

TEACHING AND LEARNING AT NMIT

AMENDED 01.04.2011

Section	Teaching and Learning		
Approval Date	06.05.09	Approved by	Academic Board
Next Review	April 2012	Responsibility	Director of Curriculum and Planning
Key Evaluation Question	4	ITPNZ Quality Standard	7

PURPOSE

NMIT aims to:

- increase access and remove barriers to learning
- enable individuals to take responsibility for their own learning within a supportive framework
- increase the effectiveness of teaching and learning
- recognise the achievements of all its learners
- enable all learners to make informed choices about their future directions
- recognise staff excellence in teaching and foster best practice in teaching and learning

which supports the Tertiary Accord of New Zealand (TANZ) Education Principles of:

- a relevant and adaptive curriculum
- a commitment to empowerment through learning
- a flexible, responsive and inclusive learning context
- a supportive environment

This document summarises the responsibilities, policies, procedures and initiatives in place at NMIT to promote these educational principles, and NMIT's strategic objectives to: Be Excellent in Education and Training, Value and Develop our People, and Engage our Communities and Industry in Learning.

SCOPE

Delivery of all programmes and courses at, or administered by, Nelson Marlborough Institute of Technology; including those delivered by joint venture partners and via all delivery modes.

POLICY

- NMIT will provide an environment which is inclusive of learners from all cultural backgrounds and acknowledges the principles of the Treaty of Waitangi.
- NMIT will foster the development of learners' information literacy and provide learning that is accessible through a variety of delivery modes.
- NMIT will incorporate the principles of Foundation Learning and Adult and Community Education in its teaching and learning provision.

- NMIT will ensure the provision of up-to-date and effective teaching and learning practices through processes for regular evaluation of its programmes, programme delivery and operational management.
- NMIT will operate procedures for regularly monitoring teaching quality and promoting best practice.
- Learners at NMIT will be given the opportunity formally to evaluate the quality of programme delivery.
- NMIT will ensure prudent strategic planning of academic developments to meet stakeholder needs and government requirements.
- NMIT will take into account internationalisation in its academic developments.
- Actions will be taken where necessary to maintain standards of programme delivery to meet stakeholders' expectations of quality and value.
- All NMIT staff will contribute to achieving NMIT's strategic objectives for providing excellence in education and training and engaging communities and industry in learning.

RESPONSIBILITY

Academic Board	Is responsible for matters relating to courses of study or training, awards and other academic matters, providing advice on aspects affecting student achievement and educational support. Its Terms of Reference include the approval of new and redeveloped programmes and courses, and overseeing the evaluation of academic quality assurance processes.
Programme Approval Committees	Are responsible for evaluating applications for approval and accreditation of new and revised programmes, including making recommendations to ensure curricula and educational delivery meet academic standards.
Academic Committees	Are responsible for ensuring academic standards are consistently met for designated programmes and courses, including the consistent application of programme regulations, determining whether course entry, progression and completion requirements are met, and assessing proposals for new or changed courses and programmes.
Teaching and Learning Committee	Is responsible for supporting development and implementation of NMIT Learning and Teaching strategy, identifying innovative and good practices in learning and teaching and encouraging their use. It fosters a culture of educational innovation, with a focus on a learner-centred approach. It provides advice on the annual teaching excellence awards, advises the Director of Teaching and Learning, reports to Academic Board and will create task groups as required.
<i>(For all of the above refer NMIT Academic Statute)</i>	

Director of Curriculum and Planning	Is responsible for enabling NMIT to achieve its vision, mission and strategic objectives as a centre of applied teaching and learning excellence within the NZ tertiary sector. The Director oversees the academic, strategic and operational management and delivery of courses and programmes of study at NMIT.
Programme Advisory Committees	Provide independent advice to the Head of School and Academic Board from an industry, secondary school and community perspective, on matters relating to a programme or group of programmes. Committee objectives include input into the development, ongoing monitoring (including quality of delivery) and review of programmes. <i>(Refer: Programme Advisory Committees)</i>

POLICIES AND PROCEDURES

PROGRAMME DESIGN, APPROVAL AND DELIVERY

Programme documentation states the rules (regulations) for each programme, and the legally binding contractual obligations of staff and enrolled students. The regulations are used by academic staff to guide delivery of the programme and its courses, through approaches to learning and teaching, and to assessment (against specified learning outcomes).

(Refer: Guidelines for Programme Design)

STUDENT GUIDANCE AND SUPPORT

Programme regulations outline the learning and pastoral support available to students, and reflect the provision of support provided through NMIT's Library Learning Centre and Student Support Team.

(Refer , Student Services, Library Learning Centre)

The Learner Journey: describes the learner's progress from application and acceptance onto a programme of study through their exit from that programme. An individual's progress will be recorded and monitored and will include supportive diagnostic assessment to identify literacy, numeracy and IT skills needs, induction, on-programme tutorial support, the setting of learning targets, feedback, a record of quantitative assessment and exit interview.

ASSESSMENT

NMIT operates assessment systems and methodology to support students' learning, that are appropriate, practicable, inclusive, valid and reliable; and moderation systems to safeguard this.
(Refer: Assessment, and Moderation of Assessment)

STUDENT FEEDBACK

In addition to encouraging informal feedback from students, NMIT operates systems to enable students to feed back formally - to check their needs and expectations are being met at strategic points during their course/programme, and to survey their opinion of their learning experience after their programme.

(Refer: Student Surveys)

TUTOR EVALUATION

Students are encouraged to give informal feedback on tutors and to evaluate tutors through formal feedback mechanisms. Programme documentation will outline the feedback processes.

Lesson observations supplement student feedback and support staff development.

NMIT's annual staff awards recognise excellence in teaching and research.

STAFF DEVELOPMENT

Tutorial staff should have the necessary qualifications and experience to facilitate quality course/programme delivery. Through the annual performance appraisal process, professional development needs are identified and, depending on resources action plans agreed and implemented.

(Refer: Performance Appraisal , Professional Development Application Process)

Academic staff are required to complete NMIT's Certificate in Adult Teaching if they do not hold a recognised equivalent qualification.

Curriculum Area Self-Assessment: is the basis for quality assurance and continuous improvement for each curriculum area and forms the basis of the NMIT approach to Self Assessment. Curriculum Area Self-Assessment considers evidence that relevant academic standards have been maintained and evaluates the effectiveness of the programme. Standards include approved programme regulations, ITPNZ Academic Quality Standards, and Foundation Learning Quality Assurance Requirements. Key Evaluation Questions are:

- How well do learners achieve?
- What is the value of the outcomes for key stakeholders, including learners?
- How well the programmes and activities match the needs of learners and stakeholders?
- How effective is the teaching?
- How well are learners guided and supported?
- How well does the organisation support educational performance?

(Refer: Curriculum Area Self Assessment).

REFERENCES

INTERNAL

Student Charter
Equal Education Opportunities
NMIT Academic Statute
NMIT Investment Plan and Strategic Objectives
Guidelines for Programme Design and Approval
Programme Advisory Committees
NMIT approved programme documentation
Library Learning Centre
Student Services
Assessment
Moderation of Assessment
Curriculum Area Self Assessment
Performance Appraisal
Professional Development Application Process
Student Surveys

EXTERNAL

ITPNZ Academic Quality Standards (April 2006)
Quality Assurance Requirements for Providers of Adult and Community Education
(NZQA, 2005)
Foundation Learning Quality Assurance Requirements (NZQA, 2007)
Tertiary Accord of New Zealand (TANZ): Education Values and Principles