

NMIT Academic Committee Meeting – 20 July 2022 – Open

Room M306 NMIT Nelson Campus – Wednesday 20 July 2022 3.15PM

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5.2 Academic Standards + Quality Committee Minutes – Meetings of 07.06.2022 and E-Meetings of 20.06.2022, 01.07.2022 – for receipt	MK	43

6. General Business

6.1 Course and Programme Changes – *for endorsement*

MK

[58](#)

6.2 Key Meeting Messages

MK

7. Resolution to Exclude the Public

1. That members of the public and press be excluded from the remainder of the meeting and that the Academic Committee move In-committee (confidential session)
2. Furthermore, NMIT resolves that the Director of Academic + Quality (Executive Director responsible for Programmes and Delivery (or delegate), Academic Advisor, Director Teaching + Learning (Curriculum Director), Quality Enhancement Manager, Director of Ōritetanga + Māori Relationships (Manager of Ōritetanga), Appointed Academic Staff Members, Appointed NMIT Students, Administrator Curriculum + Academic Registry (Academic and Quality Administrator), be permitted to remain at the meeting, after the public have been excluded because of their specific knowledge in relation to their respective subject matter expertise. This knowledge will be of assistance in relation to the matters above to be discussed.

The general subject of each matter to be considered while the public is excluded, the reason for passing the resolution in relation to each matter and the specific grounds under section 48(1) of the Local Government Official Information and Meetings Act 1987 (LGOIMA)/Official Information Act 1982 (OIA) for the passing of the resolution are as follows:

Item No.	General Subject of each matter to be considered	Reason for passing resolution in relation to each matter	Grounds under section 48(1) for the passing of the resolution.
8.1	Minutes of the In-Committee NMIT Academic Committee Meeting – 15 June 2022	Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 of the OIA noting Te Pūkenga (and its subsidiaries) is specified, in Schedule 2 of LGOIMA, as a body to which Part 7 LGOIMA applies)
9.1 9.1.1 9.1.2 9.1.3	2021 Self-Assessment Reports - Bachelor of Nursing including Competence Assessment Programme (CAP) - Bachelor of Commerce including Graduate Diploma in Accounting, Graduate Diploma in Management, Graduate Diploma in Marketing, Graduate Diploma in Professional Accounting - Master of Applied Management, Postgraduate Diploma in Applied Management, Postgraduate Certificate in Applied Management, Postgraduate Diploma in Logistics and Supply Chain Management - Postgraduate Certificate in Professional Supervision	Section 9(2) (a) of the Official Information Act – protect the privacy of natural persons, including that of deceased natural persons Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 of the OIA noting Te Pūkenga (and its subsidiaries) is specified, in Schedule 2 of LGOIMA, as a body to which Part 7 LGOIMA applies)

OPEN

DRAFT Minutes of a meeting of the Academic Committee

15 June 2022 at 03.15PM in Room M306 and via Microsoft Teams

PRESENT: Kim Davies Director Academic + Quality (Chair), Silvia Gassebner Team Leader Curriculum + Academic Registry, Marja Kneepkens Director Teaching + Learning, Sarah Fraser Principal Academic Staff Member, Bradley Hannigan Principal Academic Staff Member, Shinn Krammer NMIT Student (left 3.55pm), Susannah Roddick Project Lead (proxy for Darcy Liddell), Pam Wood Curriculum Manager Primary Industries (proxy for Carole Crawford), Shine Kelly Academic Advisor (Non-voting), Mary Woodward Administrator Curriculum + Academic Registry (minute-taker, non-voting)

1. Welcome, Apologies, Notices

Kim Davies opened the meeting and advised that apologies had been received from Nicole Akuhata Director Ōritetanga + Māori Relationships, Carole Crawford Director Marlborough, Dan Hall NMIT Student, Olivia Hall Executive Director Ōritetanga, Teaching + Learners, Shinn Krammer NMIT Student (for leaving early), Darcy Liddell Quality Enhancement Manager, Chanelle Taylor Senior Academic Staff Member. She noted that Shinn Krammer had resigned from the Committee. On behalf of the Members Kim Davies thanked him for his contributions to the Committee and wished him well for the future.

2. Administrative

2.1 Minutes of NMIT Academic Committee Meeting 11 May 2022 - Open

47/22 **RESOLVED** that the minutes of the NMIT Academic Committee Meeting 11 May 2022 - Open be confirmed as a true and accurate record.

Sarah Fraser/Bradley Hannigan
CARRIED

ACTION

Mary Woodward

Upload confirmed Minutes to Academic Committee site

2.2 Action Items of NMIT Academic Committee Meetings

Action Item 1 – Sector Updates – Te Pūkenga Working Groups Reports

Discuss how the Polly Site 'Te Pūkenga Hub, Meeting Updates,' can be shared more widely and kept up to date

- Kim Davies noted that information is continuing to be added to the hub site and that any information specific to the Academic Committee can be tabled. She requested the action be closed.

Action Item 3 – Academic and Quality – Academic Development Tracking Report

Consider the addition of Operationalisation of Te Pūkenga Unified Programmes as a standing agenda item

- Kim Davies advised that this item had been added to the agenda as a standing item and requested the action be closed.

2.3 Correspondence Schedule

48/22 **RESOLVED** that the inwards correspondence be received.

Pam Wood/Kim Davies
CARRIED

49/22 **RESOLVED** that the outwards correspondence be endorsed.

Susannah Roddick/Sarah Fraser

CARRIED

3. Academic and Quality

3.1 Academic Development Tracking Report

The Committee reviewed the Academic Development Tracking Report. Kim Davies advised all development was on track.

3.2 NMIT Operating + Financial Parameters (OFP) Report

The Committee reviewed the NMIT Operating + Financial Parameters (OFP) report. Kim Davies advised that Te Pūkenga had now approved the request for the addition of the Vocational Pathways (NCEA Level 2) (Service Industries) programme.

3.3 Operationalisation of Te Pūkenga Unified Programmes

Kim Davies gave an overview on the work being done by NMIT for the operationalisation of Te Pūkenga unified programme development including the work completed by the Applied Business Team to ensure that learners will not be disadvantaged during the transition process to the new New Zealand Diploma in Business (Level 5) programme.

Sarah Fraser noted that it was a privilege to be part of the Bachelor of Social Welfare Working Group and that she had been impressed by Te Pūkenga support throughout the process.

3.4 Pending Academic Development Proposal

3.4.1 Postgraduate Certificate in Applied Research & Associated Micro-Credentials

Kim Davies advised that a Development Proposal for a set of three Applied Research Micro-Credentials would be forwarded to Committee Members for approval via e-vote once it had been approved by Executive. She noted that these micro-credentials had been proposed due to the need to provide professional development opportunities for emergent researchers within the tertiary sector.

3.5 Approvals

3.5.1 Academic Development Proposal Vocational Pathways (NCEA Level 2) (Service Industries)

Kim Davies advised that NMIT was seeking approval and accreditation to deliver a Vocational Pathways (NCEA Level 2) (Service Industries) programme to provide learners enrolled on the three existing approved ex ComCol programmes to achieve additional unit standards to gain NCEA Level 2. She noted that NMIT was seeking its own approval and accreditation rather than gaining accreditation to deliver the existing ComCol Vocational Pathways programme to future proof delivery. She advised that funding for the programmes is via Youth Guarantee.

50/22 **RESOLVED** that the Academic Development Proposal for the Vocational Pathways (NCEA Level 2) (Service Industries) programme leading to the National Certificate of Educational Achievement (Level 2) Awarded by NZQA be approved.

Pam Wood/Susannah Roddick

CARRIED

3.6 2022 Consistency Review Overview

Via email Darcy Liddell advised:

- 3627 New Zealand Diploma in Sport & Recreation (Level 5) and 3628 New Zealand Diploma in Sport and Recreation (Level 6):

- Mandy Medcalf-Stephens represented NMIT at these workshops and shared that the process for preparing for the Consistency Review as well as the actual workshop went well, she felt well prepared and received good feedback from the reviewer
- 3765 New Zealand Certificate in Outdoor Education (Level 4)
 - submission materials had been submitted to NZQA
- 3418 New Zealand Certificate in Music (Level 4) had been deemed 'Sufficient'

3.7 2022 Degree Monitoring and Monitoring

Via email Darcy Liddell advised:

- feedback from the 12.05.2022 Bachelor of Viticulture and Winemaking, and 17.05.2022 Bachelor of Commerce and Master of Applied Management degree monitoring visits had been positive
- the Bachelor of Aquaculture and Marine Conservation degree monitoring visit was scheduled for 14.06.2022 with a new monitor conducting the visit
- preparation is underway for the 15.07.2022 Bachelor of Nursing degree monitoring visit

4. Sector Updates

This item was not discussed.

5. Reports from Committees and Working Parties

5.1 2021 Spot-Check on Course Results Outcome Report

Mary Woodward presented the 2021 Spot-Check on Course Results Outcome Report for information. She noted that the spot-checking of course results was an Academic Committee quality assurance requirement.

Following review of the report the Committee Members agreed that the course result spot-check process continue for 2022 and that a similar process be developed for spot-checking awards.

ACTION

Silvia Gassebner

Review Course Result Spot-Check Check List for 2022

Develop an Award spot-check process

51/22 **RESOLVED** that the minutes of the Academic Standards + Quality Committee Meetings of 05.04.2022, 02.05.2022, 10.05.2022 and E-Meetings of 13 to 20.04.2022, 29.04. to 02.05.2022, 12 to 13.05.2022, 16 to 20.05.2022 be receipted.

Kim Davies / Silvia Gassebner

CARRIED

52/22 **RESOLVED** that the minutes of the Learning and Teaching Committee Meetings of 23.03.2022, 04.05.2022 be receipted.

Marja Kneepkens / Susannah Roddick

CARRIED

53/22 **RESOLVED** that the minutes of the Recognition of Academic Credit Committee Meetings of 27.01.2022, 08.02.2022, 05.04.2022, 03.05.2022 and E-Meetings of 11.01.2022, 07.03.2022 be receipted.

Susannah Roddick / Kim Davies

CARRIED

6. General Business

6.1 Course and Programme Changes

Kim Davies presented the Course and Programme Changes for endorsement.

Programme / Course	Date endorsed by AS&Q	Date approved by DA&Q or delegate	Version no.	Effective from														
APPLIED BUSINESS & ENGLISH LANGUAGE																		
Bachelor of Commerce	n/a	12.04.22	05127	21 February 2022														
2022 Rollover updates. Programme Regulations: <ul style="list-style-type: none">• Minor updates to spelling, formatting and grammar• Academic Statute references added/updated where relevant (includes minor policy/procedure title changes)• List of references amended where appropriate throughout the document• s.4 - Insert Covid Vaccination status statement under Information for Applicants heading• Health and Safety Risk Management – update wording• Course Descriptors: Updates to effective from date and version control table																		
Postgraduate Certificate in Applied Management Postgraduate Diploma in Applied Management Master of Applied Management	20.04.22	26.04.22	17109	21 February 2022														
Rationale for change/s: <p>2022 rollover - COVID-19 vaccination policy wording and update to H&S Risk Management. No version change as update to new version not yet delivered following Type 2 changes remains 17109.</p> <p>Update to teaching hours in MGT811, WBP801, RES902, RES903 and RES904 to include split between taught and supervision hours to reflect course delivery.</p> <p>Change to assessment in MGT806 following from the programme area’s self-assessment process, the area will transition the majority of postgraduate courses from 3 to 2 assessments. This is response to student, tutor, degree monitor and external moderation feedback. Effective assessment of the learning outcomes is highly achievable within 2 assessments and the team are currently redesigning and pre-moderating new assessments prior to delivery.</p>																		
Programme Regulations: <ul style="list-style-type: none">• Information for Applicants – inclusion of standard COVID-19 Vaccination information. Computer requirements moved from S36 Other Requirements• S13 Schedule of Courses – total teaching hours updated for RES903 and RES904 (PGDipAM and MAM only)• S17 Completion Requirements – reformatted (no material change)• S18 Teaching and Learning Approaches – included wording that English is the language of instruction for all programmes• S27 Special Assessment Circumstances – Conceded Pass wording updated, specific courses not available RES901, RES902; RES903; RES904• S34 Health and Safety Risk Management – updated to align with current wording• S36 Other Requirements deleted																		
Course Descriptors: <p>MGT811 Special Topic 15cr Teaching hours split - total teaching hours unchanged</p> <table><tr><td>Teaching hours</td><td>2030</td></tr><tr><td>Supervision hours (one on one)</td><td>10</td></tr><tr><td>Total teaching hours</td><td>30</td></tr></table> <p>WBP801 Work Based Project 30cr Teaching hours split - total teaching hours unchanged</p> <table><tr><td>Teaching hours</td><td>2430</td></tr><tr><td>Supervision hours (one on one)</td><td>6</td></tr><tr><td>Total teaching hours</td><td>30</td></tr><tr><td>Workplace learning hours</td><td>120</td></tr></table> <p>RES902 Research Proposal 15cr Teaching hours split - total teaching hours unchanged</p>					Teaching hours	2030	Supervision hours (one on one)	10	Total teaching hours	30	Teaching hours	2430	Supervision hours (one on one)	6	Total teaching hours	30	Workplace learning hours	120
Teaching hours	2030																	
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Supervision hours (one on one)	6																	
Total teaching hours	30																	
Workplace learning hours	120																	

Programme / Course	Date endorsed by AS&Q	Date approved by DA&Q or delegate	Version no.	Effective from
Teaching hours				2430
Supervision hours (one on one)				6
Total teaching hours				30
RES903 Research Project 30cr Teaching hours split – reduction in total teaching hours from 30 to 29				
Teaching hours				1530
Supervision hours (one on one)				14
Total teaching hours				29
RES904 Research Thesis 60cr Teaching hours all supervision and increased from 17 to 24				
Teaching hours				017
Supervision hours (one on one)				24
Total teaching hours				24
MGT806 Agile Management				
Basis of assessment		Achievement based assessment		
Assessment	Learning outcomes		% weightings	
Assessment 1	1, 2		20%40%	
Assessment 2	3, 4		40%60%	
Assessment 3	2, 4		40%	

DIGITAL TECHNOLOGIES AND ARTS & MEDIA

Bachelor of Arts and Media	06.04.22	06.04.22	17105	21 February 2022
<p>Rationale for change/s: 2022 rollover updates effective from 21 February 2022. Version remains 17105. AAD513 Minor update to LO1 following post-delivery review of course changes made in 2021. Improves alignment with Course Aim. It is important for students to be researching and exploring rather than focus on the use of skills. Weighting altered to reflect nature of assessment tasks</p> <p>Brief description of change/s: NZQA Type 1: Programme Regulations:</p> <ul style="list-style-type: none"> Minor updates to spelling, formatting and grammar Academic Statute references added/updated where relevant (includes minor policy/procedure title changes) S1.2 Study Pathways – updated diagram to include NZ Cert in Study and Career Preparation L4. Changed order of courses so those currently offered appear first S2.6 Schedule of Courses – removed 4b online delivery option for courses not offered in this mode. S3 Delivery – updated table to include courses delivered online S3.6 Health and Safety Risk Management – update wording to reflect current NMIT practice S4.1.1 Information for Applicants - Include course requirements information from s6 Other Requirements with links to website. Added COVID-19 vaccination status statement S4.3 Recognition of Credit – removed limit for Credit Transfer to align with current policy S6 Other Requirements removed – information transferred to s4.1.1 Appendix 2 GP and Assessment Mapping – updated AAD513 as per below Course Descriptors: Updates to effective from date and version control table AAD513 Communication Lab (confirmed Type 1 with NZQA Evaluator) 				

Programme / Course	Date endorsed by AS&Q	Date approved by DA&Q or delegate	Version no.	Effective from
On successful completion of this course students will be able to:				
1	Explore presentation skills, formats and strategies appropriate to communicate within arts and design practice.			
2	Investigate education and employment opportunities relevant to a career in arts, craft and/or design.			
Basis of Assessment: Achievement Based assessment				
Methods of Assessment		Learning Outcomes	% Weighting	
Assessment 1		1-2	5545%	
Assessment 2		1-2	4555%	
NZ Certificate in Arts and Design L4 NZ Diploma in Arts and Design L5 NZ Diploma in Arts and Design L6	06.04.22	06.04.22	17103	21 February 2022
Rationale for change/s: 2022 rollover updates effective from 21 February 2022. Version remains 17103. AAD513 Minor update to LO1 following post-delivery review of course changes made in 2021. Improves alignment with Course Aim. It is important for students to be researching and exploring rather than focus on the use of skills. Weighting altered to reflect nature of assessment tasks Brief description of change/s: NZQA Type 1: Programme Regulations: <ul style="list-style-type: none">• Minor updates to spelling, formatting and grammar• Academic Statute references added/updated where relevant (includes minor policy/procedure title changes)• List of references amended where appropriate throughout the document• Course Descriptors: Updates to effective from date and version control table• AAD513 Communication Lab (confirmed Type 1 with NZQA Evaluator)				
On successful completion of this course students will be able to:				
1	Use Explore presentation skills, formats and strategies appropriate to communicate within arts and design practice.			
2	Investigate education and employment opportunities relevant to a career in arts, craft and/or design.			
ASSESSMENTS				
Basis of Assessment: Achievement Based assessment				
Methods of Assessment		Learning Outcomes	% Weighting	
Assessment 1		1-2	455%	
Assessment 2		1-2	545%	
Contemporary Music Level 4 and Level 5	06.04.22	06.04.22	18103	21 February 2022
2022 Rollover updates. Programme Regulations: <ul style="list-style-type: none">• Academic Statute references added/updated where relevant (includes minor policy/procedure title changes)• s.3.6 Health and Safety Risk Management – update wording• s.4.2 Insert Covid Vaccination status statement under Information for Applicants heading, update Information for Applicants• s.8 Other Requirements deleted - moved under s.4 Information for Applicants• s5.11 Requirements for Ensuring Consistency added				
New Zealand Certificate in Computing (Intermediate User) (Level 3)	n/a	12.04.22	16104	1 January 2022

Programme / Course	Date endorsed by AS&Q	Date approved by DA&Q or delegate	Version no.	Effective from
2022 Rollover updates. Programme Regulations: <ul style="list-style-type: none"> • Minor updates to spelling, formatting and grammar • Academic Statute references added/updated where relevant (includes minor policy/procedure title changes) • List of references amended where appropriate throughout the document • s.4 - Insert Covid Vaccination status statement under 4.3. Information for Applicants heading • Health and Safety Risk Management – update wording • s.10 - Insert Consistency Arrangements section 				
ACE318 Basic Electronics and Electricity for Makers, Developers and Creators	05.04.22	11.04.22	110422	1 April 2022
New course (not assessed) in response to demand. 2 credits (20 Teaching hours), Level 3, with the aim to introduce learners to the principles of electronic systems and electricity, electronic components, and tools, using industry standard techniques to be applied in the creation of artwork and craft				
ENGINEERING & CONSTRUCTION				
NZ Certificate in Construction Trade Skills (L3)	n/a	05.04.22	17102	21 February 2022
2022 Rollover updates. Programme Regulations: <ul style="list-style-type: none"> • Minor updates to spelling, formatting and grammar • Academic Statute references added/updated where relevant (includes minor policy/procedure title changes) • List of references amended where appropriate throughout the document • s.4 - Insert Covid Vaccination status statement under 4.3. Information for Applicants heading • s.6 Other Requirements moved into s.4.3 Information for Applicants • s. 3.5 Health and Safety Risk Management – update wording • ITO 'The Skills Organisation' changed to WDC 'Toitu te Waiora Community, Health, Education and Social Services Workforce Development Council' 				
NZ Certificate in Automotive Electrical Engineering (Level 4)	n/a	06.04.22	18100	1 January 2022
2022 Rollover updates. Programme Regulations: <ul style="list-style-type: none"> • Minor updates to spelling, formatting and grammar • Academic Statute references added/updated where relevant (includes minor policy/procedure title changes) • List of references amended where appropriate throughout the document • s.4 - Insert Covid Vaccination status statement under s.4.3. Information for Applicants heading • s.6 Other Requirements moved into s.4.3 Information for Applicants • s.3.5 Health and Safety Risk Management – update wording Course Descriptors: Updates to effective from date.				
NZ Certificate in Mechanical Engineering (Trade) with strands in Fitting and Machining and General Engineering	06.04.22	06.04.22	18100	1 January 2022
2022 Rollover updates. Programme Regulations: <ul style="list-style-type: none"> • s.4.2 Insert Covid Vaccination status statement under Information for Applicants heading • s.4.4 Remove 'RAC is not available for a complete qualification' • Add 4.5 Cross Credit Schedule. Add statement and table: 'The following courses already completed as part of the New Zealand Certificate in Mechanical Engineering (Level 3) will be recognised through Cross Credit towards the New Zealand Certificate in Mechanical Engineering (Trade) with strands in Fitting and Machining and General Engineering.' Course Descriptors: Updates to effective from date and version control table				
NZ Certificate in Engineering Fabrication (Trade) with strands in Heavy Fabrication and Light Fabrication	06.04.22	06.04.22	18100	1 January 2022
<ul style="list-style-type: none"> • 2022 Rollover updates. Programme Regulations: • s.4.2 Insert Covid Vaccination status statement under Information for Applicants heading • s.4.4 Remove 'RAC is not available for a complete qualification' Course Descriptors: Updates to effective from date and version control table				
NZ Certificate in Heavy Automotive Engineering (Level 4) with strands in Road Transport, and Plant and Equipment	20.04.22	26.04.22	17103	21 February 2022
Rationale for change/s: Version change from 17102 to 17103 <ul style="list-style-type: none"> • 2022 Rollover updates 				

Programme / Course	Date endorsed by AS&Q	Date approved by DA&Q or delegate	Version no.	Effective from
<ul style="list-style-type: none"> Correction of course title to HAE428 Heavy Vehicle On-road Telematics and High Voltage Systems (an error in Toi Ohomai 2017 programme documents) Programme Regulations: <ul style="list-style-type: none"> General updates for 2022 delivery: Minor updates to spelling, formatting and grammar Academic Statute references added/updated where relevant (includes minor policy/procedure title changes) List of references amended where appropriate throughout the document s.4 - Insert Covid Vaccination status statement under 4.3. Information for Applicants heading s.6 Other Requirements moved into s.4.3 Information for Applicants s. 3.5 Health and Safety Risk Management – update wording Change of course code and title to HAE428 Heavy Vehicle On-road Telematics and High Voltage Systems (previously 'HAE416 Heavy Vehicle On-road Telematics & Hybrid Systems', error correction) 				
HOSPITALITY AND SERVICE SECTOR PATHWAYS				
NZ Certificate in Hairdressing (Salon Support) (Level 3)	n/a	12.04.22	15103	21 February 2022
2022 Rollover updates. Programme Regulations: <ul style="list-style-type: none"> Minor updates to spelling, formatting and grammar Academic Statute references added/updated where relevant (includes minor policy/procedure title changes) List of references amended where appropriate throughout the document s.4 - Insert Covid Vaccination status statement under Information for Applicants heading Health and Safety Risk Management – update wording External Regulations – update wording s.7 – Added Consistency Arrangements section Course Descriptors: Updates to effective from date and version control table 				
Trainee Chef (Level 4); Culinary Arts (Level 5) – Cookery; Culinary Arts (Level 5) – Pastry and Baking	n/a	12.04.22	18102	21 February 2022
2022 Rollover updates. Programme Regulations: <ul style="list-style-type: none"> Minor updates to spelling, formatting and grammar Academic Statute references added/updated where relevant (includes minor policy/procedure title changes) List of references amended where appropriate throughout the document s.4 - Insert Covid Vaccination status statement under Information for Applicants heading Health and Safety Risk Management – update wording Course Descriptors: Updates to effective from date and version control table				
NZ Certificate in Tourism (Level 3) with strand in Tourism and Travel NZ Certificate in Tourism (Level 4) (Operations) Tourism and Travel (Level 4)	n/a	12.04.22	16101	21 February 2022
2022 Rollover updates. Programme Regulations: <ul style="list-style-type: none"> Minor updates to spelling, formatting and grammar Academic Statute references added/updated where relevant (includes minor policy/procedure title changes) List of references amended where appropriate throughout the document s.4 - Insert Covid Vaccination status statement under Information for Applicants heading Health and Safety Risk Management – update wording s.4.8.1 – Insert heading for Distinction or Merit for Qualifications Course Descriptors: Updates to effective from date and version control table 				
Tourism and Hospitality (Level 5); Hospitality Management (Level 5); Tourism Management (Level 5)	n/a	12.04.22	19101	21 February 2022
2022 Rollover updates. Programme Regulations: <ul style="list-style-type: none"> Minor updates to spelling, formatting and grammar Academic Statute references added/updated where relevant (includes minor policy/procedure title changes) List of references amended where appropriate throughout the document s.4 - Insert Covid Vaccination status statement under Information for Applicants heading Health and Safety Risk Management – update wording 				

Programme / Course	Date endorsed by AS&Q	Date approved by DA&Q or delegate	Version no.	Effective from
<ul style="list-style-type: none"> • s.7 – Insert Consistency Arrangements Course Descriptors: Updates to effective from date and version control table				
MARITIME, ADVENTURE TOURISM & CONSERVATION				
Diploma in Nautical Science (Level 6)	29.03.22	06.04.22	17101	1 January 2022
2022 Rollover updates. Programme Regulations: <ul style="list-style-type: none"> • Academic Statute references added/updated where relevant (includes minor policy/procedure title changes) • Update s. 3.5.2 Workplace Learning • Update s. 3.5.3 Evaluation of Workplace Learning • s.4.2 Insert Covid Vaccination status statement under Information for Applicants heading, update Information for Applicants, and 4.3 Selection • s.8 Other Requirements deleted - moved under s.4 Information for Applicants • s.3.6 Health and Safety Risk Management – update wording • s.7 ITO 'The Skills Organisation' changed to WDC 'Toitu te Waioara Community, Health, Education and Social Services Workforce Development Council'. • s5.11 Requirements for Ensuring Consistency added 				
Certificate in Superyacht Crewing	29.03.22	06.04.22	15101 21100	1 January 2022
2022 Rollover updates. Programme Regulations: <ul style="list-style-type: none"> • Academic Statute references added/updated where relevant (includes minor policy/procedure title changes) • s.3.6 Health and Safety Risk Management – update wording • s.4.2 Insert Covid Vaccination status statement under Information for Applicants heading, update Information for Applicants, and 4.3 Selection • s.8 Other Requirements deleted - moved under s.4.2 Information for Applicants • s.7 ITO organisation names changed to corresponding WDC organisation names for unit standard assessment requirements • s5.11 Requirements for Ensuring Consistency added • Update of US 19491 and US 19492 to latest version Course Descriptors: <ul style="list-style-type: none"> • No version change: 21100, effective 01 January 2022 • US versions change to courses: RTO304 Maritime Restricted Radiotelephone Operators Certificate (MRROC) <ul style="list-style-type: none"> ○ US 19491 version 4 ○ US 19492 version 4 				
Certificate in Domestic Maritime Operations (Restricted Limits) (L4)	06.04.22	06.04.22	15102	1 January 2022
2022 Rollover updates. Programme Regulations: <ul style="list-style-type: none"> • Academic Statute references added/updated where relevant (includes minor policy/procedure title changes) • s.3.6 Health and Safety Risk Management – update wording • s.4.2 Insert Covid Vaccination status statement under Information for Applicants heading, update Information for Applicants, and 4.3 Selection • s.8 Other Requirements deleted - moved under s.4.2 Information for Applicants • s.7 ITO organisation names changed to corresponding WDC organisation names for unit standard assessment requirements • s5.11 Requirements for Ensuring Consistency added • Update of US 19491 and US 19492 to latest version Course Descriptors: <ul style="list-style-type: none"> • No version change: 21100, effective 01 January 2022 • US versions change to courses: RTO304 Maritime Restricted Radiotelephone Operators Certificate (MRROC) <ul style="list-style-type: none"> ○ US 19491 version 4 ○ US 19492 version 4 				
Adventure Tourism and Guiding (Level 4) and (Level 5)	06.04.22	06.04.22	18104	1 January 2022
2022 Rollover updates. Programme Regulations: <ul style="list-style-type: none"> • Academic Statute references added/updated where relevant (includes minor policy/procedure title changes) 				

Programme / Course	Date endorsed by AS&Q	Date approved by DA&Q or delegate	Version no.	Effective from
<ul style="list-style-type: none">• s.4.2 Insert Covid Vaccination status statement under Information for Applicants heading, update Information for Applicants, and 4.3 Selection• s.8 Other Requirements deleted - moved under s.4.1.3 Information for Applicants• New section 4.1.4 Gear Requirements linked to information on NMIT website• s.7 ITO changed to WDC titles <p>Course Descriptors: Correct mapping of LOs and assessments in course ATG401 Core Adventure Guiding Skills</p>				
ASSESSMENT AND RESULTS				
Basis of Assessment	Graded competency-based assessment is used in this course.			
Assessment	Relates to Assessment Standard ID	Learning Outcomes	Pass Criteria	
Assessment 1 (25%)	30689 *	1, 2, 3	Must Pass	
Assessment 2 (50%)	30689 *	2, 3 , 4	Must Pass	
Assessment 3 (25%)	30689 *	2, 3 , 4	Must Pass with 100%	
* Optional unit standard.				
NZ Diploma in Marine Engineering Class 3 and Class 4 (Level 6)	06.04.22	06.04.22	15102	21 February 22
2022 Rollover updates. Programme Regulations: <ul style="list-style-type: none">• Academic Statute references added/updated where relevant (includes minor policy/procedure title changes)• Update s. 3.5.2 Workplace Learning• Update s. 3.5.3 Evaluation of Workplace Learning• s.4.2 Insert Covid Vaccination status statement under Information for Applicants heading, update Information for Applicants, and 4.3 Selection• s.8 Other Requirements deleted - moved under s.4 Information for Applicants• s.3.6 Health and Safety Risk Management – update wording• s.7 ITO ‘The Skills Organisation’ changed to WDC ‘Toitu te Waioara Community, Health, Education and Social Services Workforce Development Council’.• s5.11 Requirements for Ensuring Consistency added				
Predator Trapping Methods	n/a	12.04.22	20100	21 February 2022
2022 Rollover updates. Programme Regulations: <ul style="list-style-type: none">• Minor updates to spelling, formatting and grammar• Academic Statute references added/updated where relevant (includes minor policy/procedure title changes)• List of references amended where appropriate throughout the document• s.4 - Insert Covid Vaccination status statement under Information for Applicants heading• Added Health and Safety Risk Management wording <p>Course Descriptors - Updates to effective from date and version control table</p>				
SOCIAL SCIENCES				
Bachelor of Career Development	n/a	22.04.22	17109	1 February 2022
2022 Rollover updates. Programme Regulations: <ul style="list-style-type: none">• Minor updates to spelling, formatting and grammar• Academic Statute references added/updated where relevant (includes minor policy/procedure title changes)• List of references amended where appropriate throughout the document• s.4 - Insert Covid Vaccination status statement under Information for Applicants heading• Health and Safety Risk Management – update wording <p>Course Descriptors - Updates to effective from date and version control table</p>				
APPLIED BUSINESS & ENGLISH LANGUAGE				
Bachelor of Commerce [123655-3] Graduate Diploma in Accounting [123656-3] Graduate Diploma in Management [123658-4]	02.05.22	02.05.22	18106	21 February 2022

Programme / Course	Date endorsed by AS&Q	Date approved by DA&Q or delegate	Version no.	Effective from																								
Graduate Diploma in Marketing [123659-3]																												
Rationale: Following a delivery review for BUS750 Advanced Business Project it is proposed that the following assessment weighting changes be made to more accurately reflect learner workload to meet the requirements of this level 7 course. This would accurately reflect the work required for each of these assessments by the student: <ul style="list-style-type: none">For Assessment 2 (Research proposal – LO's 1 & 2), learners are required to complete a research proposal (up to 40 pages) and a Research Ethics application.Assessment 5 (Viva voce LO's 2 & 3) is a fifteen-minute oral reflection (meeting with two supervisors) on project. Course Descriptors: <ul style="list-style-type: none">BUS750 Advanced Business Project. Assessment weighting change to Ass 2 – 20%, Ass 5 – 10%.																												
DIGITAL TECHNOLOGIES AND ARTS & MEDIA																												
Bachelor of Information Technology	02.05.22	02.05.22	08221	18 July 2022																								
Graduate Diploma in Information Technology																												
Programme Regulations: <ul style="list-style-type: none">Course Descriptor SEC602 Systems Security 1 assessment weighting change to be: Ass 1 30%, Ass 2 50%, Ass 3 20%																												
NZ Diploma in Animation L5 and L6	13.05.22	13.05.22	18103	21 February 2022																								
2022 Rollover updates and minor change to assessment for CGI501. Programme Regulations: <ul style="list-style-type: none">S3.6 Health and Safety Risk Management – updated to current wordingS4.1 Information for Applicants added standard COVID-19 vaccination, information from Other Requirements section includedS6 Other Requirements section removedAppendix 3 Graduate Profile and Assessment Maps – updates to mapping CGI501 Course Descriptors: <ul style="list-style-type: none">CGI501 Professional Practice 1 – change in order of assessment and LO mapping:																												
<table><tr><td>Basis of Assessment:</td><td colspan="3">Achievement Based assessment</td></tr><tr><td>Assessment</td><td>Learning Outcomes</td><td colspan="2">% Weighting</td></tr><tr><td>Assessment 1 Assessment-1</td><td>3, 6, 2, 4, 5</td><td colspan="2">50%40%</td></tr><tr><td>Assessment 2</td><td>1, 2, 4, 5</td><td colspan="2">40%</td></tr><tr><td>Assessment-2</td><td>3, 6</td><td colspan="2">50%</td></tr><tr><td>Professionalism</td><td>1-5</td><td colspan="2">10%</td></tr></table>					Basis of Assessment:	Achievement Based assessment			Assessment	Learning Outcomes	% Weighting		Assessment 1 Assessment-1	3, 6, 2, 4, 5	50%40%		Assessment 2	1, 2, 4, 5	40%		Assessment-2	3, 6	50%		Professionalism	1-5	10%	
Basis of Assessment:	Achievement Based assessment																											
Assessment	Learning Outcomes	% Weighting																										
Assessment 1 Assessment-1	3, 6, 2, 4, 5	50%40%																										
Assessment 2	1, 2, 4, 5	40%																										
Assessment-2	3, 6	50%																										
Professionalism	1-5	10%																										
<ul style="list-style-type: none">CGI603 Rigging and Animation 2 – minor update of content statement																												

Programme / Course	Date endorsed by AS&Q	Date approved by DA&Q or delegate	Version no.	Effective from
Bachelor Computer Generated Imagery Graduate Diploma in Computer Generated Imagery	13.05.22	13.05.22	18104	21 February 2022

2022 Rollover updates and minor change to assessment for CGI501.

Programme Regulations:

- S3.6 Health and Safety Risk Management – updated to current wording
- S4.1 Information for Applicants added standard COVID-19 vaccination, information from Other Requirements section included
- S6 Other Requirements section removed
- Appendix 1 and Appendix 2 Graduate Profile and Assessment Maps – updates to mapping a selection of L5 and L6 courses

Course Descriptors:

- CGI501 Professional Practice 1 – change in order of assessment and LO mapping:

Basis of Assessment:	Achievement Based assessment	
Assessment	Learning Outcomes	% Weighting
Assessment 1 Assessment-1	3, 6, 2, 4, 5	50%40%
Assessment 2	1, 2, 4, 5	40%
Assessment-2	3, 6	50%
Professionalism	1-5	10%

- CGI603 Rigging and Animation 2 – minor update of content statement
- CGI703 Advanced Animation – minor update of content statement

ENGINEERING & CONSTRUCTION

NZ Certificate in Heavy Automotive Engineering (Level 4) with strands in Road Transport, and Plant and Equipment	20.04.22	26.04.22	17103	21 February 2022
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Rationale for change/s: Error correction from commencement of delivery (1 January 2018). Error was in original documents from Toi Ohomai.

- Correct Course Title to HAE416 Heavy Vehicle On-road Telematics and High Voltage Systems (previously 'HAE416 Heavy Vehicle On-road Telematics & Hybrid Systems')
- No requirement to create new course HAE428

MARITIME, ADVENTURE TOURISM & CONSERVATION

Conservation Field Skills Training Scheme	10.05.22	13.05.22	17102	1 June 2022
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Rational for change: Department of Conservation have undertaken a review of the course, based on staff needs and a desire not to replicate what is delivered in the Predator Trapping Methods Micro-credential PRT301. This was carried out internally in DoC by the Biodiversity Threats Management team. DoC have now asked NMIT to implement these changes.

Description of changes:

Version change to 17102

- Changes to course 'CFS428 Advanced Animal Pest Control Methods':
 - Rename to 'to CFS432 Vertebrate Pesticide Control Methods'
 - Remove content and field work associated with trapping.
 - Add Agricultural compounds and veterinary medicines (ACVM) content.

NZQA TYPE 2 CHANGES APPROVED 25 MAY 2022

PRIMARY INDUSTRIES

NZ Certificate in Primary Industry Skills (Level 2)	13.05.22	13.05.22	20102	30 May 2022
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Type 2 change to replace expiring unit standards. Version change. 2022 Rollover updates. Type 2 change to replace expiring unit standards.

Programme Regulations: Version change to 20102.

- Minor updates to spelling, formatting and grammar
- Academic Statute references added/updated where relevant (includes minor policy/procedure title changes)
- List of references amended where appropriate throughout the document
- s.2.7 Schedule of Assessment Standards (updated US versions, remove 21221, 24552, replace with 29844, 31913 and 31914)
- s.4 - Insert Covid Vaccination status statement under Information for Applicants heading
- Health and Safety Risk Management – update wording

Programme / Course	Date endorsed by AS&Q	Date approved by DA&Q or delegate	Version no.	Effective from																						
Course Descriptors <ul style="list-style-type: none">• Updates to effective from date and version control table.• Update unit standards as per above. <div>NZQA TYPE 2 CHANGES APPROVED 20 MAY 2022</div>																										
NZ Certificate in Horticulture (General) (Level 3)	10.05.22	13.05.22	16102	23 May 2022																						
Type 2 change. Qualification changed to version 2 [2677-2] (the version difference does not include changes to GPOs) Programme Regulations. Version change to 16102. <ul style="list-style-type: none">• Update document to reflect version change from Version 1 to Version 2• Version control table• S1.1 Qualification Information• Appendix 1: Qualification Details <div>NZQA TYPE 2 CHANGES APPROVED 25 MAY 2022</div>																										
SOCIAL SCIENCES																										
Paetahi Tumu Kōrero Bachelor of Counselling	20.05.22	24.05.22	18104	14 February 2022																						
Rational for Changes: <ul style="list-style-type: none">• 2022 rollover updates• BCG602 and BCG702: There are currently 50 hours of counselling practice (25 face to face + 25 hours agency) attached to BCG602 which is not a practicum course. There is no need for these hours to continue to be attached. BCG702 currently has 100 hours of counselling practice (50 face to face + 50 agency) and the 50 hours from 602 needs to be attached to 702 making a total of 150 hours for students to complete in their final year of study.• The sector has advised (via monitor report in 2021) that more hours at level 7 is preferable (to more hours at level 6) as by L7 learners are able to demonstrate greater skills in facilitating change for clients.• BCG603: Correction to assessment weightings• BCG604– Currently has in the course content involving working with couples yet there are no learning outcomes reflective of this content. Couples counselling is not appropriate for year two students. The focus needs to be on working with whānau as whānau. Description of changes: (Version Change from 18103 to 18104) Programme Regulations: <ul style="list-style-type: none">• Minor updates to spelling, formatting and grammar• Academic Statute references added/updated where relevant (includes minor policy/procedure title changes)• List of references amended where appropriate throughout the documents2.9 – Added information around agency hours.• s.4 - Insert Covid Vaccination status statement under Information for Applicants heading• Health and Safety Risk Management – update wording Course Descriptors: <ul style="list-style-type: none">• BCG602 Change and Wellbeing. Remove 50 workplace learning hours (25 hours face to face + 25 hours agency), add 50 Learner managed hours.• BCG603 He Oranga Tangata/Foundations of Practice In Mental Health And Addictions. Change assessment weightings. <table><tr><th colspan="4">ASSESSMENT AND RESULTS</th></tr><tr><td>Basis of Assessment:</td><td colspan="3">Achievement-based assessment is used in this course.</td></tr><tr><td>Assessment Task:</td><td>Learning Outcomes</td><td>% Weightings</td><td>Pass Criteria</td></tr><tr><td>Assessment 1</td><td>1, 2, 3, 4</td><td>3530%</td><td rowspan="3">50% overall</td></tr><tr><td>Assessment 2</td><td>1, 2, 3, 4</td><td>35%</td></tr><tr><td>Assessment 3</td><td>5</td><td>3035%</td></tr></table> <ul style="list-style-type: none">• BCG604 Working with Whānau. Remove indicative content relating to couples.• BCG702 Presentation and Review of Counselling Practice. Add 50 work place learning hours (25 hours face to face + 25 hours agency). Remove 50 hours from learner managed hours. Add information for ‘agency hour’.					ASSESSMENT AND RESULTS				Basis of Assessment:	Achievement-based assessment is used in this course.			Assessment Task:	Learning Outcomes	% Weightings	Pass Criteria	Assessment 1	1, 2, 3, 4	35 30%	50% overall	Assessment 2	1, 2, 3, 4	35%	Assessment 3	5	30 35%
ASSESSMENT AND RESULTS																										
Basis of Assessment:	Achievement-based assessment is used in this course.																									
Assessment Task:	Learning Outcomes	% Weightings	Pass Criteria																							
Assessment 1	1, 2, 3, 4	35 30%	50% overall																							
Assessment 2	1, 2, 3, 4	35%																								
Assessment 3	5	30 35%																								

54/22 **RESOLVED** that the Approval of Course and Programme Changes be endorsed.

Sarah Fraser / Silvia Gassebner
CARRIED

6.2 Key Messages from Meeting

- Five 2021 Degree Self-Assessment Reports approved for submission to NZQA
- Further recognition of the expertise and time NMIT whānau are contributing to a variety of Te Pūkenga Steering Groups, Working Groups and Communities of Practice such as programme unification and academic regulation development. There is also significant mahi happening within NMIT to operationalise the new Te Pūkenga unified programmes for 2023 delivery
- Approval of the Academic Development Proposal for the Vocational Pathways (NCEA Level 2) (Service Industries) programme. This programme will increase the ways NMIT can work with second chance learners and creating pathways for learners progressing into other programmes. The Committee acknowledged the mahi done by Pam Wood and the Marlborough campus Foundation Team in developing this proposal.

ACTION

Mary Woodward / Kim Davies

Forward key message list to Caroline Elworthy for inclusion

Resolution to Exclude the Public

55/22 RESOLVED

1. That members of the public and press be excluded from the remainder of the meeting and that the Academic Committee move In-committee (confidential session)
2. Furthermore, NMIT resolves that the Director of Academic + Quality (Executive Director responsible for Programmes and Delivery (or delegate), Academic Advisor, Director Teaching + Learning (Curriculum Director), Quality Enhancement Manager, Director of Ōritetanga + Māori Relationships (Manager of Ōritetanga), Appointed Academic Staff Members, Appointed NMIT Students, Administrator Curriculum + Academic Registry (Academic and Quality Administrator), be permitted to remain at the meeting, after the public have been excluded because of their specific knowledge in relation to their respective subject matter expertise. This knowledge will be of assistance in relation to the matters above to be discussed.

The general subject of each matter to be considered while the public is excluded, the reason for passing the resolution in relation to each matter and the specific grounds under section 48(1) of the Local Government Official Information and Meetings Act 1987 (LGOIMA)/Official Information Act 1982 (OIA) for the passing of the resolution are as follows:

Item No.	General Subject of each matter to be considered	Reason for passing resolution in relation to each matter	Grounds under section 48(1) for the passing of the resolution.
8.1	Minutes of the In-Committee NMIT Academic Committee Meeting – 13 April 2022	Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 of the OIA noting Te Pūkenga (and its subsidiaries) is specified, in Schedule 2 of LGOIMA, as a body to which Part 7 LGOIMA applies)
9.1	2021 Self-Assessment Reports	Section 9(2) (a) of the Official Information Act – protect the privacy of natural persons, including that of deceased natural persons	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 of the OIA noting Te Pūkenga (and its subsidiaries) is specified, in Schedule 2 of LGOIMA, as a body to which Part 7 LGOIMA applies)
9.1.1	- Bachelor of Arts and Media		
9.1.2	- including NZ Diplomas in Arts and Design (Levels 5, 6)		
9.1.3	- Postgraduate Certificate in Professional Supervision		
9.1.4	- Bachelor of Career Development		
9.1.5	- including Graduate Certificate in Career Development	Section 9(2)(i) of the Official Information Act – enable the organisation holding the	

	- Bachelor of Viticulture and Winemaking - Bachelor of Social Work	information to carry out, without prejudice or disadvantage, commercial activities	
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Meeting Closed 04.20PM

Academic Committee Action List – 15 June 2022

	RES NO	ACTION	WHO	WHEN	PROGRESS
Action Items 16.03.2022					
1	4.1	Sector Updates Te Pūkenga Working Group Reports Discuss how the Polly site 'Te Pūkenga hub, Meeting updates,' can be shared more widely and kept up to date	Kim Davies / Marja Kneepkens	Report back 15 June 2022	Closed
Action Items 11.05.2022					
2	2.2	Upload confirmed Minutes to Academic Committee site	Mary Woodward	Report back 15 June 2022	<i>Minutes confirmed and uploaded to Standing Committees SharePoint as old-intranet site no longer in use – to be uploaded to new shared site once available</i>
3	3.1	Academic and Quality Academic Development Tracking Report Consider addition of Operationalisation of Te Pūkenga Unified Programmes as standing agenda item	Kim Davies	Report back 15 June 2022	Completed – added as standing agenda item
4	5.1 5.2	Reports from Committee and Working Parties Learning and Teaching Committee Minutes – Meeting of 23.03.2022 Recognition of Academic Credit Committee Minutes – Meetings of 27.01.2022, 08.02.2022 and E-Meetings of 11.01.2022, 07.03.2022 Resubmit Committee Minutes for receipt at the 15 June 2022 Academic Committee meeting	Mary Woodward	Prior to 15 June 2022	Completed
5	6.1	General Business Course and Programme Changes Resubmit Course and Programme Changes for endorsement at the 15 June 2022 Academic Committee meeting	Mary Woodward	Prior to 15 June 2022	Completed
Action Items 15.06.2022					
6	2.2	Upload confirmed Minutes to Academic Committee site	Mary Woodward	Report back 20 July 2022	
7	5.1	Reports from Committee and Working Parties 2021 Spot-Check on Course Results Outcome Report Review Course Result Spot-Check Check List for 2022 Develop an Award spot-check process	Silvia Gassebner	Report back 20 July 2022	
8	6.2	Key Messages from Meeting Forward key message list to Caroline Elworthy for inclusion	Mary Woodward / Kim Davies	ASAP	Completed

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Academic Committee Action List – 20 July 2022

	RES NO	ACTION	WHO	WHEN	PROGRESS
Action Items 15.06.2022					
6	2.2	Upload confirmed Minutes to Academic Committee site	Mary Woodward	Report back 20 July 2022	
7	5.1	Reports from Committee and Working Parties 2021 Spot-Check on Course Results Outcome Report Review Course Result Spot-Check Check List for 2022 Develop an Award spot-check process	Silvia Gassebner	Report back 20 July 2022	
8	6.2	Key Messages from Meeting Forward key message list to Caroline Elworthy for inclusion	Mary Woodward / Kim Davies	ASAP	Completed
Action Items 15.06.2022 - In-Committee					
9	8.1	Upload confirmed Minutes to Academic Committee site	Mary Woodward	Report back 20 July 2022	Completed

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**NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY
ACADEMIC COMMITTEE MEETING
20.07.2022**

CORRESPONDENCE

Inwards

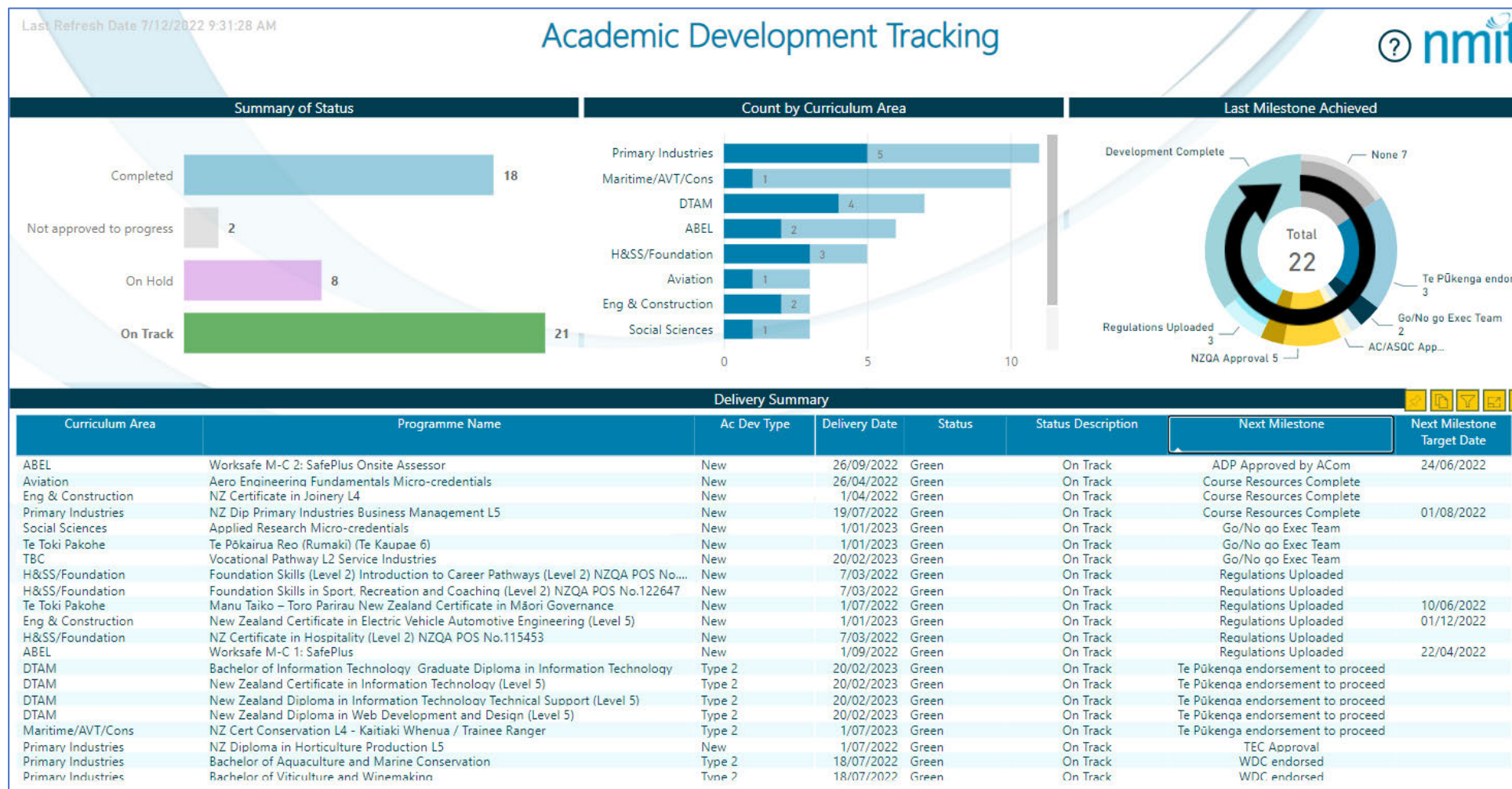
1.	Te Pūkenga	08.06.22	OFP Request Form approval – to seek accreditation to deliver a Vocational Pathways (NCEA L2) (Service Industries) programme
2.	NZQA	09.06.22	Accreditation to deliver NZ Certificate in Apiculture (Queen Bee Rearing) (Level 4)
3.	NZQA-CR	13.06.22	Acknowledgement of submission of Consistency Review material 2907 NZD Aeronautical Maintenance Certification (Level 6)
4.	NZQA	21.06.22	Notification of delayed programme monitoring of NZD Web Development & Design (L5) 2598 due to resourcing and Covid-19 related issues
5.	NZQA-CR	08.07.22	Acknowledgement of submission of Consistency Review material 3130 NZC Seafood Processing L3

Outwards

6.	NZQA-CR	13.06.22	Submission of Consistency Review material 2907 NZD Aeronautical Maintenance Certification (Level 6)
7.	NZQA	01.07.22	Type 1 Programme Changes NMIT - April to June 2022
8.	Te Pūkenga	05.07.22	OFP Request Form - proposed NZQA Type 2 changes to five related Information Technology programmes (including two at degree level) for 2023 delivery
9.	NZQA-CR	06.07.22	Submission of Consistency Review material 3130 NZC Seafood Processing L3

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Academic Development Tracking as at 12 July 2022

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Filtered to open developments only.

Academic Committee Meeting – Wednesday 20 July 2022 – Academic and Quality

OFFP Request Register as at 12 July 2022

37		←TOTAL OFFP				31	30			
#	Name	Summary	Academic Advisor	TP Category	Urgent	Sent to TP	Approved TP	Note	TP Approval Matter <i>only populate/finalise once sent to TP</i>	Urgency reason <i>only populate once sent to TP</i>
23	Postgraduate Certificate in Advanced Applied Research	Expand current 2 x TS to PG Cert 60 credits, 3 x 20 credit MCs.		28 Add / Re	Y	26/05/22	2/06/22	26/5 revised OFFP submitted. 21/3 TP want more info, e.g. why not M-C? E&E	proposed development of a new programme of study leading to a new Postgraduate Certificate in Advanced Applied Research qualification	NZQA Degree approval deadline 29 July 2022
27	NZ Cert Conservation L4 - Kaitiaki Whenua / Trainee Ranger	Type 2. Change to LO. Entry Requirements to align with new NMIT standardised entry provisions. Exception for other, non-acad. entry requirements (Post-aid, degree holders)	Shine	28 Add / Re	N			10/5/22 drafted. Sent to SK for more info. Not urgent, delivery S2 2023	proposed Type 2 changes to the NMIT Programme Kaitiaki Whenua Trainee Ranger delivering the qualification NZ Certificate in Conservation (Operations) Level 4	n/a
29	Te Pōkairua Reo (Rumaki) (Te Kaupae 6)	PoS TBC	Shine	28 Add / Re	N	29/04/22	3/05/22		seeking accreditation to deliver Te Pōkairua Reo (Rumaki) (Te Kaupae 6) / NZ Diploma in Te Reo (Rumaki) (Level 6)	n/a
30	NZC Horticulture Level 3	Type 2 change to update to qual version 2	Shine	28 Add / Re	Y	29/04/22	3/05/22		proposed NZQA Type 2 changes to the existing NMIT NZ Certificate in Horticulture (General) Level 3 programme to award version 2 of the NZ2677 qualification	Requires NZQA Type 2 change approval prior to proposed delivery start date July 2022.
31	Conservation Field Skills L4 Training Scheme	rename to 'Vertebrate Pesticides Control Methods', remove trapping content, add AVCM (Agricultural compounds and veterinary medicines) qualification content.	Shine	28 Add / Re	Y	4/05/22	5/05/22		proposed NZQA Type 2 changes to NMIT's Conservation Field Skills Training Scheme	Requires NZQA Type 2 change approval prior to proposed delivery start date June 2022.
32	NZC Primary Industries Skills Level 2	due to expiring unit standards that have been replaced with different unit standards	Shine	28 Add / Re	Y	4/05/22	5/05/22		proposed Type 2 changes to NZ Certificate in Primary Industry Skills (Level 2) programme	Requires NZQA Type 2 change approval prior to proposed delivery start date 30 May 2022.
33	Vocational Pathways (NCEA L2)	ComColl programme graduates can get additional unit standards to gain NCEA L2		28 Add / Re	Y	2/06/22	7/06/22		seeking accreditation to deliver a Vocational Pathways (NCEA L2) (Service Industries) programme	Links to Request for Approval for Marlborough Community College – Blenheim approved 14 Feb 2022. Learners currently studying Level 2 NZ Certificates also gained credit through a Vocational Pathway (NCEA Level 2) (Services Industries) programme to gain additional unit standards required for NZQA to award NCEA Level 2 along with their NZ Certificate.
34	IT Type 2	Align LOs, Aims etc. to GPO of new L5 qual version. Incorporate those changes into the degree level		28 Add / Re	Y	5/07/22			proposed NZQA Type 2 changes to five related Information Technology programmes (including two at degree level) for 2023 delivery	NZQA 2023 Degree change submission deadline 29 July 2022

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MICRO-CREDENTIAL DEVELOPMENT PROPOSAL

Proposed Title:

Applied Research Micro-credentials:

- Research Principles, Planning and Practice Micro-credential (working title)
- Preparing Research for Publication Micro-credential (working title)
- Preparing a Research Funding Application Micro-credential (working title)

Curriculum Area: Research and Innovation**Proposed Start Date:** 26 April 2022**NMIT Executive Approval Date:** tbc**Te Pūkenga Endorsement Date:** 26 May 2022**Stakeholders:**

- ☒ Iwi ☒ Community group
☒ Employer ☐ Industry
☒ Other (refer note)

Note: Research Directors, emergent researchers in the ITP sector, practicing tertiary educators, former students on the Level 7 Training Schemes

Level/Credits:

- Research Principles, Planning and Practice Micro-credential
20 credits, Level 8
- Preparing Research for Publication Micro-credential
20 credits, Level 8
- Preparing a Research Funding Application Micro-credential
20 credits, Level 8

Evidence of need:

The Applied Research micro-credentials are targeted at emergent and early career researchers across all disciplines. The micro-credentials have been designed to develop the research capability of staff tasked with research activities at Tertiary Education Organisations (TEO) and research institutes to enable them to meet and exceed research performance expectations.

These micro-credentials will allow flexibility of enrolment and delivery for learners, and will facilitate staff developing a successful research programme, securing funding to support that work and identifying appropriate channels to disseminate the results of their research activities. The micro-credentials will build on the success of the NMIT Applied research training schemes (level 700, which will be retired) to include more participant-directed learning and expanding to included experience in securing extramural funding.

Graduates will be able to use their knowledge to contribute to early or mid-career professional development, and to utilise their increased research capability in their employment in the TEO sector.

The micro-credentials target new and emergent researchers throughout the Te Pūkenga network and other Tertiary organisations and research institutes, and as such these learners will mainly come from those already in workplaces. The micro-credentials are suitable for, but not limited to, practicing tertiary educators working in any discipline or subject area at degree or postgraduate level. To cater to their needs and capacity, delivery will be part-time and wholly online. The Te Pūkenga Charter notes that Te Pūkenga should operate in a way that reflects Māori-Crown partnerships such that governance, management, and operations give effect to the Tiriti o Waitangi. As such, these micro-credentials will reflect this commitment through the inclusion of key principles and general considerations for tauhiwi emerging researchers. Although this qualification is not intended to offer rangahau Māori (Māori research) teachings, the inclusion of these principles and considerations can also offer Māori and Pasifika emerging researchers an appropriate framework for how they can carry out their work.

Students accepted onto this programme will have previously completed undergraduate degrees or postgraduate study, or an advanced diploma qualification, and will be highly proficient learners.

Collaboration details:

The Applied Research Micro-credentials are proposed due to the need to provide professional development opportunities for emergent researchers within the tertiary sector. There is no other research programme available in the ITP sector, and the proposal for development is supported by Research Directors of the Te Pūkenga network.

Delivery Mode:

- ☐ On Campus (Blended)
☐ Hybrid (Flexible) ☐ Off Campus (Block)
☒ Wholly Online ☐ Distance

Funding:

- ☒ TEC Funding Initial 3V4 approved
 OR
☐ Full Cost Recovery
☒ Initial Costing Approved

Brief description of course content:

The Applied Research Micro-credentials aim to guide tertiary educators through the entire research process, from framing their research questions through to the publication of a journal article and seeking funding for their research. The micro-credentials make the process comprehensive, enabling students to build their knowledge through project-based learning. Step by step students build understanding of the research process and publication and funding environment and develop the practical research skills required to be an effective researcher in the tertiary sector.

To design, develop, seek NZQA approval for, and deliver the following high-quality learning services:

- **RESEARCH PRINCIPLES, PLANNING AND PRACTICE MICRO-CREDENTIAL**, aligned with Level 8 of the New Zealand Qualifications Framework (NZQF). Graduates of the Research Principles, Planning and Practice Micro-credential will be able to frame a research question, determine appropriate research methodologies while giving effect to Te Tiriti o Waitangi, and write a short research statement including literature review to produce a summary. This micro-credential consists of one 20 credit course:
 - **RES801 Research Principles, Planning and Practice** (working title)
- **PREPARING RESEARCH FOR PUBLICATION MICRO-CREDENTIAL**, aligned with Level 8 of the New Zealand Qualifications Framework (NZQF). Graduates of the Preparing Research for Publication Micro-credential will be able to evaluate and critique academic research, build knowledge of a range of academic journals, draft and review a research manuscript, and submit the manuscript for peer-reviewed publication. This micro-credential consists of one 20 credit course:
 - **RES802 Preparing Research for Publication** (working title)
- **PREPARING A RESEARCH FUNDING APPLICATION MICRO-CREDENTIAL**, aligned with Level 8 of the New Zealand Qualifications Framework (NZQF). Graduates of the Preparing a Research Funding Application Micro-credential will be able to evaluate appropriate funding opportunities for their research activities, and prepare an application for extramural funding for research. This micro-credential consists of one 20 credit course:
 - **RES803 Preparing a Research Funding Application** (working title)

Strategic Fit:

Refer specifically to strategy documents

NMIT Strategic Objectives (2021-2025)

- Learner-centred delivery—This course series focuses on improving individual staff research skills
- Meeting our region's needs—This qualification will meet a need identified through consultation with other Te Pūkenga subsidiaries
- Lifetime learning relationships—All of the participants in this course series are staff at subsidiaries across NZ. This programme provides an improved access process that allows learners to build their capacity and redirect their careers during their working lives.

Te Pūkenga Priorities and Principles

- The Te Pūkenga Charter notes that Te Pūkenga should operate in a way that reflects Māori-Crown partnerships such that governance, management, and operations give effect to the Tiriti o Waitangi. As such, this qualification will reflect this commitment through the inclusion of key principles and general considerations for tauwiwi emerging researchers.

Te Pae Tawhiti (2020-2025)


The Te Pūkenga Charter notes that Te Pūkenga should operate in a way that reflects Māori-Crown partnerships such that governance, management, and operations give effect to the Tiriti o Waitangi. As such, this qualification will reflect this commitment to give effect to the Tiriti o Waitangi. Although this qualification is not intended to offer rangahau Māori (Māori research) teachings, the inclusion of the key principles and general considerations for tauwiwi emerging researchers can also offer Māori and Pasifika emerging researchers an appropriate framework for how they can carry out their work.

Tertiary Education Strategy

Objective 5: World Class Inclusive Public Education, Priority 8 Enhance the contribution on research and mātauranga Māori in addressing local and global challenges. The Applied Research Micro-credentials will be used to build research capability within the Tertiary sector, thus supporting and develop the contribution of Te Pūkenga and other institutions to the research system, and to solving local and global issues.

Proposer Name (Curriculum Manager)	Ellen Cieraad (Research and Innovation Manager)		
Signature		Date	15/6/2022

If the project is not progressed within 3 months of Academic Committee approval, the Academic Development Proposal must be re-presented to the Academic Committee

Received by Academic and Quality Team		Date	
Approved by Academic Committee		Date	

Note: The original Development Proposal is filed centrally by the Academic and Quality Team

Delivery Definitions

On Campus (Blended)	<i>Delivery of teaching and learning occurs predominantly on campus. Face-to-face delivery is complemented by online communication, learning activities, resources and assessments.</i>
Hybrid (Flexible)	<i>Delivery of teaching and learning including communication, activities, resources and assessments occurs predominantly online, however face-to-face options are available, and students can choose to engage either in the physical campus space or online.</i>
Off Campus (Block)	<i>Delivery of teaching and learning including communication, activities, resources and assessments occurs predominantly online. This is integrated with flexible (e.g. evening, weekend classes) or block mode teaching/training, delivered on campus or at a workplace.</i>
Wholly Online	<i>Delivery of all teaching and learning including communication, activities, resources and assessments occurs online. synchronous instruction is lead in virtual classrooms and timetabled hours.</i>
Distance Education	<i>Delivery of all teaching and learning including communication, activities, resources and assessments occurs online. All communication is asynchronous, and all hours are self-directed.</i>

Strategy Documents

NMIT Strategy

Tertiary Education Strategy 2020

Te Pae Tawhiti

NMIT Investment Plan 2019-2020 This is current until the Te Pūkenga plan is published later in 2021

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A review of NZQA EER Reports of ITPs as at January 2019

J. Dickson¹

Purpose

The purpose of this review was to identify notable findings and trends across NZQA external evaluation and review (EER) reports for institutes of technology and polytechnics (ITPs). The report focuses primarily on the educational performance dimension of EER.

Audience

The report is primarily intended for an internal NZQA audience.

Scope and source information

There are 16 ITPs. The most recent EER report for each was sampled. These had publication dates spanning 2015 to 2018. Three of these reports, although released to the ITP by NZQA, were still at 'draft' stage and will likely be published in early 2019. An unpublished analysis of ratings and educational performance information (EPI) was also used, and some findings from that are included.²

Methods

1/ Textual analysis: The EER reports were read to identify themes suggested within the findings. EER reports routinely combine claims made by the TEO and findings in relation to those by NZQA evaluators. A primary focus was therefore placed upon the statements of confidence (particularly educational performance) which summarise the overall evaluation findings.

2/ Coding: these themes were listed and grouped by report and were quantified under headings which emerged during the textual analysis.³

3/ Reporting: the notable findings and trends, having been identified⁴ using the above process, were collated as a summary report.

Limitations

Although a representative sample of reports, it is not a statistically defensible selection. The sample is representative in that every ITP is included, but the selection is based simply on the EER scheduling calendar. The method of analysis is granular and based on a facereading of report text, and a simple coding methodology, to determine readily apparent themes. As such, no prediction of future trends or themes is made.

¹ NZQA lead evaluator 5 years, and previously worked for + 10 years in the ITP sector.

² 'Suggested association between educational performance and capability in self-assessment in External Evaluation and Review of New Zealand's institutes of technology and polytechnics', Peter Hodder (July 2018)

³ The first and clearest overall reference is coded, although multiple references to a similar category may be included in a report. This is to mitigate the range of reporting styles, potential duplication between commentary on narratives for 'educational performance' and for 'self-assessment', and the way key evidence may be reported to support different findings and link to different Tertiary Education Indicators (TEIs).

⁴ Bearing in mind that EER reports are intended to reflect the TEIs and hence 'privilege' certain themes or findings in support of ratings. An analysis of ITP self-assessment summaries prepared for EER may yield some quite different themes, in particular around the management emphases which are often highlighted.

External Evaluation and Review

EER is part of NZQA's integrated framework for evaluative quality assurance. It is an independent evaluation of an institution that leads to a statement of confidence by NZQA in the institution's educational performance, and capability in self-assessment. Educational performance relates to the extent to which the educational outcomes achieved by the institution represent quality and value for students and others. Capability in self-assessment relates to the extent to which the institution uses self-assessment information to understand its educational performance and bring about improvements through applying self-assessment. ⁵

Tertiary Education Commission (TEC)

As state owned institutions, ITPs receive the bulk of their funding from the government through the TEC. The remainder comes from student fees or other sources. An increasing proportion of ITP revenue has come from International Student fees. Numerous ITPs have experienced significant financial stress in recent years.

Recent TEC publications⁶ report that collectively ITP's have:

- an even split of learners by gender.
- more New Zealand European learners and fewer Asian learners than rest of the tertiary education sector, but about the same proportion of Māori (20 percent) and Pasifika (8 percent) learners.
- more learners aged 17 years and under, and more learners aged over 25 years (32 percent of learners in the ITP sector are in the 18-24 age group; 25 percent are aged over 40) than other types of TEO
- enrolments by both younger and older age groups have declined significantly since 2008
- delivery in the ITP sector has declined over the past seven years, due largely to a fall in domestic student enrolments.
- many ITPs have had strong growth in international learners, an increase of 70 percent since 2010.
- the mix of delivery by course and programme level has changed significantly since 2010: 31 percent of overall ITP delivery was at levels 1 to 3, and 26 percent of delivery was at level 7 or above. By 2017, only 24 percent of delivery was at levels 1 to 3 while the proportion of delivery at level 7 and above had risen to 36 percent. delivery at levels 4 to 6 has been relatively stable over the same period (around 40 percent). The form and future structure of the ITP sector is currently under review by the government.

⁵ Adapted from - Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 (v3)

⁶ Such as the 2018 'Overview of delivery in the ITP sector'

Themes identified in the ITP EER reports

- Presence of flagship change or institution-wide quality improvement strategies (e.g. 'Ako teaching and learning strategy'; 'Te Atakura'; 'the Transformation', 'Project Transform' etc). This is common, and may involve – for example, faculty restructuring; support service restructuring; fostering shared pedagogical models. This likely reflects the organisational scale and relative complexity of these TEOs. It is also to some extent reflective of technological change and other contextual challenges such as declining enrolments.
- Significant changes to the programme profile and course offering, mainly as a result of the mandatory review of qualifications led by NZQA.
- Limitations in evidence and methodology to determine how well programmes and qualifications offered meet industry needs. In particular evidence or assurance at the programme (Focus Area) level, as opposed to more general 'institutional' satisfaction.
- Increasingly deliberative efforts to understand graduate outcomes and value. Strategies extending beyond graduate surveys towards gaining knowledge of programme benefits and match of graduate profiles to stakeholder needs. Much of this is a work in progress.
- Use of enhanced information management tools to monitor and/or understand educational performance (e.g. data dashboards, monitoring systems, apps, client relationship management systems). At the evaluation process level this is reflected by the increased visibility or presence of roles for data analysts, and the ability to provide quick turnaround reporting from data systems.
- Deeper and more nuanced analysis of Māori learner achievement, and efforts to improve retention and completion by changes to programme design, pedagogy and/or student support. The same for Pasifika achievement, but somewhat less visibly in most cases.
- Limited evidence that Māori and/or Pasifika learner achievement analysis and strategies are demonstrably leading to parity within the 4-year EER cycle.

- Use of or engagement with external experts, educational consultants, regulatory bodies (for example Nursing Council of NZ) and with impacts on performance and self-assessment. In some cases, these inputs notably assist with the evaluator's work of triangulation of evidence on-site.
 - Significance and strategic importance of ITPs in meeting regional skill needs (e.g. nursing and allied health, hospitality, IT and trades). Most explicit in the focus area narratives.
 - Increased maturity and embeddedness of intentional literacy and numeracy pedagogies; increased maturity and embeddedness of on-line and blended learning platforms, tools and pedagogies; innovations in pedagogy, such as 'flipped classrooms' and project based or work integrated learning. Although seldom mentioned in SoCs these are evident in numerous reports.
 - Almost invariably teaching staff are found to be 'committed', 'dedicated', 'enthusiastic', professionally well prepared and deeply engaged with students and their learning.
 - Commentary on moderation of assessment is increasingly routine. This is sometimes linked to comment on 'validity' of pass rates/results. Findings are variable.
- [Most commonly occurring themes in Statements of Confidence \(occurring in 5 or more reports\) by number of reports:](#)
- Performance against TEC EPI targets/or pass rates in general (14 reports)
 - Learning & Teaching/quality of/teacher development/teacher effectiveness (13)
 - Māori learner achievement (13)
 - Governance capability/leadership (11)
 - Support and or guidance provided to students (learning, support services, library, IT, Health, recreation etc) (11)
 - Graduate outcomes/value of/ preparedness of graduates (11)
 - Cross campus facilities /sites quality of delivery and/or resourcing local delivery incl. collaborative arrangements (10)
 - Pasifika achievement (10)
 - Evidence of alignment with industry & stakeholder and/or community needs (10)
 - Management capability (10)
 - Evidence of outcome value (9)
 - Communication processes with staff and/or students incl. valuing staff (8)
 - Collaboration with stakeholders/matching industry stakeholder needs (8)
 - Engagement with Iwi/Treaty responsiveness/strategies for Māori learners/tikanga Te reo (8)
 - ITP Sector median benchmarks (7)
 - Use of enhanced information management tools to monitor and/or understand educational performance (6)
 - Flagship change or improvement plans or strategies or initiatives (e.g. 'Te Atakura', 'the Transformation', 'Project Transform', 'Choice Protocol', 'Futures@MIT') (6)
 - Restructuring or re-organising staffing and/or group structures, including mergers (6)
 - Research activity & outcomes (6)
 - International education management of, including markets, agents, and volume/internationalisation (6)

- ☐ Cross campus/site quality of delivery and/or resourcing local delivery incl collaborative arrangements 6)
- ☐ Parity. Including equity of outcomes/performance gaps between groups/attrition (5)
- ☐ Programme portfolio; qualifications offered; TRoQ engagement; course re-design (5)

Most commonly occurring themes in Statements of Confidence (occurring in 5 or more reports) with Positive or 'confident' comment including improved or fully implemented systems:

- ☐ Learning & Teaching/quality of/teacher development/teacher effectiveness (12 reports)
- ☐ Performance against TEC EPI targets/or pass rates in general (12)
- ☐ Support and or guidance provided to students (learning, support services, library, IT, Health, recreation etc) (9)
- ☐ Evidence of alignment with industry & stakeholder and/or community needs (9)
- ☐ Governance capability/leadership (9)
- ☐ Engagement with Iwi/Treaty responsiveness/strategies for Māori learners/tikanga Te reo (8)
- ☐ Collaboration with stakeholders/matching industry stakeholder needs (8)
- ☐ Graduate outcomes/value of/ preparedness of graduates (8)
- ☐ Cross campus facilities /site quality of delivery and/or resourcing local delivery incl. collaborative arrangements (7)
- ☐ Management capability (7)
- ☐ Evidence of outcome value (7)
- ☐ Communication processes with staff and/or students incl. valuing staff (6)
- ☐ Flagship change or improvement plans or strategies or initiatives (6)
- ☐ Code of Practice (5)
- ☐ International education management of, including markets, agents, and volume/internationalisation (5)
- ☐ International Student welfare/support (5)
- ☐ Research activity & outcomes (5)
- ☐ Programme portfolio; qualifications offered; TRoQ engagement; course re-design (5)
- ☐ Use of enhanced information management tools to monitor and/or understand educational performance (5)
- ☐ ITP Sector median benchmarks (5)

Most commonly occurring themes in Statements of Confidence (occurring in 3 or more reports) with 'Neutral, ambiguous or critical comment, including not fully implemented' comments:

- ☐ Māori learner achievement (10 reports)
- ☐ Pasifika achievement (6)
- ☐ Moderation of assessment (internal) (4)
- ☐ Parity. Including equity of outcomes/performance gaps between groups/attrition (4)
- ☐ Graduate outcomes/value of/ preparedness (4)
- ☐ Evidence of outcome value (3)

☐ Governance capability/leadership (3)

☐ Management capability (3)

⁷The first and clearest overall reference is coded only, although multiple references to a similar category may be included in a report. This is to mitigate the range of reporting styles, potential duplication between commentary on ‘narratives for ‘educational performance’ and ‘self-assessment’, and the way key evidence may be reported to support different findings and link to different Tertiary Education Indicators (TEIs). Different items may also be included under each thematic category for ease of analysis. It should be noted also that at different periods NZQA focused more strongly on particular areas than at other times (e.g. Moderation), which would increase the likelihood it would receive mention in a report. 6 v2.

☐ Support and or guidance provided to students (learning, support services, library, IT, Health, recreation etc) (3)

☐ Cross campus/site quality of delivery and/or resourcing local delivery incl collaborative arrangements (3)

☐ Moderation of assessment (‘external’) (3)

General findings, observations and recommendations

NZQA EER reports of ITPs are well-crafted, persuasive and detailed summaries of performance and activity. They go well beyond providing a generic ‘quality-assurance’ snapshot. The reports are clearly reflective of a critical lens being deployed; weighing up claims and evidence and multiple viewpoints, to arrive at judgements. As such, they strongly reflect the intended purpose of evaluative quality assurance. The coverage of performance for each and every KEQ in the SoC is more tangible in the new format reports than the previous version. In the previous format, which generally contained a more lengthy and detailed narrative, findings often blended aspects of different KEQs leading to useful contextual description, but less directness. Comparability between reports could be greatly improved if evaluators were required to make confidence statements against a given set of parameters. There is a disparity of what appears to be deemed the most significant findings to report from an ITP EER. In general, evaluators are given considerable leeway to report findings to ensure ‘context’ of the TEO and the findings is captured: ITPs are less contextually defined, so there may be a case for more uniformity in reporting. Providing a table graphic (colour coded) near the SoCs displaying KEQ and FA ratings may give the reader a quick, visual, overall schematic to supplement the SoC ratings and narrative summary. This may improve the alignment of statements made against the SoCs with the underpinning KEQ and FA ratings. Reports have become more explicit on Māori learner achievement, and parity of achievement across different learner groups. It is also apparent that the persisting gap in some ITPs is now more likely to lead to lower ratings, including at the statements of confidence level. This is an emerging trend which will need a larger sample, over time to confirm. The ‘Māori learner achievement’ or equivalent focus area (where included), is consistently rated as an area of weak or inconsistent performance in almost all cases. Yellow indicates an adequate or marginal rating, blue a good rating, and red is poor (*draft report)

ITP	EP	SA
Ara Institute (2017)		
Northtec (2017)		
MIT (2017)		
NMIT (2018)		
Wintec (2018)*		
Unitec (2018)*		

Reports could give a more explicit statement about governance and management competence and effectiveness at the SoC level, which is usually implied but not stated.⁸ By contrast and for illustration, most reports make explicit comment on teacher effectiveness at the SoC level. Relatedly, the reports seldom state how well the ITP is doing at matching government expectations for an ITP. This was noted only twice. There is often a lack of explicit, reported connection between 3 key dimensions: achievement (as reflected in pass rates, ⁸A clear exception to this is the Otago Polytechnic report sector medians, TEC funding and so on), matching NZQA requirements, and the intended (within the overall educational landscape), distinctive function of an ITP. It is unclear from reports and ratings the extent to

which the ITPs overall educational performance has outweighed (or otherwise) the educational performance indicators from the focus area programmes. Reports seldom state findings on the ITP's performance against TEC participation targets for all learners (e.g. proportion of Māori students enrolling year on year). This is a defining feature of meeting needs which is absent in almost all reports. Attracting broad participation is an area of effort by ITPs, and is generally seen as a strategic imperative. In itself, achieving or not achieving participation may be a useful proxy indicator of community perception of the ITP. There is minimal comment in reports on how well served students with a disability are. In terms of campus design and layout, and investment or resourcing of expert staff including at facility design stage, ITPs are likely to be much more active in this area than most PTEs – but this does not seem to be being captured. Perhaps there is a need for an explicit TEI regarding disability. Similarly, in regard to refugee education (something most ITPs are actively engaging with to varying extents depending on location) is invisible in reports. The predominant focus on 'value' (KEQ 2) around employment outcomes or further study may be missing other important and unique value adds in these two realms. Entrepreneurial activities, commercialisation, internationalisation or unique innovations are seldom mentioned in SoCs. NZQA appears wary about registering interest in non-typical activities, and focus area selection is also principally programme-centric. The value of including recommendation in ITP EER reports (appendix 2) is questionable: in almost all cases the point has already been clearly expressed in the report findings; it is often an area that the report indicates the ITP is not only aware of but is already actively seeking to address. The recommendations at times imply that the evaluators 'discovered' something novel or new - unknown to the ITP management. This is extremely unlikely given that NZQA evaluators engage with the ITP relatively briefly, and ostensibly the ITP is engaging in on-going self-analysis and critique. The new more succinct reports cut to the core and thus highlight the main findings in a way that the ITP can draw any lessons which may arise.

It appears that ratings are generally lower since the introduction of the new KEQs/modified judgement rubrics (see tables below). This is an emerging trend which will need a larger sample, over time to confirm. (see Tables on page following)

Key Evaluation Questions – spread of ratings (educational performance/self-assessment) and Statement of Confidence: **Excellent**, **Good**, **Adequate/Marginal**, **Poor**

Former KEQs

ITP	1	2	3	4	5	6	SoC
TOPNZ							C/C
UCOL							C/HC
Whitireia							HC/HC
MIT							HC/HC
Ara							HC/HC
EIT							HC/HC
Otago							HC/HC
Weltec							C/C

New KEQs

ITP	1	2	3	4	5	6	SoC
Wintec*							C/C
WITT							C/C
Northtec							C/C
NMIT							HC/C
Tai Poutini*							NYC/NYC
SIT							C/C
Unitec*							NYC/NYC
Toi Ohomai							C/C

*draft report

Comment on analysis of educational performance indicator data

Independent analysis by Peter Hodder (2018) summarised the status of ITP EERs as follows:

Two cycles of [EER] have...been conducted...the first ending in 2012, the second...in 2017... The inter-review period was characterized by some mergers (between Aoraki Polytechnic and CPIT, to form Ara Institute of Technology; and between Bay of Plenty Polytechnic and Waiariki Institute of Technology, to form Toi Ohomai Institute of Technology). Notably, two of these ITPs⁹ received Category 3 ratings from EERs conducted in 2017, leading to a follow-up EER for each in 2018. These represent possibly the first occasion¹⁰ under either ITP Quality or NZQA quality assurance processes that an ITP failed to achieve the outcome required to continue with a 4-year review cycle.

Key findings from Hodder's report include:

- [ITPs have adopted] practices aimed at gaining a better understanding of student achievement at a course and programme level.
- ITP-wide data submitted to the Tertiary Education Commission and compiled as the 'educational performance indicators' (EPIs) has become key, agreed performance data.
- As data management systems have evolved, quantitative data related to student achievement and/or value to stakeholders are increasingly used to support conversations with EER teams, and become incorporated, either directly or indirectly, into KEQ ratings and commentaries.
- The median course completions percentage increased rapidly from 2009 to 2011, but the rate of change has decreased thereafter.
- EER reports quite commonly report changes to academic support systems, but there seems less quantitative data available that reports on either the effectiveness of such systems or the effectiveness of changes made to these systems.
- although there are quantitative measures and qualitative indicators of the quality of governance and management, these are more likely to occur in financial areas than in educational oversight.
- trends in course completions and qualification completions are remarkably similar for both universities and institutes of technology.

The EPI data available to both ITPs and NZQA, and used within EER, is now a reasonably large data-set of many thousands of students and hundreds of programmes. This to some extent smooths out cohort variations allowing for a sound, generalised picture of trends in performance. The data set now includes a good proportion of all learner demographics, and levels, durations and types of programme. One limiter to the reliability of this data set is of course the kinds of changes in learner profile and programme mix identified by TEC and listed earlier. ⁹Tai Poutini and WITT ¹⁰Telford Polytechnic may be the exception to this. ¹¹ v2.

That noted, student course completion of between 75 and 80 per cent looks to be a normative band of pass rates for ITPs (sometimes termed 'achievement') under present conditions, particularly at levels 4 and above. Pass rates almost invariably trend lower at lower levels and higher at degree and postgraduate levels. This indicates that there may be a limit to validly attainable, overall course and qualification 'improvement'. For a multitude of reasons some students will discontinue or not successfully complete courses.¹¹ Looking for, or inadvertently pushing the sector, for ever higher pass rates is potentially distorting and almost certainly a danger to student and staff welfare, as well as quality. More broadly, there are also reasonable limits to the 'improvement' paradigm upon which EER is constructed as an evaluation model. Innovation and changes made in response to variations in contextual factors – although both necessary and desirable – are not invariably successful. It is widely accepted that organisations move through 'life-cycles' of change: offering rewards or imposing sanctions as a large organisation moves through points of change is somewhat dubious, if not overly simplistic. A cross-sectoral view of EER reports would show that course completions are invariably highest amongst the 'corporate' training providers (First Aid, workplace safety, food hygiene etc), where pass rates of 98% year-on-year are normative. Providers teaching only international students, in programmes such as business and IT and health have also often recorded pass rates routinely exceeding 90%. However, recent closer NZQA monitoring of the assessment practices at these providers has undermined the credibility of these pass rates at numerous providers. This monitoring is now reaching ITPs, but it is perhaps too early to see what any pattern of findings may say about ITP pass rates. In most formal educational programmes amongst NZQA registered providers, anything below or above that normative '75-80%' pass rate, may require contextual explanation to explain or justify. Contextual reasons might include students needing the qualification to continue in their employment, the short duration and contextual nature of the assessment, or students being particularly well

prepared (or not) academically and/or motivationally; or the possible existence of some other unstated sanction or reward. These points made, this report review does not focus on EPI or 'categorisation'. TEC has published analysis of trends, and Hodder (2017) has analysed the links between EPI and category outcomes.

¹¹ See for example - [A Comprehensive Review of the Major Studies and Theoretical Models of Student Retention in Higher Education 12 v2](#).

appendix 1 - ITP EER reports sampled, date of publication:

Eastern Institute of Technology (EIT), May 2015
Open Polytechnic (OP), July 2015
Whitireia Community Polytechnic, September 2015
Manukau Institute of Technology (MIT), October 2016
Ara Institute of Canterbury (Ara), February 2017
Wellington Institute of Technology (Weltec), March 2017
Universal College of Learning (UCOL), July 2017
Nelson Marlborough Institute of Technology (NMIT), August 2017
Northland Polytechnic (Northtec), November 2017
Otago Polytechnic, December 2017
Southern Institute of Technology (SIT), March 2018
Western Institute of Technology (WITT), August 2018
Toi Ohomai Institute of Technology (Toi Ohomai), August 2018
Waikato Institute of Technology (Wintec), 2018 draft
Unitec, 2018 draft
Tai Poutini Polytechnic, 2018 draft

appendix 2 - examples of recommendations in EER reports

NZQA recommends that xxx:

☐ Develop a more robust and consistent approach to gathering and evaluating the value of outcomes for graduates, employers and other key stakeholders.

☐ Enhance its processes to ensure that self-assessment practices are being used effectively on a regular basis, across and at all levels of the organisation.

NZQA recommends that xxx:

☐ Continue its focus on lifting outcomes for Māori and Pasifika to be on par with other learners, and progress the identified need for strong and clearly defined Māori leadership for the Māori education strategy.

☐ Extend the analysis of student feedback and self-assessment information from different cohorts (priority and international students) to capture the effectiveness of learning and teaching for these groups.

NZQA recommends that xxx:

☐ Continue the work on implementing the Academic Competencies Framework to strengthen the quality of teaching and learning.

☐ Renew the focus and ensure strategies are well resourced to continue progress towards equity of achievement for priority learners.

☐ Consider developing a wider range of useful indicators of student achievement.

☐ Continue to strengthen practices to ensure consistency of delivery, assessment and outcomes across the organisation.

NZQA recommends that xxx:

☐☐Continue to monitor the achievement of its priority learners and the impact of key strategies and interventions to raise achievement and reduce the gaps in achievement.

☐☐Continue to embed self-assessment processes across the organisation, and to leverage off and share the good self-assessment practice that is occurring across the focus areas.

☐☐Continue to seek, evaluate and address feedback pertaining to the implementation of blended learning (from students, staff and external stakeholders).

NZQA recommends that xxx:

- Monitors the changes implemented since the previous EER in 2017 to determine resulting improvements.
- Further develops staff skills in reflective practice and embeds the self-assessment processes started this year.

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**REPORT OF A MEETING OF THE PROGRAMME APPROVAL COMMITTEE FOR THE
VOCATIONAL PATHWAYS (NCEA LEVEL 2) (SERVICE INDUSTRIES)
HELD ON 28 JUNE 2022 9AM TO 10.50AM
AND 29 JUNE 2022 12PM TO 1PM**

PRESENT: Marja Kneepkens (Chair and voting member), Susannah Roddick (voting member), Carole Crawford (voting member), Silvia Gassebner (voting member), Kim Davies, Pam Wood, Adelaide Reid, Tarn Shekell, Zanna Bird (Academic Team, non-voting).

GENERAL

Marja Kneepkens opened the meeting and welcomed Committee Members.

Marja explained that this is a new potential model of delivery for NMIT, similar to PTE delivery, for foundation and second chance learners. It is important we get this right.

This is fourth in a group of programmes picked up by NMIT following Community College closing in Marlborough at the end of 2021. The other programmes are:

- Foundation Skills (Level 2) Introduction to Career Pathways (Level 2)
- Foundation Skills in Sport, Recreation and Coaching (Level 2)
- NZ Certificate in Hospitality (Level 2)

This programme allows learners to gain NCEA Level 2 on top of the above qualifications.

DISCUSSIONS

- Clarity required over credits required throughout documents. The **award** Vocational Pathways Award (Service Industries) (Level 2) is 60 credit but 20 L&N credits above this required to achieve NCEA L2 **Qualification**. The **programme** Vocational Pathways (NCEA Level 2) (Service Industries) is 80 credits.
- Delivery weeks. The 26 weeks can include holiday weeks, e.g. 24 teaching and 2 holiday weeks. Tutors and learners on this programme will need study breaks. Under Youth Guarantee learners can extend enrolment past end of 2022. There is also a concurrent study code for TEC.
- Practical or Work Based Components. The practical components take place on campus facilities (e.g., café) and are supported but tutor. There are no compulsory off-campus, practical or work based components. Tutors have, and are building, connections to hospitality industry which may lead to work experience.
- 6.1.1. Interview is an opportunity for learner to engage with NMIT prior to full enrolment. It is more a 'discussion', or 'conversation'. It is not just opportunity to check suitability of learner to programme, can also check if programme is the most appropriate course of study for the learner.
- 6.3 Recognition of assessment standards already achieved in other programme. RAC works both ways between this new programme and the current programmes from Community College. It just depends on which order/in which programme the standards are achieved. This will need to be clarified in the RAC wording so learners know they will not have to do extra work for these. The programmes, delivered

concurrently over a year, total 140 credits which exceeds 120 maximum credits for one EFT. The remainder 20 credits are achieved through cross credit.

- 7.1 Assessment Methods: Add Portfolio. This allows for the assessment of each standard to feed into overall single assessment, gives learners flexibility over standards undertaken whilst still keeping one assessment for each course. Adelaide, who worked for Community College Marlborough before moving over to NMIT, explained that tutors assess to the unit standards, they create the activities and measure to the outcomes in performance criteria. It's within the broader context of a learning situation, learners aren't just sitting doing unit standards one after the other, we are not making them do extra bookwork. Activities are designed to allow assessment of multiple standards; e.g., in hospitality setting they are in a kitchen cooking different items, using different skills. The tutors carry out a number of observations. For standards that require writing skills (e.g communicate in a group) the tutors create where they have to answer questions that correspond directly to outcomes required to pass unit standards. Any observation activity happens as naturally occurring evidence when doing practicals. *get this from the recording, about 1hr 15 mins in.*
- 7.1.2 Assessment Standards:
 - 6401 is included but 6402 is not included (because it is Level 1), however you cannot get 6401 without 6402. The programme Foundation Skills in Sport, Recreation and Coaching (Level 2) includes 6402 *Adelaide to confirm how tutors are delivering First Aid standards.*
 - The (relatively) short list of standards limits delivery to a small range of standards, several of which are expiring soon and few that are aligned with the Sports pathway. This is the pragmatic approach for delivering NCEA L2 to current learners, the programme will be changed in future to incorporate further industry pathways and it is also expected WDCs will wish to add more pathways.

DISCUSSIONS – PROGRAMME REGULATIONS

29 June 2022

- It was noted that the agreed changes from Application Document will be reflected in the Programme Regulations, and the focus today will be on additional queries to the Programme Regulations.
- Agreed Te Pūkenga terminology within these Programme Regulations will be implemented and updated at the same time that all Programme Regulations are updated.
- Clarification was provided that *Director Marlborough* has overview of delivery at Marlborough Campus but *Curriculum Manager* for Foundation Studies will be responsible for the Foundation delivery.
- 1.1 – There was uncertainty around the credits contained within the NCEA; whether its 20 of the 60 credits that must be sector-related or whether its 60 recommended and 20 on top of that. AR advised she believed the 20 sector related credits were included within the 60 credits for the NCEA (Level 2).
- 1.3 – Discussion around the current *Graduate Profile Outcome* and whether the statement should be a combination of both the NCEA L2 and ComCol graduate profile outcomes. As it does not pose any risk to students, it was agreed to leave it as it stands.
- 1.4 – Agreed there should be additional wording in the *Pathways* diagram to show that it is indicative of possible pathways and is not exhaustive. Students can pathway through any Level 3 service industry programme.

- 1.5 – Agreed further clarification to the wording in *Links to other Programmes* would be beneficial for students to clearly identify how this programme links to the other three programmes, and that it may be studied concurrently with one of them.
- 2.4 – Discussion around *Schedule of Courses*, noting there are some barriers on how the programme is structured; students currently must pass all unit standards to pass the course. If unit standards were arranged per course, it would give the student the opportunity to come back and resit one course; or be provided with an extension (ComCol have tended to put students on an academic extension until they were complete). This takes away the philosophy of an overarching graduate outcome for the programme rather than focussed in on teaching individual units. It was also noted that if each unit standard is a course, it makes it easier to do RAC if the student enrolls from school. It was agreed it would be beneficial for the unit standards to be batched together with similar unit standards (AR will discuss with the tutors how they currently deliver the programme, as they already bunch their units together). Further work will be required in conjunction with Te Pūkenga on how qualifications and foundation courses will be developed moving forward. A Type 1 will be required to revert the latest versions of units to the current units being taught.
- 3.1.1 – It was confirmed the programme can run with teaching weeks of 22 weeks plus four weeks holiday (total 26 weeks) and students will be considered full time. Discussion continued around whether the Vocational programme could be run as a full time 80 credit course. The programme is currently available for part time study but could also run as a full-time course for students wanting to study the Vocational Pathways (NCEA Level 2) Programme only. It was agreed to remove “only” from “This Programme is only available for part time study”.
- 5.1 - KD advised this will be reworded around how assessment takes place.
- 5.2 – Agreed to add Unit Standards and Achievement Standards to the *Type of Assessment* table to assist ease of identification.
- 5.5 – (and in 7.2.1 of the Application) at the completion of the qualification, learners receive an NMIT Academic transcript and may request a Record of Achievement (RoA) from NZQA.
- 5.7 – Discussion around whether to keep last sentence in regarding plagiarism. The Committee agreed it is important that the learners’ own work is handed in and that the sentence should remain.
- 5.8 – Agreed for these learners’ communication around attendance / reporting absences is important and needs to be very clear. Agreed paragraph will be reworded around learners notifying the institute if they are absent. Communication would also be clearly set out in the students’ handbook.
- 5.9 – Agreed resit and resubmissions wording requires further clarity (and whether students have only one chance to resit/resubmit). KD will re-read through material and revisit language to ensure requirements are as clear as possible. Noted the detail should remain in the section because of the complexity of having unit standards and achievement standards within the programme and the differences need to be clear.
- 5.11 – Confirmation that if it’s a WDC related unit standard it needs to be pre-moderated but if it’s a NZQA or Ministry unit standard it doesn’t, however good practice is for all material to be pre-moderated. It was agreed Moderation Plans and all moderation material should be developed and prepared in conjunction with the curriculum area they align to.
- AD confirmed there is no attendance requirement for learners. It was agreed there was no beneficial of including attendance requirements as a condition of gaining the qualification.
- It was agreed it would be beneficial to have an additional column within the Course Descriptors to identify standards that are *Sector Related or Recommended*. This will make it easily identifiable to students whether the course is sector related, and how many credits are achievable.

A. Programme Approval Committee Recommendation to the Academic Committee

The Committee recommended that Vocational Pathways (NCEA Level 2) (Service Industries) be approved when the requirements of the Programme Approval Committee have been met to the satisfaction of the Committee Chair.

Carried

Requirements of Programme Approval Committee met:

Date:	Advisor: Kim Davies	
Date:	Chair: Marja Kneepkens	

B. Requirements

	Section		Date/Initial
General			
1.		Correct general formatting and typing errors, including capitalisation, and spelling.	
2.		Any changes from Application Document to be carried over to the Programme Regulations.	
3.		Consistency of Service (not Services) Industries in Award and Programme title.	
4.		Consistency of National Certificate of (not <u>in</u>) Educational Achievement...	
Application Document			
5.	Page 6	Specialist Definitions. Resolve whether to change Director Marlborough to Curriculum Manager, or add Curriculum Manager, and add Director Teaching and Learning.	
6.	Page 6	Add definition of 'Just Culture' (relates to 3.3 Health and Safety Risk Management)	
7.	1	Clarity required over credits required throughout documents. The award Vocational Pathways Award (Service Industries) (Level 2) is 60 credit but 20 L&N credits above this required to achieve NCEA L2 Qualification . The programme Vocational Pathways (NCEA Level 2) (Service Industries) is 80 credits. Refer text in qualification details (Appendix 1).	
8.	1.3.1	Programme Details and History: Change checkboxes to indicate programme includes unit/assessment unit standards	
9.	1.3.2	FT Equivalent Weeks: Ensure delivery includes study breaks and can still be funded as FT study.	
10.	2.2	Programme Structure: Remove final sentence referring to Director Marlborough.	
11.	2.3.2	Qualification Completion Requirements: Include wording in text in qualification details regarding duplication of credits	
12.	3.1	Delivery Methods: Rewrite first sentence as grammar confusing.	
13.	3.1.2	Practical or Work Based Components: Uncheck blended tickbox. There are no compulsory practical or work based components.	
14.	3.2	Offsite and Workplace Learning: Change references to Marlborough Campus to 'campus' or 'NMIT'.	
15.	3.3	Incorporate sentences around induction and support provided to tutors (i.e. not just learners).	
16.	3.4.1	Teaching Resource: Delete note-to-self re. CD's	

	Section		Date/Initial
17.	4	Learner Guidance and Support: 3 rd paragraph, 2 nd sentence to start ‘They encourage learner engagement...’ Last paragraph to end ‘....general study skills .’	
18.	4	Change wording from ‘ensure learners have’ to ‘support learners to’ (or equivalent) throughout section	
19.	4	Te Puna Manaaki: Add (or edit) bullet point to connect Māori learners to external cultural support	
20.	4	Pasifika: Remove 2 x references to Nelson Tasman Pasifika Community Trust and replace with ‘Pasifika Community Trusts’	
21.	5	Acceptability of the Programme and Consultation: Paragraph 3, replace second word ‘qualification’ with ‘programme’. Correct ‘allow learners..’ to ‘allowing learners..’. Change reference to ‘additional unit standards’, to ‘additional assessment standards’.	
22.	6.1.1	Academic, English Language and Other Requirements: De-personalise wording (i.e., references to ‘you’). Change wording of ‘informal interview’.	
23.	6.1.2	Information for Applicants: Change wording re. interview to reflect above change.	KD 28.6.22
24.	6.2	Selection: Remove reference to enrolments being at discretion of Director Marlborough, and reference to maximum number so reads, ‘ All applicants who fulfil the entry requirements will be accepted onto the programme’.	
25.	6.3	Recognition of Prior Learning, Cross Credit and Credit Transfer: Change heading to ‘Recognition of Academic Credit (RAC)’ to align with wording below it. Add reference to RAC policy. Add sentences to clarify that learners who have already achieved assessment standards will have them recognised in the course.	
26.	7.1	Assessment Methods: Add Portfolio. <i>This allows for the assessment of each standard to feed into overall single assessment, gives learners flexibility over standards undertaken whilst still keeping one assessment for each course.</i>	
27.	7.1.1	Include Portfolio as an assessment method with definition	
28.	7.2.1	Assessment Results: Last sentence to read ‘a the completion of the programme... ’ (not <u>qualification</u>).	
29.	7.2.2	Course Results Key: Correct to read CO-TANZ-01	
30.	7.3	Awards: Update wording to use text from qualification details re. credit exclusion (i.e., not counting credits twice)	
31.	7.4.1	Moderation: Update section reference (x 2) to 7.1.2 (not <u>6.1.2</u>)	
32.	8.1	Self- Assessment, Evaluation and Review: Add reference to stakeholder / employer feedback.	
33.	8.1	Performance Panels: Reword to reflect new process that takes place in Curriculum Area, and at least once per year with NMIT Directors.	
34.	8.1	EER: Remove paragraphs 4 and 5 that refer to NZQA changing from EER to TE.	
35.	8.1	Consistency Reviews: Remove wording as NCEA L2 is not subject to CR.	
36.	Appx 2	Qual info for submission to TEC: Ensure table is completed with NZSCED code etc.	

Programme Regulations

37.		Correct general formatting and typing errors, including capitalisation, and spelling, throughout the document.	
38.	Page 6	Specialist Definitions: Remove <i>Director Marlborough</i> and replace with <i>Curriculum Manager</i> .	
39.	1.1	Clarity required over credits throughout document.	

40.	1.3	Reference in Appendix 1 to be updated or removed.	
41.	1.4	Additional wording/title: Indicative Pathways of Study Students can pathway through any Level 3 service industry programme.	
42.	1.5	Reword section: A learner that comes to us to do the Vocational Pathways Service Industries programme will most likely be enrolled on the NCEA programme plus one of the three programmes listed.	
43.	Page 10	Regroup the unit standards into blocks of similar standards.	
44.	3.1.1	Add wording: Teaching weeks: 22 weeks; Study break weeks: 4 weeks. Part time study options: Remove <i>only</i> from sentence.	
45.	4.2	Leave first paragraph in – <i>All enrolments on the programmes are at the discretion of the Curriculum Manager or delegate.</i>	
46.	4.5	<i>National Certificate of Educational Achievement (Level 2)</i> to be inserted into Heading Title. Paragraph to be reworded.	
47.	5.1	Paragraph to be reworded around how assessment takes place.	
48.	5.2	Add bracketed items into <i>Type of Assessment</i> table: Ungraded Competency-based Assessment (<i>Unit Standards</i>) Graded Competency-based Assessment (<i>Achievement Standards</i>)	
49.	5.3	<i>Replace Summative assessment with:</i> Summative assessment is the assessment activity that contributes to the result of the course. Summative assessment provides learners with a specific measure of their learning in relation to course learning assessment standard outcomes. Its purpose is to determine the learner's level of achievement in attaining course assessment outcomes and to ensure that learners have met the requirements for progression and/or completion within the Programme.	
50.	5.4	Methods of Assessment – delete last paragraph as no mapping has been done.	
51.	5.5	(and section 7.2.1 in the Application) SG Question: At the completion of the qualification, learners receive an NMIT Academic transcript and may request a Record of Achievement (RoA) from NZQA: <i>SG: Do we need to state that they need to request their NCEA Certificate from NZQA, or will we be requesting these certificates on the students' behalf.</i>	
52.	5.6	Last paragraph under Course Results needs to be reworded.	
53.	5.7	Last sentence to remain in.	
54.	5.8	Remove <i>Programme Coordinator</i> and update language around notifying the institute of any absence.	
	5.9	Reword <i>Resit</i> and <i>Resubmissions</i> sections but keep the detail in. KD to send the wording to MK to read through. Last sentence under Extensions – delete <i>Curriculum Director</i> .	
55.	5.10	Remove <i>Programme Coordinator</i> and replace with <i>Tutor</i> . Update contact phone numbers to the 0800 number only, and remove the remaining ones. Remove last sentence <i>Information on Unsatisfactory policies listed below.</i>	
56.	Page 36	Course Descriptors - bundle unit standards into groups that are similar.	
57.	Page 36	Additional column(s) to be added into the Course Descriptors to identify standards that are <i>Sector Related</i> or <i>Recommended</i> .	

MEETING CLOSURE The meeting closed 29 June 2022 at 1pm.

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**REPORT OF A MEETING OF THE PROGRAMME APPROVAL COMMITTEE FOR THE
NEW ZEALAND CERTIFICATE IN INFORMATION TECHNOLOGY (LEVEL 5)
NEW ZEALAND DIPLOMA IN INFORMATION TECHNOLOGY TECHNICAL SUPPORT (LEVEL 5)
NEW ZEALAND DIPLOMA IN WEB DEVELOPMENT AND DESIGN (LEVEL 5)
BACHELOR OF INFORMATION TECHNOLOGY
GRADUATE DIPLOMA IN INFORMATION TECHNOLOGY
HELD ON 14 JULY 2022 AT 03.00PM**

PRESENT: Kim Davies ((Chair) voting member), Monique Day (voting member), John Inglis (voting member), Trisha Krishnasamy, Sandra Dyke, Catherine Delaporte, Mary Woodward (Academic Team, non-voting)

APOLOGIES: Wayne Cooper (voting member) 2.47pm

GENERAL:

Kim Davies opened the meeting and welcomed Members. She noted that the meeting had been convened to approve the changes made to the New Zealand Certificate in Information Technology (Level 5), New Zealand Diploma in Information Technology Technical Support (Level 5), New Zealand Diploma in Web Development and Design (Level 5) programmes as well as the subsequent changes to the Bachelor of Information Technology and Graduate Diploma in Information Technology programmes. She recommended that although the Committee did not meet quorum, to ensure that NZQA timelines are met the meeting continue and the documents voted on. She invited Trisha Krishnasamy to give a brief over-view of the changes to the programmes.

Trisha Krishnasamy advised that the expiration of the current version of the programmes had led to a thorough review of the Certificate and Diploma programmes as well as a light review of the Degree and Graduate Diploma programmes. She noted that the Information Technology Team had supported the review and were happy with the resultant product.

Sandra Dyke noted that due to the changes made to the programmes there was now a stronger connection between the Certificate/Diploma programmes and the Degree/Graduate Diploma programmes.

Kim Davies advised that during the March 2022 visit the Bachelor of Information Technology Degree Monitor had suggested that given the changes being made to the Certificate/Diploma programmes, a light 5-year review of the Degree/Graduate Diploma programmes be undertaken to meet the NZQA review cycle as well as the significant changes requirement. She noted her acknowledgement of the work done by the Information Technology Team, Catherine Delaporte and Carmen Cayuelas in the development of the programme documents.

A. Programme Approval Committee Recommendation to the Academic Committee

The Committee recommended that the New Zealand Certificate in Information Technology (Level 5), New Zealand Diploma in Information Technology Technical Support (Level 5), New Zealand Diploma

in Web Development and Design (Level 5), Bachelor of Information Technology and Graduate Diploma in Information Technology be approved when the requirements of the Programme Approval Committee have been met to the satisfaction of the Committee Chair.

CARRIED

Requirements of Programme Approval Committee met:

Date:	Advisor: Carmen Cayuelas	
Date:	Chair: Kim Davies	

B. Requirements

General

		Date/Initial
1.	Correct general formatting and typing errors, including capitalisation.	
2.	Create an additional section or statement in the documents that addresses how the qualification conditions are being covered in the GPOs/LOs	
3.	Ensure that all information is the same throughout the 3V6 Approval Forms, Programme Regulations and Course Descriptors	
4.	Ensure that: <ul style="list-style-type: none"> completion requirements allow learners, especially those studying part-time, to use the old courses where appropriate, the current courses can be shown to meet the new version GPOs, especially for learners who are part-way through the qualification and reflect this in the transition information. 	

Programme Regulations New Zealand Certificate/Diplomas Information Technology (Level 5)

4 Regulations, Entry Requirements (Section 4.1, Page 24):

5.	Table, replace 'Academic Requirements' information, 'English Language Requirements' information with 'NMIT Standard Entry for Level 5 qualifications' information	
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Appendix 4: Graduate Profile and Assessment Maps (Pages 51 to 70)

6.	Headings – add 'Outcomes' to headings - Graduate Profile Outcomes to align with qualification specification	
7.	Table, update heading to 'Graduate Profile Outcomes	
8.	Table, update 'GO#' to 'GPO#'	
9.	Review mapping of Learning Outcomes to Graduate Profile Outcomes for completeness	
10.	Course 502 Communication for IT: <ul style="list-style-type: none"> LO2 – Delete 'effectively' replace with 'Work collaboratively in a team...' LO3 – Delete 'effective' replace with 'Apply customer service skills in a variety of IT related situations.' 	

General

11.	Apply any changes identified in the Programme Regulations New Zealand Certificate/Diplomas Information Technology (Level 5) that are also relevant to the Course Descriptors New Zealand Certificate/Diplomas Information Technology (Level 5) and Course Descriptors/Regulations Bachelor of Information Technology, Graduate Diploma in information Technology	
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Programme Regulations Bachelor of Information Technology, Graduate Diploma in Information Technology

1 Qualifications to Which the Programme Leads, 1.1 Qualifications, Bachelor of Information Technology (Section 1.1.1, Page 10)

12.	Consider if wording in section could be rewritten to aid clarity	
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1 Qualifications to Which the Programme Leads, 1.1 Qualifications, Graduate Diploma in Information Technology (Section 1.1.2, Page 10)

13.	Correct spelling of 'Graduate' in heading	
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Appendix 4: Graduate Outcome Map (Page 44)

14.	Table, update heading to Graduate Outcomes	
15.	<p>Courses PRI701 Project, PRI702 Graduate Diploma Project</p> <ul style="list-style-type: none"> To further differentiate between these two courses consider adding 'Capstone' to PRI701 Capstone Project alternatively include 'capstone' in course aim and/or learning outcomes. 	
16.	<p>Course 701 Research Methods:</p> <ul style="list-style-type: none"> LO3 – Reword to reflect level of academic analysis to be undertaken 	

General

17.	Apply any changes identified in the Programme Regulations Bachelor of Information Technology, Graduate Diploma in information Technology that are also relevant to the Course Descriptors Bachelor of Information Technology, Graduate Diploma in information Technology and Course Descriptors/Regulations New Zealand Certificate/Diplomas Information Technology (Level 5)	
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MEETING CLOSURE The meeting closed at 05.00PM.

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OPEN

CONFIRMED Minutes of a meeting of the Academic Standards + Quality Committee

07 June 2022 at 10.00AM Room M306 and via Microsoft Teams

PRESENT:

Committee: Kim Davies (Chair), Julie Bytheway (left 10.53 returned 11.02AM), Reid Carnegie, Silvia Gassebner, Alison Hart, Marja Kneepkens Trisha Krishnasamy, Kate Neame, Paula Steele, Ren Stronach, Pam Wood, Mary Woodward (Minute taker, non-voting)

In Attendance: Shine Kelly, Tarn Shekell, Eleanor Upton

1. Administrative

1.1 Welcome, Apologies, Notices

Kim Davies opened the meeting and welcomed Members. She advised that apologies had been received from Monique Day, Hannah Emms-Healey, Deidre Hemera, Darcy Liddell and Victoria Whitmore.

2. Moderation

2.1 2022 External Annual Moderation Plans

Eleanor Upton presented the 2022 External Annual Moderation Plans for endorsement.

Following review of the 2022 External Annual Moderation Plans the Committee Members noted:

- there are still moderation events to be added
- annual moderation plan activity is monitored by both the Curriculum Managers and Marja Kneepkens
- the financial cost borne by Programme Areas for external moderation activity carried out by professional organisations
- clarification on future moderation processes is still to come from Te Pūkenga

RESOLVED that the following 2022 External Annual Moderation plans be endorsed by this Committee:

- Apiculture 3 events
- Aquaculture 18 events
- Beauty & Body Therapy 5 events
- Conservation 3 events
- Construction 5 events
- Interior Design 2 events
- Marine 1 event
- Te Reo 7 events
- Tertiary L1 – 4 2 events
- Trades Academy (H&F) 3 events
- Trades Academy (HSSP) 1 event

Kate Neame / Trisha Krishnasamy

CARRIED

Action Mary Woodward

Advise Eleanor Upton of endorsement of AMP events for noting on Moderation Tracksheet

2.2 Moderation Reports

The following Moderation Reports were received:

Academic Committee Meeting – Wednesday 20 July 2022 – Reports from Committees and Working Parties

No.	Curriculum Area	Moderation Report Coversheet	Moderation Report	Result Assessment Material	Result Assessor Judgement	Requirements	Recommendations	Commendations	Action Plan
1	DTAM	SYD502 21NN-S2 Coversheet, Report		Met	Met	No	Yes	No	Action Plan
2	DTAM	TEC501 21NN-S2 Coversheet, Report		Met/Mod	Met	No	Yes	Yes	Action Plan
3	DTAM	CGI601 21NN-S1	A1 Report A2 Report A3 Report	1 Met 2 Met/Mod 3 Met/Mod	1 Met 2 Met 3 Met	No	Yes		Action Plan
4	EC	AUA208 21NN/ML-FY US229 v10 Coversheet, Report		Met	Met	No	No		
5	EC	NCL401 21NN/ML-CS01, 04, 07,10 Coversheet, Report		Met	Met	No	No		
6	EC	NCL405 21NN/ML CS01, 04, 07, 10 Coversheet, Report		Met	Met	No	No		
7	MAC	ATG440 21NN-FY Coversheet, Report		Met	Met	No	No	No	
8	PI	HRT313 21NN-S1 Coversheet, Report, Action Plan		Met/Mod	Met/Mod	Yes	Yes	No	
9	PI	CHP412 21NN-CS04 Coversheet, Report, Action Plan		Met/Mod	Met/Mod	Yes	Yes	No	
10	PI	CPI202 21NN-CS01 Coversheet, Report, Action Plan		Met/Mod	Met/Mod	Yes	Yes	No	
11	PI	CHP409 21NN-CS09 Coversheet, Report, Action Plan		Met/Mod	Met/Mod	Yes			
12	PI	NSP323 22OC-XX US23852V2 Coversheet	Report	Met	N/A	No	No	No	
13	PI	NSP313 US17254 V4	Report	Met/Mod*	N/A	No	No	No	*update in coversheet
14	PI	CFS421/CIC406 21NN/EX-FY	Report	Met/Mod	Met	No	No	No	Action Plan
15	PI	CIC417 21NN-FY A1 CIC417/CFS426 21NN/OC-FY A2, 3	Report A1 Report A2, 3	Met/Mod Met/Mod	Met Met	No No	No No	No No	Action Plan
16	PI	PRT301 21NN/OC/EX	Report	Met/Mod	Met	No	No	No	Action Plan
17	SS	BCD703 21EX-FY	Report	Met	Met		Yes		Action Plan – it was noted that this report was resubmitted with an action plan to address the recommendations noted in the report as requested at the 10.05.2022 Committee meeting
18	SS	CLT128 21NN-S2	Report	Met	Met				
19	SS	CLT130 21ML-S2	Report	Met	Met				
20	SS	NFS202 21NN-07 US26623 v4	Report	N/A	Not Met	Yes	No	No	Action Plan

The Committee Members advised their satisfaction of the Moderation Reports presented for receipt with the following exceptions:

- NCL401 21NN/ML-CS01, 04, 07,10 - action plan requested
- NCL405 21NN/ML CS01, 04, 07, 10 - action plan requested
- HRT313 21NN-S1 – review of action plan using new template
- CHP412 21NN-CS04 – review of action plan using new template
- CPI202 21NN-CS01 – review of action plan and update as required
- CHP409 21NN-CS09 - incorrect link resubmit to 12.07.2022 meeting
- BCD703 21EX-FY - redo action plan using new template

Following review of the Moderation Reports the Committee Members noted the number of action plans being submitted using the old template and/or not signed.

Action Mary Woodward

With the exception of reports NCL401, NCL405, HRT313, CHP412, CPI202, CHP409, BCD703 forward tabled Moderation Reports to Eleanor Upton for noting receipt on the Moderation Tractsheet

Advise Nadia Liebert of action plan request for reports NCL401, NCL405

Advise Pam Vinluan of revised action plan using new template for report BCD703

Submit report CHP409 21NN-CS09 for receipt at 12.07.2022 meeting

Action Pam Wood

Follow up on reports HRT313, CHP412, CPI202

Action Kim Davies / Marja Kneepkens

Review process on how to ensure that the documents coming to the Committee are correct

3. Academic + Quality

3.1 2022 Consistency Review Schedule and Outcomes Overview

Via email Darcy Liddell advised:

- 3627 New Zealand Diploma in Sport & Recreation (Level 5) and 3628 New Zealand Diploma in Sport and Recreation (Level 6):
 - Mandy Medcalf-Stephens represented NMIT at these workshops and shared that the process for preparing for the Consistency Review as well as the actual workshop went well, she felt well prepared and received good feedback from the reviewer
- 3765 New Zealand Certificate in Outdoor Education (Level 4)
 - submission materials has been submitted to NZQA

Trisha Krishnasamy advised that 3418 New Zealand Certificate in Music (Level 4) had been deemed 'Sufficient.'

3.2 2021 Degree Self-Assessment Reports

3.2.1 2021 Self-Assessment Report Bachelor of Information Technology including Graduate Diploma in Information Technology, New Zealand Diploma in Information Technology Support (Level 5), New Zealand Diploma in Web Development and Design (Level 5) New Zealand Certificate in Information Technology

Marja Kneepkens noted that this was a well-laid out and informative report.

Kim Davies questioned the "Excellent" rating for Key Evaluation Question (KEQ) 2: "What is the value of outcomes for key stakeholders including learners?" given the responses outlined in the Student Surveys Dashboard information and suggested that more explanation on the presented data be included in the report.

Trisha Krishnasamy advised that the low level of student survey responses had been an issue and noted that the new shorter survey format could result in better student engagement.

RESOLVED that subject to review of the KEQ2 rating and information, the 2021 Self-Assessment Report Bachelor of Information Technology including Graduate Diploma in Information Technology, New Zealand Diploma in Information Technology Support (Level 5), New Zealand Diploma in Web Development and Design (Level 5) New Zealand Certificate in Information Technology by this Committee and sent to the Academic Committee for approval.

Marja Kneepkens / Pam Wood

CARRIED

Action: Darcy Liddell / Trisha Krishnasamy

Review KEQ2 rating and associated information and update report if required

3.2.2 2021 Self-Assessment Report Bachelor of Arts and Media including New Zealand Diploma in Arts and Design (Level 6), New Zealand Diploma in Arts and Design (Level 5)

Silvia Gassebner advised that this was an excellent, insightful report that included student work. She noted the high course completion rates and the positive feedback from the degree monitor.

Kim Davies noted the good research coming out of the programme area.

RESOLVED that the 2021 Self-Assessment Report Bachelor of Arts and Media including New Zealand Diploma in Arts and Design (Level 6), New Zealand Diploma in Arts and Design (Level 5) be endorsed by this Committee and sent to the Academic Committee for approval.

Silvia Gassebner / Alison Hart

CARRIED

3.2.3 2021 Self-Assessment Report Paetahi Tumu Kōrero Bachelor of Counselling

The Committee Members questioned the KEQ “Excellent” ratings for all measures given the Educational Performance Indicators (EPI) information on course and qualification completions for minority learners.

RESOLVED that subject to review of the KEQ ratings and EPI course and qualification completion information for minority learners, the 2021 Self-Assessment Report Paetahi Tumu Kōrero Bachelor of Counselling be endorsed by this Committee and sent to the Academic Committee for approval.

Trisha Krishnasamy / Kim Davies

CARRIED

Action: Darcy Liddell

Review the KEQ ratings and the minority learners EPI course and qualification completion information and update report if required

Kim Davies noted the good discussion around the SAR reports and thanked those involved in the self-assessment process for their time and effort.

3.3 2022 Degree Monitoring and Monitoring Overview

Via email Darcy Liddell advised:

- feedback from the 12.05.2022 Bachelor of Viticulture and Winemaking, and 17.05.2022 Bachelor of Commerce and Master of Applied Management degree monitoring visits was positive
- the Bachelor of Aquaculture and Marine Conservation degree monitoring visit is scheduled for 14.06.2022 with a new monitor conducting the visit
- preparation is underway for the 08.08.2022 Bachelor of Nursing degree monitoring visit

Following advice that the new Bachelor of Aquaculture and Marine Conservation degree monitor had a current Contract for Service to guest tutor on the programme Kim Davies noted that it would not be appropriate for this monitor to conduct the programme’s degree monitoring visit in 2023.

3.4 Qualification Reviews as at 31 May 2022

Kim Davies advised:

- qualifications reviews are carried out every five years
- currently 13 reviews are underway
- tutors contacted from another institute in regard to a qualification review should advise the Academic + Quality Team to enable the review to be logged and any changes to be tracked
- Te Pūkenga is using this qualification review information to inform the unified programme timeline

4. Course and Programme Changes

- 4.1 3V6 Approval Form New Zealand Diploma in Information Technology Technical Support (Level 5) OSA501 Operating Systems and Application Software 2022 16103
 - a. 3V6 Approval Form New Zealand Diploma in Information Technology Technical Support (Level 5) OSA501 Operating Systems and Application Software 2022 16103
 - b. New Zealand Certificate and Diplomas in IT (Level 5) Programme Regulations 2022 16103

Trisha Krishnasamy advised that following student feedback and review by the new course tutor, the decision was made to remove assessment four and reallocate the weightings across the three remaining assessments.

Following discussion, the Committee Members noted that due to the level of change to this course it will need to be both internally and externally pre and post moderated. Marja Kneepkens questioned if a section could be added to the 3V6 Approval Form to indicate that a changed course has been added as an external moderation plan event.

RESOLVED that the 3V6 Approval Form New Zealand Diploma in Information Technology Technical Support (Level 5) OSA501 Operating Systems and Application Software 2022 16103 and supporting Academic & Quality documents be endorsed by this Committee and sent to the Director of Academic & Quality for approval.

Silvia Gassebner / Kim Davies

CARRIED

Action Mary Woodward

Advise Academic Advisor of endorsement

Forward 3v6 to Director of Academic & Quality for approval

Action Kim Davies

Consider adding a section to the 3V6 Approval Form to indicate that a changed course has been added as an external moderation plan event

- 4.2 3V6 Approval Form Bachelor of Information Technology, Graduate Diploma in Information Technology OSA501 Operating Systems and Application Software, PRJ701 Project, PRJ702 Graduate Diploma Project 2022 08221
 - a. 3V6 Approval Form Bachelor of Information Technology, Graduate Diploma in Information Technology OSA501 Operating Systems and Application Software, PRJ701 Project, PRJ702 Graduate Diploma Project 2022 08221
 - b. Bachelor of Information Technology, Graduate Diploma in Information Technology Programme Regulations 2022 08221
 - c. Bachelor of Information Technology, Graduate Diploma in Information Technology Course Descriptors 2022 08221

RESOLVED that the 3V6 Approval Form Bachelor of Information Technology, Graduate Diploma in Information Technology OSA501 Operating Systems and Application Software, PRJ701 Project, PRJ702 Graduate Diploma Project 2022 08221 and supporting Academic & Quality documents be endorsed by this Committee and sent to the Director of Academic & Quality for approval.

Silvia Gassebner / Kim Davies

CARRIED

Action Mary Woodward

Advise Academic Advisor of endorsement

Forward 3v6 to Director of Academic & Quality for approval

- 5. Quality Management System
 - 5.1 Unsatisfactory Academic Progress Procedure
 - a. Unsatisfactory Academic Progress Procedure
 - b. Coversheet outlining the changes to the Unsatisfactory Academic Progress Procedure

Kim Davies presented the Unsatisfactory Academic Progress Procedure for endorsement. She noted that although the procedure is still a work in progress the changes made so far had focussed on making the procedure more transparent for learners.

Following discussion on the lack of student consultation, the recording of permanent notes, and who will have access to these notes, Kim Davies requested that the Unsatisfactory Academic Progress Procedure be removed from the agenda pending further discussion.

Action Kim Davies / Alison Hart

To review and discuss the points raised around the Unsatisfactory Academic Progress Procedure consultation, permanent notes, and access to permanent notes

6. Minutes of the Previous Meetings

6.1 Award Application Approval Reports

- 6.1.1 24 REPORT Award Applications 07.04.2022
- 6.1.2 25 REPORT Award Applications 07.04.2022
- 6.1.3 26 REPORT Award Applications 13.04.2022
- 6.1.4 27 REPORT Award Applications 22.04.2022
- 6.1.5 28 REPORT Award Applications 26.04.2022
- 6.1.6 29 REPORT Award Applications 27.04.2022
- 6.1.7 30 REPORT Award Applications 28.04.2022
- 6.1.8 31 REPORT Award Applications 04.05.2022
- 6.1.9 32 REPORT Award Applications 04.05.2022
- 6.1.10 33 REPORT Award Applications 06.05.2022
- 6.1.11 34 REPORT Award Applications 11.05.2022
- 6.1.12 35 REPORT Award Applications 12.05.2022
- 6.1.13 36 REPORT Award Applications 12.05.2022
- 6.1.14 37 REPORT Award Applications 16.05.2022
- 6.1.15 38 REPORT Award Applications 19.05.2022
- 6.1.16 39 REPORT Award Applications 20.05.2022
- 6.1.17 40 REPORT Award Applications 25.05.2022

RESOLVED that the Approval Reports for the Award Applications Academic Standards and Quality Committee meetings held on 07.04.2022, 07.04.2022, 13.04.2022, 22.04.2022, 26.04.2022, 27.04.2022, 28.04.2022, 04.05.2022, 04.05.2022, 06.05.2022, 11.05.2022, 12.05.2022, 12.05.2022, 16.05.2022, 19.05.2022, 20.05.2022, 25.05.2022 be received

Marja Kneepkens / Kate Neame
CARRIED

7. Late Items

There were no late items.

Kim Davies moved the Committee into the in-committee (confidential) portion of the meeting. SANITI Manager, Alison Hart left the meeting.

8. Minutes of the Previous Meetings

8.1 Academic Standards and Quality Draft Minutes

- 8.1.1 2022-04-05 ASQ Minutes – Draft
- 8.1.2 2022-04-13 to 20 ASQ Minutes – Draft
- 8.1.3 2022-04-29 to 2022-05-02 ASQ Minutes – Draft
- 8.1.4 2022-05-02 ASQ Minutes – Draft
- 8.1.5 2022-05-10 ASQ Minutes – Draft
- 8.1.6 2022-05-12 to 13 ASQ Minutes – Draft
- 8.1.7 2022-05-16 to 20 ASQ Minutes - Draft

RESOLVED that the Minutes of the meetings held on 05.04.2022, 02.05.2022, 10.05.2022 and e-meetings held on 13 to 20.04.2022, 29.04 to 02.05.2022, 12 to 13.05.2022 and 16 to 20.05.2022 be accepted as a true and accurate record of this meeting.

Kim Davies / Silvia Gassebner
CARRIED

ACTION Mary Woodward

Resave minutes as Confirmed and forward to Academic Committee for receipt

8.2 Course Results Approval Reports

- 8.2.1 21 REPORT Course Results 06.04.2022 Approved 07.04.2022
- 8.2.2 22 REPORT Course Results 13.04.2022
- 8.2.3 23 REPORT Course Results 20.04.2022
- 8.2.4 24 REPORT Course Results 22.04.2022
- 8.2.5 25 REPORT Course Results 27.04.2022
- 8.2.6 26 REPORT Course Results 03.05.2022
- 8.2.7 27 REPORT Course Results 03.05.2022
- 8.2.8 28 REPORT Course Results 04.05.2022 Approved 05.05.2022
- 8.2.9 29 REPORT Course Results 05.05.2022 Approved 06.05.2022
- 8.2.10 30 REPORT Course Results 11.05.2022
- 8.2.11 31 REPORT Course Results 12.05.2022
- 8.2.12 32 REPORT Course Results 16.05.2022
- 8.2.13 33 REPORT Course Results 19.05.2022
- 8.2.14 34 REPORT Course Results 25.05.2022

RESOLVED that the Approval Reports for the Course Results Academic Standards and Quality Committee meetings held on 06.04.2022 approved 07.04.2022, 13.04.2022, 20.04.2022, 22.04.2022, 27.04.2022, 03.05.2022, 03.05.2022, 04.05.2022 Approved 05.05.2022, 05.05.2022 Approved 06.05.2022, 11.05.2022, 12.05.2022, 16.05.2022, 19.05.2022, 25.05.2022 be received.

Kim Davies / Marja Kneepkens
CARRIED

9. Matters Arising

9.1 Action List

It is noted that due to time constraints the action list was not reviewed and will be shared with Committee Members for updating

Action Mary Woodward

Share link to action list with Committee Members for updating
Resubmit action list for receipt at the 07 June 2022 AS+Q Committee meeting

9.2 2021 Spot-Check on Course Results Outcome Report

Mary Woodward presented the 2021 Spot-Check on Course Results Outcome Report for information and advised that the spot-checking of course results was an Academic Committee quality assurance requirement. She noted that the report would be tabled for review at the next Academic Committee meeting.

Action Mary Woodward

Forward the 2021 Spot-Check on Course Results Outcome Report to the Academic Committee for tabling at the 15 June 2022 meeting

10. Student Matters

10.1 Extension Requests Approval Via Flowingly Process

Silvia Gassebner presented the extension requests approved via the Flowingly process for information. She advised that these requests were for a date after the 31 March of the year following the course end date and had been approved by both the Curriculum Manager and Director of Teaching and Learning.

Flow 13100	Protect the privacy of natural persons	Flow 13101	Protect the privacy of natural persons
Flow 13512	Protect the privacy of natural persons	Flow 13411	Protect the privacy of natural persons
Flow 13664	Protect the privacy of natural persons		

Marja Kneepkens advised that SANITI and Student Representatives have recommended that more support be put in place for students requiring course or programme extensions.

Meeting closed 11.34AM

Academic Standards + Quality Committee Action List 07 June 2022

08 February 2022					
	Item Reference	Action	Who	When	Progress
1	2	Moderation Reports Follow-up on the Information Technology action plans Follow-up on the NFS205 US26627 action plan Follow-up with Jackie Rees on the unmet eCampus moderation	Kim Davies / Trisha Krishnasamy Victoria Whitmore Kim Davies	12.07.2022 12.07.2022 12.07.2022	
2	8.2	Student Matters Send 2021 Outstanding Course Results communication to Curriculum Managers	Marja Kneepkens	12.07.2022	WIP; down to last 15
15 March 2022					
	Item Reference	Action	Who	When	Progress
3	4	Quality Management System Regarding the updated Safe Driving and Fleet Management Policy and update of False Citation definition in Academic Integrity and Academic Misconduct Policy and the Academic Misconduct Procedure <ul style="list-style-type: none"> Advise Jane Horder to add to Te Koriri newsletter Add to Policy Digest information 	Darcy Liddell / Eleanor Upton	12.07.2022	WIP- Contacted JH on 04.05.22; awaiting outcome of discussion noted in item 6 below re False Citation Completed
4	4	Quality Management System Where possible include information on upcoming policy review in monthly Policy Digest	Eleanor Upton	12.07.2022	WIP
5	4	Quality Management System Form Working Group to review/clarify definition of 'False Citation'	Kim Davies Deidre Hemara Alison Hart Hannah Emms-Healey Angela McLean	12.07.2022	WIP Meeting 06.04.22 to discuss
6	5.1	Award Application Approval Reports Establish a process for carrying out a spot-check on the award approval process	Silvia Gassebner	12.07.2022	WIP to be discussed as part of Process redesign
7	7.2	Correspondence Schedule Discuss how to ensure decisions made by the Committee are communicated	Hannah Emms-Healey Julie Bytheway	12.07.2022	Deferred

			Kim Davies		
Action List – Meeting of 05 April 2022					
	Item Reference	Action	Who	When	Progress
8	2.1	<p>Moderation Reports CCO303 21ML-S1 – Advise PI Moderation Coordinator that the report be relooked at, and an Action Plan developed that addresses the Moderator's notes</p> <p>CCO301 21ML-S1, Review report and report back to Committee</p> <p>Determine what are the obligations are for eCampus Moderation Report 'Not Met' or 'Met/Modify' results</p> <p>Review how to address the mapping of Learning Outcomes to the Graduate Profile Outcomes as part of programme design</p> <p>Undertake a more focused approach on the moderation process with the New Zealand Certificate in Cellar Operations (Level 3) programme area</p> <p>Initiate a wider conversation on how to address the moderation process across all programme area and the role of the AS+Q and other Sub-Committees in that process</p>	<p>Mary Woodward</p> <p>Kim Davies</p> <p>Kim Davies Hannah Emms-Healey Zanna Bird</p> <p>Kim Davies</p> <p>Marja Kneepkens Kim Davies</p> <p>Marja Kneepkens Kim Davies</p>	<p>12.07.22</p> <p>12.07.22</p> <p>10.05.22</p> <p>12.07.22</p> <p>12.07.22</p> <p>12.07.22</p>	<p>WIP email sent 20.04.22</p> <p>CCO301 – to be followed up on</p> <p>Completed</p>
9	5.1	<p>Quality Management System Student Reference Guidelines for Students and Staff Request POD:</p> <ul style="list-style-type: none"> add a clarifying statement to the Purpose section in regard to providing a written or verbal reference relevant to current study add an update to the Principles section in regard to Students being able to request a written or verbal reference relevant to current study 	Darcy Liddell	10.05.22	WIP
Action List – Meeting of 10 May 2022					
	Item Reference	Action	Who	When	Progress
10	2.1	Moderation 2022 External Annual Moderation Plans Follow up with Business Support Coordinators about missing Annual Moderation events and information	Marja Kneepkens	12.07.2022	
11	2.2	Moderation 2021 External Moderation Activity Overview Meet to review Moderation activity data	Marja Kneepkens / Eleanor Upton	12.07.2022	
12	3.2.2	Academic + Quality 2021 Degree Self-Assessment Reports 2021 Self-Assessment Report Bachelor of Social Work Follow-up with Sarah Fraser about the qualification EPI information in this report	Silvia Gassebner	07.06.2022	Completed
13	3.2	Academic + Quality 2021 Degree Self-Assessment Reports Review EPI Statements in reports to ensure accuracy	Silvia Gassebner, Darcy Liddell	07.06.2022	Completed

14	4.1 4.2	3V6 Approval Form New Zealand Diplomas in Animation (Level 5) [123844] (Level 6) [123845] CGI501 Professional Practice 1, CGI603 Rigging and Animation 2 2022 18103 3V6 Approval Form Bachelor of Computer-Generated Imagery [123936] Graduate Diploma in Computer Generated Imagery [123937] CGI501 Professional Practice 1, CGI603 Rigging and Animation 2, CGI703 Advanced Animation 2022 18104 Arrange for an e-vote of the 3V6 Approval Forms	Mary Woodward	ASAP	Completed
15	6 8	Minutes of the Previous Meetings Award Application Approval Reports Academic Standards and Quality Draft Minutes Course Results Approval Reports Resubmit for receipt at the 07 June 2022 AS+Q Committee meeting	Mary Woodward	31.05.2022	Completed
16	9.1	Action List Resubmit action list for receipt at the 07 June 2022 AS+Q Committee meeting	Mary Woodward	31.05.2022	Completed
17	10.1	Student Matters Resubmit Extension Requests Approval Via Flowingly Process at the 07 June 2022 AS+Q Committee meeting	Mary Woodward	31.05.2022	Completed
Action List – E-Meeting of 12 to 13 May 2022					
	Item Reference	Action	Who	When	Progress
18	1.1 1.2 1.3	Course and Programme Changes -3V6 Approval Form Bachelor of Computer Generated Imagery [123936] Graduate Diploma in Computer Generated Imagery [123937] CGI501 Professional Practice 1, CGI603 Rigging and Animation 2, CGI703 Advanced Animation 2022 18104 -3V6 Approval Form NZ Diploma in Animation L5 [123844] NZ Diploma in Animation L6 [123845] CGI501 Professional Practice 1 CGI603 Rigging and Animation 2 2022 18103 -3V6 Approval Form NZ Certificate in Primary Industry Skills (Level 2) 2022 20102 Advise Academic Advisor of 3v6 Approval Form endorsement. Forward 3v6 Approval Forms to Director of Academic & Quality for approval Use endorsement date 13.05.2022 in notification	Mary Woodward	ASAP	Completed
19	2.1	Matters Arising -Amended 3V6 Approval Form New Zealand Certificate in Heavy Automotive Engineering (Level 4) with strands in Road Transport, and Plant and Equipment HAE416 Heavy Vehicle On-road Telematics and High Voltage Systems 2022 17103 Advise Academic Advisor that amended 3V6 Approval Form has been submitted for information Use date 13.05.2022 in notification	Mary Woodward	ASAP	Completed
Action List – E-Meeting of 16 to 20 May 2022					
	Item Reference	Action	Who	When	Progress
20	1.1	Course and Programme Changes -3V6 Approval Form Paetahi Tumu Kōrero Bachelor of Counselling BCG602 change and Wellbeing, BCG603 He Oranga	Mary Woodward	ASAP	Completed

		Tangata/Foundations of Practice in Mental Health and Addictions, BCG702 Presentation and Review of Counselling Practice, BCG604 Working with Whānau 2022 18104 Forward Alison Hart's comments to Academic Advisor Advise Academic Advisor of 3v6 Approval Form endorsement Forward 3v6 Approval Form to Director of Academic & Quality for approval Use endorsement date 20.05.2022 in notification			
		Follow up with Marja Kneepkens, Caroline Day, Victoria Whitmore Kim Davies on Alison Hart's comments regarding the replacement of the 50 Workplace Learning Hours in course BCG602 with Learner Managed Hours	Shine Kelly	ASAP	Completed
Action List – Meeting of 07 June 2022					
	Item Reference	Action	Who	When	Progress
21	2.1	2022 External Annual Moderation Plans Advise Eleanor of endorsement of AMP events for noting on Moderation Trachsheets	Mary Woodward	ASAP	Completed
22	2.2	Moderation Reports With the exception of reports NCL401, NCL405, HRT313, CHP412, CPI202, CHP409, BCD703 forward tabled Moderation Reports to Eleanor Upton for noting receipt on the Moderation Trachsheets Advise Nadia Liebert of action plan request for reports NCL401, NCL405 Advise Pam Vinluan of revised action plan using new template for report BCD703 Submit report CHP409 21NN-CS09 for receipt at 12.07.2022 meeting	Mary Woodward	ASAP	Completed
23	2.2	Moderation Reports Follow up on reports HRT313, CHP412, CPI202	Pam Wood	12.07.2022	
24	2.2	Moderation Reports Review process on how to ensure that the documents coming to the Committee are correct	Kim Davies / Marja Kneepkens	12.07.2022	
25	3.2.1	2021 Degree Self-Assessment Reports 2021 Self-Assessment Report Bachelor of Information Technology including Graduate Diploma in Information Technology Review KEQ2 rating and associated information and update report if required	Darcy Liddell / Trisha Krishnasamy	12.07.2022	
26	3.2.3	2021 Degree Self-Assessment Reports 2021 Self-Assessment Report Paetahi Tumu Kōrero Bachelor of Counselling Review the KEQ ratings and the minority learners EPI course and qualification completion information and update report if required	Darcy Liddell	12.07.2022	
27	4.1 4.2	Course and Programme Changes 3V6 Approval Form New Zealand Diploma in Information Technology Technical Support (Level 5) OSA501 Operating Systems and Application Software 2022 16103 3V6 Approval Form Bachelor of Information Technology, Graduate Diploma in Information Technology OSA501 Operating Systems and Application Software, PRJ701 Project, PRJ702 Graduate Diploma Project 2022 08221	Mary Woodward	ASAP	Completed

		Advise Academic Advisor of endorsement Forward 3v6 to Director of Academic & Quality for approval Use endorsement date 07.06.2022 in notification			
28	4	Course and Programme Changes Consider adding a section to the 3V6 Approval Form to indicate that a changed course has been added as an external moderation plan event	Kim Davies	12.07.2022	
29	5.1	Quality Management System Unsatisfactory Academic Progress Procedure To review and discuss the points raised around the Unsatisfactory Academic Progress Procedure consultation, permanent notes, and access to permanent notes	Kim Davies / Alison Hart	ASAP	Completed
30	8.1	Minutes of the Previous Meetings Resave minutes as Confirmed and forward to Academic Committee for receipt	Mary Woodward	ASAP	Completed
31	9.1	Matters Arising Action List Share link to action list with Committee Members for updating Resubmit action list for receipt at the 07 June 2022 AS+Q Committee meeting	Mary Woodward	12.07.2022	
32	9.2	Matters Arising 2021 Spot-Check on Course Results Outcome Report Forward the 2021 Spot-Check on Course Results Outcome Report to the Academic Committee for tabling at the 15 June 2022 meeting	Mary Woodward	ASAP	Completed

In-Committee

CONFIRMED Minutes of an e-meeting of the Academic Standards + Quality Committee

20 June 2022 at 10.25AM via email closed 20 June 2022 at 02.25PM

Participants: Kim Davies, Reid Carnegie, Monique Day, Silvia Gassebner, Marja Kneepkens, Trisha
Krishnasamy, Kate Neame, Camille Nicholls, Ren Stronach, Mary Woodward (minute-taker, non-voting)
Responses:

Kim Davies	Approved
Reid Carnegie	Approved
Monique Day	Approved
Silvia Gassebner	Approved
Marja Kneepkens	Approved
Trisha Krishnasamy	Approved
Kate Neame	Approved
Camille Nicholls	Approved
Ren Stronach	Approved

7. Student Matters

7.1 Request for **Protect the privacy of natural persons**

[REDACTED]

RESOLVED that the request for **Protect the privacy of natural persons**
[REDACTED]
[REDACTED] be approved.
CARRIED
Action Mary Woodward

Protect the privacy of natural persons
[REDACTED]

1.2 Request for **Protect the privacy of natural persons**
[REDACTED]
[REDACTED].

RESOLVED that the request for **Protect the privacy of natural persons**
[REDACTED]
[REDACTED] be approved.
CARRIED

Action Mary Woodward
Protect the privacy of natural persons
[REDACTED]

Meeting closed 02.25PM

Action List – E-Meeting of 20 June 2022

	Item Reference	Action	Who	When	Progress
1	1.1	Student Matters Protect the privacy of natural persons [REDACTED] [REDACTED] Use approval date 20.06.2022 in notification	Mary Woodward	ASAP	Completed
2	1.2	Student Matters Protect the privacy of natural persons [REDACTED] [REDACTED] Use approval date 20.06.2022 in notification	Mary Woodward	ASAP	Completed

OPEN

CONFIRMED Minutes of an e-meeting of the Academic Standards + Quality Committee

01 July 2022 at 02.45PM via email closed 01 July 2022 at 03.33PM

Participants: Kim Davies, Marja Kneepkens, Reid Carnegie, Monique Day, Hannah Emms-Healey, Alison Hart, Trisha Krishnasamy, Pam Wood, Alana Cohen/Mary Woodward (minute-taker, non-voting)

Responses:

Kim Davies	Approved
Marja Kneepkens	Approved
Reid Carnegie	Approved
Monique Day	Approved
Hannah Emms-Healey	Approved
Alison Hart	Approved

Trisha Krishnasamy	Approved
Pam Wood	Approved

1. Course and Programme Changes

- 1.1 3V6 Approval Form New Zealand Diploma in Arts and Design (Level 5) New Zealand Diploma in Arts and Design (Level 6) AAD513 Communication Lab, AAD514 Communication Project, AAD519 Critical Studies, AAD520 Critical Studies Project 2022 17104
 - a. 3V6 Approval Form NZ Diplomas in Arts and Designs (Levels 5 & 6) AAD513 Communication Lab, AAD514 Communication Project, AAD519 Critical Studies, AAD520 Critical Studies Project 2022 17104
 - b. NZCertDiplomas Arts and Design (Levels 4, 5 & 6) Course Descriptors 2022 17104
 - c. NZCertDiplomas Arts and Design (Levels 4, 5 & 6) Programme Regulations 2022 17104

RESOLVED that the 3V6 Approval Form New Zealand Diploma in Arts and Design (Level 5) New Zealand Diploma in Arts and Design (Level 6) AAD513 Communication Lab, AAD514 Communication Project, AAD519 Critical Studies, AAD520 Critical Studies Project 2022 17104 and supporting Academic + Quality documents be endorsed by this Committee and sent to the Director of Academic & Quality for approval.

CARRIED

- 1.2 3V6 Approval Form Bachelor of Arts and Media [112957] AAD513 Communication Lab, AAD514 Communication Project, AAD519 Critical Studies Lab, AAD520 Critical Studies Project 2022 17106
 - a. 3V6 Approval Form Bachelor of Arts and Media [112957] AAD513 Communication Lab, AAD514 Communication Project, AAD519 Critical Studies Lab, AAD520 Critical Studies Project 2022 17106
 - b. Bachelor of Arts and Media Course Descriptors 2022 17106
 - c. Bachelor of Arts and Media Programme Regulations 2022 17106

RESOLVED that the 3V6 Approval Form Bachelor of Arts and Media [112957] AAD513 Communication Lab, AAD514 Communication Project, AAD519 Critical Studies Lab, AAD520 Critical Studies Project 2022 17106 and supporting Academic + Quality documents be endorsed by this Committee and sent to the Director of Academic & Quality for approval.

CARRIED

Action Alana Cohen / Mary Woodward

Advise Academic Advisor of 3V6 Approval Form endorsements
Forward 3v6 Approval Forms to Director of Academic & Quality for approval

2 New Courses

- 2.1 3V6 Approval Form AEV501 Electric Vehicle Block Course 2022
 - a. 3V6 Approval Form AEV501 Electric Vehicle Block Course 2022
 - b. AEV501 Electric Vehicle Block Course 2022

RESOLVED that the 3V6 Approval Form AEV501 Electric Vehicle Block Course 2022 and supporting Academic + Quality documents be endorsed by this Committee and sent to the Director of Academic & Quality for approval.

CARRIED

Action Alana Cohen / Mary Woodward

Advise Academic Advisor of 3V6 Approval Form endorsements
Forward 3v6 Approval Forms to Director of Academic & Quality for approval

Meeting closed 10.50AM

Action List – E-Meeting of 01 July 2022

Item Reference	Action	Who	When	Progress
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1	1.1 1.2	<p>Course and Programme Changes</p> <ul style="list-style-type: none"> - 3V6 Approval Form NZ Diplomas in Arts and Designs (Levels 5 & 6) AAD513 Communication Lab, AAD514 Communication Project, AAD519 Critical Studies, AAD520 Critical Studies Project 2022 17104 - 3V6 Approval Form Bachelor of Arts and Media [112957] AAD513 Communication Lab, AAD514 Communication Project, AAD519 Critical Studies Lab, AAD520 Critical Studies Project 2022 17106 <p>Advise Academic Advisor of 3v6 Approval Form endorsement. Forward 3v6 Approval Forms to Director of Academic & Quality for approval</p> <p>Use endorsement date 01.07.2022 in notification</p>	Alana Cohen / Mary Woodward	ASAP	Completed
2	2.1	<p>New Courses</p> <ul style="list-style-type: none"> - 3V6 Approval Form AEV501 Electric Vehicle Block Course 2022 <p>Advise Academic Advisor of 3v6 Approval Form endorsement. Forward 3v6 Approval Forms to Director of Academic & Quality for approval</p> <p>Use endorsement date 01.07.2022 in notification</p>	Alana Cohen / Mary Woodward	ASAP	Completed

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Programme and Course Change Approvals

For endorsement at the 20 July 2022 Academic Committee meeting:

Programme / Course	Date endorsed by AS&Q	Date approved by DA&Q or delegate	Version no.	Effective from
DIGITAL TECHNOLOGIES AND ARTS & MEDIA				
NZ Diploma in Information Technology Technical Support (Level 5)	07.06.22	09.06.22	16103	18 July 2022
Rationale for change/s: Change to the assessments in course OSA501 following tutor's request and student feedback.				
Programme Regulations:				
• OSA501 Operating Systems and Application Software. Redistribution of weightings, removal of assessment 4:				
Assessment	Learning outcomes	% Weightings		
Assessment 1	2 61 - 6	20% 25%		
Assessment 2	2 61 - 6	40% 25%		
Assessment 3	1 62 4	20% 50%		
Assessment 4	1 6	20%		
Bachelor of Information Technology				
Graduate Diploma in Information Technology	07.06.22	09.06.22	08221	18 July 2022
Rationale for change/s: Change to the assessments in courses following tutor's request.				
Programme Regulations:				
• OSA501 Operating Systems and Application Software. Redistribution of weightings, removal of assessment 4 as per Diploma above:				
• PRJ701 Project - change to assessment titles, distribution, and weightings				
Assessment	Learning Outcomes	Pass criteria (minimum)	% Weightings	
Assessment 1	1, 3, 4 1 - 4	40%	20 30%	
Assessment 2	3, 4	40%	10%	
Assessment 3	3, 4	40%	15%	
Assessment 4	1, 3, 4	40%	5%	
Final Report - Technical Examiner	2 41 2	40%	35 50%	
Final Report - Report Examiner	2 41 2	40%	15 20%	
• PRJ702 Graduate Diploma Project- change to assessment titles, distribution, and weightings				
Assessment	Learning Outcomes	Pass criteria (Minimum)	% Weightings	
Assessment 1	1, 3, 4 1 - 5	40%	20 30%	
Assessment 2	3, 4	40%	10%	
Assessment 3	3, 4	40%	15%	
Assessment 4	1, 3, 4	40%	5%	
Final Report - Technical Examiner	2 41 2, 3	40%	35 50%	
Final Report - Report Examiner	2 41 3	40%	15 20%	
Bachelor of Arts and Media				
	01.07.22	01.07.22	17106	18 July 2022
Rationale for change/s:				
Increase of teaching hours is required. Over the past 2 years staff have noted issues with these courses. These are the more academic courses in the Level 5 programme, many students are struggling and a lot of extra support and resourcing is needed to ensure students' success. Increasing the time tutors teach will be of benefit for students and would bring these courses into line with all the other Level 5 BAM courses.				
Brief description of change/s: New version 17106				
Programme Regulations and Course Descriptors:				
Change in Teaching Hours / Learner Managed Hours to 4 x courses, AAD513, AAD514, AAD519, AAD520:				

Programme / Course				Date endorsed by AS&Q	Date approved by DA&Q or delegate	Version no.	Effective from																				
<table><thead><tr><th>Course Title</th><th>Teaching Hours</th><th>Workplace Learning Hours</th><th>Learner Managed Hours</th></tr></thead><tbody><tr><td>AAD519 Critical Studies Lab</td><td>49</td><td>0</td><td>51</td></tr><tr><td>AAD520 Critical Studies Project</td><td>49</td><td>0</td><td>51</td></tr><tr><td>AAD513 Communication Lab</td><td>49</td><td>0</td><td>51</td></tr><tr><td>AAD514 Communication Project</td><td>49</td><td>0</td><td>51</td></tr></tbody></table>				Course Title	Teaching Hours	Workplace Learning Hours	Learner Managed Hours	AAD519 Critical Studies Lab	49	0	51	AAD520 Critical Studies Project	49	0	51	AAD513 Communication Lab	49	0	51	AAD514 Communication Project	49	0	51				
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NZ Certificate in Arts and Design (L4), NZ Diploma in Arts and Design (L5), NZ Diploma in Arts and Design (L6)				01.07.22	01.07.22	17104	18 July 2022																				
Rationale for change/s: Increase of teaching hours is required. Over the past 2 years staff have noted issues with these courses. These are the more academic courses in the Level 5 programme, many students are struggling and a lot of extra support and resourcing is needed to ensure students' success. Increasing the time tutors teach will be of benefit for students and would bring these courses into line with all the other Level 5 BAM courses. Brief description of change/s: New version 17104 Programme Regulations and Course Descriptors: Change in Teaching Hours / Learner Managed Hours to 4 x courses, AAD513, AAD514, AAD519, AAD520 as per BAM above.																											
ENGINEERING & CONSTRUCTION																											
AEV501 Electric Vehicle Block Course				01.07.22	01.07.22	010722	04 July 2022																				
New self-funded course block course. 40 hours of delivery at level 5. Non-assessed, participation only. Rationale: To provide Otago Polytechnic (OP) students with practical workshop training as part of the requirements to complete the NZ Certificate in Electric Vehicle Automotive Engineering (Level 5), as per 'Academic Delivery Sub-Contract for New Zealand Certificate in Electric Vehicle Automotive Engineering (Level 5)' (available upon request). To offer a solution to students studying online and located in the Te Tau Ihu rohe (The Top of the South region).																											
SOCIAL SCIENCES																											
NZ Diploma in Career Development (Level 6)				n/a	07.06.22	19102	21 February 2022																				
2022 rollover updates: <ul style="list-style-type: none">Minor updates to spelling, formatting and grammarAcademic Statute references added/updated where relevant (includes minor policy/procedure title changes)List of references amended where appropriate throughout the documentHealth and Safety Risk Management – update wordingSection 6 Other Requirements removed; info added to Information for Applicants in Entry section.Special Assessment section updated with current wordingCourse Descriptors updated with effective from date and version number																											

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