

DEVELOPMENT OF NEW QUALIFICATIONS AND NEW AND CHANGED PROGRAMMES AND COURSES

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| Section | Quality | | |
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Development of New Qualifications and New and Changed Programmes and Courses

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PURPOSE

To ensure academic standards are met for all programmes offered by NMIT and its TANZ partners.

To ensure that proposals for new and changed programmes receive early scrutiny by senior management with full consideration given to implications for NMIT and TANZ members if applicable.

To ensure that new and changed courses, whether initiated from within the institute or externally, are fully considered, integrated and approved prior to promotion and students being enrolled.

To meet requests from ITOs and industry where delivery of courses within established institute programmes is not appropriate.

To ensure that consistency is maintained in the provision of academic information.

POLICY

- Programmes must be consistent with NMITs Strategic Objectives and Investment Plan.
- Programmes must comply with NMITs Academic Statute and the TANZ Collaborative Academic Rules.
- Documentation for programmes and courses will follow NMITs approved format or the TANZ Approved Format.
- Programme development is carried out in consultation with stakeholder groups, including Māori.

Use this procedure:

a) to develop the required documentation for new and redeveloped courses and programmes and for other projects (eg: consortium arrangements with other providers, accreditation applications, consent to assess against unit standards, and new and changed courses, including short awards);

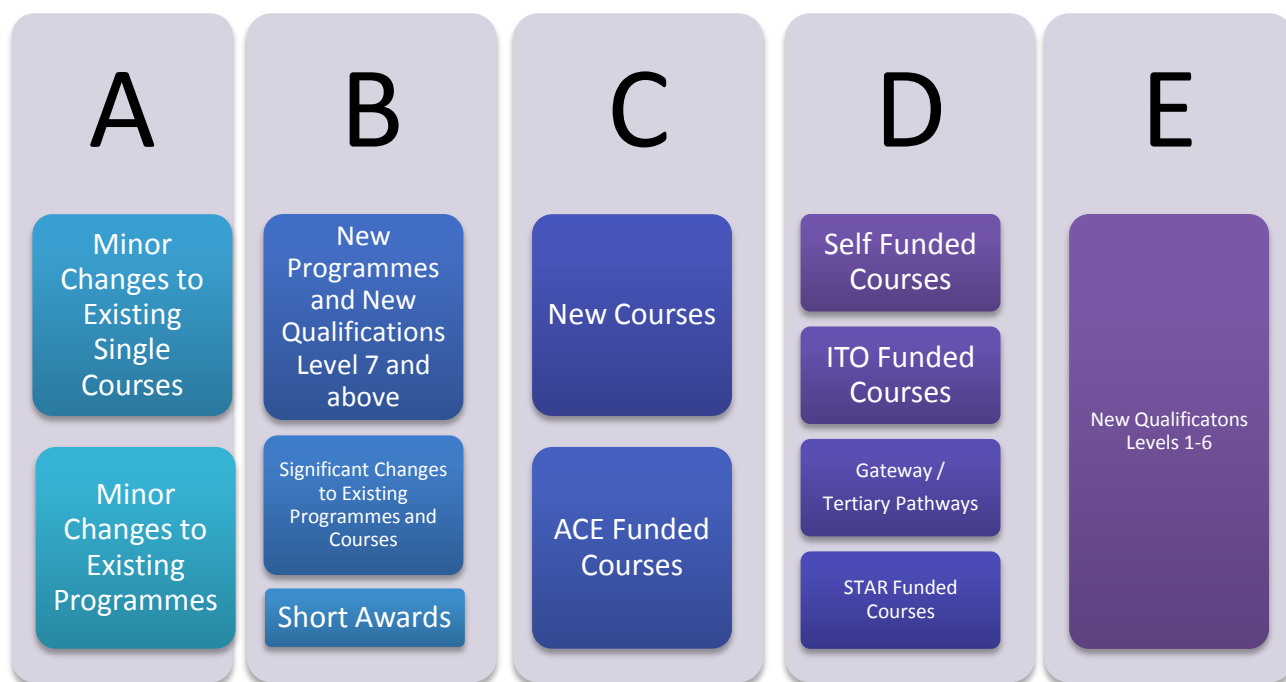
b) to develop new qualifications to meet the requirements for approval and listing on the New Zealand Qualifications Framework (NZQF).

DEFINITIONS

| | |
|---|---|
| Programme Approval Committee (PAC) | Standing Committee of the Academic Board. Responsibilities include: evaluating applications for approval and accreditation of new and reviewed programmes including consortium arrangements and teaching sites in New Zealand and overseas. |
| Academic Committees | Standing Committees of the Academic Board. Responsibility to ensure academic standards are consistently met for designated programmes and courses. |
| Curriculum and Quality Manager | Manager responsible for the Curriculum and Quality Team and member of the Academic Board. |
| Academic Registrar | Person responsible for external programme and course approvals and registering programmes and courses in the Student Management System. |
| Curriculum and Quality Team | Responsible for the Quality Management System and the co-ordination of internal and external approvals. |
| Capability Document | The purpose of this document is to demonstrate NMIT's capability, including the management of quality, to deliver the programme. |
| Course | The components of learning that make up a programme of study. |
| Senior Management Team | NMIT's executive management, consisting of the Chief Executive, Directors and Group Managers. Members of the Senior Management Team have delegated responsibility from the Chief Executive for quality and delivery. |

| | |
|-------------------------------------|---|
| Enrolment fees | The fees charged to students for a course or programme. The enrolment fee includes all known compulsory charges covered by the fee/course costs maxima system. |
| Programme Advisory Committee | Provides advice to the Programme Area Leader and the Academic Board, from an industry or community perspective, on matters relating to a Programme or group of Programmes. |
| Programme Area Leader (PAL) | The Curriculum Manager for a group of Programmes. A PAL reports directly to a Group Manager. |
| Self Assessment | An ongoing process, embedded in the quality assurance and annual planning activities of NMIT that examines the quality, value and importance of the NMIT's educational delivery and outcomes, and how it is meeting the needs of its students and other stakeholders. |
| Promotion | Includes verbal undertakings to students or other external stakeholders, advertising and distributing application or enrolment forms. |
| Programme Regulations | For a specific programme or group of programmes. |
| Programme Area | A teaching unit within the institute with ownership of a number of programmes. |
| Standards | Described in the Quality Management System (QMS), , TEC regulations, NZQA requirements for qualification and programme approval and accreditation and other external standards, including Consent and Moderation Requirements , as applicable. |

OVERVIEW OF PROCEDURES



PROCEDURE A

FOR APPROVAL OF MINOR CHANGES PROPOSED FOR EXISTING PROGRAMMES AND COURSES

Minor changes to courses or programmes includes the following:

- Minor changes to learning outcomes
- Minor changes to wording within programmes
- Minor changes to assessment regulations
- Changes to unit standards within a course
- Changes to course titles
- Changes to course level (not affecting the overall level of the qualification)
- Changes to course credits (not affecting the overall level of the qualification).
- Changes to course hours (not affecting the overall hours, and credit value of the qualification)
- Changes to structure with respect to addition or deletion of elective components of the programme (while retaining the overall credit value of the qualification)

Proposed changes should be planned and indicated in the *Programme Self Assessment Report (SAR)*. **Refer to Self Assessment Procedure.** Unless, academic approval has been confirmed by the Academic Board (**by July each year**) changes cannot normally be made for the next delivery.

Changes to existing courses or programmes may have significant academic, financial or strategic implications for the Institute and may need additional scrutiny. (If in doubt, consult the Curriculum & Quality Manager) or a member of the Curriculum & Quality Team.

Procedure A applies to future deliveries of a programme or course. Established study contracts can only be altered in exceptional circumstances and with approval from the Chief Executive.

Refer to Appendix 6: Quick Guide to Approvals

PROCEDURE B

FOR APPROVAL OF:

NEW PROGRAMMES AND COURSES

NEW QUALIFICATIONS LEVEL 7 AND ABOVE;

SIGNIFICANT CHANGES AND REVIEWS OF EXISTING PROGRAMMES;

SHORT AWARDS

Significant changes to programmes Include:

- Changes to the title
- Type of qualification awarded (certificate, diploma etc.)
- Level of the programme
- Credit value of the programme
- Exit qualifications (introduction of new ones)
- Overall outcome or purpose/aim of the qualification
- New majors for degree programmes
- Changes to delivery mode (degree only)
- Changes to delivery site (degree only)
- Overseas delivery

Where a programme of a TANZ partner has been approved by their Academic Board, the external programme document from that provider will form part of the required documentation. The Capability Document will refer to sections of the TANZ document and only those sections necessary to meet internal and external compliance will be required to be completed in the Capability document. This Capability Document must be approved through Programme Approval Committee and Academic Board.

Approval of proposals for contract or joint delivery with other providers; accreditation applications or extensions; consent to assess against unit standards, or delivery at other sites should follow Procedure B. However additional considerations may apply and some steps may not be relevant. Consult the Curriculum & Quality Manager or a member of the Curriculum & Quality Team. **Refer to NZQA Guidelines:**

- ***For sub-degree approval and accreditation***
- ***For changes to approved courses (programme)***
- ***For consortium arrangements***
- ***For overseas delivery***
- ***For degree approval and accreditation***
<http://www.nzqa.govt.nz/>

Refer to: Appendix 6: Quick Guide to Approvals

Appendix 7: Checklist Procedure B

PROCEDURE C

FOR APPROVAL OF NEW COURSES AND ACE FUNDED COURSES

Refer to: Appendix 6: Quick Guide to Approvals

PROCEDURE D

FOR APPROVAL OF:

SELF FUNDED COURSES

TEACHING, LEARNING AND ASSESSMENT FUNDED BY ITO'S

CURRICULUM ALIGNMENT PROJECTS INCLUDING GATEWAY AND STAR FUNDED COURSES

Refer to: Appendix 6: Quick Guide to Approvals

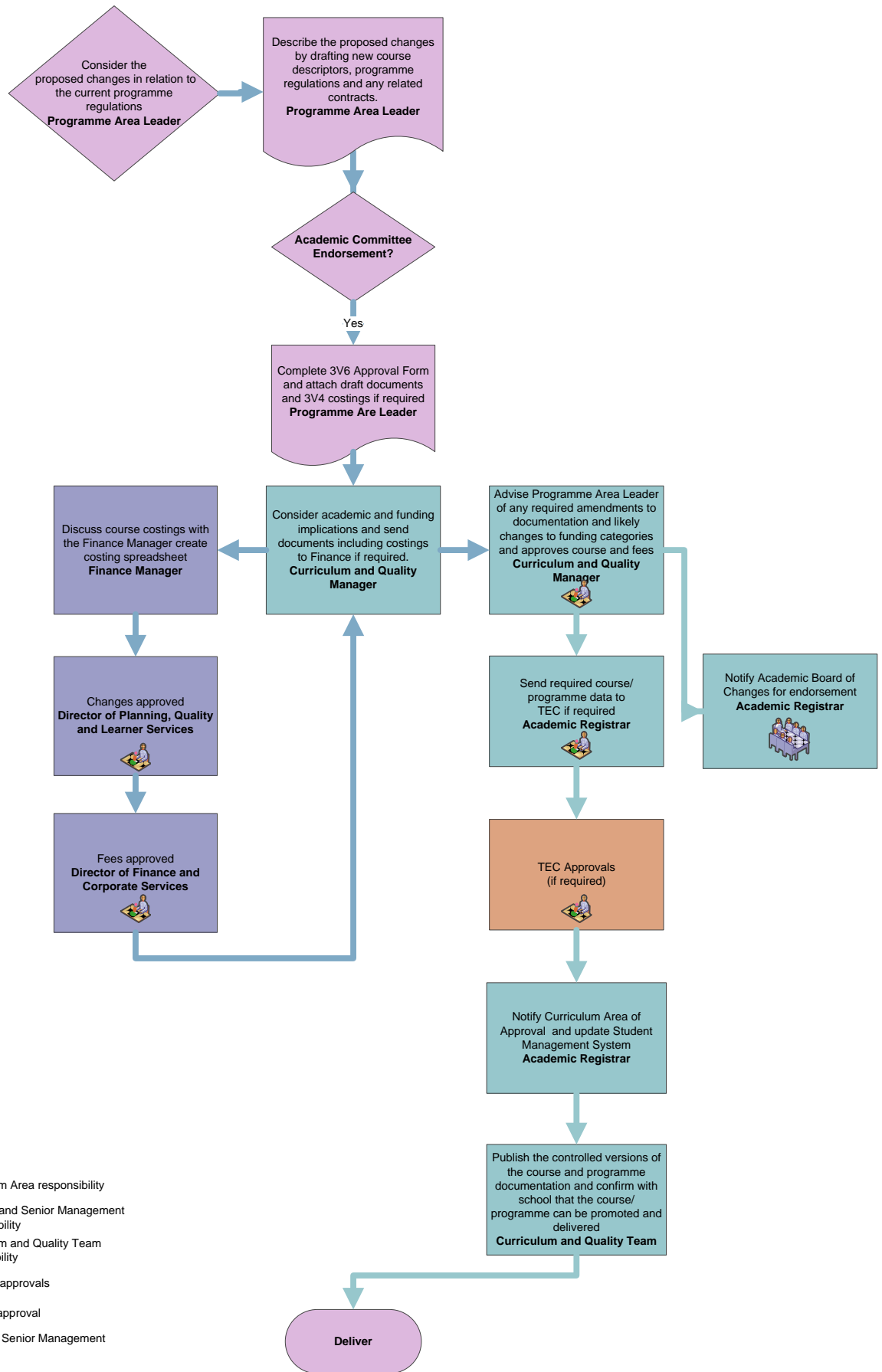
Appendix 8: Checklist Procedure D

PROCEDURE E







FOR APPROVAL OF NEW QUALIFICATIONS AT LEVELS 1-6 FOR LISTING ON THE NEW ZEALAND QUALIFICATIONS FRAMEWORK

Refer to: *NZQA - Guidelines for approval of qualifications at levels 1-6 on the New Zealand Qualifications Framework*
NZQA – Requirements for listing and maintaining qualifications on the New Zealand Qualifications Framework

A APPROVAL FOR MINOR CHANGES TO EXISTING PROGRAMMES AND COURSES



Legend

-  Curriculum Area responsibility
-  Finance and Senior Management responsibility
-  Curriculum and Quality Team responsibility
-  External approvals
-  Sign/off approval
-  Board or Senior Management Meeting

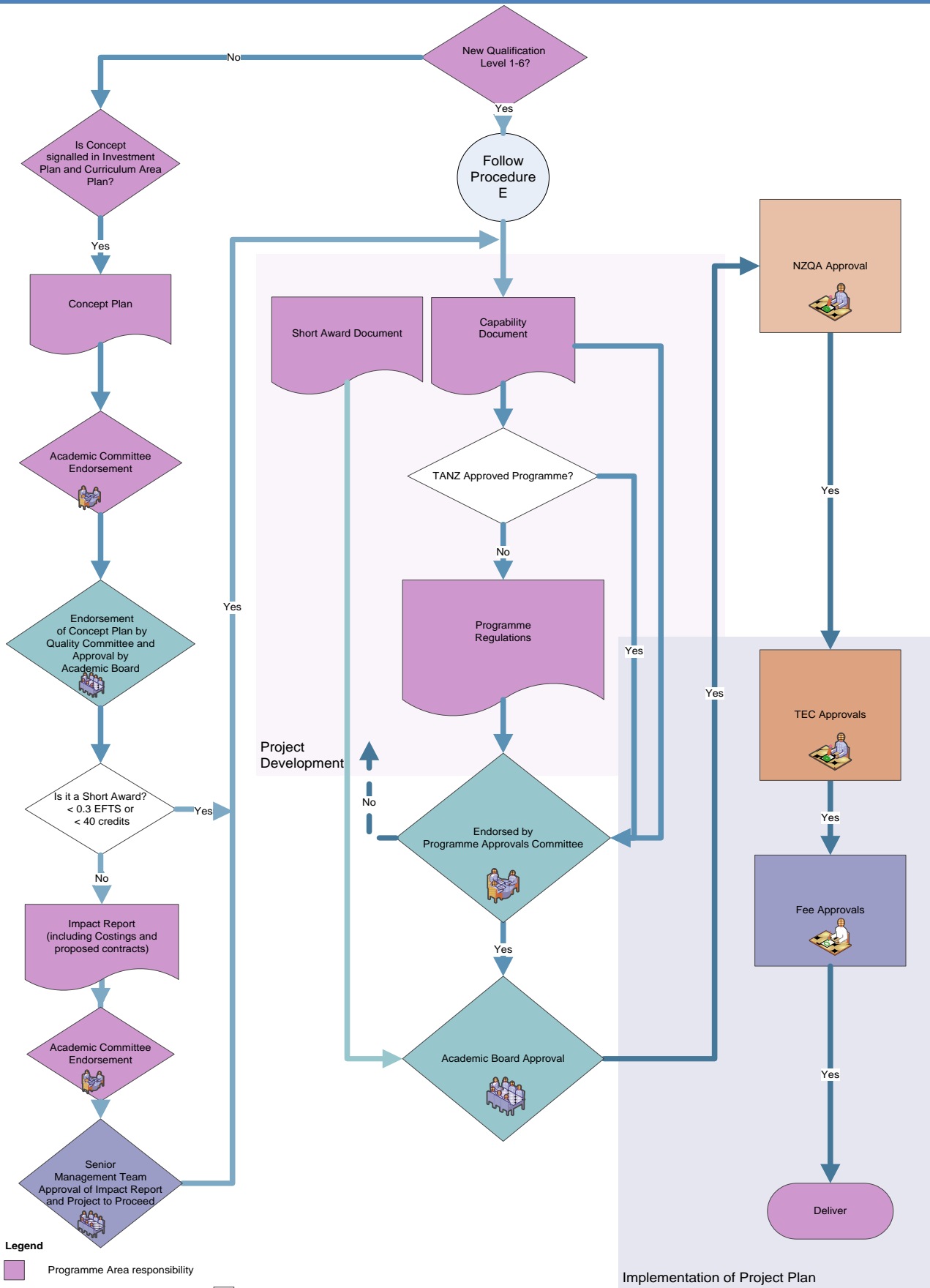
Note 1: Procedure A is intended for single or minor *changes*. Where a change or a combination of changes may have significant implications for a programme, the Curriculum and Quality Manager may advise that Procedure B should be followed so that academic and funding options are fully considered.

Note 2: Procedure A must be completed before *promoting* changes to programmes or courses.

| PROCEDURE A | RESPONSIBILITY | DOCUMENTS/ FORMS |
|--|--|--|
| 1. Consider the proposed changes in relation to the current Programme Regulations. | Programme Area Leader | |
| 2. Describe the proposed changes by drafting amendments to the Programme Regulations, relevant Course Descriptors and any related contracts. | Programme Area Leader with advice from Curriculum and Quality Team | Course Descriptors Programme Regulations Draft contracts if required. |
| 3. Provide the draft Programme Regulations, Course Descriptors and related contracts to the relevant Academic Committee and obtain formal Academic Committee endorsement for the proposed changes | Programme Area Leader | Course Descriptors Programme Regulations Draft contracts if required. |
| 4. Discuss changes to costings and contracts with the Finance Manager. Calculate the likely enrolment fees . Enter into the <i>Fee Setting Spreadsheet</i> . | Programme Area Leader | 3V4- Programme and Project Costing Spreadsheet |
| 5. Send the draft documentation, (steps 3,4) as endorsed by the relevant Academic Committee, and a completed <i>3V6 –Approval For: New Course or Programme Change</i> to the Curriculum and Quality Manager or the Academic Registrar. | Programme Area Leader | 3V6 - Approval Form: New Course or Programme Change Course Descriptors 3V4 - Programme and Project Costing Spreadsheet |
| 6. Advise Programme Area Leader of any required amendments to the documentation, the timeline to be met, and the likely funding category and to continue Procedure A, OR Request Concept Plan, and advise Programme Area Leader that Procedure B applies. | Curriculum and Quality Manager | |
| 7. Consider implications for NMIT. Gain input and approval from Finance Manager, Director of Planning, Quality and Learner Services and Director of Finance and Corporate Services. (refer to flowchart) | Curriculum and Quality Manager | 3V6 - Approval Form: New Course or Programme Change Course Descriptors 3V4 - Programme and Project Costing |

| PROCEDURE A | RESPONSIBILITY | DOCUMENTS/ FORMS |
|--|---|---|
| | | Spreadsheet |
| 8. Forward the approved course fee (from step 6) to the Curriculum and Quality Administrator. | Director of Finance and Corporate Services | 3V6 - Approval Form: New Course or Programme Change Course Descriptors 3V4 - Programme and Project Costing Spreadsheet |
| 9. Approve the changes. Note: Academic Board approval is required if the proposed changes involve subcontracting, off-site delivery or result in a “significantly changed” programme (as defined by TEC) eg, length, EFTS, credit value. | Curriculum and Quality Manager or, Academic Board | 3V6 - Approval Form: New Course or Programme Change Course Descriptors Programme Regulations 3V4 - Programme and Project Costing Spreadsheet |
| 10. Submit changed course data to TEC and receive approval for the changes (if required). | Academic Registrar | |
| 11. Make any required amendments to the Student Management System. | Academic Registrar | |
| 12. Notify Programme Area of approval of changes and notify all relevant staff. | Academic Registrar | |
| 13. Amend the controlled versions (NMIT website, Intranet) of the programme documentation and confirm with the Programme Area that the changes can be promoted and delivered. | Curriculum and Quality Team | |
| 14. Notify Academic Board of Changes for endorsement | Academic Registrar | |

B APPROVAL FOR NEW PROGRAMMES, QUALIFICATIONS LEVEL 7 AND ABOVE, SIGNIFICANT CHANGES TO EXISTING PROGRAMMES AND COURSES, AND SHORT AWARDS



- Legend**
- Programme Area responsibility
 - Finance and Senior Management Team responsibility
 - Curriculum and Quality Team responsibility
 - External approvals
 - Sign/off approval
 - Project development
 - Course development/implementation
 - Sub-committee
 - Board or Directorate Meeting

- Note 1:** For approval of a new course/s for an existing programme the Curriculum and Quality Manager may advise that an Impact Report and Programme Approvals Committee (PAC) recommendation is not required, and Procedure C applies.
- Note 2:** Procedure B must be completed before *promoting* new programmes or courses.
- Note 3:** Short Awards (programmes less than 0.3 EFTS or < 40 Credits) do not require an Impact Report and PAC approval before proceeding to Academic Board for approval but must be endorsed by the Curriculum and Quality Manager and costings approved Director of Finance and Corporate Services.

PROJECT ROLES AND RESPONSIBILITIES

The Project Sponsor initiates the Concept Plan, controls the finances, authorises changes to plans and appoints the Project Team.

Once the Impact Report has been approved by the Senior Management Team a project plan should be developed. The roles and responsibilities listed below can be assigned to various staff and groups of staff as appropriate to the scope and size of the project

| | |
|-------------------------------|---|
| Project Manager | Manages the project to completion, co-ordinates resources, and reports on progress. |
| Project Steering Group | Advises on the direction and implementation of the project, monitor progress and ensure adherence to the project plan. (Could be Senior Management Team or Academic Board or Tertiary Accord of New Zealand (TANZ) or a special group eg, including Advisory Group, Partner Institute, Team Leader, independent Programme Area Leader and student representative. |
| Project Team | Includes Project Manager, Senior / Academic Advisor, teaching staff, subject experts, learning designer/Flexible Learning Team, Programme Area Leader, Library Learning Centre Manager, contractor/partners, other experts and service groups included or consulted as required. |

DOCUMENTATION REQUIREMENTS

Two documents are required for each programme:

- The **Capability Document** for Academic Board and external approval bodies.
- The **Programme Regulations** including Course Descriptors

Programme Areas need to ensure that the 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. The Programme Area may either publish the Programme Regulations and Course Descriptors separately or as part of a Programme Area or programme handbook and must ensure they are provided to all enrolled students.

Both documents should be available on the NMIT's computer system.

All sections of these document templates need to be considered to ensure that external (including legislative) requirements and NMIT's academic standards are met.

These documents have several purposes:

Capability Document

- It is the basis of an application for **academic approval**¹ to the Academic Board and, if required, to NZQA².
- It is used by academic evaluators to monitor compliance with contract arrangements and NMIT's policies and procedures.
- During the annual process of Self Assessment it provides the reference to consider ongoing feedback and future improvements.
- It is used to lodge each course on to the student management system to enable statutory reporting requirements to the TEC to be fulfilled and to enable students' academic records to be generated.

Programme Regulations

- States the rules (regulations) for the programme and the legal obligations of staff and enrolled students.
- Enables courses from one programme to be used in other programmes and simplifies cross crediting.
- It is used to develop marketing information for courses and programmes.
- During the annual process of programme self assessment, it provides the reference to consider ongoing feedback and future improvements.
- It is used to inform and facilitate feedback from Advisory Committees, professional bodies and other stakeholders.

The programme documentation must be kept up to date to reflect approved changes³ to the programme.

Further guidelines specific to the Capability Document and the Programme Regulations are in *Guidelines for Programme Design*.

EXTERNAL REQUIREMENTS

Special criteria apply to degrees – refer to NZQA Guidelines for Approval and Accreditation for Degree Programmes <http://www.nzqa.govt.nz/> and consult a member of the Curriculum and Quality Team.

NZQA must be advised of all new programmes, all consortium arrangements and some changes to existing programmes. All programmes require approval from NZQA - consult a member of the Curriculum and Quality Team.

All courses and consortium arrangements must be advised to, or approved by, the Tertiary Education Commission (TEC) before promotion and delivery. This applies also if no public (government) funding is sought.

Prior approval (consent) to assess against the relevant unit standards must be obtained, and the programme must continue to meet the consent and moderation requirements. Please check with a member of the Curriculum and Quality Team.

Agree on a timeline for completion of the required documentation with the Project Sponsor. The Project Team will need to keep in touch as any changes to the timeline will need to take account of other work scheduled for the Academic Board as well as NZQA timelines. **Refer to: Project Time Line (Impact Report)**

Allow plenty of time. A degree can take more than 18 months from concept to final approval.

¹ **Academic Approval** must be received prior to promotion and delivery. The templates give the criteria that need to be addressed. Additional criteria may apply e.g. for degrees or programmes to be delivered in conjunction with another provider or at distant sites. Consult a member of the Curriculum and Quality Team.

² All applications for external academic approval of courses and programmes and accreditation of institutes to deliver them will be evaluated against criteria gazetted by NZQA. The documentation must address all criteria. Refer to REFERENCES in this document.

³ **Changes** need prior approval from either the Curriculum and Quality Manager or the Academic Board.

Approval by the Academic Board must be obtained before external approval is sought.

Establish responsibility of each member of the Project Team and decide who will lead the project. Involve your Programme Area Leader and other staff responsible for related programmes or courses.

Become familiar with the academic requirements – refer to the REFERENCES in this document. Review the documents of other programmes – these may be useful models.

Allow plenty of time for the steps involving consultation with others, eg Te Tumu o te Mātauranga Māori (Director of Māori Education), community and industry.

An Advisory Committee for the programme must be established and have met within six months of a programme receiving Senior Management Team approval to be promoted and delivered.

Refer to *Programme Advisory Committees*

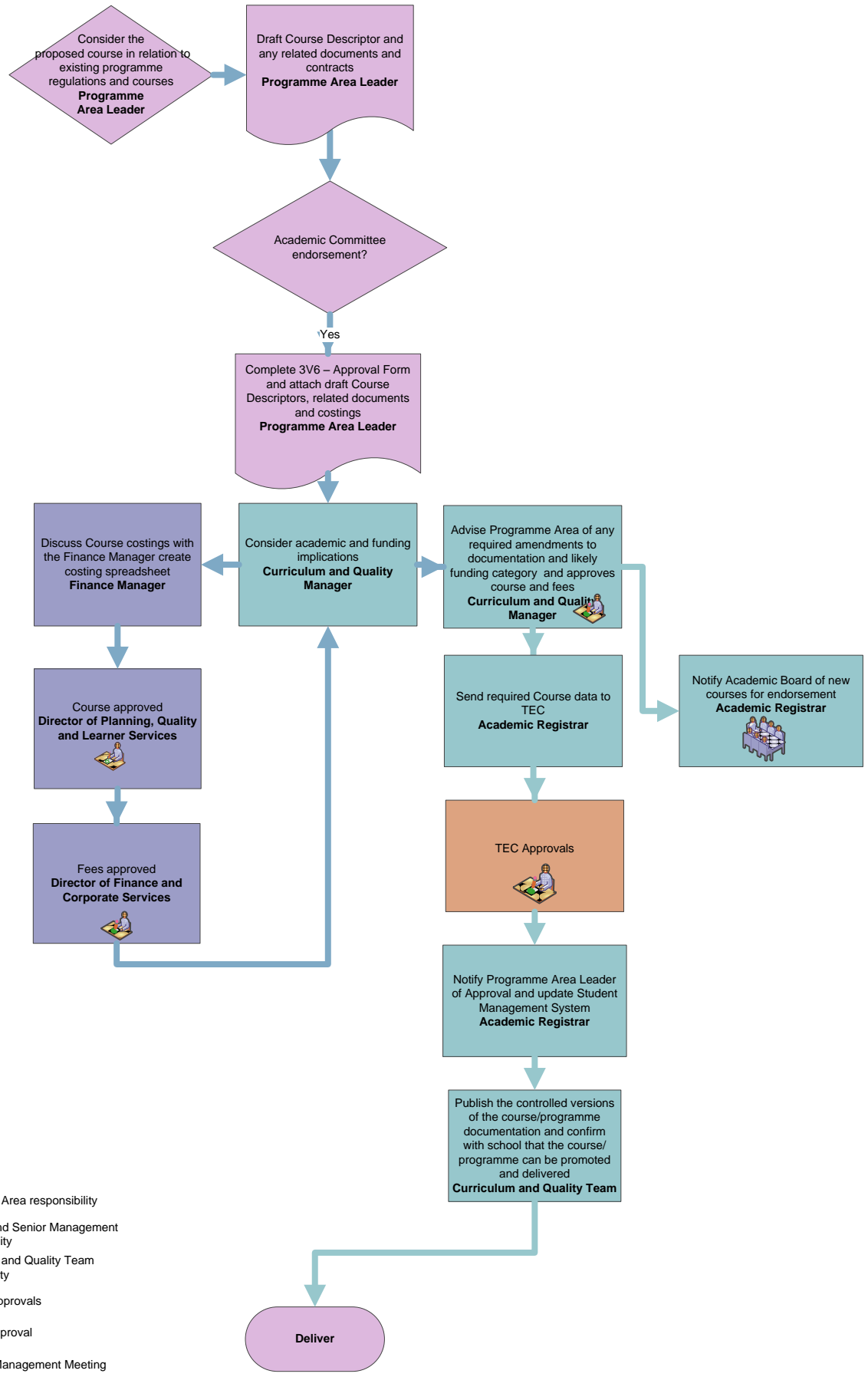
| PROCEDURE B | RESPONSIBILITY | DOCUMENTS / FORMS |
|--|--------------------------------|---|
| 1. Prepare a <i>Concept Plan</i> Initial Concept meeting convened to gather support from some or all of the following parties with Programme Area Leader, Senior / Academic Advisor, Te Tumu o te Mātauranga Māori (Director of Māori Education) teaching staff, other PAL's, Learner Services, Flexible Learning Team, IT Team, Library Learning Centre, Marketing etc. Community, Industry and TANZ input could be included at this stage | Project Sponsor | 3V3 - Concept Plan |
| 2. Obtain formal endorsement for the Concept Plan from the relevant Academic Committee. If a Short Award proceed to step 10. | Programme Area Leader | 3V3- Concept Plan |
| 3. Endorse the Concept Plan. Set any requirements. | Quality Committee | 3V3 - Concept Plan |
| 4. Approve the Concept Plan | Academic Board | 3V3 - Concept Plan |
| 5. Advise Project Sponsor to continue Procedure B OR Request additional information if required eg. draft Contract, and advise Project Sponsor that Procedure C applies. | Curriculum and Quality Manager | |
| 6. Complete the <i>3V5 - Impact Report</i> and a <i>3V4 – Programme and Project Costing Spreadsheet</i> and if applicable, a draft contract. Attach any supporting evidence that may help Senior Management Team make a decision to proceed with the project. | Project Sponsor | 3V3 - Concept Plan 3V5- Impact Report 3V4 - Programme and Project Costing Spreadsheet |
| 7. Meet any requirements and present all documentation from step 6 to the Senior Management Team or sub-committee for approval. | Project Sponsor | 3V3 - Concept Plan 3V5- Impact Report 3V4 - Programme and Project Costing Spreadsheet |

| PROCEDURE B | RESPONSIBILITY | DOCUMENTS / FORMS |
|--|--|---|
| <p>8. Approve or decline the project or programme development to proceed. Set any requirements and advise the Curriculum and Quality Team and the Project Sponsor so that staff and resources can be allocated to the project.</p> <p>Following Senior Management Team approval, a proposed programme may be listed in the Prospectus as “subject to approval”. Any other promotion, prior to external and funding approval (Step 22) requires specific approval from the Directorate.</p> | Senior Management Team | |
| <p>9. Establish Project</p> <ul style="list-style-type: none"> • Steering Group • Project Manager • Project Team | Project Sponsor | |
| <p>10. For Short Awards produce a Short Award Document using the <i>Short Award Template and Guidelines</i> including a completed <i>3V4 – Programme and Project Costing Spreadsheet</i>. Proceed to step 14.</p> | Project Team | <p>Short Award Document</p> <p>3V4 - Programme and Project Costing Spreadsheet.</p> |
| <p>11. Project Team develops a detailed project plan- Including roles and responsibilities, quality checks and communication processes and if appropriate course design and development processes.</p> | Project Team | |
| <p>12. Project Sponsor and Project Steering Group approve project plan.</p> | Project Sponsor and Project Steering Group | |
| <p>13. Design/redesign the programme and complete the documentation incorporating any requirements set by the Directorate and Steering Group. Refer: <i>Capability Document Template and Programme Regulations Template</i></p> <p>Note: If this is a TANZ approved Programme, the Regulations are not required, only the Capability Document.</p> | Project Team | <p>Capability Document</p> <p>Programme Regulations</p> |
| <p>14. Obtain formal endorsement of the completed documentation from the Project Steering Group and relevant Academic Committee. If Short Award proceed to step 17 (PAC consideration is not required).</p> | Project Manager | <p>Capability Document</p> <p>Programme Regulations</p> |
| <p>15. Check that the Chairperson of the Programme Approval Committee considers the documentation is complete.</p> | Curriculum and Quality Manager & PAC Chair | <p>Capability Document</p> <p>Programme Regulations</p> |
| <p>16. Liaise with the Academic Registrar and supply the required number of copies for the PAC.</p> | Project Manager | <p>Capability Document</p> <p>Programme Regulations</p> |

| PROCEDURE B | RESPONSIBILITY | DOCUMENTS / FORMS |
|---|--|--|
| 17. Programme Approval Committee considers all documentation and recommends approval to Academic Board. Not required for Short Awards. | PAC | |
| 18. Academic Board approves the programme and courses. | Academic Board | |
| 19. Supply <i>3V8 Course and Programme Funding Form</i> (Appendix 1 Capability Document) with expected TEC funding categories to the Finance Manager | Academic Registrar | 3V8 – Course and Programme Funding Form |
| 20. Update the costing spreadsheet. (<i>3V4– Programme and Project Costing Spreadsheet</i>) | Project Sponsor | 3V4 - Programme and Project Costing Spreadsheet 3V8 – Course and Programme Funding Form |
| 21. Approve the programme to be delivered and authorise Student Management System entry details and fees (via the, <i>Course and Programme Funding Form</i>). Taking into account any changes to the contract and costings since the project was approved to proceed. | Director of Finance and Corporate Services/Chief Executive | 3V4 - Programme and Project Costing Spreadsheet 3V8 – Course and Programme Funding Form |
| 22. Apply for external approval (if required). Prepare and submit programme and course data to TEC) and funding. If funding or contract arrangements are not approved as submitted, advise the Curriculum and Quality Manager and the Programme Area Leader, who will consider the implications, and action required, and report to the Senior Management Team as necessary. | Academic Registrar | NZQA and TEC requirements |
| 23. Receive external approval (if required) and funding approval and confirm with the Programme Area and the Marketing Team that the programme can be promoted and delivered. | Academic Registrar | |
| 24. Publish the controlled versions NMIT website, and intranet) of the programme documentation and confirm with the Programme Area that the programme can be promoted and delivered. | Curriculum and Quality Team | |
| 25. Enter programme and course data into the Prescribed Teaching Register in the Student Management System. | Academic Registrar | |
| 26. Plan first Delivery –develop project plan including ongoing maintenance requirements of programme materials | Project Team | |
| 27. Implement Plan – appoint staff, train staff, marketing plan, establish support services, resources, time tabling, new processes etc | Project Team | |
| 28. Launch first courses. Course material development may continue after initial courses have commenced delivery. | Programme Area Leader | |

| PROCEDURE B | RESPONSIBILITY | DOCUMENTS / FORMS |
|--|--|-------------------|
| 29. Evaluate development project; complete a project closure report which incorporates feedback from students (informal) and staff involved in any courses that have already commenced. | Project Team | |
| 30. Project Closure Report signed off | Project Steering Committee / Project Sponsor | |
| <p>All courses to include a formal student and staff evaluation the first time they run, the results of which can be included in the Curriculum Area Self Assessment and identify areas for improvement prior to subsequent deliveries.</p> | | |

Refer to Appendix 7: Checklist for Steering Committee Procedure B



- Legend**
- Curriculum Area responsibility
 - Finance and Senior Management responsibility
 - Curriculum and Quality Team responsibility
 - External approvals
 - Sign/off approval
 - Board or Management Meeting

Note 1: Procedure C is intended for single courses. Where a number of related courses are proposed which may have wider implications for a programme, the Curriculum and Quality manger may consider Procedure B should be followed so that academic and funding options are fully considered.

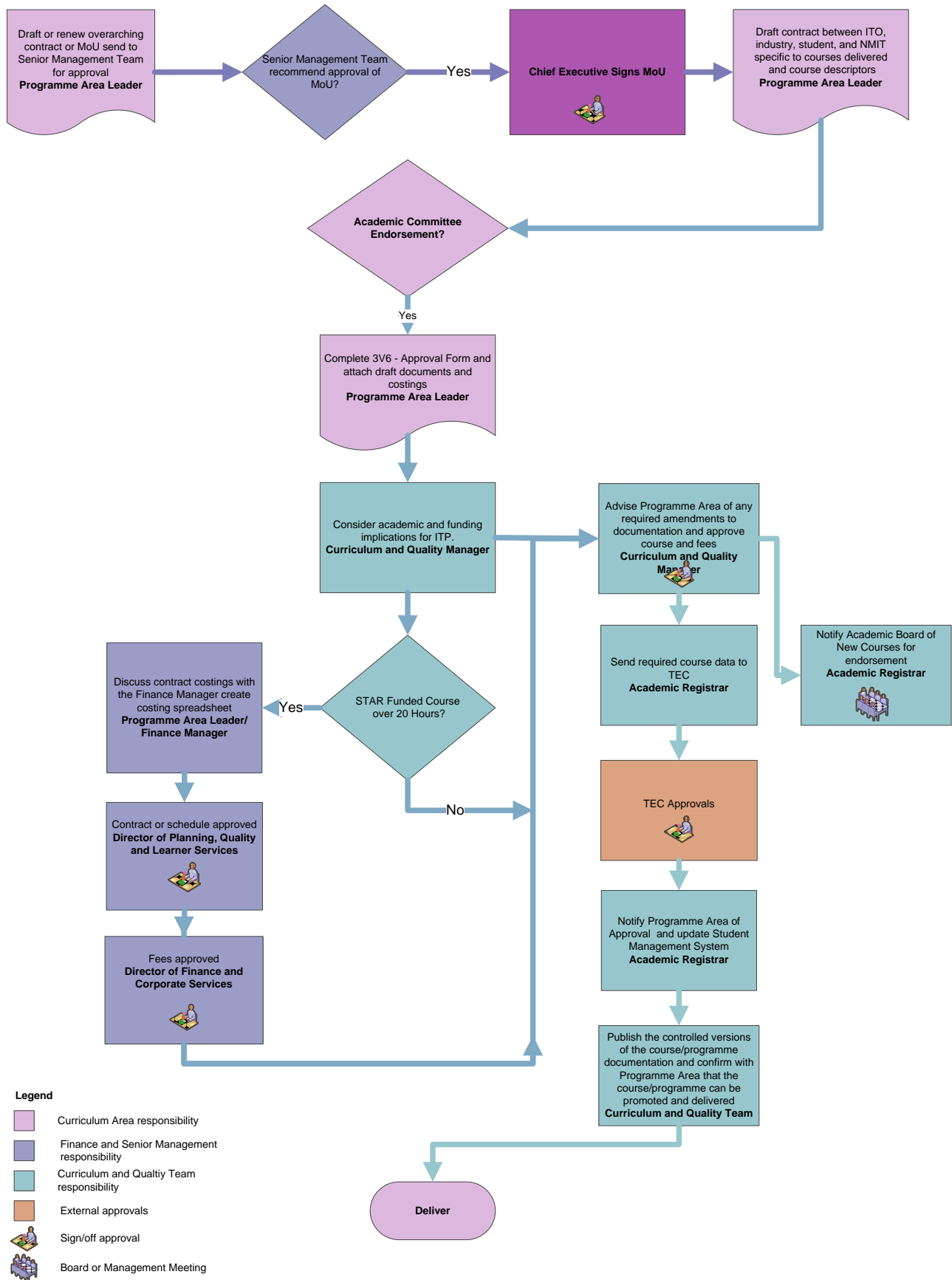
Note 2: Procedure C must be completed before *promoting* a new Course.

| PROCEDURE C | RESPONSIBILITY | DOCUMENTS / FORMS |
|---|---|--|
| 1. Draft a Course Descriptor. If the new course is for an existing programme, amend the Programme Regulations and Capability Document. | Programme Area Leader | 3V1 -Course Descriptor Programme Regulations (if required) |
| 2. Obtain formal endorsement for the new course from the relevant Academic Committee. | Programme Area Leader | 3V1 -Course Descriptor Programme Regulations (if required) |
| 3. Complete a 3V4– <i>Programme and Project Costing Spreadsheet</i> . Calculate the likely <i>enrolment fee</i> and enter into the <i>Fee Setting Spreadsheet</i> . Refer: <i>Student Fees Policy</i> | Programme Area Leader with Finance Manager | 3V6 - Approval Form: New Course or Programme Change 3V1 - Course Descriptor Programme Regulations (if required) 3V4 - Programme and Project Costing Spreadsheet |
| 4. Send a completed <i>Approval Form</i> and Course Descriptor/Programme Regulations, <i>Programme and Project Costing Spreadsheet</i> , and contract if applicable to the Academic Registrar. | Programme Area Leader | 3V6 - Approval Form: New Course or Programme Change 3V1 - Course Descriptor Programme Regulations (if required) 3V4 - Programme and Project Costing Spreadsheet |
| 5. Advise Programme Area if additional information is needed, and to continue Procedure C OR Request <i>Concept Plan</i> , and advise Programme Area Leader that Procedure B applies. | Curriculum and Quality Manager/Academic Registrar | 3V6 - Approval Form: New Course or Programme Change 3V1 - Course Descriptor Programme Regulations (if required) 3V4 - Programme and Project Costing Spreadsheet |

| PROCEDURE C | RESPONSIBILITY | DOCUMENTS / FORMS |
|---|---|--|
| 6. Consider implications for NMIT. Gain input and approval from Finance Manager, Director of Planning, Quality and Learner Services and Director of Finance and Corporate Services. (refer to flowchart) | Curriculum and Quality Manager | 3V6 - Approval Form: New Course or Programme Change 3V1 - Course Descriptor Programme Regulations (if required) 3V4 - Programme and Project Costing Spreadsheet |
| 7. Forward the approved course fee (from step 6) to Curriculum and Quality Administrator. | Director of Finance and Corporate Services | 3V6 - Approval Form: New Course or Programme Change 3V1 - Course Descriptor Programme Regulations (if required) 3V4 - Programme and Project Costing Spreadsheet |
| 8. Approve the course. Note: Academic Board approval may be required, eg. For off-site delivery, or subcontracting to a non-registered provider. | Curriculum and Quality Manager or, Academic Board | 3V6 - Approval Form: New Course or Programme Change 3V1 - Course Descriptor Programme Regulations (if required) 3V4 - Programme and Project Costing Spreadsheet |
| 9. Submit course data to TEC for funding approval. Note: If expected TEC funding is reduced or contract arrangements are required to be altered, advise the Curriculum and Quality Manager and the Programme Area Leader who will consider the implications, and report to the Senior Management Team as necessary. | Academic Registrar | 3V6 - Approval Form: New Course or Programme Change 3V1 - Course Descriptor |
| 10. Enter required course data into Prescribed Teaching Register in the Student Management System. | Academic Registrar | |
| 11. Notify Programme Area and all relevant staff of approval. | Academic Registrar | |
| 12. Publish the controlled versions (NMIT website, Intranet) of the programme documentation and confirm with the Programme Area that the Course can be promoted and delivered. | Curriculum and Quality Team | |

| PROCEDURE C | RESPONSIBILITY | DOCUMENTS / FORMS |
|--|--------------------|-------------------|
| 13. Notify Academic Board of course approval (unless done at step 8) for endorsement | Academic Registrar | |

D APPROVAL FOR ITO, SELF-FUNDED, TERTIARY PATHWAY AND GATEWAY COURSES

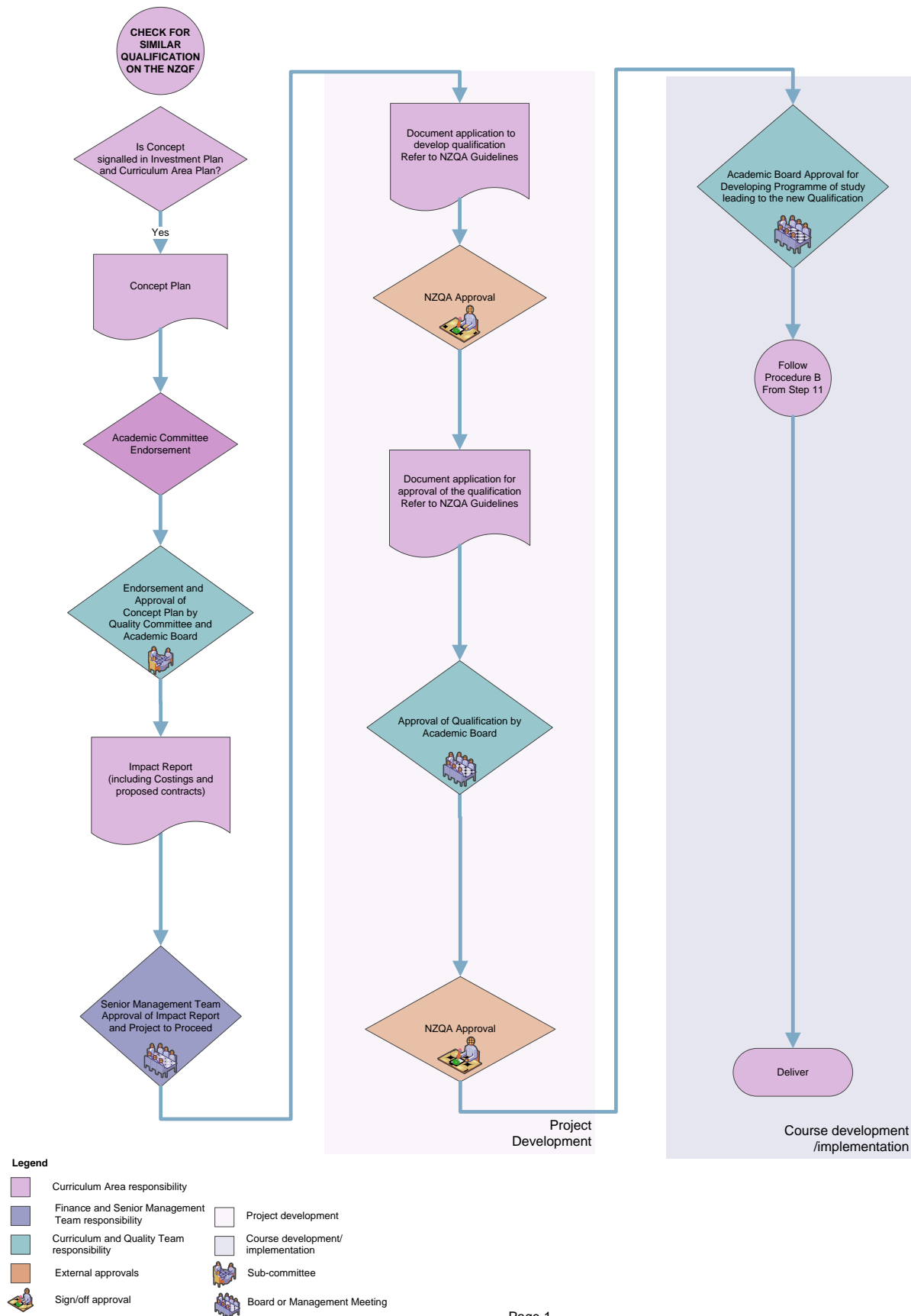


- Note 1** An overarching contract or Memorandum of Understanding is required with an ITO or Secondary School (normally reviewed annually) before courses can be approved.
- Note 2** An overarching contract or Memorandum of Understanding may be applicable to cover ongoing work for industry.
- Note 3** Overarching contracts and Memoranda of Understandings are required to be signed by the Chief Executive before external commitments are made and delivery commences.
- Note 4** Any external contractor delivering/assessing courses must be covered by an individual contract for service with Human Resources.

| PROCEDURE D | RESPONSIBILITY | DOCUMENTS / FORMS |
|--|---|---|
| 1. Draft or renew overarching contract or Memorandum of Understanding | Programme Area Leader | MoU/contract |
| 2. Consider academic, financial and strategic implications recommend approval of the contract OR Request Concept Plan and advise Procedure B applies | Senior Management Team | MoU/contract |
| 3. Sign MoU/contract | Chief Executive | MoU/contract |
| 4. Draft contract between ITO/industry, student and NMIT for the course/s (specific dates, length, content and expected outcomes) | Programme Area Leader | Contract |
| 5. Draft Course Descriptors | Programme Area Leader | 3V1 Course Descriptor |
| 6. Obtain endorsement for the course/s, contract and Course Descriptor/s from the relevant Academic Committee. | Programme Area Leader | 3V1 Course Descriptor |
| 7. Complete 3V4 - <i>Programme and Project Costing Spreadsheet</i> | Programme Area Leader | 3V4 - Programme and Project Costing Spreadsheet |
| 8. Send a completed 3V6- <i>Approval Form</i> , contract, Course descriptors and 3V4 - <i>Programme and Project Costing Spreadsheet</i> to the Curriculum and Quality Manager or Academic Registrar. | Curriculum & Quality Manager | 3V6 - Approval Form: New Course or Programme Change 3V1 Course Descriptor 3V4 - Programme and Project Costing Spreadsheet |
| 9. Advise Programme Area if additional information is required to continue OR Request Concept Plan and advise Programme Area Leader that Procedure B applies. | Curriculum & Quality Manager/Academic Registrar | |
| 10. Consider implications for NMIT. Gain input and approval from Finance Manager, Director of Planning, Quality and Learner Services and Director of Finance and Corporate Services. | Curriculum & Quality Manager | 3V6 - Approval Form: New Course or Programme Change 3V1 Course Descriptor 3V4 - Programme and Project Costing |

| PROCEDURE D | RESPONSIBILITY | DOCUMENTS / FORMS |
|---|--|--|
| | | Spreadsheet |
| 11. Approve the course | Curriculum and Quality Manager | |
| 12. Sign Contract | Programme Area Leader | |
| 13. Forward the approved course fee (from step 10) to Curriculum and Quality Administrator. | Director of Finance and Corporate Services | 3V6 - Approval Form: New Course or Programme Change 3V1 Course Descriptor |
| 14. Submit course data to TEC for approval. | Academic Registrar | |
| 15. Enter course data into Student Management System. | Academic Registrar | |
| 16. Notify Programme Area and all relevant staff of approval. | Academic Registrar | |
| 17. Promote course | Programme Area Leader / Marketing | |
| 18. Notify Academic Board of course approval | Academic Registrar | |

Refer to Appendix 8: Checklist Procedure D



Note 1 The development of qualifications and their subsequent listing on the NZQF involves **two** distinct application and approval stages:

- a) Approval to develop a qualification, and
- b) Approval to list a qualification

| PROCEDURE E | RESPONSIBILITY | DOCUMENTS / FORMS |
|--|--------------------------------|---|
| CHECK FOR SIMILAR QUALIFICATION ON THE NZQF | Project Sponsor | 3V3 - Concept Plan |
| 1. Prepare a <i>Concept Plan</i> Initial Concept meeting convened to gather support from some or all of the following parties with Programme Area Leader, Senior / Academic Advisor, Te Tumu o te Mātauranga Māori (Director of Maori Education) teaching staff, other PAL's, , Learner Services, Flexible Learning Team, IT Team, Library Learning Centre, Marketing etc. Community, Industry and TANZ input could be included at this stage | Project Sponsor | 3V3 - Concept Plan |
| 2. Obtain formal endorsement for the Concept Plan from the relevant Academic Committee. If a Short Award proceed to step 9. | Programme Area Leader | 3V3- Concept Plan |
| 3. Endorse the Concept Plan. Set any requirements. | Quality Committee | 3V3 - Concept Plan |
| 4. Approve the Concept Plan | Academic Board | 3V3 - Concept Plan |
| 5. Advise Project Sponsor to continue or not OR Request additional information if required eg. draft Contract, and advise Project Sponsor. | Curriculum and Quality Manager | |
| 6. Complete the <i>3V5 - Impact Report</i> and a <i>3V4 – Programme and Project Costing Spreadsheet</i> and if applicable, a draft contract. Attach any supporting evidence that may help Senior Management Team make a decision to proceed with the project. | Project Sponsor | 3V3 - Concept Plan 3V5- Impact Report 3V4 - Programme and Project Costing Spreadsheet |
| 7. Approve or decline the project to proceed. Set any requirements and advise the Curriculum and Quality Team and the Project Sponsor so that staff and resources call be allocated to the project. Curriculum and Quality Manager ensures Section C of the Impact Report is completed. | Senior Management Team | |
| 8. Establish Project <ul style="list-style-type: none"> • Steering Group • Project Manager • Project Team | Project Sponsor | |

| PROCEDURE E | RESPONSIBILITY | DOCUMENTS / FORMS |
|--|----------------|-------------------|
| 9. Document application to <i>develop the qualification</i> and sent to NZQA for approval (Refer to NZQA Guidelines) | Project Team | NZQA Forms |
| 10. NZQA accepts or declines the application. | | |
| 11. Document application for <i>approval of the qualification</i> . | Project Team | NZQA Forms |
| 12. Submit documentation for approval to Academic Board or subcommittee. | Project Team | |
| 13. NZQA approval of qualification | NZQA | |
| 14. If approval granted follow Procedure B from Step 11. | Project Team | |

Refer to Appendix 5: Checklist for Steering Committee Procedure E

REFERENCES

Guidelines for Programme Design
NMIT Academic Statute
TANZ Collaborative Academic Regulations
Programme Advisory Committees
Off-Site Practical and Workplace Components
Listing Qualifications on NZQF - <http://www.nzqa.govt.nz/studying-in-new-zealand/nzqf/listing-qualifications-on-the-nzqf/>
NZQA Guidelines <http://www.nzqa.govt.nz/>

APPENDICES

Appendix 1: Guidelines for Recommending Approval by Directorate to Commence Project Design
Appendix 2: Quick Guide to Approvals
Appendix 3: Checklist for Steering Committee Procedure B
Appendix 4: Checklist for Steering Committee Procedure D
Appendix 5: Checklist for Steering Committee Procedure E
Appendix 6: Information Literacy Guidelines

TEMPLATES

Refer to [Intranet Quality Management System/Quality Forms](#) for the following templates:

3V3 Concept Plan
3V5 Impact Report
3V10 Capability Document Template
3V11 Programme Regulations Template
3V12 Short Award Template (*combined and shortened Capability and Programme Regulations documents*)
3V1 Course Descriptor - Non-NZQF Template (refer to guidelines in AT4)
3V1 Course Descriptor - NZQF Template (refer to guidelines in AT4)
3V4 Programme and Project Costing Spreadsheet

FORMS

Refer to: [Intranet Quality Management System/Quality Forms](#)

For the following form:

3V6 Approval Form: New Course or Programme Change Form

APPENDIX 1: CHECKLIST

GUIDELINES FOR RECOMMENDING APPROVAL BY DIRECTORATE TO COMMENCE PROGRAMME DESIGN.

PROGRAMME DETAILS

- New courses
- Utilisation of existing courses
- Pathways
- Funding sought for overseas travel?
- International Students

TE TIRITI O WAITANGI

- Clearly evident that the proposed Programme meets the NMIT's commitment to the principles of the Treaty of Waitangi.

STUDENT BENEFITS

- Choice of Local, NZ, National or other qualifications
- Industry recognition for the qualifications
- Career enhancement/personal development
- Curriculum Alignment

COMPETITION AND RISKS

- Poor student retention and success
- Nature of similar programmes
- Likely student catchment areas
- Evidence for new enrolments
- Possible market changes
- Contractual arrangements
- Other risks

INSTITUTE POSITIONING

- Relationship with the Institute's and national educational, strategic direction
- Arrangements with other schools and other providers
- Effect on existing contracts and articulations

MARKET INFORMATION

- Relationship to employment and training needs of industry and community
- Evidence of demand for graduates
- Support by local and national advisory groups; industry/community organizations
- Off-site practical or work based training arrangements and/or potential
- Specify the extent of any market research to be undertaken

FACILITIES

- Classrooms and specialist workshops/laboratories
- Computer facilities and access
- Online learning
- Video conferencing
- Library Learning Centre and Learning Support
- Student Support Services
- Special equipment
- Vehicles

DEVELOPMENT AND CONTINUING COSTS

- Curriculum Development
- Professional development
- Research
- Programme management and co-ordination

PROMOTION

- Specify when and how publicity will be released
- What means of promotion should be used?

APPENDIX 2: QUICK GUIDE TO APPROVALS

NEW APPROVALS

| Proposal | Concept Plan | Senior Management Team Approval to Proceed | NZQA Approval | | Project Team | Advisory/Industry Endorsement | Academic Committee Endorsement | Academic Approvals Committee (PAC) | Finance Approval for Delivery | Curriculum and Quality Manager Approval | Academic Board Approval | NZQA Approval | | TEC Approval |
|---|--------------|--|--------------------------------------|--|--------------|-------------------------------|--------------------------------|------------------------------------|-------------------------------|---|-------------------------|-----------------|---------------|----------------|
| | | | Application to develop Qualification | Application for Approval to List on the NZQF | | | | | | | | Panel Visit | Board Meeting | |
| New Qualification (Sub-degree) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | x | ✓ | May be required | ✓ | ✓ |
| New Programme of Study | ✓ | ✓ | x | x | ✓ | ✓ | ✓ | ✓ | ✓ | x | ✓ | x | ✓ | ✓ |
| New Qualification (Level 7 and above) | ✓ | ✓ | x | x | ✓ | ✓ | ✓ | ✓ | ✓ | x | ✓ | ✓ | ✓ | ✓ |
| Consent to assess against Unit Standards | ✓ | ✓ | x | x | ✓ | ✓ | ✓ | ✓ | ✓ ⁴ | x | ✓ | ✓ | ✓ | ✓ |
| Short Award (<40 credits) | x | x | x | x | x | ✓ | ✓ | x | ✓ | x | ✓ | x | ✓ | ✓ |
| TEC Funded Course (Minor changes to programmes or courses) | x | x | x | x | x | x | ✓ | x | ✓ | ✓ | x | x | x | ✓ |
| *TEC Funded Course (Significant changes to programmes or courses) | ✓ | ✓ | x | x | ✓ | ✓ | ✓ | ✓ | ✓ | x | ✓ | x | x | ✓ |
| Self Funded Course | x | x | x | x | x | x | ✓ | x | ✓ | ✓ | x | x | x | x ⁵ |
| Industry Funded Course | x | x | x | x | x | ✓ ⁶ | ✓ | x | ✓ | ✓ | x | x | x | x ⁷ |
| STAR / Gateway Course | x | x | x | x | x | ✓ ⁸ | ✓ | x | ✓ | ✓ | x | x | x | x ⁹ |

⁴ Finance approved if it affects courses

⁵ Course still needs to be submitted to TEC

⁶ Contract required

⁷ Course still needs to be submitted to TEC

⁸ Contract required

⁹ Course still needs to be submitted to TEC

CHANGE APPROVALS

| Proposal | Concept Plan | Senior Management Team Approval to Proceed | NZQA Pre-Approval | Project Team | Advisory/Industry Endorsement | Academic Committee Endorsement | Programme Approval Committee (PAC) | Finance Approval for Delivery | Curriculum and Quality Manager Approval | Academic Board Approval | NZQA Approval | | TEC Approval |
|--|--------------|--|-------------------|--------------|-------------------------------|--------------------------------|------------------------------------|-------------------------------|---|-------------------------|---------------|-----------------|--------------|
| | | | | | | | | | | | Panel Visit | Board Meeting | |
| Change to qualification title | x | x | ✓ | x | ✓ | ✓ | x | x | x | ✓ | x | ✓ | ✓ |
| Change to level of qualification | x | x | ✓ | x | ✓ | ✓ | x | x | x | ✓ | ✓ | ✓ | ✓ |
| Change to credit value of qualification | x | x | ✓ | x | ✓ ¹⁰ | ✓ | x | x | x | ✓ | x | ✓ | ✓ |
| Change to length of qualification | x | x | x | x | ✓ | ✓ | x | ✓ ¹¹ | x | ✓ | x | x | ✓ |
| Change to credit value of courses (no change to overall credit value of qualification) | x | x | x | x | ✓ | ✓ | x | ✓ ¹² | ✓ | x | x | x | ✓ |
| Changes to course titles | x | x | x | x | ✓ | ✓ | x | x | ✓ | x | x | x | ✓ |
| Changes to programme entry regulations | x | x | x | x | ✓ | ✓ | x | x | x | ✓ | x | x | x |
| Changes to programme delivery mode (sub-degree) | ✓ | ✓ | x | ✓ | ✓ | ✓ | ✓ | ✓ | x | ✓ | x | x | ✓ |
| Changes to programme delivery mode (degree) | ✓ | ✓ | x | ✓ | ✓ | ✓ | ✓ | ✓ | x | ✓ | ✓ | ✓ | ✓ |
| Changes to programme delivery site (sub-degree) | x | x | x | x | ✓ | ✓ | x | ✓ | x | ✓ | x | ✓ ¹³ | ✓ |
| Changes to programme | ✓ | ✓ | x | ✓ | ✓ | ✓ | ✓ | ✓ | x | ✓ | ✓ | ✓ | ✓ |

¹⁰ desirable

¹¹ if it affects fees

¹² If tutor hours/fees change

¹³ Advise only

| Proposal | Concept Plan | Senior Management Team Approval to Proceed | NZQA Pre-Approval | Project Team | Advisory/Industry Endorsement | Academic Committee Endorsement | Programme Approval Committee (PAC) | Finance Approval for Delivery | Curriculum and Quality Manager Approval | Academic Board Approval | NZQA Approval | | TEC Approval |
|--|--------------|--|-------------------|--------------|-------------------------------|--------------------------------|------------------------------------|-------------------------------|---|-------------------------|---------------|---------------|-----------------|
| | | | | | | | | | | | Panel Visit | Board Meeting | |
| delivery site (degree) | | | | | | | | | | | | | |
| Introduction of a new major (degree) | ✓ | ✓ | x | ✓ | ✓ | ✓ | ✓ | ✓ | x | ✓ | ✓ | ✓ | ✓ |
| Introduction of an exit qualification | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | x | ✓ | x | ✓ | ✓ |
| Changes to Unit Standards within courses | x | x | x | x | ✓ | ✓ | x | x | ✓ | x | x | x | x ¹⁴ |

¹⁴ Course still needs to be submitted to TEC

| Proposal | Concept Plan | Senior Management Team Approval to Proceed | NZQA Pre-Approval | Project Team | Advisory/Industry Endorsement | Academic Committee Endorsement | Programme Approval Committee (PAC) | Finance Approval for Delivery | Curriculum and Quality Manager Approval | Academic Board Approval | NZQA Approval | | TEC Approval |
|---|-----------------|--|-------------------|--------------|-------------------------------|--------------------------------|------------------------------------|-------------------------------|---|-------------------------|---------------|---------------|--------------|
| | | | | | | | | | | | Panel Visit | Board Meeting | |
| Minor changes to learning outcomes within courses | x | x | x | x | ✓ | ✓ | x | x | ✓ | x | x | x | |
| Changes to assessment regulations | ✓ ¹⁵ | x | x | x | x | ✓ | ✓ ¹² | x | ✓ ¹⁶ | ✓ ¹³ | x | x | |

NB: The requirement to submit a Concept Plan depends on the extent of the changes proposed. This will be on a case by case basis. Please discuss with members of the Curriculum and Quality Team as soon as possible.

¹⁵ If major

¹⁶ If minor

APPENDIX 3: CHECK LIST FOR STEERING COMMITTEE FOR PROCEDURE B

(To be completed by the Project Manager)

| | |
|------------------------|--|
| Project Name | |
| Project Manager | |
| Project Sponsor | |

| Milestone | Date | Signature |
|---|-------------|------------------|
| Academic Board Approval of Concept Plan | | |
| Impact Report Approved (Senior Management Team) | | |
| Project Team Established (Project Sponsor) | | |
| Project Plan Approved (Steering Committee) | | |
| Draft Documents - Capability and Regulations Endorsed by | | |
| Steering Committee | | |
| Academic Committee | | |
| Programme Approvals Committee (PAC) approval | | |
| Academic Board Approval | | |
| Programme and Project Costing Spreadsheet / Student Fees (Director of Finance and Corporate Services /Chief Executive) | | |
| External Approval (eg NZQA) | | |
| TEC Funding Approval | | |
| Programme Documents “published” | | |
| Programme entered on Student Management System | | |
| Develop Project Implementation Plan (Project Team) | | |
| Staffing | | |
| Staff training | | |
| Establish Support Services | | |
| Programme/course resources | | |
| Marketing Plan | | |
| Timetabling | | |
| Detailed course design | | |

| | | |
|---|--|--|
| Teaching Plans | | |
| Evaluate development (Project Team) | | |
| Project closure Report completed (Project Team) | | |
| Project closure report signed off (Project Steering Committee) | | |

NB: This completed checklist should be filed when complete with the Project Sponsor and a copy filed in the Curriculum and Quality Team.

APPENDIX 4: CHECK LIST PROCEDURE D

(To be completed by the Programme Area Leader)

| | |
|------------------------|--|
| Project Name | |
| Project Manager | |
| Project Sponsor | |

| Milestone | Date | Signature |
|---|-------------|------------------|
| Draft Memorandum of Understanding (MoU) (if required) | | |
| MoU Endorsed by Senior Management Team and Signed by CE (if required) | | |
| Course Descriptors endorsed by Academic Committee | | |
| Draft Contract or Schedule Approved by Director of Finance and Corporate Services | | |
| 3V4 - Programme/Project Costing Spreadsheet Approved by Director of Finance and Corporate Services | | |
| 3V6 – Approval Form: New Course or Programme Change Approved by Curriculum and Quality Manager | | |
| TEC Advised | | |
| Course Descriptor “published” | | |
| Course entered on Student Management System | | |

NB: This completed checklist should be filed when complete with the Project Sponsor and a copy filed in the Curriculum and Quality Team.

APPENDIX 5: CHECK LIST FOR STEERING COMMITTEE FOR PROCEDURE E

(To be completed by the Project Manager)

| | |
|------------------------|--|
| Project Name | |
| Project Manager | |
| Project Sponsor | |

| Milestone | Date | Signature |
|--|-------------|------------------|
| Academic Board Approval of Concept Plan | | |
| Impact Report Approved (Senior Management Team) | | |
| | | |
| Project Team Established (Project Sponsor) | | |
| Project Plan Approved (Steering Committee) | | |
| <i>Application for Approval to Develop New Qualification approved by NZQA</i> | | |
| Draft Documents - Capability and Regulations Endorsed by | | |
| Steering Committee | | |
| Academic Committee | | |
| Programme Approvals Committee (PAC) approval) | | |
| Academic Board Approval | | |
| Programme and Project Costing Spreadsheet / Student Fees (Director of Corporate Services and Finance/Chief Executive) | | |
| NZQA Approval of Qualification | | |
| TEC Funding Approval | | |
| Programme Documents “published” | | |
| Programme entered on Student Management System | | |
| Develop Project Implementation Plan (Project Team) | | |
| Staffing | | |
| Staff training | | |
| Establish Support Services | | |
| Programme/course resources | | |
| Marketing Plan | | |

| | | |
|---|--|--|
| Timetabling | | |
| Detailed course design | | |
| Teaching Plans | | |
| Evaluate development (Project Team) | | |
| Project closure Report completed (Project Team) | | |
| Project closure report signed off (Project Steering Committee) | | |

NB: This completed checklist should be filed when complete with the Project Sponsor and a copy filed in the Curriculum and Quality Team.

APPENDIX 6: INFORMATION LITERACY GUIDELINES

At NMIT we should be aiming to produce graduates who know how to learn. To be fully competent learners, people need to be information literate. Information literate people are those who 'know when they need information, and are then able to identify, locate, evaluate, organise, and effectively use the information to address and help resolve personal, job related, or broader social issues and problems'¹⁷.

In education sectors, information literacy has been generally defined as an understanding and set of abilities enabling individuals to 'recognise when information is needed and have the capacity to locate, evaluate, and use effectively the needed information'.¹⁸

Information literacy embraces, but is more than computer literacy or IT competency. 'With digitisation of scholarly publications and the growth in online delivery, fluency with information technology requires more than the learning of software and hardware associated with computer literacy. Information literacy is an intellectual framework for recognising the need for, understanding, finding, evaluating, and using information. These are activities which may be supported in part by fluency with information technology, in part by sound investigative methods, but most importantly through critical discernment and reasoning. Information literacy initiates, sustains, and extends lifelong learning through abilities that may use technologies but are ultimately independent of them.'¹⁹

In many educational institutions information literacy is embedded into the curriculum and measured as a key graduate competency, or it forms a part of an Institution's teaching and learning strategy.

NMIT's Charter, in its "Approach to Meeting Learner Needs" promotes the concept of lifelong learning. Information literacy is a key fundamental skill for those engaged in lifelong learning. NMIT's Profile talks about computer literacy, flexible education and the need for foundation skills. There is no explicit reference to Information Literacy which is a key part of these skills.

We recommend that Information Literacy is adopted as a graduate outcome at NMIT and integrated into the curriculum. It is a foundation skill, which embraces computing and IT skills and enables students to become fully competent lifelong learners. NMIT graduates should be able to:

- recognise a need for information and determine the extent of information needed
- access information efficiently
- critically evaluate information and its sources
- classify, store, manipulate and redraft information collected or generated
- incorporate selected information into their knowledge base
- use information effectively to learn, create new knowledge, solve problems and make decisions
- access, use and acknowledge sources of information, with full understanding of the ethical, legal, cultural and social issues surrounding the use of information.
- use their experience of information literacy to facilitate independent, lifelong learning, participative citizenship and social responsibility.²⁰

We also recommend that all NMIT tutorial staff are encouraged to become fully information literate. "When academic staff become information literate it can influence their pedagogic thinking and the way they conceive of their own discipline and its knowledge base".²¹

¹⁷ UNESCO, US National Commission on Libraries and Information Science et al Goals, objectives and participant responsibilities. (2002) *Meeting of experts on information literacy*
http://www.nclis.gov/libinter/infolitconf&meet/goals-objectives-participant_responsibilities.html [Accessed 1 October 2002]

¹⁸ Association of College and Research Libraries (2000) *Information literacy competency standards for higher education – Introduction*
http://www.ala.org/Content/NavigationMenu/ACRL/Standards_and_Guidelines/Information_Literacy_Competency_Standards_for_Higher_Education.htm [Accessed 24 September 2003]

¹⁹ Bundy, A (Ed) (2004) *Australian and New Zealand information literacy framework - principles, standards and practice* (2nd Ed) Adelaide, Australian and New Zealand Institute for Information Literacy

²⁰ Based on a definition in Bundy, A (Ed) (2004) *Australian and New Zealand information literacy framework - principles, standards and practice* p.3 (2nd Ed) Adelaide, Australian and New Zealand Institute for Information Literacy

STANDARD 1

The information literate person recognises the need for information and determines the nature and extent of the information needed

Learning outcomes

- 1.1 defines and articulates the information need
- 1.2 understands the purpose, scope and appropriateness of a variety of information sources
- 1.3 re-evaluates the nature and extent of the information need
- 1.4 uses diverse sources of information to inform decisions

STANDARD 2

The information literate person finds needed information effectively and efficiently

Learning outcomes

- 2.1 selects the most appropriate methods or tools for finding information
- 2.2 constructs and implements effective search strategies
- 2.3 obtains information using appropriate methods
- 2.4 keeps up to date with information sources, information technologies, information access tools and investigative methods

STANDARD 3

The information literate person critically evaluates information and the information seeking process

Learning outcomes

- 3.1 assesses the usefulness and relevance of the information obtained
- 3.2 defines and applies criteria for evaluating information
- 3.3 reflects on the information seeking process and revises search strategies as necessary

STANDARD 4

The information literate person manages information collected or generated

Learning outcomes

- 4.1 records information and its sources
- 4.2 organises (orders/classifies/stores) information

STANDARD 5

The information literate person applies prior and new information to construct new concepts or create new understandings

Learning outcomes

- 5.1 compares and integrates new understandings with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information
- 5.2 communicates knowledge and new understandings effectively

²¹ Johnston, B. and Webber, S. (2003) Information Literacy in Higher Education: a review and case study *Studies in Higher Education* 28(3) pp.335-352

STANDARD 6

The information literate person uses information with understanding and acknowledges cultural, ethical, economic, legal, and social issues surrounding the use of information

Learning outcomes

- 6.1 acknowledges cultural, ethical, and socioeconomic issues related to access to, and use of, information
- 6.2 recognises that information is underpinned by values and beliefs
- 6.3 conforms with conventions and etiquette related to access to, and use of, information
- 6.4 legally obtains, stores, and disseminates text, data, images, or sounds