Te Pūkenga trading as NMIT Academic Committee Meeting – 12 October 2022 – Open

Room M306 Nelson Campus – Wednesday 12 October 2022 3.15PM

6. [Complaints and Misconduct Report](#) – *for information* DH [63](#)

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 Executive Director Ōritetanga, Teaching and Learners (Executive Director responsible for Programmes and Delivery (or delegate)), Director of Academic + Quality (Academic Integrity Team Leader), Academic Advisor, Director Teaching + Learning (Curriculum Director), Acting Director – Marlborough (Director – Marlborough), Quality Enhancement Manager, Director of Ōritetanga + Māori Relationships (Manager of Ōritetanga), Appointed Academic Staff Members, Appointed NMIT Students, Administrator Curriculum + Academic Registry (Academic and Quality Administrator), be permitted to remain at the meeting, after the public have been excluded because of their specific knowledge in relation to their respective subject matter expertise. This knowledge will be of assistance in relation to the matters above to be discussed.

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

Item No.	General Subject of each matter to be considered	Reason for passing resolution in relation to each matter	Grounds under section 48(1) for the passing of the resolution.
8.1	Minutes of the In-Committee NMIT Academic Committee Meeting – 14 September 2022	Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 of the OIA noting Te Pūkenga (and its subsidiaries) is specified, in Schedule 2 of LGOIMA, as a body to which Part 7 LGOIMA applies)
9	Academic Contracts as at 07 October 2022	Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 of the OIA noting Te Pūkenga (and its subsidiaries) is specified, in Schedule 2 of LGOIMA, as a body to which Part 7 LGOIMA applies)
10	Complaint Action Report	Section 9(2)(a) of the Official Information Act 1982, "in order to maintain the effective conduct of public affairs through the free and frank expressions of opinions by or between officers and employees of any organisation in the course of their duty". Section 9(2) (g)(i) of the Official Information Act 1982 and to enable the crown or any department or organisation or any subsidiary of any organisation to carry on	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 of the OIA noting Te Pūkenga (and its subsidiaries) is specified, in Schedule 2 of LGOIMA, as a body to which Part 7 LGOIMA applies)

		negotiations (including commercial and industrial negotiations): Section 9(2)(j) of the Official Information Act 1982, and to prevent the disclosure or use of official information for improper gain or improper advantage; Section 9(2)(k) of the Official Information Act 1982.	

OPEN
DRAFT Minutes of a meeting of the Academic Committee
14 September 2022 at 03.15PM in Room M306 and via Microsoft Teams

PRESENT: Olivia Hall Executive Director Ōritetanga, Teaching and Learners, Kim Davies Director Academic + Quality Max Devon NMIT Student, Sarah Fraser Principal Academic Staff Member, Bradley Hannigan Principal Academic Staff Member, Shine Kelly Academic Advisor (proxy for Silvia Gassebner Team Leader Curriculum + Academic Registry), Lauren Robinson NMIT Student, Susannah Roddick Project Lead ((left 4.01 returned 4.12PM) proxy for Marja Kneepkens Director Teaching + Learning), Pam Wood Acting Director – Marlborough, Mary Woodward Administrator Curriculum + Academic Registry (minute-taker, non-voting)

1. Welcome, Apologies, Notices
    Olivia Hall opened the meeting and advised:
    *   she would be chairing the remainder of the 2022 Committee meetings giving Kim Davies the opportunity to only report at these meetings
    *   new agenda items were being trialled with a view to moving some conversations onto other committees and enabling a more detailed review of tabled items
    *   the transition to Te Pūkenga and removal of the NMIT Board will mean that the Academic Committee will take on a more governance function
    *   welcome to NMIT Student Lauren Robinson onto the Committee
    *   apologies have been received from Nicole Akuhata Director Ōritetanga and Māori Relationships, Marja Kneepkens Director Teaching + Learning, Chanelle Taylor Programme Lead Specialist, Silvia Gassebner Team Leader Curriculum + Academic Registry
    *   Susannah Roddick Project Lead is attending as proxy for Marja Kneepkens, Shine Kelly Academic Advisor is attending as proxy for Silvia Gassebner

2. Administrative
    2.1   Minutes of NMIT Academic Committee Meeting 30 August 2022 - Open
            89/22 **RESOLVED** that the minutes of the NMIT Academic Committee Meeting 20 July 2022 - Open be confirmed as a true and accurate record.

                                                                            Kim Davies/Susannah Roddick
                                                                            CARRIED

                                                                            ACTION
                                                                            Mary Woodward
                                    Upload confirmed Minutes to Academic Committee site and to Academic
                                    Committee site on NMIT website

    2.2   Action Items of NMIT Academic Committee Meetings
    Action Item 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
    -   As Silvia Gassebner was not present this action was deferred to the 12 October 2022 meeting
    Action Item 2 – Sector Updates Update agenda items with descriptive commentary
    -   It was noted that due to the changes to the agenda this item was no longer required
    Action item 3 – Approvals Micro-Credential Development Proposal Applied Research Micro-Credentials etc Review if course code RES801 can be used a second time
    -   Kim Davies advised that following discussion with Te Pūkenga it had been agreed that these micro-credential courses could be assigned the new four digit/number format course codes, she requested the action be closed

Action Item 5 – Academic Development Tracking Report; Follow-up with Ellen Cieraad regarding approval of the costings for the Applied Research Micro-credential
- Kim Davies advised the costings had been approved and requested the action be closed

Action Item 6 – Approvals; Provide a feedback report to the Committee on the micro-credential development process including key insights, issues, and challenges
- Kim Davies noted that this action would be a discussion point at the November meeting and requested that this action be deferred until then

Action Item 7 – Programme Approval Committee (PAC) Reports; Contact Kim Davies if interested in becoming part of the Programme Approval Committee process
- Kim Davies noted that Bradley Hannigan will be a voting member on the upcoming Applied Research Micro-credential PAC meeting and advised that Committee Members are able to attend PAC meetings as observers. She requested the action be closed

2.3   Correspondence Schedule
     90/22 **RESOLVED** that the inwards correspondence be received.

<div align="right">

Max Devon/Sarah Fraser
CARRIED
</div>

     91/22 **RESOLVED** that the outwards correspondence be endorsed.

<div align="right">

Max Devon/Sarah Fraser
CARRIED
</div>

3. Academic and Quality
     3.1   Degree Monitoring and Monitoring

Kim Davies advised that the Academic Committee role for degree monitoring and monitoring is in assuring that programme deliveries are sound and meeting their approval and accreditation obligations. She suggested that as the degree monitoring reports are tabled at Academic Standards + Quality Committee for review and receipt, an annual high-level review of monitoring reports be undertaken and reported back to this committee. She advised that a similar review could be undertaken for Consistency Reviews.

The Committee Members noted that an annual review of monitoring events would be useful in identifying:
- themes/insights
- good practice
- areas for improvement
- training, mentoring, and induction needs

<div align="right">

ACTION
Kim Davies
</div>

- Set up Curriculum Managers/Programme Support Coordinators Degree Monitoring forums for sharing/supporting practice in readiness for 2023 Degree Monitoring activity
- Start development of a high-level review of 2022 Degree Monitoring activity

The Committee Members discussed the current purpose, scope, and role of the Academic Committee and how this might change and/or develop with the transition to Te Pūkenga.

     3.2   Course and Programme Changes

Kim Davies presented the Course and Programme Changes for endorsement.

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

APPLIED BUSINESS & ENGLISH LANGUAGE

Master of Applied Management Postgraduate Diploma in Applied Management	25.07.22	26.07.22	17110	20 February 2023

NZQA TYPE 2 CHANGES SUBMITTED 26 JULY 2022

Rationale for change/s
- Ākonga have found it challenging to meet research and academic standards since 2018 launch and have needed significant support from Curriculum Area staff and Learner Services. Changes to the completion requirements for the Logistics and Supply Chain Management majors in the Postgraduate Diploma in Applied Management and Master of Applied Management will build a more robust ākonga research pathway.
- RES801 Applied Management Research (15 credits) and MGT811 Special Topic (15 credits) are the recommended electives for ākonga with no previous research experience. LSCM major ākonga cannot access both courses when required to complete 45 credits in elective LSCM courses out of only 60 total elective credits.
- Operational efficiency – Change aligns completion structure to Healthcare Management and Business Analytics majors which already include MGT811 Special Topic as a compulsory course

Description of changes:
Completion Requirements: Modify to choose two of four Logistics and Supply Chain Management courses (30 credits reduced from 45 credits), include MGT811 Special Topic where topic must align with Logistics and Supply Chain Management.

Programme Regulations:
New version, 17110
S17.3 Completion Requirements: Postgraduate Diploma in Applied Management – Logistics and Supply Chain Management
S17.9 Completion Requirements: Master of Applied Management – Logistics and Supply Chain Management
Modify to choose two of four Logistics and Supply Chain Management courses (30 credits reduced from 45 credits), include MGT811 Special Topic where topic must align with Logistics and Supply Chain Management.

AVIATION

Aeronautical Engineering (Level 4)	30.08.22	31.08.22	17105	15 August.22

Rationale for change/s
Stakeholder would like to employ a person with a different trade background and train them through part-time study with NMIT while employed. Stakeholder would look at extending employment with this arrangement to ensure workforce in times of significant shortage

Description of changes in Programme Regulations:
Add part-time option to be available for this programme (update Section 3 - Delivery);

RNZAF General Engineering Officer Training (GEOT)	25.07.22	26.07.22	270722	1 January 2022

Rationale for change/s:
This is to update our regulations to reflect the current agreement (variation 3) between NMIT, RNZAF and Defence Force.
This is a business-to-business arrangement and financial information should not be held within programme regulations.
The change to 19 weeks delivery length is requested by RNZAF. EFTS correction to align self-funded EFTS with course EFTS in programmes.

Brief description of change/s:
- New version effective from 01 January 2022 - v270722
- Reflect amendments as per 'variation 3' of the agreement
- Add 'variation 3' to agreement number
- Remove Finance related information from the programme document
- Change delivery from 20 to 19 weeks
- Correct course EFTS

PRIMARY INDUSTRIES

Bachelor of Viticulture and Winemaking	25.07.22	26.07.22	14110	20 February 2023

NZQA TYPE 2 CHANGES SUBMITTED 28 JULY 2022

Rationale for change/s
Removing BLM501 and BMG638 courses - implications of new NZDB L5/BAcc 2023 Te Pūkenga unification.
Clarifying the language around general electives (this will ensure we get Ākonga into courses that are primary industry focused as per previous monitor feedback and also student feedback

Summary of Type 2 changes:
Removing BLM501 and BMG638 courses
S13 Schedule of Courses: adjusted to reflect removal of BLM501 and BMG638

S15.5 Completion Requirements - edited to reflect changes above and improve clarity S15.7 Subject Progression - remove BLM501 and BMG638 from table				
Bachelor of Aquaculture and Marine Conservation	12.07.22	18.07.22	14107	20 February 2023
		NZQA TYPE 2 CHANGES SUBMITTED 26 JULY 2022		
Rationale for change/s Removing BLM501 and BMG638 courses - implications of new NZDB L5/BAcc 2023 Te Pūkenga unification. Clarifying the language around general electives (this will ensure we get Ākonga into courses that are primary industry focused as per previous monitor feedback and also student feedback **Summary of Type 2 changes:** Removing BLM501 and BMG638 courses S13 Schedule of Courses: adjusted to reflect removal of BLM501 and BMG638 S15.5 Completion Requirements - edited to reflect changes above and improve clarity S15.7 Subject Progression - remove BLM501 and BMG638 from table				

92/22 **RESOLVED** that the Approval of Course and Programme Changes be endorsed.

Sarah Fraser/Max Devon

4. Te Pūkenga
    4.1 Transition
    Olivia Hall advised that NMIT's transition to Te Pūkenga on 01 October 2022 would mean a number of process changes including:
    - Academic Committee minutes to be forwarded to Te Poari Akoranga
    - increased expectation around sharing of resources across ITP network
    - approval line change from NMIT Chief Executive to Te Pūkenga Chief Executive

    4.2 Unified Programmes
    Kim Davies advised that:
    - ten programmes have been identified for unification
    - delivery of the Bachelor of Nursing and Bachelor of Social Work unified programmes will start at NMIT in 2024
    - Te Kawa Maiorooro Te Pūkenga – Educational Regulatory Framework is out for consultation
        - feedback on the framework is open until 07 October
        - information on the framework is available via Polly on the Te Pūkenga hub
        - encourage colleagues to be part of the consultation process
    - NZQA is currently consulting on a number of proposed rule changes including the approval and accreditation of micro-credentials

ACTION
Kim Davies
Arrange for a series of Te Kawa Maiorooro Te Pūkenga – Educational Regulatory Framework information and feedback sessions

    4.3 Te Poari Akoranga
    This item was discussed as part of agenda item 4.1 Transition
5. Reports from Committees and Working Parties
    5.1 Programme Approval Committee Reports
        5.1.1 PAC Report for the He Ara Matatau SafePlus Micro-Credential
        Kim Davies advised that this report was being presented for approval as the requirements of the Programme Approval Committee have been met to the satisfaction of the Committee Chair.

93/22 **RESOLVED** that the Programme Approval Committee Report for the He Ara Matatau SafePlus Micro-Credential be approved

Bradley Hannigan/Susannah Roddick

CARRIED

5.2   Academic Standards + Quality Committee
94/22 **RESOLVED** that the minutes of the Academic Standards + Quality Committee Meeting of 09.08.2022 and E-Meetings of 09.08.2022, 26 to 30.08.2022 be receipted.

Kim Davies/Bradley Hannigan
CARRIED

5.3   Recognition of Academic Credit Committee
95/22 **RESOLVED** that the minutes of the Recognition of Academic Credit Committee Meeting of 31.05.2022 and E-Meeting of 15.07.2022 be receipted.

Kim Davies/Bradley Hannigan
CARRIED

5.4   Learning and Teaching Committee
96/22   **RESOLVED** that the minutes of the Learning and Teaching Committee Meeting of 25.05.2022 be receipted.

Kim Davies/Bradley Hannigan
CARRIED

5.5   Research and Ethics Committee
Bradley Hannigan advised that the Research and Ethics Committee was focussing on streamlining and improving processes as well as transitioning into Te Pūkenga from a rangahau and research point of view.

97/22   **RESOLVED** that the minutes of the Research and Ethics Committee Meetings of 16.02.2022, 25.05.2022, 20.07.2022 be receipted

Kim Davies/Susannah Roddick
CARRIED

Olivia Hall reminded Committee Members that in documents students should be referred to only by their Person Code and use of staff names should be kept to a minimum. She noted that updates on the Te Rito Report would in future be included in this section.

ACTION
Olivia Hall / Bradley Hannigan
Follow-up with Research Manager on what information is feasible to bring to the Academic Committee
Olivia Hall
Follow-up with Chief Risk Manager on guidance/guidelines for sub-committees
Follow-up for including Te Rito report and possibly Disability Report for next meeting

5.6   Te Pae Tawhiti – Te Tiriti o Waitangi
This item was not discussed

6. Complaints and Misconduct
Olivia Hall presented Te Kaupapa: Complaints and Misconduct Report as at 06 September 2022. She noted that this report was a high level mechanism for key findings and how we improve on the complaints process.

Resolution to Exclude the Public
98/22 **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 Executive Director Ōritetanga, Teaching and Learners (Executive Director responsible for Programmes and Delivery (or delegate)), Director of Academic + Quality (Academic Integrity Team Leader), Academic Advisor, Director Teaching + Learning (Curriculum Director), Acting Director – Marlborough (Director – Marlborough), Quality Enhancement Manager, Director of Ōritetanga + Māori Relationships (Manager of Ōritetanga), Appointed Academic Staff Members, Appointed NMIT Students, Administrator Curriculum + Academic

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Registry (Academic and Quality Administrator), be permitted to remain at the meeting, after the public have been excluded because of their specific knowledge in relation to their respective subject matter expertise. This knowledge will be of assistance in relation to the matters above to be discussed.

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

Item No.	General Subject of each matter to be considered	Reason for passing resolution in relation to each matter	Grounds under section 48(1) for the passing of the resolution.
8.1	Minutes of the In-Committee NMIT Academic Committee Meeting – 30 August 2022	Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 of the OIA noting Te Pūkenga (and its subsidiaries) is specified, in Schedule 2 of LGOIMA, as a body to which Part 7 LGOIMA applies)
9	- Academic Contracts as at 06 September 2022	Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 of the OIA noting Te Pūkenga (and its subsidiaries) is specified, in Schedule 2 of LGOIMA, as a body to which Part 7 LGOIMA applies)

Meeting Closed 04.30PM

Academic Committee Action List – 14 September 2022

	RES NO	ACTION	WHO	WHEN	PROGRESS
Action Items 15.06.2022					
1	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 12 October 2022	
Action Items 20.07.2022 - Open					
2	4	Sector Updates Update agenda item with descriptive commentary	Kim Davies / Mary Woodward	Report back 14 September 2022	Closed
3	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 14 September 2022	Closed Courses to be assigned new Te Pūkenga format course codes
Action Items 30.08.2022 - Open					
4	2.1 2.2	Upload confirmed Minutes to Academic Committee site and to Academic Committee site on NMIT website	Mary Woodward	Report back 14 September 2022	Completed
5	3.1	Academic Development Tracking Report Follow-up with Ellen Cieraad regarding approval of the Applied Research Micro-credential costings	Kim Davies	Report back 14 September 2022	Closed Approved of costings advised
6	3.4	Approvals Provide a feedback report to the Committee on the micro-credential development process – including key insights, issues and challenges for next meeting	Kim Davies / Carmen Cayuelas	Report back 23 November 2022	For tabling as a discussion point at 23 November meeting
7	5.1	Programme Approval Committee Reports	Committee Members	Report back 14 September 2022	Closed

		Contact Kim Davies if interested in becoming part of the Programme Approval Committee process			
8	6.2	Key Messages from Meeting Forward key message list to Caroline Elworthy for inclusion	Mary Woodward / Kim Davies	ASAP	Completed
Action Items 14.09.2022 - Open					
9	2.1	Upload confirmed Minutes to Academic Committee site and to Academic Committee site on NMIT website	Mary Woodward	Report back 12 October 2022	
10	3.1	Degree Monitoring and Monitoring • Set up Curriculum Managers/Programme Support Coordinators Degree Monitoring forums for sharing/supporting practice in readiness for 2023 Degree Monitoring activity • Start development of a high-level review of 2022 Degree Monitoring activity	Kim Davies	Report back 12 October 2022	
11	4.2	Unified Programmes Arrange for a series of Te Kawa Maiorooro Te Pūkenga – Educational Regulatory Framework information and feedback sessions	Kim Davies	Report back 12 October 2022	Completed
12	5.	Reports from Committee and Working Parties Follow-up with Research Manager on what information is feasible to bring to the Academic Committee	Olivia Hall / Bradley Hannigan	Report back 12 October 2022	
13	5.	Reports from Committee and Working Parties Follow-up with Chief Risk Officer on guidance/guidelines for sub-committees	Olivia Hall	Report back 12 October 2022	
14	5.	Reports from Committee and Working Parties Follow-up for including Te Rito report and possibly Disability Report for next meeting	Olivia Hall	Report back 12 October 2022	

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Academic Committee Action List – 12 October 2022

	RES NO	ACTION	WHO	WHEN	PROGRESS
Action Items 15.06.2022					
1	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 12 October 2022	
Action Items 30.08.2022 - Open					
2	3.4	Approvals Provide a feedback report to the Committee on the micro-credential development process – including key insights, issues and challenges for next meeting	Kim Davies / Carmen Cayuelas	Report back 23 November 2022	For tabling as a discussion point at 23 November meeting
Action Items 14.09.2022 - Open					
3	2.1	Upload confirmed Minutes to Academic Committee site and to Academic Committee site on NMIT website	Mary Woodward	Report back 12 October 2022	
4	3.1	Degree Monitoring and Monitoring • Set up Curriculum Managers/Programme Support Coordinators Degree Monitoring forums for sharing/supporting practice in readiness for 2023 Degree Monitoring activity • Start development of a high-level review of 2022 Degree Monitoring activity	Kim Davies	Report back 12 October 2022	
5	4.2	Unified Programmes Arrange for a series of Te Kawa Maiorooro Te Pūkenga – Educational Regulatory Framework information and feedback sessions	Kim Davies	Report back 12 October 2022	Completed
6	5.	Reports from Committee and Working Parties Follow-up with Research Manager on what information is feasible to bring to the Academic Committee	Olivia Hall / Bradley Hannigan	Report back 12 October 2022	
7	5.	Reports from Committee and Working Parties Follow-up with Chief Risk Officer on guidance/guidelines for sub-committees	Olivia Hall	Report back 12 October 2022	
8	5.	Reports from Committee and Working Parties Follow-up for including Te Rito report and possibly Disability Report for next meeting	Olivia Hall	Report back 12 October 2022	
Action Items 14.09.2022 – In-Committee					
9	8.1	Upload confirmed Minutes to Academic Committee site	Mary Woodward	Report back 12 October 2022	
10	9	Academic Contracts as at 06 September 2022 Develop a statement for the agenda regarding the role of the Committee Members in viewing this item	Olivia Hall	Report back 12 October 2022	

Academic Committee Correspondence – 12 October 2022

Inwards for receipt

1.	Toi Mai (WDC)	08.09.22	Programme Endorsement Letters for Type 2 changes to NZ Certificate in Information Technology (Level 5), NZ Diploma in Information Technology Technical Support (Level 5) and NZ Diploma in Web Development and Design (Level 5)
2.	NZQA	09.09.22	Approval of Application C53866-C5368 - Type 2 changes to NZ Certificate in Information Technology (Level 5), NZ Diploma in Information Technology Technical Support (Level 5) and NZ Diploma in Web Development and Design (Level 5)
3.	Te Pūkenga	28.09.22	OFP Request Approval - proposed Type 2 changes to NZ Certificate in Mechanical Engineering (Level 3) to add optional unit standards for 2023 delivery.
4.	Te Pūkenga	28.09.22	OFP Request Approval - proposed Type 2 change to CAP (Level 7) Training Scheme to meet Nursing Council NZ Requirements, for 2023 delivery.
5.	Te Pūkenga	28.09.22	Consistency Review - Final Report received for New Zealand Certificate in Outdoor and Adventure Education (Multi-skilled) (Level 4). National consistency is confirmed.
6.	Toitū Te Wairoa (WDC)	30.09.22	Confirmation no current requirement to endorse He Ara Matarau - SafePlus Assessor Micro-credential.
7.	Te Pūkenga	06.10.22	October 2022 Te Pūkenga Unification Programme of Work Pānui

Outwards for endorsement

8.	Te Pūkenga	23.09.22	OFP Request Form - proposed Type 2 changes to NZ Certificate in Mechanical Engineering (Level 3) to add optional unit standards for 2023 delivery.
9.	Te Pūkenga	23.09.22	OFP Request Form - proposed Type 2 change to CAP (Level 7) Training Scheme to meet Nursing Council NZ Requirements, for 2023 delivery.
10.	Toitū Te Wairoa (WDC)	29.09.22	Application for Micro-credential Letter of Support, for He Ara Matarau - SafePlus Assessor Micro-credential.

Back to Agenda

**REPORT OF A MEETING OF THE PROGRAMME APPROVAL COMMITTEE FOR THE
GENERATING HIGH-IMPACT ACADEMIC PUBLICATIONS MICRO-CREDENTIAL (LEVEL 8)
DEVELOPING A COMPREHENSIVE RESEARCH STRATEGY MICRO-CREDENTIAL (LEVEL 8)
PREPARING A RESEARCH FUNDING APPLICATION MICRO-CREDENTIAL (LEVEL 8)
HELD ON 22 SEPTEMBER 2022 AT 01.00PM**

PRESENT: Kim Davies (Chair, voting member), Nicole Akuhata (Director Ōritetanga + Māori Relationships, voting member), Bradley Hannigan (PASM, voting member), Ellen Cieraad, (Research & Innovation Manager), Eric Buenz (Research Professor, ASM), Annie Fay (Ōritetanga, Pourangahau Māori Advisor (left 2.50PM)), Shingai Muchecheterwa (Curriculum Design Advisor (arrived 1.15PM)), (Carmen Cayuelas (Academic Advisor), Mary Woodward (Academic & Quality, non-voting)

GENERAL:

Kim Davies opened the meeting and welcomed Members. She advised that the meeting had been convened to approve the three micro-credentials: Generating High-impact Publications, Developing a Comprehensive Research Strategy, and Preparing a Research Funding Application. She invited Ellen Cieraad to give an over-view on the micro-credentials.

Ellen Cieraad advised that:

- Eric Buenz has headed the delivery of the two training schemes: Research Principles, Planning and Practice (Level 7), and Preparing Research for Publication (Level 7), for the past five years to ITP sector staff
- feedback received on the training schemes was:
  - they were not situated at a level 7 standard
  - more components could be added
- following industry consultation, the two training schemes were redeveloped as two level 8 micro-credentials with a third level 8 micro-credential focussed on the research funding application processes added.

Kim Davies noted that:

- there had been previous conversation on whether the training schemes be redeveloped as a postgraduate qualification, Te Pūkenga had suggested micro-credential redevelopment as they felt micro-credentials were:
  - more accessible
  - gave ākonga more control of their learning
  - could potentially be used across the network to train staff on research practice
- a postgraduate qualification may be considered in the future
- micro-credentials are now registered on the NZQA Qualifications and Credentials Framework

The Committee Members discussed the considerations for and against redeveloping the training schemes as micro-credentials rather than as a postgraduate qualification.

Kim Davies acknowledged the work of everyone involved in the development of these Micro-credentials and noted the level of development and consultation undertaken by the redevelopment team.

A.   Programme Approval Committee Recommendation to the Academic Committee

The Committee recommended that the Generating High-impact Publications Micro-credential (Level 8), Developing a Comprehensive Research Strategy Micro-credential (Level 8), Preparing a Research Funding Application Micro-credential

(Level 8) be approved when the requirements of the Programme Approval Committee have been met to the satisfaction of the Committee Chair.

CARRIED

Requirements of Programme Approval Committee met:

Date: 10 Oct 2022	Advisor: Carmen Cayuelas	Signed: Carmen Cayuelas
Date: 11 Oct 2022	Chair: Kim Davies	

B. **Requirements**

General

		Date/Initial
1.	Correct general formatting and typing errors, including capitalisation.	10 Oct 2022/ CC
2.	Ensure all reference to learner(s)/student(s)/staff (where appropriate)/faculty is updated to ākonga	10 Oct 2022/ CC
3.	Replace course codes: ARP801 with PROF8501 ARP802 with PROF8502 ARP803 with PROF8503	10 Oct 2022/ CC
4.	Clarify if these titles/use of these titles is correct and update as required Curriculum Manager or Delegate Curriculum Area Coordinator	10 Oct 2022/ CC
5.	Update references to NMIT/NMIT Board in terms of the transition to 'Te Pūkenga trading as NMIT'	10 Oct 2022/ CC

Application Document Generating High-impact Academic Publications Micro-credential, Developing a Comprehensive Research Strategy Micro-credential, Preparing a Research Funding Application Micro-credential

Purpose of Micro-Credentials (Page 6):

6.	Paragraph 2, sentence 3, delete wording 'such that governance, management and implementation give effect to Te Tiriti o Waitangi.'	10 Oct 2022/ CC

Generating High Impact Academic Publications Micro-Credential (Page 6):

7.	Sentence 2, replace 'high impact (critical)' with 'critical'	10 Oct 2022/ CC

Developing a Comprehensive Research Strategy Micro-Credential (Page 6)

8.	Sentence 1, replace 'giving effect to' with 'considering'	10 Oct 2022/ CC

Preparing a Research Funding Application Micro-Credential (Page 6)

9.	Sentence 4, replace 'embedded' with 'considered'	10 Oct 2022/ CC

Consultation Timeline (Pages 7 to 9)

10.	Update 'Final Consultation' information	10 Oct 2022/ CC

Identified Skill Need (Pages 10 to 11)

11.	Paragraph 2, sentence 1 replace 'meet' with 'will address'	10 Oct 2022/ CC
12.	Paragraph 3, add third point around collaboration and connectiveness	10 Oct 2022/ CC
13.	Paragraph 8 (indented), sentence 2, after 'tailoring the manuscript for the specific journal,' add 'peer-review,'	10 Oct 2022/ CC

Criterion 1: Structure of the Micro-Credential (Pages 11 to 13)

14.	Replace heading '1.1 Content Overview' with '1.1 Structure Matrix'	10 Oct 2022/ CC
15.	Add an introduction paragraph for each micro-credential	10 Oct 2022/ CC
16.	Delete heading and section '1.2 Coherence'	10 Oct 2022/ CC
17.	Delete heading '1.3 Structure Matrix'	10 Oct 2022/ CC

Criterion 2: Delivery Methods, Safety, Health and Wellbeing (Section 2.4, Page 15)

18.	Paragraph 4, check that the noted title and tasks for the Safety, Health, and Wellbeing Leadership Group are correct/up to date	10 Oct 2022/ CC
19.	Paragraph 4, check that the noted title, nomination process and ratio for the Health and Safety Representatives are correct/up to date	10 Oct 2022/ CC

Criterion 4: Regulations, Information for Applicants (Section 4.1.4, Pages 17 to 18)

20.	Delete Paragraph 3 beginning 'Under the NMIT vaccination …'	10 Oct 2022/ CC
21.	Delete Paragraph 4 beginning 'These rules will be adapted …'	10 Oct 2022/ CC

Criterion 5: Assessment and Moderation, 5.1 Assessment, Assessment Methods (Section 5.1.1, Page 21)

22.	Table 'Methods of Assessment' add 'Portfolio' row	10 Oct 2022/ CC

23.	Delete final paragraph beginning 'Note: the table above …'	10 Oct 2022/ CC

Special Assessment Circumstances (Section 5.1.3, Pages 22 to 23)

24.	Table, row 'Resits and Resubmissions,' delete wording 'Ākonga may apply to the Curriculum Manager for a third attempt for practical assessment only. In this case a fee may apply. Sentence 2, replace wording 'This is the final' with 'The second attempt is the final'	10 Oct 2022/ CC
25.	Table, row 'Extensions' delete all instances of 'or course facilitator.' Final sentence, add 'or delegate' after 'Curriculum Manager'	10 Oct 2022/ CC
26.	Table, row 'Assessment in Te Reo Māori' sentence 1, modify wording for clarity, add 'or delegate' after 'Curriculum Manager.' Delete sentence 2 beginning 'The facility to use …'	10 Oct 2022/ CC

5.2 Reporting on Achievement, Course Results (Section 5.2.2, Page 24)

27.	Investigate use of a Course Result Key that does not have an 'AEG Aegrotat' result available; confirmed with Ellen Cieraad that AEG Aegrotat is not available (CC)	10 Oct 2022/ CC

Appendix 2: Course Descriptors (Pages 29 to 34)
ARP801 (Now PROF8501) Generating High-Impact Academic Publications (Pages 29 to 30)

28.	Course Aim, replace 'high impact (critical)' with 'critical'	10 Oct 2022/ CC
29.	Indicative Curriculum delete 'using systems such as Google scholar metrics, ISI Impact factor, SCImago, and similar others'	10 Oct 2022/ CC
30.	Learning Outcomes LO 1, after 'high impact' replace remainder of sentence with 'research using different methodologies in an area of interest Delete LO 3, 'Develop and present …' Add new LO 2, 'Critically reflect on and respond to peer feedback on the journal article' Renumber learning outcomes	10 Oct 2022/ CC

ARP802 (Now PROF8502) Developing a Comprehensive Research Strategy (Pages 31 to 32)

31.	Course Aim, replace 'sound' with 'comprehensive'	10 Oct 2022/ CC
32.	Indicative Curriculum add bullet point, 'Decolonisation in research' for bullet point starting 'Indigenous theories,…' add at end 'and Te Tiriti considerations'	10 Oct 2022/ CC

33.	Learning Outcomes
	
	       LO 1, replace 'robust' with 'comprehensive,' add at end 'in their own specialised field'
	
	       LO 2, replace 'Review and scope a range of robust' with 'Evaluate,' replace 'publications' with 'literature'
	
	       LO 3, add at end 'within the context of Aotearoa New Zealand
		10 Oct 2022/ CC

ARP803 (Now PROF8503) Preparing a Research Funding Application (Pages 33 to 34)

34.	Indicative Curriculum
	
	       delete bullet point, 'Decolonising in research'
	
	       add bullet point 'Strategies for establishing research collaboration'
		10 Oct 2022/ CC

35.	Learning Outcomes
	
	       LO 1, replace 'Investigate and compile the' with 'Critically review relevant literature to identify'
	
	       Delete LO 2, 'Evaluate appropriate …'
	
	       LO 3, replace 'Compile' with 'Critically reflect on and respond to,' replace 'and guidance regarding project plan' with 'on the research funding,' delete 'to be used for research funding application.'
	
	       LO 4, replace 'for their relevant discipline' with 'to the relevant funding organisation.'
	
	       Renumber learning outcomes
		10 Oct 2022/ CC

36.	Assessments, review the distribution of the updated learning outcomes for each assessment	10 Oct 2022/ CC

37.	Add Appendix 4: TEC Micro-credential Funding Information	10 Oct 2022/ CC

General

38.	Apply any changes identified in the Generating High-impact Academic Publications Micro-credential, Developing a Comprehensive Research Strategy Micro-credential, Preparing a Research Funding Application Micro-credential Application Document that are also relevant to the Micro-credential Regulations	10 Oct 2022/ CC

MEETING CLOSED 03.00PM

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OPEN

CONFIRMED Minutes of a meeting of the Academic Standards + Quality Committee
06 September 2022 at 10.05AM Room M306 and via Microsoft Teams

PRESENT:
Committee: Kim Davies (Chair), Julie Bytheway, Reid Carnegie (joined 10.27AM), Monique Day (joined 10.11AM), Hannah Emms-Healy, Shine Kelly (proxy for Silvia Gassebner), Alison Hart (left 11.07AM), Marja Kneepkens, Trisha Krishnasamy, Eleanor Upton (proxy for Darcy Liddell), Pam Wood, Mary Woodward (Minute taker, non-voting)

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 and Victoria Whitmore.

      She reiterated the reminder from the 09 August meeting that Committee Members should be attending face to face meetings or arranging for a proxy if unable to attend. She advised that future meeting discussion would focus on the Committee meeting structure and membership.

      She advised that Darcy Liddell had stepped down from the Committee following her resignation from the Quality Enhancement Manager role. The Committee Members acknowledged Darcy Liddell's contribution to the Academic Standards and Quality Committee and the wider NMIT community. Kim Davies advised that she was picking up the Quality Enhancement Manager role in the interim.

2.   Moderation
      2.1   2022 External Annual Moderation Plans
      The 2022 External Annual Moderation Plans were presented for endorsement.

       RESOLVED that the following 2022 External Annual Moderation plan be endorsed by this Committee:
       • STAR 1 event

                                                      Trisha Krishnasamy / Kim Davies
                                                      CARRIED
                                                      Action Mary Woodward
                    Advise Eleanor Upton of endorsement of AMP event for noting on Moderation Tracksheet
      2.2   Moderation Reports
      The following Moderation Reports were received:

No	CA	Coversheet	Report	Result AM	Result AJ	Req	Rec	Com	Action Plan	Follow-Up
1	AB	RES903 21NN/EX-T2	Report	Met	Met	No	No	Yes		MK
2	AB	NZB503 21-S2, Report		Met	Met	No	No	Yes		TK
3	AB	BMK776 21-S2, Report		Met	Met	No	No	Yes		RC
4	AB	BMG734 21OOL-T2, Report		Met	Met	No	No	No		MD
5	CTSI	AAD518 22NN-T2	Report	Met	Met	No	No	No		VW
6	CTSI	NCH201 US25439 V2 2022 onwards	Report	Met	NA	No	Yes*	Yes	*addressed in coversheet by tutor	PW
7	CTSI	HAI214 US21935 V4 22NN	Report 1 – resub required Report 2 - approved	Met/Mod	NA	Yes	Yes		Action Plan – Parts 1 + 2	HEH
8	CTSI	HAI214 US21936 V3 22NN	Report 1 – resub required Report 2- approved	Met/Mod	NA	Yes	Yes		Action Plan – Parts 1 + 2	KD
9	CTSI	HAI214 US21937 V4 22NN	Report 1 – resub required Report 2 – approved	Met/Mod	NA	Yes	Yes		Action Plan – Parts 1 + 2	AH

#										
10	CTSI	NCH203 US2866 V6 22NN-S1	Report 1 – resub required Report 2 - approved	Met/Mod Met	NA	Yes	Yes		Action Plan – Parts 1 + 2	SK
11	CTSI	NCH202 US21938 V4 22NN-S1	Report 1 – resub required Report 2 – approved	Met/Mod	NA	Yes	Yes	Yes	Action Plan – Parts 1 + 2	RS
12	CTSI	HAI214 US28025 V2 22NN	Report 1 – resub required Report 2 – approved	Not Met	NA	Yes	Yes	Yes	Action Plan – Parts 1 + 2	PS
13	CTSI	HAI214 US28026 V1 22NN	Report 1 – resub required Report 2 – approved	Not Met	NA	Yes	Yes		Action Plan – Parts 1 + 2	MK
14	CTSI	NCH201 US21940 V4 22NN-S1	Report	Met	NA	No	No	Yes		RC
15	CTSI	AAD521 22NN-T1	Report	Met	Met	No	No	No		MD
16	EC	MEC303 2021	Report	Not Met	Not Met	Yes	No	No	Action Plan – Parts 1 + 2	VW
17	MAC	ATG501 US30690 V1 21NN-FY	Report	NA	Met	No	No	Yes		PW
18	MAC	ATG540 US26513 V1 21NN-S1	Report	NA	Met	No	No	Yes		HEH
19	MAC	ATG501 US424 V8 21NN-FY	Report	NA	Met					KD
20	SS	SCP406 21NN-S2	Report	Met/Mod	Met	Yes	Yes	No	Action Plan – Parts 1 + 2	AH

The Committee Members advised their satisfaction of the Moderation Reports presented for receipt. They discussed:
- the opportunity for the Hairdressing team to proactively use the Toi Mai WDC assessment form when submitting future material for moderation
- if moderators need to be a Subject Matter Expert
- the opportunity for NMIT Staff to attend the Muka Tangata WDC unit standard workshops to raise awareness/quality of unit standard practice

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

3   Academic + Quality
3.1   Academic Development Tracking Report
Kim Davies presented the Academic Development Tracking Report for information. She advised that this new agenda item had previously been part of the Academic Committee purview but due to a change in the meeting format, was now coming to the AS+Q Committee for oversight. She noted that the report tracked the status of programme/micro-credential developments, coming through Academic + Quality Team that require a resource commitment and advised that developments are added to the report once they have, if applicable, NMIT Directorate, Te Pūkenga and costings sign-off. She noted that the report identified risk where developments may not meet pre-determined milestones and advised that all current developments were tracking well and meeting milestone dates. She noted that the unified programme developments still needed to be added to the report.

The Committee Members discussed the 2023 fee setting process for unified programmes and how any hold up on this may negatively affect ākonga ability to apply for student loans and allowances.

Action Kim Davies
Follow up with Te Pūkenga about unified programme fee setting
Update Academic Development Tracking spreadsheet to include unified programme developments

3.2   NMIT Operating + Financial Parameters (OFP) Report
Kim Davies presented the NMIT Operating + Financial Parameters (OFP) Report for information. She noted that this new agenda item had previously been part of the Academic Committee purview but due to a change in the meeting format, was now coming to the AS+Q Committee for oversight. She advised that Te Pūkenga approval is required prior to any changes being made to the NMIT programme portfolio.

3.3   2022 Consistency Review Schedule and Outcomes Overview

Kim Davies presented the 2022 Consistency Review Schedule and Outcomes Overview spreadsheet for information and advised:

- preparation is currently underway for:
  - 2900 NZC Aeronautical Engineering (Specialist Support) (L4), review scheduled 03.11.2022
  - 2591 NZC in Computing (User Fundamentals) (L2), review scheduled 21.11.2022
- the 3667 NZC English Language (Applied) (L3) report is still to be received, it was sent in error to a former staff member
- the action plan addressing the 'Not Yet Sufficient' rating received for the 3130 New Zealand Certificate in Seafood Processing (Level 3) 15.07.2022 review has been sent to the assessor

The Committee Members discussed the gap left in the Consistency Review space following the resignation of Darcy Liddell and the need to have someone at NMIT to champion and provide guidance on the Consistency Review processes.

Action Trisha Krishnasamy/ Marja Kneepkens/ Kim Davies

Follow up on the suggestion about having someone champion and provide guidance on the Consistency Review processes

3.4   2022 Degree Monitoring, and Monitoring Overview

Kim Davies presented the 2022 Degree Monitoring, and Monitoring Overview spreadsheet for information and advised:

- scheduled micro-credential monitoring exercise still to be completed in 2022
  - 125166 Introduction to Artificial Intelligence for Society and Business Micro-credential
- scheduled micro-credential monitoring exercise to be completed in early 2023
  - 126533 Leadership for Primary In micro-credential
  - 126670 Project Management for Primary Industries micro-credential
- Curriculum Managers need to start setting their 2023 Degree Monitoring and Monitoring dates

3.4.1.   External Monitor Report Bachelor of Nursing July 2022

The External Monitor Report Bachelor of Nursing dated July 2022 was presented for receipt.

RESOLVED that the External Monitor Report Bachelor of Nursing dated July 2022 be receipted

Marja Kneepkens / Alison Hart
CARRIED

3.4.2.   Degree Monitoring Report Master of Applied Management, Postgraduate Diploma in Applied Management, Postgraduate Certificate in Applied Management, Postgraduate Diploma in Logistics and Supply Chain Management May 2022

The Degree Monitoring Report Master of Applied Management, Postgraduate Diploma in Applied Management, Postgraduate Certificate in Applied Management, Postgraduate Diploma in Logistics and Supply Chain Management dated 17 May 2022 was presented for receipt.

RESOLVED that the Degree Monitoring Report Master of Applied Management, Postgraduate Diploma in Applied Management, Postgraduate Certificate in Applied Management, Postgraduate Diploma in Logistics and Supply Chain Management May 2022 be receipted

Kim Davies / Julie Bytheway
CARRIED

3.4.3.   Degree Monitoring Report Bachelor of Commerce, Graduate Diploma in Management, Graduate Diploma in Professional Accounting, Graduate Diploma in Accounting, Graduate Diploma in Marketing May 2022

The Degree Monitoring Report Bachelor of Commerce, Graduate Diploma in Management, Graduate Diploma in Professional Accounting, Graduate Diploma in Accounting, Graduate Diploma in Marketing dated 17 May 2022 was presented for receipt.

Hannah Emms-Healey noted that this had been a good visit and the report accurately captured where the programme is currently at.

RESOLVED that the Degree Monitoring Report Bachelor of Commerce, Graduate Diploma in Management, Graduate Diploma in Professional Accounting, Graduate Diploma in Accounting, Graduate Diploma in Marketing May 2022 be receipted

Kim Davies / Julie Bytheway
CARRIED

4   Quality Management System
There were no Quality Management System items for endorsement/approval

5   Minutes of the Previous Meetings
    5.1   Award Application Approval Reports
        5.1.1   62 REPORT Award Applications 08.08.2022
        5.1.2   63 REPORT Award Applications 09.08.2022
        5.1.3   64 REPORT Award Applications 10.08.2022 approved 11.08.2022
        6.1.4   65 REPORT Award Applications 11.08.2022
        5.1.5   66 REPORT Award Applications 23.08.2022
        5.1.6   67 REPORT Award Applications 26.08.2022
        5.1.7   68 REPORT Award Applications 01.09.2022

RESOLVED that the Approval Reports for the Award Applications Academic Standards and Quality Committee meetings held on 08.08.2022, 09.08.2022, 10.08.2022 approved 11.08.2022, 11.08.2022, 23.08.2022, 26.08.2022, 01.09.2022 be received

Trisha Krishnasamy / Kim Davies
CARRIED

6   Matters Arising (General)
    6.1   Late Items
        6.1.1   Complaints and Misconduct Report as at 06.09.2022
        Kim Davies presented the Complaints and Misconduct Report as at 06.09.2022 for information.

        Marja Kneepkens advised that the report presented a good overview on current complaints and student misconduct although she noted the lack of any assurance that all follow-up communication had been completed.

ACTION Marja Kneepkens
Follow-up with Deidre Hemera about the communication completion process

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

7   Minutes of the Previous Meetings
    7.1   Academic Standards and Quality Draft Minutes
        7.1.1   2022-08-09 ASQ Minutes – Draft
        7.1.2   2022-08-09 ASQ Minutes – Draft (e-vote)
        7.1.3   2022-08-26 to 30 ASQ Minutes - Draft

RESOLVED that the Minutes of the meeting held on 09.08.2022 and e-meeting held on 09.08.2022, 26 to 30.08.2022 be accepted as a true and accurate record of this meeting.

Kim Davies / Marja Kneepkens
CARRIED
ACTION Mary Woodward
Resave minutes as Confirmed and forward to Academic Committee for receipt

7.2   Course Results Approval Reports
 7.2.1   56 REPORT Course Results 13.07.2022
 7.2.2   57 REPORT Course Results 14.07.2022
 7.2.3   58 REPORT Course Results 20.07.2022
 7.2.4   59 REPORT Course Results 21.07.2022
 7.2.5   60 REPORT Course Results 22.07.2022 approved 25.07.2022
 7.2.6   61 REPORT Course Results 27.07.2022 approved 28.07.2022

RESOLVED that the Approval Reports for the Course Results Academic Standards and Quality Committee meetings held on 13.07.2022, 14.07.2022, 20.07.2022, 21.07.2022, 22.07.2022 approved 25.07.2022, 27.07.2022 approved 28.07.2022, 28.07.2022, 03.08.2022 approved 04.08.2022 be received.

Trisha Krishnasamy / Kim Davies
CARRIED

7.3   2022 Spot-Check on Course Results
Trisha Krishnasamy advised that she had carried out a spot-check of the course results receipted at the 09 August meeting. She noted that it had been a good exercise to work through and advised that after finding some issues in regard to the Results Committee quorums she had altered her area's eCampus Results Committee membership to better meet minimum quorum requirements.

Action Mary Woodward
Forward the 2022 Spot-Check spreadsheet and Course Result Reports receipted at this meeting to Julie Bytheway
Action Silvia Gassebner
Feedback results on the RCM process from this spot-check to Camille Nicholls

8   Matters Arising
 8.1   Action List
Kim Davies requested that Committee Members review the action list and note their completed actions.
Action Mary Woodward
Share link to action list with Committee Members for updating

9   Student Matters
 9.1   Extension Requests Approval Via Flowingly Process
Kim 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 14842 Student Protect the privacy of the	Flow 15087 Student Protect the privacy of the

Meeting closed 11.13AM

Academic Standards + Quality Committee Action List 06 September 2022

08 February 2022					
	Item Reference	**Action**	**Who**	**When**	**Progress**
1	2	Moderation Reports Follow-up on the NFS205 US26627 action plan Follow-up with Jackie Rees on the unmet eCampus moderation	Victoria Whitmore Kim Davies	06.09.22 06.09.22	
2	8.2	Student Matters Send 2021 Outstanding Course Results communication to Curriculum Managers	Marja Kneepkens	06.09.22	Ongoing
15 March 2022					
	Item Reference	**Action**	**Who**	**When**	**Progress**

3	4	Quality Management System Where possible include information on upcoming policy review in monthly Policy Digest	Eleanor Upton	06.09.22	On hold / cancelled as TP are sending through their policies for feedback. Very high level.
4	4	Quality Management System Form Working Group to review/clarify definition of 'False Citation'	Kim Davies Deidre Hemara Alison Hart Hannah Emms-Healey Angela McLean	06.09.22	WIP Meeting 06.04.22 to discuss
5	5.1	Award Application Approval Reports Establish a process for carrying out a spot-check on the award approval process	Silvia Gassebner	04.10.22	WIP to be discussed as part of Process redesign

Action List – Meeting of 05 April 2022

	Item Reference	Action	Who	When	Progress
6	2.1	Moderation Reports CCO301 21ML-S1, Review report and report back to Committee	Kim Davies	06.09.22	CCO301 – to be followed up on
		Review how to address the mapping of Learning Outcomes to the Graduate Profile Outcomes as part of programme design	Kim Davies		
		Undertake a more focused approach on the moderation process with the New Zealand Certificate in Cellar Operations (Level 3) programme area	Marja Kneepkens Kim Davies	06.09.22	WIP
		Initiate a wider conversation on how to address the moderation process across all programme area and the role of the AS+Q and other Sub-Committees in that process	Marja Kneepkens Kim Davies	06.09.22	WIP
7	5.1	Quality Management System Student Reference Guidelines for Students and Staff Request POD: • add a clarifying statement to the Purpose section in regard to providing a written or verbal reference relevant to current study • add an update to the 'Principles' section in regard to Students being able to request a written or verbal reference relevant to current study	Darcy Liddell	06.09.22	WIP as at 12.07.22

Action List – Meeting of 10 May 2022

	Item Reference	Action	Who	When	Progress
8	2.2	Moderation 2021 External Moderation Activity Overview Meet to review Moderation activity data	Marja Kneepkens / Eleanor Upton	06.09.22	

Action List – Meeting of 07 June 2022

	Item Reference	Action	Who	When	Progress
9	2.2	Moderation Reports Follow up on reports HRT313, CHP412, CPI202	Pam Wood	06.09.22	

10	2.2	Moderation Reports Review process on how to ensure that the documents coming to the Committee are correct	Kim Davies / Marja Kneepkens	06.09.22	WIP
11	4	Course and Programme Changes Consider adding a section to the 3V6 Approval Form to indicate that a changed course has been added as an external moderation planned event	Kim Davies	06.09.22	

Action List – Meeting of 12 July 2022					
	Item Reference	**Action**	**Who**	**When**	**Progress**
12	2.3	2020/2021 Analysis of External Moderation Reports Completed Resubmit report with commentary added to aid purpose and analysis	Kim Davies	06.09.22	
13	10.1	Student Matters Review SYD701 Systems Development Methodologies structure	Kim Davies	06.09.22	

Action List – Meeting of 09 August 2022					
	Item Reference	**Action**	**Who**	**When**	**Progress**
14	1.1	Email reminder to Curriculum Managers that their representation is required at F2F meetings, if not able to arrange a proxy	Kim Davies	06.09.22	
15	2.1	2022 External Annual Moderation Plans Follow-up with Dean Grooby to create a 2022 External Moderation Plan for the 2022 Seafood Processing programme delivery	Pam Wood	06.09.22	
16	2.1	Advise Eleanor Upton of endorsement of AMP events for noting on Moderation Tracksheet	Mary Woodward	ASAP	Completed
17	2.2	Moderation Reports Forward tabled Moderation Reports to Eleanor Upton for noting receipt on Moderation Tracksheet	Mary Woodward	ASAP	Completed
18	2.2	Follow-up with Deidre Hemera on the Moderation Policy change in regard to unredacted student information	Kim Davies	06.09.22	
19	2.2	Ensure that OSA501A 21NN-S2 moderation report outcomes are used to inform the 2023 course redevelopment and that the redeveloped course is included in the IT 2023 Annual Moderation Plan	Trisha Krishnasamy	06.09.22	
20	2.2	Review the E+C action plans submitted to this meeting for completeness	Kim Davies / Marja Kneepkens / Reid Carnegie	06.09.22	
21	3.1	2022 CR Schedule and Outcomes Overview Follow-up with Darcy Liddell on the 3667 NZC English Language (Applied) (L3) review report	Kim Davies	06.09.22	
22	3.2	2022 Degree Monitoring, and Monitoring Overview In the 2022 Degree Monitoring Visits spreadsheet move the Nursing Council of NZ BN visit from the Degree Monitoring 2022 page to the Monitoring Visit 2022 page	Vanessa Dawson Darcy Liddell	06.09.22	Completed
23	3.2	Prepare analysis of 2022 monitoring feedback to present to ASQ and AC Committee	Marja Kneepkens Kim Davies	06.09.22	
24	7.1	Minutes of the Previous Meetings Resave minutes as Confirmed and forward to Academic Committee for receipt	Mary Woodward	ASAP	Completed

25	8.1	Action List Share link to action list with Committee Members for updating	Mary Woodward	06.09.22	Completed
26	8.2	2022 Spot-Check on Course Results Carry out a spot check of course results presented for receipt at this meeting	Mary Woodward Trisha Krishnasamy	06.09.22	Completed
27	8.2	Update Agenda template, move item '2022 Spot-Check on Course Results' to follow item 'Course Results Approval Reports'	Mary Woodward	06.09.22	Completed
Action List – Meeting of 06 August 2022					
28	2.1	Advise Eleanor Upton of endorsement of AMP events for noting on Moderation Tracksheet	Mary Woodward	ASAP	Completed
29	2.2	Moderation Reports Forward tabled Moderation Reports to Eleanor Upton for noting receipt on Moderation Tracksheet	Mary Woodward	ASAP	Completed
30	3.1	Follow up with Te Pūkenga about unified programme fee setting Update Academic Development Tracking spreadsheet to include unified programme developments	Kim Davies Kim Davies	04.10.22 ASAP	
31	3.3	Follow up on the suggestion about having someone champion and provide guidance on the Consistency Review processes	Trisha Krishnasamy / Marja Kneepkens / Kim Davies	04.10.22	
32	6.1.1	Complaints and Misconduct Report Follow-up with Deidre Hemera about the communication completion process	Marja Kneepkens	04.10.22	
33	7.1	Resave minutes as Confirmed and forward to Academic Committee for receipt	Mary Woodward	ASAP	Completed
34	7.3	Forward the 2022 Spot-Check spreadsheet and Course Result Reports receipted at this meeting to Julie Bytheway	Mary Woodward	ASAP	Completed
35	7.3	Feedback results on the RCM process from this spot-check to Camille Nicholls	Silvia Gassebner	15.11.22	
36	8.1	Share link to action list with Committee Members for updating	Mary Woodward	04.10.22	

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

15 September 2022 at 01.47PM via email closed 20 September 2022 at 11.12AM

Participants: Kim Davies, Monique Day, Shine Kelly (proxy for Silvia Gassebner), Marja Kneepkens, Trisha Krishnasamy, Kate Neame, Paula Steel, Ren Stronach, Mary Woodward (minute-taker, non-voting)

Responses:

Kim Davies	Approved
Monique Day	Approved
Shine Kelly	Approved
Marja Kneepkens	Approved
Trisha Krishnasamy	Approved
Kate Neame	Approved
Paula Steel	Approved
Ren Stronach	Approved

7.   Student Matters

7.1   Request for Compassionate Consideration for Bachelor of Nursing Student ▮▮▮ to be allowed to resit assessment one of course NCI711 Contemporary Issues in Nursing and Health Care outside of section 5.10 Special Assessment Circumstances, Resits and Resubmissions of the Bachelor of Nursing Programme Regulations version 9 2022.

RESOLVED that the request for Compassionate Consideration for Bachelor of Nursing Student ▮▮▮ to be allowed to resit assessment one of course NCI711 Contemporary Issues in Nursing and Health Care, outside of section 5.10 Special Assessment Circumstances, Resits and Resubmissions of the Bachelor of Nursing Programme Regulations version 9 2022 be approved.

CARRIED
Action Mary Woodward
Advise Paula Steel of approval of the compassionate consideration request for Student ▮▮▮

Meeting closed 11.12AM

Action List – E-Meeting of 15 to 20 September 2022

	Item Reference	Action	Who	When	Progress
1	1.1	Student Matters Request for Compassionate Consideration for Bachelor of Nursing Student ▮▮▮ Advise Paula Steel of approval of the compassionate consideration request for Student ▮▮▮ Use approval date **20.09.2022** in notification	Mary Woodward	ASAP	Completed

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

09 September 2022 at 12.14PM via email closed 14 September 2022 at 08.42AM

Participants: Kim Davies, Monique Day, Hannah Emms-Healey, Silvia Gassebner, Trisha Krishnasamy, Kate Neame, Ren Stronach, Pam Wood, Mary Woodward (minute-taker, non-voting)

Responses:

Kim Davies	Approved
Monique Day	Approved
Hannah Emms-Healey	Approved
Silvia Gassebner	Approved
Trisha Krishnasamy	Approved
Kate Neame	Approved
Ren Stronach	Approved
Pam Wood	Approved

8. Student Matters

8.1 Request for Compassionate Consideration for Bachelor of Nursing Student ■ to be allowed to resit assessment one of course NCI711 Contemporary Issues in Nursing and Health Care outside of section 5.10 Special Assessment Circumstances, Resits and Resubmissions of the Bachelor of Nursing Programme Regulations version 9 2022.

RESOLVED that the request for Compassionate Consideration for Bachelor of Nursing Student ■ to be allowed to resit assessment one of course NCI711 Contemporary Issues in Nursing and Health Care, outside of section 5.10 Special Assessment Circumstances, Resits and Resubmissions of the Bachelor of Nursing Programme Regulations version 9 2022 be approved.

CARRIED
Action Mary Woodward
Advise Paula Steel of approval of the compassionate
consideration request for Student ■

8.2 Request for Compassionate Consideration for Bachelor of Nursing Student ■ to be allowed to resit assessment one of course NCI711 Contemporary Issues in Nursing and Health Care, outside of section 5.10 Special Assessment Circumstances, Resits and Resubmissions of the Bachelor of Nursing Programme Regulations version 9 2022.

Kim Davies advised that as the request notes that Student ■ has only had one resit/resubmission in year three-part B to date, the student will need to be advised that they still have the opportunity for one additional resit/resubmission to be approved within the Programme Regulations if their overall progress in the programme is good.

RESOLVED that the request for Compassionate Consideration for Bachelor of Nursing Student ■ to be allowed to resit assessment one of course NCI711 Contemporary Issues in Nursing and Health Care, outside of section 5.10 Special Assessment Circumstances, Resits and Resubmissions of the Bachelor of Nursing Programme Regulations version 9 2022 be approved.

CARRIED
Action Mary Woodward
Advise Paula Steel of approval of the compassionate

consideration request for Student ███████

Action Paula Steel

Advise Student ███████ that they still have the opportunity for one additional resit/resubmission to be approved within the Programme Regulations if their overall progress in the programme is good

8.3   Request for Compassionate Consideration for Bachelor of Nursing Student ███████ to be allowed to resit assessment one of course NCI711 Contemporary Issues in Nursing and Health Care, outside of section 5.10 Special Assessment Circumstances, Resits and Resubmissions of the Bachelor of Nursing Programme Regulations version 9 2022.

RESOLVED that the request for Compassionate Consideration for Bachelor of Nursing Student ███████ to be allowed to resit assessment one of course NCI711 Contemporary Issues in Nursing and Health Care, outside of section 5.10 Special Assessment Circumstances, Resits and Resubmissions of the Bachelor of Nursing Programme Regulations version 9 2022 be approved.

CARRIED

Action Mary Woodward

Advise Paula Steel of approval of the compassionate consideration request for Student ███████

Meeting closed 08.42AM

Action List – E-Meeting of 14 September 2022

	Item Reference	Action	Who	When	Progress
1	1.1	Student Matters Request for Compassionate Consideration for Bachelor of Nursing Student ███████ Advise Paula Steel of approval of the compassionate consideration request for Student ███████ Use approval date **14.09.2022** in notification	Mary Woodward	ASAP	Completed
2	1.2	Student Matters Request for Compassionate Consideration for Bachelor of Nursing Student ███████ Advise Paula Steel of approval of the compassionate consideration request for Student ███████ Use approval date **14.09.2022** in notification	Mary Woodward	ASAP	Completed
3	1.2	Student Matters Request for Compassionate Consideration for Bachelor of Nursing Student ███████ Advise Student ███████ that they still have the opportunity for one additional resit/resubmission to be approved within the Programme Regulations if their overall progress in the programme is good	Paula Steel	ASAP	Completed
4	1.3	Student Matters Request for Compassionate Consideration for Bachelor of Nursing Student ███████ Advise Paula Steel of approval of the compassionate consideration request for Student ███████ Use approval date **14.09.2022** in notification	Mary Woodward	ASAP	Completed

NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY
RECOGNITION OF ACADEMIC CREDIT COMMITTEE
MINUTES
Tuesday 6th of September 2022
9am – 10am
H127

Members: Shine Kelly (Chair), Carmen Cayuelas, Nelly Asmatullayeva, Pam Vinluan and Sarah Arnold.

Non voting: Alana Cohen (Secretary)

Apologies: Silvia Gassebner and Marianna Deynzer

1. **Minutes of previous meeting**

    1.1. None tabled

2. **Matters arising**

    2.1. Refer to Active Action List.

3. **Student Results**

3.1 **RAC Applications**

AVIATION – Applications received from Wayne Cooper

    3.1.1   **Student** Protect the privacy of nat

The below application was for a student wanting to use their work experience and New Zealand Aircraft Maintenance Engineer Licence to get two courses through RPL to go into the New Zealand Diploma in Aeronautical Maintenance Certification.

☐ Cross Credit
☐ Credit Transfer
☒ RPL

From: NZCAA licence, practical experience and workplace training and experience report	To: New Zealand Diploma in Aeronautical Maintenance Certification
Please see mapping	DAM402 Aeronautical Engineering: Powerplant Turbine
Please see mapping	DAM403 Aircraft Maintenance Workplace Experience

*It was resolved that the **RPL application for Student** Protect the privacy of nat be approved in full. The committee stated that they would like to make sure that the source of the evidence is stated correctly. For example, on the mapping it states practical skills experience but the evidence says personal skills record.*

Carmen Cayuelas / Nelly Asmatullayeva
CARRIED

Action RACC Secretary

Enter RPL as per minutes for student ███████ and notify programme area.

Action RACC Secretary

Let the programme area know that for future applications to make sure that the source of the evidence is stated correctly. For example, on the mapping it states practical skills experience but the evidence says personal skills record.

3.1.2   Student ███████

The below application was for a student wanting to use their work experience and New Zealand Aircraft Maintenance Engineer Licence to get two courses through RPL to go into the New Zealand Diploma in Aeronautical Maintenance Certification.

☐ Cross Credit
☐ Credit Transfer
☒ RPL

From: NZCAA licence and workplace training and experience report	To: New Zealand Diploma in Aeronautical Maintenance Certification
Please see mapping	DAM403 Aircraft Maintenance Workplace Experience
Please see mapping	DAM404 Rotorcraft

*It was resolved that the **RPL application for Student** ███████ be approved in full subject to; the assessor confirming that the overseer ███████ does work for Royal New Zealand Air Force and their position is* ███████ *The committee would like the confirmation due to* ███████ *not officially signing the documentation provided in the application.*

Pam Vinluan / Nelly Asmatullayeva
CARRIED

Action RACC Secretary

Enter RPL as per minutes for student ███████ and notify programme area.

Action RACC Secretary

Let the programme area know that confirmation from the assessor is needed to confirm the legitimacy of the person who initialled the experience report.

MARITIME, AQUACULTURE AND CONSERVATION - Applications received from Monique Day

3.1.3 Student ██████

The below course combinations had been approved onto the schedule and had expired since but with students needing RAC approved for the courses below using their New Zealand Certificate in Competency as New Zealand Coastal Master. The application was for approving the application for the student as well as adding back onto the schedule.

☐ Cross Credit
☐ Credit Transfer
☒ RPL – to reapprove back on to schedule

From: Maritime	To: New Zealand Diploma in Fishing Vessel Operations (Level 6)
New Zealand Certificate of Competency as New Zealand Coastal Master	NAV413 Navigation – Offshore
New Zealand Certificate of Competency as New Zealand Coastal Master	PAS411 Passage Planning
New Zealand Certificate of Competency as New Zealand Coastal Master	SEA411 Seamanship -- Fishing

*It was resolved that the **RPL application for Student** ██████ be approved in full and added onto the schedule.*

Sarah Arnold / Carmen Cayuelas
CARRIED

Action RACC Secretary
Enter RPL as per minutes for student ██████, add to the schedule and notify programme area.

PRIMARY INDUSTRIES - Applications received from Pam Wood

3.1.4 Student ██████

This application was for a student who did three courses through Massey University and wanted to use them to get elective courses to go towards their Bachelor of Viticulture and Winemaking.

☒ Cross Credit
☐ Credit Transfer
☐ RPL

From: Massey University	To: Bachelor of Viticulture and Winemaking
115.116 Introduction to Marketing	GEL501A General Elective, Level 5, 15 Credits
115.111 Strategic Workplace Communication	GEL501B General Elective, Level 5, 15 Credits
115.113 Economics for Business	GEL501C General Elective, Level 5, 15 Credits

*It was resolved that the **Cross Credit application for Student** ▮ be approved in full. It was noted that there was an attached letter from Pam Wood who was the assessor in this instance, the committee agreed that section 6 did not need to be signed off for the application because of this.*

Nelly Asmatullayeva / Shine Kelly
CARRIED

Action RACC Secretary

Enter Cross Credit as per minutes for student ▮ and notify programme area.

3.1.5   Student ▮

The below student is wanting to use their work experience from the winery industry to receive two courses through RPL to go into the New Zealand Certificate in Cellar Operations (Level 4).

☐ Cross Credit
☐ Credit Transfer
☒ RPL

From: Work Experience	To: New Zealand Certificate in Cellar Operations (Level 4)
Please see mapping	CCO407 Equipment Innovation
Please see mapping	CCO408 Vintage Preparation 2

*It was resolved that the **RPL application for Student** ▮ be deferred to the next meeting. The committee would like to see the students CV and an attestation from the employer who has signed off on the mapping.*

Action RACC Secretary

Let the programme area know that the application has been deferred and the committee would like the application to be resubmitted with a CV and attestation letter from the employer.

RECOGNITION OF ACADEMIC CREDIT COMMITTEE

ACTION LIST

See Folder in Central Academic Committee site on Intranet for completed actions.

Actions from Tuesday 6th of September 2022				
Item No.	**ACTION**	**WHO**	**WHEN BY**	**PROGRESS + DATE**
3.1.1	Student ▮ - Enter RPL as per minutes for student ▮ and notify programme area.	Alana		**Completed 08.09.22**
3.1.1	Student ▮ - Let the programme area know that for future applications to make sure that the source of the evidence is stated	Alana		**Completed 08.09.22**

	correctly. For example, on the mapping it states practical skills experience but the evidence says personal skills record.			
3.1.2	Student ███ - Enter RPL as per minutes for student ███ and notify programme area.	**Alana**		
3.1.2	Student ███ - Let the programme area know that confirmation from the assessor is needed to confirm the legitimacy of the person who signed off on the experience report.	**Alana**		
3.1.3	Student ███ - Enter RPL as per minutes for student ███, add to the schedule and notify programme area.	**Alana**		**Completed 08.09.22**
3.1.4	Student ███ - Enter Cross Credit as per minutes for student ███ and notify programme area.	**Alana**		**Completed 08.09.22**
3.1.5	Student ███ - Let the programme area know that the application has been deferred and the committee would like the application to be resubmitted with a CV and attestation letter from the employer.	**Alana**		**Completed**

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NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY
RECOGNITION OF ACADEMIC CREDIT COMMITTEE
E-VOTE MINUTES
Thursday 16th of June 2022

Members: Silvia Gassebner (Chair), Shine Kelly, Carmen Cayuelas, Nelly Asmatullayeva, Pam Vinluan and Marianna Deynzer.

Non voting: Alana Cohen (Secretary)

Apologies: Sarah Arnold

1. **Minutes of previous meeting**

    1.1. Minutes from **Tuesday 31st of May 2022** – for approval

    It was resolved that the minutes from the meeting on Tuesday 31st of May 2022 be accepted as a true and accurate record.

    Silvia Gassebner – **Approved**
    Shine Kelly – **Approved**
    Carmen Cayuelas **– Approved**
    Nelly Asmatullayeva**– Approved**
    Pam Vinluan **– Abstained**
    Marianna Deynzer - **Abstained**

    Action RACC Secretary

    Upload minutes onto the intranet.

2 **Matters arising**
2.1 Refer to Active Action List.

3 **Student Results**
    a. **RAC Applications**

APPLIED BUSINESS - Applications received from Hannah Emms-Healey

    i. **Student** ████████

    The below application is for a student wanting to receive course NZB501 Organisation in a New Zealand Content through RPL into the Bachelor of Commerce (Marketing) using her extensive work experience.

    ☐ Cross Credit
    ☐ Credit Transfer
    ☒ RPL

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From: Work experience at numerous jobs throughout the years	To: Bachelor of Commerce (Marketing)
Extensive work experience as a Duty Manager and a restaurant Manager at different hospitality outlets throughout New Zealand	NZB501 Organisation in a New Zealand Content

*It was resolved that the **RPL application for student** ▉ be approved in full.*

Silvia Gassebner – **Approved**

Shine Kelly – **Approved**

Carmen Cayuelas – **Approved**

Nelly Asmatullayeva– **Approved**

Pam Vinluan – **Approved**

Marianna Deynzer - **Approved**

Action RACC Secretary

Enter RPL as per minutes for student ▉ and notify the programme area.

RECOGNITION OF ACADEMIC CREDIT COMMITTEE

ACTION LIST

See Folder in Central Academic Committee site on Intranet for completed actions.

Actions from Thursday 16th of June 2022				
Item No.	ACTION	WHO	WHEN BY	PROGRESS + DATE
1.1	Upload minutes onto the intranet.	Alana		Completed 28.06.22
3.1.1	Student ▉ - Enter RPL as per minutes for student ▉ and notify the programme area.	Alana		Completed 28.06.22

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NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY
RECOGNITION OF ACADEMIC CREDIT COMMITTEE
E-VOTE MINUTES
Thursday 23ʳᵈ of June 2022

Members: Silvia Gassebner (Chair), Shine Kelly, Carmen Cayuelas, Pam Vinluan, Nelly Asmatullayeva, Sarah Arnold and Marianna Deynzer.

Apologies: Alana Cohen (Non voting)

1. **Student Results**

   1.1 RAC Applications

MARITIME - Applications received from Monique Day

   1.1.1   Student ▨

The below application was for a student wanting to use previous achieved courses to gain Cross Credit for PST311 STCW Personal Survival Techniques.

☒ Cross Credit
☐ Credit Transfer
☐ RPL

From: NMIT Courses	To New Zealand Certificate in Marine Engineering Class 5
SCC3-1 Survival Craft Course SUR301 STCW Personal Survival Techniques Refresher SLI411 Slipway Preparation FAC303 STCW Elementary First Aid	PST311 STCW Personal Survival Techniques

*It was resolved that the **Cross Credit application for student** ▨ be approved in full.*

Silvia Gassebner – **Approved**
Shine Kelly – **Approved**
Carmen Cayuelas – **Approved**
Pam Vinluan – **Approved**
Nelly Asmatullayeva – **Approved**
Sarah Arnold – **Approved**
Marianna Deynzer - **Approved**

Action RACC Secretary

Enter CC as per minutes for student ███████ and notify the programme area.

RECOGNITION OF ACADEMIC CREDIT COMMITTEE

ACTION LIST

See Folder in Central Academic Committee site on Intranet for completed actions.

Actions from Thursday 23rd of June 2022				
Item No.	**ACTION**	**WHO**	**WHEN BY**	**PROGRESS + DATE**
3.1.1	Student ████ - Enter CC as per minutes for student ████ and notify the programme area.	Alana		Completed

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NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY
RECOGNITION OF ACADEMIC CREDIT COMMITTEE
E-VOTE MINUTES
Friday 26th of August 2022

Members: Silvia Gassebner (Chair), Shine Kelly, Nelly Asmatullayeva and Sarah Arnold.

Non voting: Alana Cohen (Secretary)

Apologies: Carmen Cayuelas, Pam Vinluan and Marianna Deynzer

1. **Minutes of previous meeting**

    1.1. None tabled

2. **Matters arising**

    2.1. Refer to Active Action List.

3. **Student Results**

    3.1 RAC Applications

ENGINEERING AND CONSTRUCTION - Applications received from Reid Carnegie

    3.1.1   Student ████████████

The student below is using unit standards they had achieved to gain the below courses through cross credit.

☒ Cross Credit – Addition to Schedule
☐ Credit Transfer
☐ RPL

From: NZQA Unit Standards	To: New Zealand Certificate in Engineering Fabrication (Trade) with strands in Heavy Fabrication and Light Fabrication
Refer to mapping	CFE301 Health and Safety 1
	CFE302 General Fabrication Practices 1
	CFE303 Engineering Core Skills 1
	CFE304 Engineering Core Skills 2
	CFE305 Engineering Materials 1
	CFE307 Engineering Calculations and Drawing 1
	CFE308 Welding Processes 1 (Basic Welding)
	CFE403 Fabrication Skills 3

	CFE408 Engineering Core Skills 4
	CFE414 Fabrication Skills 5
	CFE424 Welding Processes GTAW 3 (Stainless Steel Tube)

*It was resolved that the **Cross Credit application for student** ▮▮▮ be approved in full and added to the schedule.*

Silvia Gassebner – **Approved**

Shine Kelly – **Approved**

Nelly Asmatullayeva – **Approved**

Sarah Arnold – **Approved**

Action RACC Secretary

Enter CC as per minutes for student ▮▮▮, add to the schedule and notify the programme area.

3.1.2   Student ▮▮▮

The student below is using unit standards they had achieved to gain the below courses through cross credit.

☒ Cross Credit - Addition to Schedule
☐ Credit Transfer
☐ RPL

From: NZQA Unit Standards	To: New Zealand Certificate in Mechanical Engineering (Trade) with strands in Fitting and Machining and General Engineering
	CME301 Health and Safety 1
	CME302 General Fabrication Practices 1
	CME303 Engineering Core Skills 1
	CME304 Engineering Core Skills 2
	CME305 Engineering Materials 1
Refer to mapping	CME306 Machining Processes 1 (General Machining)
	CME308 Welding Processes 1 (Basic Welding)
	CME402 Mechanical Fitting 1
	CME403 Engineering Calculations and Drawing 2
	CME404 Mechanical Fitting 2

*It was resolved that the **Cross Credit application for student** ▮▮▮ be approved in full and added to the schedule.*

Silvia Gassebner – **Approved**

Shine Kelly – **Approved**

Nelly Asmatullayeva– **Approved**

Sarah Arnold – **Approved**

Action RACC Secretary

Enter CC as per minutes for student ██████, add to the schedule and notify the programme area.

RECOGNITION OF ACADEMIC CREDIT COMMITTEE

ACTION LIST

See Folder in Central Academic Committee site on Intranet for completed actions.

Actions from Friday 26th of August 2022				
Item No.	**ACTION**	**WHO**	**WHEN BY**	**PROGRESS + DATE**
3.1.1	**Student** ██████ - Enter CC as per minutes for student ██████, add to the schedule and notify the programme area.	**Alana**		
3.1.2	**Student** ██████ - Enter CC as per minutes for student ██████, add to the schedule and notify the programme area.	**Alana**		

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CONFIRMED Minutes of a meeting of the Learning and Teaching Committee

31 August 2022 at 03.30PM room M306 and via Microsoft Teams

PRESENT:

Committee: Marja Kneepkens (Chair), Claire Dallison, Kim Davies, Max Devon, Juan Liang, Sara Matthews, Angela McLean (left 4.27PM), Shingai Muchecheterwa, Pam Wood, Mary Woodward (Minute taker, non-voting)

In Attendance: Catherine Delaporte, Jess Shirley

1. Mihimihi

Marja Kneepkens opened the meeting and welcomed Student Representative Max Devon onto the Committee. She welcomed Catherine Delaporte Curriculum Design Advisor, and Jess Shirley Arts and Media Academic Staff Member who were in attendance as part of the Bring a Friend initiative to increase L+T Committee visibility and academic participation. She advised apologies had been received from Ren Stronach and Nicole Akuhata.

2. Previous Minutes and Actions

    2.1 Learning + Teaching Committee 25.05.2022 Draft Minutes for confirmation

    RESOLVED that the minutes of the Learning and Teaching Committee meeting 25 May 2022 be confirmed as a true and accurate record.

    <div align="right">

    Claire Dallison/Sara Matthews
    CARRIED
    ACTION
    Mary Woodward
    Forward confirmed minutes for tabling at next Academic Committee meeting

    </div>

    2.2 Action List

    The Committee Members reviewed the Action List and noted the actions that are a work in progress.

3. Teaching and Learning Support

    3.1 Student Representatives Update

    Max Devon advised that recent feedback from Student Representatives had focused on:
    *   the lack of a direct information flow from Te Pūkenga to Students
    *   the disjointedness of NMIT communication flows, especially highlighted by the recent flooding event

    The Committee Members noted:
    *   Marja Kneepkens meets with SANITI and Student Representatives, relays concerns to Curriculum areas, and feeds back to representatives
    *   the intention to create a Te Pūkenga tab on the NMIT website had not yet been actioned
    *   a more centralised system of communication for students could be useful
    *   as students were contacting their tutors/programme areas during the recent flooding event, more timely, and thorough student directed communications could have been helpful

    <div align="right">

    ACTION
    Marja Kneepkens
    To discuss with the Communications Team

    </div>

    3.2 Teaching and Learning Coach Update

    Claire Dallison advised that:
    *   During the last two months the shift from eCampus New Zealand Certificate in Adult and Tertiary Teaching (NZCATT) provision to the Open Polytechnic provision has taken place
    *   probationary transition arrangements for the provision change have been put in place
    *   24 staff are currently studying on NZCATT courses
    *   Moving to the Open Polytechnic NZCATT provision means NMIT has lost visibility of enrolments, and efts sharing capability

The Committee Members noted:
- the on-going need to support tutors and build capacity in the programme areas
- the need to have a good induction process
- the responsibility of those in SASM and PASM roles to show leadership across NMIT
- the need to have learning champions in programme areas

3.3   Aotearoa Tertiary Education Awards

Angela McLean advised she had submitted her Te Whatu Kairangi Aotearoa Educator award application by the due date.

3.4   Assessment & Moderation Toolkit

Shingai Muchecheterwa and Catherine Delaporte presented an overview of the Assessment and Moderation course: a flexible training resource for staff designed to develop understanding on how to effectively assess ākonga and support the implementation of NMIT's moderation policies and processes. They noted that:
- the course is nearly complete with just the induction videos to be added
- feedback from Committee Members was incorporated into the course
- course resources have been designed to be dynamic
- responsibility for the administration of this course is still to be resolved
- Committee Member feedback on the course is welcome, especially regarding badging and awards
- the course will be piloted in September and will include an opportunity for feedback

The Committee Members noted that this was a good supportive resource which could be used for academic Professional Development. Marja Kneepkens acknowledged the work of those involved in the development of this resource.

ACTION
Committee Members
Contact Shingai Muchecheterwa or Catherine Delaporte:
- with any feedback or questions on the Assessment and Moderation course
- if interested in being part of the September pilot

4.   2022 Priorities
4.1   Staff Wellbeing

Due to time constraints this item was not discussed.

4.2   Assessment Design

This item was not discussed.

4.3   Moderation

This item was not discussed.

5.   Emerging Initiatives
5.1   Te Tiriti o Waitangi

This item was not discussed.

5.2   Student as Partners

Angela McLean advised that several initiatives across campus of tuakana-teina/peer support and mentoring were taking place including:
- BIT: a Year 3 ākonga running a weekly study session for a group of Year 1 ākonga
- BSocial Work/Counselling: ākonga Pasifika seniors paired with more junior ākonga Pasifika for individual mentoring
- BNursing: a Year 3 ākonga supporting a Year 1 ākonga
- ākonga disabled peer support group funded pilot initiative "Whakawhanaungatanga for pre-start & tuākana-teina or peer mentoring pilot projects"

6.   General Business

6.1   Key Messages for Te Korihi Newsletter
This item was not discussed

7.   Other Business
    7.1   Review of Committee Meeting Dates and Times for Remainder of 2022
Marja Kneepkens advised that as some Committee Members are unable to attend the scheduled meetings, alternative dates and times would be looked at although, she noted, there will be difficulty in changing the schedule.

<div align="right">

ACTION
Marja Kneepkens / Mary Woodward
Review options for rescheduling remaining 2022 meetings

</div>

Meeting Closed: 04.33PM

Learning and Teaching Committee Action List – 31 August 2022

	Minute Item	Action	Who	Progress	When
Action List 17 February 2022					
1		Discuss how to get academic input in developing the Assessment and Moderation induction modules	Sara Matthews ~~Bradley Hannigan~~ Shingai Muchecheterwa	SM advised via email 20.06.2022 "One of the actions is completion of the Module so just thought I can give you an update. It is about 90% complete. It just needs a few tweaks here and there and which I will do next week. It should be ready for evaluation by end of week."	
Action List 04 May 2022					
2	3.3	Establish what the intention is for the Blended Online Delivery (BOLD) professional development project and planned workshops	Marja Kneepkens	22.06.2022	WIP
3	3.3	Forward the planned BOLD schedule to Marja Kneepkens	Shingai Muchecheterwa	22.06.2022	WIP
Action List 25 May 2022					
4	2.1	Forward confirmed minutes for tabling at next Academic Committee meeting	Mary Woodward	ASAP	Completed
5	3.3	Draft email to SANITI advising of Angela McLean's nomination for Te Whatu Kairangi Aotearoa Tertiary Educator award and request for support	Marja Kneepkens	ASAP	Completed
6	3.4	Update the priority list with the agreed updated focus areas	Marja Kneepkens	22.06.2022	Completed
		Add as standing items to agenda: • Our 2022 Priorities -Staff Wellbeing -Assessment design -Moderation	Mary Woodward		Completed
7	5.2	Forward key message list to Jane Horder for inclusion in Te Korihi Newsletter	Marja Kneepkens	ASAP	Ongoing
Action List 31 August 2022					
8	2.1	Forward confirmed minutes for tabling at next Academic Committee meeting	Mary Woodward	ASAP	Completed
9	3.1	To discuss with the Communications Team	Marja Kneepkens	21.09.2022	

10	3.4	Contact Shingai Muchecheterwa or Catherine Delaporte: • with any feedback or questions on the Assessment and Moderation course • if interested in being part of the September pilot	Committee Members	21.09.2022	
11	7.1	Review options for rescheduling remaining 2022 meetings	Marja Kneepkens / Mary Woodward	21.09.2022	

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NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY
Research and Ethics Committee
MINUTES
24 Aug 2022, 1-2pm , on Zoom

Present:

Bradley Hannigan	Chair
Ellen Cieraad	Research Manager (Note taker)
Eric Buenz	Research Professor
Kirsten Coppell	Research Professor
Mark Baskett	Committee member
Annie Fay	Committee member / Māori rep
Sobhan Akhavan	Committee member
Raewyn Laurenson	Committee member

Absent:

Hamish Duncan	Student rep

Apologies:

Petra Crone	Committee member

LINK TO FOLDER WITH ALL DOCUMENTS Term 3 - 24 August 2022 - monthly meeting

Agenda number	Items	Person	Action
1	Approve minutes of last meeting dated: 20 July 2022	Secretary	Approve Annie + Eric

2	Ethics applications
	  - Approved since last meeting: ███████ LIIT
	  - Process re: review & feedback
		Chair	Discuss

5	PBRF updates	RM	Discuss
6	Other business	Members	Discuss

(Shaded items are standing items)

1 , **Approve minutes of last meeting dated: 20 July 2022:**

Approval moved: Annie; seconded: Eric

2 , **Ethics applications** Approved since last meeting: ███████ LIIT. **Approvals noted for the record.**

Discussion on process. Raewyn & Petra provided feedback, Raewyn was happy with how that went. More general discussion on how to present feedback to staff on applications followed, prompted by conversations by Ellen with several of the last few applicants. Particularly new researchers struggle with the tone and directness of the feedback by the R&EC, are not clear that they can rebut, rather than having to change all as it was requested by committee members.

Note to all committee members: please be mindful of how, particularly new researchers, will be receiving R&EC feedback on their ethics application. It is our job to facilitate and improve their research and support the researchers in their work. Be mindful of this facilitation role, and adjust the tone/directness of the feedback we provide.

2022-10-12-AGENDA-Open

Action R&I Office: Describe review process on Polly. In notification email after R&EC evaluation, to provide some positive comments (e.g. no major concerns raised, but minor clarifcations needed) and main areas of work. Plus details in annotated application form (moderated & anonymised comments).

Action: R&I office: Transcribe ███████ & Bradleys application to new application form – to be used as baseline for a full-on exemplar application on Polly. Ask Bradley for other ethics applications (good master applications), to help as baseline for incorporating more methods etc into the application.

5 , **PBRF updates.** Assessment period for PBRF extended 1 year, from 1/1/2018 - 31/12/2024 to 1/1/2018 - 31/12/2025. Discussion by research budget under Te Pūkenga. Not yet known how Te Pūkenga will deal with/manage the PBRF funds. These are provided by TEC to be invested in research-related activities. Details TBD.

6 , Other business :

Te Pūkenga (documents in folder Term 3 - 24 August 2022 - monthly meeting**)**

- Newly released **proposed organisational structure** – importance of research in narrative of TP, yet not visible in organisational structure. Ellen circulated draft submission from Rangahau Research Forum on incorporation of research in the organisational structure. Feedback on this please to Ellen by 29th of Aug, to feedback into RRF. Please also submit your own thoughts on Yourvoice.
- Proposed ethics processes flowchart shared. Shows presence of local/regional ethics committees (for Cat B applications) and national committee (for Cat A applications), also pathway for Maori consultation for all research (whether or not with human participants). Details on the forms & processes TBD.

ITP conference Invercargill – abstract submission close 29 Aug , R&EC members to encourage staff to submit abstract! R&I office will support travel to attend conf for all those who have abstract etc accepted.

Annie requested feedback on whether it is normal to have to provide references with an abstract submission for a conference. This was seen as not-standard.

Petra stepping down from R&EC when resigning from NMIT next month.

Action R&I Office: draft thank-you letter for Petra

Meeting finished: 1:46pm

How effective was this meeting   1   2   3   4   5

Back to Agenda

2022-10-12-AGENDA-Open

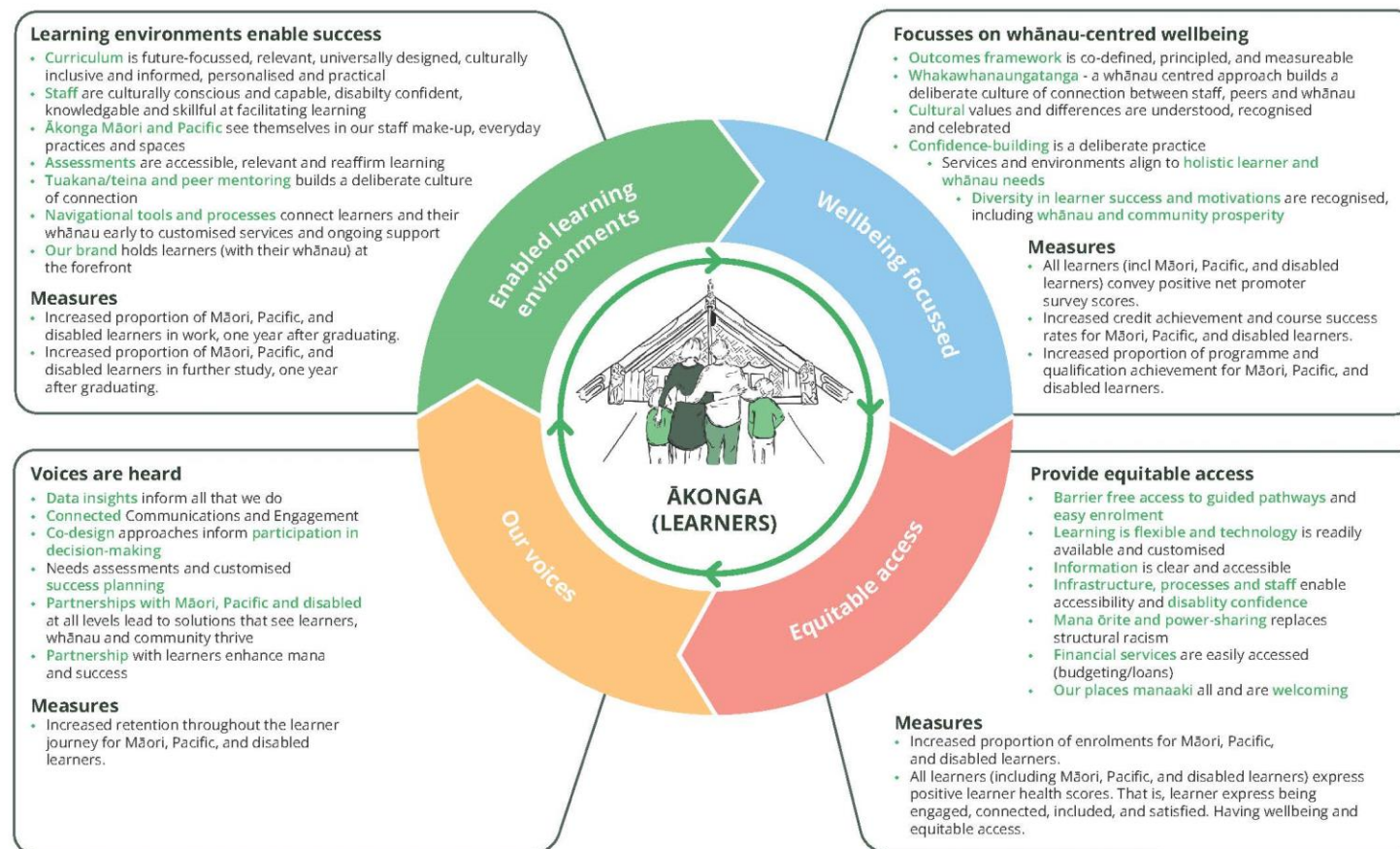|		
	Subsidiary name	Nelson Marlborough Institute of Technology (NMIT)
	Learner Success Lead	Dr Julie Bytheway
	Authors	Various staff from the teaching, learning and Māori directorate as well as the Project Management Office and learner support teams.
	Reporting period	(Initial 28 April 2022) Review 27 September 2022

This document briefly describes NMIT's actions and projects that relate to the Te Rito Framework and take steps towards achieving this with SMART goals: specific, measurable, achievable, relevant, and time bound within 2022.

We acknowledge that we currently need to prioritise and select a realistic number of projects that are important and achievable within our current resourcing. We have also planned in a way that is reflective of the pipeline of work underway due to the Reform of Vocational Educational and Te Pūkenga.

NMIT learner support includes Te Puna Manaaki (Māori learner support), the Nelson Tasman Pasifika Community Trust (Pasifika learner support), Learner Services (includes support for disabled learners), and support also is provided from curriculum and other support functions.

SANITI (Student Association Nelson Marlborough Institute of Technology) provide independent support & advocacy for NMIT learners and collaborate with NMIT student support services.

Te Rito Outcomes Framework
to inform action plans across Te Pūkenga

TePūkenga

Learning environments enable success
- Curriculum is future-focussed, relevant, universally designed, culturally inclusive and informed, personalised and practical
- Staff are culturally conscious and capable, disabilty confident, knowledgable and skillful at facilitating learning
- Ākonga Māori and Pacific see themselves in our staff make-up, everyday practices and spaces
- Assessments are accessible, relevant and reaffirm learning
- Tuakana/teina and peer mentoring builds a deliberate culture of connection
- Navigational tools and processes connect learners and their whānau early to customised services and ongoing support
- Our brand holds learners (with their whānau) at the forefront

Measures
- Increased proportion of Māori, Pacific, and disabled learners in work, one year after graduating.
- Increased proportion of Māori, Pacific, and disabled learners in further study, one year after graduating.

Focusses on whānau-centred wellbeing
- Outcomes framework is co-defined, principled, and measureable
- Whakawhanaungatanga - a whānau centred approach builds a deliberate culture of connection between staff, peers and whānau
- Cultural values and differences are understood, recognised and celebrated
- Confidence-building is a deliberate practice
  - Services and environments align to holistic learner and whānau needs
  - Diversity in learner success and motivations are recognised, including whānau and community prosperity

Measures
- All learners (incl Māori, Pacific, and disabled learners) convey positive net promoter survey scores.
- Increased credit achievement and course success rates for Māori, Pacific, and disabled learners.
- Increased proportion of programme and qualification achievement for Māori, Pacific, and disabled learners.

Enabled learning environments

Wellbeing focussed

ĀKONGA (LEARNERS)

Our voices

Equitable access

Voices are heard
- Data insights inform all that we do
- Connected Communications and Engagement
- Co-design approaches inform participation in decision-making
- Needs assessments and customised success planning
- Partnerships with Māori, Pacific and disabled at all levels lead to solutions that see learners, whānau and community thrive
- Partnership with learners enhance mana and success

Measures
- Increased retention throughout the learner journey for Māori, Pacific, and disabled learners.

Provide equitable access
- Barrier free access to guided pathways and easy enrolment
- Learning is flexible and technology is readily available and customised
- Information is clear and accessible
- Infrastructure, processes and staff enable accessibility and disablity confidence
- Mana ōrite and power-sharing replaces structural racism
- Financial services are easily accessed (budgeting/loans)
- Our places manaaki all and are welcoming

Measures
- Increased proportion of enrolments for Māori, Pacific, and disabled learners.
- All learners (including Māori, Pacific, and disabled learners) express positive learner health scores. That is, learner express being engaged, connected, included, and satisfied. Having wellbeing and equitable access.

TE RITO OUTCOMES FRAMEWORK FOCUS AREA: Enabled Learning Environments
WHĀINGA 1: Te Pūkenga learning environments enable success
Outcome Statements • **Curriculum** is future-focussed, relevant, universally designed, culturally inclusive & informed, personalised, & practical • **Staff** are culturally conscious & capable, disability confident, knowledgeable, & skilful at facilitating learning • **Ākonga Māori & Pacific** see themselves in our staff make-up, everyday practices, & spaces • **Assessments** are accessible, relevant & reaffirm learning • **Tuakana/teina & peer mentoring** build a deliberate culture of connection • **Navigational tools & processes** connect learners & whānau early to customised services & ongoing support • **Our brand** holds learners & whānau at the forefront

Action	Alignment	Description & intended impact	Status Update	Commentary
1. Establish a collection of resources accessible online & in-person that focus on staff-competency to support diverse learners.	**Te Rito Enabled: Staff** are culturally conscious & capable, disability confident; **17** support tutors to understand, care for & believe learners; **1d** staff become more 'disability confident' **Pastoral Code: 10 (2) (a-i)** provide staff with ongoing training & resources tailored to their roles	Staff will be able to access a range of support & resources to enable them to confidently support diverse learners.	◀ Underway ▶	In 2022, NMIT is building on existing support and resources for staff to better meet the needs of learners, including neuro-diverse, dyslexic, English as a Second Language, mental health, Deaf and hearing impaired, refugee backgrounds, physical impairments, international learners, gender diverse, Māori, Pasifika. 27/09/2022 - Established information about support services on website. - Prepared diverse workshops. - Delivered pilot workshops.
2. Update Professional Development and Leadership policies and processes to ensure they are relevant for a culturally inclusive and Te Tiriti o Waitangi reflective organisation.	**Te Rito Enabled: Staff** are culturally conscious & capable, disability confident; **20m** embed & protect Māori voice, decision making; **21m** equity of access, support, outcomes for Māori structured into the system; **22m** embed structures & systems that empowering to/for Māori; **5m** reflect on colonising forces & take transformative	In alignment with Te Pūkenga, NMIT will have culturally competent staff, and mechanisms in place to support Māori.	◀ Underway ▶	Te Pūkenga is actively advancing this piece of work. NMIT leads will engage and contribute, focusing on localised input and implementation. 27/09/2022 - Launching e-learning platform 'Kia Maia-Te Rito to grow the Māori cultural skills of all kaimahi.

Action	Alignment	Description & intended impact	Status Update	Commentary
	action; strengthen staff & practice to give effect to Te Tiriti o Waitangi **Pastoral Code: 10 (2) (a-i)** provide staff with ongoing training & resources tailored to their roles			- Drafted new PD Policy to enhance access and prioritise investment towards opportunities promoting diversity, equity and inclusion.
3. Review and update learner communications to ensure they are appropriate and inclusive for priority learner groups.	**Te Rito Enabled: Staff** are culturally conscious & capable, disability confident; **21m** equity of access, support & outcomes for Māori be structured into the system in positive ways; **2** remove barrier of financial hardship. **Pastoral Code: 10 (2) (a-i)** provide staff with ongoing training & resources tailored to their roles	NMIT processes include withdrawals, retention, financial support, which are guided by data analysis and communications that support learners with a particular focus on priority learners	◁ Underway ▷	NMIT's 2021-2025 strategic projects and Te Pūkenga workstreams include Learner Communications. 27/09/2022 - Reviewed and improved communication to ākonga for enrolment and financial processes.
4. Establish NMIT Social Science learners on placement in NMIT Learner Services to provide additional wellbeing support to NMIT learners.	**Te Rito Enabled: Tuakana/Teina** build a culture of connection: **4d** support learners mental health **Pastoral Code: 17 (2)** support learners through studies; **21 (a-d)** provide opportunities & experiences to improve physical & mental health, wellbeing & safety	NMIT learners have increased wellbeing supports available onsite.	◁ In Place ▷	Building on existing wellbeing & counselling support from multiple internal & external services, in March 2022, three learners welcomed into the roles in March 2022, with placement oversight and support provided. 27/09/2022 - Established processes in place.
5. Collaborate with apprentices, programme area, & industry to better understand and plan apprentices' support needs for learning, wellbeing & advocacy.	**Te Rito Enabled: Our brand** holds learners & whānau at the forefront; **Voices Data insights** inform all that we do; **Co-design** approaches inform **participation in decision-making**; Needs assessments & customised **success planning** **Pastoral Code: 8 (2)** review learner wellbeing & safety practices using (a) input from learners (b) relevant data; **12 (a-**	Greater support for apprentices leading to better learner outcomes.	◁ Underway ▷	In April 2022, NMIT is completing initial scoping of project which includes learners, staff & industry. In May 2022, NMIT is piloting apprenticeship support for priority learner groups. 27/09/2022 - Held collaborative hui with ākonga & kaimahi to ensure ākonga can access to support and services are reaching out proactively.

Action	Alignment	Description & intended impact	Status Update	Commentary
	e) have practices for engaging in learner voice.			
6. Provide staff with resources & support to ensure they have knowledge & skills for good assessment practice; streamline assessments to ensure accessibility, consistency & inclusivity.	**Te Rito Enabled: Assessments** are accessible, relevant & reaffirm learning; **21** content, method & timing of assessments be fair way to re-affirm relevant learnings	Staff use quality assessment materials that optimise success for diverse ākonga	◄ Underway ►	NMIT's 2021-2025 strategic projects as well as Te Pūkenga workstreams include Assessment Improvement. 27/09/2022 - Developed Assessment & Moderation module for staff induction and ongoing development - Increased access to learning and PD opportunities for all kaimahi. - Delivered targeted sessions by Learning & Teaching Coach
7. Review current practices and identify and implement changes to better meet the needs of learners with dyslexia.	**Te Rito Enabled: Assessments** are accessible, relevant & reaffirm learning: **2d** disabled learners receive the right impairment-related learning support to achieve; **Staff** are culturally conscious & capable, disability confident; **1d** staff become more 'disability confident' **Pastoral Code** **8 (2)** review learner wellbeing & safety practices; **22 (1) (h)** make arrangements with disabled learners or those affected by health & wellbeing difficulties to accommodate learning needs.	NMIT will better meet the needs of learners with dyslexia.	◄ In Place ►	In 2022, NMIT is building on existing practices of LADS+ & DAST assessments, special conditions for assessments, learning support session, by reviewing current practices, identify gaps & implementing changes. 27/09/2022 - Established in-house expertise & qualified reports to confirm dyslexia/neurodiverse needs for special conditions for assessments. - Established information about support for dyslexia/neurodiverse ākonga on website. - Developed and delivered workshop about dyslexia.

Action	Alignment	Description & intended impact	Status Update	Commentary
				- Responding to ākonga request for peer support group for neurodiverse ākonga. - Making videos to provide support info for ākonga, who prefer not to read info.

Metric used to measure impact	Baseline	Impact			
	Period 1	Period 2	Period 3	Period 4	Period … n
Subsidiary may choose to define their own metrics and/or select metrics from 'Appendix C: Guidance on Measures for Te Rito Outcomes Frameworks'.	State metric prior to implementation of action(s)	State metric when action(s) implemented (if possible)			
Learner Health Score					
Net Promoter Score					
ITP Successful Course Completion					
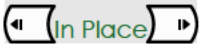
TE RITO OUTCOMES FRAMEWORK FOCUS AREA: Wellbeing Focussed

WHĀINGA 2: Te Pūkenga focusses on whānau-centred wellbeing

Outcome Statements
- **Outcomes framework** is co-defined, principled, & measurable
- **Whakawhanaungatanga** - a whānau centred approach builds a deliberate culture of connection between staff, peers & whānau
- **Cultural**, values, & differences are understood, recognised, & celebrated
- **Confidence-building** is a deliberate practice
- Services & environments align to **holistic learner & whānau needs**
- **Diversity in learner success & motivations** are recognised, including **whānau & community prosperity**

Action	Alignment	Description & intended impact	Status Update	Commentary
8. Improve orientation processes to be inclusive of diverse learners, families and communities with a focus on initial contact & the first three months.	**Te Rito Wellbeing:** Services align to **holistic learner & whānau need; Diversity in learner success & motivations** are recognised **whānau & community; 5** learners feel connected, familiar, welcome; **7** early & meaningful	Learners, friends, families & communities will be welcomed to NMIT in various ways that meet their diverse needs & enable them to access support.	◄ In Place ►	In 2022, NMIT is building on existing orientation processes & feedback, orientations are tailored to meet specific programme and learner group needs.

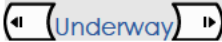| Action	Alignment	Description & intended impact	Status Update	Commentary
	relationships better support access to services. **Pastoral Code: 10 (1)** gather & communicate relevant information; **16 (1) (e) (i-ii)** provide learners with information; **17 (1)** opportunities to **(b)** connect, build relationships **(2)** have practices for supporting learners through studies.			27/09/2022 - Established processes and information to be more inclusive of wider communities. - Established processes for all incoming ākonga to reach out and follow up with support sessions or ongoing series. - Making videos to provide support info for ākonga, who prefer not to read info.
9. Establish Peer Facilitated Learning Session throughout 3-year cohorts of Bachelor of IT & Nursing learners.	**Te Rito Wellbeing/Enabled Tuakana/teina & peer mentoring** build a deliberate culture of connection: **9** learners have meaningful connections with each other that support learning **Pastoral Code: 16 (1) (f)** provide accessible environments to connect, build relationships, support each other; **17 (2)** have practices for supporting learners through their studies.	Bachelor of IT & Nursing learners will support each other in coordinated groups, which include diverse learners. After trial in IT & Nursing programmes, the groups may then be introduced to other programme areas.	◄◄⎯(In Place)⎯►►	In 2022, NMIT is building on established individual study-buddy programmes, recruiting learners for training & sharing decision making for planning of peer facilitated programmes. 27/09/2022 - Met problems with complex timetabling across Y1 Y2 Y3 cohorts; - Established ongoing weekly facilitated peer learning groups for Y1 nursing ākonga. - Established 1:1 peer to peer support as required for Y1, Y2, Y3 nursing ākonga.
10. Establish pre-start whakawhanaungatanga practices to welcome Māori/Pasifika ākonga & their whānau to NMIT prior to start of study/mainstream orientation.	**Te Rito Wellbeing: whānau centred approach builds deliberate culture of connection between staff, peers & whānau: 8m** ensure that Māori Learners feel like they belong; **5** learners feel connected, familiar, certain & welcome before & after their first days	Plan & deliver a pre-start welcome & orientation for Māori/Pasifika ākonga & whānau for Semester 2 2022 intake.	◄◄⎯(In Place)⎯►►	In Semester 2 2022, NMIT will establish meaningful early connections in a culturally appropriate manner, showing manaakitanga by way of a welcoming process, shared kai with ākonga Māori/Pasifika & whānau to ensure they feel welcome, connected, at ease prior to study &

Action	Alignment	Description & intended impact	Status Update	Commentary
	Pastoral Code 16 (1) (d) uphold the cultural needs & aspirations of all groups throughout the learning environment; **(e)** provide information about the cultural, spiritual & community supports; **(f)** provide accessible learning environments to connect, build relationships, support each other & welcome friends & whānau.			introduce ākonga to the support network available to them. 27/09/2022 - Established prestart evens and orientations for ākonga Māori. - Ran into issues with late confirmation of funding. - Established monthly whakawhanaungatanga events to build sense of whānau on campus. - Applying for funding to upscale on Nelson campus and roll out to Marlborough campus.
11. Establish targeted approach to supporting health & wellbeing of ākonga Māori & Pasifika in culturally responsive ways.	**Te Rito Wellbeing: Services & environments align to holistic learner & whānau needs; 2m** support the holistic wellbeing of ākonga; **Enabled Learning Environments; 2p** support the wellbeing of all Pasifika Learners **Pastoral Code 21 (a)** provide opportunities & experiences that improve learners' physical & mental health, wellbeing & safety & **(c)** support learners connection to their language, identity & culture	Provide a targeted health, wellbeing and mental health service for Māori & Pasifika learners in 2022.	In Place	In April 2021, a new Social Work role was established, focusing on referral processes, engagement, & planning of events that target ākonga Māori & Pasifika. 27/09/2022 - Hired Pasifika Social Worker Apr. - Established in class visits as targeted approach for cohorts with larger populations of Māori/Pasifika. - Achieved ākonga engagement at Ākonga Māori Hui, Pasifika Fono, and 273 sessions across all campuses: 35% with Māori and 24% with Pasifika. - Growing reach and investigating funding for 2023.
12. Complete primary research looking at success factors for ākonga Māori at NMIT	**Te Rito Wellbeing: Services & environments align to holistic learner & whānau needs: 1m**	Review & provide research information pertaining to Māori success in ITP's in	Underway	In 2022, an NMIT researcher is completing a literature review that explores success factors for ākonga

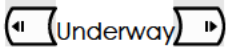| Action	Alignment	Description & intended impact	Status Update	Commentary
	vocational education attends to Māori aspiration for intergenerational wellbeing; **7m** Māori graduates exit their training empowered with a consciousness of colonial forces in Aotearoa to give effect to Te Tiriti **Pastoral Code 7 (1)** have strategic goals & plans to support wellbeing & safety across organisation, incl. contributing to education system that honours Te Tiriti o Waitangi & supports Māori-Crown relations.	Āotearoa, using learner voice to work out how this intersects with NMIT Learners experiences, to develop an implementation strategy to support equitable Māori achievement success for our learner population.		Māori at ITPs across Aotearoa New Zealand to inform methods for a primary project. 27/09/2022 - Completed literature Review. - Applying for ethics approval for quantitative and qualitative survey data to be collected and analysed. - Implementing findings and informing best practice in 2023. - Sharing findings at the Māori Research Symposium at Otago Polytechnic in 10/22.
13. Establish a Tuakana/Teina programme in the Social Science, with experienced ākonga Māori & Pasifika matched with newer learners to share knowledge & build support networks in culturally appropriate ways.	**Te Rito Wellbeing/Enabled Tuakana/Teina** build a deliberate culture of connection; **9** learners to have meaningful connections with each other that support their learning **Pastoral Code 16 (1) (f)** provide learners with accessible learning environments where they connect, build relationships, support each other **17 (1)** opportunities to **(b)** connect, build relationships **(2)** support learners through studies.	Set up Tuakana/Teina networks between the Year 2 & Year 1 Bachelor of Social Work & Counselling ākonga Māori/Pasifika. After pilot gather learner voice, review & look at opportunities to scale up to reach more curriculum areas in future.	◀ ⬅ In Place ▶ ▶	In 2022, the School of Social Sciences will use kaupapa Māori methodologies to provide peer to peer study support & build close knit cultural networks & community within minority groups; work alongside ākonga to establish Tuakana/Teina networks between successive years; recruit learners, coordinate contact, regular meeting time & facilitate hui. 27/09/2022 - Established regular fortnightly hui. - Responded to ākonga requests to create a sense of community across cohorts. - Facilitated cultural support and whakawhanaungatanga hui. - Planning peer led activities and mentoring in 2023.

Action	Alignment	Description & intended impact	Status Update	Commentary
14. Redesign 'first impressions' surveys to emphasize cultural relevance for Māori, Pasifika & disabled learners.	**Te Rito Wellbeing: Cultural**, values, & differences are understood, recognised, & celebrated; **3m** ensure Māori values & principles are inherent measures of learner success; **6p** ensure Pasifika learners are provided with relevant support from the beginning & throughout; **8** holistic needs of learners understood & provided **Pastoral Code 8 (2)** review learner wellbeing & safety practices using **(a)** input from learners **(b)** relevant data.	Receive timely responses from a greater number of learners, including from Maori, Pacific & disabled learners to inform future activity.	◀ In Place ▶	NMIT's 2021-2025 strategic projects as well as Te Pūkenga workstreams include Learner surveys. 27/09/2022 - Established processes in place.
15. Clarify process with staff & students about actions & monitoring/recording of pastoral needs & support.	**Te Rito Enabled: Staff** are culturally conscious & capable, disability confident; **17** support tutors to understand, care for & believe learners; **1d** staff become more 'disability confident' **Pastoral Code: 10 (1)** gather & communicate relevant information to students; **(2) (a-i)** provide staff with ongoing training & resources tailored to their roles; **8 (2)** review learner wellbeing & safety practices using **(a)** input from learners **(b)** relevant data; **16 (1) (e) (i-ii)** provide learners with information;	Staff & students understand & share expectations how support needs are identified, recorded and acted on.	◀ Underway ▶	NMIT's 2021-2025 strategic projects and Te Pūkenga workstreams include Learner Journey. 27/09/2022 - Held hui across teams to clarify processes, roles and responsibilities. - Sent out transparent flow diagram of support services process for feedback.

Metric used to measure impact	Baseline	Impact			
	Period 1	Period 2	Period 3	Period 4	Period … n
Subsidiary to state metrics used to measure impact. Subsidiary may choose to define their own metrics and/or select metrics from 'Appendix C: Guidance on Measures for Te Rito Outcomes Frameworks'.	State metric prior to implementation of action(s)	State metric when action(s) implemented (if possible)			
Learner Health Score					
Net Promoter Score					
ITP Successful Course Completion					

TE RITO OUTCOMES FRAMEWORK FOCUS AREA: Equitable Access

WHĀINGA 3: Te Pūkenga provides equitable access

Outcome Statements
- **Barrier free access to guided pathways** & **enrolment is easy**
- **Learning is flexible & technology** is readily available & customised
- **Information** is clear & accessible
- **Infrastructure, processes, & staff** enable accessibility & **disability confidence**
- **Mana ōrite & power-sharing** replaces structural racism
- **Financial services** are easily accessed (budgeting/loans)
- **Our places manaaki** all & are **welcoming**
- **Partnerships** enhance learner mana & success

Action	Alignment	Description & intended impact	Status Update	Commentary
16. Refurbish information and enrolment area to improve learner experience and access to learner support.	**Te Rito Access: Our places manaaki** all & are **welcoming Partnerships** enhance learner mana & success; **15** provide a known place for easy & relevant information, provided at the right time to help learners confidently respond & make choices; **22m** embed structures & systems that empowering to/for Māori; **3d** create safe processes, environments & experiences for disabled learners to provide info & seek help;	Changes to main entry point of Nelson Campus to better reflect learner-centred wayfinding and access to information and support.	◁ (Underway) ▷	NMIT's 2021-2025 strategic projects include Nelson Campus A Block entry point. 27/09/2022 - Launched new one stop Ākonga hub at main entrance. - Offered PD training to enhance ākonga experience and support kaimahi with new ways of working - Ordered new bilingual signage for entry, access and way finding - Installed new service desk to meet needs of disabled ākonga.

Action	Alignment	Description & intended impact	Status Update	Commentary
	5 learners feel connected, familiar, welcome;			
17. Establish relationships with & pathways for learners from refugee backgrounds.	**Te Rito Access: Barrier free access to guided pathways & enrolment is easy: 1** work alongside learners to understand what learning pathway best suits them & build confidence to pursue it. **Pastoral Code 17 (1)** provide learners with opportunities to **(b)** connect, build relationships **(2)** support learners through studies **22. (1) (j)** support learners whose study is interrupted due to circumstances outside their control.	Learners from refugee background will have clear pathways into & through NMIT tertiary education & will be able to inform, decide, co-create & access support that meets their specific needs.	◄ Underway ►►	In April 2022, NMIT will continue engage & collaborate with the refugee community to understand and address barriers to access, learning and learner success. In Semester 2 2022, learners will have known pathways and support services. 27/09/2022 - Established strong relationship with Migrant and Refugee Background communities. - Established monthly hui for peer-to-peer supportive relationships. - Listening to community and addressing needs to improve experiences, incl. with translators as required.
18. Develop & trial FLEX delivery of an applied business course	**Te Rito Equitable Access Learning is flexible: 13** study schedules tailored to personal lifestyles & be supported by a plan that can adapt **Pastoral Code 18 (a)** provide healthy & safe learning environments **(b)** identifying & removing access barriers to facilities & services.	Learners will be able to engage in the applied business courses in multiple ways that meet their specific needs at the time.	◄ In Place ►►	In Feb 2022, diverse stakeholders contributed to collaborative planning and delivery of flexible courses. In Semester 2 2022, FLEX delivery will be trialled in applied business course. 27/09/2022 - Completed trial. - Engaged ākonga completed course mahi across kanohi ki te kanohi or online independently and in a virtual class. - Received positive ākonga feedback about shifting between delivery choices,

Action	Alignment	Description & intended impact	Status Update	Commentary
				managing external commitments, and preferring kanohi ki te kanohi. - Concluded that kanohi ke te kanohi classes can be supported with online delivery.
19. Reduce-barriers & establish processes to engage & collaborate with disabled learners before enrolment & throughout their study to meet their diverse support needs, including community support.	**Te Rito Equitable access/voices Partnerships** enhance learner mana & success. **Co-design** approaches inform **participation in decision-making.** Needs assessments & customised **success planning: 2d.** disabled learners receive learning support to achieve potential & resolve barriers. **Pastoral Code** **22 (1) (h)** make arrangements with disabled learners or those affected by health & wellbeing difficulties to accommodate learning needs.	Disabled learners will be proactively contacted to identify needs and create a support plan for their specific needs, including targeted support for ākonga Māori and Pasifika.	Underway	Building on existing practice of listening to learners' needs & creating support on a case-by-case basis, in February 2022, NMIT changed enrolment forms & digital learner management system reports to identify diverse needs, work collaboratively across departments, online & on campuses. In Semester 2 2022, disabled learners will be proactively contacted to discuss possible support needs before course start. 27/09/2022 - Reached out (& visited/hosted) to all secondary schools, incl. SENCOs, in region to listen to how best to support their communities. - Established processes to be able to contact ākonga asap to listen to their needs. - Reaching out to ākonga to set up ongoing hui for peer-to-peer support. - Figuring out low sensory space to address ākonga request and needs.

Metric used to measure impact	Baseline	Impact			
	Period 1	Period 2	Period 3	Period 4	Period … n
Subsidiary to state metrics used to measure impact. Subsidiary may choose to define their own metrics and/or select metrics from 'Appendix C: Guidance on Measures for Te Rito Outcomes Frameworks'.	State metric prior to implementation of action(s) (if possible)	State metric when action(s) implemented (if possible)			
Learner Health Score					
Net Promoter Score					
ITP Successful Course Completion					

TE RITO OUTCOMES FRAMEWORK FOCUS AREA: Our Voices

WHĀINGA 4: Te Pūkenga voices are heard

Outcome Statements
- **Data insights** inform all that we do
- **Connected** communications & engagement
- **Co-design** approaches inform **participation in decision-making**
- Needs assessments & customised **success planning**
- **Partnerships with Māori, Pacific & disabled** at all levels lead to solutions that see learners, whānau, & community thrive

Action	Alignment	Description & intended impact	Status Update	Commentary
20. Establish targeted learner advisory groups, in addition to existing learner programme area representatives & Have-Your-Say feedback, to better meet the needs of various priority groups.	**Te Rito Voices/Enabled: Our brand** holds learners & whānau at the forefront; **Partnerships** enhance learner mana & success **28** capture learner feedback to improve learner experience **Pastoral Code: 12 (a-e)** have practice for engaging in learner voice.	Learner advisory groups will self-identify needs & contribute to activity which will better meet their needs.	◀ (Underway) ▶	In May 2022, NMIT & SANITI will promote and support initial learner advisory groups for: Māori, Pasifika, International, Refugee Backgrounds, Disabled Learners, Rainbow & more as identified & requested by learner communities. 27/09/2022 - Established regular hui for international, refugee, rainbow, Māori, Pacific ākonga. - Acting on ākonga request for neurodiverse and feminist/women's groups.

Action	Alignment	Description & intended impact	Status Update	Commentary
				- Reaching out to disabled ākonga to listen to their needs and wants.
21. Establish a space on campus for learners who identify as part of Rainbow community	**Te Rito Voices: Partnerships** with learners enhance mana & success: **11m** practice partnership with Māori (learners, staff, whānau, iwi/hapū) to ensure their concerns, priorities & solutions inform mana ōrite decision making at all system level; **Pastoral Code 12 (a)** proactively build & maintain effective relationships with diverse learners **(c)** provide formal & informal processes for actively hearing, engaging with, & developing the diverse range of learner voices	NMIT will have a space on campus for learners who identify as part of Rainbow community	◀ (Underway) ▶	In 2022, NMIT will trial a temporary space while a permanent solution is found. 27/09/2022 - Established a Rainbow Community group on campus with monthly hui and whakawhanaungatanga events within Practice with Potential pilot projects. - Established a Rainbow Advisory Group which has fed into strategy and kaimahi PD. - Looking into a dedicated space on campus.
22. Improve understanding of online learners' experiences, cultural, wellbeing & advocacy support needs.	**Te Rito Voices: Data insights** inform all that we do; **Connected** communications & engagement **Co-design** approaches inform **participation in decision-making** Needs assessments & customised **success planning** **Pastoral Code 12 (a-e)** have practice for engaging in learner voice.	Improve support for online learners through informed collaborative practice.	◀ (Underway) ▶	In March 2021, NMIT is creating interview questions & target groups, & complete ethics application. In Semester 2, researchers will recruit participants, conduct interviews, analyse data, & return to learners to member-check data & analysis & decide next steps. 27/09/2022 - Received ethics approval. - Recruiting participants.
23. Enhance processes to establish co-delivery solutions with external partners, including iwi.	**Te Rito Voices: Co-design** approaches inform **participation in decision-making;11m** nurture & protect Māori to ensure concerns, priorities, & solutions inform mana	Efficient responses that meet the regional needs of partners, including Māori, Pacific & disabled groups.	◀ (In Place) ▶	27/09/2022 - Agreed and endorsed Te Tiriti Partnership model by executive

Action	Alignment	Description & intended impact	Status Update	Commentary
	ōrite decisions making at all system levels.			team and Strategy Steering Group. - Operationalised with Ngāti Kuia, Ngāti Koata and Nelson Tasman Pasifika Community Trust.

Metric used to measure impact	Baseline	Impact			
	Period 1	Period 2	Period 3	Period 4	Period … n
Subsidiary to state metrics used to measure impact. Subsidiary may choose to define their own metrics and/or select metrics from 'Appendix C: Guidance on Measures for Te Rito Outcomes Frameworks'.	State metric prior to implementation of action(s)	State metric when action(s) implemented (if possible)			
Learner Health Score					
Net Promoter Score					
ITP Successful Course Completion					

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Te Kaupapa: Complaints and Misconduct

1. **PURPOSE:**

Function:	For Information
Nā:	Deidre Hemera | Complaints Officer
Te rā:	**10 October 2022**
Purpose:	The purpose of this paper is to provide Academic Committee with an update on current Complaints and Misconduct cases.
Recommendation(s):	It is recommended that the Academic Committee resolve to:
	• Note the current Complaints and Misconduct report

2. **EXECUTIVE SUMMARY**

- There were two complaints since the last report which were resolved.
- There were two incidents of Student Misconduct which were resolved.

TOPIC	STATUS REPORT		COMMENTARY
Complaints & Misconduct	**Complaints**		• No new Complaints were received this period. • One closed complaint was escalated as a dispute and reopened • Two student misconducts were reported and closed for this period.
	Complaints received this period (7 September 2022 to 10 October 2022)	0	
	Complaints yet to be resolved (excluding those received this period)	1	
	Complaints resolved/closed during report period	0	
	Appeals arising this reporting period	0	
	Appeals resolved/closed during this report period	0	
	Student Misconduct (Non-academic)		
	Student Misconduct matters reported in this period (7 September 2022 – 10 October 2022)	0	
	Ongoing student misconduct investigations	0	
	Student misconduct investigations resolved/closed during report period	0	

It is recommended that the Academic Committee resolve to:

• Note the current Complaints and Misconduct report.