

Te Pūkenga trading as NMIT Academic Committee Meeting – 22 February 2023 – Open

Room M306 Nelson Campus – 3.15pm, Wednesday 22 February 2023

Agenda Topic	Presenter	Page
1. Welcome, Apologies, Notices	OH	
2. Administrative		
2.1 Proposed 2023 Academic Committee Membership	OH	3
2.2 Minutes of Academic Committee Meeting 23.11.2022-Open – <i>for confirmation</i>	OH	4
2.3 Action Items of Academic Committee Meetings – <i>for review</i>	OH	13
2.4 Correspondence Schedule – <i>for receipt/endorsement</i>	OH	15
3. Academic and Quality		
3.1 Self-Assessment – <i>for information</i>	JR	
3.2 Degree Monitoring and Monitoring – <i>for information</i>	JR	
3.3 Policy Update – <i>for information</i>	JR	
3.4 New Delivery Site Applications		
3.4.1 NZ Certificate in Computing (Intermediate User) L3 and NZ Certificate in Information Technology L4 – transition to Ara programme leading to version 2 of the qualifications – <i>for approval</i>	KD	17
3.4.2 NZ Certificate in Apiculture L3 – transition to Otago programme leading to version 2 of the qualification – <i>for approval</i>	KD	21
3.4.3 NZ Certificate in Horticulture Production L4 – transition to EIT programme leading to version 2 of the qualification – <i>for approval</i>	KD	24
4. Te Pūkenga		
4.1 Transition – <i>for information</i>	OH	
4.2 Unified Programmes – <i>for information</i>	KD	
4.3 Te Poari Akoranga – <i>for information</i>	KD	
5. Reports from Committees and Working Parties		
5.1 Academic Standards + Quality Committee Minutes – <i>verbal update</i>	KD	
5.2 Recognition of Academic Credit Committee Minutes - Meeting of 26.07.2022 , 09.08.2022 , 01.11.2022 , 15.11.2022 , 29.11.2022 – <i>for receipt</i>	SG	27
5.3 Learning and Teaching Committee – Meetings of 09.11.2022 , 07.12.2022 – <i>for receipt of minutes / verbal report</i>	MK	48
5.4 Research and Ethics Committee – Meeting of 21.09.2022 – <i>for receipt of minutes / verbal report</i>	MD	56

5.5	Te Rito Action Plan	JB/RS	59
6	Complaints and Misconduct – <i>for information</i>	OD	91
7	Resolution to Exclude the Public		

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 NMIT, Business Division Lead (Executive Director responsible for Programmes and Delivery (or delegate)), Academic Integrity Team Leader, Curriculum and Academic Registry Team Leader, Academic Advisor, Curriculum Directors, Curriculum Area Managers (Curriculum Managers), Quality Enhancement Manager, Paumanaaki, Ōritetanga + Māori Relationships Manager (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 – 12 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)
9	Academic Contracts as at February 2023	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)

Proposed 2023 Academic Committee Membership

Section 6.02 of the 2022 Academic Statute Academic Committee membership

Standing Members:

- Executive Director responsible for Programmes and Delivery (or delegate) (Chair)
- Academic Advisors (non-voting)
- Academic Integrity Team Leader
- Curriculum & Academic Registry Team Leader
- Curriculum Director
- Curriculum Managers (2)
- Director – Marlborough
- Executive Director: Ōriteganga, People, Culture and Learner Services (or delegate)
- Quality Enhancement Manager
- Manager of Ōritetanga (or delegate)
- Academic and Quality Administrator (Secretary, non-voting)

Appointed Members:

- At least two Academic Staff Members
- Two NMIT Students

Proposed 2023 Academic Committee membership

Standing Members:

- Executive Director NMIT Business Division Lead
- Academic Advisors (non-voting)
- Academic Integrity Team Leader
- Curriculum and Academic Registry Team Leader
- Curriculum Area Managers (7)
- Curriculum Director (2)
- Head of Learner Services
- Poumanaaki, Ōritetanga and Māori Relationships Manager (or delegate)
- Quality Enhancement Manager
- Curriculum and Academic Registry Administrator (Secretary, non-voting)

Appointed Members:

- At least two Academic Staff Members
- Two NMIT Students

[Back to agenda](#)

Academic Committee Meeting – Wednesday 22 February 2023 - Administrative

OPEN

DRAFT Minutes of a meeting of the Academic Committee
3.15pm, Wednesday 23 November 2022, Room M306 and via Microsoft Teams

PRESENT: Olivia Hall Executive Director Ōritetanga, Teaching and Learners, Kim Davies Director Academic + Quality, Silvia Gassebner Team Leader Curriculum + Academic Registry, Lauren Robinson NMIT Student, Susannah Roddick Project Lead (proxy for Marja Kneepkens) Nicole Akuhata Director Ōritetanga and Māori Relationships, Max Devon NMIT Student, Bradley Hannigan Principal Academic Staff Member, Jackie Rees Quality Enhancement Manager, Mary Woodward Administrator Curriculum + Academic Registry (minute-taker, non-voting)

IN ATTENDANCE: Julie Bytheway Head of Learner Services (03.45 to 3.55pm)

1. Welcome, Apologies, Notices

Olivia Hall opened the meeting and:

- welcomed Jackie Rees Quality Enhancement Manager onto the Committee
- advised that apologies had been received from Sarah Fraser Principal Academic Staff Member, Marja Kneepkens Director Teaching + Learning, Chanelle Taylor Programme Lead Specialist, Pam Wood Acting Director – Marlborough, Lauren Robinson NMIT Student
- noted that Susannah Roddick Project Lead was attending as proxy for Marja Kneepkens

2. Administrative

2.1 Minutes of NMIT Academic Committee Meeting 12 October 2022 - Open

110/22 **RESOLVED** that the minutes of the NMIT Academic Committee Meeting 12 October 2022 - Open be confirmed as a true and accurate record.

Kim Davies/Silvia Gassebner

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

- Silvia Gassebner advised that this action was still a work in progress

Action Item 2 – Approvals

Provide a feedback report to the Committee on the micro-credential development process – include key insights, issues, and challenges, for next meeting

- Following advice from Kim Davies that a feedback report was not ready for review the Committee Members requested that rather than move this action to 2023 Kim Davies complete this action as a verbal overview

Action Item 3 – 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

- Jackie Rees advised this action was to form part of item 3.2 discussion and requested it be closed

Action item 4 – Reports from Committee and Working Parties

Follow-up with Research Manager on what information is feasible to bring to the Academic Committee

- Olivia Hall advised that this action remains a work in progress as a decision is still to be made on the Research Manager role

Action Item 5 – Reports from Committee and Working Parties

- Olivia Hall advised Te Rito report had been tabled at this meeting, the Disability Report was still a work in progress

Action Item 10 – 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 requested this item be deferred to the next meeting

2.3 Correspondence Schedule

111/22 **RESOLVED** that the inwards correspondence be received.

Bradley Hannigan/Silvia Gassebner
CARRIED

112/22 **RESOLVED** that the outwards correspondence be endorsed.

Bradley Hannigan/Silvia Gassebner
CARRIED

3. Academic and Quality

3.1 Consistency Review

Jackie Rees gave a summary of 2022 Consistency Review activity and noted:

- as of 14 November 2022, nine of the 10 consistency reviews completed this year have been deemed 'Sufficient'
- for the one qualification deemed 'Not Sufficient,' further evidence and action plan have been provided to NZQA with the outcome still pending
- the support given to Programme Areas is reflected in the improved 2022 outcomes
- to further improve good practice:
 - availability of exemplar reports
 - maintaining contact with graduates
 - understanding why, if graduates do not meet GPOs
 - providing the type of analyses NZQA want by understanding/reflecting/interpreting data information

Kim Davies noted:

- the ongoing change in approach from teams previously scrabbling to pull together paperwork to now starting to systematically collect graduate information at year end
- programme assurance requires maintaining a consistency review process

3.2 Degree Monitoring and Monitoring

Jackie Rees gave a progress report on developing a high-level review of 2022 Degree Monitoring activity and noted:

- the difficulty to establish high themes due to the specificity of each report
- common identified themes are moderation and research
- a high-level thematic report which includes other reports, e.g. the Nursing Council of New Zealand Bachelor of Nursing report, will be developed and presented to the Committee

3.3 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				
Kia Haumaru! Kia Matatu! SafePlus Micro-credential [127425]	n/a	06.10.22	22100	First delivery 2022
Rationale for change: Requested by client WorkSafe, to reflect the new WorkSafe guidance.				
Brief description of change/s:				
<ul style="list-style-type: none"> • Change Learning Outcome wording from 'best practice' to 'good practice' 				
AVIATION				

NZ Diploma in Aeronautical Maintenance Certification (Level 6)	06.10.2 2	06.10.22	21100	1 October 2022
Rationale for change/s: Update expired unit standards to current versions for US 7243, US3413, US 4051; US version have expired but are optional and not used, version should be updated to be correct in ebs. Description of changes: <ul style="list-style-type: none"> • US 7243, change to version 6 (DAM401 and DAM402) • US 3413, change to version 6 (DAM402) • US 4051, change to version 6 (DAM404) 				
DIGITAL TECHNOLOGIES AND ARTS & MEDIA				
ADT206 Trades Academy Arts and Design 1	28.09.2 2	18.10.22	181022	1 January 2023
Rationale for change: Trades Academy updates for 2023 delivery. Description of changes: <ul style="list-style-type: none"> • Change of title (from Digital 3D 1) • Update of Indicative Curriculum • Remove pre-requisite 				
ADT306 Trades Academy Arts and Design 2	28.09.2 2	18.10.22	181022	1 January 2023
Rationale for change: Trades Academy updates for 2023 delivery. Description of changes: <ul style="list-style-type: none"> • Change of title (from Digital 3D 2) • Update of Indicative Curriculum • Remove pre-requisite 				
ENGINEERING & CONSTRUCTION				
NZ Certificate in Electric Vehicle Automotive Engineering Level 5	06.10.2 2	06.10.22	21101	1 February 2023
Rationale for change/s: Type 2 change by the programme owner (Otago) Description of changes: Change course title from EVA503 Battery Systems to EVA503 Energy Supply Systems. <i>This change will be superseded by gaining Site Accreditation from Otago Polytechnic.</i>				
New Zealand Certificate in Mechanical Engineering (Trades) (Level 4)	06.10.2 2	12.10.22	18101	1 January 2023
NZQA TYPE 2 CHANGES SUBMITTED 14 OCTOBER 2022				
Rationale for change/s: Error in original programme regulations from Toi Ohomai. Learners are disadvantaged in the completion of their qualification and are failing to meet the required Graduate Profile Outcome 8. Description of changes: Remove course CME424 Welding Processes GMAW 2 (Aluminium and Stainless Steel) from General Engineering strand. Add course CME428 Fluid Power to General Engineering strand. Add Graduate Profile Outcome 8 to course CME428 Fluid Power.				
BJA202 Trades Academy Joinery Year 1	28.09.2 2	03.10.22	031022	1 January 2023
Rationale for change/s: Trades Academy updates for 2023 delivery; error correction (CMR 48 for all unit standards). Description of changes: CMR for US 12932, 12927, 24350 updated to 48.				
AUA208 Trades Academy Automotive Year 1	28.09.2 2	18.10.22	181022	1 January 2023
Rationale for change: Trades Academy updates for 2023 delivery. Description of changes: <ul style="list-style-type: none"> • US 229, change to version 11 • US 3856, change to version 10 • US 21679, change to version 3 • US 21690, change to version 3 				

<ul style="list-style-type: none"> • US 21719, change to version 3 • US 21722, change to version 2 • US21869, change to version 5 				
MEA204 Trades Academy Mechanical Engineering Year 2	28.09.22	18.10.22	181022	1 January 2023
Rationale for change: Trades Academy updates for 2023 delivery. Description of changes: <ul style="list-style-type: none"> • replace unit standard 11662 (which expires in Dec 2022) with US 29671 v1, 29673 v1, 4435 v8. • Create additional LO 3 to align with replacement unit standards • Amend assessment mapping to LOs, add theory test to assessments. 				
HEALTH AND FITNESS				
Certificate in Nursing (CAP) (Level 7) Training Scheme	04.10.22	07.20.22	18106	1 January 2023
TYPE 2 CHANGES APPROVED BY NZQA 21 OCTOBER 2022				
Rationale for change/s Update of English Language Requirements to reflect new Nursing Council New Zealand requirements issued on 19 August 2022. Description of changes: Change to English Language Requirements to read: All applicants must provide evidence that they have the necessary language literacy proficiency set by the NCNZ. Applicants whose first language is not English must have: * An IELTS Academic test with a minimum score of 7.0 in reading, speaking and listening, and a minimum score of 6.5 for writing; or * An Occupational English Test (OET) with a minimum Grade B or minimum score 350 for reading, speaking and listening, and a minimum Grade C+ or minimum score 300 for writing IELTS or OET scores used must be taken from a single IELTS Test Report Form and are valid for two years from the date of the test.				
HOSPITALITY AND SERVICE SECTOR PATHWAYS				
CRE301 Trades Academy Creative Design for Hair and Make-up	28.09.22	03.10.22	031022	1 January 2023
Rationale for change/s: Trades Academy updates for 2023 delivery. Description of changes: Assessment method for US 28946 changed to Theory assessment, and US 27644 changed to Theory Assessment and Written Assignment.				
HTA207 Trades Academy Hospitality Year 1	28.09.22	03.10.22	031022	1 January 2023
Rationale for change/s: Trades Academy updates for 2023 delivery. Description of changes: Unit standards 167, 13272, 13274, 13285, 14425, 14436 and 17285 updated to latest version.				
HTA303 Trades Academy Hospitality Year 2	28.09.22	03.10.22	031022	1 January 2023
Rationale for change/s: Trades Academy updates for 2023 delivery. Description of changes: Unit standards 13325, 13331, 13334, 13316, 22234, and 30916 updated to latest version.				
BEA204 Trades Academy Beauty	28.09.22	03.10.22	031022	1 January 2023
Rationale for change/s: Trades Academy updates for 2023 delivery. Description of changes: Update unit standard 62 to version 10; change of assessment method for US 28025 and US27640				
BFT203 STAR Beauty Fashion Trends	28.09.22	03.10.22	031022	1 January 2023
Rationale for change/s: STAR courses updates for 2023 delivery: Unit standard was sent for external moderation 2022. Description of changes: Unit standard 28027 changed from an assignment to a theory assessment.				

MARITIME, ADVENTURE TOURISM & CONSERVATION

VHF301 STAR Maritime VHF Radio Operator	28.09.2 2	03.10.22	031022	1 January 2023
Rationale for change/s: STAR courses updates for 2023 delivery, unit standard version expiring. Description of changes: Unit standard 19491 updated to version 4.				

PRIMARY INDUSTRIES

NZ Certificate in Apiculture L3	04.10.2 2	07.10.22	21101	18 July 2022
Rationale for change/s Following 2021/22 delivery and complicated results entry to ebs – changes have been proposed to ease this process and ensure timely results for ākonga. Changes also clarify and form a more accurate picture of assessment events in NMIT's delivery. Description of changes: Rearrangement of assessment order and LO mapping for courses API304 Beekeeping Fundamentals, API305 Manipulating Beehives and API307 Beehive Disease Management Control. Update GPO mapping to reflect this.				

SOCIAL SCIENCES

Bachelor of Social Work	28.09.2 2	03.10.22	18104	18 July 2022
Rationale for change/s BSK606 Te Weu – assessment weightings approved for 2022 not updated in student's course outline, students were working to old weightings. Description of changes: BSK606 Te Weu: <ul style="list-style-type: none"> • Change assessments weightings to 40/60 for Semester 2 2022. • Revert weightings to 50/50 from Semester 1 2023. 				
Bachelor of Counselling				
Rationale for change/s BCG606 Te Weu – assessment weightings approved for 2022 not updated in student's course outline, students were working to old weightings. Description of changes: BCG606 Te Weu: <ul style="list-style-type: none"> • Change assessments weightings to 40/60 for Semester 2 2022. • Revert weightings to 50/50 from Semester 1 2023. 				

113/22 **RESOLVED** that the Approval of Course and Programme Changes be endorsed.

Susannah Roddick/Bradley Hannigan

3.4 Micro-credential Development Process

Kim Davies gave a verbal overview on key insights from the micro-credential development process. She noted:

- the amount of work involved in developing micro-credentials to meet an industry need that may not result in a substantial return
- the challenge to meet industry needs when industry may not know what their needs are in an academic sense
- actual demand can only be determined once delivery has started
- in regard to the development of the three Research Micro-credentials in 2022, the then Research Manager had felt their development as micro-credentials had been foisted on NMIT as initial application to Te Pūkenga had been for the development of a postgraduate qualification
- NMIT is continually improving its micro-credential development processes
- issues/challenges
 - the lack of micro-credential funding when the same study would be funded if part of a programme
 - the lack of loan and allowance availability that could act as barriers to learning

- accessibility

Following questions from Committee Members, Kim Davies noted:

- future guidance will be needed from Te Pūkenga regarding:
 - if development of courses will continue or if courses will be taken from already established training schemes
 - if development will be at a national level or as a response to specific regional needs
- self-funded stand-alone courses can do the same as a micro-credential plus do not need to go through the NZQA Quality Assurance process

3.5 Matters Arising – Applied Research Micro-credentials

Kim Davies advised that the addition of '*Criterion 6 Ongoing review and monitoring to the Applied Research Micro-credentials*' application document was made following Academic Committee approval and that the application document template has been updated for future applications.

4. Te Pūkenga

4.1 Transition

Olivia Hall advised that:

- Wayne Jackson NMIT Transitional Executive Lead will be leaving at the end of the year
- currently two teams are being consulted with:
 - People Culture and Wellbeing
 - People and Organisation Development, and Health and Safety
- Digital Technologies consultation will be underway shortly
- beginning to see first potential role disestablishments
- development of Marketing/Communications/Financial information is beginning
- Deputy Chief Executives role holders will be announced in December
- It is hoped that an announcement will be made shortly on which of the two possible regions NMIT will join

4.2 Unified Programmes

Kim Davies gave an update on current unified programme activity and noted:

- international fees for New Zealand Diploma in Business (Level 5) are still to be confirmed
- approximately 20 unified programmes are sitting with NZQA
- changes to the Bachelor of Accounting programme have been made
- Bachelor of Social Work is being reviewed to strengthen research application content

4.3 Te Poari Akoranga

Kim Davies advised that:

- with the pending approval of Te Kawa Maiooro a clear understanding and expectation on how to socialise policy changes will be needed
- a review of regional and local committee structures and how they will feed into one another is underway

5. Reports from Committees and Working Parties

Olivia Hall advised that moving forward committee membership, size, and responsibilities will be looked at to ensure good practice is happening with the future expectation that Te Pūkenga will advise how committees are run with possibly some local nuance included. She noted how different our processes were from other ITPS although they were not necessarily right or wrong.

The Committee Members discussed the need for a 2023 Academic Statute given the pending approval of Te Kawa Maiooro.

ACTION

Jackie Rees / Kim Davies

Given the pending approval of Te Kawa Maiooro follow-up with Te Pūkenga on if a full 2023 Academic Statute is required

Silvia Gassebner gave an update on the 2022 graduation ceremonies and advised:

- there will be two Nelson ceremonies with approximately 130 graduates attending each ceremony
- currently there are 34 graduates attending the Marlborough ceremony
- end of year course results, awards and extension requests are starting to come through the approval process
- priority will be given to results for ākonga coming to graduation or for those needing results for visas

Max Devon advised:

- she has been officially appointed SANITI President for 2023
- in her SANITI role she is on a number of Te Pūkenga committees where NMIT Ākonga feedback is nationally known and is being seen and heard

5.1 Academic Standards + Quality Committee

The minutes of the Academic Standards + Quality Committee Meeting of 04.10.2022 and E-Meetings of 15 to 20.09.2022, 09 to 14.09.22 were receipted.

5.2 Recognition of Academic Credit Committee

The minutes of the Recognition of Academic Credit Committee Meeting of 18.10.2022 were receipted.

5.3 Learning and Teaching Committee

The minutes of the Learning and Teaching Committee Meeting of 21.09.2022 and 19.10.2022 were receipted.

5.4 Research and Ethics Committee

Bradley Hannigan noted the ongoing issue of not being able to hold Research and Ethics Committee meetings due to lack of quorum and the negative impact this could have for ākonga if their research applications are not approved in a timely manner.

The Committee Members discussed the type of research information that should be being presented at Academic Committee meetings.

ACTION

Mary Woodward

Request 2022 Research Outputs report from Research Support
Coordinator for tabling at next meeting

5.5 Tiriti / Te Pae Tahiti

Nicole Akuhata advised that in acknowledgement of high workloads reporting on Te Pae Tahiti was on hold.

5.6 Te Rito Report

Julie Bytheway gave a verbal update on Te Rito Report and advised:

- there had been little change since the last report update at the 12 October Committee Meeting
- all actions noted in the report are either in place or underway
- the report's focus is on providing equitable access for Māori, Pasifika and disabled ākonga
- the report will be shared via the Polly portal

The Committee Members noted the value in having Te Rito Report made more accessible and visible to teams.

ACTION

Julie Bytheway

Contact Senior Communications Advisor regarding uploading the following documents to an area of the Polly
Portal to ensure their transparency and accessibility

- Te Rito Report
- Disability Action Plan
- Te Pae Tawhiti
- Tertiary and International Learners Code of Practice

- Links to Te Pūkenga national documents

Meeting Closed 04.36pm

Academic Committee Action List – 23 November 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 next meeting	Work in progress
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	Closed
Action Items 14.09.2022 - Open					
3	3.1	Degree Monitoring and Monitoring <ul style="list-style-type: none"> • 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 23 November 2022	Closed
4	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	Deferred	Defer until a decision is made on the Research Manager role
5	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 at next meeting for Disability Report	Completed for Te Rito report
Action Items 14.09.2022 – In-Committee					
6	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 at next meeting	Work in progress
Action Items 12.10.2022 – Open					
7	2.1	Upload confirmed Minutes to Academic Committee site and to Academic Committee site on NMIT website	Mary Woodward	Report back 23 November 2022	Completed

8	4.1	Te Pūkenga Transition Continue work on updating policies and bring to the committee an overview of these policies	Eleanor Upton	Report back next meeting	
Action Items 23.11.2022 – Open					
9	2.1	Upload confirmed Minutes to Academic Committee site and to Academic Committee site on NMIT website	Mary Woodward	Report back next meeting	
10	5	Reports from Committees and Working Parties Given the pending approval of Te Kawa Maioorooro follow-up with Te Pūkenga on if a full 2023 Academic Statute is required	Jackie Rees / Kim Davies	Report back next meeting	
11	5.5	Reports from Committees and Working Parties Request 2022 Research Outputs report from Research Support Coordinator for tabling at next meeting	Mary Woodward	Report back next meeting	Work in progress to come to March 2023 meeting
12	5.6	Te Rito Report Contact Senior Communications Advisor regarding uploading the following documents to an area of the Polly Portal to ensure their transparency and accessibility <ul style="list-style-type: none"> • Te Rito Report • Disability Action Plan • Te Pae Tawhiti • Tertiary and International Learners Code of Practice • Links to Te Pūkenga national documents 	Julie Bytheway	Report back next meeting	

[Back to Agenda](#)

Academic Committee Action List – 22 February 2023

	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 22.02.23	Work in progress
Action Items 14.09.2022 - Open					
2	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	Deferred	Defer until a decision is made on the Research Manager role
3	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 22.02.23 for Disability Report	Completed for Te Rito report
Action Items 14.09.2022 – In-Committee					
4	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 22.02.23	Work in progress
Action Items 12.10.2022 – Open					
5	4.1	Te Pūkenga Transition Continue work on updating policies and bring to the committee an overview of these policies	Eleanor Upton	Report back 22.02.23	
Action Items 23.11.2022 – Open					
6	2.1	Upload confirmed Minutes to Academic Committee site and to Academic Committee site on NMIT website	Mary Woodward	Report back 22.02.23	
7	5	Reports from Committees and Working Parties Given the pending approval of Te Kawa Maiooro follow-up with Te Pūkenga on if a full 2023 Academic Statute is required	Jackie Rees / Kim Davies	Report back 22.02.23	
8	5.5	Reports from Committees and Working Parties Request 2022 Research Outputs report from Research Support Coordinator for tabling at next meeting	Mary Woodward	Report back 22.02.23	Work in progress to come to March 2023 meeting
9	5.6	Te Rito Report Contact Senior Communications Advisor regarding uploading the following documents to an area of the Polly Portal	Julie Bytheway	Report back 22.02.23	

		<p>to ensure their transparency and accessibility</p> <ul style="list-style-type: none">• Te Rito Report• Disability Action Plan• Te Pae Tawhiti• Tertiary and International Learners Code of Practice• Links to Te Pūkenga national documents			
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[Back to Agenda](#)

Academic Committee Correspondence – 22 February 2023

Inwards for receipt

1.	NZQA	17.11.22	Draft moderation summary report for New Zealand Diploma in Web Development and Design (Level 5) [Prog. Ref:121292-2] [NZQF Ref: 2598-1]
2.	NZQA	23.11.22	Approval of Type 2 changes to Bachelor of Information Technology and Graduate Diploma in Information Technology
3.	Te Pūkenga	25.11.22	OFP Request approval - to become a new delivery site for the Ara programmes NZ Certificate in Computing (Intermediate User) (Level 3) [118805-2] and NZ Certificate in Information Technology Essentials (Level 4) [119864-2].
4.	NZQA	25.11.22	Notification of scheduled CR – 3460 NZ Cert in Automotive Electrical Engineering (Level 4)
5.	Te Pūkenga	06.12.22	OFP Request approval - to become a new delivery site for the Otago Polytechnic programme NZ Certificate in Apiculture (Level 3) [125394-2]
6.	Hanga-Aro-Rau	08.12.22	WDC programme endorsement for Type 2 changes to NZ Certificate in Mechanical Engineering (Trade) (Level 4)
7.	NZQA	09.12.22	Approval (sent to Te Pūkenga, CC NMIT) to become a new delivery site for the Ara programmes NZ Certificate in Computing (Intermediate User) (Level 3) [118805-2] and NZ Certificate in Information Technology Essentials (Level 4) [119864-2].
8.	Te Pūkenga	12.12.22	OFP Request approval - to become a new delivery site for NZ Certificate in Horticulture Production (Level 4) [Te Pūkenga ta EIT PoS 120583]
9.	NZQA	13.12.22	CR Final Report received for 3667 NZ Cert in English Language (Applied) (Level 3) - Sufficient
10.	NZQA	14.12.22	CR Interim Report received for 2900 NZ Cert in Aeronautical Engineering (Specialist Support) (Level 4) - Sufficient
11.	NZQA	14.12.22	RFI resulting from preliminary evaluation of the suite of Research Writing micro-credentials.
12.	NZQA	15.12.22	Confirmation of removal of 125166 Introduction to Artificial Intelligence for Society and Business (Micro-credential) from the Register of NZQA Approved Micro-credentials due to non-delivery.
13.	NZQA	19.12.22	Notification of scheduled CR – 3915 NZ Cert in Electric Vehicle Automotive Engineering (Level 5)
14.	Te Pūkenga	20.12.22	Update on progress of TP QMS development
15.	NZQA	20.12.22	Final programme monitoring report for New Zealand Diploma in Web Development and Design (Level 5) [Prog. Ref:121292-2] [NZQF Ref: 2598-1] and NZQA's evaluation of NMIT's submission on factual accuracy.
16.	NZQA	01.02.23	Confirmation NMIT is not required to participate in CR for 3915 NZ Cert in Electric Vehicle Automotive Engineering (Level 5)
17.	NZQA	16.01.23	Approval of minor Type 2 change to Website Design Training Scheme
18.	NZQA	17.01.23	Approval of Type 2 change to NZ Certificate in Mechanical Engineering (Trades) Level 4
19.	NZQA	20.01.23	Approval of self-monitoring status for Bachelor of Career Development and Graduate Certificate in Career Development
20.	NZQA	24.01.23	Approval of Type 2 changes to Bachelor of Commerce and associated Graduate Certificate and Graduate Diplomas
21.	NZQA	26.01.23	Approval of Micro-credential Review Reports for: 126533 Leadership for Primary Industries and 126670 Project Management for Primary Industries

22.	NZQA	07.02.23	CR Interim Report received for 2591 NZ Cert in Computing (User Fundamentals) (Level 2) - Sufficient
23.	NZQA	07.02.23	Finalised 2022 degree monitoring report for the NMIT Bachelor of Aquaculture and Postgraduate Diploma in Sustainable Aquaculture
24.	NZQA	09.02.23	Approval of new Micro-credential He Ara Matatau - SafePlus Assessor
25.	NZQA	13.02.23	2023 degree monitoring data request

Outwards for endorsement

26.	Hanga-Aro-Rau	17.11.22	Request for WDC programme endorsement for Type 2 changes to NZ Certificate in Mechanical Engineering (Trade) (Level 4)
27.	NZQA	01.12.22	Feedback on draft moderation summary report for New Zealand Diploma in Web Development and Design (Level 5) [Prog. Ref:121292-2] [NZQF Ref: 2598-1]
28.	Te Pūkenga t/a Ara Institute of Canterbury	02.12.22	Application to become new delivery site for the Ara programmes NZ Certificate in Computing (Intermediate User) (Level 3) [118805-2] and NZ Certificate in Information Technology Essentials (Level 4) [119864-2].
29.	Te Pūkenga	06.12.22	OFP Request - to become a new delivery site for the Otago Polytechnic programme NZ Certificate in Apiculture (Level 3) [125394-2]
30.	Te Pūkenga	08.12.22	OFP Request - to become a new delivery site for NZ Certificate in Horticulture Production (Level 4) [Te Pūkenga ta EIT PoS 120583]
31.	NZQA	15.12.22	Submission of Micro-credential Review Reports for 126533 Leadership for Primary Industries and 126670 Project Management for Primary Industries
32.	NZQA	20.12.22	Application C55533 for new Micro-credential He Ara Matatau - SafePlus Assessor
33.	NZQA	20.12.22	Applications C53613, C55523, C55524, C55525 for Type 2 changes to Bachelor of Commerce and associated Graduate Certificate and Graduate Diplomas.
34.	NZQA	13.02.23	Application C56006 for Type 2 changes to Bachelor of Nursing.

[Back to Agenda](#)

NZ Certificate in Computing (Intermediate User) L3 and NZ Certificate in Information Technology L4 – transition to Ara programme leading to version 2 of the qualifications



Te Pūkenga New Delivery Site Application Form (for programme levels 1-6)

This form is for Te Pūkenga subsidiaries/brands/partners ('subsidiaries') that wish to deliver a Level 1-6 programme for which another subsidiary already has an approval and accreditation. The 'requesting subsidiary' must already have approval for the site at which they wish to deliver the programme, must have the capability to deliver the programme and must have an approved Te Pūkenga OFP form. The requesting subsidiary completes this form and forwards it, along with the OFP form, to the subsidiary holding the original approval and accreditation of the requested programme ('owning subsidiary'). The owning subsidiary submits the form, as well as the OFP approval, to NZQA for approval via the NZQA portal, under the 'Other' application type category.

This form is not for unified programmes or for programmes at Level 7 or above. Te Pūkenga arranges applications for unified programmes (including nominated sites) and, for Level 7 and above, the usual NZQA processes apply.

Requesting and owning subsidiaries

Subsidiary requesting the programme:	Te Pūkenga trading as Nelson Marlborough Institute of Technology (NMIT)
MoE number:	6011
Subsidiary holding the approval and accreditation	Te Pūkenga trading as Ara Institute of Canterbury (Ara)
MoE number:	6006

Delivery site details

Physical address of the requesting subsidiary's site(s) already registered with NZQA	Nelson Campus - 322 Hardy Street, Nelson 7010
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Programme and qualification details

	NZQA Reference No.	Version No.	Credits	Level
New Zealand Certificate in Computing (Intermediate User) (Level 3)	118805	2	60	3
with specialisations/majors in:				
which leads to the award of the following qualification:				
New Zealand Certificate in Computing (Intermediate User) (Level 3)	2592	2	60	3
with strands/specialisations/majors in: n/a				

	NZQA Reference No.	Version No.	Credits	Level
New Zealand Certificate in Information Technology Essentials (Level 4)	119864	2	60	4
with specialisations/majors in: n/a				
which leads to the award of the following qualification:				
New Zealand Certificate in Information Technology Essentials (Level 4)	2594	2	60	4
with strands/specialisations/majors in: n/a				

Rationale for adding this delivery site

Explain why the programme is to be delivered at the new delivery site (of the requesting subsidiary)
NMIT has approval and accreditation to deliver (matching versions of) the programmes 120668-1 and 120917-1 leading to version 1 of the qualifications as part of our eCampus based extramural delivery. Version 1 of both qualifications expire on 31 December 2022, which is also the last date for assessments.
To ensure ongoing consistency for eCampus ākonga NMIT requests that Ara requests approval to include the Nelson campus as a new site for delivery for the Ara programme leading to version 2 of these qualifications, to be effective from 01 January 2023.
If the requesting subsidiary already has an approved programme leading to the same qualification, state what its status will be (e.g. discontinued, maintained).
NB: NZQA will request appropriate transition information where a programme is to be discontinued and replaced with the requested programme

On 31 December 2022 both programmes 120668-1 and 120917-1, leading to version 1 of the qualifications New Zealand Certificate in Computing (Intermediate User) (Level 3) - NZQF No 2592, and New Zealand Certificate in Information Technology Essentials (Level 4) – NZQF No 2594, will be discontinued. Learners who have been enrolled since January 2020 who have completed one or more courses as part of these eCampus deliveries will be contacted and, upon their agreement, will be transferred to Ara's programmes leading to the new versions (v2) of the qualifications.

Correspondence from Ara 15 Sept 2022: People currently enrolled in programmes leading to version 1 of this qualification may either complete the requirements by 31 December 2022 or transfer to version 2 of the qualification. Version 1 will no longer be valid from January 2023, so all existing learners enrolling from now till end of 2022 that haven't completed version 1 will need to transition to version 2 (based on the transition table in the programme document). eCampus learners enrolling prior to 31 December 2022 will enrol in version 1 and transfer to version 2 from January 2023.

Transition arrangements provided by Ara:

Transition Plan for NZ2594 NZ Certificate in Information Technology Essentials (Level 4)

NZ2594 version 1				NZ2594 version 2			
Course code	Course Title	Level	Credits	Course code	Course Title	Level	Credits
CITE401	Technical IT Skills	4	15	CITE401	Technical IT Skills	4	15
CITE402	Media Design and Development	4	15	CITE402	Media Design and Development	4	15
CITE403	Information Management	4	15	CITE403	Information Management	4	15
CITE404	Software Design and Development	4	15	CITE404	Software Design and Development	4	15

Transition Arrangements – New Zealand Certificate in Computing (Intermediate User) Level 3							
NZ2592 NZ Certificate in Computing (Intermediate User) (Level 3) V1				NZ2592 NZ Certificate in Computing (Intermediate User) (Level 3) V2			
Course code	Course Title	Level	Credits	Course code	Course Title	Level	Credits
ITTL300	Operating in a Digital Environment	3	10	ITTL300	Operating in a Digital Environment	3	10
ITTL310	Spreadsheets and Databases	3	10	ITTL310	Spreadsheets and Databases	3	10
ITTL320	Web Fundamentals	3	10	ITTL320	Web Fundamentals	3	10
ITTL330	Presenting in a Digital Environment	3	10	ITTL330	Presenting in a Digital Environment	3	10
ITTL340	Going Mobile	3	10	ITTL340	Going Mobile	3	10
ITTL350	Online Etiquette and Ethics	3	10	ITTL350	Online Etiquette and Ethics	3	10

Confirmation of capability to deliver


Capability	Confirmation statement	Confirmed
Consultation	Confirmation of consultation on regional need for the requested programme	Yes
Teaching and physical resources (IT, LMS, learning materials, Library)	Confirmation that the specific resources required for this programme are available at this delivery site	Yes
Support services (pastoral care for different learners; IT support services)	Confirmation that the specific support services required for this programme are available at this delivery site	Yes
Teaching staff	Confirmation that appropriately qualified teaching staff will teach the programme at this delivery site	Yes

Capability	Confirmation statement	Confirmed
Assessment and Moderation	Confirmation that assessment and moderation as specified in the programme document will be conducted to the required standard at this delivery site	Yes
Unit standards	If the requested programme includes unit standards, confirm that requesting subsidiary has consent	NA
Programme review	Confirmation that programme review will be coordinated with the programme approval holder to meet the requirement for consistency of graduate outcomes	Yes

Declaration

I acknowledge and accept that I am obliged to ensure that the delivery site (including all off-site learning) remain safe and adequate for the programme of study or training provided, its staff, the number of students enrolled, and for meeting students' specific needs. **I will operate a safe and legally compliant environment, including the equipment we use.**

Signature (CE of requesting subsidiary or appropriately delegated person)

Signed	
Name	Olivia Hall
Position	Executive Director
Date	2/12/2022

[Back to Agenda](#)

NZ Certificate in Apiculture L3– transition to Otago programme leading to version 2 of the qualification



Te Pūkenga New Delivery Site Application Form (for programme levels 1-6)

This form is for Te Pūkenga subsidiaries/brands/partners ('subsidiaries') that wish to deliver a Level 1-6 programme for which another subsidiary already has an approval and accreditation. The 'requesting subsidiary' must already have approval for the site at which they wish to deliver the programme, must have the capability to deliver the programme and must have an approved Te Pūkenga OFP form. The requesting subsidiary completes this form and forwards it, along with the OFP form, to the subsidiary holding the original approval and accreditation of the requested programme ('owning subsidiary'). The owning subsidiary submits the form, as well as the OFP approval, to NZQA for approval via the NZQA portal, under the 'Other' application type category.

This form is not for unified programmes or for programmes at Level 7 or above. Te Pūkenga arranges applications for unified programmes (including nominated sites) and, for Level 7 and above, the usual NZQA processes apply.

Requesting and owning subsidiaries

Subsidiary requesting the programme:	Te Pūkenga trading as Nelson Marlborough Institute of Technology (NMIT)
MoE number:	6011
Subsidiary holding the approval and accreditation	Te Pūkenga trading as Otago Polytechnic (Otago)
MoE number:	6013

Delivery site details

Physical address of the requesting subsidiary's site(s) already registered with NZQA	6011/1 Nelson. 322 Hardy Street, Nelson 7010 6011/1 Richmond. 390 Lower Queen Street, Richmond 7020 6011/2 Marlborough. 85 Budge St, Riversdale, Blenheim 7201 6011/16 Pelorus Bridge. 7 Maungatapu Road, Pelorus Bridge, Rai Valley, 7192
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Programme and qualification details

	NZQA	Version No.	Credits	Level
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	Reference No.			
New Zealand Certificate in Apiculture (Level 3)	125394	2	65	3
with specialisations/majors in: NA				
which leads to the award of the following qualification:				
New Zealand Certificate in Apiculture (Level 3)	2223	2	65	3
with strands/specialisations/majors in: n/a				

Rationale for adding this delivery site

Explain why the programme is to be delivered at the new delivery site (of the requesting subsidiary)
<p>NMIT is accredited to deliver Version 1 of this programme.</p> <p>As per the new Te Pūkenga process NMIT requests that Otago apply for L1-6 Site Accreditation for NMIT as a site to deliver version 2 of the programme.</p> <p>This is a retrospective request as current NMIT delivery which commenced 29 August 2022 is aligned with version 2 of the Otago programme but we failed to make the required Type 2 change. This is on the advice of NZQA (per email dated 11 October 2022).</p> <p>NMIT will retain its existing course codes and course result key to minimise disruption for ākonga.</p>
<p>If the requesting subsidiary already has an approved programme leading to the same qualification, state what its status will be (e.g. discontinued, maintained).</p> <p>NB: NZQA will request appropriate transition information where a programme is to be discontinued and replaced with the requested programme</p>

Confirmation of capability to deliver

Capability	Confirmation statement	Confirmed
Consultation	Confirmation of consultation on regional need for the requested programme	Yes
Teaching and physical resources (IT, LMS, learning materials, Library)	Confirmation that the specific resources required for this programme are available at this delivery site	Yes
Support services (pastoral care for different learners; IT support services)	Confirmation that the specific support services required for this programme are available at this delivery site	Yes
Teaching staff	Confirmation that appropriately qualified teaching staff will teach the programme at this delivery site	Yes

Capability	Confirmation statement	Confirmed
Assessment and Moderation	Confirmation that assessment and moderation as specified in the programme document will be conducted to the required standard at this delivery site	Yes
Unit standards	If the requested programme includes unit standards, confirm that requesting subsidiary has consent	Yes
Programme review	Confirmation that programme review will be coordinated with the programme approval holder to meet the requirement for consistency of graduate outcomes	Yes

Declaration

I acknowledge and accept that I am obliged to ensure that the delivery site (including all off-site learning) remain safe and adequate for the programme of study or training provided, its staff, the number of students enrolled, and for meeting students' specific needs. **I will operate a safe and legally compliant environment, including the equipment we use.**

Signature (CE of requesting subsidiary or appropriately delegated person)

Signed	
Name	
Position	
Date	

[Back to Agenda](#)

NZ Certificate in Horticulture Production L4– transition to EIT programme leading to version 2 of the qualification



Te Pūkenga New Delivery Site Application Form (for programme levels 1-6)

This form is for Te Pūkenga subsidiaries/brands/partners ('subsidiaries') that wish to deliver a Level 1-6 programme for which another subsidiary already has an approval and accreditation. The 'requesting subsidiary' must already have approval for the site at which they wish to deliver the programme, must have the capability to deliver the programme and must have an approved Te Pūkenga OFP form. The requesting subsidiary completes this form and forwards it, along with the OFP form, to the subsidiary holding the original approval and accreditation of the requested programme ('owning subsidiary'). The owning subsidiary submits the form, as well as the OFP approval, to NZQA for approval via the NZQA portal, under the 'Other' application type category.

This form is not for unified programmes or for programmes at Level 7 or above. Te Pūkenga arranges applications for unified programmes (including nominated sites) and, for Level 7 and above, the usual NZQA processes apply.

Requesting and owning subsidiaries

Subsidiary requesting the programme:	Te Pūkenga trading as Nelson Marlborough Institute of Technology (NMIT)
MoE number:	6011
Subsidiary holding the approval and accreditation	Te Pūkenga trading as Nelson Marlborough Institute of Technology (EIT)
MoE number:	6007

Delivery site details

Physical address of the requesting subsidiary's site(s) already registered with NZQA	6011/1 Nelson Campus, 322 Hardy Street, Nelson 7010 6011/1 Richmond Campus, 390 Lower Queen Street, Richmond 7020 6011/2 Marlborough Campus - 85 Budge Street, Riversdale, Blenheim 7201 6011/16 Pelorus Bridge. 7 Maungatapu Road, Pelorus Bridge, Rai Valley, 7192
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Programme and qualification details

	NZQA Reference No.	Version No.	Credits	Level
New Zealand Certificate in Horticulture Production (Level 4) with strands in Fruit Production, Nursery Production and Wine Growing	120583	3	90-125	4
which leads to the award of the following qualification:				
New Zealand Certificate in Horticulture Production (Level 4) with strands in Fruit Production, Nursery Production, and Wine Growing	NZ2676	3	90-125	4
with strands/specialisations/majors in: Fruit Production, Nursery Production, Wine Growing				

Rationale for adding this delivery site

Explain why the programme is to be delivered at the new delivery site (of the requesting subsidiary)
<p>NMIT is accredited to delivery version 1 of this qualification currently delivering strands in Fruit Production and Nursery Production</p> <p>NMIT has existing capability in wine growing through its delivery of the Bachelor of Viticulture and Wine Growing and wishes to deliver the Wine Growing strand. NMIT will move all strand delivery to align with EITs programme leading to version 2 of the qualification.</p> <p>This change is required in response to industry and local demand:</p> <p>As per the new Te Pūkenga processs NMIT requests that EIT apply for L1-6 Site Accreditation for NMIT as a site to deliver their programme leading to version 2 of the qualification.</p> <p>New delivery is intended to commence from May 2023 (pending NZQA approval)</p>
<p>If the requesting subsidiary already has an approved programme leading to the same qualification, state what its status will be (e.g. discontinued, maintained).</p> <p>NB: NZQA will request appropriate transition information where a programme is to be discontinued and replaced with the requested programme</p>
<p>Learners enrolled on the NMIT programme will be transitioned to the new where applicable, otherwise the programme will be taught out. A request to discontinue the NMIT programme will be forwarded when all learners have transitioned or completed the programme.</p>

Confirmation of capability to deliver

Capability	Confirmation statement	Confirmed
Consultation	Confirmation of consultation on regional need for the requested programme	Yes

Capability	Confirmation statement	Confirmed
Teaching and physical resources (IT, LMS, learning materials, Library)	Confirmation that the specific resources required for this programme are available at this delivery site	Yes
Support services (pastoral care for different learners; IT support services)	Confirmation that the specific support services required for this programme are available at this delivery site	Yes
Teaching staff	Confirmation that appropriately qualified teaching staff will teach the programme at this delivery site	Yes
Assessment and Moderation	Confirmation that assessment and moderation as specified in the programme document will be conducted to the required standard at this delivery site	Yes
Unit standards	If the requested programme includes unit standards, confirm that requesting subsidiary has consent	n/a
Programme review	Confirmation that programme review will be coordinated with the programme approval holder to meet the requirement for consistency of graduate outcomes	Yes

Declaration

I acknowledge and accept that I am obliged to ensure that the delivery site (including all off-site learning) remain safe and adequate for the programme of study or training provided, its staff, the number of students enrolled, and for meeting students' specific needs. I will operate a safe and legally compliant environment, including the equipment we use.

Signature (CE of requesting subsidiary or appropriately delegated person)

Signed	
Name	Olivia Hall
Position	Executive Director
Date	

[Back to Agenda](#)



NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY
RECOGNITION OF ACADEMIC CREDIT COMMITTEE
MINUTES

Tuesday 26th of July 2022
1pm – 2pm
H127

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

Non voting: Alana Cohen (Secretary)

Apologies:

1. Minutes of previous meeting

1.1. Minutes from Friday 15th of July 2022 – for approval

It was resolved that the minutes from the meeting on Friday 15th of July 2022 be accepted as a true and accurate record.

Sarah Arnold / Carmen Cayuelas

CARRIED

Action RACC Secretary

Upload minutes onto the intranet.

2. Matters arising

2.1. Refer to [Active Action List](#).

3. Student Results

3.1 RAC Applications

DIGITAL TECHNOLOGY, ARTS AND MEDIA - Applications received from Trisha Krishnasamy

The below applications were for two students who had done the first two years of the Bachelor of Arts and Media at Hubei Polytechnic University in China and had come to NMIT to complete their final year.

3.1.1 Student protect the privacy of staff

- ☒ Cross Credit
☐ Credit Transfer
☐ RPL

From: Hubei Polytechnic University – Bachelor of Arts and Media	To: Bachelor of Arts and Media
AAD501 Video Media Practice	AAD501 Lens-based Media Lab
AAD502 Photography Foundation	AAD502 Lens-based Media Project
AAD503 Graphic Design Practice	AAD503 Graphic Design Lab
AAD504 Graphic Design	AAD504 Graphic Design Project
AAD505 Innovative Thinking & Product Design Form Practice	AAD505 Object Design Lab
AAD506 Innovative Thinking & Product Form Design	AAD506 Object Design Project
AAD507 Image Practice	AAD507 Image Lab
AAD508 Image	AAD508 Image Project
AAD509 Design Review Practice	AAD509 Critical Studies Lab
AAD510 Design Review	AAD510 Critical Studies Project

AAD511 Design Exchange Practice	AAD511 Communication Lab
AAD512 Design Exchange	AAD512 Communication Project
AAD601 Image Editing Design Practice	AAD601 Advanced Lens-based Media Lab
AAD603 Motion Graphics Design Practice	AAD603 Advanced Graphic Design Motion Graphics
AAD604 Motion Graphics Design	AAD604 Advanced Graphic Design Project
AAD607 Advanced Image Design Practice	AAD607 Advanced Image Lab
AAD609 Design Review Processing Practice	AAD609 Advanced Critical Studies Labs
AAD610 Design Review Processing	AAD610 Advanced Critical Studies Project
AAD611 Special Design Practice	AAD611 Professional Practice Lab
AAD612 Special Design	AAD612 Professional Practice Project

It was resolved that the Cross Credit application for Student [redacted] be approved in full and added to the schedule. The committee would like both the old and new course titles put onto the schedule for future applicants for Bachelor of Arts and Media. It was also stated the committee would like an email from Ethan Xu or John Inglis confirming the translation is correct.

Pam Vinluan / Shine Kelly

CARRIED

Action RACC Secretary

Let the programme area know that the committee would like confirmation that the translations were correct.

Action RACC Secretary

Enter CC as per minutes for student [redacted] add to the schedule and notify programme area.

3.1.2 Student [redacted]

- ☐ Cross Credit
- ☐ Credit Transfer
- ☐ RPL

From: Hubei Polytechnic University – Bachelor of Arts and Media	To: Bachelor of Arts and Media
AAD501 Video Media Practice (Lens based Media Lab)	AAD501 Lens-based Media Lab
AAD502 Photography (Lens based Media Project) Foundation	AAD502 Lens-based Media Project
AAD503 Graphic Design Practice (Graphic Design Lab)	AAD503 Graphic Design Lab
AAD504 Graphic Design (Graphic Design Practice)	AAD504 Graphic Design Project
AAD505 Innovative Thinking & Product Design Form Practice (Object Design Lab)	AAD505 Object Design Lab
AAD506 Innovative Thinking & Product Form Design (Object Design Project)	AAD506 Object Design Project
AAD507 Image Practice (Image Lab)	AAD507 Image Lab
AAD508 Image (Image Project)	AAD508 Image Project
AAD509 Design Review Practice (Critical Studies Lab)	AAD509 Critical Studies Lab

AAD510 Design Review (Critical Studies Project)	AAD510 Critical Studies Project
AAD511 Design Exchange Practice (Communication Lab)	AAD511 Communication Lab
AAD512 Design Exchange (Communication Project)	AAD512 Communication Project
AAD601 Image Editing Design Practice (Adv. Lens Based Media Lab)	AAD601 Adv. Lens-based Media Lab
AAD603 Motion Graphics Design Practice (Adv. Graphic Design: Motion Graphics Lab)	AAD603 Adv. Graphic Design: Motion Graphics Lab
AAD604 Motion Graphics Design (Adv. Graphic Design Project)	AAD604 Adv. Graphic Design
AAD607 Adv. Image Design Practice (Adv. Image Lab)	AAD607 Adv. Image Lab
AAD609 Design Review Processing Practice (Adv. Critical Studies Lab)	AAD609 Adv Critical Studies Lab
AAD610 Adv. Design Review Processing (Adv. Critical Studies Project)	AAD610 Adv Critical Studies Project
AAD611 Special Design Practice (Professional Practice Lab)	AAD611 Professional Practice Lab
AAD612 Special Design (Professional Practice Project)	AAD612 Professional Practice Project

It was resolved that the Cross Credit application for Student [redacted] be approved in full.

Pam Vinluan / Shine Kelly

CARRIED

Action RACC Secretary

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

RECOGNITION OF ACADEMIC CREDIT COMMITTEE ACTION LIST

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

Actions from Tuesday 26 th of July 2022				
Item No.	ACTION	WHO	WHEN BY	PROGRESS + DATE
1.1	Upload minutes onto the intranet.	Alana		Completed
3.1.1	Student [redacted] – Let the programme area know that the committee would like confirmation that the translations were correct.	Alana		
3.1.1	Student [redacted] Enter CC as per minutes for student [redacted] add to the schedule and notify programme area.	Alana		Completed 23.09.22

3.1.2	Enter CC as per minutes for student [redacted] add to the schedule and notify programme area.	Alana		Completed 23.09.22
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NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY
RECOGNITION OF ACADEMIC CREDIT COMMITTEE

MINUTES

Tuesday 9th of August 2022

1pm – 2pm

H127

Members: Silvia Gassebner (Chair), Shine Kelly, Carmen Cayuelas, Nelly Asmatullayeva, Pam Vinluan (on-line), Sarah Arnold and Marianna Deynzer (arrived 1.05pm)
Non voting: Mary Woodward (Secretary)
Apologies: Alana Cohen

1. Minutes of previous meeting
 - 1.2. None tabled
2. Matters arising
 - 2.1. Refer to Active Action List.
3. Student Results

3.2 RAC Applications

MARITIME, AQUACULTURE AND CONSERVATION - Applications received from Monique Day

3.2.1 Student [redacted]

The below application was for a student needing RAC to go into the New Zealand Diploma in Fishing Vessel Operations (Level 6) strand in Fishing Vessel Skipper.

- ☐ Cross Credit
☐ Credit Transfer
☒ RPL and addition to schedule

From: Maritime NZ	To: New Zealand Diploma in Fishing Vessel Operations (Level 6) Fishing Vessel Skipper
New Zealand Offshore Watchkeeper Certificate	FFT311 STCW Fire Prevention and Fire Fighting
New Zealand Offshore Watchkeeper Certificate	PAS411 Passage Planning
Maritime New Zealand, New Zealand Certificate of Competency, Mate Fishing Vessel – Unlimited. Optional: (2012 NMIT Course: CON601. (Old STA611 Ship Stability) Now code is STA612	STA612 Ship Stability Fishing Vessel

It was resolved that the RPL application for Student [redacted] be approved in full and added to the schedule subject to receiving confirmation that PAS411 and FFT311 still meets the learning outcomes using the NZ

Offshore Watchkeeper Certificate and STA612 has met the specific stability requirements and fishing resources needed for the fishing vessel.

Carmen Cayuelas / Shine Kelly

CARRIED

Action Programme Area

Confirmation needed for courses PAS411, FFT311 and STA612.

Action RACC Secretary

Once confirmation for courses PAS411, FFT311 and STA612 is received enter RPL as per minutes for Student [redacted] and notify programme area. Add to schedule.

AVIATION – Applications received from Wayne Cooper

3.2.2 Student [redacted], extra mapping

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

- ☐ Cross Credit
☐ Credit Transfer
☒ RPL

From: Work Experience and NZAME Licence	To: New Zealand Diploma in Aeronautical Maintenance Certification
Please see mapping attached	DAM402 Aeronautical Engineering: Powerplant Turbine
Please see mapping attached	DAM403 Aircraft Maintenance Workplace Experience
Please see mapping attached	DAM404 Rotorcraft

It was resolved that the RPL application for Student [redacted] be approved in full.

Nelly Asmatullayeva / Shine Kelly

CARRIED

Action RACC Secretary

Enter RPL as per minutes for student [redacted], and notify programme area.

3.2.3 Student [redacted]

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

- ☐ Cross Credit
☐ Credit Transfer
☒ RPL

From: Work Experience and NZAME Licence	To: New Zealand Diploma in Aeronautical Maintenance Certificate
Please see mapping attached	DAM401 Aeronautical Engineering Aeroplane
Please see mapping attached	DAM402 Aeronautical Engineering: Powerplant Turbine

Please see mapping attached	DAM403 Aircraft Maintenance Workplace Experience
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It was resolved that the RPL application for Student [redacted] be approved in full.

Nelly Asmatullayeva / Shine Kelly

CARRIED

Action RACC Secretary

Enter RPL as per minutes for student [redacted] and notify programme area.

DIGITAL TECHNOLOGY, ARTS AND MEDIA - Applications received from Trisha Krishnasamy

3.2.4 Student [redacted]

The below RAC application was from a student in China who had done the first two years of the Bachelor of Arts and Media (BAM) and had come to NMIT to study their last and final year to graduate with their Bachelor. The student needed to have their courses in China recognised across to meet the completion requirements for the BAM to be eligible to graduate.

☒ Cross Credit – Addition to schedule

☐ Credit Transfer

☐ RPL

From: Hunan University of Technology – Visual Communication Design	To: Bachelor of Arts and Media
Container Modelling Design Practice	AAD505 Object Design Lab
Packaging Design LO 3, 4, 5	AAD506 Object Design Project
Advertisement Design Project Brand Image Design Special Subject	AAD604 Advanced Graphic Design Project
Professional Investigation Printing Technique	GEL601A, General Elective, Level 6, 15 Credits
Folk Culture & Art Design Introduction to Art	GEL601B, General Elective, Level 6, 15 Credits

It was resolved that the Cross-Credit application for Student [redacted] be approved in full and added to the schedule

Shine Kelly / Marianna Deynzer

CARRIED

Action RACC Secretary

Enter Cross Credit as per minutes for student [redacted] and notify programme area.
Add to schedule

3.1.5. Student 1 [redacted]

The below RAC application was from a student in China who has done the first two years of the Bachelor of Arts and Media and has come to NMIT to study their last and final year to graduate with their Bachelor. The student needs to have their courses in China recognised across to meet the completion requirements for the BAM to be eligible to graduate. Most of the courses are on the schedule so the below five courses are not on the schedule and will need to be approved through the committee.

- ☒ Cross Credit
☐ Credit Transfer
☐ RPL

From: Hunan University of Technology – Visual Communication Design	To: Bachelor of Arts and Media
Container Modelling Design Practice	AAD505 Object Design Lab
Packaging Design LO 3, 4, 5	AAD506 Object Design Project
Advertisement Design Project Brand Image Design Special Subject	AAD604 Advanced Graphic Design Project
Professional Investigation Printing Technique	GEL601A, General Elective, Level 6, 15 Credits
Folk Culture & Art Design Introduction to Art	GEL601B, General Elective, Level 6, 15 Credits

It was resolved that the Cross-Credit application for Student [redacted] be approved in full and added to the schedule

Shine Kelly / Nelly Asmatullayeva

CARRIED

Action RACC Secretary

Enter Cross Credit as per minutes for student [redacted], and notify programme area.

LATE AGENDA ITEMS

- Application received from Monique Day

3.1.6 Student [redacted]

- ☒ Cross Credit and addition to schedule
☐ Credit Transfer
☐ RPL

From: Conservation Field Skills Training Scheme	To: New Zealand Certificate in Conservation (Operations) (Level 4)
CFS421 Risk Assessment	CIC406 Risk Assessment

It was resolved that the Cross-Credit application for Student [redacted] be approved in full and added to the schedule

Shine Kelly / Pam Vinluan

CARRIED

Action RACC Secretary

Enter Cross Credit as per minutes for student [redacted] and notify programme area.
 Add to schedule

RECOGNITION OF ACADEMIC CREDIT COMMITTEE ACTION LIST

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

Actions from Tuesday 9th of August 2022				
Item No.	ACTION	WHO	WHEN BY	PROGRESS + DATE
3.1.1	Student [redacted] – Once confirmation on STA612 is received enter RPL as per minutes for student [redacted] notify programme area and add to schedule	Alana		
3.1.2	Student [redacted] – Enter RPL as per minutes for student [redacted] and notify programme area	Alana		
3.1.3	Student [redacted] - Enter RPL as per minutes for student [redacted] and notify programme area.	Alana		
3.1.4	Student [redacted] - Enter Cross Credit as per minutes for student [redacted] notify programme area and add to schedule	Alana		
3.1.5	Student [redacted] - Enter Cross Credit as per minutes for student [redacted] and notify programme area.	Alana		
3.1.6	Student [redacted] - Enter Cross Credit as per minutes for student [redacted] notify programme area and add to schedule	Alana		



NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY
RECOGNITION OF ACADEMIC CREDIT COMMITTEE

MINUTES

Tuesday 1st of November 2022

9am – 10am

H127

Members: Silvia Gassebner (Chair), Shine Kelly, Carmen Cayuelas, Nelly Asmatullayeva, Pam Vinluan, Sarah Arnold (arrived at 9.20am) and Marianna Deynzer (arrived at 9.07am).

Non voting: Alana Cohen (Secretary)

Apologies:

1. Minutes of previous meeting

1.3. Minutes from Tuesday 18th of October 2022 – for approval

It was resolved that the minutes from the meeting on Tuesday 18th of October 2022 be accepted as a true and accurate record.

Shine Kelly / Pam Vinluan

CARRIED

Action RACC Secretary

Upload minutes onto the intranet.

2. Matters arising

2.1. Refer to [Active Action List](#).

- 2.2. RAC application for student [redacted] – This application was approved at the E-vote meeting of 26.08.2022 but it was found that some of the unit standards for two courses weren't showing on the students NZQA record of achievement. The committee came to a decision to rescind the two courses CME402 and CME403 from the minutes of 26.08.2022 and amend the application as the student does not meet the learning outcomes without these unit standards. Committee members were reminded to check RAC applications carefully for evidence of achieved learning outcomes.

Action RACC Secretary

Amend the minutes to show the two rescinded courses and update the application.

3. Student Results

3.3 RAC Applications

MARITIME, AQUACULTURE AND CONSERVATION - Applications received from Monique Day

3.3.1 Ākonga [redacted]

This ākonga studied at Manukau Institute of Technology and completed the Slipway Preparation course. They wanted to use this course to get the exactly identical course that is offered at Te Pūkenga trading as NMIT. *The other courses on the RAC application were as per schedule.*

- ☐ Cross Credit
☒ Credit Transfer - External
☐ RPL

From: Manukau Institute of Technology	To: New Zealand Certificate in Marine Engineering Class 6 (Level 4) with an optional strand in Marine Engineering Class 5
942.482 Slipway Preparation MEC6	SLI411 Slipway Preparation

It was resolved that the External Credit Transfer application for Student [redacted] be approved in full and added to the schedule.

*Shine Kelly / Nelly Asmatullayeva
 CARRIED*

Action RACC Secretary

Enter CT as per minutes for student [redacted], add to the schedule and notify programme area.

3.3.2 Ākonga [redacted]

The below application is for ākonga who completed a Maritime Restricted Radiotelephone Operator's Certificate. The certificate awarded did not include the two unit standards 19491 and 19492 that were included for ākonga who studied the course RTO304 at NMIT. The ākonga then completed an assessment to be able to apply for RAC to gain Cross Credit for course RTO304. *The other courses on the RAC application were as per schedule.*

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

From: Ministry of Business, Innovation & Employment and NMIT Assessment	To: New Zealand Certificate in Domestic Maritime Operations (Restricted Limits) (Level 4)
Maritime Restricted Radiotelephone Operator's Certificate AND	RTO304 Maritime Restricted Radiotelephone Operators Certificate (MRROC)

Additional NMIT assessed Radio Unit Standards 19491 and 19492.	
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It was resolved that the Cross Credit application for Student [redacted] be approved in full and added to the schedule.

Marianna Deynzer / Carmen Cayuelas
CARRIED

Action RACC Secretary

Enter CC as per minutes for student [redacted] add to the schedule and notify programme area.

SOCIAL SCIENCES AND FITNESS – Applications received from Victoria Whitmore

3.3.3 Ākonga [redacted]

This application is for ākonga who was finishing two papers through University of Waikato and wanted to use these courses credited to go towards two general elective courses in the Paetahi Tumu Kōrero Bachelor of Counselling.

- ☒ Cross Credit
☐ Credit Transfer
☐ RPL

From: The University of Waikato	To: Paetahi Tumu Kōrero Bachelor of Counselling
PSYCH204-22A (HAM) Behavioural Psychology & Perception	NMIT General Elective, Level 6, 15 Credits
PSYCH314-22B (HAM) Behaviour Analysis	NMIT General Elective, Level 7, 15 Credits

It was resolved that the Cross Credit application for Student [redacted] be approved in full subject to receiving the transcript which shows the courses with passing grades.

Nelly Asmatullayeva / Carmen Cayuelas
CARRIED

Action RACC Secretary

Programme area to supply academic transcript once grades are showing for these two courses through University of Waikato.

Action RACC Secretary

Enter CC as per minutes for student [redacted] and notify programme area.

4. Late items

4.1. RAC Application

APPLIED BUSINESS - Applications received from Hannah Emms-Healey

4.1.1. Ākonga [redacted]

This ākonga wanted to use their work experience to gain three courses through recognition of academic credit to go into the New Zealand Diploma in Business (Level 5) Leadership and Management strand.

- ☐ Cross Credit
☐ Credit Transfer
☒ RPL

From: Work experience at Thomas Foods International	To: New Zealand Diploma in Business (Level 5) Leadership and Management strand
Please see mapping	BLM501 Operations Management and Compliance
	BLM503 Leadership
	NZB504 Understanding Change

It was resolved that the RPL application for Student [redacted] be approved in full.

Marianna Deynzer / Pam Vinluan

CARRIED

Action RACC Secretary

Enter RPL as per minutes for student [redacted] and notify programme area.

SOCIAL SCIENCES AND FITNESS – Applications received from Victoria Whitmore

4.1.2. Ākonga [redacted]

This application came to the last committee meeting but was deferred as more information was needed. The committee had received additional evidence of the course descriptors for the Otago Polytechnic courses which helped the committee see how the learning outcomes fit into the NZ Certificate in Adult and Tertiary Teaching courses. The additional information relating to ākonga overseas experience were removed as evidence of completion was not available and the additional achievements were not required for the application.

- ☒ Cross Credit
- ☐ Credit Transfer
- ☐ RPL

From: Otago Polytechnic and NMIT - Nursing	To: New Zealand Certificate in Adult and Tertiary Teaching
Please see mapping and course descriptor link in email	ATT502 Teaching Approaches for Learning Success
Please see mapping and course descriptor link in email	ATT504 Perspectives on Teaching and Learning

It was resolved that the Cross Credit application for Student [redacted] be approved in full.

Marianna Deynzer / Pam Vinluan

CARRIED

Action RACC Secretary

Enter CC as per minutes for student [redacted] and notify programme area.

4.1.3. Ākonga [redacted]

This application is for ākonga who was finishing two papers through Open Polytechnic and wanted to use these courses credited to go towards two general elective courses in the Paetahi Tumu Kōrero Bachelor of Counselling.

- ☒ Cross Credit
- ☐ Credit Transfer
- ☐ RPL

From: Open Polytechnic	To: Paetahi Tumu Kōrero Bachelor of Counselling
73323 Child & Adolescent Development Psychology	GEL701A, 15 Credits, Level 7
73211 Brain and Behavior	GEL601A, 15 Credits, Level 6

It was resolved that the Cross Credit application for Student [redacted] be approved in full subject to receiving the transcript which shows the courses with passing grades.

Nelly Asmatullayeva / Carmen Cayuelas
CARRIED

Action RACC Secretary

Programme area to supply academic transcript once grades are showing for these two courses through Open Polytechnic.

Action RACC Secretary

Enter CC as per minutes for student [redacted] and notify programme area.

RECOGNITION OF ACADEMIC CREDIT COMMITTEE ACTION LIST

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

Actions from Tuesday 1 st of November 2022				
Item No.	ACTION	WHO	WHEN BY	PROGRESS + DATE
1.1	Upload minutes onto the intranet.	Alana		Completed 03.11.22
2.2	Amend the minutes to show the two rescinded courses and update the application.	Alana		
3.1.1	Ākonga [redacted] - Enter CT as per minutes for student [redacted] add to the schedule and notify programme area.	Alana		Completed 03.11.22
3.1.2	Ākonga [redacted] - Enter CC as per minutes for student [redacted] add to the schedule and notify programme area.	Alana		Completed 03.11.22
3.1.3	Ākonga [redacted] - Programme area to supply academic transcript once grades are showing for these two courses through University of Waikato.	Alana		Completed 03.11.22
3.1.3	Ākonga [redacted] - Enter CC as per minutes for student [redacted] and notify programme area.	Alana		Completed 03.11.22
4.1.1	Ākonga [redacted] - Enter RPL as per minutes for student [redacted] and notify programme area.	Alana		Completed 03.11.22

4.1.2	Ākonga [redacted] Enter CC as per minutes for student [redacted] and notify programme area.	Alana		Completed 03.11.22
4.1.3	Ākonga [redacted] - Programme area to supply academic transcript once grades are showing for these two courses through Open Polytechnic.	Alana		Completed 03.11.22
4.1.3	Ākonga [redacted] Enter CC as per minutes for student [redacted] and notify programme area.	Alana		Completed 03.11.22



**NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY
RECOGNITION OF ACADEMIC CREDIT COMMITTEE
MINUTES**

Tuesday 15th of November 2022

9am – 10am

H127

Members: Silvia Gassebner (Chair), Tarn Shekell (proxy for Shine Kelly), Carmen Cayuelas, Nelly Asmatullayeva, Pam Vinluan, Sarah Arnold and Marianna Deynzer.
Non voting: Alana Cohen (Secretary)
Apologies: Shine Kelly

The committee welcomed Tarn Shekell to the meeting and thanked her for being a proxy for Shine.

1. Minutes of previous meeting

1.4. Minutes from Tuesday 1st of November 2022 – for approval

It was resolved that the minutes from the meeting on Tuesday 1st of November 2022 be accepted as a true and accurate record.

Nelly Asmatullayeva / Carmen Cayuelas

CARRIED

Action RACC Secretary

Upload minutes onto the intranet

2. Matters arising

2.1. Refer to [Active Action List](#).

3. Student Results

3.4 RAC Applications

MARITIME, AQUACULTURE AND CONSERVATION - Applications received from Monique Day

3.4.1 Ākonga [redacted]

The below application is for ākonga who has done study and gained experience in the Navy and would like to use that experience to gain credit towards a New Zealand Diploma in Marine Engineering (Level 6).

☐ Cross Credit

☐ Credit Transfer

☒ RPL – Addition to schedule

From: Royal NZ Navy Academic School	To: New Zealand Diploma in Marine Engineering (Level 6)
NMIT RPL Assessment/Exam	DME401 Mathematics

NMIT RPL Assessment/Exam	DME402 Applied Mechanics
NMIT RPL Assessment/Exam	DME403 Thermodynamics
Auxiliary Machinery Certificate Control Room Watch Keeping Certificate Able Marine Technician Common & Propulsion Certificate Leading Marine Technician (Propulsion) Certificate/ Proof of seetime/ work as a marine engineer/ OMT, AMT, CRW Task Books	DME503 Main Machinery Systems
Auxiliary Machinery Certificate Control Room Watch Keeping Certificate Able Marine Technician Common & Propulsion Certificate Leading Marine Technician (Propulsion) Certificate	DME506 Auxiliary Systems
Leading Rate Development Course confirmation letter from the Navy	LEA601 Leadership and Teamwork
OMT, AMT, CRW Task Books	DME602 Engine Room Watchkeeping
OMT, AMT, CRW Task Books Control Room Watch Keeping Certificate	DME605 Marine Engineering Workplace Practicum
OMT, AMT, CRW Task Books Control Room Watch Keeping Certificate	DME606 Marine Engineering Workplace Projects

It was resolved that the RPL application for Student [redacted] be approved in full and added to the schedule.

Carmen Cayuelas / Pam Vinluan

CARRIED

Action RACC Secretary

Enter RPL as per minutes for ākonga [redacted], add to the schedule and notify programme area.

3.4.2 Ākonga [redacted]

This application is for ākonga wanting to use their STCW certificates and the first aid unit standards to get the course SBT311.

☒ Cross Credit – Addition to schedule

☐ Credit Transfer

☐ RPL

From: Maritime STCW Certificates and NZQA	To: New Zealand Diploma in Marine Engineering (Level 6)
STCW Personal Safety & Social Responsibilities STCW Seafarers Security Awareness NZQA US 6400, 6401, 6402 STCW Personal Survival Techniques and/ or Refresher Certificate STCW Fire Prevention and Fire Fighting and/ or Refresher Certificate	SBT311 Basic Training

It was resolved that the Cross Credit application for Student [redacted] be approved in full and added to the schedule.

Carmen Cayuelas / Sarah Arnold

CARRIED

Action RACC Secretary

Enter CC as per minutes for ākonga [redacted], add to the schedule and notify programme area.

PRIMARY INDUSTRIES - Applications received from Pam Wood

3.4.3 Ākonga [redacted]

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 at VinLink	To: New Zealand Certificate in Cellar Operations
Please see mapping	CCO407 Equipment Innovation
	CCO408 Vintage Preparation

It was resolved that the RPL application for Student [redacted] be approved in full.

Nelly Asmatullayeva / Marianna Deynzer

CARRIED

Action RACC Secretary

Enter RPL as per minutes for ākonga [redacted] and notify programme area.

**RECOGNITION OF ACADEMIC CREDIT COMMITTEE
ACTION LIST**

See [Folder](#) in Central Academic Committee site on Intranet for completed actions.

Actions from Tuesday 15 th of November 2022				
Item No.	ACTION	WHO	WHEN BY	PROGRESS + DATE
1.1	Upload minutes onto the intranet.	Alana		
3.1.1	Ākonga [redacted] - Enter RPL as per minutes for ākonga [redacted], add to the schedule and notify programme area.	Alana Cohen		
3.1.2	Ākonga [redacted] - Enter CC as per minutes for ākonga [redacted], add to the schedule and notify programme area.	Alana Cohen		
3.1.3	Ākonga [redacted] - Enter RPL as per minutes for ākonga [redacted] and notify programme area.	Alana Cohen		Completed 17.11.2022



NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY
RECOGNITION OF ACADEMIC CREDIT COMMITTEE
MINUTES

Tuesday 29th of November 2022
9am to 10am
H127

Members: Silvia Gassebner (Chair), Shine Kelly, Carmen Cayuelas, Nelly Asmatullayeva, Pam Vinluan, Sarah Arnold and Marianna Deynzer (arrived late at 9.35am).

Non voting: Alana Cohen (Secretary)

Apologies:

The chair thanked all the members for all their hard work throughout the year and that it has been greatly appreciated.

1. Minutes of previous meeting

1.5. Minutes from Tuesday 15th of November 2022 – for approval

It was resolved that the minutes from the meeting on Tuesday 15th of November 2022 be accepted as a true and accurate record.

Carmen Cayuelas / Nelly Asmatullayeva

CARRIED

Action RACC Secretary

Upload minutes onto the intranet

1.6. Minutes from Tuesday 9th of August 2022 – for approval

It was resolved that the minutes from the meeting on Tuesday 9th of August 2022 be accepted as a true and accurate record.

Shine Kelly / Pam Vinluan

CARRIED

Action RACC Secretary

Upload minutes onto the intranet

1.7. Minutes from Tuesday 26th of July 2022 – for approval

It was resolved that the minutes from the meeting on Tuesday 26th of July 2022 be accepted as a true and accurate record.

Shine Kelly / Pam Vinluan

CARRIED

Action RACC Secretary

Upload minutes onto the intranet

2. Matters arising

2.1. Refer to [Active Action List](#).

3. Student Results

3.5 RAC Applications

MARITIME, AQUACULTURE AND CONSERVATION - Applications received from Monique Day

3.5.1 Ākonga protect the privacy of name

This ākonga is using a course which was achieved in the Predator Trapping Methods Micro-credential to go towards course CIC418 in the New Zealand Certificate in Conservation (Operations) (Level 4).

☒ Cross Credit – Approve onto schedule

☐ Credit Transfer

☐ RPL

From: Predator Trapping Methods Micro-credential

To: New Zealand Certificate in Conservation (Operations) (Level 4)

PRT301 Predator Trapping Methods	CIC418 Animal Pest Trapping
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It was resolved that the Cross Credit application for Student [redacted] be approved in full and added to the schedule on providing each application has the relevant evidence for the work experience.

Carmen Cayuelas / Shine Kelly

CARRIED

Action RACC Secretary

Enter CC as per minutes for ākongā [redacted], add to the schedule and notify programme area.

ENGINEERING AND CONSTRUCTION - Applications received from Reid Carnegie

3.5.2 Ākongā [redacted]

The below application was for ākongā who used their past study to gain credit into the New Zealand Certificate in Mechanical Engineering (Trade) strand in General Engineering (Level 4), with some variations (highlighted in yellow) from what was previously approved on the RAC schedule.

- ☒ Cross Credit
- ☐ Credit Transfer
- ☐ RPL

From: NMIT Certificate in Engineering and Certificate in Aeronautical Maintenance Engineering	To: New Zealand Certificate in Mechanical Engineering (Trade) strand in General Engineering (Level 4)
Please see mapping	CME301 Health and Safety 1
	CME302 General Fabrication Practices 1
	CME304 Engineering Core Skills 2
	CME305 Engineering Materials 1
	CME306 Machining Process 1 (General Machining)
	CME307 Engineering Calculations and Drawing 1
	CME308 Welding Processes 1 (Basic Welding)

It was resolved that the Cross Credit application for Student [redacted] be approved in full and added to the schedule.

Pam Vinluan / Nelly Asmatullayeva

CARRIED

Action RACC Secretary

Enter CC as per minutes for ākongā [redacted], add to the schedule and notify programme area.

3.5.3 Ākongā [redacted]

This ākongā would like to use their previous study to credit into the New Zealand Certificate in Mechanical Engineering (Level 3).

- ☒ Cross Credit – Approve onto schedule
- ☐ Credit Transfer
- ☐ RPL

From: NMIT, New Zealand Certificate in Engineering Fabrication (Trade) (Level 4)	To: New Zealand Certificate in Mechanical Engineering (Level 3)
Please see mapping	MEC302 Engineering Calculations and Drawing
	MEC303 Mechanical Engineering Workshop Skills
	MEC304 Engineering Machining
	MEC305 Engineering Fabrication
	MEC306 Welding
	MEC307 Mechanical Engineering Processes and Quality
	MEC308 Mechanical Engineering Communication

It was resolved that the **Cross Credit application for Student** [redacted] be approved in full and added to the schedule.

Nelly Asmatullayeva / Carmen Cayuelas
CARRIED

Action RACC Secretary

Enter CC as per minutes for ākongā [redacted], add to the schedule and notify programme area.

PRIMARY INDUSTRIES - Applications received from Pam Wood

3.5.4 Ākongā [redacted]

This application is for ākongā who was studying on the Bachelor of Viticulture and Winemaking and has decided to not continue but using the courses they had achieved to get credit and graduate under the New Zealand Diploma in Horticulture Production strand in Winery.

☐ Cross Credit

☐ Credit Transfer

☒ RPL and addition to schedule

From: Bachelor of Viticulture and Winemaking and work experience	To: New Zealand Diploma in Horticulture Production strand in Winery
Please see mapping for work experience BUS502 Business Environments BLM503 Leadership RES501 Research and Communication	HPW501 Leadership in Vineyard

☒ Cross Credit and addition to schedule

From: Bachelor of Viticulture and Winemaking	To: New Zealand Diploma in Horticulture Production strand in Winery
BVW501 Aoranga Maori and Viticulture Practices BVW504 Tane Rarua and Plant Science BVW601 Vineyard Management	HPW502 Winegrape Development and Quality
BVW501 Aoranga Maori and Viticulture Practices BVW506 Industry Practice Vineyard BVW603 Kaitiakitanga and Vineyard Bioprotection	HPW503 Weather and Winegrape Protection

BVW505 Papatuanuku and Soil Science	HPW504 Soil Science
BVW501 Aoranga Maori and Viticulture Practices BVW505 Papatuanuku and Soil Science BVW603 Kaitiakitanga and Vineyard Bioprotection	HPW505 Vineyard Crop Protection
BVW501 Aoranga Maori and Viticulture Practices BVW506 Industry Practice Vineyard	HPW506 Vineyard Planning and Management
BVW506 Industry Practice Vineyard	HPW507 Industry Practice - Vineyard

It was resolved that the RPL and Cross Credit application for Student [redacted] be approved in full and added to the schedule; subject to receiving an attestation letter from the employer.

The committee also noted that the New Zealand Diploma in Horticulture Production strand in Winery is not an exit qualification for the Bachelor of Viticulture and Winemaking. This is due to them being two completely different programmes with different course codes, titles, learning outcomes etc.

There was also discussion that there should have been at least a \$50 admin fee the student should have paid for the application. This is the standard fee all applicants pay.

Carmen Cayuelas / Sarah Arnold

CARRIED

Action RACC Secretary

Notify the programme area the application was approved subject to receiving the attestation letter.

Action RACC Secretary

Enter CC and RPL as per minutes for ākongā [redacted], add to the schedule and notify programme area.

4. Late items

4.1. RAC Application

DIGITAL TECHNOLOGY, ARTS AND MEDIA - Applications received from Trisha Krishnasamy

4.1.1. Ākongā [redacted]

The below ākongā worked at the Nelson Marlborough District Health Board and would like to use this experience to gain credit for course COM502 into the Bachelor of Information Technology.

☐ Cross Credit

☐ Credit Transfer

☒ RPL

From: Work experience at Nelson Marlborough District Health Board	To: Bachelor of Information Technology
Please see attached mapping	COM502 Communication for IT

It was resolved that the RPL application for Student [redacted] be approved in full; subject to receiving the students CV.

Shine Kelly / Nelly Asmatullayeva

CARRIED

Action RACC Secretary

Notify the programme area that the application was approved subject to receiving the students CV.

Action RACC Secretary

Enter RPL as per minutes for ākonga [redacted] and notify programme area.

ENGINEERING AND CONSTRUCTION - Applications received from Reid Carnegie

4.1.1 Ākonga [redacted]

This ākonga would like to use the unit standards they had previously achieved to get credit into the New Zealand Certificate in Engineering Fabrication (Trade) strands in Heavy and Light Fabrication.

☒ Cross Credit and added to the schedule

☐ Credit Transfer

☐ RPL

From: NZQA	To: New Zealand Certificate in Engineering Fabrication (Trade) strands in Heavy and Light Fabrication
Please see mapping table	CFE301 Health and Safety 1
	CFE302 General Fabrication Practices 1
	CFE303 Engineering Core Skills 1
	CFE304 Engineering Core Skills 2
	CFE305 Engineering Materials 1
	CFE306 Machining Processes 1 (General Machining)
	CFE307 Engineering Calculations and Drawing 1
	CFE308 Welding Processes 1 (Basic Welding)

It was resolved that the CC application for Student [redacted] be approved in full and added to the schedule; subject to receiving confirmation from the employer that the student has meet learning outcome three in course CFE303.

Shine Kelly / Nelly Asmatullayeva

CARRIED

Action RACC Secretary

Notify the programme area that the application was approved subject to receiving confirmation from the employer that the student has meet learning outcome three in course CFE303.

Action RACC Secretary

Enter CC as per minutes for ākonga [redacted]; add to the schedule and notify programme area.

RECOGNITION OF ACADEMIC CREDIT COMMITTEE ACTION LIST

See [Folder](#) in Central Academic Committee site on Intranet for completed actions.

Actions from Tuesday 29 th of November 2022				
Item No.	ACTION	WHO	WHEN BY	PROGRESS + DATE

1.1	Upload minutes onto the intranet.	Alana		
1.2	Upload minutes onto the intranet.	Alana		
1.3	Upload minutes onto the intranet.	Alana		
3.1.1	Ākonga [Protect the privacy of name] - Enter CC as per minutes for ākonga [Protect the privacy of name], add to the schedule and notify programme area.	Alana		
3.1.2	Ākonga [Protect the privacy of name] - Enter CC as per minutes for ākonga [Protect the privacy of name], add to the schedule and notify programme area.	Alana		
3.1.3	Ākonga [Protect the privacy of name] - Enter CC as per minutes for ākonga [Protect the privacy of name], add to the schedule and notify programme area.	Alana		
3.1.4	Ākonga [Protect the privacy of name] - Notify the programme area the application was approved subject to receiving the attestation letter.	Alana		
3.1.4	Ākonga [Protect the privacy of name] - Enter CC and RPL as per minutes for ākonga [Protect the privacy of name], add to the schedule and notify programme area.	Alana		
4.1.1	Ākonga [Protect the privacy of name] - Notify the programme area that the application was approved subject to receiving the students CV.	Alana		Complete
4.1.1	Ākonga [Protect the privacy of name] - Enter RPL as per minutes for ākonga [Protect the privacy of name] and notify programme area.	Alana		
4.1.2	Ākonga [Protect the privacy of name] - Notify the programme area that the application was approved subject to receiving confirmation from the employer that the student has meet learning outcome three in course CFE303.	Alana		
4.1.2	Ākonga [Protect the privacy of name] - Enter CC as per minutes for ākonga [Protect the privacy of name], add to the schedule and notify programme area.	Alana		

[Back to Agenda](#)

CONFIRMED Minutes of a meeting of the Learning and Teaching Committee
09 November 2022 at 03.30PM room M306 and via Microsoft Teams

PRESENT:

Committee: Marja Kneepkens (Chair), Kim Davies, Claire Dallison, Juan Liang (left 4.20PM), Max Devon, Angela McLean, Sara Matthews, Jess Shirley, Pam Wood, Mary Woodward (Minute taker, non-voting)

3. Mihimihi

Marja Kneepkens opened the meeting and welcomed Members. She advised apologies had been received from Nicole Akuhata, Annie Fay, Bex Machon Shingai Muchecheherwa, Lauren Robinson and Paula Steel.

4. Previous Minutes and Actions

2.1 Learning + Teaching Committee 19.10.2022 Draft Minutes for confirmation

RESOLVED that the minutes of the Learning and Teaching Committee meeting 19 October 2022 be confirmed as a true and accurate record.

Sara Matthews / Jess Shirley

CARRIED

ACTION

Mary Woodward

Forward confirmed minutes for tabling at next Academic Committee meeting

2.2 Action List

The Committee Members reviewed the Action List and noted:

Action items 1, Establish what the intention is for the Blended Online Delivery (BOLD) professional development project and planned workshops and Action item 2, Forward the planned BOLD schedule to Marja Kneepkens

- Marja Kneepkens advised that these actions were still a work in progress

Action item 3, Arrange for the recording of a unit standard process moderation video for the Assessment and Moderation Induction modules

- It was noted during the meeting that this item had been completed

Action item 6, Schedule future discussion to address inconsistencies and variations in the guidance provided to staff and ākonga regarding academic integrity, linked to the guidance from Te Pūkenga

- Marja Kneepkens advised that this action will be left open until more is known from Te Pūkenga

5. Teaching and Learning Support

5.1 Student Representative Update

Max Devon advised:

- due to ill-health, she has experienced first-hand, learner led best practice which enabled her to complete her 2022 study
- from a learning and teaching prospective all NMIT student support teams uplifted and supported her in her studies
- Learning Support, SANITI and tutors enabled her academically to fully participate and able to complete her assignments

ACTION

Angela McLean / Max Devon

When able to, discuss how to present this experience / good news story:

- how to take learnings and share as good practice
- how to benefit from this example of good mahi

5.2 Teaching and Learning Coach Update

Claire Dallison advised:

- students are currently finishing New Zealand Certificate in Adult and Tertiary Teaching (Level 5) (NZCATT) courses
- in 2022 fifteen NMIT staff completed NZCATT

- for eCampus NZCATT graduates she has presented them their award and they are able to attend NMIT graduation. As this will not be available to Open Polytechnic NZCATT graduates, how can their achievement be acknowledged?
- the last induction video on unit standard moderation has been completed and will be uploaded
- she will be facilitating a session on post-moderation with Carpentry tutors and is hoping this will help build cross pollination/good practice across the Richmond and Nelson campuses

The Committee Members discussed how to share and build on good practice. Marja Kneepkens noted that Kate Neame will be attending the 07 December meeting and the Committee could use this opportunity to discuss professional development.

ACTION
Claire Dallison

- Feedback on modelling good practice to replicate across Curriculum Areas
 - Discuss with Kate Neame how to acknowledge staff completing the Open Polytechnic NZCATT programme

5.3 Education Symposium

Sara Matthews gave an overview of the Education Symposium that took place at the Trafalgar Centre on 21 October 2022. She noted the symposium had covered:

- improving education achievement for Māori ākonga
- the new history curriculum
- recent teaching and learning research
- different tools available for teaching and learning

Her takeaways from the symposium:

- the book *Niho Taniwha: Improving Teaching and Learning for Ākonga Māori* by Dr Melanie Riwai-Couch is a great resource and the possibility of the author holding a PD session with staff
- the pre and primary sectors are a long way ahead of the tertiary sector in their use of teaching and learning tools

The Committee Members discussed their experiences in identifying and guiding good practice, retention issues and the new approaches to teaching and learning.

Angela McLean provided the following links:

- <https://www.tec.govt.nz/oritetanga-learner-success/new-oritetanga-tertiary-success-for-everyone/learner-success-framework/>
- <https://www.tec.govt.nz/oritetanga-learner-success/new-oritetanga-tertiary-success-for-everyone/resources-to-help-support-your-learners/>
- Watch Warwick Pitts, Wintec Executive Director, Products and Planning talk about their learner success project (2019 conference)

6. 2022 Priorities

6.1 Staff Wellbeing

Claire Dallison advised that:

- she feels staff are exhausted and that this has come earlier and is more severe than in previous years, especially with Te Pūkenga situation and COVID19
- transparent communication, an awareness of how staff feel, and that they are doing the best they can for their learners, is most important for staff wellbeing
- there is a lack of clarity for learners

The Committee Members discussed:

- the lack of clarity/mixed messaging of recent communications
- building relationships with the Engagement Team
- building capacity and strengthening teams; including making better use of the SASM and PASM roles

- using open kōrero sharing of information to positively change the culture
- the need to address gender diversity on the Learning + Teaching Committee

ACTION

Claire Dallison

To attend Curriculum Area Manager meeting to introduce concept of positioning of SASM, PASM within each area

5. General Business

5.1 Te Pūkenga Updates

Due to time constraints this item was not discussed.

5.2 Key Messages for Te Korihi Newsletter

Due to time constraints this item was not discussed.

Meeting Closed: 04.35PM

Learning and Teaching Committee Action List – 09 November 2022

	Minute Item	Action	Who	Progress	When
Action List 04 May 2022					
1	3.3	Establish what the intention is for the Blended Online Delivery (BOLD) professional development project and planned workshops	Marja Kneepkens	Advised 09.11.2022 work in progress	07.12.2022
2	3.3	Forward the planned BOLD schedule to Marja Kneepkens	Shingai Muchecheterwa	Advised 09.11.2022 work in progress	07.12.2022
Action List 21 September 2022					
3	2.2	Arrange for the recording of a unit standard process moderation video for the Assessment and Moderation Induction modules	Shingai Muchecheterwa, Bex Machon, Claire Dallison	Advised 19.10.2022 work in progress	09.11.2022 Completed
4	4.1	Review 2021/2022 meeting minutes for professional development plans	Mary Woodward / Claire Dallison	Advised 19.10.2022 work in progress	Completed
Action List 19 October 2022					
5	2.1	Forward confirmed minutes for tabling at next Academic Committee meeting	Mary Woodward	ASAP	Completed
6	3.1	Schedule a future discussion to address inconsistencies and variations in the guidance provided to staff and ākonga regarding academic integrity, linked to the guidance from Te Pūkenga	Marja Kneepkens	2023	
7	3.5	Forward Whiria Te Ako information to Committee Members for review and feedback to Te Pūkenga	Mary Woodward	ASAP	Completed
Action List 09 November 2022					
	2.1	Forward confirmed minutes for tabling at next Academic Committee meeting	Mary Woodward	ASAP	Completed
	3.1	Student Representative Update When able to discuss how to present this experience / good news story: • how to take learnings and share as good practice • how to benefit from this good mahi	Angela McLean / Max Devon	When able to	
	3.2	Teaching and Learning Coach Update • Feedback on modelling good practice to replicate across Curriculum Areas • Discuss with Kate Neame how to acknowledge staff completing the Open Polytechnic NZCATT programme	Claire Dallison	2023	
	4.1	Staff Wellbeing	Claire Dallison	2023	

		To attend Curriculum Area Manager meeting to introduce concept of positioning of SASM, PASM within each area			
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CONFIRMED Minutes of a meeting of the Learning and Teaching Committee
1pm Wednesday 7 December 2022 Room M306 and via Microsoft Teams

PRESENT:

Committee: Marja Kneepkens (Chair), Kim Davies, Max Devon, Juan Liang, Angela McLean, Bex Machon, Sara Matthews, Shingai Muchecheterwa, Jess Shirley, Mary Woodward (Minute taker, non-voting)

1. Mihimihi

Marja Kneepkens opened the meeting and welcomed Members, she advised:

- this was the final 2022 meeting
- apologies had been received from Nicole Akuhata, Claire Dallison, Annie Fay, Lauren Robinson, Paula Steel, Kate Neame, Pam Wood.

2. Previous Minutes and Actions

2.1 Learning + Teaching Committee 09.11.2022 Draft Minutes for confirmation

RESOLVED that the minutes of the Learning and Teaching Committee meeting 09 November 2022 be confirmed as a true and accurate record.

Angela McLean / Max Devon

CARRIED

ACTION

Mary Woodward

Forward confirmed minutes for tabling at next Academic Committee meeting

2.2 Action List

The Committee Members reviewed the Action List and noted:

Action items 1, Establish what the intention is for the Blended Online Delivery (BOLD) professional development project and planned workshops

- Marja Kneepkens advised that these actions were still a work in progress

Action item 2, Forward the planned BOLD schedule to Marja Kneepkens

- Shingai Muchecheterwa advised that the schedule had been linked in the actions and noted that there had been planned sessions to take place during 2022 staff PD

- Marja Kneepkens noted that lower enrolment numbers for 2023 and beyond are a key driver to build blended/online delivery capacity and suggested BOLD professional development be a focus area for 2023.

Action Item 3, Schedule a future discussion to address inconsistencies and variations in the guidance provided to staff and ākonga regarding academic integrity, linked to the guidance from Te Pūkenga

- Marja Kneepkens noted that this action had come out of kōrero from Max Devon and suggested it be a focus area for 2023

ACTION

Mary Woodward

Add to draft 2023 focus/priority area list

- BOLD professional development
- Academic integrity – linked to Te Pūkenga guidance, addressing inconsistencies and variations in the guidance provided to staff and ākonga

3. Teaching and Learning Support

3.1 Student Representative Update

Max Devon advised a general consensus of Student Representative feedback had included:

- financial concerns

- difficulty of student life in regard to teaching and learning, NMIT, and Te Pūkenga
- ākonga are accessing good information due to:
 - awareness of where to look
 - not just listening to media spin
 - being advised to go to Te Pūkenga as source

The Committee Members discussed the usefulness of accessing statistical information on ākonga usage of SANITI and Learner Services support services and how this information could inform practice from a learning and teaching viewpoint. Members noted:

- the connection of communication between tutors and Learning Support and the issue of knowing if ākonga are accessing support – this has been raised by academic teams
 - tutors are unsure to ask Learner Services and it does not always work to ask ākonga
- how to improve the gap between Learning Support, tutors and ākonga, and who needs to know what, especially as ākonga aren't always aware they need support
- when measuring retention/withdrawals rates how can it be known that everything has been done when it is not known what has been done
- the word 'support' could be a barrier to ākonga
- the benefits of having dyslexic support available on the Learner Services Team
- the ethical and privacy implications in accessing this information
- this could be something to look at in 2023 especially around professional development, moodle, what's available, and sharing good practice/strategies

ACTION

Angela McLean

Forward the flowchart outlining scenarios on what to do to assist ākonga with accessing services/help to Committee Members for information

Jess Shirley / Sara Matthews

Follow-up with Learning Support on behalf of Arts and Media team on how/if progress on Learning Support referrals are available to programme teams

Mary Woodward

Add to draft 2023 focus/priority area list

- using statistical information on ākonga usage of SANITI and Learner Services support services to inform learning and teaching practice

3.2 Professional + Leadership Development Project Update

Following advice that Kate Neame would not be in the Professional + Leadership Development Project role in 2023, Marja Kneepkens questioned how the Learning and Teaching Committee could raise the standard of professional development in 2023. She asked Members to reflect on what could be taken from 2022 and put into the 2023 professional development bucket.

Committee Members suggested the following topics for 2023 Professional Development:

- Programme Learning and Teaching Observations (PLATO)
 - revisit process, role, purpose, goals
- Professional Development
 - awareness of what is available and how to access
- embedding Mātauranga Māori in teaching practice
 - guidance on how to use particularly for the different teaching area

Kim Davies advised that:

- areas delivering new Te Pūkenga programmes were having bespoke Mātauranga Māori training
- there is a recognition and commitment to build Mātauranga Māori kaiako capacity
- Mātauranga Māori training will eventually be available for all kaiako but in the meantime teams will need to share good practice

Marja Kneepkens noted that:

- the Māori cultural perspective is compulsory for the new unified Bachelor of Nursing and Bachelor of Social Work programmes and kaiako will take part in trainings before the programmes are delivered
- Marlborough Youth Guarantee kaiako are focussed on developing an environment and space that is welcoming for whanau and the Pasifika community and which can be used for marketing, interviews, and enrolments
- a key 2023 focus area could be how to build and embed Mātauranga Māori capability with the right people driving it, and kaimahi learning and sharing good practice

ACTION

Mary Woodward

Add to draft 2023 focus / priority area list

- Programme Learning and Teaching Observations (PLATO)
 - process, role, purpose, goals etc
 - Professional Development
 - raising awareness of what is available and how to access
 - embedding Mātauranga Māori in teaching practice
 - guidance on how to use particularly for the different teaching areas

4. 2022 Priorities

Marja Kneepkens noted that some of the 2022 priorities had been achieved and asked Committee Members to consider what they would like to focus on in 2023 that will make a difference in the learning and teaching space.

Shingai Muchecheheterwa advised:

- nine staff have completed the pilot Assessment and Moderation Induction module
- feedback from the pilot had been compiled following a request from Jackie Rees
- it was noted that participants indicated that they wished this information had been available to them when they first started working at NMIT
- Claire Dallison had enrolled kaimahi on the pilot that she had felt would benefit from the module
- Committee Members wanting to do the Assessment and Moderation induction module should contact Claire Dallison

Marja Kneepkens acknowledged the work done by Shingai Muchecheheterwa in taking the lead on this project and all others, including Claire Dallison and Bex Machon, for their contributions to the project. She noted that how this resource is used, for example by new or existing staff, is for programme teams to decide.

Maxine Devon advised that she was enrolled in the module although hadn't yet completed it and noted that:

- a version of this module would be useful for ākonga to gain understanding in how the system works especially around assessment and moderation
- every ākonga she had spoken with has noted that they would like this type of information
- she would be happy to be part of a project on what an ākonga focussed module could look like

ACTION

Mary Woodward

Add to draft 2023 focus/priority area list

- development and roll out of a student focussed Assessment and Moderation Induction module

4.1 Staff Wellbeing

This was discussed as part of item 4.1.

5. General Business

5.1 Te Pūkenga Update

Kim Davies advised:

- key Te Kawa Maiooro Education Regulatory Framework has been approved, currently working through the key documents to be updated for 2023
- kaimahi will need to familiarise themselves with changes to policies, how processes will work and to ensure that documents link to the latest Te Pūkenga policy
- complaints and appeals are in one Te Pūkenga policy with academic misconduct still to be updated
- decisions will need to be made on how to make new policy information transparent to learners
- as Te Pūkenga policies are rolled out the related NMIT policy will be retired
- for now, NMIT procedures will stay in place but need to be aligned to Te Pūkenga policy to ensure there is no conflict
- the new Deputy Chief Executive appointments have been made
- the Whiria Te Ako Te Pūkenga Learning and Teaching Framework team is currently working through feedback
- the New Zealand Diploma in Business (Level 5) unified programme has been approved.

Marja Kneepkens noted:

- Te Pūkenga moderation document has been circulated for comment
- this is a high-level document that provides a framework for moderation processes
- the current NMIT moderation processes will continue in the meantime
- if the Committee should be focussed on guiding, supporting, and taking responsibility for what programme teams need to know.

ACTION

Mary Woodward

Add to draft 2023 focus/priority area list

- Ensure staff are familiar with changes to policies/new Te Pūkenga policies / how to effectively communicate these policy changes
- Should a focus of the Committee be on guiding, supporting, and taking responsibility for what programme teams need to know

5.2 Key Messages for Te Korihi Newsletter

Due to time constraints this item was not discussed.

Meeting Closed: 02.08PM

Learning and Teaching Committee Action List – 07 December 2022

	Minute Item	Action	Who	Progress	When
Action List 04 May 2022					
1	3.3	Establish what the intention is for the Blended Online Delivery (BOLD) professional development project and planned workshops	Marja Kneepkens	Advised 09.11.2022 work in progress	07.12.2022
2	3.3	Forward the planned BOLD schedule to Marja Kneepkens	Shingai Muchecheherwa	Update 06.12.2022 <u>2022 Timetable PD Planning and email</u>	Completed
Action List 19 October 2022					
3	3.1	Schedule a future discussion to address inconsistencies and variations in the guidance provided to staff and ākonga regarding academic integrity, linked to the guidance from Te Pūkenga	Marja Kneepkens	2023	
Action List 09 November 2022					
4	2.1	Forward confirmed minutes for tabling at next Academic Committee meeting	Mary Woodward	ASAP	Completed
5	3.1	Student Representative Update When able to discuss how to present this experience / good news story:	Angela McLean / Max Devon	When able to	

		<ul style="list-style-type: none"> • how to take learnings and share as good practice • how to benefit from this good mahi 			
6	3.2	Teaching and Learning Coach Update <ul style="list-style-type: none"> • Feedback on modelling good practice to replicate across Curriculum Areas • Discuss with Kate Neame how to acknowledge staff completing the Open Polytechnic NZCATT programme 	Claire Dallison	2023	
7	4.1	Staff Wellbeing To attend Curriculum Area Manager meeting to introduce concept of positioning of ASM, SASM PASM within each area	Claire Dallison	2023	
Action List 07 December 2022					
8	2.1	Forward confirmed minutes for tabling at next Academic Committee meeting	Mary Woodward	ASAP	Completed
9	Various	Add to draft 2023 focus/priority area list <ul style="list-style-type: none"> • BOLD professional development • Academic integrity – linked to Te Pūkenga guidance, addressing inconsistencies and variations in the guidance provided to staff and ākonga • using statistical information on ākonga usage of SANITI and Learner Services support services to inform learning and teaching practice • Programme Learning and Teaching Observations (PLATO) - process, role, purpose, goals etc • Professional Development – raising awareness of what is available and how to access • embedding Mātauranga Māori in teaching practice guidance on how to use particularly for the different teaching areas • development and roll out of a student focussed Assessment and Moderation Induction module • ensure staff are familiar with changes to policies/new Te Pūkenga policies / how to effectively communicate these policy changes • should a focus of the Committee be on guiding, supporting, and taking responsibility for what programme teams need to know 	Mary Woodward	20.02.2023	
10	3.1	Teaching and Learning Support Forward the flowchart outlining scenarios on what to do to assist ākonga with accessing services/help to Committee Members for information	Angela McLean	20.02.2023	
11	3.1	Teaching and Learning Support Follow-up with Learning Support on behalf of Arts and Media team on how/if progress on Learning Support referrals are available to programme teams	Jess Shirley / Sara Matthews	20.02.2023	

[Back to Agenda](#)

NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY
Research and Ethics Committee – Monthly Meeting
MINUTES (Approved)

21 Sep 2022, 1-2pm , on Zoom

Attending:

Bradley Hannigan	Chair
Ellen Cieraad	Research Manager
Kirsten Coppell	Research Professor
Mark Baskett	Committee member
Annie Fay	Committee member / Māori rep
Sobhan Akhavan	Committee member
Max Devon	President of Saniti
Velma Vermaat	Secretary, Note taker

Absent:

Eric Buenz, Petra Crone, Hamish Duncan

Apologies: Raewyn Laurenson

LINK TO FOLDER WITH ALL DOCUMENTS: Term 3 - 20220921 - monthly meeting

Agenda number	Items	Person	Action
1	Approve minutes of last meeting dated: Aug 24 2022	Secretary	Approve
2	Ethics applications: <ul style="list-style-type: none"> Wendy Olsen: recognition of University of Auckland Ethics approval (see letter) 	Chair	Discuss – approve
3	Research Manager's report	RM	Accept
4	Discussion topics arising from Research Manager's report: <ul style="list-style-type: none"> Applied Research Course Development 	Members	Discuss
5	PBRF updates	RM	Discuss
6	External collaboration/Research Contracts:	RM	Inform
7	Other business	Members	Discuss

(Shaded items are standing items)

1. Approve minutes of last meeting dated: 24 August 2022

Minutes of 24 August 2022 meeting.

Approval moved: Kirsten; seconded: Mark

2. Ethics applications

WO's ethics approval from University of Auckland Human Participants Ethics Committee (UAPEC) has been recognised and she has been sent a letter by the REC. **(Noted for the record)**

There was a request hear more about the project: In honour of the Research Manager's departure, there is a plan to organise a Research hui to celebrate and share research. This would be a good place to invited researchers to present.

Ethics resubmission B04:

Process: To appoint two people to go over re-application to check if concerns initially raised have been addressed appropriately.

Two committee members were appointed to look at resubmission (A third was available to answer questions regarding the use of Te Ara).

President of Saniti comes in at 1.05pm

Te Ara Tika was used as a framework for the application. It would be good professional development for REC members to have a look at or get training in the Te Ara Framework. Annie Fay could provide a tutorial on the Framework and explain and highlight elements.

If we plan a workshop around that, it would be good to also include Te Pūkenga ethics guidelines. Also the Rangahau research forum has a framework out that might be useful to take along. The process for the framework is still not up and running yet and is currently in revision. Maui Hudson is part of that Framework, so he will ensure that elements of Te Ara are incorporated in the new framework. Once finished each ethics committee will be provided with a workshop. However, it may be helpful to already discuss some of the other Framework and not wait for Te Pūkenga to discuss it; to explain some of the definitions and terminology, to have a shared understanding, and feedback to applicants is consistent.

Agreed: Annie Fay to lead a workshop on Te Ara Tika workshop.

A recording will be made as a resource, limited for the use of current and future REC members.

Action: Velma and Annie Fay to set a time for a workshop around that.

3. Research Manager's report:

Link to document: Research Manager's report

Ellen goes over main points in report and thanks the committee members for the support and positive working relationships. She will stay on for one day a week as research professor. She is looking forward engaging with everyone in a research capacity.

Survey for staff on support for research to do research. The survey would gauge how people feel about doing research and how well they are supported. At the moment staff seem to be preoccupied with Te Pūkenga. What is a good timing to push out the survey? ASAP with a quick turnaround, or early next year?

Agreed by all: It would be good to get a snapshot now, in order to be able to respond to any concerns.

Positive yes to get a survey out. **Action:** Sent out a SurveyMonkey survey with questions to get an idea of where researchers are standing.

Any questions or comments: **report is taken as read.**

4. Discussion topics arising from Research Manager's report:

Link to document: Applied Research Course Development

The course has been offered as Level 7 for the last 5 years has been reworked into Level 8 paper.

Under consultation at the moment. Going through programme approval at NMIT.

In order to get TEC funding, it should not only be offered to NMIT staff but also to other institutions. In the past it would be sent around to all the ITPs, however, under Te Pūkenga we all fall under one ITP. Therefore, the course proposal was put out to other institutions (Universities, Crown Institutes, etc.). Responses from ITPs very positive. Universities' feedback was mixed: some personal responses were positive and some institutional had more critical responses with some questioning why Universities would support, fund, or buy into a course on research offered by an ITP.

TEC's policy: if the course is only for internal staff members, then it's PD and not a credit based paper. If TEC would not accept to fund the course, the course could be offered as a PD offered course, but then Te Pūkenga would need to fund it.

Committee members comment that Universities tend to have their own internal programmes for research development. There could be more external buy-in than from other TE research institutions. Committee members comment that there could be local researchers that could be interested in partaking who work in small NGOs, and local businesses, or organisations like Whakatu Incorporated, and possibly also Iwi.

Another committee member comments on another issue when Te Pūkenga is recognised as one institution: External research members on committees for thesis approval can no longer come from other ITPs when Te Pūkenga comes in place. A shift of thinking might need to come from TEC when Te Pūkenga comes into place for certain processes and procedures.

5. PBRF Updates

Research & Innovation Manager comments that there has been more consultation on "*achievement relative to opportunity*". This would help researchers who work parttime or who have worked less due to sickness. At the moment they need to submit the same type of portfolio. Most researchers at ITPs have a 0.2 FTE to do research, so should that also be regarded as limited time to put into research. Rangahau Research forum will submit on the wider interpretation of "Achievement Relative to opportunity and there also will be individual submissions.

6. External collaboration and Research Contacts:

This is a new standing item: Academic committee like to be made aware of these external relationships and contracts. Official external collaboration and research contacts that are written in an MOU or other type of legal agreement needs to be noted and minuted.

None signed yet, but the following collaborations are in the pipeline and could be on the table at the next meeting:

- Kea recovery and lead on with DOC, some overseas partners. MOU is being looked at.
- Wendy: Academic integrity project: 6 universities and NMIT.

7. Other Business

- Bradley: Nga mihi nui to Ellen.
- Proposed date for Research Hui: Fri 14th of October

Action	Person responsible	Actioned Y/N
Sent out a draft survey	Velma	Y
Set date for tutorial on Te Ara Framework	Velma and Annie	

1.51pm - Meeting is closed.

How effective was this meeting 1 2 3 4 5

[Back to Agenda](#)



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	Q1 28 April 2022 Q2 27 September 2022 Q3 21 November 2022 Q4 17 February 2023

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.

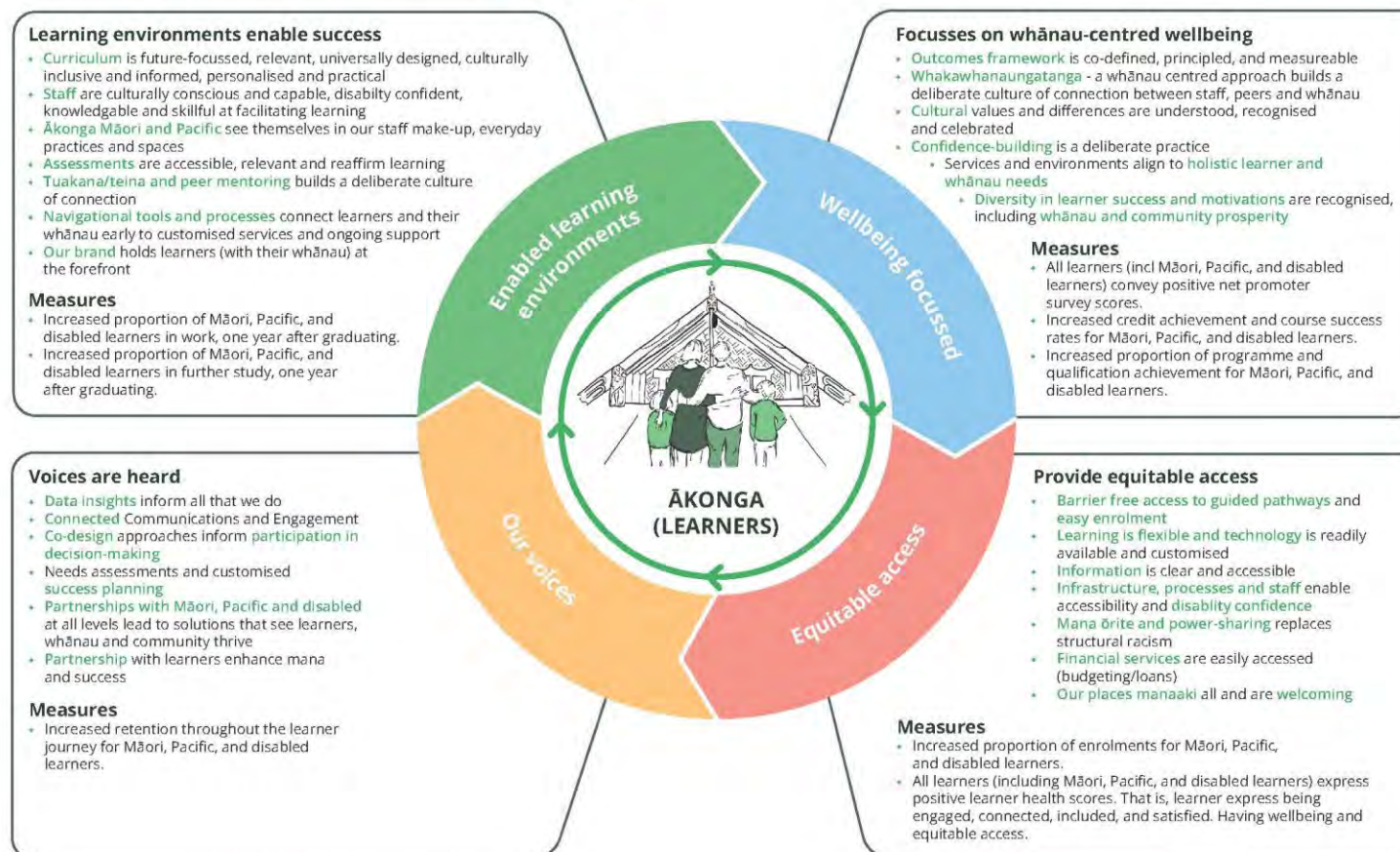
We acknowledge that we currently need to prioritise and select a realistic number of projects that are important and achievable within our current resourcing. We have also planned in a way that is reflective of the pipeline of work underway due to the Reform of Vocational Educational and Te Pūkenga.

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 programme areas and other support functions.

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

See evidence of change from NMIT PowerBI (Business Intelligence), dated 19/02/2023, inserted as images at the end of this document.

Te Rito Outcomes Framework to inform action plans across Te Pūkenga



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.	<p>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'</p> <p>Pastoral Code: 10 (2) (a-i) provide staff with ongoing training & resources tailored to their roles</p>	Staff will be able to access a range of support & resources to enable them to confidently support diverse learners.	◀ Underway ▶	<p>28/04/2022 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.</p> <p>27/09/2022</p> <ul style="list-style-type: none"> - Established information about support services on website. - Prepared diverse workshops. - Delivered pilot workshops for dyslexia, active listening, engaging with feedback. <p>21/11/2022</p> <ul style="list-style-type: none"> - Established weekly NZSL lessons and 8 kaimahi who engage with Deaf ākonga attend each week throughout 2022 and will continue to develop NZSL communication skills in 2023.

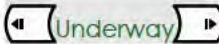
Academic Committee Meeting – Wednesday 22 February 2023 – Reports from Committees and Working Parties

Action	Alignment	Description & intended impact	Status Update	Commentary
				<ul style="list-style-type: none"> - Online workshops hosted by InsideOut on Sex, Gender and identity. - Kanohi ki te kanohi (face to face) workshop targeted to academic staff on sex, gender and diversity and building allyship in the classroom. - ACHIEVE online modules for disability confidence are being piloted by some teams and will be pushed out to all staff in Feb 2023. <p>17/02/2023</p> <ul style="list-style-type: none"> - Preparing to engage staff in ACHIEVE online modules for disability confidence. - Increasing access to on campus NZSL lessons.
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 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	In alignment with Te Pūkenga, NMIT will have culturally competent staff, and mechanisms in place to support Māori.	 Underway	<p>28/04/2022</p> <p>Te Pūkenga is actively advancing this piece of work. NMIT leads will engage and contribute, focusing on localised input and implementation.</p> <p>27/09/2022</p> <ul style="list-style-type: none"> - Launching e-learning platform 'Kia Maia-Te Rito to grow the Māori cultural skills of all kaimahi. - Drafted new PD Policy to enhance access and prioritise investment towards opportunities promoting diversity, equity and inclusion. <p>21/11/2022</p> <ul style="list-style-type: none"> - Kia Maia – Te Rito e-Learning platform launched. 106

Academic Committee Meeting – Wednesday 22 February 2023 – Reports from Committees and Working Parties

Action	Alignment	Description & intended impact	Status Update	Commentary
				<p>Academic staff and 78 Business support staff now registered and engaged in developing bicultural competency.</p> <ul style="list-style-type: none"> - New streamlined PD application design process underway <p>17/02/2023</p> <ul style="list-style-type: none"> - Kaimahi throughout the institute are completing 'Kia Maia-Te Rito to grow Māori cultural skills.
3. Review and update learner communications to ensure they are appropriate and inclusive for priority learner groups.	<p>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.</p> <p>Pastoral Code: 10 (2) (a-i) provide staff with ongoing training & resources tailored to their roles</p>	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		<p>NMIT's 2021-2025 strategic projects and Te Pūkenga workstreams include Learner Communications.</p> <p>27/09/2022</p> <ul style="list-style-type: none"> - Reviewed and improved communication to ākonga for enrolment and financial processes. <p>21/11/2022</p> <ul style="list-style-type: none"> - Further reviewed a range of enrolment processes and communications. <p>17/02/2023</p> <ul style="list-style-type: none"> - Continuing the review of communication documents
4. Establish NMIT Social Science learners on placement in NMIT Learner Services to provide additional wellbeing support to NMIT learners.	<p>Te Rito Enabled: Tuakana/Teina build a culture of connection: 4d support learners mental health</p> <p>Pastoral Code: 17 (2) support learners through studies; 21 (a-d) provide opportunities & experiences to improve physical & mental health, wellbeing & safety</p>	NMIT learners have increased wellbeing supports available onsite.		<p>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.</p> <p>27/09/2022</p>


Academic Committee Meeting – Wednesday 22 February 2023 – Reports from Committees and Working Parties

Action	Alignment	Description & intended impact	Status Update	Commentary
				<ul style="list-style-type: none"> - Established processes in place. <p>21/11/2022</p> <ul style="list-style-type: none"> - Established processes in place. - Collaboration with programme area and placement students continues in usual plan-practice-review cycle. <p>21/11/2022</p> <ul style="list-style-type: none"> - Established processes in place. - Review and planning in place for 2023. <p>17/02/2023</p> <ul style="list-style-type: none"> - Established processes in place and sound working relationships across programme area and support services.
5. Collaborate with apprentices, programme area, & industry to better understand and plan apprentices' support needs for learning, wellbeing & advocacy.	<p>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</p> <p>Pastoral Code: 8 (2) review learner wellbeing & safety practices using (a) input from learners (b) relevant data; 12 (a-e) have practices for engaging in learner voice.</p>	Greater support for apprentices leading to better learner outcomes.		<p>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.</p> <p>27/09/2022</p> <ul style="list-style-type: none"> - Held collaborative hui with ākonga & kaimahi to ensure ākonga can access to support and services are reaching out proactively. <p>21/11/2022</p> <ul style="list-style-type: none"> - Improved communication with tutors and ākonga. - Working towards building relationships through in-class support during block courses.

Academic Committee Meeting – Wednesday 22 February 2023 – Reports from Committees and Working Parties

Action	Alignment	Description & intended impact	Status Update	Commentary
				<p>17/02/2023</p> <ul style="list-style-type: none"> - It has been difficult to engage with ākonga who are employed in industry and have low attendance rates at block courses, so our current focus is listening to kaiako to begin to understand ākonga needs and how to better engage with ākonga
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	« In Place »	<p>NMIT's 2021-2025 strategic projects as well as Te Pūkenga workstreams include Assessment Improvement.</p> <p>27/09/2022</p> <ul style="list-style-type: none"> - 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 <p>21/11/2022</p> <ul style="list-style-type: none"> - Completed project about assessments and moderation. - Will now develop plan for communication and implementation with a focus on current academic staff. <p>17/02/2023</p> <ul style="list-style-type: none"> - Ongoing work and review cycles to establish assessment and moderation processes.

Academic Committee Meeting – Wednesday 22 February 2023 – Reports from Committees and Working Parties

Action	Alignment	Description & intended impact	Status Update	Commentary
7. Review current practices and identify and implement changes to better meet the needs of learners with dyslexia.	<p>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'</p> <p>Pastoral Code</p> <p>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.</p>	NMIT will better meet the needs of learners with dyslexia.		<p>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.</p> <p>27/09/2022</p> <ul style="list-style-type: none"> - 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. - 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. <p>21/11/2022</p> <ul style="list-style-type: none"> - Established processes in place. - Established regular ākonga peer support/advisory group in place. <p>17/02/2023</p> <ul style="list-style-type: none"> - Continuing with established ākonga advisory/peer-to-peer support group. - Responding to ākonga requests to upskill wider staff about dyslexia by scheduling in PD

Academic Committee Meeting – Wednesday 22 February 2023 – Reports from Committees and Working Parties

Action	Alignment	Description & intended impact	Status Update	Commentary
				sessions for staff in programme areas.


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


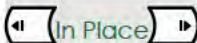
- **Outcomes framework** is co-defined, principled, & measurable
- **Whakawhanaungatanga** - a whānau centred approach builds a deliberate culture of connection between staff, peers & whānau
- **Cultural**, values, & differences are understood, recognised, & celebrated
- **Confidence-building** is a 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 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	Learners, friends, families & communities will be welcomed to NMIT in various ways that meet their diverse needs & enable them to access support.		In 2022, NMIT is building on existing orientation processes & feedback, orientations are tailored to meet specific programme and learner group needs. 27/09/2022 <ul style="list-style-type: none"> - 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.

Academic Committee Meeting – Wednesday 22 February 2023 – Reports from Committees and Working Parties

Action	Alignment	Description & intended impact	Status Update	Commentary
	to (b) connect, build relationships (2) have practices for supporting learners through studies.			<ul style="list-style-type: none"> - Making videos to provide support info for ākongā, who prefer not to read info. <p>21/11/2022</p> <ul style="list-style-type: none"> - For L5-L9, built onto one-off-info-overload sessions with ongoing series of weekly support sessions that continue throughout the year that are collaboratively decided and designed with ākongā. - For L1-L4, built onto one-off-info-overload sessions with increase in-class support, focusing on Trades, Foundation, and study preparation programmes. - Planning to introduce ākongā survey several weeks after orientation to help ākongā identify confidence and needs as early as possible, and then direct to possible support. - Established peer-to-peer support groups, which ākongā repeatedly report that peer-groups have a positive impact on their learning and wellbeing. <p>17/02/2023</p> <ul style="list-style-type: none"> - Established processes in place, reviewing all processes and listening to ākongā's ideas about possible improvements and solutions as part of BAU for continual improvement cycle. - Established Whakawhanaungatanga events for Māori, Pasifika, and disabled ākongā.


Academic Committee Meeting – Wednesday 22 February 2023 – Reports from Committees and Working Parties

Action	Alignment	Description & intended impact	Status Update	Commentary
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.		<p>In 2022, NMIT is building on established individual study-buddy programmes, recruiting learners for training & sharing decision making for planning of peer facilitated programmes.</p> <p>27/09/2022</p> <ul style="list-style-type: none"> - 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. <p>21/11/2022</p> <ul style="list-style-type: none"> - Received (overwhelmingly positive) feedback from ākonga which will be used for 2023 planning. - Planning to establish tuakana-Teina support across all L5-L9 programmes in 2023. <p>17/02/2023</p> <ul style="list-style-type: none"> - Established Tuakana-Teina support as required across all programmes, and ensuring comms and processes for kaimahi and ākonga are clear and transparent.
10. Establish pre-start whakawhanaungatanga practices to welcome Māori/Pasifika ākonga & their whānau to NMIT prior	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	Plan & deliver a pre-start welcome & orientation for Māori/Pasifika ākonga & whānau for Semester 2 2022 intake.		<p>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</p>

Academic Committee Meeting – Wednesday 22 February 2023 – Reports from Committees and Working Parties

Action	Alignment	Description & intended impact	Status Update	Commentary
to start of study/mainstream orientation.	<p>connected, familiar, certain & welcome before & after their first days</p> <p>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.</p>			<p>ensure they feel welcome, connected, at ease prior to study & introduce ākonga to the support network available to them.</p> <p>27/09/2022</p> <ul style="list-style-type: none"> - 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. <p>21/11/2022</p> <ul style="list-style-type: none"> - Pitching to expand programme in 2023 - Positive ākonga feedback - main themes centre on how monthly hui have created community between cohorts and sense of belonging. - Noticeable Increase in attendance of hui due to regularity. - 52 ākonga attended Mahuru Māori luncheon. <p>17/02/2023</p> <ul style="list-style-type: none"> - After successful pilots in 2022, we have expanded our pre-start activities to encompass whakawhanaungatanga events for disabled, Māori, Pasifika, Rainbow ākonga and their

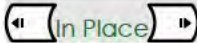
Academic Committee Meeting – Wednesday 22 February 2023 – Reports from Committees and Working Parties

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				<p>whānau and communities e.g Q youth, Pasifika Trust. This program will also be extended to include our Marlborough campus.</p> <ul style="list-style-type: none"> - Have pitched to extend this past the pre-start event with a series of events throughout the year - awaiting funding confirmation.
11. Establish targeted approach to supporting health & wellbeing of ākonga Māori & Pasifika in culturally responsive ways.	<p>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</p> <p>Pastoral Code 21 (a) provide opportunities & experiences that improve learners' physical & mental health, wellbeing & safety & (c) support learners connection to their language, identity & culture</p>	Provide a targeted health, wellbeing and mental health service for Māori & Pasifika learners in 2022.		<p>In April 2021, a new Social Work role was established, focusing on referral processes, engagement, & planning of events that target ākonga Māori & Pasifika.</p> <p>27/09/2022</p> <ul style="list-style-type: none"> - 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. <p>21/11/2022</p> <ul style="list-style-type: none"> - Proposal for expanding to include wānanga delivery for 2023 at approval stage. In talks with local Māori provider. - Secured services of Social Worker permanently to ensure continuity of service. - Targeted approach working. YTD 536 sessions, 182 with Māori 33%, 174 Pasifika 32%.



Academic Committee Meeting – Wednesday 22 February 2023 – Reports from Committees and Working Parties

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				<p>17/02/2023</p> <ul style="list-style-type: none"> - From Apr 2022 when our Social Worker commenced employment with us until year end 589 Wellbeing sessions were delivered - 34% with ākonga Māori, 33% with ākonga Pasifika. - Secured additional funding for 2023 to expand on the events/wānanga on offer. - In 2023 we will continue to grow on our Pasifika fitness for Wellbeing, branch out with Hauora Wānanga run by Hawaiki Kura which include matauranga on karakia, waiata and māori weaponry and look at targeted wānanga with Youth Guarantee cohort.
12. Complete primary research looking at success factors for ākonga Māori at NMIT	<p>Te Rito Wellbeing: Services & environments align to holistic learner & whānau needs: 1m 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</p> <p>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.</p>	Review & provide research information pertaining to Māori success in ITP's in Aotearoa, 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.	<p>« Underway »</p>	<p>In 2022, an NMIT researcher is completing a literature review that explores success factors for ākonga Māori at ITPs across Aotearoa New Zealand to inform methods for a primary project.</p> <p>27/09/2022</p> <ul style="list-style-type: none"> - 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. <p>21/11/2022</p>

Academic Committee Meeting – Wednesday 22 February 2023 – Reports from Committees and Working Parties

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				<ul style="list-style-type: none"> - Presented Lit Review findings at Māori Research Symposium at OP In October. - Gathering/Analysis of Student Voice scheduled for S1 2023 <p>17/02/2023</p> <ul style="list-style-type: none"> - Methods for data collection have been agreed upon with Research Supervisor. - Data collection will begin this term.
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.	<p>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</p> <p>Pastoral Code</p> <p>16 (1) (f) provide learners with accessible learning environments where they connect, build relationships, support each other</p> <p>17 (1) opportunities to (b) connect, build relationships (2) support learners through studies.</p>	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.	<p> In Place</p>	<p>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.</p> <p>27/09/2022</p> <ul style="list-style-type: none"> - 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. <p>21/11/2022</p> <ul style="list-style-type: none"> - Positive survey results with all surveyed participants agreeing that they felt a sense of

Academic Committee Meeting – Wednesday 22 February 2023 – Reports from Committees and Working Parties

Action	Alignment	Description & intended impact	Status Update	Commentary
				<p>connection and belonging from their time in this roopu.</p> <ul style="list-style-type: none"> - Pitching to expand on the pilot and grow this for 2023 with a focus to extend to other curriculum areas where need has been identified. <p>17/02/2023</p> <ul style="list-style-type: none"> - Due to overwhelmingly positive survey data for this program in 2022, we have pitched to expand the program in Social Sciences to include paid Tuakana who will run regular peer mentoring sessions. We will also replicate this programme in our Creative Industries curriculum area and have identified Tuakana and events planned in both areas. Awaiting confirmation of funding.
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.		<p>NMIT's 2021-2025 strategic projects as well as Te Pūkenga workstreams include Learner surveys.</p> <p>27/09/2022</p> <ul style="list-style-type: none"> - Established processes in place. <p>21/11/2022</p> <ul style="list-style-type: none"> - Now replaced with Te Pūkenga Learner Survey. <p>17/02/2023</p> <ul style="list-style-type: none"> - Project complete
15. Clarify process with staff & students about actions &	Te Rito Enabled: Staff are culturally conscious & capable, disability confident; 17 support tutors to	Staff & students understand & share expectations how		<p>NMIT's 2021-2025 strategic projects and Te Pūkenga workstreams include Learner Journey.</p>

Academic Committee Meeting – Wednesday 22 February 2023 – Reports from Committees and Working Parties

Action	Alignment	Description & intended impact	Status Update	Commentary
monitoring/recording of pastoral needs & support.	<p>understand, care for & believe learners; 1d staff become more 'disability confident'</p> <p>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;</p>	support needs are identified, recorded and acted on.		<p>27/09/2022</p> <ul style="list-style-type: none"> - Held hui across teams to clarify processes, roles and responsibilities. - Sent out transparent flow diagram of support services process for feedback. <p>21/11/2022</p> <ul style="list-style-type: none"> - Received feedback from diverse internal and external people. - Next steps to finalise, communicate and implement process. - Will promote to and upskill kaimahi beg Feb 2023 after summer break. <p>17/02/2023</p> <ul style="list-style-type: none"> - After extensive collaboration and consultation (internal and external), final version of pastoral care processes/records/comms to communicated with ākonga at beginning of academic year during orientations, class visits, social media, model etc and with kaimahi through established comms channels

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					

Academic Committee Meeting – Wednesday 22 February 2023 – Reports from Committees and Working Parties


Metric used to measure impact	Baseline	Impact			
	Period 1	Period 2	Period 3	Period 4	Period ... n
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.	<p>Te Rito Access: Our places manaaki all & are welcoming</p> <p>Partnerships enhance learner mana & success;</p> <p>15 provide a known place for easy & relevant information, provided at the right time to help learners confidently respond & make choices;</p> <p>22m embed structures & systems that empowering to/for Māori;</p> <p>3d create safe processes, environments & experiences for disabled learners to provide info & seek help;</p> <p>5 learners feel connected, familiar, welcome;</p>	Changes to main entry point of Nelson Campus to better reflect learner-centred wayfinding and access to information and support.		<p>NMIT's 2021-2025 strategic projects include Nelson Campus A Block entry point.</p> <p>27/09/2022</p> <ul style="list-style-type: none"> - 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. <p>21/11/2022</p> <ul style="list-style-type: none"> - Receiving ongoing feedback which is being reviewed and will feed into future planning. - Kaimahi engaging to ensure support is consistent, collaborative and connected.


Academic Committee Meeting – Wednesday 22 February 2023 – Reports from Committees and Working Parties

Action	Alignment	Description & intended impact	Status Update	Commentary
				<p>17/02/2023</p> <ul style="list-style-type: none"> - Continuing to improve information and enrolment are and processes, including a focus on incoming Youth Guarantee ākonga.
17. Establish relationships with & pathways for learners from refugee backgrounds.	<p>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.</p> <p>Pastoral Code</p> <p>17 (1) provide learners with opportunities to (b) connect, build relationships (2) support learners through studies</p> <p>22. (1) (j) support learners whose study is interrupted due to circumstances outside their control.</p>	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.	<p>« Underway »</p>	<p>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.</p> <p>27/09/2022</p> <ul style="list-style-type: none"> - 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. <p>21/11/2022</p> <ul style="list-style-type: none"> - Continuing to engage regularly with Migrant and Refugee Background communities. - Collaborating with Migrant & Refugee Support Senior Advisor at the Ministry of Education, local secondary schools and with ākonga from refugee backgrounds to plan transition support. - Collaborating across the institute to plan implementation of (draft) TEC Best Practice Guidelines for

Academic Committee Meeting – Wednesday 22 February 2023 – Reports from Committees and Working Parties

Action	Alignment	Description & intended impact	Status Update	Commentary
				<p>student from refugee backgrounds.</p> <p>17/02/2023</p> <ul style="list-style-type: none"> - Continuing collaboration with community, ākonga, kaimahi, MoE, and using Best Practices Guidelines to Support Refugee Background Tertiary Learners in Aotearoa New Zealand to guide decisions /actions /processes /practices. - As requested by ākonga and the community, we are continuing to focus on access and pathways as initial support for RB ākoga.
18. Develop & trial FLEX delivery of an applied business course	<p>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.</p>	Learners will be able to engage in the applied business courses in multiple ways that meet their specific needs at the time.	« In Place »	<p>In Feb 2022, diverse stakeholders contributed to collaborative planning and delivery of flexible courses. In Semester 2 2022, FLEX delivery will be trialed in applied business course.</p> <p>27/09/2022</p> <ul style="list-style-type: none"> - 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, managing external commitments, and preferring kanohi ki te kanohi. - Concluded that kanohi ke te kanohi classes can be supported with online delivery. <p>21/11/2022</p>

Academic Committee Meeting – Wednesday 22 February 2023 – Reports from Committees and Working Parties

Action	Alignment	Description & intended impact	Status Update	Commentary
				<ul style="list-style-type: none"> - Completed pilot and reflecting on findings to possibly build into 2023 planning. <p>17/02/2023</p> <ul style="list-style-type: none"> - Project complete
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.	<p>Te Rito Equitable access/voices Partnerships enhance learner mana & success.</p> <p>Co-design approaches inform participation in decision-making. Needs assessments & customised success planning: 2d. disabled learners receive learning support to achieve potential & resolve barriers.</p> <p>Pastoral Code 22 (1) (h) make arrangements with disabled learners or those affected by health & wellbeing difficulties to accommodate learning needs.</p>	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.		<p>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. Established support specifically for Māori and Pasifika disabled ākonga.</p> <p>27/09/2022</p> <ul style="list-style-type: none"> - 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. <p>21/11/2022</p> <ul style="list-style-type: none"> - Revised reporting from LMS/BI to enable support teams to reach

Academic Committee Meeting – Wednesday 22 February 2023 – Reports from Committees and Working Parties

Action	Alignment	Description & intended impact	Status Update	Commentary
				<p>out proactively to all ākonga who indicate a need for support at enrolment.</p> <ul style="list-style-type: none"> - Meeting with disabled ākonga pre-2023-enrolment to listen to needs and plan possible support. - Established monthly hui for peer-to-peer supportive relationships for disabled ākonga. - Collaborating with disabled community to make decisions about resources, initiatives, projects and plans. - From request from ākonga living with TBI and neurodiversity, purchased desks that provide acoustic and visual privacy. - Connected disabled ākonga with NDSA. - Identified need for dedicated low-sensory space with Campus Services/Facilities who are looking into options for 2023. <p>17/02/2023</p> <ul style="list-style-type: none"> - Continuing to listen to and make decisions together with disabled ākonga. - Building relationships with disabled ākonga through established whakawhanaungatanga and regular monthly peer-to-peer support (advisory) group.

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)			

Academic Committee Meeting – Wednesday 22 February 2023 – Reports from Committees and Working Parties


Metric used to measure impact	Baseline	Impact			
	Period 1	Period 2	Period 3	Period 4	Period ... n
Learner Health Score					
Net Promoter Score					
ITP Successful Course Completion					

TE RITO OUTCOMES FRAMEWORK FOCUS AREA: Our Voices

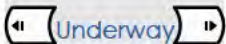
WHĀINGA 4: Te Pūkenga voices are heard

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.		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 <ul style="list-style-type: none"> - Established regular hui for international, refugee, rainbow, Māori, Pacific ākonga. - Acting on ākonga request for neurodiverse and feminist/women's groups. - Reaching out to disabled ākonga to listen to their needs and wants. 21/11/2022 <ul style="list-style-type: none"> - Established regular hui for disabled, international, refugee,

Academic Committee Meeting – Wednesday 22 February 2023 – Reports from Committees and Working Parties

Action	Alignment	Description & intended impact	Status Update	Commentary
				<p>rainbow, Māori, & Pacific ākonga.</p> <ul style="list-style-type: none"> - Established in-class feedback sessions with all L5-L9 cohorts. <p>17/02/2023</p> <ul style="list-style-type: none"> - Continuing with established regular groups and feedback sessions.
21. Establish a space on campus for learners who identify as part of Rainbow community	<p>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;</p> <p>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</p>	NMIT will have a space on campus for learners who identify as part of Rainbow community	 Underway	<p>In 2022, NMIT will trial a temporary space while a permanent solution is found.</p> <p>27/09/2022</p> <ul style="list-style-type: none"> - 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. <p>21/11/2022</p> <ul style="list-style-type: none"> - Identified need for dedicated space with Campus Services/Facilities who are looking into options for 2023. <p>17/02/2023</p> <ul style="list-style-type: none"> - Will follow up with Campus Services in conjunction with Rainbow ākonga group to discuss what the community

Academic Committee Meeting – Wednesday 22 February 2023 – Reports from Committees and Working Parties

Action	Alignment	Description & intended impact	Status Update	Commentary
				needs from any potential space and explore options.
22. Improve understanding of online learners' experiences, cultural, wellbeing & advocacy support needs.	<p>Te Rito Voices: Data insights inform all that we do; Connected communications & engagement</p> <p>Co-design approaches inform participation in decision-making</p> <p>Needs assessments & customised success planning</p> <p>Pastoral Code</p> <p>12 (a-e) have practice for engaging in learner voice.</p>	Improve support for online learners through informed collaborative practice.	◀ Underway ▶	<p>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.</p> <p>27/09/2022</p> <ul style="list-style-type: none"> - Received ethics approval. - Recruiting participants. <p>21/11/2022</p> <ul style="list-style-type: none"> - Sent out first wave of survey to 312 participants. - Started interviewing 6 participants. - Scheduled second wave of survey in December and follow up interviews. - Continuing research analysis in 2023 <p>17/02/2023</p> <ul style="list-style-type: none"> - Continuing to interview ākonga and analyse data.
23. Enhance processes to establish co-delivery solutions with external partners, including iwi.	<p>Te Rito Voices: Co-design approaches inform participation in decision-making; 11m nurture & protect Māori to ensure concerns, priorities, & solutions inform mana ōrite decisions making at all system levels.</p>	Efficient responses that meet the regional needs of partners, including Māori, Pacific & disabled groups.	◀ In Place ▶	<p>27/09/2022</p> <ul style="list-style-type: none"> - Agreed and endorsed Te Tiriti Partnership model by executive team and Strategy Steering Group. - Operationalised with Ngāti Kuia, Ngāti Kōata and Nelson Tasman Pasifika Community Trust.

Academic Committee Meeting – Wednesday 22 February 2023 – Reports from Committees and Working Parties

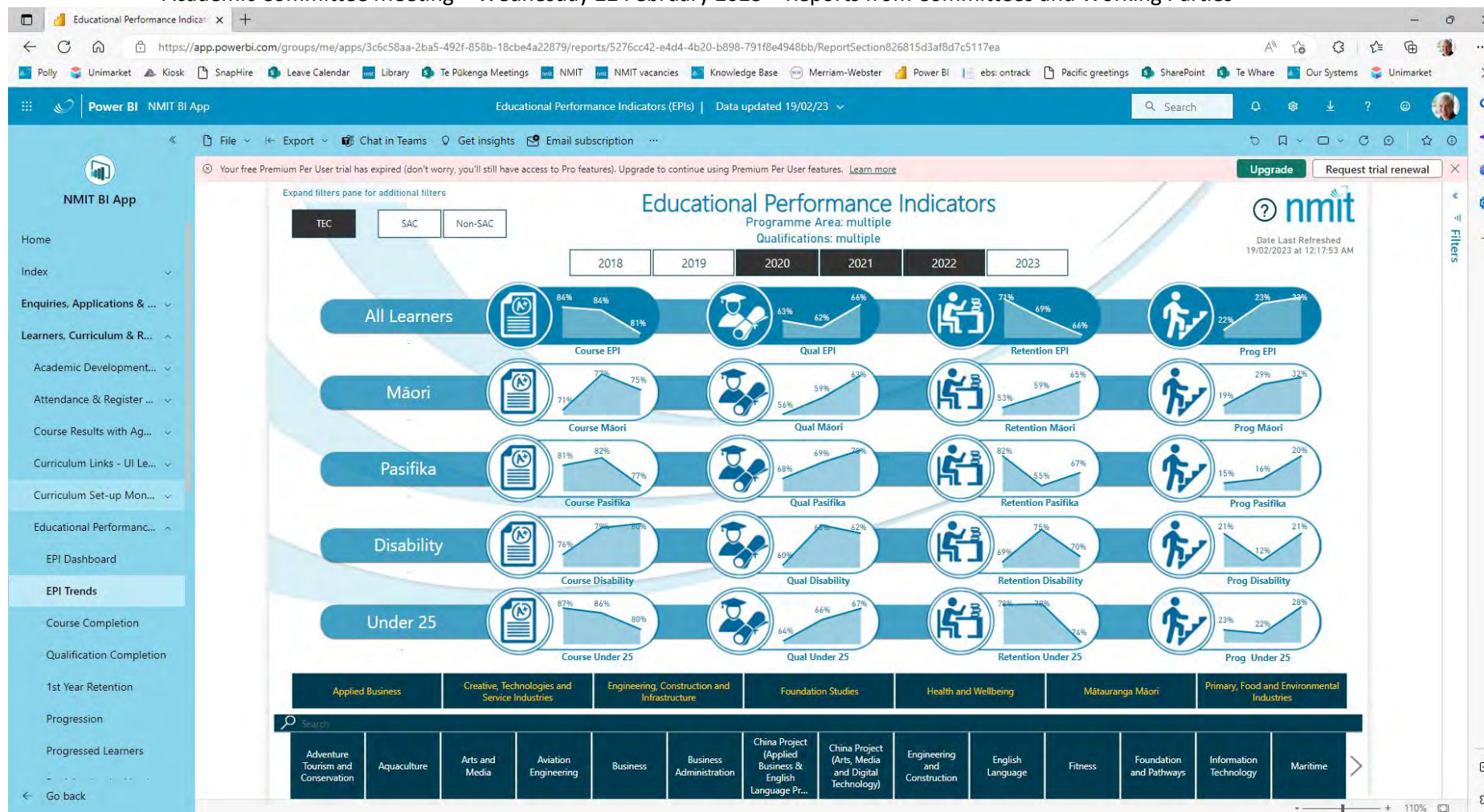
Action	Alignment	Description & intended impact	Status Update	Commentary
				<p>21/11/2022</p> <ul style="list-style-type: none"> - Continuing to review 2022 and plan 2023 actions. <p>17/23/2023</p> <ul style="list-style-type: none"> - Continuing to review plans and actions.

Metric used to measure impact	Baseline	Impact			
	Period 1	Period 2	Period 3	Period 4	Period ... n
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Net Promoter Score					
ITP Successful Course Completion					

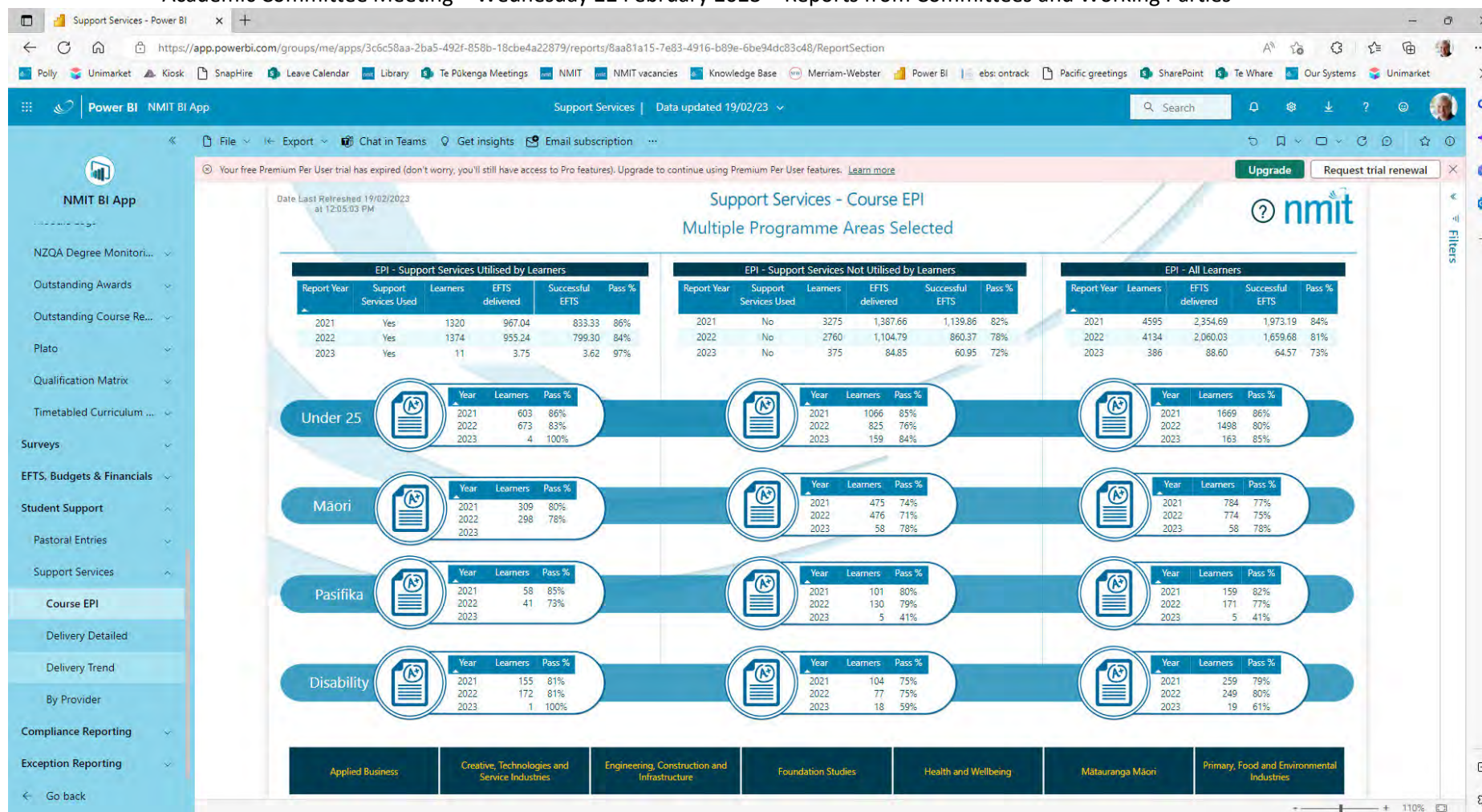
See below information from NMIT PowerBI (Business Intelligence), dated 19/02/2023.

Peaks in support in March 2020, August 2021, and August 2022, correlate with the March 2020 Covid Lockdown, August 2021 Covid Lockdown, and August 2022 Nelson severe weather event (floods and slips). During events like these staff proactively reach out and check in with ākongā to listen to what's happening and provide and offer support as requested and required.

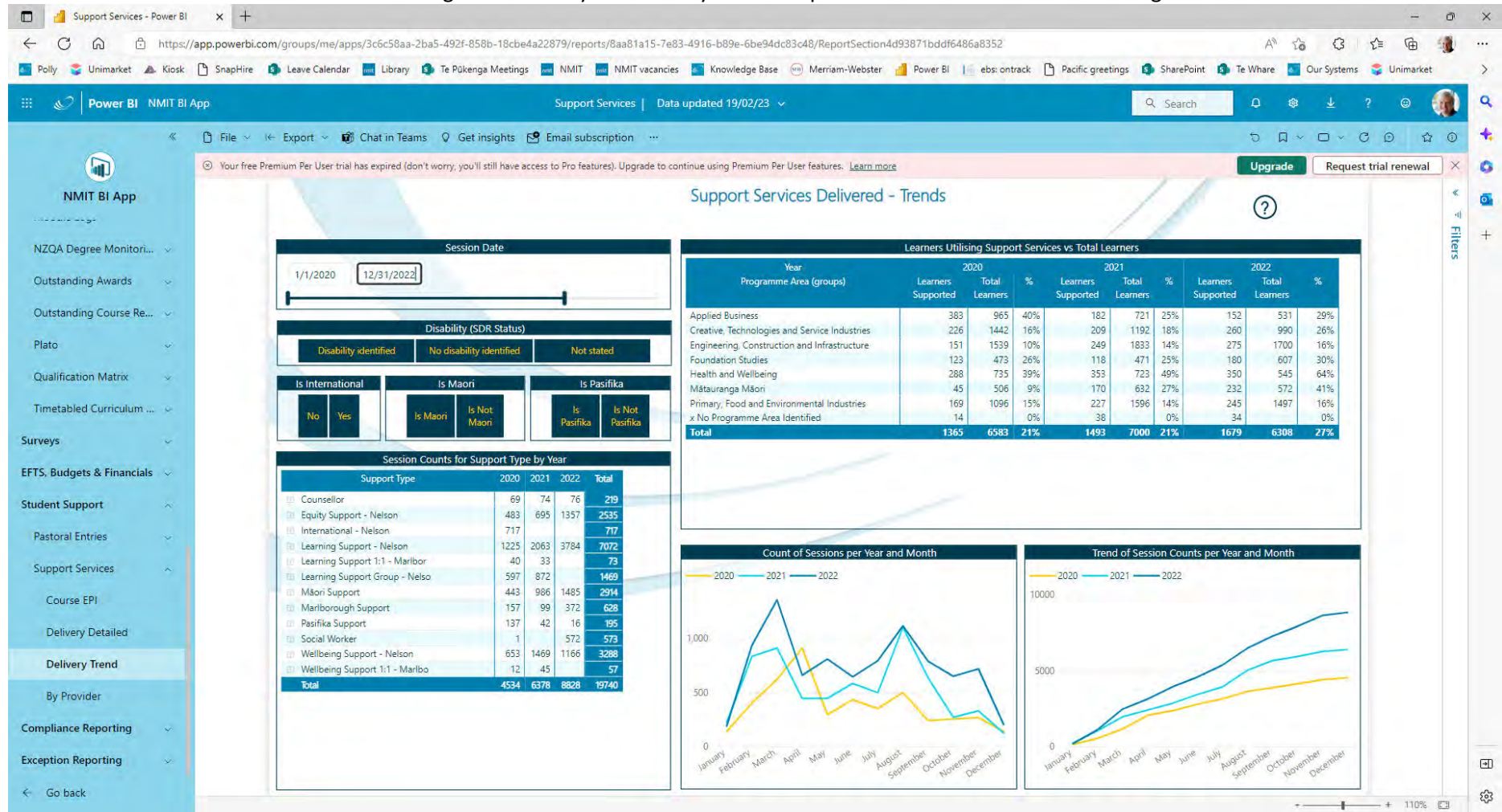
Academic Committee Meeting – Wednesday 22 February 2023 – Reports from Committees and Working Parties



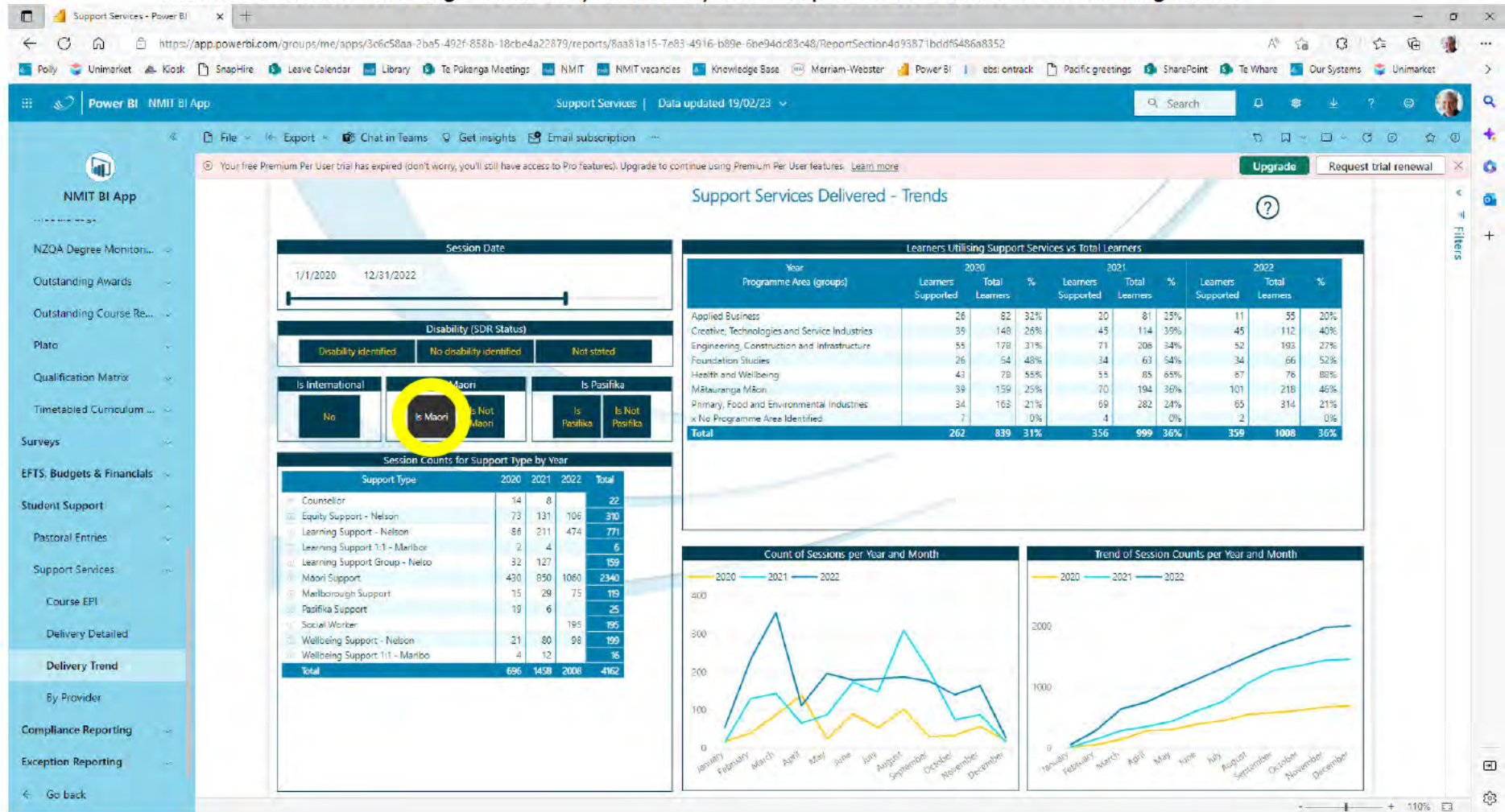
Academic Committee Meeting – Wednesday 22 February 2023 – Reports from Committees and Working Parties



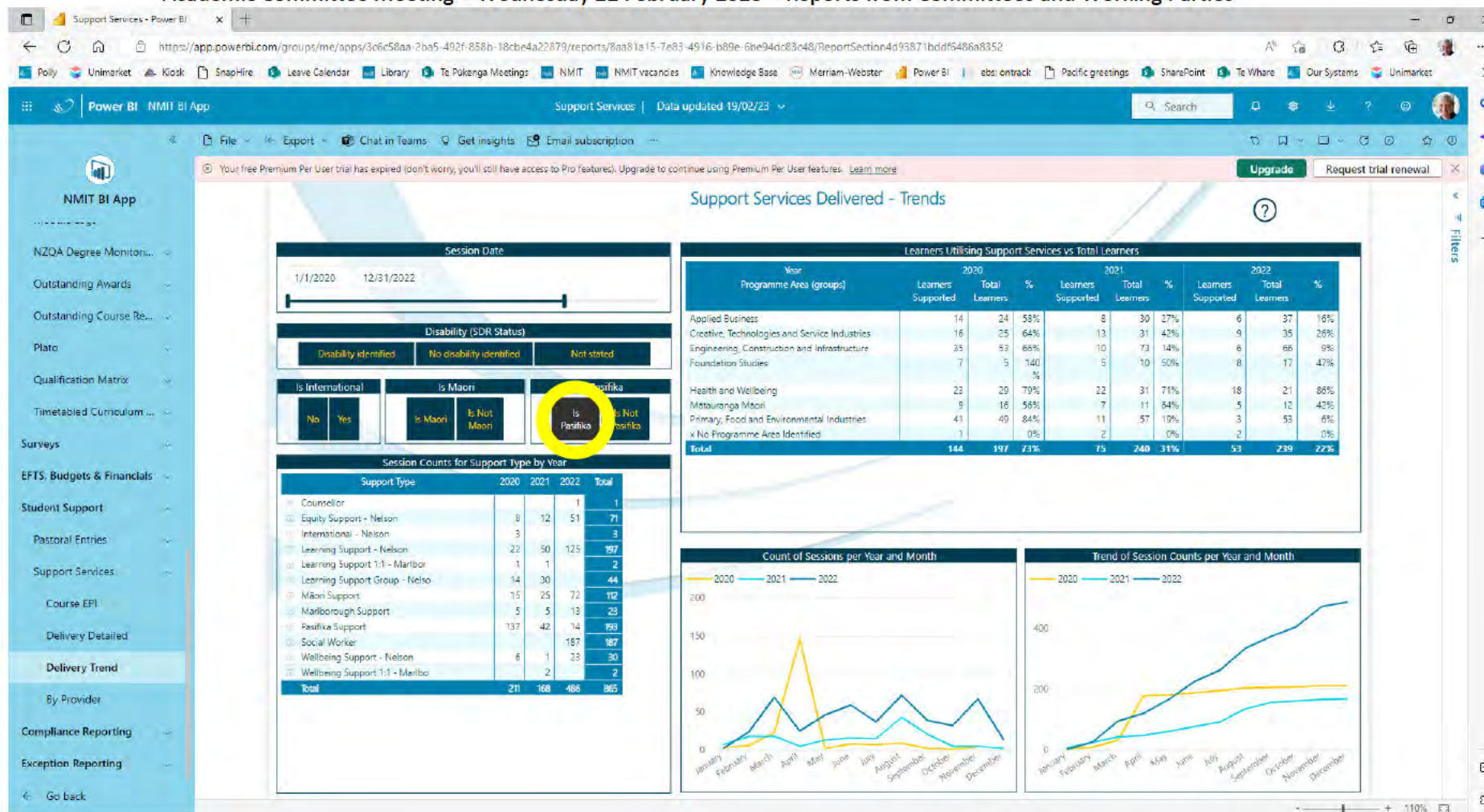
Academic Committee Meeting – Wednesday 22 February 2023 – Reports from Committees and Working Parties



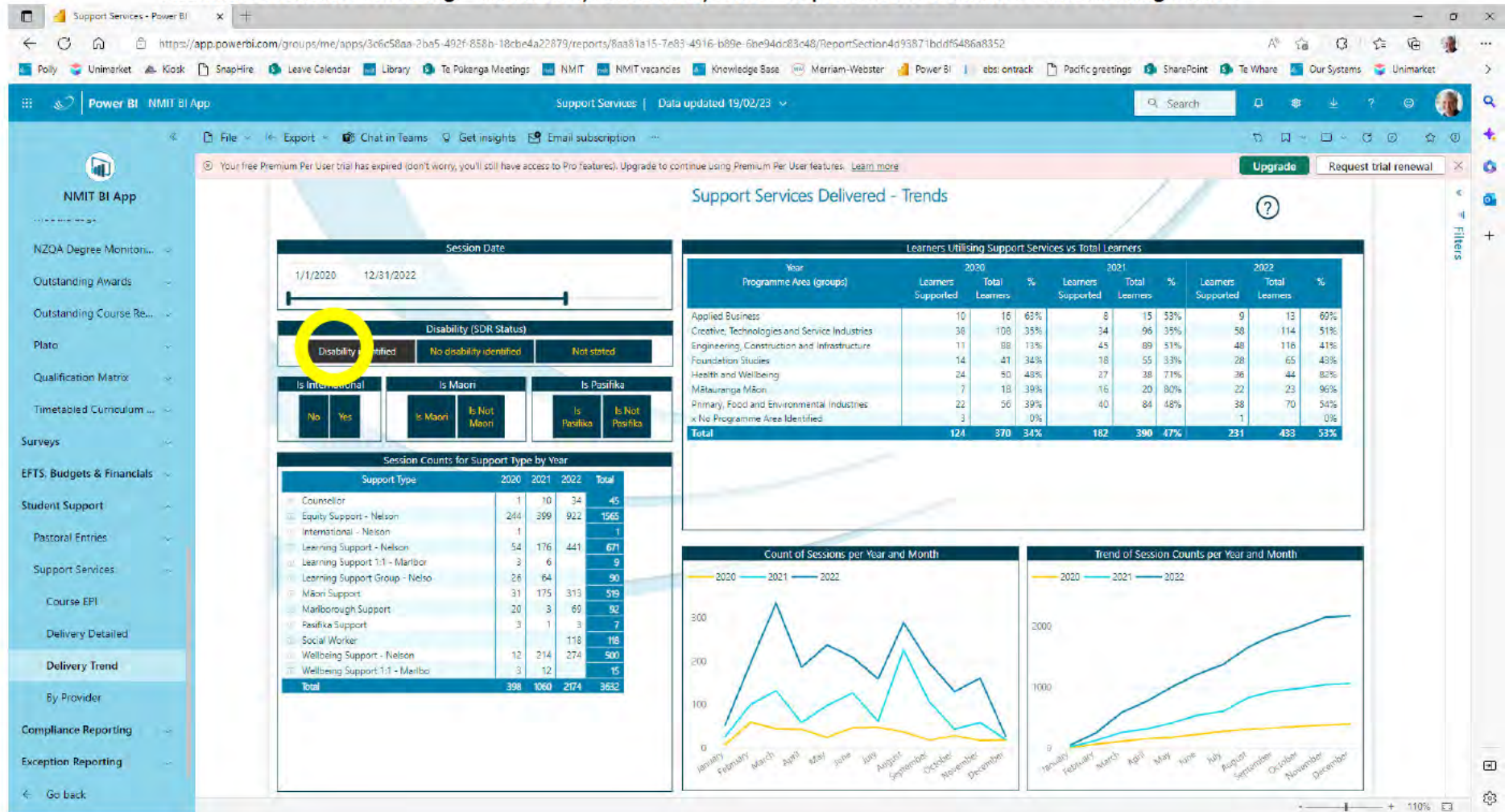
Academic Committee Meeting – Wednesday 22 February 2023 – Reports from Committees and Working Parties



Academic Committee Meeting – Wednesday 22 February 2023 – Reports from Committees and Working Parties



Academic Committee Meeting – Wednesday 22 February 2023 – Reports from Committees and Working Parties



[Back to Agenda](#)

Te Kaupapa: Complaints and Misconduct

1. PURPOSE:

Function:	For Information
Nā:	Deidre Hemera Complaints Officer
Te rā:	18 February 2023
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: <ul style="list-style-type: none">• Note the current Complaints and Misconduct report

2. EXECUTIVE SUMMARY

- There was one complaint since the last report which is in progress.
- There was one incident of Student Misconduct which was resolved.
- There were five complaints submitted which were de-escalated to be concerns and resolved.
- There is one complaint submitted which was de-escalated to a concern which is in progress for resolution.
- There was one closed complaint which is under review due to the interest of external parties.

TOPIC	STATUS REPORT	COMMENTARY	
Complaints & Misconduct	Complaints	<ul style="list-style-type: none">• One new Complaint was received this period.• One student misconduct was reported and closed for this period.• There were no appeals• There was one closed complaint which is under review at the request of an external party.• There were five concerns raised which were de-escalated from complaint submission and resolved.• There is one concern which is under consideration to be a formal complaint.• There is one active concern in progress toward a resolution.	
	Complaints received this period (10 October 2022 to 18 February 2022)		1
	Complaints yet to be resolved (excluding those received this period)		1
	Complaints resolved/closed during report period		2
	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 (10 October 2022–18 February 2023)		1
	Ongoing student misconduct investigations		0
	Student misconduct investigations resolved/closed during report period		1

It is recommended that the Academic Committee resolve to:

- Note the current Complaints and Misconduct report.

[Back to Agenda](#)