



# NMIT Academic Committee Meeting – 30 August 2022 – Open

Room M306 NMIT Nelson Campus – Tuesday 30 August 2022 3.00PM

Ag	enda <sup>·</sup>	Торіс	Presenter	Page
1.	Wel	come, Apologies, Notices	KD	
2.	Adm	inistrative		
	2.1	Minutes of NMIT Academic Committee Meeting 20 July 2022-Open – for confirmation	МК	<u>3</u>
	2.2	Minutes of the NMIT Academic Committee E-Meeting 10 to 11 August -Open – for confirmation	KD	<u>9</u>
	2.2	Action Items of NMIT Academic Committee Meetings – for review		<u>10</u>
	2.3	Correspondence Schedule – for receipt/endorsement	KD	<u>11</u>
3.	Acad	lemic and Quality		
	3.1	Academic Development Tracking Report – for information	KD	<u>12</u>
	3.2	NMIT Operating + Financial Parameters (OFP) Report – for information	KD	<u>13</u>
	3.3	Operationalisation of Te Pūkenga Unified Programmes – verbal report	KD	
	3.4	Approvals		
		3.4.1 Micro-Credential Development Proposal SafePlus Assessor Micro-Credent – for information	tial KD	<u>14</u>
	3.5	2022 Consistency Review Overview – <b>verbal report</b>	DL	
		-update on current and planned Consistency Reviews		
	3.6	2022 Degree Monitoring and Monitoring – <i>verbal report</i> -overview of current and planned Degree and programme monitoring activity -results from Monitoring visits (where appropriate)	DL	
4.	Secto	or Updates – <i>verbal report</i>	KD	
5.	Repo	orts from Committees and Working Parties		
	5.1	Programme Approval Committee Reports		
		5.1.1 PAC Report for the SafePlus Assessor Micro-Credential - for information	KD	<u>16</u>
	5.2	Academic Standards + Quality Committee Minutes –		10
	5.2	Meetings of <u>12.07.2022</u> and E-Meetings of <u>22 to 25.07.2022</u> – <i>for receipt</i>	KD	<u>18</u>
6.	Gene	eral Business		
	6.1	Course and Programme Changes – for endorsement	KD	<u>33</u>
	6.2	Key Meeting Messages	KD	

# 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 Öritetanga + Māori Relationships (Manager of Öritetanga), 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:

ltem	General Subject of each matter to be	Reason for passing resolution in	Grounds under section 48(1) for the
No.	considered	relation to each matter	passing of the resolution.
8.1	Minutes of the In-Committee NMIT	Section 9(2)(i) of the Official	That the public conduct of this item
8.2	Academic Committee Meeting – 20	Information Act – enable the	would be likely to result in the disclosure
	July 2022	organisation holding the	of information for which good reason for
	Minutes of the In-Committee NMIT	information to carry out, without	withholding would exist under section 9
	Academic Committee Meeting -02 to	prejudice or disadvantage,	of the OIA noting Te Pūkenga (and its
	03 August 2022	commercial activities	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	That the public conduct of this item
9.1.1	<ul> <li>Postgraduate Certificate in</li> </ul>	Information Act – protect the	would be likely to result in the disclosure
	Professional Supervision	privacy of natural persons,	of information for which good reason for
		including that of deceased natural	withholding would exist under section 9
		persons	of the OIA noting Te Pūkenga (and its
			subsidiaries) is specified, in Schedule 2 of
		Section 9(2)(i) of the Official	LGOIMA, as a body to which Part 7
		Information Act – enable the	LGOIMA applies)
		organisation holding the	
		information to carry out, without	
		prejudice or disadvantage,	
		commercial activities	

# OPEN

# DRAFT Minutes of a meeting of the Academic Committee

20 July 2022 at 03.15PM in Room M306 and via Microsoft Teams

- PRESENT: Marja Kneepkens Director Teaching + Learning (Acting Chair), Shine Kelly Academic Advisor (proxy for Silvia Gassebner Team Leader Curriculum + Academic Registry), Darcy Liddell Quality Enhancement Manager, Sarah Fraser Principal Academic Staff Member, Bradley Hannigan Principal Academic Staff Member, Chanelle Taylor Senior Academic Staff Member, Pam Wood Acting Director - Marlborough, (Non-voting), Max Devon NMIT Student, Mary Woodward Administrator Curriculum + Academic Registry (minute-taker, non-voting)
- 1. Welcome, Apologies, Notices

Marja Kneepkens opened the meeting and:

- welcomed new Student Representative Max Devon onto the Committee
- advised apologies had been received from Nicole Akuhata Director Öritetanga + Māori Relationships, Kim Davies Director Academic + Quality, Dan Hall NMIT Student and Olivia Hall Executive Director Öritetanga, Teaching + Learners
- advised Pam Wood would now be attending as Acting Director Marlborough due to Carole Crawford's secondment to the Project Leader role
- 2. Administrative
  - 2.1 Minutes of NMIT Academic Committee Meeting 15 June 2022 Open
     63/22 RESOLVED that the minutes of the NMIT Academic Committee Meeting 15 June 2022 Open be confirmed as a true and accurate record.

Sarah Fraser/Chanelle Taylor CARRIED

# ACTION

Mary Woodward Upload confirmed Minutes to Academic Committee site

2.2 Action Items of NMIT Academic Committee Meetings

Action Item 2 – Reports from Committee and Working Parties 2021 Spot-Check on Course Results Outcome Report

Review Course Result Spot-Check List for 2022; Develop an Award spot-check process

- As Silvia Gassebner was not present this action was deferred to the 24 August 2022 meeting

2.3 Correspondence Schedule

64/22 **RESOLVED** that the inwards correspondence be received.

Marja Kneepkens/Bradley Hannigan CARRIED

65/22 **RESOLVED** that the outwards correspondence be endorsed.

Marja Kneepkens/Bradley Hannigan

CARRIED

3. Academic and Quality

3.1 Academic Development Tracking Report

The Committee reviewed the Academic Development Tracking Report. Shine Kelly advised that the closeoff for 2022 degree submissions was at the end of July.

3.2 NMIT Operating + Financial Parameters (OFP) Report

The Committee reviewed the NMIT Operating + Financial Parameters (OFP) report. Shine Kelly advised that the report summarised the recent development projects send to Te Pūkenga for approval.

3.3 Operationalisation of Te Pūkenga Unified Programmes

Marja Kneepkens gave an overview on the work being done by NMIT on the operationalisation of Te Pūkenga unified programme development. She noted that regular meetings are taking place with business support and academic representative groups on how to operationalise changes and put in place actions to meet Te Pūkenga requirements for unified programme delivery.

Sarah Fraser noted that curricula development by the Bachelor of Social Work Working Group was going well with a large amount of feedback received following the consultation process. She advised that a recommendation had been made to Te Pūkenga for a longer time period to prepare for delivery

# 3.4 Approvals

3.4.1 Micro-Credential Development Proposal 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)

Marja Kneepkens advised that the development of these micro-credentials had been endorsed by the sector research network.

Bradley Hannigan advised that these micro-credentials were a transformation of the current level 7 NMIT Applied Research Training Schemes and were better pitched as postgraduate qualifications.

The Committee Members questioned the RES801 course code RES801 noting that this code was already in use in the Master of Applied Management programme.

66/22 **RESOLVED** that the Micro-Credential Development Proposal 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) be approved.

> Bradley Hannigan/Sarah Fraser CARRIED

> > ACTION

Kim Davies Review if course code RES801 can be used a second time

- 3.5 2022 Consistency Review Overview Darcy Liddell advised that:
  - Pam Wood had represented NMIT at the 15.07.2022 3130 New Zealand Certificate in Seafood Processing (Level 3) workshop
  - Review preparation is underway for: - 2900 New Zealand Certificate in Aeronautical Engineering (Specialist Support) (L4)
    - 2591 New Zealand Certificate in Computing (User Fundamentals) (L2)

# 3.6 2022 Degree Monitoring and Monitoring Darcy Liddell advised:

- the 15.07.2022 Bachelor of Nursing degree monitoring visit had gone well with the monitor noting the positive team relationships
- preparation is underway for the 04.08.2022 Nursing Council of New Zealand monitoring visit

# 3.6.1 A Review of NZQA EER Reports of ITPs as at January 2019

Darcy Liddell presented the review document of NZQA EER Reports of ITPs as at January 2019 for information. She advised that although the information is not current it outlines what 'good' looks like within the sector.

# ACTION

## Darcy Liddell

Compile and share with Committee Members a list of recommendation themes from document Sector Updates

Marja Kneepkens advised there were no sector updates and noted that it would be good to hear the perspective of Working Group and Steering Group Members on their mahi.

# ACTION

Kim Davies / Mary Woodward Update agenda item with descriptive commentary

- 5. Reports from Committees and Working Parties
  - 5.1 Programme Approval Committee Reports
    5.1.1 PAC Report for the Vocational Pathways (NCEA Level 2) (Service Industries)
    Marja Kneepkens noted that this PAC report was being presented as information only. She
    advised that approval is being sought to deliver this programme which leads to NCEA Level 2
    with a Vocational Pathways endorsement and that as this programme sits within the secondary
    sector work was required to find the correct fit for the tertiary sector. She noted that as the PAC
    Members had not approved the initial documents Kim Davies had continued to work on them
    and once the requirements have been met to the satisfaction of the PAC Chair they will be
    presented to this committee for approval.

5.1.2 PAC Report 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

Marja Kneepkens advised that this PAC report was being presented as information only at this stage as not all the requirements had been met.

67/22 **RESOLVED** that the minutes of the Academic Standards + Quality Committee Meetings of 07.06.2022 and E-Meetings of 20.06.2022, 01.07.2022 be receipted.

Shine Kelly / Chanelle Taylor CARRIED

6. General Business

4.

6.1 Course and Programme Changes

Marja Kneepkens presented the Course and Programme Changes for endorsement.

Programme / Course	Date	Date	Version	Effective from
	endorsed by	approved by DA&Q	no.	
		or delegate		

# DIGITAL TECHNOLOGIES AND ARTS & MEDIA

NZ Diploma in Information Technology Technical Support (Level 5)	07.06.22	09.06.2	22 16103	18 July 2022
Rationale for change/s: Change to the assessments in course OSA	501 followin	g tutor's:	request and s	tudent feedback.
Programme Regulations:				
• OSA501 Operating Systems and Application Software. Redistrib	oution of weig	htings, re	emoval of ass	sessment 4:
Assessment	Learnir	Ig	%	
	outcom	es	Weightings	
Assessment 1	261	6	<del>20%</del> 25%	
Assessment 2	261	- 6	40% <u>25%</u>	
Assessment 3	<del>162,4</del>		20% <u>50%</u>	
Assessment 4	1-6	5	20%	
Bachelor of Information Technology	07.06.22	09.06.2	08221	18 July 2022
Graduate Diploma in Information Technology				
Rationale for change/s: Change to the assessments in courses following tutor's request.				
Programme Regulations:				

Programme / Course					Dat	e	Date	V	ersion	Effective from
8					endor	sed	approve	ed	no.	
					by		y DA&			
					AS&	Qo	r deleg	ate		
<ul> <li>OSA501 Operating Systems and Diploma above:</li> <li>PRJ701 Project - change to assess</li> </ul>						veight	ings, re	moval	of asse	ssment 4 as per
Assessment				ning omes	Pass c (minir		% We	ighting	5	
Assessment 1			<del>1, 3</del> ,	-4 <u>1 - 4</u>	4(	)%	20	9 <u>30</u> %		
Assessment 2				3,4		)%		10%	_	
Assessment 3				3,4		9%		15%	_	
Assessment 4			-	3,4		<del>)%</del>		5%	-	
Final Report - Technical Examiner				4 <u>1, 2</u>		)%		\$ <u>50</u> %	-	
Final Report - Report Examiner			2-	4 <u>1, 2</u>	40	)%	+	≨ <u>20</u> %		
PRJ702 Graduate Diploma Proje     Assessment	ect- change	to assess Lean Outco	ning	Pass	stributio criteria imum)		l weigh ightings	tings		
Assessment 1			4 <u>1 - 5</u>		0%	24	9 <u>30</u> %			
Assessment 2		3	<del>, 4</del>	4	0%	-	10%			
Assessment 3		3	,4	4	0%		15%			
Assessment 4			<del>3, 4</del>		0%		5%			
Final Report - Technical Examiner			<u>1, 2, 3</u> 41 <u>, 3</u>		10% 10%		5 <u>50</u> %			
Final Report - Report Examiner			4 <u>1, 5</u>	4	1076	*	≨ <u>20</u> %			
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						.22	01.07.2		17106	18 July 2022
Increase of teaching hours is require more academic courses in the Leve is needed to ensure students' succe these courses into line with all the <b>Brief description of change/s:</b> Ne	el 5 program ess. Increasi other Level ew version 1	nme, mai ing the ti 5 BAM 17106	ny stude me tuto	ents are rs teach	strugg	issue ing a	s with t nd a lot	hese co	ourses. ra suppo	These are the ort and resourcing
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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:					

Programme / Course	Date	Date	Version	Effective from
		approved		
		by DA&Q		
	AS&Q	or delegate		

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-Contact 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
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# 2022 rollover updates:

- 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
- · Health and Safety Risk Management update wording
- Section 6 Other Requirements removed; info added to Information for Applicants in Entry section.
- Special Assessment section updated with current wording
- · Course Descriptors updated with effective from date and version number

# 68/22 **RESOLVED** that the Approval of Course and Programme Changes be endorsed.

# Max Devon / Pam Wood CARRIED

# 6.2 Key Messages from Meeting

- Acting Student Chair, Max Devon, was welcomed onto the Academic Committee
- the Committee Members acknowledged the mahi of the Bachelor of Nursing team in preparing for the Degree Monitoring visit and the positive feedback received from the degree monitor
- the Committee Members acknowledged the mahi of staff this year for Consistency Reviews and Monitoring visits despite COVID-19 and other sicknesses

# ACTION

# Mary Woodward / Marja Kneepkens

Forward key message list to Caroline Elworthy for inclusion

Resolution to Exclude the Public 69/22 **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 Teaching + Learning (Curriculum Director), Academic Advisor, Quality Enhancement Manager, Appointed Academic Staff Members, Appointed NMIT Students, Acting Director Marlborough, 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	General Subject of each matter to be	Reason for passing resolution in	Grounds under section 48(1) for the
No.	considered	relation to each matter	passing of the resolution.
8.1	Minutes of the In-Committee NMIT	Section 9(2)(i) of the Official	That the public conduct of this item
	Academic Committee Meeting – 15	Information Act – enable the	would be likely to result in the disclosure
	June 2022	organisation holding the	of information for which good reason for
		information to carry out, without	withholding would exist under section 9
			of the OIA noting Te Pūkenga (and its

		prejudice or disadvantage, commercial activities	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	That the public conduct of this item
9.1.1	<ul> <li>Bachelor of Nursing including</li> </ul>	Information Act – protect the	would be likely to result in the disclosure
9.1.2	Competence Assessment	privacy of natural persons,	of information for which good reason for
9.1.3	Programme (CAP)	including that of deceased natural	withholding would exist under section 9
9.1.4	<ul> <li>Bachelor of Commerce including</li> </ul>	persons	of the OIA noting Te Pūkenga (and its
	Graduate Diploma in Accounting,		subsidiaries) is specified, in Schedule 2 of
	Graduate Diploma in	Section 9(2)(i) of the Official	LGOIMA, as a body to which Part 7
	Management, Graduate Diploma	Information Act – enable the	LGOIMA applies)
	in Marketing, Graduate Diploma in	organisation holding the	
	Professional Accounting	information to carry out, without	
	<ul> <li>Master of Applied Management,</li> </ul>	prejudice or disadvantage,	
	Postgraduate Diploma in Applied	commercial activities	
	Management, Postgraduate		
	Certificate in Applied		
	Management, Postgraduate		
	Diploma in Logistics and Supply		
	Chain Management		
	- Postgraduate Certificate in		
	Professional Supervision		

# Meeting Closed 04.20PM

# Academic Committee Action List – 20 July 2022

	RES NO	ACTION	WHO	WHEN	PROGRESS
Actio	on Items 15.	06.2022			
1	2.2	Upload confirmed Minutes to Academic Committee site	Mary Woodward	Report back 20 July 2022	Completed
2	5.1	Reports from Committee and Working Parties 2021 Spot-Check on Course Results Outcome Report Review Course Result Spot-Check List for 2022 Develop an Award spot-check process	Silvia Gassebner	Report back 24 August 2022	
	6.2	Key Messages from Meeting Forward key message list to Caroline Elworthy for inclusion	Mary Woodward / Kim Davies	ASAP	Completed
Actio	on Items 15.	06.2022 - In-Committee			
4	8.1	Upload confirmed Minutes to Academic Committee site	Mary Woodward	Report back 20 July 2022	Completed
Actio	on Items 20.	07.2022 - Open			
5	2.1	Upload confirmed Minutes to Academic Committee site	Mary Woodward	Report back 24 August 2022	Completed
6	3.6.1	A Review of NZQA EER Reports of ITPs as at January 2019 Compile and share with Committee Members a list of recommendation themes from document	Darcy Liddell	Report back 24 August 2022	Completed
7	4	Sector Updates Update agenda item with descriptive commentary	Kim Davies / Mary Woodward	Report back 24 August 2022	
8	3.4.1	Approvals Micro-Credential Development Proposal Applied Research Micro-Credentials etc Review if course code RES801 can be used a second time	Kim Davies	Report back 24 August 2022	
9	6.2	Key Messages from Meeting Forward key message list to Caroline Elworthy for inclusion	Mary Woodward / Kim Davies	ASAP	Completed

Back to agenda

# OPEN

# DRAFT Minutes of an e-meeting of the Academic Committee

10 August 2022 at 01.33PM via email closed 11 August 2022 at 12.00PM

PARTICIPANTS: Kim Davies Director Academic + Quality (Chair), Max Devon NMIT Student, Sarah Fraser Principal Academic Staff Member, Silvia Gassebner Team Leader Curriculum + Academic Registry, Bradley Hannigan Principal Academic Staff Member, Marja Kneepkens Director Teaching + Learning, Darcy Liddell Quality Enhancement Manager, Chanelle Taylor Senior Academic Staff Member, Pam Wood Acting Director-Marlborough, Mary Woodward Administrator Curriculum + Academic Registry (minute-taker, non-voting)

# **RESPONSES:**

	ltem 1.1.1
Kim Davies (Chair)	Approve
Max Devon	Approve
Sarah Fraser	Approve
Silvia Gassebner	Approve
Bradley Hannigan	Approve
Marja Kneepkens	Approve
Darcy Liddell	Approve
Chanelle Taylor	Approve
Pam Wood	Approve

- 1. Reports from Committees and Working Parties
- 1.1 Programme Approval Committee Reports
  - 1.1.1 PAC Report for the Vocational Pathways (NCEA Level 2) (Service Industries)

**78/22 RESOLVED** that the Programme Approval Committee Report for the Vocational Pathways (NCEA Level 2) (Service Industries) be approved.

CARRIED

Meeting Closed 12.00PM

# Academic Committee Action List – 30 August 2022

	<b>RES NO</b>	ACTION	WHO	WHEN	PROGRESS
Acti	on Items 1	5.06.2022			
2	5.1	Reports from Committee and Working Parties 2021 Spot-Check on Course Results Outcome Report Review Course Result Spot-Check List for 2022 Develop an Award spot-check process 2007.2022 - Open		Report back 30 August 2022	
5	2.1	Upload confirmed Minutes to Academic Committee site	Mary Woodward	Report back 30 August 2022	Completed
6	3.6.1	A Review of NZQA EER Reports of ITPs as at January 2019 Compile and share with Committee Members a list of recommendation themes from document	Darcy Liddell	Report back 30 August 2022	Completed
7	4	Sector Updates Update agenda item with descriptive commentary	Kim Davies / Mary Woodward	Report back 30 August 2022	
8	3.4.1	Approvals Micro-Credential Development Proposal Applied Research Micro-Credentials etc Review if course code RES801 can be used a second time	Kim Davies	Report back 30 August 2022	
9	6.2	Key Messages from Meeting Forward key message list to Caroline Elworthy for inclusion	Mary Woodward / Kim Davies	ASAP	Completed

# Correspondence Schedule 30 August 2022 Inwards

1.	Te Pūkenga	07.07.22	OFP Request Approval - NZQA Type 2 changes to five related Information Technology programmes (including two at degree level) for 2023 delivery
2.	Te Pūkenga		OFP Request Approval - Type 2 changes to the Logistics and Supply Chain Management major in the Master of Applied Management and Postgraduate Diploma in Applied Management programmes
3.	NZQA-CR	28.07.2022	CR Final Report received for 2907 - New Zealand Diploma in Aeronautical Maintenance Certification (Level 6)
4.	NZQA-CR	28.07.2022	CR Interim Report received for 3765 - New Zealand Certificate in Outdoor and Adventure Education (Multi-skilled) (Level 4)
5.	Toi Mai WDC		Request of Programme Endorsement - Type 2 changes for 2023 delivery: New Zealand Certificate in Information Technology (Level 5) leading to version 2 of NZQF No. 2595; New Zealand Diploma in Information Technology Technical Support (Level 5) leading to version 2 of NZQF No. 2596; New Zealand Diploma in Web Development and Design (Level 5), leading to version 2 of NZQF No. 2598.
6.	NZQA-CR	18.08.2022	CR Interim Report received for 3130 - New Zealand Certificate in Seafood Processing (Level 3) with strands in Fish and Fish Products, Live Holding, Cleaning and Sanitation, and Seafood Logistics

# **Outwards**

7.	Te Pūkenga	07.07.22	OFP Request Form - Type 2 changes to the Logistics and Supply Chain Management major in the Master of Applied Management and Postgraduate Diploma in Applied Management programmes
8.	NZQA	26.07.22	Application C53610 - Type 2 changes to Bachelor of Aquaculture and Marine Conservation
9.	NZQA	26.07.22	Application C53611 - Type 2 changes to Master of Applied Management
10.	NZQA	26.07.22	Application C53612 - Type 2 changes to Postgraduate Diploma in Applied Management
11.	NZQA	28.07.22	Application C53609 - Type 2 changes to Bachelor of Viticulture and Winemaking
12.	NZQA	05.08.22	Applications C53607 and C53608 - Type 2 changes to Bachelor of Information Technology and Graduate Diploma in Information Technology
13.	NZQA	05.08.22	Application C53866 - Type 2 changes to NZ Certificate in Information Technology (Level 5)
14.	NZQA	05.08.22	Application C53867 - Type 2 changes to NZ Diploma in Information Technology Technical Support (Level 5)
15.	NZQA	05.08.22	Application C53868 - Type 2 changes to NZ Diploma in Web Development and Design (Level 5)
16.	NZQA	24.08.22	NZ Diploma in Web Development and Design (Level 5) [121292] Learner Samples submitted
17.	NZQA	29.08.22	Response to Consistency Review 3130 Interim Report: NZ Certificate in Seafood Processing (Level 3)

# Academic Development Tracking - @ 12 August 22



## Filtered to open developments only.

# OFP Request Register 12 August 2022

	37	TOTAL OFP				32	32			
#	Name	Summary	Academic Advisor	TP Categor	Urgent	Sent to TP	Approved TP	Note	TP Approval Matter only populate/finalise once sent to TP	Urgency reason only populate once sent to TP
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	Shine	28 Add / Rer	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
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 / Rer	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 / Rer	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 / Rer	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	1Т Туре 2	Align LOs, Aims etc. to GPO of new L5 qual version. Incorporate those changes into the degree level		28 Add / Rer	Y	5/07/22	7/07/22		proposed NZQA Type 2 changes to five related Information Technology programmes (including two at degree level) for 2023 delivery	
35	MAM, PGDAM	to allow additional elective choice to be used to build research skill äkonga need to successfully complete research courses at Level 9		28 Add / Rer	Y	18/07/22	25/07/22		proposed Type 2 changes to the Logistics and Supply Chain Management major in the Master of Applied Management and Postgraduate Diploma in Applied Management programmes	
36	NZ Certs IT L4 and Computing L3	New qual versions		28 Add / Rer	N			Draft sent to Kim 11/8/22	proposed Type 2 changes to NZ Certificate in Computing (Intermediate User) (Level 3) and NZ Certificate in Information Technology Essentials (Level 4) to align the programmes to the latest versions of the qualifications for 2023	

# **MICRO-CREDENTIAL DEVELOPMENT PROPOSAL**

Proposed Title: SafePlus Assessor

Curriculum Area: Applied Business

Proposed Start Date: September 2022

NMIT Executive Approval Date: Master Services Agreement NMIT/Worksafe signed 24 November

# Te Pūkenga Endorsement Date: 21 September 2021

# Stakeholders:

□ Iwi □Community group □ Employer □ Industry ⊠ Other (refer note) Note: WorkSafe NZ

Credits: 15

Level: 6

# Evidence of need:

SafePlus continues to support WorkSafe's aim for a step change in New Zealand's health and safety performance beyond minimum compliance, towards health and safety as integral to how work is designed, planned and done – with workers fully involved.

Health and safety professionals have been identified as key enablers and supports for organisations in their efforts to improve workplace health and safety performance. SafePlus Assessors must understand how the SafePlus assessment approach differs from traditional health and safety audit approaches, using both quantitative and qualitative methods to draw conclusions about the health and safety performance and capability of an organisation.

There is an ongoing need to provide HASANZ registered health and safety professionals with 'anywhere, ondemand' access to quality-assured training in the application of the SafePlus assessment approach, credentialling their ability to support organisations in developing good practices in health and safety in Aotearoa New Zealand.

WorkSafe sought proposals for development (through a national tender process) of online learning modules which would enable a robust, credible certification process centred around SafePlus that was recognised by NZQA. They requested it be built on SafePlus principles and practices, and be available for open access. This online learning module would be created as a micro-credential and align with NZQA Level 6

# **Collaboration details:**

Joint tender with eCampus NZ to work alongside WorkSafe NZ to develop.

NMIT, eCampus and Catalyst submitted a joint bid and received confirmation of preferred supplier status on 9 September 2021.

This group have worked collaboratively to produce the Level 4 Kia Haumaru! Kia Matatū! SafePlus Microcredential which provides individuals and organisations with accessible tools to assist with improving health and safety performance in Aotearoa New Zealand.

Delivery Mode:		Funding:
<ul> <li>On Campus (Blended)</li> <li>Hybrid (Flexible)</li> <li>(Block)</li> <li>Wholly Online</li> </ul>	<ul><li>□ Off Campus</li><li>⊠ Distance</li></ul>	<ul> <li>□ TEC Funding Initial 3V4 approved OR</li> <li>☑ Full Cost Recovery</li> <li>☑ Initial Costing Approved</li> </ul>

# Brief description of course content:

•Introduction to SafePlus – including the programme, approach, components, principles, benefits, and performance requirements

•SafePlus scoping – including desktop review, client meetings, costing, and setting up the project •Planning a SafePlus assessment – including collating organisational information, preparing questions, incorporating Te Whare Tapa Whā and relevant tikanga, and scheduling interviews •SafePlus deep dives – including goals, what is involved in a deep dive, how to carry out a deep dive, and observations

•Interviewing – including why it matters, interview skills, cognitive behavioural theory, writing up interview notes

•Analysing evidence for SafePlus, including identifying themes, creating an overview, selecting evidence, and interacting wth the key contact

•SafePlus reports, including initial conversations, communicating and presenting findings and recommendations

# Strategic Fit

# Fit with NMIT 2021-2025 Strategy:

Learner Centred Delivery – everyone, everything, anytime, anywhere:

Equity and Access – reducing barriers

The micro-credential will be fully online with built in accessibility features and multiple formats for the collection of assessment evidence. Different options for how learners engage with the content depending on their learning style.

# Tertiary Education Strategy 2020:

This proposal aligns with Objective 4: Future of Learning and Work Learning that is relevant to the lives of New Zealanders today and throughout their lives – Priority 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.

Proposer Name (Curriculum Manager)	Hannah Emms-Healy		
Signature	HET	Date	08.08.2022

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	Kim Davies	Date	
Received by Academic Committee		Date	

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

# REPORT OF A MEETING OF THE PROGRAMME APPROVAL COMMITTEE FOR THE HE ARA MATATAU – SAFEPLUS ASSESSOR MICRO-CREDENTIAL HELD ON 22 AUGUST 2022 AT 03.00PM

PRESENT:Shine Kelly (Chair, voting member), Rae Perkins (Project Lead, voting member),<br/>Susannah Roddick (Project Lead, voting member), Kim Davies (Academic Advisor,<br/>non-voting), Janine Richardson (eCampus New Zealand, non-voting), Chanelle Taylor<br/>(PLS, non-voting), Mary Woodward (Academic & Quality, non-voting)

# APOLOGIES: Misty Ormsby (Mātauranga Māori, Tikanga Advisor), Margaret van Schaik (Subject Matter Expert: Managing Director Van Schaik Health & Safety Solutions)

# GENERAL:

Shine Kelly opened the meeting and welcomed Members. She noted that apologies had been received from Misty Ormsby and Margaret van Schaik. She advised that the meeting had been convened to approve the He Ara Matatau – SafePlus Assessor Micro-credential and reported that the purpose of the micro-credential is to provide health and safety professionals with the essential skills and knowledge to become credentialled SafePlus Assessors. She invited Kim Davies to give an over-view of the micro-credential.

Kim Davies advised that:

- NMIT in partnership with eCampus New Zealand had been WorkSafe New Zealand's preferred tenderer to develop the level 6 He Ara Matatau – SafePlus Assessor Microcredential
- NMIT in partnership with eCampus New Zealand had previously worked with WorkSafe New Zealand on the development of the level 4 Kia Haumaru! Kia Mātatu! SafePlus Microcredential
- The development of a level 6 SafePlus micro-credential is in response to supporting WorkSafe New Zealand's plan to improve workplace health and safety outcomes in Aotearoa New Zealand
- NMIT in partnership with eCampus New Zealand had worked closely with WorkSafe New Zealand on the development of the He Ara Matatau – SafePlus Assessor Micro-credential
- Those involved in the collaborative development process were:
  - Margaret van Schaik, subject matter expert
  - Janine Richardson, eCampus New Zealand
  - Misty Ormsby, mātauranga Māori and tikanga advisor
- A panel of existing assessors had also been brought together to advise on the microcredential's content
- The He Ara Matatau SafePlus Assessor Micro-credential will be delivered fully online, and as requested by WorkSafe New Zealand, will be credentialled and have a qualification attached to it

Shine Kelly acknowledged the work of everyone involved in the development of the He Ara Matatau – SafePlus Assessor Micro-credential.

Academic Committee Meeting – Tuesday 30 August 2022 – Reports from Committees and Working Parties

# A. Programme Approval Committee Recommendation to the Academic Committee

The Committee recommended that the He Ara Matatau – SafePlus Assessor Micro-credential be approved when the requirements of the Programme Approval Committee have been met to the satisfaction of the Committee Chair.

# CARRIED

Data /Initial

Requirements of Programme Approval Committee met:

Date:	Advisor: Kim Davies	
Date:	Chair: Shine Kelly	

# B. Requirements

# General

		Date/Initial
1.	Correct general formatting and typing errors, including capitalisation.	
2.	Ensure all reference to learner(s)/student(s) is updated to ākonga	

# Micro-Credentials Regulations He Ara Matatau – SafePlus Assessor Micro-credential

# Assessment, Assessment Methods (Section 2.5, Page 7):

3. Paragraph 2, modify sentence to remove the 'at least 50%' requirement

# Assessment, Assessment Methods (Section 2.5.1, Page 7):

4. Sentence 1, update sentence to 'Summative assessment methods may include:'

# Appendix 1: Course Descriptor WSF601 He Ara Matatau – SafePlus Assessor (Page 13)

 Consider adding a section detailing breakdown of the 50 Teaching hours noted in Table 2

# **General**

Apply any changes identified in the Micro-Credential Regulations He Ara Matatau –
 SafePlus Assessor Micro-Credential that are also relevant to the Application Document

# MEETING CLOSED 04.29PM

Back to agenda

Academic Committee Meeting – Tuesday 30 August 2022 – Reports from Committees and Working Parties

# OPEN

# CONFIRMED Minutes of a meeting of the Academic Standards + Quality Committee 12 July 2022 at 10.00AM Room M306 and via Microsoft Teams

# PRESENT:

Committee: Kim Davies (Chair), Julie Bytheway, Reid Carnegie (online 10.11 to 10.42am and 11.00 to 11.30am), Monique Day, Hannah Emms-Healey, Silvia Gassebner, Alison Hart, Marja Kneepkens, Trisha Krishnasamy, Darcy Liddell, Pam Wood, Mary Woodward (Minute taker, non-voting)

In Attendance: Shine Kelly (offline 10.49am)

# 1. Administrative

1.1 Welcome, Apologies, Notices Kim Davies opened the meeting and welcomed Members. She advised that apologies had been received from Wayne Cooper, Deidre Hemera, Kate Neame, Paula Steel, Ren Stronach, Victoria Whitmore.

2. Moderation

2.1 2022 External Annual Moderation PlansThe 2022 External Annual Moderation Plans were presented for endorsement.

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

- Hairdressing 3 events
- Nursing 4 events

# Trisha Krishnasamy / Hannah Emms-Healey 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:

No.	CA	Moderation Report Coversheet	Moderat ion Report	Result Assessmen t Material	Result Assessor Judgeme nt	Req	Rec	Com	Action Plan
1	DTAM	AAD606 21NN-S2	Report	Met	Met	No	Yes	Yes	Action Plan
2	DTAM	AAD523 21NN-T3	Report	Met/Mod	Met	Yes	No	No	Action Plan
3	DTAM	MUS401 21NN-S1	Report	Met	Not Met	Yes	No	No	Action Plan
4	DTAM	NCH201 US21940v4	Report	Met	N/A	No	No	No	
5	E+C	DEN611 21NN-S2	Report	Met	Met	No	Yes	No	Tutor advised that not really a strong recommendation, more a speculation. We will take it into account but no action plan necessary
6	E+C	DEN612 21NN-S2	Report	Met	Met	No	No	No	
7	E+C	HAE411 21NN/ML-CSC 10 Coversheet, Report Plan		Met	Not Met	Yes	No	No	
8	E+C	NCL412 21NN/ML CS01-04-07- 10 Coversheet, Report, Action Plan		Met	Not Met	Yes	No	Yes	
9	E+C	CAU305 21NN/ML CS01, 04, 07, 10 Coversheet, Report, Action Plan		Met	Not Met	No	No	No	
10	E+C	CAU303 21NN/ML CSC 10 Coversheet, Report Plan	, , ,	Met	Not Met	Yes	No	No	

11	PI	CHP409 21NN-CS09 Co	Met/Mod	Met/Mod	Yes	No	No	Action Plan	
		Report							
12	SS	BCD703 21EX-FY	Report	Met	Met	No	Yes	No	Action Plan

The Committee Members advised their satisfaction of the Moderation Reports presented for receipt. They noted:

- The use of the new Action Plan template which includes the Part 2 Closing the Loop process
- There are a number of Action Plans to come back to the Committee once part 2 has been completed

## Action Mary Woodward

Forward tabled Moderation Reports to Eleanor Upton for noting receipt on Moderation Tracksheet

2.3 2020/2021 Analysis of External Moderation Reports Completed

Kim Davies presented an analysis of the 2020 and 2021 planned moderation events against completed moderation events for information.

Following review, the Committee Members noted that the purpose of the report was unclear and requested it be resubmitted with commentary to aid analysis.

**Action Kim Davies** 

Resubmit report with commentary added to aid purpose and analysis

3 Academic + Quality

3.1 2022 Consistency Review Schedule and Outcomes Overview

Darcy Liddell advised:

- 3130 New Zealand Certificate in Seafood Processing (Level 3):
  - a late submission of materials have been sent to NZQA with the workshop to take place on 15 July 2022
- 2900 New Zealand Certificate in Aeronautical Engineering (Specialist Support) (Level 4)
   planning is underway for the November workshop
- 2591 New Zealand Certificate in Computing (User Fundamentals) (Level 2)
   planning is underway for the November workshop
- 3.2 2021 Degree Self-Assessment Reports
  - 3.2.1 2021 Self-Assessment Report for the Bachelor of Nursing Programme including Competence Assessment Programme

**RESOLVED** that the 2021 Self-Assessment Report for the Bachelor of Nursing Programme including Competence Assessment Programme be endorsed by this Committee and sent to the Academic Committee for approval.

# Marja Kneepkens / Silvia Gassenber CARRIED

3.2.2 2021 Self-Assessment Report for the Bachelor of Commerce including Graduate Diploma in Accounting, Graduate Diploma in Management, Graduate Diploma in Marketing, Graduate Diploma in Professional Accounting

**RESOLVED** that the 2021 Self-Assessment Report for the Bachelor of Commerce including Graduate Diploma in Accounting, Graduate Diploma in Management, Graduate Diploma in Marketing, Graduate Diploma in Professional Accounting be endorsed by this Committee and sent to the Academic Committee for approval.

# Trisha Krishnasamy / Julie Bytheway CARRIED

3.2.3 2021 Self-Assessment Report for the Master of Applied Management, Postgraduate Diploma in Applied Management, Postgraduate Certificate in Applied Management, Postgraduate Diploma in Logistics and Supply Chain Management **RESOLVED** that the 2021 Self-Assessment Report for the Master of Applied Management, Postgraduate Diploma in Applied Management, Postgraduate Certificate in Applied Management, Postgraduate Diploma in Logistics and Supply Chain Management be endorsed by this Committee and sent to the Academic Committee for approval.

# Kim Davies / Marja Kneepkens CARRIED

3.3 2022 Degree Monitoring and Monitoring Overview

Darcy Liddell advised that the Bachelor of Nursing programme is currently preparing for the Degree Monitors visit on 15 July 2022 and the Nursing Council of New Zealand visit on 04 August 2022

3.3.1 2022 Degree Monitoring Report – Bachelor of Career Development, Graduate Certificate in Career Development and Cover Letter

Darcy Liddell presented the 2022 Degree Monitoring Report for the Bachelor of Career Development, Graduate Certificate in Career Development for information. She noted it was a good report and that the monitor has recommended the programme pursue self-monitoring.

3.3.2 2022 Degree Monitoring Report – Bachelor of Viticulture and Winemaking Pam Wood presented the 2022 Degree Monitoring Report for the Bachelor of Viticulture and Winemaking for information. She noted that the feedback from the monitor aligned with that of the Targeted Evaluation in regard to graduate communication, learners receiving appropriate levels of support, and moderation processes.

- 4 Course and Programme Changes
  - 4.1 3V6 Approval Form National Certificate in Engineering Fabrication (Level 4) 2022
    - a. 3V6 Approval Form National Certificate in Engineering Fabrication (Level 4) 2022
      - b. National Certificate in Engineering Fabrication with strands in Heavy Fabrication and Light Fabrication (Level 4) 2022 UCOL

**RESOLVED** that the 3V6 Approval Form National Certificate in Engineering Fabrication (Level 4) 2022 and supporting Academic & Quality documents be endorsed by this Committee and sent to the Director of Academic & Quality for approval.

# Trisha Krishnasamy / Silvia Gassebner CARRIED

Action Mary Woodward

Advise Academic Advisor of endorsement Forward endorsed 3v6 Approval Form to Director of Academic & Quality for approval

- 4.2 3V6 Approval Form Bachelor of Viticulture and Winemaking Removal of BLM501, BMG638 2022 14110
  - a. 3V6 Approval Form Bachelor of Viticulture and Winemaking Removal of BLM501, BMG638 2022 14110
  - b. Bachelor of Viticulture and Winemaking Programme Regulations 2022 14110
  - c. Bachelor of Viticulture and Winemaking Course Descriptors 2022 14110

Following discussion, it was requested that the 3V6 Approval Form Bachelor of Viticulture and Winemaking Removal of BLM501, BMG638 2022 14110 be removed from the agenda:

- pending clarification on the programme completion requirements
- update the Proposed start date from semester two 2022 to semester one 2023

Action Kim Davies / Shine Kelly

Review the Bachelor of Viticulture and Winemaking completion requirements Update the proposed start date to semester one 2023

4.3 3V6 Approval Form Bachelor of Aquaculture and Marine Conservation Removal of BLM501, BMG638 2022 14107

- a. 3V6 Approval Form Bachelor of Aquaculture and Marine Conservation Removal of BLM501, BMG638 2022 14107
- Bachelor of Aquaculture and Marine Conservation Programme Regulations 2022 14107
- c. Bachelor of Aquaculture and Marine Conservation Course Descriptors 2022 14107

Kim Davies advised that the changes to the Bachelor of Aquaculture and Marine Conservation (BAqMC) programme were in response to the new unified New Zealand Diploma in Business (Level 5) programme and will mean that BAqMC learners will no longer be restricted in their choice of elective business courses to meet the degree's completion requirements. She also noted that with the new New Zealand Diploma in Primary Industries Business Management (Level 5) programme, BAqMC learners will be able to study more contextualised business courses to meet the completion requirements. She advised that the proposed start date noted in the 3V6 approval should be from semester one 2023 not semester two 2022.

**RESOLVED** that, subject to the proposed start date being updated to semester one 2023, the 3V6 Approval Form and supporting Academic & Quality documents be endorsed by this Committee and sent to the Director of Academic & Quality for approval.

# Kim Davies / Silvia Gassebner CARRIED

## Action Kim Davies / Shine Kelly

Update the Bachelor of Aquaculture and Marine Conservation proposed start date to semester one 2023

## Action Mary Woodward

Once the proposed start date is updated to semester one 2023, advise Academic Advisor of endorsement

Forward endorsed 3v6 Approval Form to Director of Academic & Quality for approval

## 4.4 3V6 Approval Form New Zealand Certificate in Apiculture (Level 3) 2022 21101

- a. 3V6 Approval Form New Zealand Certificate in Apiculture (Level 3) 2022 21101
- b. New Zealand Certificate in Apiculture Level 3 Programme Regulations 2022 21101

Kim Davies advised that NMIT has accreditation to deliver this Otago Polytechnic programme and that this type 1 is to re-align the NMIT delivery with the type 2 changes made to the programme by Otago Polytechnic.

**RESOLVED** that the 3V6 Approval Form New Zealand Certificate in Apiculture (Level 3) 2022 21101 and supporting Academic & Quality documents be endorsed by this Committee and sent to the Director of Academic & Quality for approval.

# Hannah Emms Healey / Julie Bytheway CARRIED

# Action Mary Woodward

Advise Academic Advisor of endorsement

Forward endorsed 3v6 Approval Form to Director of Academic & Quality for approval Quality Management System

There were no Quality Management System items for endorsement/approval

6 Minutes of the Previous Meetings

5

- 6.1 Award Application Approval Reports
  - 6.1.1 41 REPORT Award Applications 31.05.2022
  - 6.1.2 42 REPORT Award Applications 01.06.2022
  - 6.1.3 43 REPORT Award Applications 02.06.2022
  - 6.1.4 44 REPORT Award Applications 07.06.2022
  - 6.1.5 45 REPORT Award Applications 08.06.2022
  - 6.1.6 46 REPORT Award Applications 15.06.2022
  - 6.1.7 47 REPORT Award Applications 22.06.2022
  - 6.1.8 48 REPORT Award Applications 28.06.2022
  - 6.1.9 49 REPORT Award Applications 30.06.2022

Academic Committee Meeting – Tuesday 30 August 2022 – Reports from Committees and Working Parties

# 6.1.10 50 REPORT Award Applications 07.07.2022

**RESOLVED** that the Approval Reports for the Award Applications Academic Standards and Quality Committee meetings held on 31.05.2022, 01.06.2022, 02.06.2022, 07.06.2022, 08.06.2022, 15.06.2022, 22.06.2022, 28.06.2022, 30.06.2022, 07.07.2022 be received

# Trisha Krishnasamy / Kim Davies CARRIED

# 7 Matters Arising (General)

7.1 Te Pūkenga Approval of NMIT Te Pūkenga Co-branded Certificate Template Silvia Gassebner presented the NMIT Te Pūkenga co-branded certificate template for information. She advised that:

- the template will be used from 01 January 2023
- she had worked with the Marketing Team on the development of the template
- Te Pūkenga has approved the template

# ACTION Mary Woodward

Forward the Certificate Template to Academic Committee for information

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 2022-06-07 ASQ Minutes Draft
  - 8.1.2 2022-06-20 ASQ Minutes Draft
  - 8.1.3 2022-07-01 ASQ Minutes Draft

**RESOLVED** that the Minutes of the meetings held on 07.06.2022 and e-meetings held on 20.06.2022 and 01.07.2022 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 35 REPORT Course Results 01.06.2022
  - 8.2.2 36 REPORT Course Results 03.06.2022
  - 8.2.3 37 REPORT Course Results 07.06.2022
  - 8.2.4 38 REPORT Course Results 08.06.2022 approved 09.06.2022
  - 8.2.5 39 REPORT Course Results 13.06.2022
  - 8.2.6 40 REPORT Course Results 16.06.2022
  - 8.2.7 41 REPORT Course Results 20.06.2022
  - 8.2.8 42 REPORT Course Results 22.06.2022 approved 23.06.2022
  - 8.2.9 43 REPORT Course Results 23.06.2022
  - 8.2.10 44 REPORT Course Results 28.06.2022
  - 8.2.11 45 REPORT Course Results 30.06.2022
  - 8.2.12 46 REPORT Course Results 06.07.2022
  - 8.2.13 47 REPORT Course Results 07.07.2022

**RESOLVED** that the Approval Reports for the Course Results Academic Standards and Quality Committee meetings held on 01.06.2022, 03.06.2022, 07.06.2022, 08.06.2022 approved 09.06.2022, 13.06.2022, 16.06.2022, 20.06.2022, 22.06.2022 approved 23.06.2022, 23.06.2022, 28.06.2022, 30.06.2022, 06.07.2022, 07.07.2022 be received.

Marja Kneepkens / Kim Davies CARRIED

9 Matters Arising

# 9.1 Action List

# Kim Davies requested that Committee Members review the action list and note any completed actions. **Action Mary Woodward**

Share link to action list with Committee Members for updating

#### 92 2022 Spot-Check on Course Results

Kim Davies advised that a spot-check of course results was a requirement of Academic Committee as part of the quality assurance process.

# **Action Mary Woodward**

Forward the 2022 Spot-Check spreadsheet and Course Result Reports receipted at this meeting to Marja Kneepkens

#### 10 Student Matters

- 10.1 Request Approval for Compassionate Consideration for Bachelor of Information Technology to move final grade from an to a for Course for 22NN-S1 Systems Student **Development Methodologies** 
  - a. Request for Compassionate Consideration Student Foundation
  - b. Snip Student Protect the privacy of natural persons Course Result, BIT GradDipIT Programme Regulations 2022 08221, Course Descriptor 2022 08221

Trisha Krishnasamy advised that compassionate consideration was being requested for Student following rotect e proves of managers that had affected their performance in Assessment 1 of which due to the assessment having a minimum pass mark of 40% meant that although Student received an overall course mark of the force-fail grade was applied. She noted that the request was for the assessment 1 mark to stand but that in this case the minimum pass mark requirement be disregarded, and the student awarded a grade.

Following discussion, the Committee Members recommended that the request for Compassionate Consideration for Bachelor of Information Technology Student and to move final grade from an to a for Course withdrawn from the agenda and that instead Trisha Krishnasamy and Hannah Emms-Healey review Student rmarks to determine an aegrotat assessment mark and aegrotat course grade. The Committee Members also requested that a review of the structure of course SYD701 be carried out.

RESOLVED that the request for a review of Student Repeating Ways of Management 22NN-S1 Systems Development Methodologies marks be undertaken to determine an aegrotat mark for assessment one and an aegrotat course grade be approved.

# Silvia Gassebner / Hannah Emms-Healey CARRIED

## Action Trisha Krishnasamy / Hannah Emms-Healey

Review Student Protect I ural persons 22NN-S1 marks to determine an aegrotat mark for assessment

one and an aegrotat course grade

Once an aegrotat mark determined update course result information and arrange for presentation for endorsement to the BIT Result Committee

**Action Kim Davies** 

Review SYD701 Systems Development Methodologies structure

- 10.2 Request Approval for Student to Complete the Bachelor of Arts and Media (Visual Arts and Design) Outside the Maximum Completion Time Period of Six Years
  - Request for Student **FORCE IN PROCESS** to Complete Outside the Six Year Maximum Completion a. **Time Period**
  - b. Snip Student Preview Academic Transcript, Maximum Completion Time BAM Programme Regulations 2022 17106

Trisha Krishnasamy advised that Student and the first enrolled on the Bachelor of Arts and Media in 2014 and had completed 120 Level 5 courses at the end of the end o

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qualification, they are intending to return to study on the degree programme in 2023. This will put them outside the six-year completion maximum time period as specified in the Bachelor of Arts and Media programme regulations. Trisha Krishnasamy noted that Student account had continued their art practice since leaving NMIT and had just completed the maximum 22NN-CS05 Extension Drawing short course.

Kim Davies advised:

- her abstention from voting on this request as Student student student is known to her
- to support any future Bachelor of Arts and Media award request for this student the Programme Area should maintain a bullet point summary outlining Student accounts's currency of learning

**RESOLVED** that the request for Student and the complete the Bachelor of Arts and Media (Visual Arts and Design) qualification outside the maximum completion time period be approved.

**Action Trisha Krishnasamy** 

Advise Student development of Committee approval to complete the Bachelor of Arts and Media qualification outside the six-year completion maximum time period Organise system to maintain a bullet point summary outlining currency of learning for Student to support any future BAM award request

Silvia Gassebner reminded Committee Members that, where possible, correspondence to the Committee should reference NMIT person codes, not student names.

10.3 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 13851 Student Protect the privacy	Flow 14214 Student Protect the privacy of a

# Meeting closed 11.34AM

# Academic Standards + Quality Committee Action List 12 July 2022

08 Fe	ebruary 2022					
	ltem Reference	Action	Who		When	Progress
1	2	Moderation Reports Follow-up on the Information Technology action plans	Kim Davies / Trisha Krishnasamy	12.07.2022		
		Follow-up on the NFS205 US26627 action plan	Victoria Whitmore		12.07.2022	
		Follow-up with Jackie Rees on the unmet eCampus moderation	Kim Davies		12.07.2022	
2	8.2	Student Matters Send 2021 Outstanding Course Results communication to Curriculum Managers	Marja Kneep	kens	12.07.2022	WIP; down to last 15
15 M	arch 2022	1	1	1		
	Item Reference	Action	Who	Whe	n	Progress
3	4	<ul> <li>Quality Management System</li> <li>Regarding the updated Safe Driving and</li> <li>Fleet Management Policy and update of</li> <li>False Citation definition in Academic</li> <li>Integrity and Academic Misconduct</li> <li>Policy and the Academic Misconduct</li> <li>Procedure</li> <li>Advise Jane Horder to add to Te</li> <li>Koriri newsletter</li> </ul>	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

		Add to Policy Digest information				[	
							Completed and ongoing comms <i>v</i> ia Policy digest
4	4	Quality Management System Where possible include information on upcoming policy review in monthly Policy Digest	Eleanor Upton	12.07.2	022	N	WIP
5	4	Quality Management System Form Working Group to review/clarify definition of 'False Citation'	Kim Davies Deidre Hemara Alison Hart Hannah Emms-Heal Angela McLean		022		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	12.07.2	022		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-Heal Julie Bytheway Kim Davies	12.07.2 ey	022	[	Deferred
Actio	n List – Meeting Item	of 05 April 2022 Action		Who		When	Progress
	Reference	Action		WIIO		when	riogress
8	2.1	Moderation Reports CCO303 21ML-S1 – Advise PI Moderation O the report be relooked at, and an Action PI that addresses the Moderator's notes			vard	12.07.22	2 WIP email sent 20.04.22
		CCO301 21ML-S1, Review report and repo Committee	rt back to	Kim Da	Kim Davies12.0Kim Davies10.0Hannah10.0Emms-10.0Healey10.0Zanna Bird12.0Kim Davies12.0Marja12.0Kneepkens12.0Kim Davies12.0		CCO301 – to be followed up on
		Determine what are the obligations are for Moderation Report 'Not Met' or 'Met/Mod		Hannal Emms- Healey			Completed
		Review how to address the mapping of Lea Outcomes to the Graduate Profile Outcom programme design	-				2
		Undertake a more focused approach on th process with the New Zealand Certificate i Operations (Level 3) programme area Initiate a wider conversation on how to ac moderation process across all programme	in Cellar Idress the	Marja Kneepk			2
		role of the AS+Q and other Sub-Committees in that process		Marja Kneepk Kim Da		12.07.22	2
9	5.1	Quality Management System         Student Reference Guidelines for Students         Request POD:         • add a clarifying statement to the Purpor regard to providing a written or verbal in relevant to current study         • add an update to the Principles section         Students being able to request a writter reference relevant to current study	se section in reference i in regard to	Darcy L	iddell	10.05.22	2 WIP as at 12.07.2022
Actio	n List – Meeting Item	of 10 May 2022 Action		Who	Whe	n	Progress
	Reference						
10	2.1	Moderation 2022 External Annual Moderation Plans		Marja Kneepkens	12.07	7.2022	

Actio	ltem	Action	Who	When	Progress
Actio	n List – E-ivieetin				
	n List E Mostin	g of 16 to 20 May 2022	I	1	I
		Form has been submitted for information Use date 13.05.2022 in notification			
		Telematics and High Voltage Systems 2022 17103 Advise Academic Advisor that amended 3V6 Approval			
		with strands in Road Transport, and Plant and Equipment <b>HAE416</b> Heavy Vehicle On-road			
		Certificate in Heavy Automotive Engineering (Level 4)			
19	2.1	Matters Arising -Amended 3V6 Approval Form New Zealand	Mary Woodward	ASAP	Completed
		Use endorsement date 13.05.2022 in notification			
		endorsement. Forward 3v6 Approval Forms to Director of Academic & Quality for approval			
		Advise Academic Advisor of 3v6 Approval Form			
		-3V6 Approval Form NZ Certificate in Primary Industry Skills (Level 2) 2022 20102			
		Animation 2 2022 18103			
		[123844] NZ Diploma in Animation L6 [123845] CGI501 Professional Practice 1 CGI603 Rigging and			
		18104 -3V6 Approval Form NZ Diploma in Animation L5			
		Animation 2, CGI703 Advanced Animation 2022			
		Computer Generated Imagery [123937] CGI501 Professional Practice 1, CGI603 Rigging and			
	1.2	Generated Imagery [123936] Graduate Diploma in	www.aru		
18	1.1 1.2	Course and Programme Changes -3V6 Approval Form Bachelor of Computer	Mary Woodward	ASAP	Completed
	ltem Reference	Action	Who	When	Progress
Actio		g of 12 to 13 May 2022	Mhc	\A/b a.c	Dueguess
		Process at the 07 June 2022 AS+Q Committee meeting			
		Resubmit Extension Requests Approval Via Flowingly	Woodward		
17	10.1	AS+Q Committee meeting Student Matters	Mary	31.05.2022	Completed
-		Resubmit action list for receipt at the 07 June 2022	Woodward		
16	9.1	Committee meeting Action List	Mary	31.05.2022	Completed
		Resubmit for receipt at the 07 June 2022 AS+Q			
		Academic Standards and Quality Draft Minutes Course Results Approval Reports			
10	8	Award Application Approval Reports	Woodward	51.05.2022	
15	6	Arrange for an e-vote of the 3V6 Approval Forms Minutes of the Previous Meetings	Mary	31.05.2022	Completed
		Advanced Animation 2022 18104			
		Generated Imagery [123937] CGI501 Professional Practice 1, CGI603 Rigging and Animation 2, CGI703			
		3V6 Approval Form Bachelor of Computer-Generated Imagery [123936] Graduate Diploma in Computer			
		Animation 2 2022 18103			
	4.2	Animation (Level 5) [123844] (Level 6) [123845] CGI501 Professional Practice 1, CGI603 Rigging and	Woodward		
14	4.1	3V6 Approval Form New Zealand Diplomas in	Mary	ASAP	Completed
		Review EPI Statements in reports to ensure accuracy	Darcy Liddell		
13	J.2	Academic + Quality 2021 Degree Self-Assessment Reports	Gassebner,	07.06.2022	
12	3.2	EPI information in this report	Silvia	07.06.2022	Completed
		2021 Self-Assessment Report Bachelor of Social Work Follow-up with Sarah Fraser about the qualification			
		2021 Degree Self-Assessment Reports	Gassebner		
12	3.2.2	Academic + Quality	Upton Silvia	07.06.2022	Completed
		Meet to review Moderation activity data	Eleanor		
11	2.2	Moderation 2021 External Moderation Activity Overview	Marja Kneepkens /	12.07.2022	
		Follow up with Business Support Coordinators about missing Annual Moderation events and information			

263.2.32021 Degree Self-Assessment Reports 2021 Self-Assessment Report Paetahi Tumu Kõrero Bachelor of Counselling Review the KEQ ratings and the minority learners EPI course and qualification completion information and update report if requiredDarcy Liddell12.07.2022274.1Course and Programme Changes 4.2Mary WoodwardASAPCompleted4.23V6 Approval Form New Zealand Diploma in Information Technology Technical Support (Level 5) OSA501 Operating Systems and Application Technology, Graduate Diploma in Information Technology OSA501 Operating Systems and Application Software, PRJ701 Project, PRJ702 Graduate Diploma Project 2022 08221 Advise Academic Advisor of endorsement Forward 3v6 to Director of Academic & Quality forMaryASAP						
Image: Construction of the source for Alison Hart's comments regarding the replacement of the 50 Workplace Learning Hours in course BCG602 with Learner Managed HoursImage: Comment of Aligon Hart's comment of Aligon Ha	20	1.1	-3V6 Approval Form Paetahi Tumu Kōrero Bachelor of Counselling BCG602 change and Wellbeing, BCG603 He Oranga 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 Forsm to Director of Academic & Quality for approval		ASAP	Completed
Item ReferenceActionWhoWhenProgress212.12022 External Annual Moderation Plans Advise Eleanor of endorsement of AMP events for noting on Moderation TrachsheetMary WoodwardASAPCompleted222.2Moderation 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 Tracksheet Advise Pam Vinluan of revised action plan using new template for report BC703 Submit report CHP409 21NN-CS09 for receipt at 12.07.2022Pam Wood12.07.20222232.2Moderation Reports Follow up on reports HRT313, CHP412, CPI202Pam Wood12.07.20222242.2Moderation Reports Review process on how to ensure that the documents coming to the Committee are correct Information Technology raduate Diploma in Information Technology Review KE02 rating and associated information and update report if requiredDarcy Liddell I 12.07.202212.07.2022263.2.32021 Degree Self-Assessment Reports Bachelor of Counseling Review KE02 rating and abselor of Counseling Review teXE02 rating and the minority learners EPI course and qualification tor motor methology Technical Support (Lequired)Darcy Liddell Mary Modeward12.07.2022274.1Course and Programme Changes Support Information Technology Technical Support (Lequired)Mary Mary ModewardASAP263.2.32021 Degree Self-Assessment Report Breatin Turm Ukberro Bachelor of Counselling Review teXE02 rating and 			Victoria Whitmore Kim Davies on Alison Hart's comments regarding the replacement of the 50 Workplace Learning Hours in course BCG602 with	Shine Kelly	ASAP	Completed
ReferenceImage: Constraint of the constra	Actio	n List – Meeting	of 07 June 2022		•	·
21     2.1     2022 External Annual Moderation Plans Advise Eleanor of endorsement of AMP events for noting on Moderation Trachsheet     Mary Woodward     ASAP     Completed       22     2.2     Moderation Reports     Mary Utility     ASAP     Completed       23     2.2     With the exception of reports NCL401, NCL405, With the exception of reports NCL401, NCL405, Advise Pam Vinluan of revised action plan request for reports NCL401, NCL405     Mary Woodward     ASAP     Completed       23     2.2     Moderation Reports     Pam Wood     12.07.2022     2       24     2.2     Moderation Reports     Pam Wood     12.07.2022     2       24     2.2     Moderation Reports     Mary Review process on how to ensure that the documents coming to the Committee are correct     Darcy Liddell     12.07.2022       25     3.2.1     2021 Degree Self-Assessment Reports Technology including Graduate Diploma in Information Technology     Darcy Liddell     12.07.2022       26     3.2.3     2021 Degree Self-Assessment Reports Bachelor of Counselling Review the KEO traings and the minority learners EPI course and qualification completion information and update report if required     Mary     Mary       27     4.1     Course and Programme Changes Software, PR702 Profit Bachelor of Information Technology Technical Support (Level 5) OSAS01 Operating Systems and Application Software 2021 Soft Approval Form Bachelor of Information Technology Craduate Diploma in Information Technology Technical Suppo			Action	Who	When	Progress
Image: series of the secience	21		Advise Eleanor of endorsement of AMP events for		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       Marja Kneepkens       12.07.2022         25       3.2.1       2021 Degree Self-Assessment Report 2021 Self-Assessment Report Bachelor of Information Technology including Graduate Diploma in Information Technology       12.07.2022       Completed Updated the information and ser to Darcy she has in turn updater report if required         26       3.2.3       2021 Degree Self-Assessment Reports 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       Course and Programme Changes 2022 16103       Mary Woodward       ASAP       Completed         27       4.2       AsApproval Form Bachelor of Information Technology, Graduate Diploma in Information Technology Technical Support (Level 5) OSA501 Operating Systems and Application Software, PRI701 Project, PRI702 Graduate Diploma Project 2022 02211 Advise Academic Advisor of endorsement Forward 3v6 to Director of Academic & Quality for       Mary       ASAP       Completed	22	2.2	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 Tracksheet 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		ASAP	Completed
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       12.07.2022       Completed Updated the information and ser to Darcy she has in turn updated NZQA TK         26       3.2.3       2021 Degree Self-Assessment Report Paetahi Tumu Kõrero 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       Course and Programme Changes 3V6 Approval Form New Zealand Diploma in Information Technology Technical Support (Level 5) OSA501 Operating Systems and Application Software, PRJ701 Project, PRJ702 Graduate Diploma Project 2022 08221 Advise Academic Advisor of endorsement Forward 3v6 to Director of Academic & Quality for       Mary Woodward       ASAP       Completed	23	2.2	•	Pam Wood	12.07.2022	
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/ Trisha KrishnasamyUpdated the information and ser to Darcy she has in turn updated NZQA TK263.2.32021 Degree Self-Assessment Reports 2021 Self-Assessment Report Paetahi Tumu Kõrero Bachelor of Counselling Review the KEQ ratings and the minority learners EPI course and qualification completion information and update report if requiredDarcy Liddell12.07.2022274.1Course and Programme Changes 3V6 Approval Form New Zealand Diploma in Information Technology Technical Support (Level 5) OSA501 Operating Systems and Application Technology, Graduate Diploma in Information Technology, Graduate Diploma in Information Technology Technical Support (Level 5) OSA501 Operating Systems and Application Software, PRI701 Project, PRI702 Graduate Diploma Project 2022 08221 Advise Academic Advisor of endorsement Forward 3v6 to Director of Academic & Quality forMaryASAPCompleted	24	2.2	Moderation Reports Review process on how to ensure that the	Marja	12.07.2022	
2021 Self-Assessment Report Paetahi Tumu Kõrero Bachelor of Counselling Review the KEQ ratings and the minority learners EPI course and qualification completion information and update report if requiredASAPCompleted274.1Course 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 Advise Academic Advisor of endorsement Forward 3v6 to Director of Academic & Quality forMaryASAPCompleted	25	3.2.1	2021 Self-Assessment Report Bachelor of Information Technology including Graduate Diploma in Information Technology Review KEQ2 rating and associated information and	/ Trisha	12.07.2022	Updated the information and sent to Darcy she has in turn updated NZQA
4.23V6 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 Advise Academic Advisor of endorsement Forward 3v6 to Director of Academic & Quality forWoodward4.23V6 Approval Form New Zealand Diploma in Information Technology, Graduate Diploma in Information Technology OSA501 Operating Systems and Application Software, PRJ701 Project, PRJ702 Graduate Diploma Project 2022 08221 Advise Academic Advisor of endorsement Forward 3v6 to Director of Academic & Quality forWoodward			2021 Self-Assessment Report Paetahi Tumu Körero Bachelor of Counselling Review the KEQ ratings and the minority learners EPI course and qualification completion information and update report if required			
Use endorsement date 07.06.2022 in notification	27		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 Advise Academic Advisor of endorsement Forward 3v6 to Director of Academic & Quality for approval		ASAP	Completed
28   4   Course and Programme Changes   Kim Davies   12.07.2022	28	4		Kim Davies	12.07.2022	

			T	1	1
		Consider adding a section to the 3V6 Approval Form to indicate that a changed course has been added as an external moderation plan event			
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	completed
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
Actic	on List – Meeting Item Reference	Action	Who	When	Progress
33	1.1	Student Matters Request for Compassionate Consideration for Bachelor of Nursing Student <b>Mathematics</b> Advise Paula Steel and Karen Graham of approval of the compassionate consideration request for Student <b>Structures</b> Use approval date <b>20.06.2022</b> in notification	Mary Woodward	ASAP	Completed
34	1.2	Student Matters Request for Compassionate Consideration for Bachelor of Nursing Student <b>Student Student</b> Advise Paula Steel and Sharon Petrie of approval of the compassionate consideration request for Student <b>Student</b> Use approval date <b>20.06.2022</b> in notification	Mary Woodward	ASAP	Completed
Actio	on List – E-Meetir	ng of 01 July 2022		1	
	ltem Reference	Action	Who	When	Progress
35	1.1 1.2	Course and Programme Changes - 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 Advise Academic Advisor of 3v6 Approval Form endorsement. Forward 3v6 Approval Forms to Director of Academic & Quality for approval Use endorsement date 01.07.2022 in notification	Mary Woodward	ASAP	Completed
36	2.1	New Courses - 3V6 Approval Form AEV501 Electric Vehicle Block Course 2022 Advise Academic Advisor of 3v6 Approval Form endorsement. Forward 3v6 Approval Forms to Director of Academic & Quality for approval Use endorsement date 01.07.2022 in notification	Mary Woodward	ASAP	Completed
	on List – Meeting	•			
37	2.1	Moderation Advise Eleanor Upton of endorsement of AMP events for noting on Moderation Tracksheet	Mary Woodward	ASAP	Completed
38	2.2	Moderation Forward tabled Moderation Reports to Eleanor Upton for noting receipt on Moderation Tracksheet	Mary Woodward	ASAP	Completed

				1	<b></b>
39	2.3	2020/2021 Analysis of External Moderation Reports	Kim Davies	09.08.2022	
		Completed Resubmit report with commentary added to aid			
		purpose and analysis			
40	4.1	Course and Programme Changes	Mary	ASAP	Completed
	4.4	3V6 Approval Form National Certificate in	Woodward		F
		Engineering Fabrication (Level 4) 2022			
		3V6 Approval Form New Zealand Certificate in			
		Apiculture (Level 3) 2022 21101			
		Advise Academic Advisor of endorsement			
		Forward endorsed 3v6 Approval Form to Director of			
		Academic & Quality for approval			
41	4.2	Use endorsement date 12.07.2022 in notification Course and Programme Changes	Kim Davies /	ASAP	Completed
41	4.2	3V6 Approval Form Bachelor of Viticulture and	Shine Kelly		completed
		Winemaking Removal of BLM501, BMG638 2022	,		
		14110			
		Review the Bachelor of Viticulture and Winemaking			
		completion requirements			
		Update the proposed start date to semester one			
40	4.2	2023	Kim Davies /		Completed
42	4.3	Course and Programme Changes 3V6 Approval Form Bachelor of Aquaculture and	Kim Davies / Shine Kelly /	ASAP	Completed
		Marine Conservation Removal of BLM501, BMG638	Mary		
		2022 14107	Woodward		
		Update the Bachelor of Aquaculture and Marine			
		Conservation proposed start date to semester one			
		2023			
		Once the proposed start date is updated to semester			
		one 2023, advise Academic Advisor of endorsement			
		Forward endorsed 3v6 Approval Form to Director of Academic & Quality for approval			
		Use endorsement date 12.07.2022 in notification			
43	7.1	Matters Arising (General)	Mary	15.06.2022	Completed
		Te Pūkenga Approval of NMIT Te Pūkenga Co-	Woodward		
		branded Certificate Template			
		Forward the Certificate Template to Academic			
		Committee for information		45.00.0000	
44	8.1.1 to 8.1.3	Academic Standards and Quality Draft Minutes Resave minutes as Confirmed and forward to	Mary Woodward	15.06.2022	Completed
		Academic Committee for receipt	woodward		
45	9.1	Action List	Mary	09.08.2022	
		Share link to action list with Committee Members for	Woodward	00.00.2022	
		updating			
46	10.1	Student Matters	Trisha	ASAP	
		Review Student Word the privace 's SYD701A 22NN-S1 marks	Krishnasamy		
		to determine an aegrotat mark for assessment one	/ Hannah		
		and an aegrotat course grade	Emms-Healey		
		Once aegrotat mark determined update course result information and arrange for presentation for			
		endorsement to the BIT Result Committee			
47	10.1	endorsement to the BIT Result Committee Student Matters	Kim Davies	09.08.2022	
47	10.1	endorsement to the BIT Result Committee Student Matters Review SYD701 Systems Development	Kim Davies	09.08.2022	
47	10.1	Student Matters	Kim Davies	09.08.2022	
47	10.1	Student Matters Review SYD701 Systems Development	Kim Davies Trisha	09.08.2022	
		Student Matters Review SYD701 Systems Development Methodologies structure Student Matters Advise Student methods of Committee approval to			
		Student Matters Review SYD701 Systems Development Methodologies structure Student Matters Advise Student accurate of Committee approval to complete the Bachelor of Arts and Media	Trisha		
		Student Matters Review SYD701 Systems Development Methodologies structure Student Matters Advise Student method of Committee approval to complete the Bachelor of Arts and Media qualification outside the six-year completion	Trisha		
		Student Matters Review SYD701 Systems Development Methodologies structure Student Matters Advise Student accurate of Committee approval to complete the Bachelor of Arts and Media qualification outside the six-year completion maximum time period	Trisha		
		Student Matters Review SYD701 Systems Development Methodologies structure Student Matters Advise Student accurate of Committee approval to complete the Bachelor of Arts and Media qualification outside the six-year completion maximum time period Organise system to maintain a bullet point summary	Trisha		
		Student Matters Review SYD701 Systems Development Methodologies structure Student Matters Advise Student accurate of Committee approval to complete the Bachelor of Arts and Media qualification outside the six-year completion maximum time period	Trisha		

# CONFIRMED Minutes of an e-meeting of the Academic Standards + Quality Committee 22 July 2022 at 04.04PM via email closed 25 July 2022 at 05.16PM

Participants: Kim Davies, Marja Kneepkens, Reid Carnegie, Hannah Emms-Healey, Silvia Gassebner, Trisha Krishnasamy, Darcy Liddell, Kate Neame, Ren Stronach, Pam Wood, Mary Woodward (minutetaker, non-voting)

## Responses:

Kim Davies	Approved subject to:
	• Item 1.4 – Correction of AAD523, AAD524, AAD603, AAD604 Course Titles
Marja Kneepkens	Approved
Reid Carnegie	Approved
Hannah Emms-Healey	Approved
Silvia Gassebner	Approved subject to:
	• Item 1.1 – Removal of course BLM501 from the completion requirements
Trisha Krishnasamy	Approved subject to:
	• Item 1.1 – Removal of course BLM501 from the completion requirements
Darcy Liddell	Approved
Kate Neame	Approved
Ren Stronach	Approved
Pam Wood	Approved

# 1. Course and Programme Changes

- 1.1 3V6 Approval Form Bachelor of Viticulture and Winemaking 2023 14110
  - a. 3V6 Approval Form Bachelor of Viticulture and Winemaking 2023 14110
  - b. Bachelor of Viticulture and Winemaking Programme Regulations 2023 14110
  - c. Bachelor of Viticulture and Winemaking Course Descriptors 2023 14110

Silvia Gassebner and Trisha Krishnasamy advised their approval subject to the removal of course BLM501 Operations Management and Compliance from the completion requirements.

**RESOLVED** that, subject to the removal of course BLM501 from the completion requirements, the 3V6 Approval Form Bachelor of Viticulture and Winemaking 2023 14110 and supporting Academic + Quality documents be endorsed by this Committee and sent to the Director of Academic & Quality for approval.

CARRIED Action Shine Kelly Remove course BLM501 from the completion requirements Action Mary Woodward Once completion requirements are updated advise Academic Advisor of 3V6 Approval Form endorsement

Forward 3v6 Approval Form to Director of Academic & Quality for approval

- 1.2 3V6 Approval Form RNZAF General Engineering Officer Training (GEOT) GEO601 Weight and Balance, GEO602 Aerodynamics and Flight Controls, GEO603 Aircraft Structures, GEO604 Aircraft Mechanical Systems, GEO605 Aeronautical powerplant Systems, GEO606 Electrical Fundamentals and Avionics, GEO607 Fusion Phase 2022
  - a. 3V6 Approval Form RNZAF General Engineering Officer Training (GEOT) GEO601, GEO602, GEO603, GEO604, GEO605, GEO606 2022
  - b. RNZAF General Engineering Officer Training (GEOT) NMIT & New Zealand Defence Force Agreement 12815 (Variation 3)

Silvia Gassebner and Trisha Krishnasamy noted that two of the courses which require changes to the EFTS values have already had results entered in ebs and as new courses have to be created in ebs rework will be required to change enrolments over and to re-enter and re-approve the results.

**RESOLVED** that the 3V6 Approval Form RNZAF General Engineering Officer Training (GEOT) GEO601 Weight and Balance, GEO602 Aerodynamics and Flight Controls, GEO603 Aircraft Structures, GEO604 Aircraft Mechanical Systems, GEO605 Aeronautical powerplant Systems, GEO606 Electrical Fundamentals and Avionics, GEO607 Fusion Phase 2022 and supporting Academic + Quality documents be endorsed by this Committee and sent to the Director of Academic & Quality for approval.

CARRIED

### Action Mary Woodward

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

- 1.3 3V6 Approval Form Postgraduate Diploma in Applied Management [123129] Master of Applied Management [123125] LSCM Majors 2023 17110
  - a. 3V6 Approval Form Postgraduate Diploma in Applied Management [123129] Master of Applied Management [123125] LSCM Majors 2023 17110
  - b. MAM PGDAM PGCAM Programme Regulations 2023 17110
  - c. MAM PGDAM PGCAM Course Descriptors 2023 17110

Hannah Emms-Healey advised that the 3V6 Approval Form still required signing by herself as Curriculum Manager of Applied Business and Marja Kneepkens Director of Teaching and Learning.

**RESOLVED** that, subject to the 3V6 Approval Form being signed, the 3V6 Approval Form Postgraduate Diploma in Applied Management [123129] Master of Applied Management [123125] LSCM Majors 2023 17110 and supporting Academic + Quality documents be endorsed by this Committee and sent to the Director of Academic & Quality for approval.

# CARRIED

Action Mary Woodward Once 3V6 Approval Form is signed by Hannah Emms-Healey and Marja Kneepkens advise Academic Advisor of 3V6 Approval Form endorsement Forward 3v6 Approval Form to Director of Academic & Quality for approval

- 3V6 Approval Form Bachelor of Arts and Media Diplomas in Arts and Design (Levels 5, 6) AAD523 Graphic Design Lab, AAD524 Graphic Design project, AAD612 Professional Practice Lab, AAD603 Graphic Design: Motion Graphics, AAD604 Graphic Design Project Semester 2 2022 17106 17104
  - a. 3V6 Approval Form Bachelor of Arts and Media Diplomas in Arts and Design (Level 5, 6) AAD523 AAD524 AAD612 AAD603 AAD604 Semester 2 2022 17106
  - b. Bachelor of Arts and Media Programme Regulations Semester 2 2022 17106
  - c. Bachelor of Arts and Media Course Descriptors Semester 2 2022 17106
  - d. NZ Certificate Diplomas in Arts and Design (Levels 4, 5, 6) Programme Regulations Semester 2 2022 17104
  - e. NZ Certificate Diplomas in Arts and Design (Levels 4, 5, 6) Course Descriptors Semester 2 2022 17104

Kim Davies advised her approval was subject to the correction of the course titles to AAD523 Digital Art and Design Lab, AAD524 Digital Art and Design Project, AAD603 Advanced Digital Art and Design Lab, AAD604 Advanced Digital Art and Design Project.

**RESOLVED** that, subject to the correction of the course titles AAD523, AAD524, AAD603, AAD604, the 3V6 Approval Form Bachelor of Arts and Media Diplomas in Arts and Design (Levels 5, 6) AAD523 Graphic Design Lab, AAD524 Graphic Design project, AAD612 Professional Practice Lab, AAD603 Graphic Design: Motion Graphics, AAD604 Graphic Design Project Semester 2 2022 17106 17104and supporting Academic + Quality documents be endorsed by this Committee and sent to the Director of Academic & Quality for approval.

#### CARRIED

**Action Shine Kelly** 

Correct course titles AAD523 Digital Art and Design Lab, AAD524 Digital Art and Design Project, AAD603 Advanced Digital Art and Design Lab, AAD604 Advanced Digital Art and Design Project Action Mary Woodward

Once course titles are corrected advise Academic Advisor of 3V6 Approval Form endorsement Forward 3v6 Approval Form to Director of Academic & Quality for approval

- 3V6 Approval Form Bachelor of Arts and Media Diploma in Arts and Design (Level 5) AAD519 Critical Studies Lab, AAD520 Critical Studies Project, AAD513 Communication Lab, AAD514 Communication Project 2023 17106 17104
  - a. 3V6 Approval Form Bachelor of Arts and Media Diploma in Arts and Design (Level 5) AAD519, AAD520, AAD513, AAD514 2023 17106 17104
  - b. Bachelor of Arts and Media Course Descriptors 2023 17106
  - c. NZ Certificate Diplomas in Arts and Design (Levels 4, 5, 6) Course Descriptors 2023 17104

**RESOLVED** that the 3V6 Approval Form Bachelor of Arts and Media Diploma in Arts and Design (Level 5) AAD519 Critical Studies Lab, AAD520 Critical Studies Project, AAD513 Communication Lab, AAD514 Communication Project 2023 17106 17104 and supporting Academic + Quality documents be endorsed by this Committee and sent to the Director of Academic & Quality for approval.

## CARRIED

# Action Mary Woodward

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

## Meeting closed 05.16PM

Action List -	E-Meeting o	f 22 to 25	Julv 2022

Action	Item	Action	Who	When	Progress
	Reference				
1	1.1	Course and Programme Changes - 3V6 Approval Form Bachelor of Viticulture and Winemaking 2023 14110 Remove course BLM501 from the completion requirements	Shine Kelly	ASAP	All completed
		Once completion requirements are updated advise Academic Advisor of 3V6 Approval Form endorsement Forward 3v6 Approval Form to Director of Academic & Quality for approval	Mary Woodward		
	1.2	Use endorsement date 25.07.2022 in notification	Marti	ACAD	Completed
	1.2	Course and Programme Changes - 3V6 Approval Form RNZAF General Engineering Officer Training (GEOT) GEO601, GEO602, GEO603, GEO604, GEO605, GEO606 2022 Advise Academic Advisor of 3V6 Approval Form endorsement Forward 3v6 Approval Form to Director of Academic & Quality for approval Use endorsement date 25.07.2022 in notification	Mary Woodward	ASAP	Completed
	1.3	Course and Programme Changes - 3V6 Approval Form Postgraduate Diploma in Applied Management [123129] Master of Applied Management [123125] LSCM Majors 2023 17110 Once 3V6 Approval Form is signed by Hannah Emms-Healey and Marja Kneepkens advise Academic Advisor of 3V6 Approval Form endorsement Forward 3v6 Approval Form to Director of Academic & Quality for approval Use endorsement date 25.07.2022 in notification	Mary Woodward	ASAP	Completed
	1.4	Course and Programme Changes - 3V6 Approval Form Bachelor of Arts and Media Diplomas in Arts and Design (Level 5, 6) AAD523 AAD524 AAD612 AAD603 AAD604 Semester 2 2022 17106 Correct course titles AAD523 Digital Art and Design Lab, AAD524 Digital Art and Design Project, AAD603 Advanced Digital Art and Design Lab, AAD604 Advanced Digital Art and Design Project Once course titles are corrected advise Academic Advisor of 3V6 Approval Form endorsement Forward 3v6 Approval Form to Director of Academic & Quality for approval Use endorsement date 25.07.2022 in notification	Shine Kelly Mary Woodward	ASAP	All completed
	1.5	Course and Programme Changes - 3V6 Approval Form Bachelor of Arts and Media Diploma in Arts and Design (Level 5) AAD519, AAD520, AAD513, AAD514 2023 17106 17104 Advise Academic Advisor of 3V6 Approval Form endorsement Forward 3v6 Approval Form to Director of Academic & Quality for approval Use endorsement date 25.07.2022 in notification	Mary Woodward	ASAP	Completed

Back to agenda

# Programme and Course Change Approvals

For endorsement at the 24 August 2022 Academic Committee mee	eting:
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Programme / Course	Date	Date	Version	Effective from				
	endorsed	approved	no.					
	by	by DA&Q						
	AS&Q	or delegate						
DIGITAL TECHNOLOGIES AND ARTS & MEDIA								
Bachelor of Arts and Media	25.07.22	03.08.22	17106	18 July 2022				
NZ Diploma in Arts and Design (Level 5)			17104					
Rationale for change/s:								
AAD612There has been a repetition of assessment requirements in AAD612								
courses in 2022 after industry feedback. These changes to Level 6 are industry								
AAD523, AAD524: Change Course title to AAD523 Digital Art and Design								
in response to industry feedback around broadening digital art to include digi								
appear limited to graphic design. By changing the titles, the courses can indic								
Effects which are in high demand in the industry sector. This change would be								
AAD603 and AAD604: Change Course title to Advanced Digital Art and De								
This is in response to industry feedback around broadening digital art to inclu								
Course titles appear limited to graphic design. By changing the titles, the cou								
animation and After Effects which are in high demand in the industry sector. these courses.	This change	e would better	reflect the n	idicative content of				
inese courses.								
Brief description of change/s:								
AAD612: Change from two assessments to one assessment								
AAD512: Change from two assessments to one assessment AAD523: Graphic Design Lab changed to AAD523 Digital Art and Design I	ab							
AAD525: Graphic Design Dab changed to AAD525 Digital Art and Design P								
AAD603: Advanced Graphic Design: Motion Graphics Lab changed to AAD		ed Digital Art	and Design	Lah				
AAD604: Advanced Graphic Design Project changed to AAD604 Advanced				Lao				
	Digital The	and Design 11	0,000					
Programme Regulations:								
Schedule of courses: titles updated								
Section 3: Delivery: Update course titles								
Amend Completion Requirements to include new title and old								
Appendix 1: Transition Arrangements: updated to include new and old titl								
Appendix 2: Graduate Profile and Assessment Map: updated to include new a	and old titles	s of courses (K	D 25.07.22	)				
Course Descriptors:								
Updated to reflect changes above.								
Bachelor of Arts and Media	25.07.22	26.07.22	17106	20 February 2023				
NZ Diploma in Arts and Design (Level 5)			17104					
Rationale for change/s								
AAD519, AAD520, AAD513, AAD514 These are 10 credit courses taught of								
feel over-assessed. This change would bring these courses in line with the oth								
assessment. The students would receive detailed feedback and feedforward ea	arly on in th	e course so the	ey have a cle	ar indication of				
their learning.								
Description of changes:								
AAD513 Communication Lab, AAD514 Communication Project, AAD519	Critical Stud	lies Lab and A	AD520 Cri	tical Studies Project				
- reduce two assessments to one assessment covering both Learning Outcomes in each of these 4 courses.								
Bachelor of Information Technology	n/a	01.08.22	08221	18 July 2022				
Graduate Diploma in Information Technology								
Rationale for change/s:								
Error correction of assessment mapping to LOs, or weightings, in courses DA		602, PRJ701,	PRJ702 due	to inconsistencies				
in changes requested for Semester 2 and programme documentation for 2023								
Description of changes:								
<ul> <li>DAT502 Database Concepts – correction to LO mapping</li> </ul>								
<ul> <li>SEC602 Systems Security – change to assessment weightings</li> </ul>								
• PR 1701 Project - correction to LO mapping								

Bachelor of Information Technology		n/a	03.08.22	08222	20 February 2023
Graduate Diploma in Information Technology			Ac Com		
	NZQA T	YPE 2 CH	ANGES SU	BMITTEL	) 5 AUGUST 2022

# **Rationale for change/s:**

Type 2 changes to align changes in Level 5 (IT Certificate and Diplomas, new qualification versions 2) courses in the programme (learning outcomes, course aims, etc) to the graduate outcomes for the existing Bachelor of Information Technology. Te Pūkenga unified programmes were announced for these IT Certificate and Diploma qualifications but then withdrawn. The BIT also needs to be reviewed as the 5<sup>th</sup> year Degree Monitor Review is due (light review), which has resulted in changes to several Level 6 and Level 7 courses (as part of BIT and Graduate Diploma in IT).

# **Brief description of change/s:**

Changes to course titles, course aims, LOs to align with new GOs of new qualification versions 2, and consequent changes throughout programme documents. Version change to 08222, effective from 20 February 2023

# NZQA Type 2:

- Type 2 changes (new qualification versions) to 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) need to be approved by NZQA to align the programme (learning outcomes, course aims, etc) to the new graduate outcomes in the updated qualification versions.
- All Level 5 courses are embedded in the first year of the Bachelor of Information Technology (BIT), and LO/course aim/assessment changes (in COM502, CSA502, DAT502, DES502, OSA501, SDV503, SDV502, SYD502, TEC501, WEB504, WEB502) have an impact on the alignment of Learning Outcomes to the BIT Graduate Outcomes
- Remove courses SCM501 Social Media, MUV601 Immersive Multi User Virtual Environments; pause course SEC701 Systems Security 2 currently not delivered
- Review of all BIT/Graduate Diploma courses at Level 6 & 7, resulting in a number of changes to course title, LOs and course aims in the following courses: SEC602, WEB601, NET702, PRJ703, PRJ702, RES701, SDV701
- Update of Completion Requirements with new course codes and titles
- Add Graduate Outcome/Assessment mapping for BIT (three strands) and Graduate Diploma in IT

# NZQA Type 1:

- Replace the terms student/learner (both singular and plural) with ākonga throughout the programme documentation, resulting in minor changes to most course aims, and headings such as 'ākonga managed hours', 'ākonga centred activities' etc
- Minor changes to LOs and course aims in courses: NET502, DAT602, NET603, SDV601, WEB701,
- Assessment change in INF755 following BCom change
- Assessment changes and/or correction of LOs in courses: COM502, CSA502, DAT502, DES502, NET502, OSA501, SDV503, SDV502, SYD502, TEC501, WEB504,
- WEB502, DAT602, NET603, SDV601, SEC602, WEB601, NET701, PRJ703, PRJ702, RES701, WEB701
- Update of course codes and titles throughout the programme regulations
- Update of pre-requisites and co-requisites as required
- Update of Transition Arrangements
- Update of Indicative Content in course descriptors

# **COURSE DESCRIPTORS**

# Type 2 changes:

# **COM502 COMMUNICATION FOR IT**

• Changes to course aim and LOs:

Course aim	To provide students akonga with the knowledge to apply professional, legal and ethical
	principles and practices in a socially responsible manner to act as an emerging IT professional.
	This course aims to develop communication skills for IT students. A pParticular emphasis is
	placed on understanding applying fundamental communication and customer service concepts
	and skills relating them to the contemporary IT environment and workplace.

<b>—</b>			
	NING OUTCOM		
On		letion of this course <del>students<u>ākonga</u> will be able to:</del>	
1		onal, legal, and ethical principles to a variety of interactions in an IT context. Identify and explain factors and behaviours can influence the communication process in business situations.	
		atively in a team within an IT context. Apply effective interpersonal communication skills in	
2	business situa		
		er service skills in a variety of IT related situations. Demonstrate appropriate written and oral and	
3		ation skills that are clear, concise, courteous and correct, using currently recognised business	
	formats.		
4	Analyse and d an IT context.	ocument solutions to common IT problems. Discuss the influence of culture on communication in	
5		xplain the professional, legal, and ethical principles and practices required to act in a socially anner as an emerging IT professional.	
		UTER SYSTEMS ARCHITECTURE	
		se a <u>i</u> m, change LOs:	1
Co	urse aim	To introduce students akonga to the fundamentals of computer systems architecture. The	
		studentsAkonga will develop the knowledge and skills required to successfully plan, construct, optimise and maintain a modern PC-based computer system. Emphasis is placed on safe and	
		effective industry practices, with the studentakonga gaining practical experience by producing	
		a reliable and efficient standalone machine, at the course's completion.	
IEA	RNING OUTCO	IMES	7
		upletion of this course <del>students</del> äkonga will be able to:	
	auccession com	piction of this course <del>statents<u>aronga</u> Will be able to.</del>	<b>_</b>
1		inciples of computer systems architecture for hardware and software components.	
		pply safe working practices for computer systems construction. Discuss the principles of	
2		system hardware and software components for a current generation personal computer and hese components interact.	
		urrent generation PC-based computer system with all required hardware and software	
3		that satisfies the requirements of a case study.	
4	Explain and a	pply safe working practices for computer systems construction.Identify and troubleshoot	
		es with PC-based hardware and software components.	
-		pply problem solving processes relevant to troubleshooting for PC-based hardware and software	
5	internet conc	Describe-Identify and implement protocols used in basic foundation networking including	
		epts ate diagnostic tools, procedures and benchmark standards to optimise the configuration of	
6		for a PC-based computer system.	
7	Describe and	implement protocols used in basic foundation networking including internet concepts.	
DA	Г502 ДАТА	BASE CONCEPTS	
~		rse aim and LOs:	
	urse aim	This course is an introduction to the concepts, techniques, and issues of database design,	
COL	iise ann	management and administration. Akonga will learn how to analyse the information	
		requirements of a business system and apply fundamental data modelling techniques to design	
		and build a relational database. This course provides the student with an understanding of the	
		way in which business organisations utilise information using computers to represent and store	
		data. Fundamental data structures and organisation, and database concepts and applications are covered as well as management and administration of a relational database in line with	
		are covered as well as management and administration of a relational database in line with organisational requirements.	
IFA	RNING OUTCOM		
		letion of this course <del>students</del> ākonga will be able to:	
1		ita is managed and used in organisations to meet business, security, and ethical Discuss how data is used in organisations.	
2		ation requirements and apply the basic processes and techniques of database design and	
2		ine the principles underlying database management systems.	
3	Explain databa	se management and administration concepts. Apply the basic processes and techniques of m-	
		or structured query language. Describe the management and administration of a relational	
4	database.		
5		e management system to create a small database. Using a commercial database management and use a small database.	
DEG		The use a smartud adde. EMS, PROCESSES AND DESIGN (previously: DES501 Design and Dev	elonment Concente)
			coment concepts)
		code and title, new course aim and LOs:	_
Co	urse aim:	To assist studentsäkonga to develop knowledge and skills in the design and development of effective IT solutions for enterprise including interaction design concepts and practice to	
		enhance interface design to support organisational processes and systems including UX/UI	
		principles.	

LEARNING OUTCO	MES					
	pletion of this course <del>students<u>ākonga</u> will be able to:</del>					
	d describe parts of an existing organisational system. Explore the operation of IT businesses. In data model plan for an existing system. Identify a range of development life cycles used in IT.					
Make reco	mmendations for improvement to an existing organisational system. Describe the importance of					
	n management for an organisation and implement a solution for a specific case study.					
	r interfaces to meet user and system requirements. Investigate the User experience (Ux) and					
usability co	ncepts in IT and apply to a particular web case study using effective interface design.					
OSA501 OPER	ATING SYSTEMS AND APPLICATION SOFTWARE					
• Change LO	S:					
LEARNING OUTCO	VIES					
On successful con	npletion of this course <del>students<u>ākonga</u> will be able to:</del>					
1 Understand	Describe key operating system concepts focussed on the areas of processor, memory,					
disk and net						
2 Perform typi	cal file management operations. <del>, including secure file access.</del>					
3 Perform attended and unattended installations.						
4 Installand-manage and troubleshoot system-software and services.						
	manage the boot process.					
6 Manage syst						
SDV503 INTR	ODUCTION TO SOFTWARE DEVELOPMENT					
• Change to c	ourse aim and LOs:					
Course aim	To provide_the studentakonga with an overview of the software development process and the					
	importance of design. The depiction of programme designs will be introduced using a variety of methods and students will develop programme designs for a variety of problems.					
	StudentsÄkonga will be introduced to fundamental programming skills and given experience in					
	developing and maintaining applications in the chosen environment as well as the problem					
	solving and decision making techniques required in software development.					
LEARNING OUTCO	MES					
On successful completion of this course students <u>ākonga</u> will be able to:           1         Outline the software design and development process.						
	pply a suitable design methodology to the development of a software application to satisfy					
set requirements.     Select, explain and use fundamental mathematical and logical concepts in the design and development						
				3 of software.number systems and data types in the design of software for set requirements.		
4 Use a progra	mming language correctly and effectively to develop software applications for set projects.					
	contrast selected examples of procedural and object oriented programming.					
SDV502 APPL	ICATION TESTING					
Change to I						
LEARNING OUTCOI						
On successful con	npletion of this course <del>students</del> ākonga will be able to:					
	client acceptance requirements and data input and exports from existing system(s).					
	e and document a test plan for a web solution to meet client requirements.					
	plement a testing environment across multiple platforms.					
4 <u>3</u> Produce te	chnical documentation for users and technical staff.					
4 Implement	and configure an automated tested web solution.					
SYD502 INTRO	DUCTION TO SYSTEMS ANALYSIS AND DESIGN					
Change to I						
LEARNING OUTCOM						
	pletion of this course <del>studentsākonga</del> will be able to: aportance of the analysis and design phases of the Systems Development					
	iportance of the analysis and design phases of the systems Development tify and discuss the principles of the systems development life cycle (SDLC).					
	ation gathering techniques to determine the needs of users of a web system.					
	e system requirements of a web-based solution.					
Design and in	plement accessible and responsive user interfaces. Explain the need for systems					
24	lesign within the systems development process.					
3 Explain the pr	inciples of effective IT systems analysis and design and the appropriate application of					
these in the s	ystems development process.					
	terpret systems design and analysis documentation.					
5	e need for and apply software development standards in analysis and design					
documentation						
	NOLOGY SUPPORT					
Change to c	ourse aim and LOs.					
Co	urse aim	To enable akonga to demonstrate an operational knowledge and understanding of IT service	1			
------	--	---	--------------------	--	--	--
		management, fundamental security management and controls, and troubleshoot and resolve a				
		range of common system problems. To introduce IT service management, and trouble shoot and resolve a range of common system, networking, application and security problems using				
		appropriate tools and procedures.				
LEAF	RNING OUTCO	MES	•			
On	successful con	npletion of this course <del>students<u>ākonga</u> will be able to:</del>				
	Apply fundar	nental practices and processes of service management frameworks to meet service	1			
1		s. Discuss the basics of service standards, monitor service standards, and understand how				
-		standards support exceptional customer service.				
	Troubleshoot	t and resolve a range of system and user problems using appropriate tools and				
2	procedures.	xplain the core "best practices" of an IT service desk as a function and perform				
-		ing and resolve a range of common system problems using appropriate tools and				
	procedures.		-			
-		gure and manage systems and applications to meet the security and service requirements ation. Manage systems and applications to meet the performance, capacity, and business				
3		ation, manage systems and applications to meet the performance, capacity, and business quirements of an organisation.				
		describe the issues of implementing service management processes into an organisation.	-			
4		a cycle of continuous improvement.				
WE	B504 INTRO	DDUCTION TO WEB DEVELOPMENT (previously: WEB503 Internet	Design Principles)			
		code and title, change to course aim and LOs:				
	urse aim	This course gives the studentakonga the foundations of web development to enable them plan.	1			
	and and	develop, test and understand development environments and programming languages of a				
		detailed view of the operation of the Internet that enables-current generation systems. to				
		handle text, graphics and multimedia, using current generation commercial software.				
LEAR	NING OUTCO	MES				
On	successful con	npletion of this course <del>studentsākonga</del> will be able to:				
		mplement a web solution to meet user requirements. Describe and discuss the	-			
1		Internet components and the interrelationships between these components.				
	Select and in	nplement an appropriate database system for a web solution. Explain the design				
2	principles re	quired for successful Internet web page development for static and dynamic Internet				
2	web pages a	nd apply these principles to the development and evaluation of a range of different				
	web pages.		_			
		iate programming languages to deploy a web solution. Explain the development				
3		quired for successful Internet website development and apply these principles to the				
4	<u> </u>	valuation of websites. ployed web solution to meet the software requirements.	-			
4		inciples of development for web.	-			
-		IEWORK COSTUMISATION				
		burse aim and LOs:				
			4			
Cou	ırse aim	To provide students <u>ākonga</u> with the skills to implement and customise a solution package using web technologiesframeworks and libraries and scripts. Students <u>ākonga</u> will be able to select,				
		install and configure appropriate modules to supplement functionality to meet organisational				
		requirements.				
LEAF	RNING OUTCO	OMES				
On	successful co	mpletion of this course <del>students<u>ākonga</u> will be able to:</del>				
1	Select and j	ustify an appropriate <u>software solution for a website.</u> framework set for a given brie	£			
2	Develop a v	veb solution using a framework or library. Design a website for a particular framewo	<del>.</del>			
3	Create and	execute a test plan for a web solution on multiple platforms.Separate content from				
2	presentatio	presentation in the development of a website.				
4	Implement and customise a secure and accessible solution for a developed web					
		Implement groups, roles and permissions within a website development.	-			
-5		manage a host and domain names.				
-6	Identify and	describe content types, entities and entity-relationships.				
WE	B601 DVNA	MIC WEB TECHNOLOGY				
		ourse aim and LOs:				
	rse aim	This course provides the studentakonga with the skills necessary to produce a dynamic web				
Cod	oc unit	application focusing on the server-side development providing a dynamically generated				
		website suitable for use by business, computing or other specialist area.				

-	successful completion of this course <del>students<u>ākonga</u> will be able to:</del>
	Apply fundamental aspects of web applications including HTTP to program a web functionality on the
1	server. Compare and contrast server side environments, security mechanisms and protocols that are used to
	support a web server to serve dynamically generated content to a client web browser. Create a data entry interface for validation at the client and server side. Create server side dynamically
2	<u>Create a data entry interface for validation at the client and server side. Greate server side dynamically</u> generated web pages for specific business, computing or other specialist area.
	Implement security mechanism, authentication, session management and consume web APIs.
	Use a version control workflow for team collaboration.
С	602 SYSTEMS SECURITY
(	Changes in LOs:
	NING OUTCOMES
n s	successful completion of this course students <u>akonga</u> will be able to:
	Investigate attack strategies and select defence strategies to mitigate security
	vulnerabilities.Identify network attack strategies and defences.
	Investigate and select network, host, and user-based security technologies and practices to secure
	an IT infrastructure. Discuss the principles of organisational security and describe the elements of
	effective security policies.
	Investigate and select standards and products to enforce security on web and communications
	software.Outline the technologies and uses of cryptographic standards and products.
3	Select and implement strategies for ensuring business continuity and disaster recovery. Identify
-	network, and host based security technologies and practices.
	Apply the principles of organisational security to manage security risks. Describe with examples how
	wireless and remote access security is enforced.
	Investigate and select network, host, and user-based security technologies and practices to secure an IT infrastructure.Describe the standards and products used to enforce security on web and
ł	an 11 infrastructure. Describe the standards and products used to enforce security on web and communications technologies.
-	communications technologies. Investigate and select standards and products to enforce security on web and communications
5	software.Identify strategies for ensuring business continuity, fault tolerance, and disaster recovery
-	and discuss relative strengths and weaknesses.
T	702 CLOUD SERVICES
_	
	Changes in course aim and LOs: rse aim This course focuses on the planning, design, implementation and maintenance of corporate
////	cloud services. Students <u>Akonga</u> investigate and evaluate a range of the cloud computing services and examine the typical architecture of cloud computing <u>architecture deployments</u> . Typical issues of privacy and security are also investigated. Solutions, utilising cloud services
	features will be planned and implemented, as well as the migration of significant functions of
	an existing business.
	an existing business. RNING OUTCOMES
n	an existing business. INING OUTCOMES successful completion of this course <del>students<u>ākonga</u> will be able to:</del>
n :	an existing business. INING OUTCOMES successful completion of this course studentsäkonga will be able to: Critically Analyse and evaluate cloud solutions.
n :	an existing business. INING OUTCOMES successful completion of this course <del>students<u>ākonga</u> will be able to:</del>
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n : ! ! J'	an existing business.         KNING OUTCOMES         successful completion of this course studentsäkonga will be able to:         Critically Analyse_and evaluate cloud solutions.         Outline-Identify, analyse and evaluate current issues pertaining to cloud environments.         Plan and configure a cloud solution.Make infrastructure design decisions based on cloud computing principles and best practice.         Plan and perform a cloud transition.Configure and use cloud services to implement scalable, reliable, and highly available infrastructure.         Design and build a cloud-based solution using appropriate architectural design principles and best practice to meet the requirements of a project.         703 CAPSTONE PROJECT (Previously: PRJ701 Project)         Changes in course code, course title, course aim and LOs:         urse aim       The purpose of the <u>300-hour capstone project is to provide studentsäkonga</u> with an opportunity to work independently, in depth, on a topic of individual interest within their specialist field. The project is intended to increase the individual's insights into the field and
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n : ! ! J'	an existing business.         SUING OUTCOMES         Successful completion of this course studentsākonga will be able to:         Critically Analyse and evaluate (loud solutions.         Outline-Identify, analyse and evaluate current issues pertaining to cloud environments.         Plan and configure a cloud solution.Make infrastructure design decisions based on cloud computing principles and best practice.         Plan and perform a cloud transition.Configure and use cloud services to implement scalable, reliable, and highly available infrastructure.         Design and build a cloud-based solution using appropriate architectural design principles and best practice to meet the requirements of a project.         703 CAPSTONE PROJECT (Previously: PRJ701 Project)         Changes in course code, course title, course aim and LOs:         urse aim         The purpose of the <u>300-hour capstone</u> project is to provide students <u>ākonga</u> with an opportunity to work independently, in depth, on a topic of individual interest within their specialist field. The project is intended to increase the individual's insights into the field and enhance their professional approach to problem solving.         There is no taught component of this course. Instead, each student will work under the direction of a supervising staff member who assists the student in identifying and completing an appropriate piece of work.         Bachelor of Information Technology students will be required to carry out their project within the subject area of their chosen major.
n : ! ! J'	an existing business.         SUING OUTCOMES         Successful completion of this course studentsäkonga will be able to:         Critically Analyse and evaluate cloud solutions.         Qualitie Identify, analyse and evaluate current issues pertaining to cloud environments.         Plan and configure a cloud solution.Make infrastructure design decisions based on cloud computing principles and best practice.         Plan and perform a cloud transition.Configure and use cloud services to implement scalable, reliable, and highly available infrastructure.         Design and build a cloud-based solution using appropriate architectural design principles and best practice to meet the requirements of a project.         703 CAPSTONE PROJECT (Previously: PRJ701 Project)         Changes in course code, course title, course aim and LOs:         urse aim         The purpose of the <u>300-hour capstone</u> project is to provide studentsäkonga with an opportunity to work independently, in depth, on a topic of individual interest within their specialist field. The project is intended to increase the individual's insights into the field and enhance their professional approach to problem solving.         There is no taught component of this course. Instead, each student will work under the direction of a supervising staff member who assists the student in identifying and completing an appropriate piece of work.         Bachelor of Information Technology students will be required to carry out their project within the subject area of their chosen major.
n : ! ! J'	an existing business.         Successful completion of this course studentsäkonga will be able to:         Critically-Analyse and evaluate courrent issues pertaining to cloud environments.         Outline-Identify, analyse and evaluate current issues pertaining to cloud environments.         Plan and configure a cloud solution. Make infrastructure design decisions based on cloud computing principles and best practice.         Plan and perform a cloud transition.Configure and use cloud services to implement scalable, reliable, and highly available infrastructure.         Design and build a cloud-based solution using appropriate architectural design principles and best practice to meet the requirements of a project.         703 CAPSTONE PROJECT (Previously: PRJ701 Project)         Changes in course code, course title, course aim and LOs:         urse aim         The purpose of the 300-hour capstone project is to provide studentsäkonga with an opportunity to work independently, in depth, on a topic of individual interest within their specialist field. The project is intended to increase the individual's insights into the field and enhance their professional approach to problem solving.         There is no taught component of this course. Instead, each student will work under the direction of a supervising staff member who assists the student in identifying and completing an appropriate piece of work.         Bachelor of Information Technology students will be required to carry out their project within the subject area of their chosen major.         There are several way
n : ! ! J'	an existing business.         SUING OUTCOMES         Successful completion of this course studentsäkonga will be able to:         Critically Analyse and evaluate cloud solutions.         Qualitie Identify, analyse and evaluate current issues pertaining to cloud environments.         Plan and configure a cloud solution.Make infrastructure design decisions based on cloud computing principles and best practice.         Plan and perform a cloud transition.Configure and use cloud services to implement scalable, reliable, and highly available infrastructure.         Design and build a cloud-based solution using appropriate architectural design principles and best practice to meet the requirements of a project.         703 CAPSTONE PROJECT (Previously: PRJ701 Project)         Changes in course code, course title, course aim and LOs:         urse aim         The purpose of the <u>300-hour capstone</u> project is to provide studentsäkonga with an opportunity to work independently, in depth, on a topic of individual interest within their specialist field. The project is intended to increase the individual's insights into the field and enhance their professional approach to problem solving.         There is no taught component of this course. Instead, each student will work under the direction of a supervising staff member who assists the student in identifying and completing an appropriate piece of work.         Bachelor of Information Technology students will be required to carry out their project within the subject area of their chosen major.
n : ! ! J'	an existing business.

IFAR		MES	
		letion of this course <del>students</del> ākonga will be able to:	
		dently and aApply analytical and critical decision making skills in the development of an original	
1	300-hour caps	<u>itone</u> project within a specialist field. riate methods to plan and implement a capstone project. Produce a comprehensive formal report	
2	recording all relevant project activity & outcomes.		
3	Produce an academically rigorous report recording all relevant capstone project activities and outcomes. Present aspects of the project activity to an invited and diverse audience in a professional and informative manner.		
_	Present and defend the capstone project process and conclusions verballyReflect critically on the learning		
4		f the project work.	
the cre	ation of a 'com	g outcomes may be related to types of projects, for example a development project would require putina product'. ATE DIPLOMA PROJECT	
• 0	hanges in co	purse aim and LOs:	
	se aim	The purpose of the <u>200-hour</u> project is to provide <u>studentsākonga</u> with an opportunity to work <u>independently</u> , in depth, on a topic of individual interest within their specialist field.—The project is intended to increase the individual's insights into the field and enhance their professional approach to problem solving. There is no taught component of this course. Instead, each student will work under the direction of a supervising staff member who assists the student in identifying and completing an appropriate piece of work. There are several ways this Project can be undertaken including the following: Research project	
		Development project	
		Proof of concept project	
		Workplace based practicum	
		Case study	
	NING OUTCO		
On s		pletion of this course <del>students<u>ākonga</u> will be able to:</del>	
1		ndently and aApply analytical and critical decision making skills in the development of an original tect within a specialist field.	
-		riate methods to plan and implement a project. Plan, organise and implement the project in an	
2		appropriate manner.	
3	Produce a <u>n ac</u> and outcomes	cademically rigorous report comprehensive formal report recording all relevant project activity & 5.	
4		efend the project process and conclusions verbally. Make an oral presentation of the process and	
	Conclusions of		
5	Kenect on the	elearning process as experiences throughout carrying out the project work.	
		ning outcomes may be related to types of projects, for example a development project would on of a 'computing product'.	
RES7	01 RESEA	<b>RCH METHODS</b>	
	hanges in co	purse aim and LOs:	
	rse aim	The purpose of this course is for allong to develop an understanding of the research process and the skills to analyse research, and to experience the process of creating a project proposal.	
		to provide a comprehensive overview of rigorous research practice and to lay a foundation of research skills which will be relevant to both further study and professional practice.	
EAR			
		letion of this course <del>students</del> ākonga will be able to:	
1	Critically appr field.Critically	aise the findings from an analysis of published research in an area of interest in a specialist analyse the sources of research evidence and demonstrate through critical appraisal how such Id be interpreted and evaluated.	
		ne of the nature of research <u>methodologies</u> and the research process <del>, (including sources of bias</del>	
<u>+2</u>	and ethical considerations).and formulate an appropriate method for a selected topic.		
2		se the sources of research evidence and demonstrate through critical appraisal how such evidence rpreted and evaluated.	
<u>3</u>		d critically reflect on sources of bias and ethical considerations.	
<u>34</u>		iderstanding of the basic issues involved to the determination and scoping of a useful research te a proposal for an individual project involving research or development in a specialist field.	
4	Apply their u	nderstanding of the basic principles of common research methods to the construction of an	
		search design for a specific research question.	
5		ropriate research proposal for an individually selected research question and approach.	
		D SOFTWARE DEVELOPMENT	
• (	Changes in L	Us:	

	AES				
On successful comp	letion of this course students	ākonga will be able to:			
	iate design patterns for a soft	ware development project, apply the	design patterns ar		
9	Select an appropriate tiered application architecture design for a software development project, apply the design and justify the choices made.				
3 Evaluate the u	Evaluate the usefulness of object-oriented programming language features and practices in the development of software for a range of uses.				
4 Design and de	Design and develop a tiered software system using different software technologies that satisfies the requirements of a project brief.				
Apply a softwa		to plan, design and implement a sof	tware developmer		
5 project.Evalua	te the usefulness of a range of	models of software development.			
<ul> <li>Fype 1 changes:</li> <li>COM502 COMM</li> <li>Assessment chassessments</li> </ul>	IUNICATION FOR IT nanges				
Basis of assessment	Achievement based assessment	t			
Assessment A		Learning Outcomes	% Weightings		
Assessment 1		<u>2, 3</u> 1, 4	<u>25%</u> 30%		
Assessment 2		<u>1, 3</u> 1	<u>25%</u> 20%		
Assessment 3		<u>1, 2, 4</u> 2, 3	25%		
Assessment 4		<u>1, 4</u> 3, 5	25%		
Basis of assessment Assessment Assessment 1	Achievement based assessment	Learning outcomes	% Weightings		
Assessment 2		2, 3, 43-7	20%30%		
Assessment 3		<u>1, 5</u> 1, 2, 4 - 7	25%25%		
<ul> <li>Assessment cl</li> </ul>					
	nanges Achievement based assessment	t			
ASSESSMENTS Basis of assessment Assessment	-	Learning outcomes	% Weightings		
ASSESSMENTS Basis of assessment Assessment Assessment 1	-	Learning outcomes	<u>30%</u> 60%		
ASSESSMENTS Basis of assessment Assessment	-	Learning outcomes			
ASSESSMENTS Basis of assessment Assessment 1 Assessment 2 Assessment 3 DES502 SYSTEM • Assessment cl	Achievement based assessment	Learning outcomes <u>1, 21-5</u> <u>3, 4, 51-4</u> <u>1-4</u> DESIGN	<u>30%60%</u> <u>40%</u> 40%		
ASSESSMENTS Basis of assessment Assessment 1 Assessment 2 Assessment 3 DES502 SYSTEM • Assessment cl ASSESSMENTS	Achievement based assessment Achievement based assessment AS, PROCESSES AND nanges	Learning outcomes 1,21-5 3,4,51-4 1-4 DESIGN	<u>30%60%</u> <u>40%40%</u> <u>30%</u> % Weightings		
ASSESSMENTS Basis of assessment Assessment 1 Assessment 2 Assessment 3 DES502 SYSTEM Assessment cl Assessment Assessment Assessment Assessment 1	Achievement based assessment Achievement based assessment AS, PROCESSES AND nanges	Learning outcomes 1,21-5 3,4,51-4 1-4 DESIGN	<u>30%60%</u> <u>40%40%</u> <u>30%</u> % Weightings <u>30%40%</u>		
ASSESSMENTS Basis of assessment Assessment 1 Assessment 2 Assessment 3 DES502 SYSTEM Assessment ch Assessment ch Assessment Basis of assessment Assessment	Achievement based assessment Achievement based assessment AS, PROCESSES AND nanges	Learning outcomes 1,21-5 3,4,51-4 1-4 DESIGN	<u>30%60%</u> <u>40%40%</u> <u>30%</u> % Weightings		
ASSESSMENTS Basis of assessment Assessment 1 Assessment 2 Assessment 2 Assessment 3 DES502 SYSTEM • Assessment ch Assessment Assessment 1 Assessment 2 Assessment 2 Assessment 3 NET502 NETWO • Minor course • Correct one L • Assessment ch	Achievement based assessment IS, PROCESSES AND hanges Achievement Based assessment ORKING FUNDAMEN aim change O hanges	Learning outcomes           1,21-5           3,4,51-4           1-4           DESIGN           Learning outcomes           1,21-5           3,4,51-4           1-4           DESIGN           Learning outcomes           1,21-4           1,21-4           1,32-3           4           TALS	<u>30%60%</u> <u>40%40%</u> <u>30%</u> <u>30%</u> <u>30%40%</u> <u>40%60%</u> <u>30%</u>		
ASSESSMENTS Basis of assessment Assessment 1 Assessment 2 Assessment 3 DESS02 SYSTEM Assessment Ch Assessment 1 Assessment 1 Assessment 1 Assessment 2 Assessment 2 Assessment 2 Assessment 2 Assessment 2 Assessment 2 Correct one L Assessment ch Course aim Assessment Course Course aim Co	Achievement based assessment IS, PROCESSES AND hanges Achievement Based assessment ORKING FUNDAMEN aim change O hanges o provide the studentākonga with lso provides an opportunity for pr ffice/home office-Local Area Netw ecurity, performance and reliabilit etwork systems.	Learning outcomes           1,21-5           3,4,51-4           1-4           DESIGN           :           Learning outcomes           1,21-5           3,4,51-4           1-4           DESIGN	30%60% 40%40% 30% 30% <u>% Weightings</u> 30%10% 40%60% 30%		
ASSESSMENTS Basis of assessment Assessment 1 Assessment 2 Assessment 3 DES502 SYSTEM Assessment cl Assessment Assessment 1 Assessment 1 Assessment 1 Assessment 2 Assessment 2 Assessment 2 Assessment 2 Course aim Course a	Achievement based assessment IS, PROCESSES AND hanges Achievement Based assessment Achievement Based assessment DRKING FUNDAMEN aim change O hanges o provide the studentākonga with lso provides an opportunity for pr ffice/home office_Local Area Netw ecurity, performance and reliabilit etwork systems.	Learning outcomes         1,21-5         3,4,51-4         1-4         DESIGN         Image: Contract of the second	30%60% 40%40% 30% 30% <u>% Weightings</u> 30%10% 40%60% 30%		
ASSESSMENTS Basis of assessment Assessment 1 Assessment 2 Assessment 3 DES502 SYSTEM Assessment Cl ASSESSMENTS Basis of assessment Assessment 1 Assessment 2 Assessment 2 Assessment 3 NET502 NETWC Minor course Correct one L Assessment cl Course aim Cours	Achievement based assessment IS, PROCESSES AND hanges Achievement Based assessment Achievement Based assessment DRKING FUNDAMEN aim change O hanges o provide the student <u>ākonga</u> with lso provide the student <u>ākonga</u> with lso provide an opportunity for pr ffice/home office-Local Area Netw ecurity, performance and reliabilit etwork systems.	Learning outcomes         1,21-5         3,4,51-4         1-4         DESIGN         Image: Contract of the second	30%60% 40%40% 30% 30% 30% 40%60% 30%		
ASSESSMENTS Basis of assessment Assessment 1 Assessment 2 Assessment 2 Assessment 3 DES502 SYSTEM Assessment cl Assessment cl Assessment 1 Assessment 1 Assessment 1 Assessment 2 Assessment 2 Assessment 2 Assessment 2 Assessment cl Course aim Correct one L Assessment cl Course aim Correct one L Course aim Consuccessful completie I Identify and discus Explain and discus	Achievement based assessment Achievement based assessment Achievement Based assessment Achievement Based assessment Achievement Based assessment DRKING FUNDAMEN aim change O aanges o provide the studentākonga with lso provide the studentākonga with lso provide the studentākonga with lso provide the studentākonga intervient fice/home office-Local Area Netw ecurity, performance and reliabilit etwork systems. i on of this course students will be as sthe main issues involved in com s the application of fundamental r	Learning outcomes         1, 21-5         3, 4, 51-4         1-4         DESIGN         Image: Second Strain Strai	30%60% 40%40% 30% 30% 40%60% 30% 40%60% 30%		
ASSESSMENTS Basis of assessment Assessment 1 Assessment 2 Assessment 2 Assessment 3 DES502 SYSTEM Assessment cH Assessment CH Assessment 1 Assessment 1 Assessment 1 Assessment 2 Assessment 2 Assessment 2 Assessment CH SUBJERT CH Course aim Correct one L Assessment cH Course aim Course aim Course aim Consuccessful completit I Identify and discus C Describe and use I	Achievement based assessment Achievement based assessment Achievement Based assessment Achievement Based assessment Achievement Based assessment DRKING FUNDAMEN aim change O hanges o provide the studentäkonga with iso provide the studentäkonga with iso provide the studentäkonga with iso provide the studentäkonga with iso provides an opportunity for pr ffice/home office-Local Area Netw ecurity, performance and reliabilit etwork systems. bon of this course students will be as s the main issues involved in com s the application of fundamental r physical network components effe	Learning outcomes           1, 21-5           3, 4, 51-4           1-4           DESIGN           Image: Ima	30%60% 40%40% 30% 30% 40%60% 30% 40%60% 30%		
ASSESSMENTS Basis of assessment Assessment 1 Assessment 2 Assessment 2 Assessment 3 DES502 SYSTEM Assessment cl Assessment cl Assessment 1 Assessment 1 Assessment 1 Assessment 2 Assessment 2 Assessment 2 Assessment 2 Assessment 1 Assessment 2 Assessment 2 Assessment 2 Assessment 1 Assessment 1 Assessment 2 Assessment 2 Assessment 2 Assessment 2 Assessment 1 Assessment 2 Assessment 2 Assessment 2 Assessment 2 Assessment 1 Assessment 2 Assessment 2 Assessment 2 Assessment 2 Assessment 3 NET502 NETWO	Achievement based assessment Achievement based assessment Achievement Based assessment Achievement Based assessment Achievement Based assessment DRKING FUNDAMEN aim change O aanges o provide the studentākonga with lso provide the studentākonga with lso provide the studentākonga with lso provide the studentākonga intervient fice/home office-Local Area Netw ecurity, performance and reliabilit etwork systems. i on of this course students will be as sthe main issues involved in com s the application of fundamental r	Learning outcomes           1,21-5           3,4,51-4           1-4           DESIGN           Image:	30%60% 40%40% 30% 30% 40%60% 30% 40%60% 30%		

Basis of assessment Assessment	Achievement based assessment	Learning	
		outcomes	% Weightings
Assessment 1		3-5	15%
Assessment 2		1-5	27.525%
Assessment 3		1-5 31-6	27.525% 3035%
Assessment 4		_	
	ATING SYSTEMS AND APPLICATIO	<b>DN SOFTWARE</b>	C
Assessment of seessments	changes		
Basis of assessmen	t Achievement Based assessment		
Assessment		Learning	%
		outcomes	Weightings
Assessment 1 Assessment 2		<u>1, 2, 42 - 6</u>	25%20%
Assessment 2 Assessment 3		<u>1-42-6</u>	25%40%
Assessment 3 Assessment 4		<u>2,4</u> 1-6 1-6	<u>50%</u> 20%
	DUCTIN TO SOFTWARE DEVELO		2070
Assessment of SSESSMENTS Basis of assessment			%
		Learning outcome	s Weightings
Assessment 1		1, 3 <del>, 5</del>	30%
Assessment 2		1 - 4	15%
Assessment 3		1 - 4	55%
Assessment of Course aim	e aim change changes To provide <del>students<u>äkonga</u> with the skills to test and documentation and training material.</del>	publish an application, a	and produce user
Assessment of Course aim	changes To provide students <u>ākonga</u> with the skills to test and documentation and training material.	publish an application, a	and produce user
Assessment of Course aim SSESSMENTS Basis of assessmen	changes To provide students <u>ākonga</u> with the skills to test and documentation and training material.	publish an application, a	
Assessment of Course aim	changes To provide students <u>ākonga</u> with the skills to test and documentation and training material.	publish an application, a	s %
Assessment of Course aim SSESSMENTS Basis of assessment	changes To provide students <u>ākonga</u> with the skills to test and documentation and training material.	Learning outcome	s % Weighting
Assessment of Course aim SSESSMENTS Basis of assessment Assessment 1	changes To provide students <u>ākonga</u> with the skills to test and documentation and training material.		s % Weightings 20%
Assessment of Course aim SSESSMENTS Basis of assessment Assessment 1 Assessment 2 Assessment 3	To provide students <u>ākonga</u> with the skills to test and documentation and training material.	Learning outcome 1, 3 2 <u>31</u> , 4	5 % Weightings 20% 30% 50%
Assessment of Course aim SSESSMENTS Basis of assessment Assessment 1 Assessment 2 Assessment 3	To provide students <u>äkonga</u> with the skills to test and documentation and training material.	Learning outcome 1, 3 2 31, 4 S AND DESIGN erstanding of the system and design. Several techn	s % Weightings 20% 30% 50%
Assessment of Course aim SSESSMENTS Basis of assessment Assessment 1 Assessment 2 Assessment 3 YD502 INTRO Minor course Assessment of	To provide <u>students<u>äkonga</u> with the skills to test and documentation and training material. Achievement Based assessment DUCTION TO SYSTEMS ANALYSIS e aim change changes This course provides <u>the_student<u>äkonga</u> with an under process and the need for effective systems analysis ar</u></u>	Learning outcome 1, 3 2 31, 4 S AND DESIGN erstanding of the system id design. Several techn practised. Learning	s % Weightings 20% 30% 50%
Assessment of Course aim SSESSMENTS Basis of assessment Assessment 1 Assessment 2 Assessment 3 YD502 INTRO Minor course Assessment of Course aim	To provide <u>students<u>äkonga</u> with the skills to test and documentation and training material. Achievement Based assessment DUCTION TO SYSTEMS ANALYSIS e aim change changes This course provides <u>the_student<u>äkonga</u> with an under process and the need for effective systems analysis ar</u></u>	Learning outcome 1, 3 2 31, 4 S AND DESIGN erstanding of the system id design. Several techn practised. Learning outcomes	s % Weightings 20% 30% 50% 50%
Assessment of Course aim SSESSMENTS Basis of assessment Assessment 1 Assessment 2 Assessment 2 Assessment 3 YD502 INTRO Minor course Assessment of Course aim Assessment Assessment 1	To provide <u>students<u>äkonga</u> with the skills to test and documentation and training material. Achievement Based assessment DUCTION TO SYSTEMS ANALYSIS e aim change changes This course provides <u>the_student<u>äkonga</u> with an under process and the need for effective systems analysis ar</u></u>	Learning outcome 1, 3 2 31, 4 S AND DESIGN erstanding of the system id design. Several techn practised. Learning outcomes 2, 4 3, 4	s % Weightings 20% 30% 50% 50%
Assessment of Course aim SSESSMENTS Basis of assessment Assessment 1 Assessment 1 Assessment 2 Assessment 3 YD502 INTRO Minor course Assessment 0 Course aim Assessment 1 Assessment 1 Assessment 2	To provide <u>students<u>äkonga</u> with the skills to test and documentation and training material. Achievement Based assessment DUCTION TO SYSTEMS ANALYSIS e aim change changes This course provides <u>the_student<u>äkonga</u> with an under process and the need for effective systems analysis ar</u></u>	Learning outcome 1, 3 2 31, 4 S AND DESIGN erstanding of the system of design. Several technologies tearning outcomes 2,43,4 33-5	s % Weightings 20% 30% 50% 50%
Assessment of Course aim SSESSMENTS Basis of assessment Assessment 1 Assessment 2 Assessment 2 Assessment 3 YD502 INTRO Minor course Assessment of Course aim Assessment 1 Assessment 1 Assessment 1 Assessment 2 Assessment 3 EC501 TECHI	To provide students <u>äkonga</u> with the skills to test and documentation and training material.	Learning outcome 1, 3 2 31, 4 S AND DESIGN erstanding of the system id design. Several techn practised. Learning outcomes 2, 4 3, 4	s % Weightings 20% 30% 50% 50%
Assessment of Course aim SSESSMENTS Basis of assessment Assessment 1 Assessment 2 Assessment 2 Assessment 3 YD502 INTRO Minor course Assessment 0 Course aim Assessment 1 Assessment 1 Assessment 1 Assessment 2 Assessment 3	To provide students <u>äkonga</u> with the skills to test and documentation and training material.	Learning outcome 1, 3 2 31, 4 S AND DESIGN erstanding of the system of design. Several technologies tearning outcomes 2,43,4 33-5	s % Weightings 20% 30% 50% 50%
Assessment of Course aim SSESSMENTS Basis of assessment Assessment 1 Assessment 2 Assessment 2 Assessment 3 YD502 INTRO Minor course Assessment 0 Course aim Assessment 1 Assessment 1 Assessment 2 Assessment 2 Assessment 2 Assessment 2 Assessment 2 Assessment 2 Assessment 3 EC501 TECHI	To provide studentsākonga with the skills to test and documentation and training material.         Int       Achievement Based assessment         DUCTION TO SYSTEMS ANALYSI:         e aim change         changes         This course provides the studentākonga with an unde process and the need for effective systems analysis ar used in current methodologies will be introduced and         NOLOGY SUPPORT         changes	Learning outcome 1, 3 2 31, 4 S AND DESIGN erstanding of the system of design. Several technologies tearning outcomes 2,43,4 33-5	s % Weightings 20% 30% 50% 50%
Assessment of Course aim SSESSMENTS Basis of assessment Assessment 1 Assessment 2 Assessment 2 Assessment 3 YD502 INTRO Minor course Assessment 0 Course aim Assessment 1 Assessment 1 Assessment 1 Assessment 2 Assessment 3 EC501 TECHI Assessment 0 SSESSMENTS	To provide studentsākonga with the skills to test and documentation and training material.         Int       Achievement Based assessment         DUCTION TO SYSTEMS ANALYSI:         e aim change         changes         This course provides the studentākonga with an unde process and the need for effective systems analysis ar used in current methodologies will be introduced and         NOLOGY SUPPORT         changes	Learning outcome 1, 3 2 31, 4 S AND DESIGN erstanding of the system of design. Several technologies tearning outcomes 2,43,4 33-5	s % Weightings 20% 30% 50% 50%
Assessment of Course aim Assessment Assessment 1 Assessment 2 Assessment 2 Assessment 3 YD502 INTRO Minor course Assessment 0 Course aim Assessment 1 Assessment 1 Assessment 1 Assessment 2 Assessment 2 Assessment 2 Assessment 3 EC501 TECHI Assessment 0 SESSMENTS Basis of assessment	To provide studentsākonga with the skills to test and documentation and training material.         Int       Achievement Based assessment         DUCTION TO SYSTEMS ANALYSI:         e aim change         changes         This course provides the studentākonga with an unde process and the need for effective systems analysis ar used in current methodologies will be introduced and         NOLOGY SUPPORT         changes	Learning outcome 1, 3 2 31, 4 S AND DESIGN erstanding of the system ad design. Several techri practised. Learning outcomes 2,43,4 33-5 1,41-5	s % Weightings 20% 30% 50% 50%
Assessment of Course aim SSESSMENTS Basis of assessment Assessment 1 Assessment 2 Assessment 2 Assessment 3 YD502 INTRO Minor course Assessment 0 Course aim Assessment 1 Assessment 1 Assessment 1 Assessment 2 Assessment 2 Assessment 3 EC501 TECHI Assessment 0 SSESSMENTS Basis of assessment	To provide studentsākonga with the skills to test and documentation and training material.         Int       Achievement Based assessment         DUCTION TO SYSTEMS ANALYSI:         e aim change         changes         This course provides the studentākonga with an unde process and the need for effective systems analysis ar used in current methodologies will be introduced and         NOLOGY SUPPORT         changes	Learning outcome 1, 3 2 31, 4 S AND DESIGN erstanding of the system ad design. Several techri practised. Learning outcomes 2,43,4 33-5 1,41-5	s % Weightings 20% 30% 50% 50% 50% 50% 50% 50% 50% 50% 50% 5

Basis of assessmer	Achievement based assessment		
Assessment		Learning	%
		outcomes	Weightings
Assessment 1		<u>1, 2</u> 1 - 4	25%
Assessment 2		<u>31-3</u>	25%
Assessment 3		<u>3, 4</u> 2 - 4	50%
	IEWORK COSTUMISATION		
Assessment sessments	changes		
asis of assessme	Achievement based assessment		
ssessment		Learning	%
		outcomes	Weightings
Assessment 1		<u>1, 2</u> 3 - 6	<u>50%25%</u>
Assessment 2		<u>2,3</u> 1 - 4,6	<u>25%</u> 25%
Assessment 3		<u>4</u> 1-6	<u>25%</u> 50%
AT601 DATA	BASE DESIGN AND ADMINISTRA	TION	
Minor course	e aim change		
Course aim	This course is an introduction to the concepts, skill	s and issues of database m	anagement with
	an emphasis on management, design and impleme	entation issues.	
	Students Akonga will learn how to analyse the info	rmation requirements of a	business system
	and design and build relational databases. Structure	red Query Language (SQL) v	will be used to give
	practical experience of database construction.		
AT602 DATA	BASE APPLICATION DEVELOPM	ENT	
Minor course	e aim change		
Correction o	f LOs		
Course aim	This course is an introduction to the development of	f database applications, wi	th an emphasis on
	providing studentsakonga with practical experie	nce developing single-use	er and multi-user
	database applications using a commercially signif	icant current generation	programming and
	database environment.		
	StudentsAkonga will learn how to access and updat	e databases using a wide ra	ange of facilities in
	Structured Query Language (SQL), and how to deal	I with issues of concurrent	access by several
	users.		
ARNING OUTCOM	AES		
On successful com	pletion of this course students will be able to	:	
1 Analyse and	evaluate a <del>n existing</del> database application desig	n.	
2 Apply Structure	red Query Language (SQL) to access and updat	te a database.	
3 Design and in	nplement a prototype <del>single-user</del> database app	plication.	
4 Explain and c	ompare different approaches to the managem	ent of effective concurre	ent data access.
ET603 PRAC	TICAL NETWORK DEVELOPME	NT	
Minor course	e aim change		
Correction o	-		
Course aim		and in which the last second second	
Course aim	This course develops the student <u>ākonga</u> 's knowled data communications principles and technologies.		-
	corporate environment, it offers an opportunity for		
	and implementing a network system. This practical		
	security, performance and reliability, with the object		
	and effective network system.		
EARNING OUTCO	MES		
On successful con	pletion of this course students will be able to		
	discuss corporate network and Internet-work p		nd technologies
	undertake the design activities required for bu		
	undertake the implementation and testing act	-	-
3	nt/server based network, utilising modern netw		o, oy creating a
	undertake network administration activities.	and a stand statement.	
Analyse and	evaluate cloud solutions, then implement appro	poriate solutions into a G	omplex
5	based network.		
	ESSIONAL AND TECHNICAL WR	ITINC	
		11110	
	e aim change	and state of the state of the	demand to 1
Course aim	This course aims to further develop <del>studentsäkonga</del> <sup>2</sup> (	understanding, skills, and ind	sependence in
		ues relevant to an approach	ate
	the use of advanced communication tools and technic		
		ga <sup>2</sup> with the opportunity to	

SDV601 SOFTWARE DEVELOPMENT

<ul> <li>Minor course</li> </ul>	e aim change			
Course aim	analysis, design and, progra	<del>nts<u>äkonga</u> with an introduct</del> amming <del>and testing</del> , and ofi elopment using an object-or	fers <del>-them</del> experience i	in applying these
LEARNING OUTCOM	IES			
	pletion of this course stu			
	principles of the object m oriented analysis tools ar			
2 applications.	onencea analysis tools an	a cerniques appropriat	ciy to the developh	ient of software
3 the requireme	oriented design tools and ents of a set project brief atures of an object-orien			
	anguage correctly in the o			
5	nciples of object-oriented		ct-oriented design-(	<del>OOD)</del> and object-
	ramming <del>(OOP)</del> to softw VARE DEVELOPI	-		
	e aim change			
Course aim	This course will broaden the new programming languag vendor and/or is aimed at a will gain valuable and mark students <u>ākonga</u> will apply t	a different hardware platfor tetable expertise. Building of the learnt analysis and design , and if necessary adapt the	g a language, possibly m or environment the on the prerequisite cou m methodologies to th	r from a different students <u>ākonga</u> urse(s), ne new
SEC602 SYSTE	MS SECURITY			
Assessment	changes			
Minor course	e aim change			
Course aim		udent <u>äkonga</u> with an introc breaches and their conseq		
	implementing relevant sec	evaluated, and the student urity strategies. This work is f systems, with the objective	äkonga gains practical related to the fundar	l experience in mental concepts
ASSESSMENTS	implementing relevant sec	urity strategies. This work is	äkonga gains practical related to the fundar	l experience in mental concepts
ASSESSMENTS Basis of assessment	implementing relevant sec	urity strategies. This work is f systems, with the objective	äkonga gains practical related to the fundar	l experience in mental concepts
	implementing relevant sec	urity strategies. This work is f systems, with the objective	äkonga gains practical s related to the fundar e of setting up a secur used assessment	l experience in mental concepts
Basis of assessment	implementing relevant sec	urity strategies. This work is f systems, with the objective Achievement ba	äkonga srelated to the fundar e of setting up a secur           ised         assessment           mes         Pass Criteria (minimum)	l experience in mental concepts e infrastructure.
Basis of assessment Assessment	implementing relevant sec	urity strategies. This work is f systems, with the objective Achievement ba Learning Outco	äkonga srelated to the fundar e of setting up a secur           ised         assessment           mes         Pass Criteria (minimum)	l experience in mental concepts e infrastructure. % Weightings
Basis of assessment Assessment 1 Assessment 2 Assessment 3	implementing relevant sec surrounding the security of	urity strategies. This work is f systems, with the objective Achievement ba Learning Outco 1, 2, 3 1-7 4, 5 1-6 1-7	Bitchinga         gains practical           s related to the fundar         of setting up a secur           used assessment         Pass Criteria           (minimum)         40%	Vergenience in mental concepts e infrastructure. % Weightings 530%
Assessment 1 Assessment 2 Assessment 2 Assessment 3 SYD601 SYSTE Minor course Course aim	implementing relevant sec surrounding the security of CMS ANALYIS AN e aim change This course provides the st techniques for object-orier used within system develo these tools and techniques	urity strategies. This work is f systems, with the objective Achievement ba Learning Outco <u>1, 2, 3 1-7</u> <u>4, 5 1-6</u> <u>1-7</u> ID DESIGN udentākonga with an under inted analysis and design of i pment methodologies. Pra is also provided.	ākonga gains practical         a related to the fundar         e of setting up a secur         ased assessment         Pass Criteria (minimum)         40%         40%         standing of how varion         normation systems al	I experience in mental concepts e infrastructure. % Weightings 530% 50% 20% us tools and re integrated and
Basis of assessment Assessment 1 Assessment 2 Assessment 2 Assessment 3 SYD601 SYSTE • Minor course Course aim WEB601 DYNA • Assessment 6	implementing relevant sec surrounding the security of CMS ANALYIS AN e aim change This course provides the st techniques for object-orier used within system develo these tools and techniques MIC WEB TECH	urity strategies. This work is f systems, with the objective Achievement ba Learning Outco <u>1, 2, 3 1-7</u> <u>4, 5 1-6</u> <u>1-7</u> ID DESIGN udentākonga with an under inted analysis and design of i pment methodologies. Pra is also provided.	ākonga gains practical         a related to the fundar         e of setting up a secur         ased assessment         Pass Criteria (minimum)         40%         40%         standing of how varion         normation systems al	I experience in mental concepts e infrastructure. % Weightings 530% 50% 20% us tools and re integrated and
Basis of assessment Assessment 1 Assessment 2 Assessment 2 Assessment 3 SYD601 SYSTE Minor course Course aim WEB601 DYNA Assessment of Assessment of Assessment of	implementing relevant sec surrounding the security of CMS ANALYIS AN e aim change This course provides the st techniques for object-orier used within system develo these tools and techniques MIC WEB TECH changes	urity strategies. This work is f systems, with the objective Achievement ba Learning Outco <u>1, 2, 3 1-7</u> <u>4, 5 1-6</u> <u>1-7</u> ID DESIGN udentākonga with an under ited analysis and design of i pment methodologies. Pra ; is also provided.	ākonga gains practical         a related to the fundar         e of setting up a secur         ased assessment         Pass Criteria (minimum)         40%         40%         standing of how varion         normation systems al	I experience in mental concepts e infrastructure. % Weightings 530% 50% 20% us tools and re integrated and
Basis of assessment Assessment 1 Assessment 2 Assessment 2 Assessment 3 SYD601 SYSTE Minor course Course aim WEB601 DYNA Assessment of ASSESSMENTS Basis of assessment	implementing relevant sec surrounding the security of CMS ANALYIS AN e aim change This course provides the st techniques for object-orier used within system develo these tools and techniques MIC WEB TECH	urity strategies. This work is f systems, with the objective Achievement ba Learning Outco <u>1, 2, 3 1-7</u> <u>4, 5 1-6</u> <u>1-7</u> ID DESIGN udentākonga with an under ited analysis and design of i pment methodologies. Pra ; is also provided.	äkonga gains practical         arelated to the fundar         e of setting up a secur         ased assessment         mes       Pass Criteria (minimum)         40%         40%         40%         standing of how varion formation systems and ctical experience in the system of the system	I experience in mental concepts e infrastructure. % Weightings 530% 50% 20% us tools and re integrated and
Basis of assessment Assessment 1 Assessment 2 Assessment 2 Assessment 3 SYD601 SYSTE Minor course Course aim WEB601 DYNA Assessment of ASSESSMENTS Basis of assessment Assessment	implementing relevant sec surrounding the security of CMS ANALYIS AN e aim change This course provides the st techniques for object-orier used within system develo these tools and techniques MIC WEB TECH changes	urity strategies. This work is f systems, with the objective Achievement ba Learning Outco 1, 2, 3 1-7 4, 5 1-6 1-7 ID DESIGN udentākonga with an under nited analysis and design of i pment methodologies. Pra is also provided. NOLOGY	äkonga gains practical         arelated to the fundar         e of setting up a secur         used assessment         mes       Pass Criteria (minimum)         40%         40%         40%         standing of how varion         nformation systems and         ctical experience in th	* Weightings         * Weightings         530%         20%         us tools and re integrated and e application of         * Weightings         * Weightings         * Solution         * Solution         * Weightings         * Solution         *
Basis of assessment Assessment 1 Assessment 2 Assessment 2 Assessment 3 SYD601 SYSTE Minor course Course aim WEB601 DYNA Assessment 0 Assessment 1	implementing relevant sec surrounding the security of CMS ANALYIS AN e aim change This course provides the st techniques for object-orier used within system develo these tools and techniques MIC WEB TECH changes	urity strategies. This work is f systems, with the objective Achievement ba Learning Outco 1, 2, 3 1-7 4, 5 1-6 1-7 ID DESIGN udentākonga with an under nited analysis and design of i pment methodologies. Pra is also provided. NOLOGY seessment Learning Outcomes 1, 4	ākonga gains practical         a related to the fundar         40%         40%         standing of how varion         nformation systems at         ctical experience in th         Pass criteria         (Minimum)         40%	I experience in mental concepts e infrastructure.         % Weightings         530%         20%         us tools and re integrated and e application of         % Weightings         % Weightings         20%
Basis of assessment Assessment 1 Assessment 2 Assessment 2 Assessment 3 SYD601 SYSTE Minor course Ourse aim WEB601 DYNA Assessment 1 Assessment 1 Assessment 2	implementing relevant sec surrounding the security of CMS ANALYIS AN e aim change This course provides the st techniques for object-orier used within system develo these tools and techniques MIC WEB TECH changes	urity strategies. This work is f systems, with the objective Achievement ba Learning Outco 1, 2, 3 1-7 4, 5 1-6 1-7 ID DESIGN udentākonga with an under nted analysis and design of i pment methodologies. Pra is also provided. NOLOGY	äkonga gains practical         arelated to the fundar         e of setting up a secur         ased assessment         mes       Pass Criteria (minimum)         40%         40%         standing of how varion formation systems a criteria experience in the criteria component of the component of t	I experience in mental concepts e infrastructure.         % Weightings         530%         50%         20%         ws tools and re integrated and e application of         % Weightings         % Weightings         20%         50%         20%
Basis of assessment Assessment 1 Assessment 2 Assessment 2 Assessment 2 Assessment 3 SYD601 SYSTE Minor course Ourse aim WEB601 DYNA Assessment 1 Assessment 1 Assessment 2 Assessment 3	implementing relevant sec surrounding the security of CMS ANALYIS AN e aim change This course provides the st techniques for object-orier used within system develo these tools and techniques MIC WEB TECH changes Achievement based ass	urity strategies. This work is f systems, with the objective Achievement ba Learning Outco 1, 2, 3 1-7 4, 5 1-6 1-7 ID DESIGN udentākonga with an under tied analysis and design of i pment methodologies. Pra is also provided. NOLOGY sessment Learning Outcomes 1, 4 2, 3, 4 1, 2, 4	ākonga gains practical         a related to the fundar         40%         40%         standing of how varion         nformation systems at         ctical experience in th         Pass criteria         (Minimum)         40%	I experience in mental concepts e infrastructure.         % Weightings         530%         20%         us tools and re integrated and e application of         % Weightings         % Weightings         20%
Basis of assessment Assessment 1 Assessment 2 Assessment 2 Assessment 2 Assessment 3 SYD601 SYSTE Minor course Ourse aim WEB601 DYNA Assessment 1 Assessment 1 Assessment 2 Assessment 3	implementing relevant sec surrounding the security of CMS ANALYIS AN e aim change This course provides the st techniques for object-orier used within system develo these tools and techniques MIC WEB TECH changes Achievement based ass Achievement based ass RPRISE DATABA	urity strategies. This work is f systems, with the objective Achievement ba Learning Outco 1, 2, 3 1-7 4, 5 1-6 1-7 ID DESIGN udentākonga with an under tied analysis and design of i pment methodologies. Pra is also provided. NOLOGY sessment Learning Outcomes 1, 4 2, 3, 4 1, 2, 4	äkonga gains practical         arelated to the fundar         e of setting up a secur         ased assessment         mes       Pass Criteria (minimum)         40%         40%         standing of how varion formation systems a criteria experience in the criteria component of the component of t	I experience in mental concepts e infrastructure.         % Weightings         530%         50%         20%         ws tools and re integrated and e application of         % Weightings         % Weightings         20%         50%         20%

• Minor course aim change

This course focuses on the development and management of enterprise ICT infrastructures. It addresses the technical and strategic issues that are involved in the provision of ICT services in large organisations. Students Akonga investigate and evaluate the range of advanced technologies used to support large scale networked systems, and develop security strategies for them. New advances in technology are researched and their potential impact evaluated. Service management policies to support organisations to deliver well managed ICT services are explored.

# NET702 CLOUD SERVICES

## • Assessment changes

Course aim

Assessment	Learning Outcomes	Pass criteria (Minimum)	% Weightings
Assessment 1	<del>1 - 3<u>1, 3, 4</u></del>	40%	30%
Assessment 2	<del>1 - 4<u>2, 3, 4, 5</u></del>	40%	40 <u>50</u> %
Assessment 3	<del>1 - 3<u>1, 2, 3, 4</u></del>	40%	<del>30%<u>20%</u></del>

#### **PRJ701 PROJECT**

#### • Assessment changes

ASSESSMENTS					
Basis of assessment	Achievement based assessment		4		
Assessment		Learning Outcomes	Pass criteria (minimum)	% Weightings	
Assessment 1		1 <u>-</u> ,-3,-4	40%	<u>30</u> 20%	
Assessment 2		<del>3,</del> 4	40%	<del>10%</del>	
Assessment 3		<del>3, 4</del>	40%	15%	
Assessment 4		<del>1,3,</del> 4	40%	5%	
Final Report - Technical Examiner		<u>2-41-3</u>	40%	<u>50</u> 35%	
Final Report - Report	Examiner	<u>2-41-3</u>	40%	<u>20</u> 15%	

## PRJ702 GRADUATE DIPLOMA PROJECT

### • Assessment changes

### ASSESSMENTS

Basis of assessment	Achievement based assessmen	nt		
Assessment		Learning Outcomes	Pass criteria (Minimum)	% Weightings
Assessment 1		1 <del>, 3, 4<u> - 4</u></del>	40%	<del>20<u>30</u>%</del>
Assessment 2		<del>3, 4</del>	40%	10%
Assessment 3		<del>3, 4</del>	40%	15%
Assessment 4		<del>1, 3, 4</del>	40%	5%
Final Report - Technical	Examiner	<u>1-3</u> 2-4	40%	<del>35<u>50</u>%</del>
Final Report - Report Ex	aminer	<u>1 - 3</u> 2 - 4	40%	<u>1520</u> %

### **RES701 RESEARCH METHODS**

• Assessment changes

#### ASSESSMENTS

Basis of assessment	Achievement based assessment			
Assessment		Learning Outcomes	Pass criteria (Minimum)	% Weightings
Assessment 1		1 <u>, 2</u> ,– 3	40%	25%
Assessment 2		1 <u>, 2, 3</u> 3	40%	30%
Assessment 3		4 <del>, 5<u>3, 4</u></del>	40%	45%

## SDV701 TIERED SOFTWARE DEVELOPMENT

• Minor course aim change

Course aim	This course provides the studentakonga with advanced software development concepts and practical experience. Using a suitable object-oriented language and its programming paradigm, a range of advanced programming concepts is introduced. This includes the application of design patterns and best practice for tiered software architectures as well as the use of different software technologies.
	different software technologies.

### WEB701 WEB TECHNOLOGIES

• Minor course aim change

• Correction of LOs

	Course aim	This course provides the student <u>akonga</u> with the skills to select, implement and evaluate modern web technologies in a business context. Emerging technologies will be identified and their potential role assessed.
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LEARNING OUTCOM		this course	ctudante will be e	able to:					
				web application frameworks					
			-	n to meet specified requiren					
				dern-web technology in a sp					
				ir potential role in advanced ppropriate format.	web systems in a	a range of			
INF755 PROJE									
<ul> <li>Assessment</li> </ul>									
ASSESSMENT AND F	0	·							
Basis of Assessme		Achieveme	ent Based						
Assessment					Learning	%			
					Outcomes	Weighting			
Assessment 1					1, 2	20%30%			
Assessment 2					2, 3	40%25%	_		
Assessment 3					1, 2, 3	40%45%	4		
SEC701 SYSTI	EMS S	ECURI	<b>ΓY 2</b> (curren	tly not delivered)					
Minor cours	se aim	change							
Course aim				dent <u>äkonga</u> knowledge and		-			
				mplemented, provide prote			s		
			-	om IT security breaches. Ind gain implementable skills in					
				will engage with contempo			2		
	establis	shment of IT	F security systems	s and be able to evaluate the					
			rity policies, plan		/	024		1.014	20 E 1 202
NZ Certificate in					n/a		)8.22 Com	16014	20 February 202
NZ DIPIOMA IN I			Tooks	wingl Commont (Longl S					
NZ Dinloma in V				nical Support (Level 5)	5)	AC	Com		
Rationale for c	Web De change/	evelopmen /s:	nt and Design	(Level 5) NZ9	QA TYPE 2	CHANG	ES SU		) 5 AUGUST 20.
	Web De change/ mmes c	velopmen/s: currently	nt and Design	(Level 5) NZ9 fication version 1 wh	<b>2A TYPE 2</b> nich expire a	CHANG.	ES SU	2. Type 2 d	changes need to b
<ul> <li>Rationale for cl</li> <li>The program approved by</li> </ul>	Web De change/ mmes c by NZQ	/s: currently A to alig	nt and Design lead to qualizing the program	(Level 5) NZ4 fication version 1 wh mme (learning outcome	<b>2A TYPE 2</b> nich expire a mes, course	CHANG. at the end aims, etc)	ES SU of 202 to the	2. Type 2 c new gradu	changes need to b late outcomes in
<ul> <li>Rationale for cl</li> <li>The program approved by the updated</li> </ul>	Web De change/ mmes c y NZQ l qualif	<b>velopmen</b> /s: currently A to alig	lead to quality the program ersions, for N	(Level 5) NZ9 fication version 1 wl mme (learning outco VMIT to be able to co	<b>DA TYPE 2</b> nich expire a mes, course ontinue prog	CHANG at the end aims, etc) ramme do	ES SU of 202 to the livery	2. Type 2 c new gradu	changes need to b late outcomes in
<ul> <li>Rationale for cl</li> <li>The program approved by the updated programmer</li> </ul>	Web De change/ mmes c by NZQ d qualifies were	/s: currently A to alig ication vo	lead to quali n the program ersions, for N ced early in 20	(Level 5) NZ9 fication version 1 wh mme (learning outcom NMIT to be able to co 022 for these qualified	<i>QA TYPE 2</i> nich expire a nes, course ontinue prog cations but th	<i>CHANG</i> at the end aims, etc) ramme do hen withd	ES SU of 202 to the elivery rawn.	2. Type 2 o new gradu in 2023. T	changes need to b aate outcomes in e Pūkenga unifie
<ul> <li>Rationale for cl</li> <li>The program approved by the updated programmes</li> <li>Replace 'Additional content of the second seco</li></ul>	Web De change/ mmes c by NZQ l qualif es were .cademi	velopmen /s: currently A to alig ication ve announc ic Requir	lead to qualit in the program ersions, for N ced early in 20 rements' info	(Level 5) NZ9 fication version 1 wh mme (learning outcom VMIT to be able to co 022 for these qualified remation, 'English La	<i>QA TYPE 2</i> nich expire a nes, course ontinue prog cations but th	CHANG at the end aims, etc) ramme do hen withd	ES SU of 202 to the elivery rawn.	2. Type 2 o new gradu in 2023. T	changes need to b aate outcomes in e Pūkenga unifie
<ul> <li>Rationale for cl</li> <li>The program approved by the updated programmed</li> <li>Replace 'Ad Standard Er</li> </ul>	Web De change/ mmes c by NZQ l qualifies were cademintry for	velopmen /s: currently A to alig ication vo announc ic Requir r Level 5	lead to quali- n the program ersions, for N red early in 20 rements' info- qualification	(Level 5) NZ4 fication version 1 wh mme (learning outcom VMIT to be able to co 022 for these qualified remation, 'English La ns' information	<b>DA TYPE 2</b> nich expire a nes, course ontinue prog cations but th nguage Req	CHANG at the end aims, etc) ramme do hen withd	ES SU of 202 to the elivery rawn.	2. Type 2 o new gradu in 2023. T	changes need to b aate outcomes in e Pūkenga unifie
<ul> <li>Rationale for cl</li> <li>The program approved by the updated programmed</li> <li>Replace 'Ad Standard Er</li> </ul>	Web De change/ mmes c by NZQ l qualifies were cademintry for	velopmen /s: currently A to alig ication vo announc ic Requir r Level 5	lead to quali- n the program ersions, for N red early in 20 rements' info- qualification	(Level 5) NZ9 fication version 1 wh mme (learning outcom VMIT to be able to co 022 for these qualified remation, 'English La	<b>DA TYPE 2</b> nich expire a nes, course ontinue prog cations but th nguage Req	CHANG at the end aims, etc) ramme do hen withd	ES SU of 202 to the elivery rawn.	2. Type 2 o new gradu in 2023. T	changes need to b aate outcomes in e Pūkenga unifie
<ul> <li>Rationale for cl</li> <li>The program approved by the updated programme</li> <li>Replace 'Ac Standard Er</li> <li>Add Gradua</li> </ul>	Web De change/ mmes c y NZQ l qualif es were cademi ntry for ate Pro	velopmen /s: currently A to alig ication vo announc ic Requir r Level 5 file and A	lead to quali- n the programersions, for N eed early in 20 rements' infor- qualification Assessment N	(Level 5) NZ4 fication version 1 wh mme (learning outcom VMIT to be able to co 022 for these qualified remation, 'English La ns' information	<i>QA TYPE 2</i> nich expire a mes, course ontinue prog cations but th nguage Req mme	CHANG at the end aims, etc) ramme do hen withd	ES SU of 202 to the elivery rawn.	2. Type 2 o new gradu in 2023. T	changes need to b aate outcomes in e Pūkenga unifie
<ul> <li>Rationale for cl</li> <li>The program approved by the updated programme</li> <li>Replace 'Ac Standard Er</li> <li>Add Gradua</li> </ul>	Web De change/ mmes c y NZQ l qualif es were cademi ntry for ate Pro	velopmen /s: currently A to alig ication vo announc ic Requir r Level 5 file and A	lead to quali- n the programersions, for N eed early in 20 rements' infor- qualification Assessment N	(Level 5) NZ4 fication version 1 wh mme (learning outcor VMIT to be able to co 022 for these qualified rmation, 'English La ns' information Maps for each progra	<i>QA TYPE 2</i> nich expire a mes, course ontinue prog cations but th nguage Req mme	CHANG at the end aims, etc) ramme do hen withd	ES SU of 202 to the elivery rawn.	2. Type 2 o new gradu in 2023. T	changes need to b aate outcomes in e Pūkenga unifie
<ul> <li>Rationale for cl</li> <li>The program approved by the updated programme</li> <li>Replace 'Ac Standard Er</li> <li>Add Gradua</li> </ul>	Web De change/ mmes c y NZQ l qualif es were cademin ntry for ate Pro npletion	velopmen /s: Currently A to alig Yeation ve announc ic Requir r Level 5 ofile and A n requires	lead to quali- n the programersions, for Nored early in 20 rements' infor- qualification Assessment Norements with normalized second seco	(Level 5) NZ4 fication version 1 wh mme (learning outcor VMIT to be able to co 022 for these qualified rmation, 'English La ns' information Maps for each progra	<i>QA TYPE 2</i> nich expire a mes, course ontinue prog cations but th nguage Req mme	CHANG at the end aims, etc) ramme do hen withd	ES SU of 202 to the elivery rawn.	2. Type 2 o new gradu in 2023. T	changes need to b aate outcomes in e Pūkenga unifie
<ul> <li>Rationale for cl</li> <li>The program approved by the updated programmer</li> <li>Replace 'Ad Standard Er</li> <li>Add Gradua</li> <li>Update corr</li> </ul>	Web De Change/ mmes c y NZQ l qualifies were cademintry for ate Pro npletion resultin	velopmen /s: Currently A to alig Tication vo announc ic Requir r Level 5 file and A n requires ng from	lead to quali- in the program ersions, for N- ced early in 20 rements' info- qualification Assessment N- ments with n- <b>the review:</b>	(Level 5) NZ4 fication version 1 wh mme (learning outcor VMIT to be able to co 022 for these qualified rmation, 'English La ns' information Maps for each progra	<i>QA TYPE 2</i> nich expire a mes, course ontinue prog cations but th nguage Req mme titles	CHANG, at the end aims, etc) ramme do hen withd uirements	ES SU of 202 to the elivery rawn.	2. Type 2 o new gradu in 2023. T	changes need to b aate outcomes in e Pūkenga unifie
<ul> <li>Rationale for cl</li> <li>The program approved by the updated programmer</li> <li>Replace 'Ad Standard Er</li> <li>Add Gradua</li> <li>Update corr</li> </ul>	Web De change/ mmes c y NZQ l qualif es were cademi ntry for ate Pro npletion resultin Certifica	velopmen /s: currently A to alig Tication ve announc ic Requir r Level 5 ofile and A n requires ng from ate in Inf	lead to quali- in the program ersions, for N- ced early in 20 rements' info- qualification Assessment N- ments with n- <b>the review:</b>	(Level 5) NZ9 fication version 1 wl mme (learning outcor NMIT to be able to cc 022 for these qualifie ormation, 'English La ns' information Maps for each progra new course codes and	<i>QA TYPE 2</i> nich expire a mes, course ontinue prog cations but th nguage Req mme titles	CHANG, at the end aims, etc) ramme do hen withd uirements	ES SU of 202 to the elivery rawn.	2. Type 2 o new gradu in 2023. T	changes need to b aate outcomes in e Pūkenga unifie
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- · Applying changes made to outcomes common to Ref: 2595 (outcomes, conditions, reallocation of credits)
- Reordering outcomes, with coding strengthened by addition of outcome 4 from Ref: 2595 (no longer embedded in scripting) and associated credits
- Combining current outcomes 1 and 9 (new outcome 1, and separate outcome 10); and combining outcomes 2 and 4 (new outcome 2)

### **Brief description of change/s:**

- Changes to course titles, course aims, LOs to align with new GOs of new qualification versions 2
- Replace 'Academic Requirements' information, 'English Language Requirements' information with 'NMIT Standard Entry for Level 5 qualifications' information
- Add Graduate Profile and Assessment Maps for each programme
- Replace the terms student/learner (both singular and plural) with ākonga throughout the programme documentation, resulting in minor changes to most course aims, and headings such as 'ākonga managed hours', 'ākonga centred activities' etc

## **COURSE DESCRIPTORS**

### Type 2 changes:

## COM502 COMMUNICATION FOR IT

• Changes to course aim and LOs:

		2	
			To provide akonga students with the knowledge to apply professional, legal, and ethical
	-		principles and practices in a socially responsible manner to act as an emerging IT professional. A
	Cou	rse Aim:	pParticular emphasis is placed on understanding applying fundamental communication and
			customer service concepts and skills and relating them to the contemporary IT environment and
			workplace.
	On s	uccessful comple	ction of this course <u>ākonga<mark>students</mark> will be able to:</u>
	1	Apply profession	nal, legal, and ethical principles to a variety of interactions in an IT context. <del>Identify and explain how</del>
	-	personal factors	s and behaviours can influence the communication process in business situations.
	2	Work collaborat situations.	tively in a team within an IT context. Apply effective interpersonal communication skills in business
	3	Apply customer	service skills in a variety of IT related situations. Demonstrate appropriate written and oral and
	-		ion skills that are clear, concise, courteous and correct, using currently recognised business
		formats.	
	4		cument solutions to common IT problems. Discuss the influence of culture on communication in an
		IT context.	
ļ			
	5	· · · · · · · · · · · · · · · · · · ·	plain the professional, legal, and ethical principles and practices required to act in a socially anner as an emerging IT professional.
(			UTER SYSTEMS ARCHITECTURE
			e aim, change LOs:
	Cou	urse aim	To introduce akonga students to the fundamentals of computer systems architecture. The
			students- Akonga will develop the knowledge and skills required to successfully plan, construct
			optimise and maintain a modern PC-based computer system. Emphasis is placed on safe and
			effective industry practicses, with the <u>akonga student</u> gaining practical experience by producir a reliable and efficient standalone machine at the course's completion.
I			
			letion of this course students will be able to:
	1		nciples of computer systems architecture for hardware and software components.
	2		ply safe working practices for computer systems construction. <del>Discuss the principles of stem hardware and software components for a current generation personal computer and</del>
	2		ese components interact.
			rrent generation PC-based computer system with all required hardware and software
	3		hat satisfies the requirements of a case study.
			ply safe working practices for computer systems construction.Identify and troubleshoot
	4		s with PC-based hardware and software components.
		Identify and ap	ply problem solving processes relevant to troubleshooting for PC based hardware and software
	5	components. E	<del>Describe Identify</del> and implement protocols used in basic foundation networking including
		internet conce	
	6		te diagnostic tools, procedures and benchmark standards to optimise the configuration of
	-		er a PC based computer system.
	7		mplement protocols used in basic foundation networking including internet concepts.
J	DAI	502 DATAI	BASE CONCEPTS
	• (	Change cours	se aim and LOs:
			This course provides the student with an understanding of the way in which business
			organisations utilise information using computers to represent and store data. Fundamental data
			structures and organisation, and database concepts and applications are covered as well as
	Cou	rse aim	management and administration of a relational database in line with organisational
	cou	ise unit	requirements. This course is an introduction to the concepts, techniques, and issues of database
			design, management and administration. Akonga Students will learn how to analyse the
			information requirements of a business system and apply fundamental data modelling
			techniques to design and build a relational database.

L	EAR		/ES	
	On s	· · ·	etion of this course students will be able to:	
	1		ata is managed and used in organisations to meet business, security, and ethical Discuss how data is used in organisations.	
_	-		nation requirements and apply the basic processes and techniques of database design and	-
	2		ine the principles underlying database management systems.	
	3		se management and administration concepts.Apply the basic processes and techniques of	
_		database desig	<del>m.</del> of structured query language. <del>Describe the management and administration of a relational</del>	-
	4	database.	statuted query languager	
	5		e management system to create a small database. Using a commercial database management	
	_	1 1	and use a small database.	
D	ES	502 SYSTE	MS, PROCESSES AND DESIGN (previously: DES501 Design and I	Development Concepts)
•	1	New course	code and title, new course aim and LOs:	
-			To assist students a knowledge and skills in the design and development of	
	.oun	se aim	effective IT solutions for to support enterprise organisational processes and systems including interaction design courses and practice to enhance interface designUX/UI principles.	
		NING OUTCOM		
	Ons		etion of this course studentakongas will be able to: scribe parts of an existing organisational system.	
	1	Explain how IT :	supports fundamental organisational processes and system	
			ration of IT businesses.	
	2		ta model plan for an existing system. ting business process and make recommendations for improvement	
		, ,	of development life cycles used in IT.	
	3		ndations for improvement to an existing organisational system. ntal knowledge of business concepts, development life cycles, data modelling and	
			ntal knowledge of ousiness concepts, development life cycles, data modelling and Describe the importance of information management for an organisation and implement a solution	
		for a specific ca	se study.	
	4	Apply fundame	ntal knowledge of data modelling and administration	
4	<u>1</u> 4		rfaces to meet user and system requirements.	
			rfaces to support effective implementation of an organisational process. Jser experience (Ux) and usability concepts in IT and apply to a particular web case study using	
		effective interfa		
0	SA	501 OPERA	ATING SYSTEMS AND APPLICATION SOFTWARE	
•	(	Change LOs:		
LE		NING OUTCOM	ES	
C	Dn s	uccessful com	oletion of this course students will be able to:	
1		Understand D	escribe key operating system concepts focussed on the areas of processor, memory,	
		disk and netw		
2	_		al file management operations. <del>, including secure file access.</del>	
3			ded and unattended installations.	
4	-		anage <u>and troubleshoot</u> <del>system</del> software and services.	
6	-	Manage syster	0 1	
			DUCTION TO SOFTWARE DEVELOPMENT	
			burse aim and LOs:	
Ī				4
			To provide the studentakonga with an overview of the software development process and the importance of design. The depiction of programme designs will be introduced using a variety of	
	_		methods and students will develop programme designs for a variety of problems.	
	Cou	urse aim	StudentsÄkonga will be introduced to fundamental programming skills and given experience in	
			developing and maintaining applications in the chosen environment as well as the problem	
			solving and decision-making techniques required in software development.	
LE	EAR	NING OUTCOM	ES	
	On s	successful comp	oletion of this course students will be able to:	
	1		ftware design and development process.	4
	2		ly a suitable design methodology to the development of a software application to satisfy	
		set requireme	nts. and use fundamental mathematical and logical concepts in the design and development	4
	3		mber systems and data types in the design of software for set requirements.	
	4		ming language correctly and effectively to develop software applications for set projects.	1
	5		contrast selected examples of procedural and object oriented programming.	]
SI	DV	502 APPLI	CATION TESTING	
		Change to L(		

	NING OUTCOME		
On s		etion of this course students will be able to:	
1		ent acceptance requirements and data input and exports from existing system(s).	
21		nd document a test plan for a web solution to meet client requirements.	
32		ement a testing environment across multiple platforms.	
43		nical documentation for users and technical staff.	
4		d configure an automated tested web solution.	
- VD4	502 INTROI	DUCTION TO SYSTEMS ANALYSIS AND DESIGN	
	Change to LO		
EAR	NING OUTCOM	ES	
On	successful comp	letion of this course students will be able to:	
1	Explain the im	portance of the analysis and design phases of the Systems Development	
<u> </u>	Lifecycle.Ident	ify and discuss the principles of the systems development life cycle (SDLC).	
<u>2</u>	Apply information	tion gathering techniques to determine the needs of users of a web system.	
<u>3</u>		system requirements of a web solution.	
24		plement accessible and responsive user interfaces. Explain the need for systems	
**		esign within the systems development process.	
3		nciples of effective IT systems analysis and design and the appropriate application of	
Ĩ.		stems development process.	
4		erpret systems design and analysis documentation.	
5		need for and apply software development standards in analysis and design	
	documentatio	<del>h.</del>	
EC	501 TECHN	OLOGY SUPPORT	
		irse aim and LOs:	
		To enable studentsäkonga to demonstrate an operational knowledge and understanding of IT	
		service management, fundamental security management and controlsidentify common issues	
Cou	ırse aim	related to IT security, and troubleshoot and resolve a range of common system problems. To	
		introduce IT service management, and trouble shoot and resolve a range of common system,	
		networking, application, and security problems using appropriate tools and procedures.	
			1
.EAR	NING OUTCOM	ES	I
		ES eletion of this course students will be able to:	1
	successful com		1
	successful comp Apply fundam	letion of this course students will be able to:	
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Ons	successful comp Apply fundam requirements. management	ental practices and processes of service management frameworks to meet service Discuss the basics of service standards, monitor service standards, and understand how	-
0n :	successful comp Apply fundam requirements. management Troubleshoot	ental practices and processes of service management frameworks to meet service Discuss the basics of service standards, monitor service standards, and understand how standards support exceptional customer service.	-
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0n : 1 2 3	successful comp Apply fundam requirements. management ( Troubleshoot) procedures. troubleshootin procedures. Install, configu of an organisa continuity req	Deletion of this course students will be able to: ental practices and processes of service management frameworks to meet service Discuss the basics of service standards, monitor service standards, and understand how standards support exceptional customer service. and resolve a range of common system and user problems using appropriate tools and plain the core "best practices" of an IT service desk as a function and perform ag and resolve a range of common system problems using appropriate tools and re and manage systems and applications to meet the security and service requirements tion.Manage systems and applications to meet the performance, capacity, and business	-
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On: 1 2 3 4 VEB VEB Cour EARM On s 1 2 3	Apply fundam requirements. management i Troubleshoot i procedures.Ex troubleshootin procedures. Install, configu of an organisa continuity req Identify and do and creating a 3504 INTRO New course co rse aim NING OUTCOM successful comp Design and im operation of ir Select and imor principles requires requires use pages. Use appropria principles requires requires requires the validate a dep	Pletion of this course students will be able to:  ental practices and processes of service management frameworks to meet service Discuss the basics of service standards, monitor service standards, and understand how standards support exceptional customer service. and resolve a range of common system and user problems using appropriate tools and plain the core "best practices" of an IT service desk as a function and perform ag and resolve a range of common system problems using appropriate tools and plain the core "best practices" of an IT service desk as a function and perform ag and resolve a range of common system problems using appropriate tools and plain the core "best practices" of an IT service desk as a function and perform ag and resolve a range of common system problems using appropriate tools and plain the core "best practices" of an IT service desk as a function and perform ag and resolve a range of common system problems using appropriate tools and plain the core "best practices" of an IT service desk as a function and perform ag and resolve a range of common system problems using appropriate tools and plain the core "best practices" of an IT service desk as a function and perform ag and resolve a range of common system problems using appropriate tools and tree and manage systems and applications to meet the security and service requirements tion.Manage systems and applications to meet the performance, capacity, and business uirements of an organisation. escribe the issues of implementing service management processes into an organisation, cycle of continuous improvement. DUCTION TO WEB DEVELOPMENT (previously: WEB503 Interne ode and title, change course aim and LOS: This course gives the studentite that enables current generation systems, to handle text, graphics and multimedia, using current generation commercial software. ES Deletion of this course students will be able to: Delement a web solution to meet user requirements.Describe and discuss the thermet components and the interrelationships bet	t Design Principles)

Course aim       technologies. Äkonga will be able to select, install and configure appropriate modules to supplement functionality to meet organisational requirements. To provide students with to implement and customise a solution package using frameworks_ and libraries and scrip Students will be able to select, install and configure appropriate modules to supplement functionality to meet organisational requirements.         ARNING OUTCOMES         Do successful completion of this course students will be able to:         1       Select and justify an appropriate software solution for a website. framework set for a given brie         2       Develop a web solution using a framework or library. Design a website for a particular framework or library. Design a website for a particular framework or presentation in the development of a website.	the skill ipts.
Course aim       to implement and customise a solution package using frameworks, and libraries and scrip Students will be able to select, install and configure appropriate modules to supplement functionality to meet organisational requirements.         CARNING OUTCOMES         On successful completion of this course students will be able to:         1       Select and justify an appropriate software solution for a website, framework set for a given brie         2       Develop a web solution using a framework or library. Design a website for a particular framework or library.         3       Create and execute a test plan for a web solution on multiple platforms. Separate content from	<del>ipts.</del>
to implement and customise a solution package using frameworks_ and libraries and scrip         Students will be able to select, install and configure appropriate modules to supplement         functionality to meet organisational requirements.         ARNING OUTCOMES         On successful completion of this course students will be able to:         1       Select and justify an appropriate software solution for a website, framework set for a given brieg         2       Develop a web solution using a framework or library.         3       Create and execute a test plan for a web solution on multiple platforms.	
functionality to meet organisational requirements.         ARNING OUTCOMES         On successful completion of this course students will be able to:         1       Select and justify an appropriate software solution for a website.framework set for a given brie         2       Develop a web solution using a framework or library.Design a website for a particular framework or library.Design a website for a	
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On successful completion of this course students will be able to:         1       Select and justify an appropriate software solution for a website.framework set for a given brie         2       Develop a web solution using a framework or library.Design a website for a particular framework         3       Create and execute a test plan for a web solution on multiple platforms.Separate content from	
<ol> <li>Select and justify an appropriate software solution for a website framework set for a given brie</li> <li>Develop a web solution using a framework or library. Design a website for a particular framework</li> <li>Create and execute a test plan for a web solution on multiple platforms. Separate content from</li> </ol>	
2 Develop a web solution using a framework or library. Design a website for a particular framewo 3 Create and execute a test plan for a web solution on multiple platforms. Separate content from	
Create and execute a test plan for a web solution on multiple platforms. Separate content from	ief.
3	ork.
3 presentation in the development of a website	<del>n</del>
presentation in the development of a website.	
Implement and customise a secure and accessible solution for a developed web	
4 <u>application.Implement groups, roles and permissions within a website development.</u>	
5 Select and manage a host and domain names.	
6 Identify and describe content types, entities and entity-relationships.	

### COM502 COMMUNICATION FOR IT

Assessment changes

ASSESSMENTS	
ASSESSIVIENTS	

Basis of assessment	Achievement based assessment		
Assessment A		Learning Outcomes	% Weightings
Assessment 1		<u>2, 3</u> 1, 4	<u>25%</u> 30%
Assessment 2		<u>1, 3</u> 1	<u>25%</u> 20%
Assessment 3		<u>1, 2, 4</u> 2, 3	25%
Assessment 4		<u>1, 4</u> 3, 5	25%

## **CSA502 COMPUTER SYSTEMS ARCHITECTURE**

### • Assessment changes

ASSESSMENTS			
Basis of assessment	Achievement based assessment		
Assessment		Learning outcomes	% Weightings
Assessment 1		<u>1, 2</u> 3 - 7	25%20%
Assessment 2		<u>2, 3, 43 - 7</u>	<u>20%</u> 30%
Assessment 3		<u>1, 5</u> 1, 2, 4 - 7	<u>25%25%</u>
Assessment 4		2, 3, 4, 5 <del>1, 2, 4 - 7</del>	30% <del>25%</del>

### DAT502 DATABASE CONCEPTS

### • Assessment changes

ASSESSMENTS			
Basis of assessment	Achievement based assessment		
Assessment		Learning outcomes	% Weightings
Assessment 1		<u>1, 2</u> 1 - 5	<u>30%</u> 60%
Assessment 2		<u>3, 4, 5</u> 1 - 4	40%40%
Assessment 3		<u>1-4</u>	30%

## **DES502 SYSTEMS, PROCESSES AND DESIGN**

٠	Assessment changes
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ASSESSMENTS			
Basis of assessment	Achievement Based assessment		
Assessment		Learning outcomes	% Weightings
Assessment 1		<u>1, 2</u> 1 - 4	<u>30%10%</u>
Assessment 2		<u>1, 3</u> 2, 3	<u>40%</u> 60%
Assessment 3		4	30%
NET502 NETWO	ORKING FUNDAMENTALS		
Minor change	to course aim		

## Correct one LO

## • Assessment changes

	Course aim	To provide the studentakonga with an introduction to the concepts of computer networking. It
		also provides an opportunity for practical experience in configuring a Local Area Network (LAN).
		This practical work is related to issues of system security, performance and reliability, with the
		objective of setting up efficient and effective network systems.

· · ·		of this course students will be able to:					
		the main issues involved in computer networking in					
		he application of fundamental network principles to	<u> </u>	networks.			
		ysical network components effectively within a com					
<ul> <li>4 Describe and use software components effectively within a computer network.</li> <li>5 Describe and applyexplain the use of a range of Internetworking technologies.</li> </ul>							
		ient/server network, utilising a modern operating sy					
SSESSMENTS							
Basis of assessment	۵c	hievement based assessment					
Assessment	AC	nevenene basea assessmene	Learning outcomes	% Weightings			
Assessment 1			3-5	15%			
Assessment 2			1-5	<del>27.5</del> 25%			
Assessment 3			1-5	<del>27.5</del> 25%			
Assessment 4			<u>3</u> 1 - 6	<del>30<u>35</u>%</del>			
)SA501 OPERA	T	NG SYSTEMS AND APPLICATIO	<b>DN SOFTWARE</b>				
Assessment c	ha	nges					
Basis of assessment		Ashieureesh Basad assassant					
Basis of assessment	L	Achievement Based assessment	Learning	92			
Assessment			Learning outcomes	% Weightings			
Assessment 1			1, 2, 4 <del>2 - 6</del>	25%20%			
Assessment 2			1-42-6	25%40%			
Assessment 3			2, 41-6	50% <del>20%</del>			
Assessment 4			1-6	20%			
Basis of assessment	t	Achievement based assessment		92			
Assessment	t	Achievement based assessment		%			
Assessment	it	Achievement based assessment	Learning outcomes	Weightings			
Assessment Assessment 1	It	Achievement based assessment	- 1, 3 <del>, 5</del>	Weightings 30%			
Assessment 1 Assessment 2	it	Achievement based assessment	- 1, 3 <del>, 5</del> 1 - 4	Weightings 30% 15%			
Assessment 1 Assessment 2 Assessment 3			- 1, 3 <del>, 5</del>	Weightings 30%			
Assessment 1 Assessment 2 Assessment 3		Achievement based assessment TION TESTING	- 1, 3 <del>, 5</del> 1 - 4	Weightings 30% 15%			
Assessment 1 Assessment 2 Assessment 3	CA	TION TESTING	- 1, 3 <del>, 5</del> 1 - 4	Weightings 30% 15%			
Assessment 1 Assessment 2 Assessment 3 SDV502 APPLIC • Assessment c	C <b>A</b> chai	TION TESTING nges	- 1, 3 <del>, 5</del> 1 - 4	Weightings 30% 15%			
Assessment 1 Assessment 2 Assessment 3 SDV502 APPLIC	CA char e to To	TION TESTING nges	1, 3 <del>, 5</del> 1 - 4 1 - 4	Weightings 30% 15% 55%			
Assessment 1 Assessment 2 Assessment 3 SDV502 APPLIC • Assessment c • Minor change	CA char e to To	TION TESTING nges o course aim provide <del>students<u>äkonga</u> with the skills to test and pu</del>	1, 3 <del>, 5</del> 1 - 4 1 - 4	Weightings 30% 15% 55%			
Assessment Assessment 1 Assessment 2 Assessment 3 SDV502 APPLIC Assessment c Minor change Course aim ASSESSMENTS Basis of assessmen	CA chan e to To do	TION TESTING nges o course aim provide <del>students<u>äkonga</u> with the skills to test and pu</del>	1, 3 <del>, 5</del> 1 - 4 1 - 4	Weightings 30% 15% 55% produce user			
Assessment 1 Assessment 2 Assessment 3 SDV502 APPLIC • Assessment c • Minor change Course aim ASSESSMENTS	CA chan e to To do	TION TESTING nges o course aim provide <del>students<u>äkonga</u> with the skills to test and pu cumentation and training material.</del>	1, 3 <del>, 5</del> 1 - 4 1 - 4	Weightings 30% 15% 55% produce user %			
Assessment Assessment 1 Assessment 2 Assessment 3 SDV502 APPLIC Assessment c Minor change Course aim ASSESSMENTS Basis of assessmen	CA chan e to To do	TION TESTING nges o course aim provide <del>students<u>äkonga</u> with the skills to test and pu cumentation and training material.</del>	1, 3 <del>, 5</del> 1 - 4 1 - 4 iblish an application, and	Weightings 30% 15% 55% produce user			
Assessment Assessment 1 Assessment 2 Assessment 3 SDV502 APPLIC Assessment c Minor change Course aim ASSESSMENTS Basis of assessment Assessment	CA chan e to To do	TION TESTING nges o course aim provide <del>students<u>äkonga</u> with the skills to test and pu cumentation and training material.</del>	1, 3 <del>, 5</del> 1 - 4 1 - 4	Weightings       30%       15%       55%   produce user       %       Weightings			
Assessment 1 Assessment 2 Assessment 2 Assessment 3 SDV502 APPLIC • Assessment c • Minor change Course aim ASSESSMENTS Basis of assessment Assessment 1	CA chan e to To do	TION TESTING nges o course aim provide <del>students<u>äkonga</u> with the skills to test and pu cumentation and training material.</del>	1, 3, 5 1 - 4 1 - 4 1 - 4 Iblish an application, and Learning outcomes 1, 3 2	Weightings       30%       15%       55%   produce user       %       Weightings       20%			
Assessment 1 Assessment 2 Assessment 2 Assessment 2 Assessment 3 SDV 502 APPLIC Assessment c Minor change Course aim ASSESSMENTS Basis of assessment Assessment 1 Assessment 2 Assessment 3 SYD 502 INTRO	CA chan e to do do	TION TESTING nges o course aim provide studentsäkonga with the skills to test and pu cumentation and training material. Achievement Based assessment UCTION TO SYSTEMS ANALYSIS	1, 3 <del>, 5</del> 1 - 4 1 - 4 iblish an application, and Learning outcomes 1, 3 2 31, 4	Weightings         30%         15%         55%         produce user         %         Weightings         20%         30%			
Assessment 1 Assessment 2 Assessment 2 Assessment 3 SDV 502 APPLIC Assessment c Minor change Course aim ASSESSMENTS Basis of assessment Assessment 1 Assessment 2 Assessment 3 SYD502 INTRO Assessment c	CA chan e to do do tt	TION TESTING nges o course aim provide studentsäkonga with the skills to test and pu cumentation and training material. Achievement Based assessment UCTION TO SYSTEMS ANALYSIS nges	1, 3 <del>, 5</del> 1 - 4 1 - 4 iblish an application, and Learning outcomes 1, 3 2 31, 4	Weightings         30%         15%         55%         produce user         %         Weightings         20%         30%			
Assessment 1 Assessment 2 Assessment 2 Assessment 2 Assessment 3 SDV 502 APPLIC Assessment c Minor change Course aim ASSESSMENTS Basis of assessment Assessment 1 Assessment 2 Assessment 3 SYD 502 INTRO	CA chan e to do do tt	TION TESTING nges o course aim provide studentsäkonga with the skills to test and pu cumentation and training material. Achievement Based assessment UCTION TO SYSTEMS ANALYSIS nges	1, 3 <del>, 5</del> 1 - 4 1 - 4 iblish an application, and Learning outcomes 1, 3 2 31, 4	Weightings         30%         15%         55%         produce user         %         Weightings         20%         30%			
Assessment Assessment 1 Assessment 2 Assessment 2 Assessment 3 SDV502 APPLIC Assessment c Minor change Course aim ASSESSMENTS Basis of assessment Assessment 1 Assessment 1 Assessment 2 Assessment 2 Assessment c Minor change	CA chan e to to do tt DU chan e to	TION TESTING nges o course aim provide studentsäkonga with the skills to test and pu cumentation and training material. Achievement Based assessment UCTION TO SYSTEMS ANALYSIS nges	1, 3, 5 1 - 4 1 - 4 iblish an application, and Learning outcomes 1, 3 2 31, 4 S AND DESIGN	Weightings           30%           15%           55%   produce user           %           Weightings           20%           30%           50%			
Assessment 1 Assessment 2 Assessment 2 Assessment 3 SDV 502 APPLIC Assessment c Minor change Course aim ASSESSMENTS Basis of assessment Assessment 1 Assessment 2 Assessment 3 SYD502 INTRO Assessment c	CA chan e to to do do do do do do do do do do do do do	TION TESTING nges o course aim provide <del>studentsäkonga</del> with the skills to test and pu- cumentation and training material. Achievement Based assessment UCTION TO SYSTEMS ANALYSIS nges o course aim	1, 3, 5 1 - 4 1 - 4 1 - 4 Iblish an application, and Learning outcomes 1, 3 2 31, 4 S AND DESIGN standing of the systems of d design. Several techniq	Weightings       30%       15%       55%   produce user       %       Weightings       20%       30%       50%			
Assessment Assessment 1 Assessment 2 Assessment 2 Assessment 3 SDV502 APPLIC Assessment c Minor change Course aim ASSESSMENTS Basis of assessment Assessment 1 Assessment 1 Assessment 2 Assessment 2 Assessment c Minor change	CA chan e to to do do do do do do do do do do do do do	TION TESTING nges course aim provide studentsäkonga with the skills to test and pu cumentation and training material. Achievement Based assessment UCTION TO SYSTEMS ANALYSIS nges course aim s course provides the studentäkonga with an underso	1, 3, 5 1 - 4 1 - 4 1 - 4 Iblish an application, and Learning outcomes 1, 3 2 31, 4 S AND DESIGN standing of the systems of d design. Several techniq	Weightings         30%         15%         55%         produce user         %         Weightings         20%         30%         50%         development         ues and tools used         %			
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ASSESSMENTS		
Basis of assessment Achievement based assessmen		
Assessment	Learning	%
	outcomes	Weightings
Assessment 1	<u>2, 3</u> 2, 3	<u>25%</u> 25%
Assessment 2	<u>1-3</u> 1-4	<u>50%</u> 4 <del>5%</del>
Assessment 3	<u>41, 2, 4</u>	<u>25%</u> 30%
<ul> <li>WEB504 INTRODUCTION TO WEB DEV</li> <li>Assessment changes</li> <li>Assessments</li> </ul>	ELOPHIENI	
Basis of assessment Achievement based assessmer	nt	
Assessment	Learning	%
	outcomes	Weightings
Assessment 1	<u>1, 2</u> 1-4	25%
Assessment 2	<u>31-3</u>	25%
Assessment 3	<u>3, 4</u> 2-4	50%
WEB502 FRAMEWORK COSTUMISATIO	ON	
Assessment changes     Assessments		
Basis of assessment Achievement based assessme	ent	
Assessment	Learning	%
	outcomes	Weightings
Assessment 1	<u>1, 2</u> 3 - 6	<u>50%</u> 25%
	2, 3 <del>1 - 4, 6</del>	<u>25%25%</u>
Assessment 2		

## **ENGINEERING & CONSTRUCTION**

National Certificate in Engineering - Fabrication with strands (Level 4)	12.07.22	15.07.22	150722	1 January 2022	
Update of expired versions of unit standards					
• 25704 (new version 3, new title and credit change to 5 credits)					
• 2433 (new version 8, same title and credits)					
New Zealand Certificate in Mechanical Engineering (Trade) with	n/a	05.07.22	18100	1 January 2019	
strands in Fitting and Machining and General Engineering					
Rationale for change: Error correction from date of first delivery.					
Description of changes: Correction of Course Aim for CME425 Machining Processes 6 (General CNC) to read, 'The aim of this					
course is for students to apply knowledge of General CNC operations'.					

### HOSPITALITY AND SERVICE SECTOR PATHWAYS

				1
Barista and Café Services [121843-3]		n/a	11.07.22	16102
ood and Beverage Service [120657-3]				
tionale for change/s				
e have confirmed with the programme ov	wner (ARA) that there are on	nly three assessmen	nts within in t	this course (
eightings have also been confirmed). Cor	rections to be made effective	e from Semester 1	2022.	
rief description of change/s:				
prrections to be made to re-align with the	programme owner's version	1.		
escription of changes:	~ -			
ourse Descriptor FBS302 Bar and Wine -	- correct weightings and num	nber of assessment	8	
Basis of Assessment:	Achievement Based assess	ment		
Assessment	Learning Outcomes	% Weighting	s Pas	s Criteria
Assessment 1	1 - 2	<del>15<u>20</u>%</del>		50%
Assessment 2	<del>1-2</del>	15%		<del>50%</del>
Assessment <del>3</del> 2	1 – 2	20%		50%
Assessment 43	1-2	<del>50</del> 60%		50%

## PRIMARY INDUSTRIES

NZ Certificate in Apiculture	Level 3		12.07.22	15.07.22	21101	18 July 2022		
Rationale for change/s								
Type 1 change to re-align with	Programme owner's Type	2 change to update th	ne version	of the Apicult	ure qualifica	ation NZQA ref		
2223 from version 1 to version	2							
Description of changes:								
Version Change to 21101. Changes include course titles (and codes), number of courses (was three, now four), credit changes,								
rearrangement of unit standards	and course content. Mapp	ing updated to reflect	t changes.					
<b>Programme Regulations</b> :								
• Updates to reflect updated qu	alification version							
• Updates to reflect changes m		ner.						
• Appendix 1 – update to refle								
Course Descriptors updated	to reflect Otago's program	me changes						
Bachelor of Viticulture and W	Vinemaking		n/a	03.08.22	14109	18 July 2022		
Rationale for change/s:				-				
Currently there are too many as	sessments leading to unned	cessary repetition. On	nline tests v	were trivial an	d will be us	ed as learning aids		
only.	Ŭ					Ũ		
Brief description of change/s:								
Change to course BVW504 Tā	ne Rāua Ko Rongo and P	lant Science only						
Remove online tests (Assessme	nt 1) and adjust assessmen	t numbering, LO map	pping and v	weightings.				
Lab reports 40% (2 lab reports	weighted 20% each)							
Assignment 20%								
Test 40%								
Course Descriptors:								
BVW504 Tāne Rāua Ko Rong	go and Plant Science							
ASSESSMENT								
Basis of Assessment:	ssment: Achievement Based assessment for theory assessment and overall course grade							
	N daabh a sha	1		% Weighting				
Methods of	Methods	Learning Outcomes		70 Weighting				
	Assessment 1	1-67		1040				
Methods of Assessment		-						

## Back to agenda