 2019 to implement the NMIT Academic Board's commitment (8 November 2017) to align the NMIT Academic Statute where appropriate with the TANZ (Tertiary Accord of New Zealand) Collaborative Academic Regulations,

The aims of the TANZ Collaborative Academic Regulations include:

- to improve consistency between institutions
- to ensure that shared programmes and courses meet common academic quality requirements wherever possible
- to maximise the alignment of academic systems, regulations, courses and programmes of study for the benefit of students and institutions
- to provide a model for other institutes to use for collaborative projects

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 EntryIn 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. Any such student must also demonstrate ability to be able to achieve at the level of tertiary study they plan to 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).

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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

Academic Statute – Section 3: Academic Regulations

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*
>
> *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 Skills 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 Primary Strategic Objectives to deliver future-focused programmes for students.

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
o   Teamwork
o   Communication
o   Self-management
o   Tikanga and Te Ao Māori
o   Leadership

Learning to Learn
o   Taking responsibility and initiative for own learning
o   Goal setting and achieving
o   Enhancement of potential to improve own performance
o   Critical thinking and analysis

o Reflective thinking and problem solving
o Resilience

Literacy
o Clear and effective written and oral communication
o Acquiring, understanding and assessing information
o Presentation and public speaking
o Analysis of written information
o Management of written projects

Numeracy
o Mathematical skills to complete calculations
o Interpretation of mathematical information
o Analysis and evaluation of statistical data
o Numerical strategies to analyse and interpret data
o Numerical strategies to resolve operational problems

Specialist Skills
o Operational and theoretical knowledge in the field of work and study
o Awareness of professional standards and expectations
o Knowledge, attitude and skills to progress to next academic level or into workplace
o Solutions to familiar and unfamiliar problems
o Compliance legislation
o Health and safety

Digital Literacy
o Use of appropriate digital tools and resources to manage information
o Use of multiple digital sources relevant to the field of work and study
o Creation and publication of subject specific content in multimedia formats
o 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 software

We recommend the application is 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*

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

Where a programme uses achievement-based assessment results of assessments, as specified in the Programme Regulations and stated in each Course Descriptor, are recorded as grades or marks which indicate the level of a student's work.

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

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.

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

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

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

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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 and/or Distinction.

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

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.

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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:*   *Recognition of Academic Credit (RAC) Policy*

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 Head of Department or delegate
    e) Using notes during a closed book test.

These are examples of **academic misconduct** and are 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 ***Student Misconduct Procedure*** will be followed.

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.

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

3.16 UNSATISFACTORY ACADEMIC PROGRESS

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

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*

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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*

3.18 STUDENT GUIDANCE AND SUPPORT

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

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 its customers.
- An environment which enhances and supports the learning experiences of students by assisting with the development of skills to locate, evaluate and effectively use information (information literacy) and by providing flexible learning options where appropriate.
- A gateway to learning resources and support for students and staff on the Nelson, Marlborough 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, staff 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 – specialist 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.

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

LEARNER SERVICES	
Learning Advice	• Learning Facilitators, Advisors and Librarians
Student Support and Advice	• Kaiāwhina Māori • Student Advisor - Pasifika • Student Advisors - International • Learning Centre Assistants • Equity Coordinator • Student Advisor – Youth
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 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

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APPENDIX 1: TANZ COLLABORATIVE ACADEMIC REGULATIONS

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

TANZ COLLABORATIVE
ACADEMIC REGULATIONS

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

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1   PURPOSE AND SCOPE

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

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

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

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

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

2   DEFINITIONS

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

3   PROGRAMME REGULATIONS AND COURSE INFORMATION

3.1   Programme Regulations

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

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

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

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

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

3.2   Course Information

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

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- Learning outcomes of the course, with an indication of the duration and scheduling of topics to be covered;
- The level and credits of the course;
- Notice of dates for any required summative assessment;
- Method/methods of assessment to be employed;
- Required textbooks and a list of any required learning resources;
- Any prerequisite or co-requisite courses

4 AWARDS

4.1 Qualifications

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

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

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

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

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

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

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

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

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

4.2 Non Formal Awards

Non-formal awards include:

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

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

5   ADMISSION, ENTRY AND ENROLMENT

5.1   Admission

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

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

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

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

5.2   Entry

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

5.3   Additional requirements for International students

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

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

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

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

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

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

5.4   Special Admission

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

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[1] Ref International Code of Practice

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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.

5.5   Enrolment

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

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

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

5.6   Limits on student numbers

Where a limit 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.

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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.

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

6.1 Attendance/Participation

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

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

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

6.2 Unsatisfactory Academic Progress

Any specific Programme Regulations related to exclusions from programmes shall take precedence over the principles identified below. Unsatisfactory academic progress by any student includes the following situations:

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

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

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

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

6.3 Practical/Professional Requirements

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

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

6.4   Compulsory Academic Requirement

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

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

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

Compulsory Academic Requirements are approved by Academic Board.

7   CHANGES TO ENROLMENT IN PROGRAMMES

7.1   Transfer of Enrolment

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

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

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

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

7.2   Withdrawal from Course/Programme (domestic students)

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

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

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

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

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

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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.

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

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

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.

*Timeframes may differ across ITPs. Always check before preparing your application

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.

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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.

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

8.6   Availability of Marked Assessments

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

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

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

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

*Timeframes may differ across ITPs.

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.

*Timeframes may differ across ITPs

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.

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

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

8.8   Resubmissions (assessment-level)

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

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

8.9   Reassessment (course level)

Unless otherwise specified in the Programme Regulations:

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

8.10   Challenging Assessment Decisions

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

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

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

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

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

*Timeframes may differ across ITPs

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8.11   Appeals against a Grade

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

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

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

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

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

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

9   ACADEMIC MISCONDUCT

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

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

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

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

Before reaching a decision, the institute must:

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

9.1   Penalties for Academic Misconduct

If an allegation of misconduct is proved, all or any of the following penalties may be applied by the institute, using approved processes:

- the award of a fail grade or a nil mark for the affected summative assessment event;
- disqualification of the student from sitting for any summative assessments for such period as it thinks fit;
- cancellation of credit if the student has been credited with a pass in the course in respect of which the allegation arose;

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- 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 in the TANZ grades schemes.

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.

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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

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Nelson Marlborough Institute of Technology

2019 Academic Statute
Te Ture Akoranga

Section 4:

Awards

Section	Academic Statute		
Approval Date		**Approved by**	Council
Next Review	12.10.2018	**Responsibility**	Executive Director – Learning Innovation and Quality
This review	26.10.2018	**Key Evaluation Question**	6

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

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

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

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4   AWARDS

4.01   QUALIFICATIONS

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

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

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

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

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

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

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

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

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

NMIT ACADEMIC SEAL

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

ACADEMIC REGALIA

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

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

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

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

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

4.02	NON-FORMAL AWARDS

Non-Formal Awards include:

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

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

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

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

Special Honour and Recognition Awards include:

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

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

Student Results and Awards Policy

Certificate of Proficiency Guidelines

Nelson Marlborough Institute of Technology

2019 Academic Statute

Te Ture Akoranga

Section 5:

Special Honour and Recognition Awards

Section	Academic Statute		
Approval Date		**Approved by**	Council
Next Review	12.10.2019	**Responsibility**	Chief Executive
This Review	08.11.2018	**Key Evaluation Question**	6

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

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

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

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5.01 SPECIAL HONOUR AND RECOGNITION AWARDS

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

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

5.02 HONORARY FELLOW

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

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

The criteria for the award will be:

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

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

5.03 HONORARY DEGREE

The criteria for the award will be:

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

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

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

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

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

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

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

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

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

5.04 INSTITUTIONAL MEDAL

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

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

5.05 PRIVILEGES GRANTED TO RETIRED STAFF AND OTHERS

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

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

5.06 STAFF MERIT AWARD

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

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5.07 PROCESSES FOR APPROVAL OF SPECIAL HONOUR AND 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

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

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

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

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

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

PROCESS FOR APPROVAL OF PRIVILEGES AND STAFF MERIT AWARDS

Nominations must be submitted in writing to the Chief Executive.

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

The Chief Executive reserves the right to request further information.

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Nelson Marlborough Institute of Technology

2019 Academic Statute

Te Ture Akoranga

Section 6: Academic Board

Terms of Reference

Section	Academic Statute		
Approval Date		**Approved by**	Council
Next Review	12.10.2019	**Responsibility**	Executive Director – Learning Innovation and Quality
This Review	12.10.2018	**Key Evaluation Question**	6

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

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

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

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SECTION 6: ACADEMIC BOARD

6.01 ACADEMIC BOARD COMMITTEE STRUCTURE

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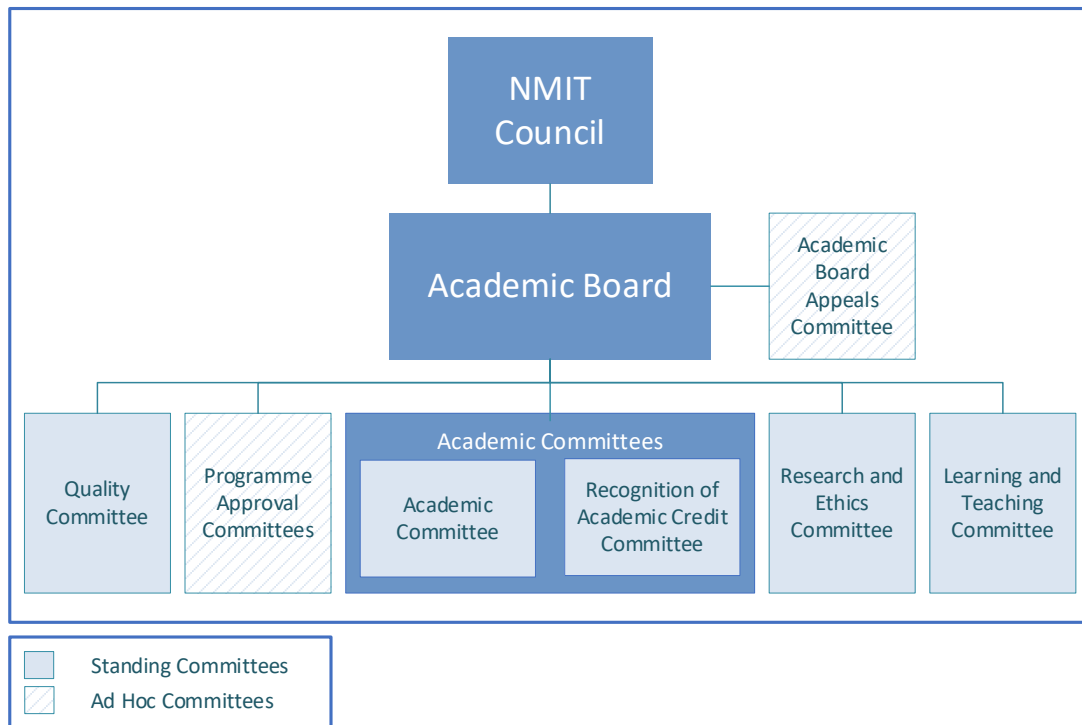
NMIT COUNCIL	
Approves	• Changes to policy • Academic Statute • Fees • Delegations • Annual Report • Investment Plan • Degree conferral • Honorary Degree, Honorary Fellow, Institutional Medal conferrals
Receives	Academic Board Minutes

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

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

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6.02 SUMMARY OF ACADEMIC BOARD DELEGATIONS AND RESPONSIBILITIES

ACADEMIC BOARD	
Approves and monitors	• Programme regulations and associated policies • Internal and external moderation • Development of academic standards • New and redeveloped programmes and courses (including changes) to be submitted for external approval as required • New delivery sites • Academic content of Joint Venture contracts • Programme Approval and Accreditation applications and associated policies • Self-Assessment activity • Annual Internal Review Plan • Discontinuation of qualifications • Policies and procedures related to a range of learning and teaching, research, and academic quality matters. • Self-Assessment Reports (also known as Annual Programme Evaluation Reports, APERs) for degree level programmes to be sent to NZQA. • Appointment of Degree Monitors where programmes have self-monitoring status • Academic Development Projects • Submission of applications to NZQA 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 and monitors, as well as related action plans • Outcomes of NZQA moderation • Summary of Internal Review Reports • Education Performance Indicators (EPIs) • Sector updates

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

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 as requested by Council, NMIT management, and the standing committees of the board
• Liaise with Tertiary Education Commission (TEC), Ministry of Education (MOE), New Zealand Qualifications Authority (NZQA), Industry Training Organisations (ITOs), and other relevant bodies
• 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. External input should be sought at least every three years.

MEMBERSHIP:

STANDING MEMBERS:

- Chief Executive (Chair)
- Executive Director - Learning Innovation and Delivery (Deputy Chair)
- Curriculum Directors (2)
- Head of Academic and Quality
- Executive Director Māori
- Executive Director - Customer Experience and Excellence
- Academic Registrar
- Curriculum Managers (2)
- Quality Enhancement Manager
- Senior/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 four managers.

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

ACADEMIC STAFF MEMBERS

Each Staff Member applicant for appointment should provide information 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.

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

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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 Appendix Two). From the nominations submitted, SANITI shall arrange the election of two student members.

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

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
- Filed centrally in paper format

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:

- A Quality Committee
- A Research and Ethics Committee
- A Learning and Teaching Committee
- Academic Committees

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 Academic Committees, 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*

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6.04 APPEALS COMMITTEE

APPEALS COMMITTEE RESPONSIBILITIES

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

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

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

APPEALS COMMITTEE MEMBERSHIP

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

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

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

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6.05 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 joint venture contracts and teaching sites in New Zealand and overseas; to ensure curricula and educational delivery meet academic standards. • Applications for NZQF 'consent to assess' • Applications for NZ qualification listing and development • Advice to meet approval requirements and verify requirements have been met • New qualifications and/or development; and new and reviewed programmes

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:

- Chief Executive
- Executive Director - Learning Innovation and Delivery
- Executive Director - Māori Education
- Executive Director - Customer Experience and Excellence
- Head of Academic and Quality
- Curriculum Directors or Curriculum Managers
- Academic Registrar
- Academic Committee representatives
- Business Support Team Leader
- Student Representative

Chair: Chief Executive; Executive Director of Learning, Innovation and Delivery, or Head of Academic and Quality;

Programme Academic Committee representatives will be selected by the Head of Academic and quality.

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

Maximum: Six voting members. Quorum: four voting members.

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NON-VOTING MEMBERS

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

OTHER ATTENDEES

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

OBSERVERS

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

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

PAC MEETINGS

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

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6.06 QUALITY COMMITTEE

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

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

QUALITY COMMITTEE RESPONSIBILITIES

NEW AND DEVELOPED PROGRAMMES

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

SELF-ASSESSMENT AND INTERNAL REVIEW

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

QUALITY ASSURANCE AND QUALITY IMPROVEMENT

- Monitor and review compliance and effectiveness of quality assurance processes, e.g. programme approvals, Programme Review, Degree Monitoring, student feedback and self-assessment
- Approve annual Self-Assessment Reports for Degree-level programmes to be sent to NZQA

- Ensure that quality monitoring reports are considered and actioned
- Identify areas of risk to NMIT in relation to quality and standards and make recommendations to the CE, Council, Directorate and the Academic Board accordingly
- Monitor outcomes for students and other stakeholders and recommend improvements
- Establish working groups to progress quality improvement initiatives

QUALITY MANAGEMENT SYSTEM

QMS definition: The activities which occur within NMIT to enable agreed student and stakeholder expectations to be met. The documented QMS sets out the policies, structure, processes, responsibilities and resources and describes how these are coordinated to achieve quality.

- Develop and oversee NMIT's QMS. Interpret and maintain an overview of the external legislative requirements that influence the quality of NMIT's services.
- Authorise the development, review or deletion of NMIT's documented policies and procedures and define the consultation and approval process in each case.
- Ensure the Institute's business rules are accurately documented in policies and procedures that are coherent, fit for purpose and integrated into a complete quality system.

QUALITY COMMITTEE MEMBERSHIP

- Head of Academic and quality (Chair)
- Chief Executive (ex officio)
- Executive Director - Learning Innovation and Delivery
- Executive Director of Māori Education
- Two (2) Curriculum Directors or Curriculum Managers
- Student Advocate (SANITI) or Student Representative
- Business Support Team Leader
- Academic Advisor
- Quality Enhancement Manager
- Co-opted members as required

QUALITY COMMITTEE MEETINGS

Meetings will be held fortnightly or as required. The Quality Committee will keep minutes of its meetings and report as it sees fit to the NMIT Council and Chief Executive. Minutes of meetings shall be provided to the Secretary of the Academic Board and included in Academic Board meeting papers.

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

6.07 RESEARCH AND ETHICS COMMITTEE

RESEARCH AND ETHICS COMMITTEE	
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 Programme 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 Programme Areas - Institute Research Plans - Changes to research strategies and monitoring systems
Quorum	Six members
Maintains records of all activities and decisions of the Committee.	

OTHER RESPONSIBILITIES

- 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.

RESEARCH AND ETHICS COMMITTEE MEMBERSHIP

- Executive Director - Learning Innovation and Delivery (Chair)
- Student Representative
- Research Manager
- Curriculum Director
- Research Professor Health and Social Science (ex officio)
- Research Professor Applied Industries (ex officio)
- Knowledge and Technical Services Manager (or Deputy)
- A representative from NMIT's Animal Ethics Committee
- A representative from Te Toki Pakohe
- At least four and up to six Academic Staff with research/consultancy experience nominated by Managers or staff from Programme Areas delivering degree programmes
- Provision for one external member in situations where a conflict of interest may occur.

RESEARCH AND ETHICS COMMITTEE MEETINGS

Meetings will be held as required, at least once per term. Minutes of meetings shall be provided to the Secretary of the Academic Board and included in Academic Board meeting papers.

> *Refer to:* *Approval and Publication of Research Policy*
>
> *Code of Ethical Conduct – Animal Welfare*
>
> *NMIT Code of Ethical Conduct for Research*
>
> *NMIT Research Policy*

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6.08 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	
Recommends to Academic Board	• Professional development opportunities for teaching staff and supporting research • Review and development of policies and procedures relating to learning and teaching • Adoption of good practices in learning and teaching

OTHER RESPONSIBILITIES

Responsibilities include the following:

- Encourage adoption of good practices in learning and teaching at NMIT, aligned with the current Learning and Teaching Policy, by working with groups across NMIT to share good practice and assist in the rollout of new or changed tools/process. Areas of focus will include –
  - Learning Design Framework
  - Te Ara Wai
  - Teaching Excellence Awards
- Regularly discuss, challenge and review the policies and processes related to learning and teaching, to recommend changes to the Academic Board.
- Maintain links with external education research organisations, action groups and common interest communities to identify good practice across the sector and to propose implementation opportunities appropriate for NMIT's learning and teaching development

LEARNING AND TEACHING COMMITTEE MEMBERSHIP

- Executive Director of Learning, Innovation and Delivery (Chair)
- Chair of Academic Board (ex officio)
- Executive 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 (Flexible Learning Team, Learner Services, Teaching staff, Academic and Quality, Senior/Academic Advisors etc.)

LEARNING AND TEACHING COMMITTEE MEETINGS AND REPORTS

The Learning and Teaching Committee will meet monthly, with minutes of meetings provided to the secretary of the Academic Board and included in Academic Board meeting papers. Copies of meeting minutes, project reports and good practice outcomes will be published to all staff.

6.09 ACADEMIC COMMITTEES

ACADEMIC COMMITTEES	

Approve	• All course results and the awarding of qualifications.
	• Award of qualifications (excluding Special Honour and Recognition Awards)
	• Award of Records of Achievement
	• Consideration and determination of academic appeals by students including decisions relating to:
	    o Selection
	    o Exclusion
	    o Special assessment results
	    o Passes or grades
	• Annual Moderation Plans (from Departments and Programme Areas)

Recommend/endorse	• New programmes, significant changes to existing courses and programmes, and Training Schemes before consideration by Programme Approval Committee (PAC) • Minor changes to single courses, minor changes to programmes, and new courses before consideration by Head of Academic and Quality
Consider/determine	• Course entry, progression and completion requirements have been met. • Academic appeals by students (including decisions related to selection, exclusion, special assessment circumstances, re-enrolment, summative assessment results, passes or grades or award of qualifications) for designated programmes and courses. • Appeals by students of determinations (and any penalty) of academic misconduct.
Receive and monitor	• The quality of programmes and supply quality monitoring reports and other information, required by the Academic Board. • Minutes from Programme Area Results Committees and consider their recommendations for results approvals. • External moderation reports and requirements • Internal and external review/audit reports and requirements • Degree monitoring reports and requirements • NZQA requirements • Academic Development Proposals • Changes to other providers' programmes of study • External moderation events as identified in the Annual Moderation Plans
Recommend and report	• On matters pertaining to Quality Management System before consideration by the Quality Committee

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	• Scheduled external quality monitoring visits before consideration by Academic Board
Ensure	• Programme Regulations are correctly and consistently applied • Accreditation and moderation requirements are met • Quality of programmes, and supply quality monitoring reports and other information required by the Academic Board • Course entry, progression and completion requirements are met

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ACADEMIC COMMITTEES

Two Academic Committees shall be established each with responsibility to ensure academic standards are consistently met for designated programmes and courses, irrespective of the delivery site:

1. Academic Committee

   Membership from all Curriculum Areas and Academic and Quality.

2. Recognition of Academic Credit Committee

   With responsibility to consider for approval Recognition of Academic Credit applications for all programmes and courses

RESPONSIBILITIES DELEGATED FROM THE NMIT COUNCIL:

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

RESPONSIBILITIES TO THE ACADEMIC BOARD:

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

- Provide advice to the Executive Director of Learning, Innovation and Delivery on the application of academic policies and procedures consistent with those of the Institute, the Academic Statute and the NMIT Quality Management System.
- Facilitate communication and provide a forum for debate on academic issues.
- Assess and endorse proposals for new or changed courses and programmes, prior to submission for approval.
- Assist management to ensure academic standards are maintained.
- Assist management to ensure decisions of the Academic Board are implemented.
- Advise the Academic Board of scheduled external quality monitoring visits.
- Receive and discuss quality monitoring reports from regulatory and professional bodies, and monitor actions.
- Receive, approve and monitor moderation plans.
- Receive and discuss external moderation reports, and monitor actions.
- Receive and discuss internal and external review/audit reports, and monitor actions.
- Receive and discuss degree monitoring reports, and monitor actions.
- Receive and discuss NZQA requirements, and monitor actions.

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

ACADEMIC COMMITTEE MEMBERSHIP	
Standing Members	All Curriculum Managers or delegates Academic and Quality Administrator, (Secretary; non-voting member)

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	Senior / Academic Advisor
Chair	Head of Academic and Quality
Appointed Members	At least two staff representatives for the programmes within the committee (representation from Academic Staff Members, Principal Academic Staff Members, and Senior Academic Staff Members, Programme Coordinators.)
Other Attendees	The Chair may invite student representative(s) or other staff to attend all or part of the meeting to provide feedback, and contribute to discussions, on proposed Programme Regulations/Course Descriptor changes and/or programme developments and redevelopments.
Quorum	Seven

RECOGNITION OF ACADEMIC CREDIT COMMITTEE MEMBERSHIP	
Standing Members	Academic Registrar Academic and Quality Administrator (Secretary; non-voting member) Senior / Academic Advisor (x2) Head of Learner Services or delegate Flexible Learning Team member
Chair	Academic Registrar
Appointed Members	Staff representatives for programmes (representation of Academic Staff Members, Principal Academic Staff Members, Senior Academic Staff Members, and staff from other campuses is encouraged.)
Other Attendees	The Chair may invite student representative(s) or other staff to attend all or part of the meeting to provide feedback, and contribute to discussions, on applications for Recognition of Academic Credit.
Quorum	Five

6.10 ACADEMIC BOARD NOMINATIONS COMMITTEE

ACADEMIC BOARD NOMINATIONS COMMITTEE RESPONSIBILITIES	
Receives, reviews and recommends to Council	• Nominations for Honorary Fellows and Institutional Medals

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Receives, reviews and recommends to Academic Board	• Nominations for Honorary Degrees

Maintains records of all activities and decisions of the Committee.

ACADEMIC BOARD NOMINATIONS COMMITTEE RESPONSIBILITIES

See table above

ACADEMIC BOARD NOMINATIONS COMMITTEE MEMBERSHIP

Membership of the Nominations Committee is composed of the following:

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

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

ACADEMIC BOARD NOMINATIONS COMMITTEE MEETINGS

Meetings will be held as required.

Nelson Marlborough Institute of Technology

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

Nelson Marlborough Institute of Technology

2019 Academic Statute

Te Ture Akoranga

Section 7: Schedule of Course Result Keys

Section	Academic Statute		
Approval Date	16.11.2017	**Approved by**	Council
Next Review	12.10.2019	**Responsibility**	
This Review	16.10.2018	**Key Evaluation Question**	6

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

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

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

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SECTION 7: SCHEDULE OF COURSE RESULT KEYS

7.01 INTRODUCTION

The Course Result Key lists the results available for a course, and the description of what each result represents. The Result Key is specified in the Programme Regulations. Generally the same Result Key applies to all the courses in a programme, but in some cases the Result Key may differ between the courses in the same programme.

Each Course Result Key has an identification code made up of three components:

1. **Type of assessment being used:**
   - CO = Competency Based Assessment
   - AC = Achievement Based Assessment
2. **Letters identifying the organisation that the Course Result Key originates from:**
   - ARA   = Ara Institute of Canterbury
   - BOPP   = Bay of Plenty Polytechnic (now Toi Ohomai. See TOIO)
   - CPIT   = Christchurch Polytechnic Institute of Technology (now Ara Institute of Canterbury. See ARA)
   - EIT   = Eastern Institute of Technology
   - NMIT   = Nelson Marlborough Institute of Technology
   - NZBED   = New Zealand Board of Engineering Diplomas
   - NZQA   = NZ Qualifications Authority
   - OTPT   = Otago Polytechnic
   - SOIT   = SIT (Southern Institute of Technology)
   - TANZ   = Tertiary Accord of New Zealand, made up of:
     - Otago Polytechnic
     - Northtec
     - Universal College of Learning
     - Ara Institute of Canterbury
     - Eastern Institute of Technology
     - Nelson Marlborough Institute of Technology
     - Toi Ohomai Institute of Technology
   - TOIO   = Toi Ohomai Institute of Technology
   - TWOA   = Te Wānanga o Aotearoa
   - UCOL   = University College of Learning
   - WAIA   = Waiariki Institute of Technology (now Toi Ohomai. see TOIO)
   - WHIT   = Whitireia Community Polytechnic
   - WINT   = WINTEC (Waikato Institute of Technology)
3. **Two-digit number** starting at 01 indicating which of the Result Keys from that organisation is being used.

Examples: *CO-NMIT-01 = Competency Based assessment, NMIT Result Key, number 1*
                        AC-SOIT-03 = Achievement Based assessment, SIT Result Key, number 3

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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 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.

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7.03 COURSE RESULT KEYS – COMPETENCY-BASED ASSESSMENT

CO-NMIT-01

RESULT	DESCRIPTION
P	Pass
NP	No Pass

Other results that may be awarded:

RESULT	DESCRIPTION
Cross Credit	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or other institution
Credit Transfer	Pass - Course credited on basis of same course already completed in another qualification at another institution
Pass (RPL)	Pass - Recognition of Prior Learning
Withdrawn	Withdrawn from a course or programme

Note: Aegrotat Consideration is not available.

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CO-NMIT-02

RESULT	DESCRIPTION
M	Pass with Merit
P	Pass
NP	No Pass

Other results that may be awarded:

RESULT	DESCRIPTION
Cross Credit	Pass - Course credited on basis of <u>similar</u> course already completed as part of another approved qualification from NMIT or other institution
Credit Transfer	Pass - Course credited on basis of <u>same</u> course already completed in another qualification at another institution
Pass (RPL)	Pass - Recognition of Prior Learning
Withdrawn	Withdrawn from a course or programme

Note: Aegrotat Consideration is not available.

CO-NMIT-05

This Course Result Key is used for the following programme:

- Certificate in Te Rito o Te Reo

RESULT	DESCRIPTION
P	Pass
NP	No Pass

Other results that may be awarded:

RESULT	DESCRIPTION
Withdrawn	Withdrawn from a course or programme

Note: Aegrotat Consideration is not available.

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CO-WINT-01

This Course Result Key is used in the following programme:

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

RESULT	DESCRIPTION
P	Pass
NP	No Pass

Other results that may be awarded:

RESULT	DESCRIPTION
Credit Transfer	Pass - Course credited on basis of same course already completed in another qualification at another institution
Withdrawn	Withdrawn from a course or programme

Note: Aegrotat Consideration is not available.

CO-CPIT-01 – NOW KNOWN AS ARA. NEW CODE: CO-ARA-01

This Course Result Key is used in the following programme:

- Bachelor of Nursing

RESULT	DESCRIPTION
P	Pass
F	Fail

Other results that may be awarded:

RESULT	DESCRIPTION
W	Withdrawn

Note: Aegrotat Consideration is not available.

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CO-CPIT-02 – NOW KNOWN AS ARA. NEW CODE: CO-ARA-02

This Course Result Key is used in the following programmes:

- Te Haeata (Certificate in Māori Foundation Studies)
- Te Ata Hou (Certificate in Māori Studies)

RESULT	DESCRIPTION
P	Pass
NC	Not Complete

Other results that may be awarded:

RESULT	DESCRIPTION
CC	Cross Credit: Successful prior completion of a similar course at ARA or another equivalent institution
CT	Credit Transfer: Successful prior completion of the identical course/unit at ARA or another equivalent institution
Pass (RPL)	Pass - Recognition of Prior Learning
INC	Fail: "did not complete the course". Informally withdraws.
AP	Aegrotat Pass
WD	Withdrawn from a course or programme

Note: Aegrotat Consideration is not available.

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CO-UCOL-01

This Course Result Key is used in the following programmes:

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

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

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CO-TANZ 01

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

RESULT	DESCRIPTION
P	Passed
NP	Not Passed

Other results that **may** be awarded:

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

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CO-TANZ 02

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

RESULT	DESCRIPTION
E	Passed with Excellence
M	Passed with Merit
P	Passed
NP	Not passed

Other results that **may** be awarded:

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

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7.04 COURSE RESULT KEYS – ACHIEVEMENT-BASED ASSESSMENT

AC-NMIT-01

RESULT	DESCRIPTION
A	
B	Pass grades
C	
D	Fail grades
E	

Other results that may be awarded:

RESULT	DESCRIPTION
Cross Credit	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or other institution
Credit Transfer	Pass - Course credited on basis of same course already completed in another qualification at another institution
Pass (RPL)	Pass - Recognition of Prior Learning
Grade (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.
Pass (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is not able to be determined.
D (CON)*	Conceded Pass - Where a narrow fail in a course is compensated by good grades in other courses within the programme.
Withdrawn	Withdrawn from a course or programme

Note: A 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

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

Other results that may be awarded:

RESULT	DESCRIPTION
Cross Credit	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or other institution
Credit Transfer	Pass - Course credited on basis of same course already completed in another qualification at another institution
Pass (RPL)	Pass - Recognition of Prior Learning
Grade (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.
Pass (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is not able to be determined.
D (CON)*	Conceded Pass - Where a narrow fail in a course is compensated by good grades in other courses within the programme.
Withdrawn	Withdrawn from a course or programme

*Note: A conceded pass may be awarded at the discretion of the Academic Committee if a student has fulfilled the minimum course requirements but failed narrowly to achieve the standard over all assessments, or completed most but not all of the required work at an acceptable level. The Academic Committee must be satisfied that the student has worked conscientiously and is worthy of special consideration.

A student is eligible to receive only one conceded pass in any one year in the same programme. A conceded pass is not available on a second result.

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AC-NMIT-03

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

Other results that may be awarded:

RESULT	DESCRIPTION
Cross Credit	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or other institution
Credit Transfer	Pass - Course credited on basis of same course already completed in another qualification at another institution
Pass (RPL)	Pass - Recognition of Prior Learning
Grade (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.
Pass (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is not able to be determined.
D (CON)*	Conceded Pass - Where a narrow fail in a course is compensated by good grades in other courses within the programme.
Withdrawn	Withdrawn from a course or programme

*Note: A 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

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

Other results that may be awarded:

RESULT	DESCRIPTION
Cross Credit	Pass - Course credited on basis of <u>similar</u> course already completed as part of another approved qualification from NMIT or other institution
Credit Transfer	Pass - Course credited on basis of <u>same</u> course already completed in another qualification at another institution
Pass (RPL)	Pass - Recognition of Prior Learning
Grade (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.
Pass (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is not able to be determined.
D (CON)*	Conceded Pass - Where a narrow fail in a course is compensated by good grades in other courses within the programme.
Withdrawn	Withdrawn from a course or programme

*Note: A concedeed 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

RESULT	MARK RANGE (%)	DESCRIPTION
A+	85 - 100	
A	80 - 84	
A-	75 - 79	
B+	70 - 74	
B	65 - 69	Pass grades
B-	60 - 64	
C+	55 - 59	
C	50 - 54	
D	40 - 49	Fail grades
E	0 - 39	

Other results that may be awarded:

RESULT	DESCRIPTION
Cross Credit	**Pass - Course credited on basis of <u>similar</u> course already completed as part of another approved qualification from NMIT or other institution**
Credit Transfer	**Pass - Course credited on basis of <u>same</u> course already completed in another qualification at another institution**
Pass (RPL)	**Pass - Recognition of Prior Learning**
Grade (AEG)	**Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.**
Pass (AEG)	**Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is not able to be determined.**
D (CON)*	**Conceded Pass - Where a narrow fail in a course is compensated by good grades in other courses within the programme.**
Withdrawn	**Withdrawn from a course or programme**

Note: A 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

RESULT	MARK RANGE (%)	DESCRIPTION
A+	85 - 100	
A	80 - 84	Pass with Distinction
A-	75 - 79	
B+	70 - 74	
B	65 - 69	Pass with Merit
B-	60 - 64	
C+	55 - 59	Pass
C	50 - 54	
D	40 - 49	Fail grades
E	0 - 39	

Other results that may be awarded:

RESULT	DESCRIPTION
Cross Credit	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or other institution
Credit Transfer	Pass - Course credited on basis of same course already completed in another qualification at another institution
Pass (RPL)	Pass - Recognition of Prior Learning
Grade (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.
Pass (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is not able to be determined.
D (CON)*	Conceded Pass - Where a narrow fail in a course is compensated by good grades in other courses within the programme.
Withdrawn	Withdrawn from a course or programme

*Note: A conceded pass may be awarded at the discretion of the Academic Committee if a student has fulfilled the minimum course requirements but failed narrowly to achieve the standard over all assessments, or completed most but not all of the required work at an acceptable level. The Academic Committee must be satisfied that the student has worked conscientiously and is worthy of special consideration.

A student is eligible to receive only one conceded pass in any one year in the same programme. A conceded pass is not available on a second result.

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AC-NMIT-07

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

Other results that may be awarded:

RESULT	DESCRIPTION
Cross Credit	**Pass - Course credited on basis of credit from a course already achieved in another qualification and/or in another institution**
Credit Transfer	**Pass - Course credited on basis of credit for the same course already achieved in another qualification and/or in another institution**
Pass (RPL)	**Pass - Recognition of Prior Learning**
Grade (AEG)	**Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.**
Pass (AEG)	**Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is not able to be determined.**
D (CON)*	**Conceded Pass - Where a narrow fail in a course is compensated by good grades in other courses within the programme.**
Withdrawn	**Withdrawn from a course or programme**

*Note: A conceded pass may be awarded at the discretion of the Academic Committee if a student has fulfilled the minimum course requirements but failed narrowly to achieve the standard over all assessments, or completed most but not all of the required work at an acceptable level. The Academic Committee must be satisfied that the student has worked conscientiously and is worthy of special consideration.

A student is eligible to receive only one conceded pass in any one year in the same programme. A conceded pass is not available on a second result.

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AC-NMIT-08

The following Course Result Key is used for the Certificate in Professional Hairdressing (Level 3) and the Certificate in Advanced Professional Hairdressing (Level 4).

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

Other results that may be awarded:

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

Note: Aegrotat pass is not available

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AC-NMIT-10

This Course Result Key is used in the following programme:

- Diploma in Marine Engineering Class 3 and Class 4

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

Other results that may be awarded:

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

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AC-NMIT-11

Course Result Key AC-NMIT-11 is used in the SWE501 Swedish massage course

RESULT	MARK RANGE (%)	DESCRIPTION
A	80 - 100	Pass grades
B	65 - 79	
C	50 - 64	
D	40 - 49	Fail grades
E	0 - 39	

RESULT	DESCRIPTION
Withdrawn	Withdrawn from a course or programme

Note: Aegrotat Pass is not available.

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AC-NMIT-12

This Course Result Key is used in the following programmes:

- New Zealand Certificate in Business (Administration and Technology) Level 3
- New Zealand Certificate in Business (Administration and Technology) Level 3

RESULT	MARK RANGE (%)	DESCRIPTION
A+	90 - 100	Pass grades
A	85 - 89	
A-	80 - 84	
B+	75 - 79	
B	70 - 74	
B-	65 - 69	
C+	60 - 64	
C	55 - 59	
C-	50 - 54	
D	40 -49	Fail grades
E	0 - 39	

RESULT	DESCRIPTION
Cross Credit	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or other institution
Credit Transfer	Pass - Course credited on basis of same course already completed in another qualification at another institution
Pass (RPL)	Pass - Recognition of Prior Learning
Grade (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.
Pass (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is not able to be determined.

(cont. overleaf)

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

Note: A conceded pass may be awarded at the discretion of the Academic Committee if a student has fulfilled the minimum course requirements but failed narrowly to achieve the standard over all assessments, or completed most but not all of the required work at an acceptable level. The Academic Committee must be satisfied that the student has worked conscientiously and is worthy of special consideration.

A student is eligible to receive only one conceded pass in any one year in the same programme. A conceded pass is not available on a second result.

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AC-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	
A	85 - 89	
A-	80 - 84	
B+	75 - 79	Pass grades
B	70 - 74	
B-	65 - 69	
C+	60 - 64	
C	55 - 59	
C-	50 - 54	Fail grades
D	40 -49	
E	0 - 39	

Other results that may be awarded:

RESULT	DESCRIPTION
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-01

This Course Result Key is used in the following programme:

- New Zealand Diploma in Engineering (Civil)

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
Pass (RPL)	Pass - Recognition of Prior Learning
Cross Credit	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or other institution
Credit Transfer	Pass - Course credited on basis of same course already completed in another qualification at another institution
Grade (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.
Pass (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is not able to be determined.
W	Withdrawn from a course or programme

AC-NZBED-02

This Course Result Key is used in the following programme:

- NZDE (Civil) Programme

RESULT	MARK RANGE (%)	DESCRIPTION
A+	90 - 100	Pass grades
A	85 - 89	
A-	80 - 84	
B+	75 - 79	
B	65 - 69	
B-	65 - 69	
C+	60 - 64	
C	55 - 59	
C-	50 - 54	
D	40 - 49	Fail grades
E	0 - 39	

Other results that may be awarded:

RESULT	DESCRIPTION
*AEG	Awarded pass following consideration of impaired performance/aegrotat application
[1]CR/RPL	Credit Recognition – the student has applied for and been awarded a credit recognition
W/WD/WDN	Formal withdrawal application processed prior to completion of the course
DNC/INC	Did not complete – student failed to complete more than 50% of the prescribed assessments for that course
FCW	Failed course work
FFE	Failed final exam
R	Restricted (conceded) pass. Can be granted at the discretion of the provider providing the student has achieved a minimum of 45% overall and the course is not a compulsory course. A student can graduate with one R pass only.

*Note: the compulsory Level 6 courses DEN611 Engineering Management *(DE6101)* and DEN612 Engineering Project *(DE6102)* courses cannot be passed by Aegrotat

[1] Each NMIT approval of Recognition of Academic Credit (Recognition of Prior Learning, Cross Credit or Credit Transfer) will be recorded as a Grade of CR/RPL per the provisions of the New Zealand Diploma in Engineering Version 2.0 National Curriculum Document

AC-WAIA-01- NOW KNOWN AS TOIO, NEW CODE: AC-TOIO-01

This Course Result Key is used in the following programmes:

- Culinary Arts (Level 4)
- Culinary Arts (Level 5)

GRADE / CODE	VALUE	DESCRIPTION
A+	90 - 100	
A	85 - 89	
A-	80 - 84	
B+	75 – 79	
B	70 – 74	Pass grades
B-	65 – 69	
C+	60 – 64	
C	50 – 59	
D	40 – 49	Fail grades
E	0 - 39	

Other results that may be awarded:

RESULT	DESCRIPTION
AP	Aegrotat
RPL	Credit granted for Recognition of Prior Learning
R	Restricted Pass
UC	Unspecified Credit
CR	Cross Credit
NC	Incomplete, Valid Extension Granted
Q	Exempt
WD	Withdrawn
DNC	Did Not Complete
NA	Not Assessed
F	Fail

AC-WHIT-01

This Course Result Key is used in the following programme:

- Certificate in Preparation for Tertiary Study

RESULT	MARK RANGE (%)	DESCRIPTION
A+	95 - 100	
A	91 - 94	
B+	81 - 90	
B	71 - 80	Pass grades
C+	61 - 70	
C	50 - 60	
F	0 - 49	Fail grade

Other results that may be awarded:

RESULT	DESCRIPTION
Cross Credit	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or other institution
Pass (RPL)	Pass - Recognition of Prior Learning
Grade (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.
Pass (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is not able to be determined.
W	Withdrawn from a course or programme

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AC-WHIT-02

This Course Result Key is used in the following programme:

- Certificate in Preparation for Tertiary Study

RESULT	DESCRIPTION
A+	
A	
B+	
B	Pass grades
C+	
C	
F	Fail grade

Other results that may be awarded:

RESULT	DESCRIPTION
Cross Credit	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or other institution
Pass (RPL)	Pass - Recognition of Prior Learning
Grade (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.
Pass (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is not able to be determined.
W	Withdrawn from a course or programme

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AC-WINT-01

This Course Result Key is used in the following programme:

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

RESULT	MARK RANGE (%)	DESCRIPTION
A++	90 - 100	Pass with Distinction
A+	85 - 89	
A	80 - 84	
A-	75 - 79	
B+	70 - 74	Pass grades
B	65 - 69	
B-	60 - 64	
C+	55 - 59	Fail grades
C	50 - 54	
D	40 - 49	
E	16 - 39	

Other results that may be awarded:

RESULT	DESCRIPTION
Credit Transfer	Course credited on basis of same course already completed in another qualification at another institution
Withdrawn	Withdrawn

Note: Aegrotat Consideration is not available.

AC-WINT-02

This Course Result Key is used in the following programmes:

- Bachelor of Applied Social Science (Counselling)
- Bachelor of Applied Social Science (Social Work)
- Bachelor of Social Work*
- Paetahi Tumu Kōrero Bachelor of Counselling*
- Postgraduate Certificate in Professional Supervision

RESULT	MARK RANGE (%)	DESCRIPTION
A++	90 - 100	
A+	85 - 89	
A	80 - 84	
A-	75 - 79	
B+	70 - 74	Pass
B	65 - 69	
B-	60 - 64	
C+	55 - 59	
C	50 - 54	
D	40 - 49	Fail
E	0- 39	

Other results that may be awarded:

RESULT	DESCRIPTION
M	Merit Pass (*not available)
P	Pass
F	Fail
I	Incomplete
P:a	Aegrotat Pass
P:r	Resit Pass
P:c	Conceded Pass
P:t	Terminating Pass
DNC	Did Not Complete
H	Result Pending
RPL	Pass (RPL)
CC	Cross Credit
CT	Credit Transfer
W	Withdrawn

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AC-OTPT-01

This Course Result Key is used in the following programme:

- Certificate in IT Service and Support

RESULT	DESCRIPTION
A+	Met all course requirements -mark in range [90-100]
A	Met all course requirements -mark in range [85-89]
A-	Met all course requirements -mark in range [80-84]
B+	Met all course requirements -mark in range [75-79]
B	Met all course requirements -mark in range [70-74]
B-	Met all course requirements -mark in range [65-69]
C+	Met all course requirements -mark in range [60-64]
C	Met all course requirements -mark in range [55-59]
C-	Met all course requirements -mark in range [50-54]
Pass	Awarded pass and no appropriate grade can be awarded
D	There at end. Did not meet course requirements. Mark in range [40-49]
E	There at end. Did not meet course requirements. Mark in range [0-39]
Fail	Failed course and no appropriate grade can be awarded.

Other results that may be awarded:

RESULT	DESCRIPTION
CC	Cross Credit from another qualification
Pass (RPL)	Pass - Recognition of Prior Learning
Grade (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.
Pass (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is not able to be determined.
D (CON)	Conceded Pass
W	Withdrawn from a course or programme

Note: A maximum one Conceded Pass is permitted within the programme per student.

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AC-CPIT-01- NOW KNOWN AS ARA. NEW CODE: AC-ARA-01

This Course Result Key is used in the following programme:

- Bachelor of Nursing

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:

RESULT	DESCRIPTION
INC	Fail due to non-completion ("incomplete")
WD	Withdrawn
CP	Conceded Pass
CC	Cross Credit
RPL	Pass - Recognition of Prior Learning

Note 1: A maximum one Conceded Pass is permitted within the programme per student.

Note 2: Aegrotat Consideration is not available.

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AC-CPIT-02 – NOW KNOWN AS ARA. NEW CODE: AC-ARA-02

This Course Result Key is used in the following programme:

- Ākona Te Reo – Certificate in Māori Language

RESULT	MARK RANGE (%)	DESCRIPTION
A+	90 - 100	
A	85 - 89	
A-	80 - 84	
B+	75 - 79	
B	70 - 74	Pass grades
B-	65 - 69	
C+	60 - 64	
C	55 - 59	
C-	50 - 54	
D	40 -49	Fail grades
E	0 - 39	

Other results that may be awarded:

RESULT	DESCRIPTION	DEFINITION
AP	Pass	Aegrotat Pass
CC	Pass	Cross Credit
CP	Pass	Conceded Pass *
CPX	Pass	Conceded Pass (non-advancing) *
CT	Pass	Credit Transfer
P	Pass	Ungraded Pass
RPL	Pass	Pass via recognition of Prior Learning
FF	Fail	Forced Fail, due to not attaining mandatory minimums
INC	Fail	Fail due to non-completion
WD	n/a	Withdrawn

Note: A conceded pass may be awarded at the discretion of the Academic Committee if a student has fulfilled the minimum course requirements but failed narrowly to achieve the standard over all assessments, or completed most but not all of the required work at an acceptable level. The Academic Committee must be satisfied that the student has worked conscientiously and is worthy of special consideration.

The Academic Committee will decide whether the conceded pass is advancing or non-advancing and whether the student must complete any additional work within a specified time frame.

A student is eligible to receive only one conceded pass in any one year in the same programme. A conceded pass is not available on a second result.

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AC-SOIT-01

This Course Result Key is used in the following programme:

- Postgraduate Diploma in Business Enterprise

RESULT	MARK RANGE (%)	DESCRIPTION
A+	90 - 100	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:

RESULT	DESCRIPTION
CC	Course credited on basis of similar course already completed as part of another approved qualification from NMIT or other institution
Pass (RPL)	Pass - Recognition of Prior Learning
Grade (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.
W	Withdrawn from the course

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AC-SOIT-02

This Course Result Key is used in the following programme:

- Postgraduate Diploma in Business Enterprise

RESULT	MARK RANGE (%)	DESCRIPTION
A+	90 - 100	Pass grades
A	85 - 89	
A-	80- 84	
B+	75 - 79	
B	70 - 74	
B-	65 - 69	
C+	60 - 64	Fail grades
C	55 - 59	
C-	50 - 54	
D	40 - 49	
E	0 - 39	

Other results that may be awarded:

RESULT	DESCRIPTION
CC	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or other institution
Pass (RPL)	Pass - Recognition of Prior Learning
Grade (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.
W	Withdrawn from the course

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AC-SOIT-03

This Course Result Key is used in the following programme:

- Postgraduate Diploma in Business Enterprise

RESULT	MARK RANGE (%)	DESCRIPTION
A+	90 - 100	
A	85 - 89	
A-	80- 84	
B+	75 - 79	Pass grades
B	70 - 74	
B-	65 - 69	
C+	60 - 64	
C	55 - 59	
C-	50 - 54	Fail grades
D	40 - 49	
E	0 - 39	

Other results that may be awarded:

RESULT	DESCRIPTION
CC	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or other institution
Pass (RPL)	Pass - Recognition of Prior Learning
Grade (AEG)	Aegrotat Pass - Where a result is awarded following consideration of special circumstances. A grade is able to be determined.
W	Withdrawn from the course

AC-NZQA-01

This Course Result Key is used in the following programme:

- New Zealand Diploma in Business

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

Other results that may be awarded:

RESULT	DESCRIPTION
P	A level of achievement that is ungraded but sufficient for the award of credit; such a level of achievement must be assessed as being equivalent or superior to a 'C' result. The grade 'P' will be used when awarding a cross credit, credit transfer or local prescription result. The grade 'P' will be used when awarding an aegrotat pass following consideration of special circumstances.
F	Used to indicate a level of achievement that is ungraded but not sufficient for the award of credit.
W	Withdrawn from course
R	Specified credit through RPL (APL) towards national prescriptions

AC-TWOA-01

This Course Result Key is used in the following programme:

- Kawai Raupapa Rauangi

RESULT	DESCRIPTION
Excellence	Pass results
Merit	
ACH - Achieved	
YTA – Yet to Achieve	No Pass results
Did not Present	

Other results that may be awarded:

RESULT	DESCRIPTION
Cross Credit	Cross Credit
Credit Transfer	Credit Transfer
Pass (RPL)	Pass with RPL
Pass (Aeg)	Aegrotat pass*
(Result) (Aeg)	Aegrotat pass*
W	Withdrawn

* Where a result is able to be determined following Special Assessment Circumstances, a pass may be recorded as for example "Merit (Aeg)", i.e. the result will be endorsed to show that the tauira has completed the course under special assessment circumstances. Where a result is unable to be determined, following Special Assessment Circumstances, a pass may be recorded as Pass (Aeg).

AC-EIT-01

This Course Result Key is used in the following programme:

- Beauty Therapy

RESULT	DESCRIPTION
A	Pass grades
B	
C	
D	Fail grades
E	

Other results that may be awarded:

RESULT	DESCRIPTION
Cross Credit	Pass - Course credited on basis of similar course already completed as part of another approved qualification from NMIT or other institution
Credit Transfer	Pass - Course credited on basis of same course already completed in another qualification at another institution
Pass (RPL)	Pass - Recognition of Prior Learning
Withdrawn	Withdrawn from a course or programme

AC-BOPP-01 – NOW TOIO. NEW CODE: AC-TOIO-01

RESULT	MARK RANGE (%)	DESCRIPTION
A+	90 - 100	**Pass grades**
A	85 - 89	
A-	80 - 84	
B+	75 - 79	
B	70 - 74	
B-	65 - 69	
C+	60 - 64	
C	55 - 59	
C-	50 - 54	
D	40 - 49	**No-pass grades**
E	Under 40	
N	Not passed due to non-achievement of some set requirement	

Other results that may be awarded:

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

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

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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

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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:	15 November 2018

1.   PURPOSE:

1.1   To provide Council with a high level update on NMIT Chief Executive business for the period 26 September – 5 November 2018.

2.   POINTS OF INFORMATION:

2.1   Property

2.1.1   Through ED-SES work continues on due diligence, in relation to Richmond Campus, to ensure we meet our Crown obligations.

In addition to this work continues to explore internal opportunities in relation to utilisation of Richmond campus. For example, we are struggling for space in relation to the delivery of motor vehicle and trades associated curriculum.

2.1.2   Arthouse Architects Ltd have been commissioned to develop a costing analysis to make C Block, Fisheries building into student accommodation. See separate Strategic paper.

2.1.3   Our property at Seymour Street is still being managed for sale.

2.2   Value of International Education

The Ministry of Education carried out some research to estimate the total economic worth of the international education sector to New Zealand, in 2017 it was worth $5.1bn.

In the Top of the South the economic contribution to the region is estimated to be $80m, an increase of 125% when compared against 2016. It is estimated that the $80m supports around 1,030 jobs.

The ITP sector recorded 676 students to the value of $29m and was the highest of the education sector (ITPs; schools; ELS; Universities and PTEs).

The top five markets are China; Germany; India; Japan and Thailand.

2.3   Minister update on ITP Sector

Minister Hipkins published a 7-minute video update on his perceptions of the challenges facing the Vocational Education and Training sector. What is particularly interesting are his

comments on potential changes that may take place as a result of the Roadmap 2020 and VET reviews. He is looking for an ITP model that builds off existing strengths; shares expertise, programmes of study, resources and services; Improves quality of outcomes; reduces costs; is able to respond to changes in demand; reduces replication and inefficiencies; sees more collaboration and involves more effective planning in relation to strategic investment.

Below is a link to the Minister's video (please note, this video is published on Facebook)

Update - polytechnics and wider industry training sector

2.4 Telarc/ISO Quality Assurance

As part of NMITs ISO 9001:2015 certification we get inspected annually. At this year's visit there were no non-conformities to the standard and only one opportunity for improvement. The formal report will be received within the next three weeks.

2.5 Information Evening

Our recent Halloween themed information evening went really well with over 78 visitors attending. Key highlights included:

1. 36 completed the enquiry form on the iPads, these will be followed up in the next few days

2. At least 3 people submitted applications on the night

3. 1 person is known to have applied as a direct result of reading the Information Evening event page on our website

4. The highlight has to be prospective students flying in from Dunedin, Auckland and Tauranga specifically to find out about our Adventure Tourism programme.

2.6 Top of the South High School Senior Prize Giving's

Executive team members and selected Directors will take turns to represent NMIT and one of the 11 prize giving's. We will be presenting the 'NMIT School Citizenship Award' to successful recipients who have enrolled to study at NMIT in 2019.

NMIT is proud to offer these awards to our local school community and look forward to welcoming these students next year.

2.7 Regional Finals – Top of the South Young Enterprise Scheme (YES)

As a major sponsor of YES it was a privilege to represent NMIT at the 2018 regional finals. The standard was very high. YES is a flagship programme that alongside the Nelson Region Development Agency, NMIT is privileged to be a partner of. 2018 has been 'a year of growth' and we have much to celebrate:

1. 227 students have engaged in the programme

2. Six Colleges have participated (Waimea, Nelson College, Nelson College for Girls, Nayland, Garin and Marlborough Boys)

3. Tiare Donelan hit the headlines in July having won an all-expenses paid field trip to Chile because of her YES endeavors

4. Trained facilitators have delivered a number of workshops in a number of topics from Marketing to Finance, Sales to Leading a Team

5. Students have had opportunities to share the wisdom of a number of guest speakers – Helen Clarke spoke here at NMIT in June.

2.8 Kiwi Bank Local Hero Award

Our trades tutor Steve McIntyre has been recognised with a Nelson region Kiwi bank Local Hero Award. Steve continues to drive and support NMITs commitment to Mitre 10s Helping Hands initiative.

2.9 Minister Iain Lees-Galloway visit

NMIT hosted Minister Iain Lees-Galloway alongside the Chamber of Commerce, where we had the opportunity to showcase the Mahitahi Colab. The Minister acknowledged NMIT's impressive Educational Performance and was complimentary of our decision to remain focused on regional delivery having divested in our Auckland campus. The Minister has a portfolio responsibility for Immigration and was really impressed by the work we have completed to ensure that our visa approval rates are amongst the best in the country.

2.10 6th Annual Sino Vocational Education and Training Symposium

The Chief Executive presented at the 6th Annual Sino VET Symposium. The topic for the symposium was 'the entrepreneurial institute'. It was great to be amongst VET providers and showcase some of the things that happen at NMIT and at the same time, talk about the role we see artificial intelligence and similar innovations potentially playing in our future strategy.

Click here to view presentation – AI and the Entrepreneurial Institute

2.11 Mental Health Awareness Week

NMIT celebrated Mental Health Awareness Week encouraging teams and colleagues to 'get out and about with nature'.

2.12 Bachelor Computer Generated Imagery

NMIT received a mention in the Tertiary Insight publication acknowledging our successful accreditation for BCGI, with a link to the news story on our website.

2.13 Marlborough Think Tank

Planning sessions have been underway to commence two think-tank workshops with our stakeholders in Blenheim. The sessions will support the development of a strategy for our Marlborough campus ensuring that the strategy is aligned to our five future campus design principles:

2.13.1 Campus to community connectivity

2.13.2 Unique sense of welcome

2.13.3 Campus as a knowledge hive/hub

2.13.4 Campus as a total eco system

2.13.5 Campus as a specialist destination.

2.14   Customer Excellence Framework

The Engagement team enquiry coordinators have developed a 'Customer Excellence Framework" that feeds up into the NMIT Vision, Mission & Purpose, & Values. Based on the ethos of Customer Experience, it has the three pillars of Customer, Excellence, and Service. This is a living document that it is reflected upon weekly to guide the team in maintaining a strong customer focus in all that they undertake.

2.15   MyNMIT

The launch of MyNMIT (new student portal) has brought with it significant improvements in the way we can support users when signing up and using the website to apply. A simple 4 click application process, enables full self-service of personal details and lays the foundation for the future student portal. Lots of positive feedback has been received from users and conversion rates have been increased. The new suite of tools permit ease of investigate and resolution for step by step support.

2.16   Marketing campaign

A new suite of marketing collateral has been developed showcasing NMITs vision of preparing world and work ready graduates. The new campaign was launched on 1 November and celebrates the in-work stories of our graduates through videos, interviews and marketing other collateral.

2.17   NMIT in demand

To date applications and enrolments for 2019 are ahead when compared to the same time for 2015, 2016, 2017 and 2018.

2.18   Executive Director Customer Experience and Excellence

Susan Smart commenced employment on Tuesday 23 October. We had a Mihi Whakatau for her and a formal Powhiri will follow in due course.

Sue is currently working through a number of priorities:

1.   Review of structures across her portfolio

2.   Critically reviewing Self-Assessment at NMIT

3.   System and process review including digital customer experience.

2.19   Skills Shortages List

International New Zealand has released a list of 14 occupations selected for review on the Essential Skills in Demand lists. The occupations include:

2.19.1   Building Associate

2.19.2   Café Manager or Restaurant Manager

2.19.3   Carpenter

2.19.4   Construction Project Manager

2.19.5   Early Childhood Teacher

2.19.6   Fitter (General)

2.19.7   Glazier

2.19.8   Plumber (General)

2.19.9   Primary School Teacher

2.19.10   Quantity Surveyor

2.19.11   Registered Nurse (Aged Care)

2.19.12   Secondary Scholl Teacher

2.19.13   Stonemason

2.19.14   Wood Machinist.

Whilst this list is still under consultation NMIT will be taking steps to ensure, where appropriate, our curriculum offer aligns to skills gaps.

2.20   Export Education Levy

The Export Education Levy (the Levy) may increase by 85% or 175% for PTEs under a consultation which ended last month. The Levy rise is due to high closure-related costs at PTEs in recent years, which the Government plans to continue with.

There are two options to raise the Levy:

2.20.1   Differential increase – a percentage increase for all providers, but at different rates, with Private Training Establishments (PTEs) increasing from 0.45% of tuition fees to 0.83%, and non-PTEs (universities, ITPs and schools) increasing from 0.45% of tuition fees to 0.55%.

2.20.2   PTE increase only – a percentage increase for PTEs only to 1.24% of international student tuition fees (non-PTE levy rate remains at 0.45%).

2.21   Education Amendment Act 2018

On 23 October 2018 the Education Amendment Act 2018 was passed. There is a transition period which ends on 22 October 2019.

The key change from this Act is the requirement to have one staff representative (optional to have two) and one student representative on Council (Clause 13).
These representatives must be elected to the Council by staff and students respectively.

Council will need to produce a constitution to reflect the new Act which must be approved by the Minister no later than 22 August 2019.

Liam Sloan   5 November 2018

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

REPORT TO NMIT COUNCIL | 15 NOVEMBER 2018
ITEM 12

KEY EDUCATIONAL PERFORMANCE INDICATORS

CAROLE CRAWFORD, EXECUTIVE DIRECTOR – LEARNING INNOVATION AND DELIVERY

PURPOSE

To provide an update on the progress against Key Educational Performance Indicators (KEPIs) including other Educational Performance Indicators (EPIs).

RECOMMENDATION

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

CONTEXT

As 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

- Performance Panels continue to challenge KEPI's. Curriculum Directors taking on more accountability as new structure settles.

- Successful approvals and accreditations, such as Bachelor of Commerce and Bachelor in Computer Generated Imagery, provide commendations for celebration.

- Continual improvements observed and monitored on a weekly basis. Examples include: maintaining low percentage - outstanding course results; maintaining high percentage - register marking, a few at 100%.

TOPIC	STATUS REPORT	COMMENTARY
Literacy and Numeracy Testing		▪ 1,787 learners have been assessed for the period 1 January to 26 October 2018 compared to 1,698 for the period to 18 September 2018. ▪ Discussions being held with eCampus regarding NMIT concerns of poor compliance with literacy and numeracy testing. The right people are now connected. ▪ Similar data compared to last period. Re-testing progressing.

TOPIC	STATUS REPORT	COMMENTARY
'At Risk' Learners		

Status Report content:

Department	At Risk Learners	Date of Performance Panel
Applied Business and English Language	20	4 September
Trades, Engineering and Aviation	33	18 September
Primary Industries, Maritime and Adventure Tourism	14	25 September
Arts, Media and Digital Technology	15	11 September
Health, Fitness and Social Sciences	11	28 August
Te Toki Pakohe	0	16 October
TOTAL	**93**	

'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 being supported, monitored and managed appropriately.

Commentary:

- 93 learners identified as 'at risk' (compared to 86 last report; circa 100 same time last year).

- Increase on last report isn't too concerning as approaching final assessments/exams is stressful for many learners.

- On-Track+ trial progressing well. Tribal and NMIT alignment work progressing.

Council Open Agenda - 15 November 2018 - Performance Reporting

TOPIC	STATUS REPORT	COMMENTARY
Outstanding Course Results		• Pleasing to see sustainable improvements in outstanding course results. Dropping from 560 to 479. • Drop from 4% to 3% this period. • Marked increase within Trades, Engineering and Aviation is due primarily to apprentices (block courses over holiday period). • Curriculum Managers fully aware of requirement and expectations.

OUTSTANDING COURSE RESULTS	Overdue Results 2018	Overdue Results 2017	Overdue Results 2018
	29/10/2018	18/09/2018	18/09/2018
Applied Business and English Language	41	0	240
Trades, Engineering and Aviation	202	0	87
Primary Industries, Maritime and Adventure Tourism	197	0	187
Arts, Media and Digital Technology	34	0	23
Health and Fitness	5	0	3
Social Sciences and Te Toki Pakohe	0	0	20
NMIT OVERVIEW	**479**	**0**	**560**

TOPIC	STATUS REPORT	COMMENTARY
	<table><tr><th>OUTSTANDING COURSE RESULTS OVER 90 DAYS</th><th>As at 29 October 2018</th><th>Commentary</th></tr><tr><td>Applied Business and English Language</td><td>4</td><td>PGDBE student (1) complaint resolved and has to 30 November to advise if returning to NMIT 2019 (originally requested extension). Students (2) are studying abroad and were awaiting transcripts from their universities so we can process their credits. Now received and will be processed this week. MAM student (1) to be processed this week.</td></tr><tr><td>Trades, Engineering and Aviation</td><td>3</td><td>Aviation student (1) – going to Results Committee this week. L4 Carpentry (1) being processed this week and (1) to follow up with tutor.</td></tr><tr><td>Primary Industries, Maritime and Adventure Tourism</td><td>22</td><td>Substantial improvement here.</td></tr><tr><td>Arts, Media and Digital Technology</td><td>0</td><td></td></tr><tr><td>Health and Fitness</td><td>0</td><td></td></tr><tr><td>Social Sciences and Te Toki Pakohe</td><td>0</td><td></td></tr><tr><td>NMIT OVERVIEW</td><td>29</td><td></td></tr></table>	▪ Primary Industries, Maritime and Adventure Tourism are making improvements – down from 24. ▪ Process improvements being worked on, driven by Academic and Quality, will diminish the over 90 days' figures.

TOPIC	STATUS REPORT	COMMENTARY
Attendance and Register Marking	**NMIT Overview** 97% Registers Marked 87% Learner Attendance	- No concerns here. - Health and Fitness applauded for achieving the 100% target. - Curriculum Directors reiterating expectations and Performance Panels continue to monitor and challenge.

Department	Registers Marked 29/10/2018	Learner Attendance 29/10/2018	Registers Marked 18/09/2018	Learner Attendance 18/09/2018
Applied Business and English Language	96%	90%	96%	90%
Trades, Engineering and Aviation	99%	86%	99%	86%
Primary Industries, Maritime and Adventure Tourism	94%	89%	95%	89%
Arts, Media and Digital Technology	99%	85%	99%	86%
Health and Fitness	100%	87%	97%	88%
Social Sciences and Te Toki Pakohe	95%	84%	96%	84%
OVERALL	**97%**	**87%**	**97%**	**87%**

Expectations for 2018: 100% registers marked and 85% attendance (may vary due to level and programme design).

TOPIC	STATUS REPORT	COMMENTARY
Programme Learning and Teaching Observations (PLATO) Update	**2018 results:** 40 completed to date (36 at last report). GRADE 1's (Outstanding) 25 GRADE 2's (Good) 13 GRADE 3's (Satisfactory) 2	▪ Targeted support for new tutors, those studying the New Zealand Certificate in Adult Tertiary Teaching (NZCATT) and higher level Diploma is being highly valued by staff. ▪ Learning Conversations, as an outcome of PLATOs, continue to drive improvements in learning facilitation and teaching, advancing the learner experience. ▪ Learning Facilitation Coach (0.2) and Assessment and Moderation Coach (0.2) are both having a positive impact.

TOPIC	STATUS REPORT	COMMENTARY
EPI's and Course Retention	**2018**	- Small adjustments this period. For example: - Māori Course and Qualification completions improved from 67% to 71% and 39% to 40% respectively; - Pasifika Course and Qualification completions improved from 78% to 87% and 69% to 76% respectively; and - Top line Course and Qualification improvements: 80% to 83% and 61% to 63% respectively. - Māori achievement concerns are being highlighted, driven and addressed through: - Post Evaluation Action Plan (PEAP) and Investment Plan (IP); and

2016 – 2018 Trends

- A review of Te Toki Pakohe and Māori support services.

- Trend data will be impacted with end of year outcomes.

TOPIC	STATUS REPORT	COMMENTARY
Stakeholder Voice	Graduate Destinations Survey (Graduates awarded between April 2017 - April 2018), delivered September 2018 Delivered to **1339** active graduate emails Completed first section (see analysis): **427 (32%)** Total survey completions: **385 = (29%)** Average response rate by programme cluster: **(29%)** **80%** of NMIT graduates from the survey agreed or strongly agreed that their qualification prepared them well for work. **16%** neither agreed or disagreed. **78%** of NMIT graduates from the survey agreed or strongly agreed that their qualification has helped their career progress. **15%** neither agreed or disagreed. **77%** of NMIT graduates from the survey agreed or strongly agreed that their qualification has improved their chances of getting a job. **18%** neither agreed or disagreed **85%** of NMIT graduates from the survey are in paid (84.8%) or voluntary work (2.6%) **6%** are not employed and looking for work.	▪ There are no updates to surveys from last Council meeting. ▪ Sharing initial analysis of the Graduate Destination Survey (refer to snip) with 80% agreeing their qualification prepared them well for work. ▪ A complete picture with more detail and results will be available for the next report.

Nelson & Marlborough Institute of Technology

EFTS Reporting 30 September 2018

EFTS Reporting

NMIT EFTS @ 01-Oct-2018 (EA & EW Status)

Value Type	SAC	Int	China	ITO	YG	Star	Other	DPP	MPTT	ACE	Total	
2018 Actual YtD	2,014.58	467.31	274.51	16.34	52.75	35.65	50.60	0.96	6.90	29.21	2,948.80	Within TEC capped EFTS rang
2018 Budget FY	2,031.12	474.62	300.00	16.60	108.28	43.62	73.40	0.00	0.00	27.55	3,075.19	Within TEC capped EFTS
2018 Projected FY	2,063.07	445.85	271.42	13.41	52.25	35.88	46.29	1.13	7.15	30.63	2,967.07	Within TEC capped EFTS
2018 Plan FY	2,095.00	474.62	300.00	16.60	127.00	43.62	73.40	5.60	27.00	27.55	3,190.39	Within TEC capped EFTS

% EFTS Variances

	SAC	Int	China	ITO	YG	Star	Other	DPP	MPTT	ACE	Total
Actual(YtD) to Budget(FY)	(16.55)	(7.31)	(25.49)	(0.26)	(55.53)	(7.97)	(22.79)	0.96	6.90	1.65	(126.40)
% Actual(YtD) / Budget(FY)	99%	98%	92%	98%	49%	82%	56%	0%	0%	106%	96%
Actual(YtD) to Projection(FY)	(48.49)	21.46	3.09	2.92	0.50	(0.23)	4.31	(0.17)	(0.25)	(1.43)	(18.28)
% Actual(YtD) / Projection(FY)	98%	105%	101%	122%	101%	99%	109%	85%	97%	95%	99%
Actual(YtD) to Plan(FY)	(80.42)	(7.31)	(25.49)	(0.26)	(74.25)	(7.97)	(22.79)	(4.64)	(20.10)	1.65	(241.59)
% Actual(YtD) / Plan(FY)	96%	98%	92%	98%	42%	82%	69%	17%	26%	106%	92%
Projection(FY) to Plan(FY)	(31.93)	(28.77)	(28.58)	(3.19)	(74.75)	(7.75)	(27.10)	(4.48)	(19.85)	3.08	(194.74)
% Projection(YtD) / Plan(FY)	🔴 98%	🔴 94%	🔴 90%	🔴 81%	🔴 41%	🔴 82%	🔴 63%	🔴 20%	🔴 26%	🟣 111%	🔴 93%

- 🟣 exceeds by more than 5%
- 🟢 within allowable limits
- 🔴 less by more than 1%

Programme Area EFTS incl. of distributed JV progs.

Value Type	App Bus & ELP	Trades & Eng.	Arts, Media & IT	Soc. Sci. & TTP	Health	Primary Industries	GCA	China Project	Learner Services	Learning Innovation	Total
2018 Actual YtD	510.89	509.40	305.08	436.00	323.67	500.30	83.80	275.41	0.74	3.50	2,948.80
2018 Budget FY	408.10	588.86	375.75	364.23	310.62	635.47	89.30	302.00	0.88	0.00	3,075.19
2018 Projected FY	487.35	533.23	307.45	444.75	326.14	507.85	83.80	272.28	0.72	3.50	2,967.07
2018 Plan FY	408.10	596.73	380.65	409.70	324.12	678.91	89.30	302.00	0.88	0.00	3,190.39

% EFTS Variances

	App Bus & ELP	Trades & Eng.	Arts, Media & IT	Soc. Sci. & TTP	Health	Primary Industries	GCA	China Project	Learner Services	Learning Innovation	Total
Actual(YtD) to Budget(FY)	102.79	(79.45)	(70.67)	71.77	13.06	(135.17)	(5.50)	(26.59)	(0.13)	3.50	(126.40)
% Actual(YtD) / Budget(FY)	125%	87%	81%	120%	104%	79%	94%	91%	85%	0%	96%
Actual(YtD) to Projection(FY)	23.53	(23.83)	(2.37)	(8.76)	(2.47)	(7.55)	0.00	(26.59)	0.02	0.00	(18.28)
% Actual(YtD) / Projection(FY)	105%	96%	99%	98%	99%	99%	100%	101%	103%	100%	99%
Actual(YtD) to Plan(FY)	102.79	(87.32)	(75.57)	26.30	(0.45)	(178.62)	(5.50)	(26.59)	(0.13)	3.50	(241.59)
% Actual(YtD) / Plan(FY)	125%	85%	80%	106%	100%	74%	94%	91%	85%	0%	92%
Projection(FY) to Plan(FY)	79.25	(63.50)	(73.20)	35.06	2.02	171.07	(5.50)	(29.73)	(0.16)	3.50	(194.74)
% Projection(YtD) / Plan(FY)	🟢 119%	🔴 89%	🔴 81%	🟢 109%	🟢 101%	🔴 75%	🔴 94%	🔴 90%	🔴 82%	🔴 0%	🔴 93%

2

EFTS Analysis MOP 2018
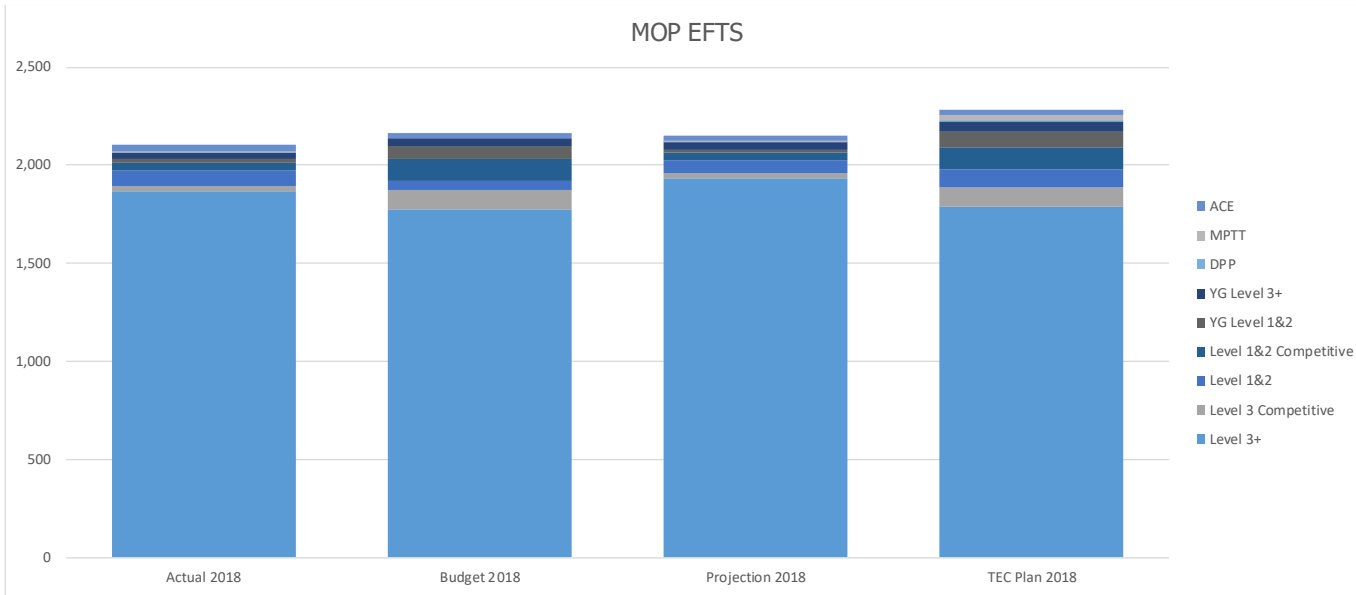
EFTS	Level 3+	Level 3 Competitive	Level 1&2	Level 1&2 Competitive	YG Level 1&2	YG Level 3+	DPP	MPTT	ACE	Total
Actual 2018	1,868.13	28.33	74.67	43.45	16.50	36.25	0.96	6.90	29.21	**2,104.39**
Budget 2018	1,777.49	95.00	48.53	110.10	65.91	42.37	0.00	0.00	27.55	**2,166.96**
Projection 2018	1,930.76	26.24	71.25	34.81	17.00	35.25	1.13	7.15	30.63	**2,154.22**
TEC Plan 2018	1,791.00	95.00	94.00	115.00	76.47	50.53	5.60	27.00	27.55	**2,282.15**
Actual to Budget	90.64	(66.67)	26.14	(66.65)	(49.41)	(6.12)	0.96	6.90	1.65	**(62.57)**
Actual % of Budget	105.1%	29.8%	153.9%	39.5%	25.0%	85.6%	0.0%	0.0%	106.0%	**97.1%**
Actual to Projection	(62.64)	2.08	3.42	8.65	(0.50)	1.00	(0.17)	(0.25)	(1.43)	**(49.83)**
Actual % of Projection	96.8%	107.9%	104.8%	124.8%	97.1%	102.8%	85.2%	96.5%	95.3%	**97.7%**
Actual to Plan	77.13	(66.67)	(19.33)	(71.55)	(59.97)	(14.28)	(4.64)	(20.10)	1.65	**(177.77)**
Actual % of Plan	104.3%	29.8%	79.4%	37.8%	21.6%	71.7%	17.1%	25.5%	106.0%	**92.2%**
Projection to Plan	139.76	(68.76)	(22.75)	(80.19)	(59.47)	(15.28)	(4.48)	(19.85)	3.08	**(127.93)**
Projection % of Plan	107.8%	27.6%	75.8%	30.3%	22.2%	69.8%	20.1%	26.5%	111.2%	**94.4%**

3

EFTS Analysis MOP 2018

MOP ($000)
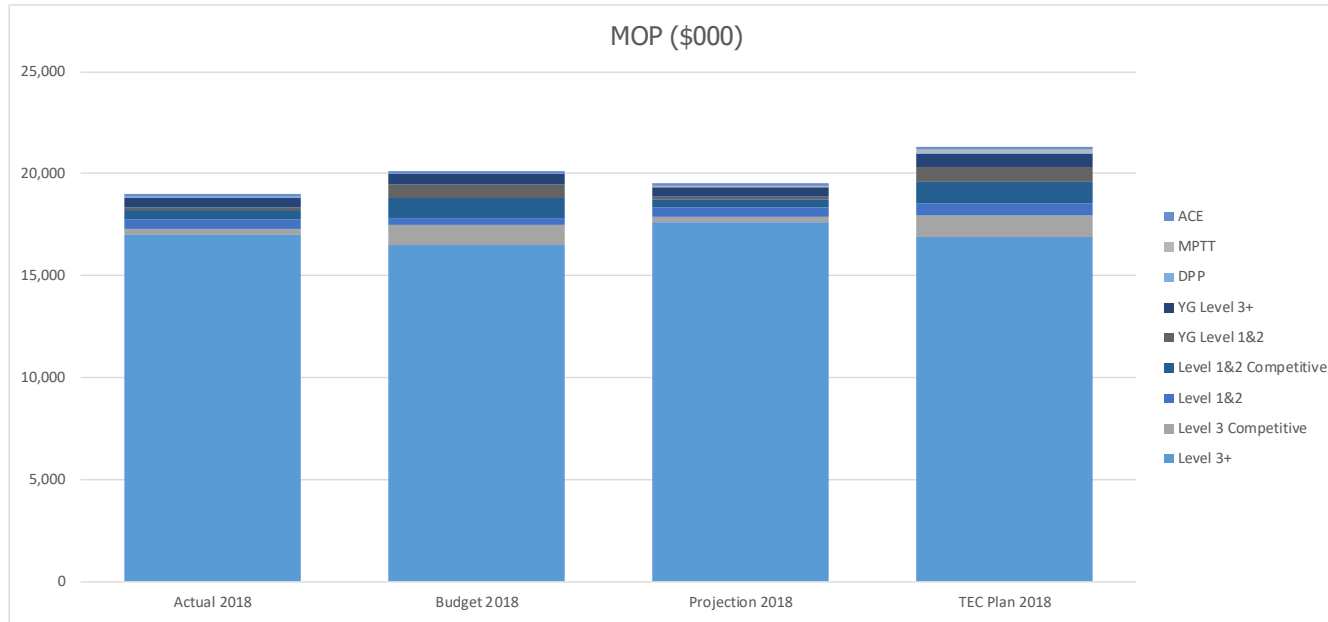
$ (000)	Level 3+	Level 3 Competitive	Level 1&2	Level 1&2 Competitive	YG Level 1&2	YG Level 3+	DPP	MPTT	ACE	Total
Actual 2018	17,015.28	298.69	462.64	425.63	156.75	471.25	11.57	30.65	129.77	**19,002.24**
Budget 2018	16,475.01	1,001.78	312.58	1,047.74	626.18	550.80	0.00	0.00	122.45	**20,136.53**
Projection 2018	17,621.35	276.74	441.47	373.64	161.50	458.25	13.58	28.59	136.14	**19,511.25**
TEC Plan 2018	16,925.62	1,001.78	594.31	1,087.50	726.50	656.85	67.60	108.00	122.45	**21,290.59**
Actual to Budget	540	(703)	150	(622)	(469)	(80)	12	31	7	**(1,134)**
Actual % of Budget	103.3%	29.8%	148.0%	40.6%	25.0%	85.6%	0.0%	0.0%	106.0%	**94.4%**
Actual to Projection	(606)	22	21	52	(5)	13	(2)	2	(6)	**(509)**
Actual % of Projection	96.6%	107.9%	104.8%	113.9%	97.1%	102.8%	85.2%	107.2%	95.3%	**97.4%**
Actual to Plan	90	(703)	(132)	(662)	(570)	(186)	(56)	(77)	7	**(2,288)**
Actual % of Plan	100.5%	29.8%	77.8%	39.1%	21.6%	71.7%	17.1%	28.4%	106.0%	**89.3%**
Projection to Plan	696	(725)	(153)	(714)	(565)	(199)	(54)	(79)	14	**(1,779)**
Projection % of Plan	104.1%	27.6%	74.3%	34.4%	22.2%	69.8%	20.1%	26.5%	111.2%	**91.6%**

4

Nelson & Marlborough Institute of Technology

Financial Reporting & Analysis
For Period Ending 30 September 2018

Vicki Bryson: Executive Director - Finance, Compliance & Business Intelligence

NMIT Executive Summary

NMIT Financial Operating Statement
For the period ending 30 September 2018

Category Description	Year to Date				Full Year		
($000's)	Actual	Budget	$ Variance	%+(-)Variance	Budget	2017	2016
Income							
TEC Funding	19,015	19,226	(211)	(1)%	19,623	18,073	17,620
Youth Guarantee	665	1,513	(848)	(56)%	1,548	1,530	1,494
ITO	78	148	(70)	(47)%	185	225	264
Star & Trades Academy	477	509	(32)	(6)%	509	460	547
Student Fees - Domestic	7,323	7,456	(132)	(2)%	7,539	7,161	7,375
Student Fees - International	7,263	7,129	134	2%	7,231	8,187	9,329
Interest	521	600	(79)	(13)%	800	743	721
Other Income	3,660	4,009	(350)	(9)%	4,433	5,353	5,009
Total Income	**39,002**	**40,589**	**(1,588)**	**(4)%**	**41,869**	**41,732**	**42,359**
Expenditure							
Class Resources	1,734	1,735	1	0%	2,206	2,341	2,224
International Commissions	1,664	1,652	(12)	(1)%	1,674	1,854	2,379
Curriculum Support	41	66	25	38%	82	54	66
Information Technology	843	957	114	12%	1,276	1,192	1,251
HR & Training	487	511	23	5%	669	762	642
Marketing & Promotions	359	497	138	28%	664	841	675
Admin & Support	2,511	1,766	(744)	(42)%	2,368	2,861	2,484
Facilities	3,538	2,378	(1,160)	(49)%	3,171	3,203	3,341
Interest Expense	0	-	(0)	0%	-	4	0
Depreciation, Amortisation & Impairment	3,378	3,167	(212)	(7)%	4,223	4,170	3,792
JV/TANZ Costs	1,941	873	(1,069)	(122)%	873	1,798	1,300
SUTI's Share of GC Surplus/(Deficit)	-	-	-	0%	-	-	(380)
Total Opex Expenses	**16,497**	**13,601**	**(2,896)**	**(21)%**	**17,205**	**19,081**	**17,773**
Academic Pay	9,352	10,938	1,587	15%	14,692	13,224	13,019
Support Staff Pay	7,849	7,678	(171)	(2)%	10,739	11,274	10,078
Total Staffing Costs	**17,201**	**18,617**	**1,416**	**8%**	**25,432**	**24,498**	**23,097**
Total Expenditure	**33,698**	**32,218**	**(1,481)**	**(5)%**	**42,637**	**43,579**	**40,870**
Contribution	**5,304**	**8,372**	**(3,068)**	**(37)%**	**(768)**	**(1,847)**	**1,489**
Contribution %	**14%**	**21%**			**(2)%**	**(4)%**	**4%**

YTD contribution unfavourable to budget due to income and opex variances. Income is unfavourable across all categories, except international student fees. Opex is unfavourable to budget overall, with main unfavourable variances in admin & support (SANITI SLA (timing), purchases admin (eCampus costs) & consultants), facilities (rent – GC lease buyout), JV costs (higher JV EFTS/revenues), and depreciation. Pays are favourable to budget in academic with contractors and part-time staff under budget.

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Global Campus Financial Operating Statement
For the period ending 30 September 2018

Category Description	Year to Date				Full Year		
($000's)	Actual	Budget	$ Variance	%+(-)Variance	Budget	2017	2016
Income							
Student Fees - International	1,384	1,418	(34)	(2)%	1,445	2,301	2,551
Interest	-	-	-	0%	-	1	14
Other Income	6	187	(182)	(97)%	250	3	6
Total Income	**1,389**	**1,605**	**(216)**	**(13)%**	**1,695**	**2,305**	**2,571**
Expenditure							
Class Resources	7	3	(4)	(134)%	4	17	25
International Commissions	14	3	(12)	(437)%	3	600	431
Curriculum Support	-	2	2	100%	3	-	-
Information Technology	12	17	5	30%	23	27	63
HR & Training	15	2	(12)	(580)%	3	27	2
Marketing & Promotions	(7)	-	7	0%	-	182	19
Admin & Support	56	22	(34)	(154)%	28	121	210
Facilities	1,960	860	(1,100)	(128)%	1,146	1,145	1,062
Depreciation, Amortisation & Impairment	102	90	(12)	(13)%	120	135	137
SUTI's Share of Surplus/(Deficit)	-	-	-	0%	-	-	(380)
Total Opex Expenses	**2,158**	**999**	**(1,159)**	**(116)%**	**1,330**	**2,254**	**1,568**
Academic Pay	382	334	(49)	(15)%	446	742	803
Support Staff Pay	225	167	(58)	(35)%	224	563	580
Total Staffing Costs	**607**	**501**	**(107)**	**(21)%**	**670**	**1,305**	**1,383**
Total Expenditure	**2,766**	**1,499**	**(1,266)**	**(84)%**	**2,000**	**3,559**	**2,951**
Contribution	**(1,376)**	**106**	**(1,482)**	**(1400)%**	**(305)**	**(1,254)**	**(380)**
Contribution %	**(99)%**	**7%**			**(18)%**	**(54)%**	**(15)%**

Contribution $(1.5)m unfavourable to budget due to variances in other income $(0.2)m (budgeted for rent from sub-lease of premises), facilities costs $(1.2)m (lease buyout), and higher than budgeted staff costs $(0.1)m (timing).

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Income : variance explanation

Category Description	Year to Date				Full Year		
($000's)	Actual	Budget	$ Variance	%+(-)Variance	Budget	2017	2016
Income							
TEC Funding	19,015	19,226	(211)	(1)%	19,623	18,073	17,620
Youth Guarantee	665	1,513	(848)	(56)%	1,548	1,530	1,494
ITO	78	148	(70)	(47)%	185	225	264
Star & Trades Academy	477	509	(32)	(6)%	509	460	547
Student Fees - Domestic	7,323	7,456	(132)	(2)%	7,539	7,161	7,375
Student Fees - International	7,263	7,129	134	2%	7,231	8,187	9,329
Interest	521	600	(79)	(13)%	800	743	721
Other Income	3,660	4,009	(350)	(9)%	4,433	5,353	5,009
Total Income	**39,002**	**40,589**	**(1,588)**	**(4)%**	**41,869**	**41,732**	**42,359**

TEC funding – favourable to budget

✓ SAC Funding L1&2, L3+ Allocated favourable to budget due to higher EFTS. TEC has increased NMIT's original funding allocation for L3+ by $875k.

✗ SAC Funding L1&2 , L3Competitive unfavourable to budget with lower EFTS than budgeted. TEC has reduced NMIT's original funding allocation by $440k for L1&2 Comp and by $(444)k for L3+ Comp..

✗ YG Funding unfavourable to budget with only 50% of budgeted EFTS achieved (53 Act vs 108 Bud) (Cert TPI). TEC has reduced NMIT's original funding allocation by $(300)k.

ITO revenue – unfavourable to budget

✗ Competenz & MITO below budget due to lower class sizes.

Star & Trades Academy revenue – unfavourable to budget

✗ Carpentry, Trades, Engineering & Primary Industry all below budget, with lower student numbers than budgeted.

Student Fees (Domestic) – unfavourable to budget

✗ Different EFTS mix, low nursing and trades, high commerce and e campus

Student Fees (International) – unfavourable due to different EFTS mix

✗ Lower EFTS in PGDBE (cancelled intake) and China students coming. Lower Vit and engineering.

Interest revenue – unfavourable to budget

✗ Lower interest rates/cash levels.

Other Income – unfavourable to budget

✗ Mostly Rent $(200)k (GC), and In China $(166)k (timing),

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Operating Expenditure - variance explanation

Category Description	Year to Date				Full Year		
($000's)	Actual	Budget	$ Variance	%+(-)Variance	Budget	2017	2016
Expenditure							
Class Resources	1,734	1,735	1	0%	2,206	2,341	2,224
International Commissions	1,664	1,652	(12)	(1)%	1,674	1,854	2,379
Curriculum Support	41	66	25	38%	82	54	66
Information Technology	843	957	114	12%	1,276	1,192	1,251
HR & Training	487	511	23	5%	669	762	642
Marketing & Promotions	359	497	138	28%	664	841	675
Admin & Support	2,511	1,766	(744)	(42)%	2,368	2,861	2,484
Facilities	3,538	2,378	(1,160)	(49)%	3,171	3,203	3,341
Interest Expense	0	-	(0)	0%	-	4	0
Depreciation, Amortisation & Impairment	3,378	3,167	(212)	(7)%	4,223	4,170	3,792
JV/TANZ Costs	1,941	873	(1,069)	(122)%	873	1,798	1,300
SUTI's Share of GC Surplus/(Deficit)	-	-	-	0%	-	-	(380)
Total Opex Expenses	**16,497**	**13,601**	**(2,896)**	**(21)%**	**17,205**	**19,081**	**17,773**

Information Technology (Costs like telephone, wifi, network & licences)

✓ Favourable variance in licence fees which were budgeted but not required

Marketing & Promotions (Costs to promote programmes & facilities excluding agents commissions)

✓ Favourable variances in advertising $71k, international costs $44k (lower new students) & other promotional $25k.

Admin & Support (Costs for back office, printing & equipment)

✗ Unfavourable variances in SANITI SLA $(97)k (timing), eCampus costs $(587)k EFTS, consultants $(133)k (CEO recruitment, Merging with the Future project, Investment Plan).

Facilities (Costs for site, rent, repairs, cleaning etc)

✗ Unfavourable variances in rent $(1,073)k (GC lease buyout)

Depreciation, Amortisation & Impairment

✗ Unfavourable due to additional capital expenditure approvals in late 2017, after 2018 budget has been prepared.

JV/TANZ Costs

x Unfavourable variance due to higher JV EFTS (offset against favourable revenue variances).

Opex 21% unfavourable to budget, with main unfavourable variances in admin & support (SANITI SLA, purchases admin – eCampus costs) (timing), facilities (rent – GC lease buyout), depreciation, & JV/TANZ costs (offset revenue).

10

Pays - variance explanation

Category Description	Year to Date				Full Year		
($000's)	Actual	Budget	$ Variance	%+(-)Variance	Budget	2017	2016
Academic Pay	9,352	10,938	1,587	15%	14,692	13,224	13,019
Support Staff Pay	7,849	7,678	(171)	(2)%	10,739	11,274	10,078
Total Staffing Costs	**17,201**	**18,617**	**1,416**	**8%**	**25,432**	**24,498**	**23,097**

Academic pays

✓ Favourable by $1.6m, due to reduced spend on contractors and part-time staff, particularly in China, GC & Nursing due to lower EFTS

Support staff pays

✗ Unfavourable to budget by $(171)k, mainly in part-time staffing used to fill additional roles such as support, blue tick and Student learning assistants.

YTD pays $1.4m favourable against budget, in academic due to reduced spend on contractors & part-time staffing.

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Capital Expenditure as at 30 September 2018

	2018 YTD Actual	2018 Original Budget	2017 Carry Forward	2018 Additional Approvals	2018 Revised Budget	Balance To Spend	%
Land	570	-	-	570	570	-	
Buildings	494	363	-	214	576	83	
Art	-	-	-	-	-	-	
Computers	681	1,157	17	3	1,177	496	
Programme Development	443	1,388	-	416	1,804	1,360	
Plant & Equipment	437	1,076	-	8	1,084	647	
Vehicles	25	105	-	-	105	80	
Books	74	113	-	-	113	39	
Work in progress - to allocate	281	-	-	-	-	(281)	
Total	**3,005**	**4,202**	**17**	**1,210**	**5,429**	**2,424**	**55%**

- **55% of capex budget spent to date.**

- **Budget carried forward from 2017 is for the Skype configuration/rollout project.**

- **2018 additional approvals includes B Block mobility impairment alterations, staff phones, co-location project, purchase of land on Collingwood Street, development of new Te Toki Pakohe programmes & purchase of social work, counselling & CAP programmes.**

12

Cash flow Graph
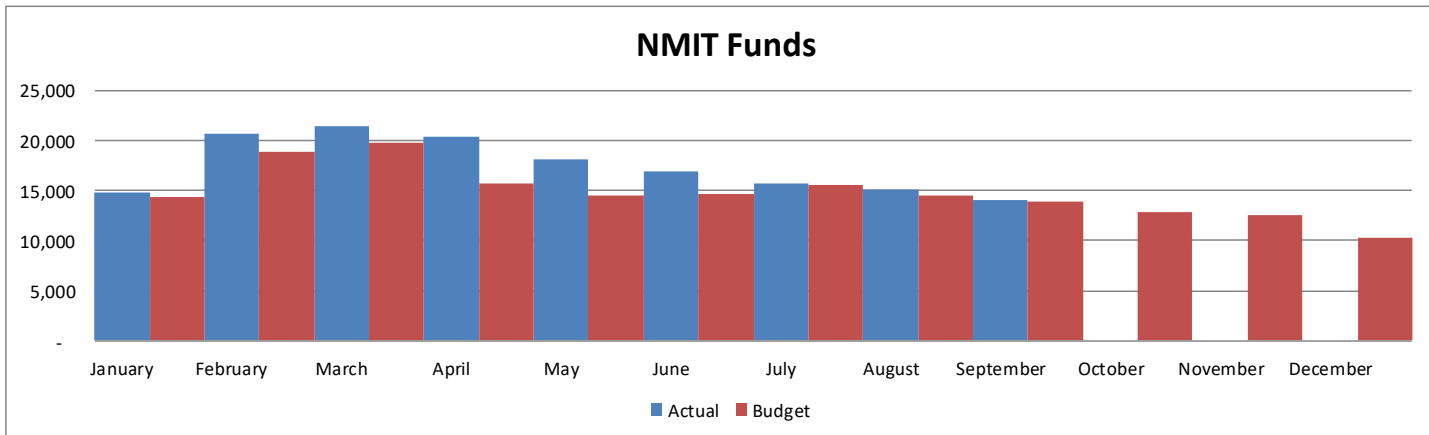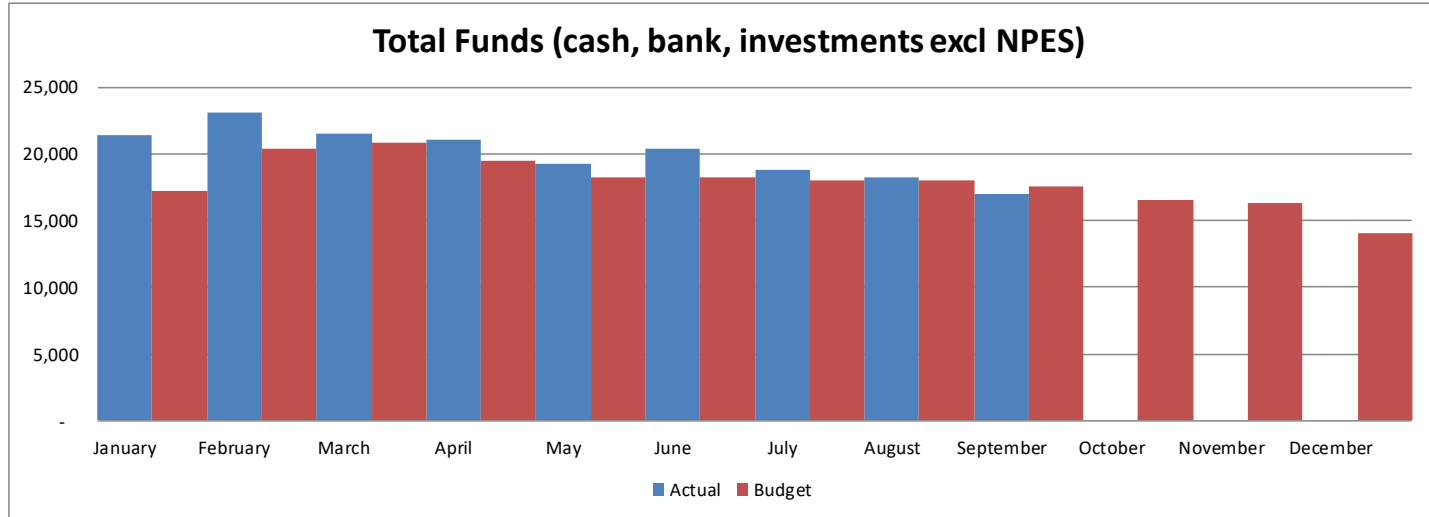
NMIT funds have declined during the month and are $0.2m ahead of budget at 30 September 2018 due to lower than budgeted income in advance.

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NMIT Financial Statement of Position
As at 30 September 2018

	Institute Actual 30th September ($000)	Budget 30th September ($000)	Actual 24th September ($000)
Assets			
Current assets			
Cash and cash equivalents	853	18,676	1,150
Debtors and other receivables	5,125	7,469	7,413
Investments	17,085	-	18,704
Prepayments	533	533	525
Total current assets	23,596	26,678	27,793
Non-current assets			
Investments	1,081	-	-
Property, plant and equipment	86,254	85,333	87,600
Intangible assets	2,497	5,647	2,820
Total non-current assets	89,833	90,980	90,420
Total assets	113,429	117,658	118,212
Liabilities			
Current liabilities			
Creditors & other payables	3,233	5,577	4,119
Revenue received in advance	4,021	4,227	4,824
Provisions	2,091	1,538	1,496
Other financial liabilities	1,422	1,413	1,582
Total current liabilities	10,768	12,754	12,021
Non-current liabilities			
Provisions	192	180	180
Total non-current liabilities	192	180	180
Total liabilities	10,959	12,934	12,201
Net assets	**102,470**	**104,723**	**106,012**
Equity			
Capital introduced	29,039	29,039	29,039
Accumulated funds	23,830	26,084	27,372
Revaluation reserves	46,745	46,745	46,745
Capital reserves	2,855	2,855	2,855
Total equity	**102,470**	**104,723**	**106,012**

- Current assets are $(3.1)m unfavourable due to lower than budgeted debtors & receivables.
- Current liabilities are $2.0m favourable overall with lower than budgeted creditors & other payables $2.3m and revenue in advance $0.2m partly offset by higher than budgeted provisions $(0.6)m.
- Non-current assets are $1.1m favourable to budget due to the sale of IP to TANZ eCampus in late 2017 after the 2018 budget had been prepared & timing of current year capex spend.

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NMIT Financial Statement of Cashflows
For the period ending 30 September 2018

	Institute		
	Actual	Budget	Actual
	30th September 2018 ($000)	30th September 2018 ($000)	24th September 2017 ($000)
Cash flows from operating activities			
Receipts from government grants	14,677	15,188	14,674
Receipts from tuition fees	11,447	13,458	11,642
Receipts from other income	5,215	5,693	4,334
Interest income received	535	600	503
Payments to employees	(16,906)	(18,617)	(17,432)
Payments to suppliers	(12,846)	(8,206)	(11,145)
GST (net)	14	(38)	277
Net cash flows from operating activities	2,135	8,078	2,853
Cash flows from investing activities			
Realisation of investments	19	-	-
Purchase of property, plant and equipment	(2,601)	(2,657)	(3,584)
Purchase of intangible assets	(347)	(1,277)	92
Acquisition of investments	-	-	(1,429)
Net cash flows from investing activities	(2,929)	(3,934)	(4,920)
Net increase/(decrease) in cash and cash equivalents	(794)	4,144	(2,067)
Cash and cash equivalents at beginning of year	1,647	14,532	3,218
Closing cash and cash equivalents	**853**	**18,676**	**1,150**

- Net cash flows from operating activities are $(5.9)m unfavourable to budget overall.
- Lower than budgeted receipts from government grants $(0.5)m, tuition fees $(2.0)m and other income $(0.5)m and higher than budgeted payments to suppliers $(4.6)m are only partly offset by lower than budgeted payments to employees $1.7m.
- Net cash flows from investing are $1.0m favourable to budget due to lower than budgeted capex spend.

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Live budget – Year end position

Financial Performance								
(000's)				NMIT				
Category Description		Year to Date			Actual	Budget % Achieved	Full Year	
	Actual	**Budget % Achieved**		**Actual**	**Budget % Achieved**		**Live Budget % Achieved**	
Income								
TEC Funding	19,680	20,739		19,680	21,172		20,075	
Fees	14,586	14,584		14,586	14,770		14,347	
Interest	521	600		521	800		700	
Other Income	4,214	4,666		4,214	5,127		4,997	
Total Income	**39,002**	**40,589**		**39,002**	**41,869**		**40,120**	
Operating Expenditure								
Class Resources	1,734	1,735		1,734	2,206		2,061	
International Commissions	1,664	1,652		1,664	1,674		1,262	
Curriculum Support	41	66		41	82		69	
Information Technology	843	957		843	1,276		1,248	
HR & Training	487	511		487	669		660	
Marketing & Promotions	359	497		359	664		641	
Admin & Support	2,511	1,766		2,511	2,368		2,726	
Facilities (Site)	3,538	2,378		3,538	3,171		3,973	
JV/TANZ Costs	1,941	873		1,941	873		1,994	
SUTI's Share of GC Surplus/(Deficit)	-	-		-	-		-	
Depreciation, Amortisation & Impairment	3,378	3,167		3,378	4,223		5,030	
Interest Expense	0	-		0	-		-	
Restructuring	-	-		-	-		-	
Total Opex	**16,497**	**13,601**		**16,497**	**17,205**		**19,665**	
Total Staffing Costs	**17,201**	**18,617**		**17,201**	**25,432**		**23,660**	
Total Expenditure	**33,698**	**32,218**		**33,698**	**42,637**		**43,325**	
Contribution	**5,304**	**8,372**		**5,304**	**(768)**		**(3,205)**	
Contribution %	**14%**	**21%**		**14%**	**(2)%**		**(8)%**	

Minor changes to live budget with most areas on track with September update. Final asset decisions around GC, with assets left, sold and impaired fully reconciled with Polar Buildings. Impairment was previously estimated at $550k for buildings Fixtures & Fittings. There was additional $277k impairment of PPE, ITS, furniture and books.

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Nelson & Marlborough Institute of Technology

Investments

Investments as at 30 September 2018

a) Summary		30 September 2018			31 August 2018		Change	
Bank	Rating	Amount	Average Rate	Average Term	Amount	Average Rate	Value	Average Rate
ANZ	AA-	3,900,000	3.506%	175.86	2,500,000	3.562%	1,400,000	(0.06)%
BNZ	AA-	3,585,000	3.531%	219.67	3,585,000	3.531%	-	0.00%
SBS	BBB	9,600,000	3.611%	175.08	11,600,000	3.610%	(2,000,000)	0.00%
Total		**$17,085,000**	**3.571%**	**184.56**	**$17,685,000**	**3.587%**	**($600,000)**	**(0.02)%**

b) Other Cash not on deposit	$ 875,766	$ 1,457,952	(582,186)
c) New Deposits during Month	$ 2,400,000	$ 2,650,000	(250,000)
d) Deposits broken in month	$ -	$ -	-
e) Due Repayment coming month	$ 3,400,000	$ 3,000,000	400,000

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15 November 2018

SANITI REPORT FOR COUNCIL
ABBEY PATERSON, STUDENT PRESIDENT

Events and Campus Culture

What's been happening?

SANITI has been delivering events on Nelson and Marlborough campuses including morning brunches, muffins and milkshakes and healthy pasta lunches. Diwali was on the 7th of November, with a lunch time celebration and music event.

The international events schedule is nearly done for the year, with a Marlborough social evening held on the 24th of October and the Golden Bay trip postponed and delivered on the 10th of November. The last event will be a Nelson tour for the new summer intakes of international students.

Opportunities

Unfortunately, the 'container bar' initiative will not be implemented by the end of 2018. The idea has now broadened to a possible extension of the café, and the ideas forming around the bar concept are exciting. My hope is that this initiative continues to be a focus for NMIT, as it really would be a great start to creating a vibrant campus culture.

Support, Advocacy & Employment

What's been happening?

SANITI ran a 2-week wellbeing initiative during mental health week and the week after. This involved giving out chocolate and fruit, lunch time walking groups and coffee/chillout zones on Nelson and Marlborough Campuses. It seemed to be a very successful initiative and the Association is looking to implement these activities further in 2019.

Advocacy and support are, as always, in high demand – even more so going into the end of the academic year. Students are currently facing the stress of last assignments and upcoming exams, as well as 2018 graduates looking for employment.

Opportunities

With the success of the wellbeing initiative, SANITI is looking to implement similar events next year, with a focus on the quality of the interaction at the events, as well as the obvious free food (which students consistently ask for more of in the annual surveys). Through the creation of an operational plan, the hope is that the wellbeing aspect can be embedded in the Associations events moving forward, to help and support students with mental health and wellbeing.

15 November 2018

Representation & Student Voice

Student President Representation of the student voice within NMIT:

- <u>Informal and Formal Complaints Working Group</u> – Two meetings held since the last reporting period, with progress made for the ILT training session
- <u>Learning and Teaching Committee</u> - Two meetings attended since the last reporting period.
- <u>Health and Safety Committee</u> – Attended two meetings since the last reporting period.
- <u>Academic Board</u> - Two meetings since the last reporting period with the Vice President in attendance
- <u>International Business and Postgraduate Feedback Session</u> – Attended with the Executive Director of Innovation, Teaching and Delivery.
- <u>Grass Karts</u> – Attended and helped at another amazing annual Grass Karts event. Congratulations to everyone involved – it's always amazing seeing the students work coming together on the day. Council would be happy to know that the Student President came first in a race against the CEO and Executive Director of Strategy, Enterprise and Sustainability and contrary to what they might have people believe, it was a fair (and close) race – as you can see from the photo evidence!
- <u>Assessment Workshop</u> – Geoff Scott came to NMIT and gave a great workshop on meaningful assessment which was very insightful.
- <u>Second General Meeting</u> – This was my last SGM as the Student President of SANITI. Congratulations and all the best to the two Student Executive that were elected at the SGM.
- <u>Halloween Fun</u> - The NMIT events coordinator and I dressed up and gave out chocolate and many laughs to the staff and students at NMIT on the 31st of October. It was a great initiative and brought some fun and entertainment to the day.
- <u>Information Evening</u> – Helped out with the information evening, meeting potential students and their families.

Other SANITI business

At the time of writing this report, the President Employment subcommittee is in the final stages of the hiring process for the incoming Student President for 2019. I would like to congratulate the new President and wish them all the best for their future in this challenging and exciting role. There will hopefully be a month of handover starting soon.

As this is my final report to NMIT Council, I would like to take the time to say a massive thank you to the past and current Council members that have supported and challenged me in this role. It has been a huge learning curve, which has taught me immensely about governance and about myself. Every Council member has played a part in this journey and has had an impact on my life instrumentally. Daryl – your guidance and support has been extremely influential in the confidence I have built in this role, and I thank you for always supporting the student voice at this level. Liam and the Executive team, past and current – thank you for keeping the Student President on Council. As the only ITP with the student voice present on Council, I am extremely proud of NMIT and thankful for all the support you have all given me over the past 3 years.

Also, a huge thank you to Ashleigh, who has helped me above and beyond in this role, and who I could always go to for advice and help. I have been so grateful for your ongoing support over the last 3 years.

To the wider NMIT community – thank you for the support you have given me over the last 3 years. I have been honoured to be a part of the governance team and have faith that NMIT is in great hands and wish NMIT all the best for the future.

Ehara taku toa i te toa takitahi, engari, he toa takitini – '*Success is not the work of one, but the work of many'*
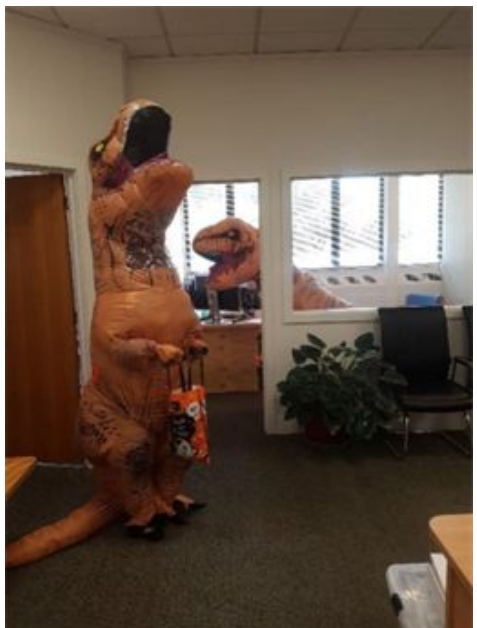
Hon Chris Hipkins

MP for Rimutaka

Minister of Education   Leader of the House

Minister of State Services   Minister Responsible for Ministerial Services

Liam Sloan
Chief Executive   **6 NOV 2018**
Nelson Marlborough Institute of Technology
Private Bag 19
Nelson Mail Centre
NELSON 7042

By email: liam.sloan@nmit.ac.nz

Dear Liam

I am writing to let you know that Performance-linked Funding for the Student Achievement Component (SAC) will end from 1 January 2019.

By removing Performance-linked Funding, I am supporting a broader approach to improve students' outcomes. There is already a range of levers used to encourage better educational performance, and address poor performance, including the Tertiary Education Commission's (TEC's) monitoring processes and funding decisions. The current approach of Performance-linked Funding was a blunt tool which has outlived its usefulness.

Performance-linked Funding for SAC was introduced in 2011 as an incentive for tertiary education organisations (TEOs) to improve students' education outcomes. In 2017, the last year the policy was applied, around $5 million of SAC funding was taken back from TEOs under Performance-linked Funding. This is less than 0.25% of the $2.1 billion of SAC funding provided to the sector.

The TEC monitors and publishes educational performance indicators on student's achievement, such as completing qualifications, and data on the post-study outcomes of students. The TEC and the New Zealand Qualifications Authority (NZQA) also work together to address any issues with the quality of provision. This broader and more sophisticated approach to measuring and managing sector performance enables us to take away some of the complexity in the tertiary funding system, and focus on performance and the quality of outcomes for New Zealand's learners.

I look forward to working with you to deliver a quality public tertiary education system that provides New Zealander's with the opportunity to discover their potential.

Yours sincerely

Chris Hipkins
Minister of Education

NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY ACADEMIC BOARD

MAIN POINTS FROM THE MEETING HELD ON 16 AUGUST 2018 AT 3.15 PM

PRESENT: Adrienne Dawson (Acting Chair), Mark Burdass, Carmen Cayuelas (Proxy for Silvia Gassebner), Kim Davies (Proxy for Darcy Liddell), Karen Graham, Abbey Paterson, Susannah Roddick, Stuart Whitehouse, Suzie Peacock (non-voting), Mary Woodward (non-voting)

APOLOGIES: Liam Sloan, Justin Carter, Carole Crawford, Silvia Gassebner, Darcy Liddell, Andrew Luke, Sarah Thornton, Cornelius Prinsloo

IN ATTENDANCE: Marja Kneepkens

External Approvals
External approvals had been received for;
- New Zealand Diplomas in Animation Level 4 and Level 5
- Contemporary Music (Level 4) and (Level 5)
- New Zealand Certificate in Beauty Therapy (Level 4)

Academic Development Proposals
The following Academic Development Proposals were approved;
- New Zealand Diploma in Business with Strands in Human Resource Management and Marketing and Sales
- Supported Training Social Sciences Community Living Training Schemes

Approvals
The New Zealand Certificates in English Language Levels 1 to 5 and the corresponding Capability Letter and Schedule of Changes was approved.

Self-Assessment, Consistency Reviews and Internal Review
It was noted that as at 15 August 2018 all 2017 SARs were complete.

Outstanding Course Results as at 13 August 2018
The Outstanding Course Results as at 13 August 2018 was 12%.
There was discussion on the need to get course results approved within given timeframes, the timelines for when students can receive their results and the release of results to designated third parties.

Performance Panels Summary Report 16.08.2018
The Performance Panels 2018 Summary Report as at 16 August 2018 was reviewed

Programme Approval Committee Reports
The following Programme Approval Committee Reports were submitted for information. It was noted that once the requirements of the PACs were met an e-vote for approval would be sent to Board members.
- New Zealand Certificate in Cookery (Level 4) New Zealand Diploma in Cookery (Level 5) (Advanced) Cookery and Patisserie Strands
- Te Pōkaitahi Reo (Rumaki, Reo Rua) (Te Kaupae 1) and Te Pōkairua Reo (Rumaki) (Te Kaupae 5)

Academic Committees
Adrienne Dawson advised that the Central Academic Committee had requested that she recommend and initiate a review of Recognition of Academic Credit (RAC) application timelines.

MEDIA MONITORING REPORTING

Fiona Summerfield, Marketing Services Manager

PURPOSE

To provide media monitoring information since the last council meeting in September.

SUMMARY

TrendKite media monitoring looks at stories published online because most media have a presence online these days. The report is provided as an online link. Currently the report is for the New Zealand media monitoring dashboard. It is an interactive report.

This report shows the overall graph with the number of stories that included NMIT, published during the period of 13 September to 28 October.

As per Council's request, this report includes a graph of the sentiment of articles towards NMIT. This is done automatically but also can be changed manually.

Readers can click on the data points to see the stories involved in the analysis during the stated period. The stories are also linked so can be read if required.

The articles noted in the report with a sentiment rating, are those that mention NMIT. For example the recent article on Stuff regarding new initiatives at Nelson College and had a comment that polytechnics were not set up to support students in the 15-18 age bracket is not included as it did not mention NMIT by name.

Regarding this article follow up includes continuing to share NMIT successes, include details of how well students are supported at NMIT in upcoming graduate stories and also further engagement with the principal of Nelson College to build that relationship and understanding of what NMIT does do.

Today, PR is not just about stories in the media. It is frequently more efficient and stories gain more traction through NMIT's own channels, either on the website through the new/blogs section or through social media including LinkedIn and Facebook. This report includes two list slides of the stories on the NMIT website in news and blogs, that gain readership and also the stories promoted through one social media channel, Facebook. Marketing Services prioritise these channels over traditional media PR with our focus on getting EFTS to help the sustainability of NMIT. Through driving the stories via social media or the website, potential new learners are reached directly and they end up on the NMIT website and are therefore more likely to sign up for a programme, short course or make an enquiry.

An example of sentiment in social media on Facebook has also been included. Social media can be a risky space as small comments can become big issues. The NMIT Social Media Policy is actively used to mitigate this risk.

Further metrics can be included in this report if required.

This is the link to the report:

https://app.trendkite.com/report?id=c2342a8c-9814-4336-84e3-55d7092a479a

ALIGNMENT TO NMIT'S PRIMARY STRATEGIC OBJECTIVES

Primary Strategic Objectives	Y / N	Comments
Build a high-performing customer-focused team	Y	The analysis provided by the new supplier means media monitoring is a far more useful service and helps the marketing services team to continue to improve their performance across all promotional channels.
Deliver a personalised customer experience through the learner life cycle	N	
Enable learning that develops and inspires capable and connected graduates	N	
Optimise our programme mix to meet work and world ready outcomes	N	
Grow partnerships that provide opportunities and solutions	Y	Partnering with TrendKite as a supplier is providing greater opportunities to use our PR wisely and providing greater insight into what is happening to stories that mention NMIT.

NMIT Acronyms [Nov 2018]

AB and EL	Applied Business and English Language	**EAP**	Employee Assistance Programme	**LLC**	Library Learning Centre
ACE	Adult and Community Education	**ED CEE**	Executive Director – Customer Experience and Excellence	**LLN**	Literacy, Language and Numeracy
ADP	Academic Development Proposal			**MDC**	Marlborough District Council
AMFM	Annual Maximum Fee Movement	**ED FCB**	Executive Director – Finance, Compliance and Business Intelligence	**ML**	Marlborough
ALNAT	Adult Literacy and Numeracy Assessment Tool			**MoA**	Memorandum of Agreement
AM and DT	Arts, Media and Digital Technology	**ED LID**	Executive Director – Learning Innovation and Delivery	**MoE**	Ministry of Education
ASM	Academic Staff Member			**MoP**	Mix of Provision
ATEM	Association of Tertiary Education Management Inc.	**ED M**	Executive Director – Māori	**MoU**	Memorandum of Understanding
		ED SES	Executive Director – Strategy, Enterprise and Sustainability	**MRoQ**	Mandatory Review of Qualifications
AUT	Auckland University of Technology			**NAMS**	New Zealand Asset Management Support
BAM	Bachelor of Arts and Media	**EEdO**	Equal Education Opportunities	**NCC**	Nelson City Council
BAppSocSci	Bachelor of Applied Social Science	**EEO**	Equal Employment Opportunities	**NCEA**	National Certificate of Educational Achievement
BCOM	Bachelor of Commerce	**EER**	External Evaluation and Review		
BCT	Business & Computer Studies	**EFTS**	Equivalent Full-Time Student	**NEET**	Not in Employment, Education or Training (Youth)
BIT	Bachelor of Information Technology	**ELP**	English Language Programme		
BMETS	Basic Mechanical Engineering Training Skills	**EoI**	Expression of Interest	**NMIT**	Nelson Marlborough Institute of Technology
BN	Bachelor of Nursing	**EPI**	Education Performance Indicator	**NQF**	National Qualifications Framework
BUA	Beijing University of Agriculture	**ESOL**	English for Speakers of Other Languages	**NRDA**	Nelson Regional Development Agency
BVA	Bachelor of Visual Arts	**ESP**	Employment Scholarship Programme	**NZDB**	NZ Diploma in Business 120 credits L5 (new qualification 2017)
CA and ACA	Chartered Accountant and Associate Chartered Accountant	**FLiT**	Flexible Learning Team		
		FTE	Full Time Equivalent	**NZCALNE**	New Zealand Certificate in Adult Literacy and Numeracy Education
CAA	Civil Aviation Authority	**GC**	Global Campus		
CAANZ	Chartered Accountants Association of New Zealand	**GSE**	Group Study Exchange	**NZCATT**	New Zealand Certificate in Adult Tertiary Teaching
		GTW	Ground Training Wing (at Woodbourne Air Force Base)	**NZDip Bus**	NZ Diploma in Business 240 Credits L6 (old qualification)
CAM	Capital Asset Management				
CAP	Competence Assessment (Nursing)	**HITO**	Hairdressing Industry Training Organisation	**NZIM**	New Zealand Institute of Management (Part of old NZDipBus)
CAU	China Agricultural University	**HOD**	Head of Department		
CC	Cross Credit	**HR**	Human Resources	**NZQA**	New Zealand Qualification Authority
CEA	Collective Employment Agreement	**IEA**	Individual Employment Agreement	**NZQF**	New Zealand Qualifications Framework
CT	Credit Transfer	**ITO**	Industry Training Organisation	**NZTE**	New Zealand Trade and Enterprise
CTLT	Certificate in Tertiary Learning and Teaching	**ITPNZ**	Institutes of Technology and Polytechnics of New Zealand	**OAG**	Office of the Auditor General
CTS	Core Transferable Skills			**OCP**	Organisational Counselling Programmes (Student Counselling Service)
CVP	Certificate in Vineyard Practice	**ITPQ**	Institutes of Technology and Polytechnics Quality		
DAS	Directory of Assessment Standards (NZQA)			**OTEPs**	Other Tertiary Education Providers
DHOD	Deputy Head of Department	**ITPs**	Institutes of Technology and Polytechnics	**PAC**	Programme Approval Committee
DTLT	Diploma in Tertiary Learning and Teaching	**KPI**	Key Performance Indicator	**PASM**	Principal Academic Staff Member

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PBRF	Performance-Based Research Fund		**SME**	Subject Matter Expert		**TEU**	Tertiary Education Union
PLATO	Programme of Learning and Teaching Observations		**SMS**	Student Management System		**TIASA**	Tertiary Institutes Allied Staff Association
			SSB	Standard Setting Body		**TOTSTA**	Top of the South Trades Academy
POD	People and Organisation Development		**SSC**	State Services Commission		**TRoQ**	Targeted Review of Qualifications
PoS	Programme of Study		**SSG**	Special Supplementary Grants		**TTMU**	Te Tiriti o Waitangi Monitoring Unit
PTE	Private Training Establishment		**SSP**	Sub-sector Provider		**TTP**	Te Toki Pakohe
QMS	Quality Management System		**STAR**	Secondary Tertiary Alignment Resource		**YG**	Youth Guarantee
RAC	Recognition of Academic Credit		**STCW**	Standards of Training and Certification of Watchkeepers			
REANNZ	Research and Education Advanced Network New Zealand Ltd.		**STEM**	Science, Technology, Engineering and Mathematics			
RFP	Request for Proposal						
RNZAF	Royal New Zealand Air Force		**SUTI**	Skills Update Training Institute			
RPL	Recognition of Prior Learning		**TAMU**	Tertiary Advisory Monitoring Unit			
RSG	Refugee Study Grant		**TANZ**	Tertiary Accord of New Zealand			
SAC	Student Achievement Component		**TDC**	Tasman District Council			
SANITI	Students Association of Nelson Marlborough Institute of Technology Inc		**TEC**	Tertiary Education Commission			
			TEC/Skill NZ	Training Opportunities Programmes Funded by TEC/Skill NZ			
SAR	Self-Assessment Report		**TEI**	Tertiary Education Institution			
SASM	Senior Academic Staff Member		**TEO**	Tertiary Education Organisation			
SDL	Staff Digital Literacy		**TEOC**	Tertiary Education Organisation Component fund			
SDR	Single Data Return						
SHW	Safety, Health and Wellbeing		**TES**	Tertiary Education Strategy			
SIG	Special Interest Group						

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 three Academic Committees:
		• BLUE
		    Applied Business and English Language;
		    Arts, Media and Digital Technology;
		    Health and Fitness
		• RED
		    Primary Industries, Maritime and Adventure Tourism;
		    Trades, Engineering and Aviation;
		    Social Sciences and Te Toki Pakohe
		
		• RECOGNITION OF ACADEMIC CREDIT

CMR (previously AMAP)	Consent and Moderation Requirements (previously Accreditation and Moderation Action Plan)	This is an NZQA document that outlines the requirements for achieving 'consent to assess against standards' and the ongoing moderation expectations. CMRs are developed by standard-setting bodies (SSBs). Before assessing learners against unit standards NMIT has to be granted consent to assess against those standards. NMIT already has consent to assess against a large number of unit standards. If however a new / revised programme requires unit standards that we do not have consent to assess against, we would have to prepare and submit an application to NZQA.
Credit		A numerical value assigned to unit standards, courses and programmes of study that reflects the estimated student time/effort required to meet the assessment requirements. In most cases, one credit represents approximately ten hours of student learning time (inclusive of scheduled class contact, assessment time, work experience or internships, other directed time and independent/self-directed study). A credit value of 120 is generally equivalent to one year of full time study and 1.0 EFTS.
CT	Credit Transfer	Internal Credit Transfer: Credit for the same course already earned in another qualification **from NMIT**

		External Credit Transfer: Credit for the same course already earned in another qualification **from another institution**
CC	Cross Credit	The granting of academic credit towards a qualification delivered by NMIT, from a **similar** course already completed as part of another approved qualification.
DAS	Directory of Assessment Standards	The Directory of Assessment Standards (DAS) lists all quality assured unit and achievement standards, known collectively as 'assessment standards'.
ebs	Unit Instances (UIs)	The Student Management System used at NMIT to establish student study contracts, report to TEC and to generate academic records. The specifications of all NMIT's approved programmes of study. Holds all the general information about a programme of study, but not the details that will change with each year or Semester the course is offered
	Unit Instance Occurrences (UIOs)	The details that will change with each year or Semester the course is offered (e.g. dates, fees, venues, etc).
EFTS	Equivalent Full Time Student	One EFTS is 1.0 Equivalent Fulltime Student.
EER	External Evaluation and Review	A periodic evaluation of NMIT, by NZQA, to provide a statement of confidence (judgement) about the organisation's educational performance and capability in self-assessment.
EPIs	Educational Performance Indicators	The TEC has published information on the educational performance of tertiary education organisations based on agreed educational performance indicators: • successful course completion • student retention • qualification completion, and • student progression.
ILP	Individual Learning Plan	An Individual Learning Plan essentially belongs to the student. It identifies a student's learning goals, personal goals, timescales, resources and any support required to meet those goals.
ITP	Institute of Technology and Polytechnic	

MoE	Ministry of Education	
NZQA	New Zealand Qualifications Authority	New Zealand Qualifications Authority. Key aspects of the NZQA role are to: • develop, register and support the New Zealand Qualifications Framework • manage the external assessment of secondary school students and moderate secondary schools' internal assessment activities and processes • quality assure non-university tertiary education organisations and their courses, and moderate assessment activities and processes for national qualifications for NZQA-owned unit standards • maintain effective liaison with overseas certifying and validating bodies in order to recognise overseas educational and vocational qualifications in New Zealand, and to achieve recognition of New Zealand educational and vocational qualifications overseas • act as a standard-setting body
NZQF	New Zealand Qualifications Framework	A list of all quality assured qualifications in New Zealand. The framework is the definitive source for accurate and current information on each qualification.
PAC	Programme Approval Committee	A standing committee of the NMIT Academic Board responsible for evaluating and recommending approval of academic developments.
Programme Regulations - including Course Descriptors		The Programme Regulations describe the formal rules 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	The Programme is an important and integral part of NMIT's Quality Assurance System.

	Teaching Observations	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