

GUIDELINES FOR PROGRAMME DESIGN

Section	Quality		
Approval Date	30.11.2011	Approved by	Academic Board
Next Review	July 2012	Responsibility	Curriculum and Quality Manager
Key Evaluation Question	2	ITPNZ Quality Standard	2,3,4

Guidelines for Programme Design

Abbreviations and Definitions Used in these Guidelines

CMR	Consent and Moderation Requirements
Curriculum and Quality Team	The Curriculum and Quality Team staff are able to give curriculum development advice and assist with programme documentation.
Artena	The Student Management System used at NMIT to establish student study contracts, report to TEC and to generate academic records.
PAC	Programme Approval Committee which is a standing committee of the NMIT Academic Board responsible for evaluating and recommending approval of academic developments
Senior Management Team	Executive management, consisting of the Chief Executive, Directors and Group Managers. The members of the Senior Management team have delegated responsibility from the Chief Executive for the quality and delivery.
EEoO	Equal Employment Opportunity
Embedded NMIT Qualification	<p>An NMIT Certificate or Diploma fully incorporated in a larger qualification and which may be awarded to students in addition to the larger qualification.</p> <p>Embedded qualifications can also be exit qualifications (see below) as well as stand-alone qualifications in which students can enrol independently.</p> <p>All embedded qualifications are approved in their own right, as for any other qualification, with a separate qualification code.</p> <p>Embedded qualifications are listed on the New Zealand Qualifications Framework</p>
Embedded National Qualification	<p>A National qualification or award authorised by an external body fully incorporated in a larger NMIT qualification and which may be awarded to students in addition to the larger NMIT qualification.</p> <p>National qualifications may or may not be able to be enrolled upon independently.</p> <p>All National qualifications are approved in their own right with a separate qualification code.</p> <p>National qualifications are listed on the New Zealand Qualifications Framework</p>
Exit NMIT Qualification	<p>An NMIT Certificate or Diploma fully incorporated in a larger qualification and which may be awarded to students who do not complete the requirements of the larger qualification. Exit qualifications must 'make sense' in terms of graduate profile and are not simply a way to recognise partial completion of a formal qualification.</p> <p>Students cannot enrol directly into an exit qualification and do not receive this award if they are planning to complete the larger qualification.</p> <p>Each exit qualification requires a graduate profile and clearly identified completion requirements.</p> <p>Exit qualifications require a separate qualification code. They are not currently listed on the New Zealand Qualifications Framework.</p>

FLiT	Flexible Learning Team
ITO	Industry Training Organisation
NMIT	Nelson Marlborough Institute of Technology
NMIT Online	NMIT online learning facility built on MOODLE software (http://ecampus.nmit.ac.nz/moodle/)
NZQF	New Zealand Qualifications Framework
NSB	National Standards Body
NZQA	New Zealand Qualifications Authority
NZSCED	New Zealand Standard Classification of Education
QMS	Quality Management System
RAC	Recognition of Academic Credit
RPL	Recognition of Prior Learning
TANZ	Tertiary Accord of New Zealand
TEC	Tertiary Education Commission

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INTRODUCTION TO PROGRAMME DESIGN

Use these guidelines to develop the required documentation for NMIT courses and programmes and for other projects (e.g. consortium arrangements, accreditation applications, new and changed courses, including short courses, re-developed programmes). These guidelines should be used alongside the relevant approval procedure:

Refer to: Development of New Qualifications and New and Changed Programmes and Courses
 Programme Regulations Template
 Capability Document Template

SECTION 1:

GUIDELINES FOR CAPABILITY DOCUMENT

Note to the Project Team:

The **main purpose** of the Capability Document is to **demonstrate NMIT's capability, including the management of quality, to deliver the programme. This document should give the background to the proposal, explain the development and consultation that has occurred and describe how the programme will be resourced and managed.** Unlike the Regulations and Course Descriptors, this document is not routinely available to students.

1 INTRODUCTION

1.1 PURPOSE OF THIS DOCUMENT

Give the reasons for this development and for seeking academic approval e.g. significant changes, new programme.

Provide information that will assist the Programme Approval Committee to recommend academic approval. Justify the programme by referencing the NMIT Investment Plan, the Tertiary Education Strategy and the Statement of Tertiary Education Priorities (STEP). Show how the structure and combination of compulsory and elective components is appropriate to the aim and content of the programme and with learner needs.

Confirm that the title of the programme and its constituent courses accurately indicate the general subject area. Justify any potential concerns.

1.2 HISTORY OF THE PROGRAMME

Provide a brief history (or update the history already recorded) of the programme and the names/dates of any previous awards.

Include details and dates of significant changes and/or other programmes which may have linked with, or been incorporated into, this programme.

Summarise NMIT's past and present involvement and expertise in the field. Consider previous delivery of similar programmes, NZQF consents held, staff expertise and available resources.

1.3 OTHER INSTITUTES OF TECHNOLOGY AND POLYTECHNICS

Provide a brief outline of relationship this programme has with other institutes and its development.

2 TITLE, AIMS, LEARNING OUTCOMES AND COHERENCE

Include the Note below for NZQA:

Refer to the Appendix One: Course and Programme Funding Form and the Programme Regulations for title, aims learning outcomes.

2.1 PROGRAMME COHESION

How will distinct aspects integrate to provide a cohesive programme for students? Take account of any shared responsibilities, joint agreements and contract arrangements described in the previous sections. Explain how the programme philosophy, content and teaching/learning methods integrate and are consistent with the overall basis for assessment within the programme.

Consider:

- Co-ordination of programme delivery
- Assessment of different courses
- The Graduate Profile, education and employment pathways for the programme
- Communication links (e.g. between part time staff; between schools)
- Responsibility for the programme as a whole
- Students (e.g. communication with staff; opportunities for students to meet and work together)

3 DELIVERY AND LEARNING METHODS

3.1 DELIVERY SITES

Identify the proposed delivery sites.

3.2 LEARNING METHODS

Include a general statement regarding the proposed learning methods and the likely student body.

Include the following statement for NZQA:

Refer to the Programme Regulations and Course Descriptors for details of learning methods.

3.3 RATIONALE BEHIND THE LEARNING AND TEACHING APPROACHES

Consider the following issues: programme structure; learner access (venue/times); current educational theory and use of technologies.

Provide a rationale for the *core transferable skills* that are necessary for successful completion of the programme and ensure these skills are stated in the Graduate Profile (refer to the Regulations). Describe how

you will ensure students develop these skills. Investigate ways in which information literacy can be integrated into the programme.

Indicate how students' learning, emotional and physical needs will be supported in terms of the proposed delivery sites and methods of learning.

Describe how any risk to students or the public arising from different learning methods will be minimised.

Identify the additional resources and services that will be required to support the flexible learning aspects of this programme.

3.4 OFF-SITE ACTIVITIES

Check Reference: *Off-Site Practical and Workplace Components*

Describe how any practical, field-based or workplace components which are based away from the main delivery site are integrated into the programme. Append the contract (or other documentation) with off-site employers or workplace providers, describing the agreed arrangements. Ensure the responsibilities of the Institute, the employer or work-place provider and the student are defined. ***Refer Off-Site Practical and Work Place Components.***

3.5 RISK IN LEARNING ACTIVITIES

Check Reference: *Risk Management in Education Activities
Outdoor Equipment*

State any policy and procedures for assessing and mitigating risk to both students and the public (emotional or physical). ***Refer to Risk Management in Education Activities and Outdoor Equipment (if applicable).***

3.6 STUDENT RESEARCH

Check reference: *NMIT Ethical Approval for Student Research Policy*

Identify if students are required to undertake a research project as part of their programme of study, and the information students will be provided with.

4 ASSESSMENT

4.1 ASSESSMENT METHODOLOGY AND PLANNING

Check Reference: *Assessment*

Include the following statement for NZQA:

Refer to the Programme Regulations and Course Descriptors for details of assessment methodology and planning.

4.2 NZQF CONSENTS

List the NZQF consents that apply to the programme and ensure that these cover all unit standards that will be assessed. (Unit Standards should be listed in the Regulations). Describe how the Consent and Moderation Requirements are met.

4.3 MODERATION OF STANDARDS

Check Reference: *Moderation of Assessment*

Describe the systems that are established to ensure consistency of assessment and reporting.

Include or describe the moderation plan.

List any moderation systems, which apply to this programme (including the requirements from relevant CMRs).

Describe the arrangements for internal and external moderation. Include any moderation arrangements that are specific for particular courses.

4.4 LINKS WITH OTHER CURRICULUM AREAS AND PROVIDERS

Check Reference: *Articulation*

(Where responsibilities extend beyond one NMIT Programme Area (for example delivery at different sites) describe the arrangements for programme management, the reporting links and include up-to-date agreements.

Identify any courses shared with other programmes and describe the arrangements for co-ordinating delivery and managing quality.

Complete a chart as below to summarise academic responsibilities, including accreditations, held by other Programme Areas or providers.

Ensure "Person with whom Reporting Links are Established" has been included in discussions of academic responsibilities.

Title of Course or Unit Standard	Programme Area Responsible for Academic Quality Assurance	Person with whom Reporting Links are Established

Do any contracts (including articulation agreements and MoUs) with external parties apply to this programme? If so, describe the responsibilities of NMIT and the other parties. Append the relevant contracts.

5 MARKET RESEARCH, CONSULTATION AND SUPPORT (ACCEPTABILITY)

Refer to any **market research** that has been undertaken and how the findings have been used.

Describe the **consultation** that has occurred and the support obtained for the programme.

Include records of discussions, minutes and letters with names and dates.

Applications for redeveloped programmes should seek support or confirm previous support relevant to the proposed changes.

Appropriate consultation, input and support, should occur with the following:

- Other Programme Areas offering similar or equivalent programmes or components with input from NMIT Academic Committees
- Director of Marketing and Student Management Systems
- Education Partnerships and Schools Advisor
- Library Learning Centre
- Flexible Learning Team
- Te Tumu o te Mātautanga Māori and local Iwi
- Learner Journey Manager
- International Education
- Student Services
- Current and recent students. Consider information from formal surveys as well as other feedback
- Local industry – e.g. business leaders/representatives
- National industry – e.g. business leaders/representatives; also National Standards Bodies, Industry Training Organisations
- Community – e.g. employers, agencies, interested groups and individuals
- Other training providers
- Professional associations

6 REGULATIONS

Include the following statement for NZQA:

Refer to the Programme Regulations and Course Descriptors for details of specific regulations for this programme.

Describe the beliefs and values about learning on which the programme has been designed. How does this capability document address the NMIT's objectives for incorporating flexible learning approaches? Indicate the flexible learning approaches that will be used in this programme.

Ensure that any professional development, teaching skills and other staff training needs that are identified in this document are addressed.

Identify the proposed delivery sites and methods of learning and justify these as appropriate to the nature of the programme, the course aims and the students likely to enrol.

7 RESOURCES

7.1 STAFF SELECTION, APPRAISAL AND DEVELOPMENT

7.1.1 STAFF SELECTION AND APPOINTMENT

Check Reference: *Staff Appointments*

7.1.2 PROGRAMME AREA LEADER RESPONSIBILITIES (OR DELEGATE FOR THIS PROGRAMME)

Append the following:

Job Description for Programme Area Leader (or delegate for this programme)

Person Specification for Programme Area Leader (or delegate for this programme)

Person Specification for any staff yet to be appointed

Refer to pro forma in Appendix 4.

7.1.3 STAFF RESPONSIBILITIES

Prepare a table of tutorial staff:

Name	Qualifications (include year gained and awarding organisation)	Experience (include length of experience)	Research Areas (Degrees only)	Courses Taught (in this programme)

Ensure that responsibility is clearly assigned for specialist tasks e.g:

- Selecting and maintaining equipment (particularly equipment that may affect the safety of students and staff);
- Identifying risks associated with the programme and advising students of these risks both on entering the programme and prior to each activity;
Co-ordinating off-site components;
- Meeting obligations under any contracts with other providers, or off-site employers

Check Reference: *Staff Appointments*

7.1.4 PROFESSIONAL DEVELOPMENT

What is the plan for professional development to support this programme?

7.1.5 TEACHER TRAINING SUPPORT

Consider the development of general teaching skills including facilitation of flexible learning as well as developing professional knowledge.

Comment on support where relevant eg professional associations etc.

7.1.6 ACADEMIC SUPPORT

7.2 TEACHING FACILITIES AND PHYSICAL RESOURCES

7.2.1 TEACHING RESOURCES

Describe resources eg audio visual, other equipment

7.2.2 SPECIALISED RESOURCES

Describe any specialised resources, facilities and equipment that will be utilised for this programme.

What arrangements have been made to secure any required resources that are not currently available?

7.2.3 LIBRARY RESOURCES

Arrange to meet the Library Learning Centre Manager to discuss the library resources and services needed for the programme.

Complete the Library Learning Centre Report with the Library Learning Centre Manager and include as Appendix 3 of the Application.

7.2.4 FLEXIBLE LEARNING RESOURCES

Arrange to meet the Flexible Learning Team Leader to discuss the distance resources and services needed for the programme.

Describe how any necessary computer, internet, software resources will be made available and/or students advised.

7.3 STUDENT GUIDANCE AND SUPPORT

7.3.1 LIBRARY LEARNING SERVICES

7.3.2 SCHOLARSHIPS AND AWARDS

7.3.3 INFORMATION TECHNOLOGY

7.3.4 HEALTH AND COUNSELLING

7.3.5 INTERNATIONAL

7.3.6 LEARNER SERVICES

7.4 FINANCIAL AND ADMINISTRATIVE INFRASTRUCTURE

7.4.1 COMMENCEMENT

When is the new/revised programme due to first be delivered?

7.4.2 PROGRAMME OWNERSHIP AND RESPONSIBILITIES

7.4.3 PROGRAMME RESPONSIBILITY

Who is responsible for the review and development of this programme?

7.4.4 PROJECT TEAM

List the members of the Project Team.

Who will have delegated responsibility to co-ordinate delivery of the programme and be the primary contact person for students?

7.4.5 ADMINISTRATIVE SUPPORT STAFF

7.4.6 RECORD KEEPING

Describe what and how records are maintained. Include:

- Records of student admission decisions that demonstrate consistent application of entry requirements and selection criteria
- Records of students' assessments and results
- Student academic records
- Previous programme regulations and transition arrangements

7.4.7 AWARDS

Check Reference: *NMIT Academic Statute
Recording Results and Issue of Awards*

For joint awards, specify any variation to the standard format or wording of the award document (for example, incorporation of other providers' logos or signatures). Describe the process for issuing awards to students.

For any National Qualifications, describe the process that will apply:

- Students will apply to NZQA and pay the fee, or;
- NMIT will pay the fee, request NZQA to print and send directly to students, or;
- NMIT will pay the fee, request NZQA to print and send to NMIT for issue to students
- Identify an appropriate New Zealand Standard for Classification of Education (NZSCED). Refer to <http://www2.minedu.govt.nz/step/NZSCED.asp> or consult a member of the Academic Team.

7.4.8 MODERATION AND MONITORING

Include resources needed to ensure moderation and monitoring requirements are met. Eg external staffing/visits by monitors.

7.4.9 STAFF TRAVEL

7.5 QUALITY MANAGEMENT SYSTEM

The Capability Document should include the following statements:

The programme has been developed according to the institutional requirements of NMIT's Quality Management System. {insert statement regarding NMIT's current Quality Assured status}

All NMIT policies and procedures within the QMS are accessible to staff on the NMIT computer network. Policies and procedures applicable to students and contracted partners are available on the NMIT website.

7.5.1 EQUAL EDUCATION OPPORTUNITY (EEDO)

Check Reference: ***Equal Education Opportunities (EEdO)***

Describe arrangements to ensure that the Institute's EEdO objectives will be met.

7.5.2 ONGOING COMMUNITY AND INDUSTRY LIAISON

Check Reference: **Programme Advisory Committees**

Describe how the Programme Advisory Committee policy will be implemented for this programme to gain relevant, current and ongoing advice and support from the community or industry.

Include:

- Terms of reference of the Advisory Committee
- List of members and who they represent
- Frequency of meetings
- Excerpt of minutes or other records supporting the programme proposal
- Evidence that an advisory committee relevant to the programme has been established and met at least 6 months prior to when NMIT Directorate approval is likely to be given for the programme to be promoted and delivered.

7.6 LEARNING DESIGN REQUIREMENTS

7.7 LEARNING RESOURCE REQUIREMENTS

Meet with the Library Learning Centre Manager and Flexible Learning Team Leader to discuss likely approaches and their implications as part of completing their reports (staff training, resources, other support services etc.)

8 EVALUATION AND REVIEW

8.1 SELF EVALUATION

Check Reference: *Self-Assessment*

Describe the process and responsibility for reviewing the programme and production of the Self-Assessment Reports. Check that actions identified in previous reports are addressed in this section.

8.2 PROGRAMME AND TUTOR EVALUATIONS BY STUDENTS

Describe the process used for undertaking any evaluations of tutors by students. Ensure that the purpose of the evaluations is clear and describe how the information is used.

Describe how student feedback will be managed.

Check Reference: *Student Surveys*

Describe any other formal, scheduled opportunities for students to provide feedback and to evaluate the programme. Do not include ongoing student – tutor feedback which is part of teaching and learning.

Identify how and when students will evaluate the performance of programme staff.

8.3 DEGREE MONITORING

Check Reference: *Degree Monitoring*

State the degree monitoring arrangements (monitoring by NZQA or by APER), who the degree monitor is and when the appointment will be next reviewed, the dates of recent visits and schedule for the next visit.

Include recent Degree Monitor Reports and check that any outstanding issues have been addressed in this Capability Document.

9 RESEARCH (FOR DEGREES ONLY)

Check Reference: *NMIT Research Strategy*
 Code of Ethical Conduct, - Animal Welfare
 Ethical Considerations for Research
 Ethical Approval of Student Research

Describe how the ways in which research-teaching links are made in the curriculum. Describe how the research programme for the degree will be managed, recent research projects undertaken by staff and the plan for future research. Identify any resource requirements.

Attach research plan if applicable.

10 APPENDICES

Appendix 1: Course and Programme Funding Form
Appendix 2 Library Learning Centre Report
Appendix 3 Person Specification
Appendix 4 Programme and Project Costing Spreadsheet

APPENDIX 1: COURSE AND PROGRAMME FUNDING FORM

Date: <i>(Academic Team to complete)</i>		Programme First Taught Date:	
Provider Code:	6011	Total Gross Weeks: <i>(Teaching plus Holidays)</i>	
Programme Title:		Total Holiday Weeks:	
Prospectus Code: <i>(Academic Team to complete)</i>		Total Work-Based Training Hours:	

Course Code	Level	Stage/Year	Course Name	Teaching Hours	Supervised and Assessed Workplace Hours	Total Student Learning Hours	Credits		Proposed Course Factor	Proposed Classification #01-#39	Funding Category A, B, C etc	Unit standards assessed	NZSCED	Internet-based learning indicator
							NMIT	NZQF						
TOTAL:														

Approval Sought for (Yes / No)	
EFTS Based Funding	Yes
Student Allowance	Yes
Student Loans	Yes

Key: Internet Based Learning Indicator	
1	No Access
2	Web-supported
3	Web-enhanced
4	Web-based

Comment on Qualification Structure (i.e. Compulsory v Elective Courses)

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SCHEDULE OF UNIT STANDARDS TO BE ASSESSED

Course Code	Unit Standard No	Unit Standard Title	NZQF Credits	Version No	CMR
TOTAL:					

Note: *The following questions should be discussed with the Library Learning Centre Manager. How will information literacy be developed? Include the completed report as Appendix 3 of the Application.*

APPENDIX 2: LIBRARY LEARNING CENTRE REPORT

Programme:

Has the Programme Area Leader discussed with the Manager, LLC the information resources required for this programme? Is the programme being offered off-campus or flexibly?

What new or additional print/audiovisual information resources are required to support the programme eg books, periodicals, videos? Any significant budget implications?

What new or additional online resources are required to support the programme eg databases, CD-ROMs, Web links?

What issues require attention eg restricted loan, Interloan, Course Notes? In particular, information literacy, orientations, and training in accessing and using LLC resources.

What is the Programme Area's library resources budget for the current year? Is it sufficient to support demand in all locations?

Are the tutors informed of new publications relevant to this programme and how will they respond with purchase recommendations?

Has the Programme Area Leader discussed with the Manager, LLC or Learning Support Co-ordinator the study support required for this programme e.g. maths, language, computer, general study skills support?

Are the Programme Area tutors aware of the learning support services and information services and how will learning support services be promoted to students?

Signed

Manager, LLC

Signed

Project Leader

Date

Date

APPENDIX 3: PERSON SPECIFICATION

(Suggested Format)

Professional Knowledge and Experience

Teaching Knowledge and Experience

Qualifications

Skills Required

Special Aptitudes

Personal Attributes

SECTION 2:

PROGRAMME REGULATIONS GUIDELINES

11 INTRODUCTION

Notes to the Project Team:

The regulations that apply to a programme must address all clauses in *the NMIT Academic Statute* or the *TANZ Collaborative Academic Rules and Regulations*.

Check Reference: *NMIT Academic Statute*
 TANZ Collaborative Academic Rules and Regulations

The approved and unaltered Regulations (including all relevant *Course Descriptors*) must be made available to students either prior to or at the commencement of the programme, usually within a *Programme Handbook*.

The Regulations must contain concise and sufficient **academic information** to insert in promotional material, including:

- NMIT's website
- The programme brochure / Prospectus
- New Zealand Qualifications Framework

and for use on the Student Management System. However, background information about, for example, why the programme has been developed, justification for the programme should be included in the Capability Document, not the Regulations.

Check that the wording in the Regulations complies with the NMIT's policies and procedures referred to in the following sections. (View these on your computer/internet)

Because NMIT's policies and procedures are continually revised, the content should not be repeated in the Regulations. The Regulations should refer students to the relevant policy or procedure and advise they can access these on the NMIT website or at a Programme Area office.

12 DEFINITIONS

Give the meaning of any special terms and abbreviations used in the Programme Regulations so these are clear for students. Content must be consistent with the NMIT Statute. Definitions already in the Statute should be referred to rather than repeated in the Regulations.

Refer students to: *NMIT Academic Statute*
 TANZ Collaborative Academic Rules and Regulations

13 PHILOSOPHY

Describe the philosophy (beliefs and values) on which the programme is based.

Describe the beliefs and values about teaching and learning on which the programme has been designed and on which the delivery will be based.

14 AIM

Describe the overall aims of the programme (these should be consistent with the programme philosophy).

15 PROGRAMME STRUCTURE

The programme structure should be consistent with the model of 15-credit courses and 8 courses for a full year's study if appropriate. Consult an Academic Advisor.

Provide a schedule of courses in table format. Include *Course Title (Code and Name), Level, Credits*. Refer to the Course Descriptor Guide. Indicate where possible *compulsory, elective* courses and those from other programmes. Describe, preferably in a diagram, the overall programme structure, the relative size of the courses (including credit values) and the links between them.

Check that the programme structure and combination of courses is appropriate to the aims of the programme (Section 16.1.4 Graduate Outcome Statement).

State the duration of the programme in weeks and the minimum time needed for students to complete.

Ensure any restriction in the sequence in which courses need to be completed and/or are available is clearly stated for both part time and full time students.

Show in the structure diagram or as a table, the compulsory and elective courses and options for progression through the programme and identify all entry and exit points.

Include in the diagram or as a separate table, a summary of the pre- and co-requisites.

Assign a level to each course consistent with the learning outcomes in the *Course Descriptor*.

Describe any links to other programmes, within NMIT and/or nationally.

Describe any provisions for cross crediting, credit transfer and/or staircasing with other programmes.

Describe any transition arrangements from earlier programmes.

Provide a Course Descriptor for each course specifically named within the structure of the programme, including any courses already approved as part of other programmes. Refer to the Course Descriptor format. Do not provide Descriptors for courses where students may, for example, choose one of several courses already approved as part of other programmes.

Ensure that the Regulations of this programme will be compatible with those of other programmes that may apply. Address any restrictions or inconsistencies and how these will be managed, in the Capability Document. Minimise the need for students to refer to more than one set of Regulations.

16 QUALIFICATION DETAILS

Where several qualifications are available, address Graduate Outcome, Entry and Selection and Completion Requirements separately under each qualification that will be listed on the New Zealand Qualifications Register.

16.1 QUALIFICATION 1 (NAMED)

16.1.1 AWARDING ORGANISATION

State the name of the organisation awarding the qualification.

16.1.2 QUALIFICATION LEVEL AND TOTAL CREDITS

16.1.3 ACADEMIC DRESS (WHERE APPLICABLE)

16.1.4 GRADUATE OUTCOME

GRADUATE OUTCOME STATEMENT

A graduate outcome statement:

- explains clearly to prospective learners, whanau, employers and other educational organizations what the graduate is expected to be able to do, know and understand as a result of the learning
- describes the range of functions and/or scope of practice the graduate is able to perform
- needs to be sufficiently comprehensive to enable comparisons between individual qualifications
- has 3 components
 - a graduate profile
 - an education pathway
 - an employment pathway

The **graduate profile** outlines the capabilities of the graduate as a result of achieving the specified programme of study or training leading to it. It defines the minimum level of skills, knowledge, understanding and attributes a graduate can demonstrate.

The **education pathway** outlines the further education pathways a graduate can undertake.

The **employment pathway** identifies the areas in which a graduate may be qualified to work, or the contribution they may make to their community.

Identify the **core transferable skills** necessary for successful completion of the programme. These should include the ability to source and assess information, problem solve and use information and communication technology effectively. They are likely to include information and computer literacy

and critical thinking. These are the skills required to remain current in the chosen trade or profession e.g. standards, law, theory and new developments.

The graduate outcome statement should be suitable for using directly in programme brochures and other promotional material.

16.1.5 ENTRY REQUIREMENTS

Check Reference: **TANZ Collaborative Academic Rules and Regulations.**
 NMIT Academic Statute Section
 Education Act 1989, Section 224

Specify the minimum **Entry Requirements** for the programme. These should be appropriate for the level of the programme, include no unreasonable barriers, and be well publicised and applied consistently.

Consider academic requirements (including NCEA requirements if applicable), previous experience, general literacy, computer literacy, numeracy and English language minimum requirements. Consider any minimum age required for entry to the programme. Some or all entry requirements may not apply to applicants 20 years and older.

Those responsible for approving admission need to be satisfied that any applicant is capable of undertaking the programme of study.

Ensure that the entry requirements only include the absolutes that an applicant must meet in order to apply for the programme. Many programmes will have no entry requirements and are “Open entry”.

Terms such as ‘*three years secondary*’ should be replaced by ‘*open*’ as all applicants would meet this requirement.

Ensure entry requirements are not confused with entry procedures, such as interviews.

Make sure that entry requirements are not confused with the process used to determine if they are met (e.g. *Submit portfolio* is not an entry requirement, however *appropriate artistic ability as evidenced by submission of portfolio* is an entry requirement).

Make sure that entry requirements are not confused with selection criteria or preference criteria (see **Selection** below).

English Language requirements should be stated as an IELTS overall Academic Score (with a minimum in each band), or equivalent, issued within the last two years.

State that academic credit may be granted for relevant learning achieved prior to enrolment on a course or programme.

16.1.6 SELECTION

Refer to NMIT Academic Statute, (Admissions and Enrolments). Add any additional criteria.

Describe any process and the criteria used to assess entry requirements (e.g. an interview).

Where the number of students that can be accepted is limited, describe the process that applies should the number of applicants exceed the places available. Normally, applicants should be

waitlisted for acceptance, should places become available, in the order of receiving eligible applications.

16.1.7 WITHDRAWAL PERIODS

Refer to withdrawal policy for relevant information on withdrawal periods, and academic and financial penalties.

Refer students to: **NMIT Academic Statute**
 Withdrawal from NMIT Programmes and Courses

16.1.8 COMPLETION REQUIREMENTS

Describe the requirements for successful completion and for awarding each qualification

State the rules and criteria for awarding merit, distinction or any other grades.

Describe any requirements for continuing the programme, attendance and practical work.

Specify any time limits for completing the programme and receiving the qualification.

Include a statement about relinquishing an exit qualification prior to being awarded the complete programme qualification.

16.2 QUALIFICATION 2 (NAMED, IF RELEVANT)

Criteria as for Qualification 1

17 LEARNING AND ASSESSMENT

17.1 APPROACHES TO LEARNING AND TEACHING

Describe the modes of teaching in terms of classroom, fieldwork, work based, on-line and distance. Describe how students will develop the outcomes within the Graduate Outcome including the *core transferable skills and or numeracy and literacy*. Consider options for distance, part time, and online study. Be clear how the teaching and learning approaches, including delivery modes, meet the needs and constraints of the learners as well as the programme outcomes.

Check Reference: *Teaching and Learning at NMIT*

17.2 APPROACHES TO ASSESSMENT

Describe the basis of assessment. What assessment methods are used and how will assessment decisions will be made for individual assessments, for courses and for the programme?

Note: Assessment details for particular courses are required in the course descriptors.

Standards-based assessment (sometimes known as criterion-referenced assessment) makes judgments about student performance against one or more defined standards:

Competency-based assessment has one standard and success is recorded as “competent”.

Assessing against unit standards only uses competency-based assessment.

Achievement-based assessment measures student performance in relation to criteria which are specified in terms of grades or levels.

List all NZQF Unit Standards incorporated in the programme (table provided in the template).

Explain how and when students will be made aware of the required standards for individual assessments and given other assessment information (including relative weightings).

Describe the requirements for the submission of work for assessment and the return of assessed work.

Describe processes and time limits on assessed work being returned to students.

State the result or grade table from the Academic Statute

State any further criteria on restricted or conceded passes.

Describe how results of individual assessments, overall courses and the programme are recorded.

Describe any examination procedures.

Check reference: *TANZ Collaborative Academic Rules and Regulations*
NMIT Academic Statute

**Assessment
Examinations**

17.3 RECOGNITION OF ACADEMIC CREDIT (RAC)

Check Reference: ***Recognition of Academic Credit***

Describe how Cross Credit and Recognition of Prior Learning (RPL) will be available within the programme. State the contact person for applying for credit for courses.

State, if appropriate, the maximum amount of credit that can be considered towards the programme (Cross Credit and RPL).

Include a table to indicate courses that can be cross credited.

State that application and processing fees apply to RPL applications and where students can determine the current charges. Do not state the \$ value of fees in the Regulations.

Refer students to: ***NMIT Schedule of Charges***

17.4 SPECIAL ASSESSMENT CIRCUMSTANCES

Describe the provisions for dealing with instances of impaired performance e.g. aegrotat passes and other conditions for assessment in special circumstances.

Refer students to: ***Assessment
NMIT Academic Statute***

17.5 REASSESSMENT AND RECOUNT

Check Reference: ***Assessment
NMIT Academic Statute***

What is the policy for reassessment and describe the reassessment procedures.

E.g. How many attempts may a student have for an assessment?

 How is the issue of progression dealt with if students take more than one attempt to be successful?

17.6 APPEAL OF ASSESSMENT

Check Reference: ***Student Academic Appeals***

Describe the provision for reconsideration and appeal of assessments, including any time limits.

Refer students to: ***Student Academic Appeals***

17.7 MODERATION OF ASSESSMENT

Check Reference: *Moderation of Assessment*

Briefly describe the internal and external moderation that will occur and the benefits. Students should know that their work may be viewed by moderators as well as assessors but do not repeat all details of the moderation processes and responsibilities given in the Capability document.

Consider including the Moderation Plan.

A statement similar to the following may be used:

Moderation helps to ensure that assessors make appropriate, fair, valid and consistent judgements about students' performances. As part of the programme's moderation process, work submitted for summative assessment may be viewed by moderators other than course tutors. In moderation of assessments, every reasonable effort is made to ensure that student confidentiality is maintained.

17.8 STUDENT GUIDANCE AND SUPPORT

Check References: *Student Academic Counselling and Exclusion*
Student Services
Complaint Procedure

Describe the learning support and pastoral support available to students. Explain the safeguards in place to protect students' physical and emotional well-being.

Describe any additional procedures for dealing with academic counseling and exclusion.

Explain what students should do if they wish to resolve an issue or make a complaint.

Refer students to: *Student Academic Counselling and Exclusion*
Complaint Procedure

17.9 ACADEMIC MISCONDUCT

Check References: *NMIT Academic Statute*

Describe any additional procedures for dealing with academic misconduct.

Refer students to: *NMIT Academic Statute*

18 PROGRAMME EVALUATION

Check References: *Student Surveys*

Inform students that they will have the opportunity to evaluate the programme. Include a generic statement and describe any variations.

19 OFF-SITE PRACTICAL AND WORKPLACE COMPONENTS

Check Reference: *Off-Site Practical and Workplace Components*

Describe any off-site practical and workplace learning included in the programme and refer to the relevant course descriptors. Explain how this learning is integrated into the overall programme and links to the programme aims and learning outcomes.

Specify the responsibilities and obligations of students in undertaking off-site practical and workplace learning and refer to the relevant contract.

Identify how and when students and off-site employers will evaluate off-site practical and workplace components.

Include any other information that students need to know about workplace learning.

Append the relevant off-site practical and workplace component contract/s to this document.

20 SAFETY AND RISK MANAGEMENT

Check References: **Risk Management in Education Activities**
Outdoor Equipment
Off-Site Practical and Workplace Components

List any activities that involve significant risk or occur in an isolated situation, e.g. outdoor adventure activities, outdoor work skills (chain saws, animal handling etc.). Consider risks to people, physical resources and the environment.

Describe the risk management procedures.

Include any information and obligations for students concerning safety and risk management, e.g. the requirement to sign a risk acceptance agreement.

Append any Risk Acceptance Agreement.

21 NMIT AND EXTERNAL REGULATIONS

Include the following statement:

NMIT policies and procedures apply to this programme. These are available on the NMIT website or through the Administration / Programme Area Office.

State any external regulations that apply to the programme.

Include:

- National Qualifications
- Qualification Levels
- Any part qualifications

22 OTHER REQUIREMENTS

Describe any other requirements, rules and regulations that students considering (or enrolled on) this programme need to know.

State any resources that students need to provide or have available e.g. access to computers, the internet workshop tools or equipment.

23 COURSE DESCRIPTORS

Attach course descriptors here or create a separate document.

23.1 COURSE DESCRIPTOR GUIDE

Refer to: 3V1, Course Descriptor – Non NZQF template and
3V1, Course Descriptor – NZQF template

Course Title	The Course Code [#] followed by a name which is short (maximum of 70 characters including spaces), clear (distinct from other courses) and accurately reflects the general subject area. The name should not attempt to fully describe the course.
*NMIT credits	A numerical value indicating the size of the course in relation to the programme. One NMIT credit is equivalent to 10 hours of total student learning (C+D below)
Level	Establish the level of the course. Refer to http://www.nzqa.govt.nz/framework/levels.html
Scheduled teaching hours (A)	Teaching hours (“tutor contact hours”) plus scheduled time when tutor support is available. Include: assessment and assessment feedback time, time scheduled for resits, directed time in library and on projects with tutor support available, workshops, laboratories, supervised fieldtrips, other tutor directed study. Exclude work-based training (see below).
*Scheduled off-site practical and work based component hours (B)	Supervised and assessed work experience relating directly to course outcomes and for which, apart from any travelling expenses, the student is not paid. The supervision must be paid for by the Institute (i.e. own staff or contractors).
*Total scheduled hours (C)	(A+B) Total hours which are scheduled and for which tutor support is available
Hours of self-directed learning (D)	Hours (beyond the total scheduled hours) outside of classroom time or the direct supervision of the tutor that the average student is expected to spend in order to complete the course successfully. Include: <ul style="list-style-type: none"> • Distance learning • Readings of course material, textbooks or electronic material, learning exercises or research • Study groups • Preparation for classes or tutorials • Homework • Self-paced learning in computer laboratories <p>Face-to-face tutor contact available on site during opening hours is not considered self-directed learning.</p>
*Total student learning hours	(C+D) Add the total scheduled hours and hours of self-directed learning . The estimated effort for the average student to complete the course. A one-year full time programme is estimated as 1200 hours of total student learning (effort) and is equivalent to 120 NMIT credits.
Pre-requisites	State any courses that must be passed, credited or exempted before a student may enrol in the particular course concerned.
Co-requisites	State any courses that must be taken concurrently with a specific course, unless already passed, credited or exempted.
Aim	<ul style="list-style-type: none"> • Who the course is for (the career pathway and/or specialisation in that field) • Skills (including the <i>core transferable skills</i>), knowledge and attributes students will develop <p>The Course Purpose appears under each course title on the NMIT website and as a description on ARTENA. Make them concise, one liners (256 characters maximum).</p>

Learning outcomes	Specify capabilities/competencies that the learner is expected to develop. Ensure the learning outcomes accurately reflect the level and content of the course and contribute to the overall aim of the programme. Asterisk those learning outcomes that are assessed by NZQF Unit Standards
Basis of assessment	Refer to Programme Regulations, section 4. State, for both individual assessments and complete courses, how judgements are made for pass/fail and/or grades and how these are recorded.
Methods of assessment	<p>a) Include formative assessment (which should be structured and scheduled, not informal feedback).</p> <p>a) Who assesses? (tutor, self, peer...)</p> <p>b) What assessment activities must students complete to provide evidence that they have met assessment criteria?- e.g. practical demonstrations, written tests/exams, research projects, assignments, oral presentations, oral accounts of learning experiences, evidences of on-the-job performance, interviews, products of experience such as a report, design, completed garment, piece of furniture.</p>
NZQF Unit Standards	Identify any NZQF unit standards that will be assessed as part of this course (include unit standard number, title, level, credits and version). Identify any unit standards that are partly assessed in work based training, or in another course or partly assessed outside the programme (not completed as part of the programme).
Requirements for successful completion	What are the minimum standards that must be met in order for students to gain credit for this course, e.g. meet all learning outcomes? Justify any attendance or other requirements.
Learning and teaching approaches	Should be consistent with the expected outcomes and with any capabilities that students are expected to develop. Examples include: <ul style="list-style-type: none"> • Lectures • Group discussions • Tutorials • Self-directed learning • Workshops • Laboratories • Practice placements • Computer assisted learning • Presentations • Debates • Research • Design projects • Case studies
Learning and teaching resources	Identify essential and recommended reading, computer/internet access, online resources, computer software and any equipment which students and tutor will require. Do not include specific resources that will quickly become out of date, e.g. book lists.

#Use the following format for Course Codes:

- A prefix of 3 letters in upper case to indicate the broad subject area or programme name. For example COM for communication courses. Programme Areas should choose this prefix.
- Followed by a digit giving the level of the course.
- Followed by 2 digits (starting with 01) to uniquely identify the course.

For example, VAD501, VAD502 for level five art and design courses.

The Course Code should always prefix the course name when referring to a course. For example, DAT501 Database Concepts.

*These **values** must be consistent with information supplied to the Tertiary Education Commission for EFTS funding and in the Programme and Course Funding Form (Appendix to the Capability Document). Please consult Curriculum and Quality Team member.