

## Te Pūkenga trading as NMIT Academic Committee Meeting – 19 July 2023 – Open

Room M306 Nelson Campus – 3.15pm, Wednesday 19 July 2023

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– *for receipt of minutes / verbal report*

SR

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6 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 Academic Integrity Team Leader, Curriculum and Academic Registry Team Leader, Academic Advisor, Curriculum Directors, Curriculum Area Managers (Curriculum Managers), Quality Enhancement Manager, Poumanaaki, 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.
7.1	Minutes of the Academic Committee E-Meeting 16 to 20 June 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)
8.1 8.1.1 8.1.2 8.1.3 8.1.4 8.1.5	2022 Self-Assessment Reports -Bachelor of Aquaculture and Marine Conservation -Bachelor of Social Work -Bachelor of Viticulture and Winemaking -Postgraduate Diploma in Sustainable Aquaculture -Bachelor of Computer Generated Imagery including Graduate Diploma in Computer Generated Imagery	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)

*Item 2.1 Minutes of Academic Committee Meeting 10 May 2023 Open for confirmation*

OPEN

DRAFT Minutes of a meeting of the Academic Committee  
3.15pm, Wednesday 10 May 2023, Room M306 and via Microsoft Teams

- Present: Kim Davies Chair, Scott Bailey NMIT Student, Dan Bremner (proxy for Reid Carnegie Curriculum Area Manager), Julie Bytheway Head of Learner Services, Monique Day Curriculum Area Manager (joined 3.42pm), Max Devon NMIT Student, Marja Kneepkens Curriculum Director Teaching and Learning, Soraya Paki Paki Curriculum Area Manager (joined 3.40pm), Rae Perkins Curriculum Area Manager, Susannah Roddick Curriculum Director Teaching and Learning, Victoria Whitmore Curriculum Area Manager, Mary Woodward Curriculum + Academic Registry (minute-taker, non-voting)
- Apologies: Nicole Akuhata Poumanaaki, Ōritetanga + Māori Relationships Manager, Reid Carnegie Curriculum Area Manager, Sarah Fraser PASM, Silvia Gassebner Team Leader Curriculum + Academic Registry, Bradley Hannigan PASM, Trisha Krishnasamy Curriculum Area Manager, Jackie Rees Quality Enhancement Manager, Chanelle Taylor Programme Team Lead SASM, Pam Wood Curriculum Area Manager

1. Welcome, Apologies, Notices

Kim Davies opened the meeting and welcomed Members. She advised:

- she was now stepping in as Committee Chair following the appointment of Olivia Hall to the role of Tumu Whenua ā-Rohe 3 | Executive Director for Region 3
- apologies were received from Nicole Akuhata, Reid Carnegie, Sarah Fraser, Silvia Gassebner Bradley Hannigan, Trisha Krishnasamy, Jackie Rees, Pam Wood.

2. Administrative

2.1 Minutes of NMIT Academic Committee Meeting 5 April 2023 - Open

19/23 **RESOLVED** that the minutes of the NMIT Academic Committee Meeting 05 April 2023 - Open be confirmed as a true and accurate record.

Marja Kneepkens / Victoria Whitmore  
**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 –Academic Committee Membership – Establish if the Curriculum + Academic Registry Team Leader role needs to be a voting Committee members

- Kim Davies advised that she had met with the Chief Risk Officer who had advised that delegation for approval of course results and awards relates to the AS+Q Committee, not AC and supported attendance rather than membership at AC. She requested the action be noted as completed.

Action Item 3 – Policy Update – Check that there are active links to current PDF formatted Te Pūkenga policies and if required request IT to change access from downloadable policies to PDF formatted linked policies

- On behalf of Jackie Rees, Kim Davies advised that there were challenges with this request due to the interface between DeskPro and live policy documents held on the websites and that IT were actively looking for solutions. She requested the action be closed.

2.3 Correspondence Schedule

20/23 **RESOLVED** that the inwards correspondence be received.

Max Devon / Marja Kneepkens  
**CARRIED**

21/23 **RESOLVED** that the outwards correspondence be endorsed.

Max Devon / Marja Kneepkens  
**CARRIED**

2.4 Bradley Hannigan Academic Committee Resignation

The Committee acknowledged Bradley Hannigan for their commitment to the Academic Committee over the past three years.

The Committee also acknowledged former member Lauren Robinson for their commitment to the Academic Committee.

**ACTION**  
**Kim Davies**

On behalf of the Committee send acknowledgement of resignation to Bradley Hannigan and Lauren Robinson

3. Academic and Quality

3.1 NMIT Moderation Procedure

- a. NMIT Moderation Procedure
- b. Coversheet for NMIT Moderation Procedure

Kim Davies advised that in light of recent NZQA moderation workshops and the need for a review of the terminology used in the NMIT procedure these documents be withdrawn from the agenda.

3.2 Course and Programme Changes

Programme / Course	Date endorsed by AS&Q	Date approved by DA&Q or delegate	Version no.	Effective from
<b>CREATIVE, TECHNOLOGIES &amp; SERVICE INDUSTRIES</b>				
<b>NZ Certificate in Beauty Therapy (Level 4) [123843]</b>	28.11.23	28.03.23	18104	1 January 2023
<b>Rationale for change/s</b> To simplify the assessment and to create an integrated observation practical assessment for BEA408. <b>Description of changes:</b> <ul style="list-style-type: none"><li>Course BEA408 Beauty Therapy Clinic. Change assessment from achievement to competency, course result key CO-NMIT-01.</li></ul>				
<b>Bachelor of Arts and Media [112687]</b>	06.04.23	26.04.23	17107	20 February 2023
<b>Rationale for change/s:</b> Incorporation of changes made to courses from NZ Dip in Arts and Design L6 AAD603 and AAD604 along with changes made to AAD531 Website Design course. Rollover updates for 2023 delivery including cover note to advise that provisions of Te Pūkenga Te Kawa Maiooro Educational Regulatory Framework replace the NMIT Academic Statute. Version change from 17106 to 17107. <b>Description of changes:</b> <b>Programme Regulations:</b> <ul style="list-style-type: none"><li>Cover note added to advise that the provisions of Te Pūkenga Te Kawa Maiooro   Educational Regulatory Framework replace the NMIT Academic Statute.</li><li>The Te Pūkenga Ākonga Concerns and Complaints Policy replaces the NMIT Formal Complaints Resolution Procedure.</li><li>The Te Pūkenga Ākonga Appeals Policy replaces the NMIT Student Academic Appeals Procedure.</li><li>Other NMIT policies and procedures modified to align with Te Kawa Maiooro</li></ul> <b>NZQA Type 1</b> <ul style="list-style-type: none"><li>AAD603 Advanced Digital Art and Design Lab minor change in wording of LO 1,2 and 4 from 'motion graphics' to 'digital art'. No material change to intent of learning outcome.</li><li>AAD604 Advanced Digital Art and Design Project minor change in wording of LO 1,2,4 from 'graphic design' to 'digital design'. No material change to intent of learning outcome. Minor update of Course Aim to reflect this.</li></ul>				

<ul style="list-style-type: none"> <li>AAD531 Website Design change in course title (previously 'Front -End Website Design) and minor updates to course aim and learning outcomes to reflect this.</li> </ul>				
<b>NZ Dip in Arts and Design L6 [122299]</b>	06.04.23	26.04.23	17105	20 February 2023
<p><b>Rationale for change/s:</b> In order to align AAD603 and AAD604 with the course aim and graduate profile, the learning outcome specificity of motion graphics and graphic design needs to be changed to digital art. This allows the teaching of a wider range of content such as video, concept art and animation and matches industry expectations. Also ensures better alignment of learning outcomes with new course titles.</p> <p>Rollover updates for 2023 delivery including cover note to advise that provisions of Te Pūkenga Te Kawa Maiooro Educational Regulatory Framework replace the NMIT Academic Statute.</p> <p>Version change from 17106 to 17107.</p> <p><b>Description of changes:</b></p> <p><b>Programme Regulations:</b></p> <ul style="list-style-type: none"> <li>Cover note added to advise that the provisions of Te Pūkenga Te Kawa Maiooro   Educational Regulatory Framework replace the NMIT Academic Statute.</li> <li>The Te Pūkenga Ākonga Concerns and Complaints Policy replaces the NMIT Formal Complaints Resolution Procedure.</li> <li>The Te Pūkenga Ākonga Appeals Policy replaces the NMIT Student Academic Appeals Procedure.</li> <li>Other NMIT policies and procedures modified to align with Te Kawa Maiooro</li> </ul> <p><b>NZQA Type 1</b></p> <ul style="list-style-type: none"> <li>AAD603 Advanced Digital Art and Design Lab minor change in wording of LO 1,2 and 4 from 'motion graphics' to 'digital art'. No material change to intent of learning outcome.</li> <li>AAD604 Advanced Digital Art and Design Project minor change in wording of LO 1,2,4 from 'graphic design' to 'digital design'. No material change to intent of learning outcome. Minor update of Course Aim to reflect this.</li> </ul>				

22/23 **RESOLVED** that the Approval of Course and Programme Changes be endorsed.

Susannah Roddick / Monique Day  
**CARRIED**

#### 4. Te Pūkenga

##### 4.1 Transition

Kim Davies gave an update on current transition activity and noted:

- a significant change has been Olivia Hall moving into the role of Tumu Whenua ā-Rohe 3 | Executive Director for Region 3 and the teasing out of which Business Division Lead tasks remain with her and which now move to the Interim Operations Lead
- consultation on the next phase of the Organisational Design and Change programme is scheduled to start the week beginning 12 June

**ACTION**  
**Kim Davies**

Share DCE Academic Centre and Learning Systems pānui with Committee Members

##### 4.2 Unified Programmes

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

- A+Q are creating a check list for operationalising new unified programmes
- the number of programmes impacted by unification is dependent on conversations Te Pūkenga are having with WDCs regarding last dates for assessment of qualification versions
- four Maritime programmes are currently included for unification for 2024 delivery
- there is risk if qualification version extension requests are declined and the short timeframes to pick up provider led programmes and be ready for 2024 delivery.

**ACTION**  
**Kim Davies**

Provide a breakdown of unified programme development by Curriculum Area for discussion

##### 4.3 Te Poari Akoranga

There was no Te Poari Akoranga update available.

#### 5. Reports from Committees and Working Parties

- 5.1 Academic Standards + Quality Committee  
23/23 **RESOLVED** that the minutes of the Academic Standards + Quality Committee Minutes Meeting of 7.3.2023 be received.
- 5.2 Recognition of Academic Credit Committee  
24/23 **RESOLVED** that the minutes of the Recognition of Academic Credit Committee Meetings of 5.4.2023, 21.2.2023 and E-Meetings of 23.3.2023, 7.3.2023 be received.
- 5.3 Learning and Teaching Committee  
The Committee Members discussed the work done by the Learning and Teaching Committee in the development of the Artificial Intelligence (AI) Guidelines for both Kaimahi and Ākonga, and the on-going implications of AI on academic integrity, assessment design, and professional development.

25/23 **RESOLVED** that the minutes of the Learning and Teaching Committee Meeting of 20.03.2023 be received.

**ACTION**  
**Max Devon**

Discuss with L+T Committee Student Representative about providing feedback on AI updates to L+T Committee

## 6. 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 Academic Integrity Team Leader, Curriculum and Academic Registry Team Leader, Academic Advisor, Curriculum Directors, Curriculum Area Managers, Quality Enhancement Manager, Poumanaaki, Ōritetanga + Māori Relationships Manager, 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.

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7	Academic and Quality	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)
7.1	2022 Self-Assessment Reports		
7.1.1	-Bachelor of Arts and Media 2022		
7.1.2	Self-Assessment Report		
7.1.3	-Bachelor of Career Development 2022 Self-Assessment Report -Postgraduate Certificate in Professional Supervision 2022 Self-Assessment Report		

**Meeting Closed 4.00pm**



### Academic Committee Action List – 10 May 2023

	RES NO	ACTION	WHO	WHEN	PROGRESS
<b>Action Items 05.04.2023 – Open</b>					
1	2.1	Academic Committee Membership Establish if the Curriculum + Academic Registry Team Leader role needs to be a voting Committee Member	Olivia Hall / Kim Davies	Report back 10.05.23	Completed
2	2.2	Upload confirmed Minutes to Academic Committee site and to Academic Committee site on NMIT website	Mary Woodward	Report back 10.05.23	Completed
3	3.3	Policy Update Check that there are active links to current PDF formatted Te Pūkenga policies and if required request IT to change access from downloadable policies to PDF formatted linked policies	Jackie Rees	Report back 10.05.23	Closed
<b>Action Items 10.05.2023 – Open</b>					
4	2.1	Upload confirmed Minutes to Academic Committee site and to Academic Committee site on NMIT website	Mary Woodward	Report back 14.06.23	
5	2.4	On behalf of the Committee send acknowledgement of resignation to Bradley Hannigan and Lauren Robinson	Kim Davies	Report back 14.06.23	
6	4.1	Share DCE Academic Centre and Learning Systems pānui with Committee Members	Kim Davies	Report back 14.06.23	
7	4.3	Provide breakdown of unified programme development by Curriculum Area for discussion	Kim Davies	Report back 14.06.23	
8	5.3	Discuss with L+T Committee Student Representative about providing feedback on AI updates to L+T Committee	Max Devon	Report back 14.06.23	

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*Item 2.2 Action Items of Academic Committee Meetings for review*

	RES NO	ACTION	WHO	WHEN	PROGRESS
<b>Action Items 10.05.2023 – Open</b>					
1	2.1	Upload confirmed Minutes to Academic Committee site and to Academic Committee site on NMIT website	Mary Woodward	Report back 19.7.23	Completed
2	2.4	On behalf of the Committee send acknowledgement of resignation to Bradley Hannigan and Lauren Robinson	Kim Davies	Report back 19.7.23	
3	4.1	Share DCE Academic Centre and Learning Systems pānui with Committee Members	Kim Davies	Report back 19.7.23	
4	4.3	Provide breakdown of unified programme development by Curriculum Area for discussion	Kim Davies	Report back 19.7.23	
5	5.3	Discuss with L+T Committee Student Representative about providing feedback on AI updates to L+T Committee	Max Devon	Report back 19.7.23	Completed
<b>Action Items 10.05.2023 – In-Committee</b>					
6	7.1.1	Follow-up on the questions raised by the Committee regarding the Bachelor of Arts and Media 2022 Self-Assessment Report with Trisha Krishnasamy and Jackie Rees	Kim Davies	Report back 19.7.23	Completed
<b>Action Items 16-20.6.2023 – E-Meeting</b>					
7	1.1	Upload confirmed Minutes to Academic Committee site	Mary Woodward	Report back next meeting	Completed
8	2.1	2022 Self-Assessment Reports Advise Quality Enhancement Manager of SAR approvals	Mary Woodward	ASAP	Completed

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## Item 2.3 Correspondence Schedule for receipt/endorsement

### Inwards for receipt

1.	02.05.05	NZQA	NZ Diploma in Web Development & Design – Action Plan Progress update required by 08.08. 23
2.	08.05.23	NZQA	(To EIT, CC NMIT) Site Accreditation to deliver NZC Horticulture Production with strands in Fruit, Nursery and Wine Growing. EIT PoS 120583-5.
3.	10.05.23	Te Pūkenga	MCDM Approval to add NZ Certificate in Primary Industry Skills (Level 2) to the subcontracted delivery by Seafood Training Services Limited
4.	10.05.23	Te Pūkenga	MCDM Approval to deliver the NZ Certificate in Primary Industries Skills (Level 2) 40 credit, 0.33 EFTs, part time over 28 weeks, in Kaikoura outside Rohe 3
5.	18.05.23	NZQA	Approval - Kia Haumarū! Kia Matatu! SafePlus Micro-credential Review
6.	31.05.23	NZQA	Deferral to June 2024 – 2612-NZ Diploma in Engineering (Civil) (L6) Consistency Review
7.	08.05.23	TP T/A EIT	NZQA approval of NMIT as delivery site for NZ Diploma in Horticulture (Level 4), all strands, PoS 120583-5), Qualification 2676-3
8.	26.05.23	Te Pūkenga	Approval of MCD to deliver NZ Certificate in Mechanical Engineering (Level 3). Toi Ohomai PoS 120544 leading to latest version of qualification NZ2715-2.
9.	13.06.23	NZQA	3766 – NZ Certificate in Outdoor and Adventure Education (Multi-skilled) (L5) Interim Consistency Review Report – Sufficient (Final rating)
10.	20.06.23	Degree Monitor	Bachelor of Viticulture and Winemaking Draft Monitoring Report
11.	22.06.23	Degree Monitor	Bachelor of Arts and Media Draft Monitoring Report
12.	27.06.23	NZQA	Acknowledgement of Temporary Delivery Site at Te Hā o Mātauranga Learning, Kaikoura.
13.	27.06.23	NZQA	2452 - New Zealand Certificate in Business (Administration and Technology) (Level 3) – notification of Consistency Review (21/22.08.23)
14.	27.06.23	NZQA	2452 - New Zealand Certificate in Business (Administration and Technology) (Level 3) – notification of Consistency Review (21/22.08.23)
15.	06.07.23	Degree Monitor	Bachelor of Career Development Draft Monitoring Report

### Outwards for endorsement

16.	03.05.23	Te Pūkenga	MCDM request to add NZ Certificate in Primary Industry Skills (Level 2) to the subcontracted delivery by Seafood Training Services Limited
17.	03.05.23	Te Pūkenga	MCDM request to deliver the NZ Certificate in Primary Industries Skills (Level 2) 40 credit, 0.33 EFTs, part time over 28 weeks, in Kaikoura outside Rohe 3
18.	22.05.23	NZQA	Degree Monitoring Reports - PGCert Professional Supervision and Paetahi Tumu Kōrero Bachelor of Counselling
19.	26.05.23	Te Pūkenga	MCD to deliver NZ Certificate in Mechanical Engineering (Level 3). Toi Ohomai PoS
20.	23.06.23	TP T/A Toi Ohomai	Site Application request to deliver NZ Certificate in Mechanical Engineering (Level 3) at Nelson, Woodbourne and Marlborough campuses.
21.	23.06.23	NZQA	Notification of new Temporary Delivery Site at Te Hā o Mātauranga Learning, Kaikoura. NZ Certificate in Primary Industry Skills (Level 2) [126362], 10-15 students
22.	28.06.23	NZQA	Degree 2022 Self-Assessment Report (SARs) <ul style="list-style-type: none"> <li>• Bachelor of Arts and Media</li> <li>• Bachelor of Career Development</li> <li>• Bachelor of Commerce</li> <li>• Bachelor of Information Technology</li> <li>• Bachelor of Nursing</li> <li>• Master of Applied Management</li> <li>• Paetahi Tumu Kōrero Bachelor of Counselling</li> <li>• Postgraduate Certificate in Professional Supervision</li> </ul>
23.	06.07.23	NZQA	Bachelor of Viticulture and Winemaking Monitoring Report

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#### *Item 2.4 Academic Committee Resignation S Fraser for information*

**Subject:** Sarah Fraser resignation from Academic Committee

Kia ora Kim,

I am writing to advise of my resignation from the Academic Committee. I have thoroughly enjoyed being part of this and have learned a great deal in the process. I hope I have been able to make some useful contributions.

With my current roles as coordinator for the BSW here in Te Tau Ihu and national transitional implementation lead for the new unified social work degree I am having to rationalise my other work commitments and contributions.

Ngā mihi mahana,  
Sarah

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Item 3.1 Programme Summary (New and Discontinued) New Zealand Certificate in Apiculture (Level 3) for approval

Programme Summary (New & Discontinued)



New programme delivery (new site accreditation)	<input type="checkbox"/>
New unified programme	<input checked="" type="checkbox"/>
Cease programme delivery	<input type="checkbox"/>
Discontinue programme	<input type="checkbox"/>

1. Unified / New Programme Details

Programme Title	NZ Certificate in Apiculture (Level 3)	
Division holding Approval and Accreditation	Te Pūkenga	
Curriculum Area	Primary, Food and Environmental Industries	
Delivery Start Date	28/08/2023	(Pending approvals)
Te Pūkenga Approval (MCDM)	NA	

Courses					
Title	Level	Credits	Standards	Comp/Elec	Pre/Co-req
AGRI3201 Bee Keeping Fundamentals	3	15	30798; 30843; 30788	Optional	Nil
AGRI3202 Manipulating Beehives	3	20	30785; 30799; 30792; 25894; 30784; 19892	Optional	Nil
AGRI3203 Beehive Disease Management Planning	3	15	30795	Optional	Nil
AGRI3204 Beehive Disease Management Control	3	15	30789; 30790	Optional	Nil

Programme Length:			
Year	Teaching Weeks	Study Break Weeks	Total Weeks
2023/24	33	3	36

2. Qualification Details

Qual Code	Version	Qualification Title	Level	Credits
2223	2	New Zealand Certificate in Apiculture (Level 3)	3	65

3. Assessment Standards

Assessment Standards				
Consent to Assess held for all standards in the programme				
Standard	Title	Version	Credits	Level
30798	Demonstrate knowledge of bees, the bee life cycle and adult bee behaviour patterns.	2	4	3
30843	Identify and describe beehive construction equipment, and construct and repair beehives.	2	5	3
30788	Demonstrate knowledge of plants that provide feed for bees and harvest declarations.	2	4	3
30785	Describe re-queening and re-queen a beehive.	2	3	3
30799	Describe swarming and methods for swarm control, control a swarm, and unite and divide beehives.	2	3	3
30792	Carry out honey harvesting.	2	3	3
25894	Extract honey.	3	4	3
30784	Describe and carry out wintering down of beehives.	2	3	3
19892	Describe beehive transport requirements, and transport and establish beehives on site.	4	5	3
30795	Carry out an apiary pest and disease management plan over an apiculture season.	2	15	3
30789	Describe American foulbrood, varroa mite, and other bee pests and diseases found in New Zealand.	2	10	3
30790	Assess beehive health, monitor beehive feed requirements, and feed bees.	2	6	3

New Consent to Assess			
Standard	Title	Level	Credits
NA			

4. Iwi Partnerships

Iwi Partnership(s) and their role in development and/or delivery
As per previous programme delivery – strong connections with the interests of Te Taihū iwi. Programme has previously been run in partnership with Ngāti Kūia at Tīrāhaukawa who have advised that they are considering offering in 2023-2024 A number of Iwi are actively involved or investigating apiculture as part of their business portfolios particularly where manuka and kanuka grows naturally, as in the Te Taihū region

5. Industry Partnerships/RSLG

Industries that will benefit from this qualification
--

Continuation of existing industry relationships. The large amount of production horticulture and agriculture in the region demands a healthy apiculture industry due to the role played by bees, in pollination.

We are now working closely with the WBL (Primary ITO) apiculture manager who has advised of a need for thier apprentices to access online LMS and spend time in face to face tutorials and practical workshops and discussion is underway as to how we achieve this.

There is a strong working relationship with the local bee club who assist akonga in achieving their practical activities and help manage the beehives on campus, as well as take part in some of the teaching

## 6. Capability to Deliver – Resources

### Physical, staffing, required to deliver this qualification

Richmond Campus; Budge Street Campus and Pelorus Bridge all have required resources in place including equipment and kaiaiko.

Resource development – programme closely based on Otago Poly programme currently delivering as an accredited site.

## 7. Delivery Methods

Delivery Options	Part time	<input checked="" type="checkbox"/>
	Full time	<input type="checkbox"/>
	Block	<input type="checkbox"/>
	In the workplace	<input type="checkbox"/>
Delivery Mode(s)	Provider-based	<input checked="" type="checkbox"/>
	Provider-based extramural	<input type="checkbox"/>
	Work-based	<input type="checkbox"/>
	Work-based: pathway to work	<input type="checkbox"/>
	Assessment and verification	<input type="checkbox"/>
Delivery site(s)	Approved site(s): Richmond, Budge Street, Pelorus Bridge	
	New site(s): None	

## 8. Delivery to Cease / Programme to be Discontinued

<b>Programme Title</b>	New Zealand Certificate in Apiculture (Level 3)			
<b>Qualification Title</b>	New Zealand Certificate in Apiculture (Level 3)			
<b>Te Pūkenga Approval (MCDM)</b>	Click to enter a date.	<b>Discontinued Date</b>	Click to enter a date.	

Prog Study No.	Programme Name	Level	Credits	Prog Version
125394	New Zealand Certificate in Apiculture (Level 3)	3	65	1 & 2

<b>Ākonga Status</b>	Ākonga are being taught out of existing programme		<input type="checkbox"/>
	Ākonga are being transitioned onto new programme		<input type="checkbox"/>
	Transition Date:	26/05/2023	
	New Ākonga enrolled	28/08/2023	<input type="checkbox"/>
<b>Comments:</b>	<p>Current cohort end date 26/05/2023.</p> <p>Ākonga not successfully completing all courses in the current programme will transition to the new unified programme and recognition of prior knowledge and skills used to transfer credit into the new unified programme.</p> <p>RPKS Schedule to be confirmed.</p>		

<b>Proposer Name (Curriculum Area Manager)</b>	Pam Wood		
<b>Signature</b>	<i>P. J. Wood</i>	<b>Date</b>	Click to enter a date. 24 May 2023

<b>Academic Committee Approval (New/Unified delivery)</b>			
<b>Signature</b>		<b>Date</b>	Click to enter a date.

<b>Proposer Name (Curriculum Area Manager)</b>	Pam Wood		
<b>Signature</b>	<i>P. J. Wood</i>	<b>Date</b>	Click to enter a date. 24 May 2023. ovi

<b>Academic Committee Approval (Cease Delivery/Discontinuation)</b>			
<b>Signature</b>		<b>Date</b>	Click to enter a date.

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Item 3.2 Programme Summary (New and Discontinued) NZC in Mechanical Engineering (L3) – v2 for approval

<b>Programme Summary (New or Discontinued)</b>	 
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<b>New Programme (delivery site accreditation)</b>	<input checked="" type="checkbox"/>
<b>New Unified Programme</b>	<input type="checkbox"/>
<b>Discontinued Programme (section 7 only)</b>	<input type="checkbox"/>

1. Unified / New Programme Details

<b>Programme Title</b>	New Zealand Certificate in Mechanical Engineering (Level 3) – version 2 [120544]		
<b>Division holding Approval and Accreditation</b>	Te Pūkenga TA Toi Ohomai Institute of Technology		
<b>Curriculum Area</b>	Engineering, Construction & Infrastructure		
<b>Prog Delivery Start Date</b>	19/02/2024		
<b>Te Pūkenga Approval (MCDM)</b>	26/05/2023	DCS Learning Centre and Delivery Systems	

Courses					
Title	Level	Credits	Standards (Optional Embedded Content)	Comp/Elec	Pre/Co-req
MECH3028: Engineering Health and Safety	3	10	21911, 21912, 29652, 29651, 6401, 6402, 6400	Comp	Nil
MECH3029: Engineering Calculations and Drawing	3	15	29397, 29653, 29654, 29655	Comp	Nil
MECH3030: Mechanical Engineering Workshop Skills	3	15	4433, 21913, 29550, 29549, 29675, 29676, 29674	Comp	Nil
MECH3031: Engineering Machining	3	20	4435, 29650, 29671, 29673	Comp	Nil
MECH3032: Engineering Fabrication	3	20	2396, 2395, 4436, 29670, 30263, 29672, 29730	Comp	Nil
MECH3033: Welding	3	20	21907	Comp	Nil
MECH3034: Mechanical Engineering Processes and Quality	3	10	29560	Comp	Nil
MECH3011: Mechanical Engineering Communication	3	10	Nil	Comp	Nil

Programme Length:			
Year	Teaching Weeks	Study Break Weeks	Total Weeks
1	34	6	40



## 2. Qualification Details

Qual Code	Version	Qualification Title	Level	Credits
QN22715	2	New Zealand Certificate in Mechanical Engineering (Level 3)	3	120

## 3. Assessment Standards

Assessment Standards – OPTIONAL EMBEDDED CONTENT				
Consent to assess held for all standards				
Standard	Title	Version	Level	Credits
21911	Demonstrate knowledge of safety on engineering worksites	V 3	2	2
21912	Apply safe working practices on an engineering worksite	V 3	2	2
29652	Demonstrate knowledge of safety, health, risk assessment, and hazard ID and control on an engineering worksite	V 1	3	3
29651	Demonstrate knowledge of health and safety when welding and thermal cutting	V 2	2	3
6401	Provide first aid	V 6	2	1
6402	Provide basic life support	V 8	1	1
6400	Manage first aid in an emergency situation	V 6	3	2
29397	Demonstrate knowledge of basic trade calculations and units of measure for mechanical engineering trades	V 1	2	4
29653	Make patterns and/or tooling for use in industry	V 1	4	20
29654	Demonstrate knowledge of and interpret mechanical engineering drawings and geometric tolerancing	V 1	2	3
29655	Manually produce engineering sketches	V 2	2	3
4433	Select, use, and care for simple measuring devices used in engineering	V 7	1	2
21913	Lift loads in engineering installation, maintenance, and fabrication work	V 4	2	2
29550	Demonstrate basic knowledge of common engineering metals	V 2	2	3
29549	Demonstrate basic knowledge of the mechanical properties and selection of engineering materials	V 2	2	3
29675	Demonstrate knowledge of safety when lifting loads in engineering installation, maintenance, and fabrication work	V 1	2	2
29676	Demonstrate and apply knowledge of good work practices when servicing simple components under supervision	V 1	2	3
29674	Demonstrate knowledge of mechanical fasteners used in mechanical engineering	V 1	2	3
4435	Select, use, and care for engineering dimensional measuring equipment	V 8	2	3
29650	Demonstrate knowledge of the safe use of powered equipment in a mechanical engineering or fabrication workshop	V 1	2	2
29671	Demonstrate knowledge of machining equipment, tools, and principles	V 1	2	3
29673	Apply good work practices when performing basic mechanical engineering machining operations under supervision	V 1	2	6
2396	Demonstrate and apply knowledge of the selection, use, and care of portable hand held engineering power tools	V 7	2	4
2395	Demonstrate and apply knowledge of the selection, use, and care of engineering hand tools	V 9	2	4

4436	Select, use, and care for engineering marking-out equipment	V 7	2	3
29670	Demonstrate knowledge of fabrication machinery, materials, and processes	V 1	2	3
30263	Perform fabrication operations	V 2	3	10
29672	Assemble fabricated components using mechanical connections	V 1	2	3
29730	Apply good work practices when performing basic fabrication operations under supervision	V 2	2	6
21907	Demonstrate knowledge of welding principles and quality control and safe welding practice under supervision	V 4	2	4
29560	Demonstrate knowledge of efficient and effective workplace procedures in mechanical engineering or fabrication	V 1	2	3

#### 4. Iwi Partnerships

##### Iwi Partnership(s) and their role in development and/or delivery

As per previous programme delivery – strong connections with the interests of Te Taihū iwi.

#### 5. Industry Partnerships

##### Industries that will benefit from this qualification

Continuation of existing industry partnerships.

#### 6. Capability to Deliver – Resources

##### Physical, staffing, required to deliver this qualification

Nelson Campus, Marlborough Campus (Woodbourne): All have required resources in place including equipment and kaiako.  
Resource development: Programme based on Toi Ohomai's programme currently delivered. Assessments being pre-moderated as part of

#### 7. Delivery Methods

Delivery Options	Part time	<input type="checkbox"/>
	Full time	<input checked="" type="checkbox"/>
	Block	<input type="checkbox"/>
	In the workplace	<input type="checkbox"/>
Delivery Mode(s)	Provider-based	<input checked="" type="checkbox"/>
	Provider-based extramural	<input type="checkbox"/>
	Work-based	<input type="checkbox"/>
	Work-based: pathway to work	<input type="checkbox"/>
Delivery site(s)	Assessment and verification	<input type="checkbox"/>
	Approved site(s): Nelson, Woodbourne New sites(s): Budge Street (subject to approval of pending MCDM)	

## 8. Programme to be Discontinued

<b>Programme Title</b>	New Zealand Certificate in Mechanical Engineering (Level 3)			
<b>Qualification Title</b>	New Zealand Certificate in Mechanical Engineering (Level 3), version 1 [NZ			
<b>Te Pūkenga Approval (MCDM)</b>	TBC	<b>Discontinued Date</b>	TBC	

Prog Study No.	Programme Name	Level	Credits	Prog Version
122409	New Zealand Certificate in Mechanical Engineering (Level 3)	3	120	



<b>Ākonga Status</b>	Ākonga are being taught out of existing programme		<input checked="" type="checkbox"/>
	Ākonga are being transitioned onto new programme		<input type="checkbox"/>
	Transition Date:	24/11/2023	
	New Ākonga enrolled	19/02/2024	<input type="checkbox"/>
<b>Comments:</b>	Transition plan to be developed to cover any ākonga who have not completed the existing NMIT programme before Dec 2023.		

<b>Proposer Name (Curriculum Area Manager)</b>	Reid Carnegie		
<b>Signature</b>		<b>Date</b>	29/05/2023

<b>Academic Committee Approval</b>	New		
<b>Signature</b>		<b>Date</b>	Click to enter a date.

<b>Academic Committee Approval</b>	Discontinuation		
<b>Signature</b>		<b>Date</b>	Click to enter a date.

### 3.3 Programme Summary (New and Discontinued) New Zealand Diploma in Web Design and Development – for approval

<b>Programme Summary (New or Discontinued)</b>	 
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New Programme (site accreditation)	<input type="checkbox"/>
New Unified Programme	<input type="checkbox"/>
Discontinued Programme (Section 6 only)	<input checked="" type="checkbox"/>

#### 1. Unified / New Programme Details

<b>Programme Title</b>			
<b>Division holding Approval and Accreditation</b>			
<b>Curriculum Area</b>			
<b>Prog Delivery Start Date</b>	Click to enter a date		
<b>Te Pūkenga Approval (MCDM)</b>	Click to enter a date.		

Courses					
Title	Level	Credits	Standards	Comp/Elec	Pre/Co-req

Programme Length:			
Year	Teaching Weeks	Study Break Weeks	Total Weeks

#### 2. Qualification Details

Qual Code	Version	Qualification Title	Level	Credits

#### 3. Assessment Standards

Assessment Standards			
Standard	Title	Level	Credits

New Consent to Assess			
Standard	Title	Level	Credits

#### 4. Capability to Deliver – Resources

Physical, staffing, required to deliver this qualification

#### 5. Delivery Methods

Delivery Options	Part time	<input type="checkbox"/>
	Full time	<input type="checkbox"/>
	Block	<input type="checkbox"/>
	In the workplace	<input type="checkbox"/>
Delivery Mode(s)	Provider-based	<input type="checkbox"/>
	Provider-based extramural	<input type="checkbox"/>
	Work-based	<input type="checkbox"/>
	Work-based: pathway to work	<input type="checkbox"/>
Delivery site(s)	Assessment and verification	<input type="checkbox"/>
	Approved site(s):	
	New sites(s):	

#### 6. Programme to be Discontinued

Programme Title	NZ Diploma in Web Design and Development L5			
Qualification Title	NZ Diploma in Web Design and Development L5			
Te Pūkenga Approval (MCD)	Click to enter a date.	Discontinued Date	31/07/2023	
Prog Study No.	Programme Name	Level	Credits	Prog Version
121290	NZ Diploma in Web Design and Development	5	120	2
Ākonga Status	Ākonga are being taught out of existing programme		<input type="checkbox"/>	
	Ākonga are being transitioned onto new programme		<input checked="" type="checkbox"/>	
	Transition Date:	20/02/2023		
	New Ākonga enrolled	20/02/2023	<input checked="" type="checkbox"/>	
Comments:	Action required by NZQA as a result of Programme Monitoring exercise in 2022. All ākonga have been contacted and those with current enrolments have been transitioned to version 3 of the programme delivered from 20/02/2023. Ākonga who re-engage with the programme will be assessed for Recognition of Academic Credit and awarded credit via an approved schedule.			

Proposer Name (Curriculum Area Manager)	Trisha Krishnasamy
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Signature		Date	8/06/2023
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Academic Committee Approval	New		
Signature	NA	Date	Click to enter a date.

Academic Committee Approval	Discontinuation		
Signature		Date	Click to enter a date.

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### Item 3.4 NMIT Academic Integrity Policy for approval

Controlled Document – Refer to Te Pūkenga - NMIT website or intranet for latest version

## NMIT ACADEMIC INTEGRITY POLICY

Section	Learning and Teaching		
Approval Date	xx.xx.2023	Approved by	Academic Committee
Next Review	20.06.2024	Responsibility	Interim Operations Lead
This review	20.06.2023	Key Evaluation Question	6

This policy is supplemental to [Te Kawa Maorooro, Te Pūkenga Educational Regulatory Framework](#).

Te Kawa Maorooro sets out the overarching regulations that apply to learning and delivery (teaching, assessment, rangahau and research, and support activities) at Te Pūkenga. As and when finalised, Te Pūkenga will publish policies and procedures that are intended to sit underneath Te Kawa Maorooro and prescribe detailed requirements.

In the meantime, pursuant to Te Pūkenga Grandparenting Policy, the regulations, policies, and procedures of the former subsidiaries apply unless there is a national regulation or policy in place. Accordingly, where a specific matter is not addressed within Te Kawa Maorooro, this policy is intended to prescribe the requirements that are specific to Te Pūkenga - NMIT.

To the extent that there is any conflict or inconsistency between any of Te Pūkenga - NMIT policies or procedures and Te Kawa Maorooro, Te Kawa Maorooro shall prevail and have priority.

### PURPOSE

To ensure that all members of Te Pūkenga - NMIT community have a clear understanding of **academic integrity** and how it relates to every ākonga enrolled at Te Pūkenga - NMIT.

To ensure that all members of the Te Pūkenga - NMIT community have a clear understanding of the consequences of **academic misconduct**.

### SCOPE

All programmes and courses at, or administered by, Te Pūkenga - NMIT, including those delivered by contracted training providers and via all delivery modes.

Please note: Programme Regulations related to exclusions from programmes shall take precedence over the principles identified below.

#### NOT IN SCOPE

For ākonga who have allegedly committed a behavioural misconduct breach, refer to [NMIT Ākonga Misconduct Procedure](#).

For ākonga failing to meet academic standards for reasons other than academic misconduct, refer to [NMIT Unsatisfactory Academic Progress Procedure](#).

For ākonga wishing to challenge an assessment decision including final grades, refer to [NMIT Ākonga Appeals Procedure](#) and [Te Pūkenga Ākonga Appeals Policy](#).



## DEFINITIONS

<b>Academic Integrity</b>	Academic integrity is a belief in, and commitment to, the values of honesty, trust, fairness, respect, and courage in relation to teaching, learning, research, and assessment.
<b>Academic Misconduct</b>	Acting in a way that is contrary (either intentionally or unintentionally) to the principles of Academic Integrity.  Any breach of any rules relating to the conduct of tests or examinations and any dishonest practice occurring in the preparation or submission of any work (whether during an examination or not) which counts towards the attainment of a grade in any course or otherwise occurring in connection with any summative assessment.
<b>Ākonga</b>	Learner
<b>Generative Artificial Intelligence</b>	Commonly known as AI. This form of technology includes AI chatbots such as ChatGPT and other AI tools that can generate text, images, video, audio and other outputs. Refer: <i>Artificial Intelligence (AI) – Guidelines for Ākonga (students)</i> <i>Artificial Intelligence (AI) – Guidelines for Kaimahi</i>
<b>Honesty Declaration</b>	Submitted by ākonga with assignments to declare that they have understood, and will adhere to, the principles of academic integrity.
<b>Kalako</b>	Tutor / course facilitator
<b>Kaimahi</b>	Staff member, includes kalako, learning advisor (WBL), ākonga support, and allied services
<b>Turnitin</b>	An internet-based plagiarism detection service

## PRINCIPLES

Academic integrity is central to the learning culture valued at Te Pūkenga - NMIT. Ākonga are expected to apply the fundamental values of honesty, trust, fairness, respect and responsibility to every aspect of their learning. Alleged instances of academic misconduct will be investigated fairly, transparently, and consistently.

Te Pūkenga - NMIT defines two levels of academic misconduct:

Level One: A first instance of academic misconduct where ākonga actions may be regarded as unintentional and resulting from genuine lack of knowledge or misunderstanding.

Level Two: Academic misconduct where ākonga actions are perceived to be intentional and where the ākonga could reasonably be expected to understand academic practice, or any repeated instances of academic misconduct.

Kaimahi will ensure ākonga are fully informed regarding appropriate assessment practices, on Te Pūkenga - NMIT expectations of academic integrity, and the consequences of breaching those standards.

Te Pūkenga - NMIT reserves the right to use electronic systems to detect potential academic misconduct. Ākonga will be notified where such systems are in place.

## GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

While the need to develop Generative Artificial Intelligence (AI) literacy skills is acknowledged, in addition to generic digital literacy skills, ākonga should use AI in ethical and responsible ways that uphold academic integrity.

Kaimahi focus needs to be on early educative interventions, clear instructions, and teaching ākonga about the ethical and intellectual implications of using AI technologies.

*Turnitin* will be checking all submitted material for indications of AI-generated content as part of the similarity report. Should *Turnitin* generate a high similarity score, further investigation will be carried out to exclude any false positives.

Where AI misuse is alleged, a holistic approach should be used to collect all available evidence (e.g ākonga writing history, similarity checking, use ChatGPT to check, talking to the ākonga etc) before progressing with the Breach of Academic Integrity Procedure and imposing punitive measures.

## TYPES OF ACADEMIC MISCONDUCT

- a) Plagiarism
  - I. taking and using another's work as one's own without proper acknowledgment (knowingly or unknowingly)
  - II. copying the work of another ākonga, including copying any part of another's work, and/or summarising another's work
  - III. copying visual materials, images etc. without clearly indicating the source
- b) Unauthorised collaboration: submitting work for summative assessment which has been jointly prepared for presentation, in circumstances where this has not been communicated to ākonga as legitimate
- c) Multiple submissions of the same assessment: submitting work for summative assessment which has previously been submitted elsewhere, without the prior permission of the Curriculum Area Manager or delegate
- d) Using unauthorised materials:
  - I. using unauthorised notes during a closed-book examination
  - II. receiving notes by cell phone or other electronic/smart devices, including watches (in an examination)
- e) Assisting others in Academic Misconduct:
  - I. misrepresenting identity for purposes of assessment
  - II. sitting an examination for someone else
  - III. allowing another ākonga to copy one's own work
  - IV. writing an assessment for another ākonga
- f) Misrepresentation: feigning exceptional circumstances beyond one's control and then claiming special consideration
- g) Purchasing an assessment or having it written by a third party for submission as their own work, e.g.
  - I. another ākonga,
  - II. commercial essays
  - III. assignment services
  - IV. artificial intelligence technologies
- h) Making up or altering data or information, and presenting it as true or accurate
- i) Falsely citing a source or attributing work to a source from which the referenced material was not obtained.

## PENALTIES FOR ACADEMIC MISCONDUCT

Where academic misconduct is alleged, the Breach of Academic Integrity Procedure will be followed.

Where an allegation of academic misconduct is proven, the penalties imposed by Te Pūkenga - NMIT will reflect the level of academic misconduct proven, using approved processes:

Level One: primarily an educative response. One or more of the following:

- Facilitated discussion with appropriate kaiako
- Issue the ākonga with a written warning, with reference to this Academic Integrity policy and resources to support the policy
- Contract with Learner Services for skills development
- Require the ākonga to provide a formative reflective assessment on academic integrity
- Require the ākonga to submit a new or revised version of the assessment, with the mark awarded not exceeding the original mark
- Reduce the mark given for the assessment, whilst ensuring the mark reduction does not penalise the ākonga beyond removing any advantage gained from the academic misconduct
- Individual educative process designed for the ākonga in the particular case

Level Two:

- Require the ākonga to submit a new or revised version of the assessment – with a maximum grade of a passing grade
- Award a fail grade or a nil mark for the affected summative assessment event.
- Cancel any course credit for a course connected to the misconduct
- Disqualify the ākonga from sitting for any summative assessments for a specified period.
- Suspend the ākonga from any course for a specified period.
- Exclude the ākonga from the programme for a specified period.
- Recommend to Te Pūkenga - NMIT Operations Lead exclusion from any Te Pūkenga - NMIT programme.

## RECORDS MANAGEMENT

If the allegation is not upheld, all records pertaining to the issue must be destroyed.

If the allegation is upheld, in accordance with NMIT [Information and Records Management Policy](#), Te Pūkenga - NMIT must retain the record for 7 – 10 years depending on the seriousness of the misconduct and the subsequent disciplinary action.

## RESPONSIBILITIES

<b>Kalako (including kalako at Contracted Training Providers)</b>	<ul style="list-style-type: none"> <li>• Provide educative learner support services to embed good academic practice. For example, good referencing practice.</li> <li>• Focus on well designed and administered assessments that minimise opportunities for academic misconduct.</li> <li>• Facilitate the use of a range of tools, methods and software to detect plagiarism. For example, WriteCheck, Turnitin.</li> <li>• Avoid recycling assignments every year. Explaining the expectations of the assignment and the difference between collaboration and plagiarism.</li> <li>• Encourage the use of pledge statements and honesty declarations where appropriate.</li> <li>• Develop a culture where ākonga take responsibility for maintaining academic integrity throughout their learner journey.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Clearly map out the consequences of academic misconduct</li> <li>• Familiarise themselves with the NMIT Academic Integrity Policy and the NMIT Breach of Academic Integrity Procedure</li> </ul>
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## REFERENCES

### INTERNAL

[Artificial Intelligence \(AI\) – Guidelines for Ākonga \(students\)](#)  
[Artificial Intelligence \(AI\) – Guidelines for Kaimahi](#)  
[Information and Records Management Policy](#)  
[NMIT Breach of Academic Integrity Procedure](#)  
[NMIT Ākonga Appeals Procedure](#)  
[NMIT Ākonga Misconduct Procedure](#)  
[NMIT Assessment Policy](#)  
[Student Charter](#)  
[Te Pūkenga Ākonga Appeals Policy](#)  
[Te Pūkenga Assessment Policy](#)

### EXTERNAL

[Authenticity \(NZQA website\)](#)  
[Effective Practice in Preventing and Detecting Academic Fraud](#)  
[AI writing Detection – How to use guide](#)  
[AI writing FAQs](#)  
[University of Auckland Student Academic Conduct Statute](#)  
[University of Otago Academic Integrity](#)  
[University of Otago Student Academic Misconduct Procedures](#)

### Item 3.5 NMIT Breach of Academic Integrity Procedure for approval

Controlled Document – Refer to NMIT website or intranet for latest version

## NMIT BREACH OF ACADEMIC INTEGRITY PROCEDURE

Section	Problem Resolution		
Approval Date	11.09.2019	Approved by	Academic Committee
Next Review	24.04.2024	Responsibility	Interim Operations Lead
Last Reviewed	24.04.2023	Key Evaluation Question	6

This procedure is supplemental to [Te Kawa Maiorooro, Te Pūkenga Educational Regulatory Framework](#).

Te Kawa Maiorooro sets out the overarching regulations that apply to learning and delivery (teaching, assessment, rangahau and research, and support activities) at Te Pūkenga. As and when finalised, Te Pūkenga will publish policies and procedures that are intended to sit underneath Te Kawa Maiorooro and prescribe detailed requirements.

In the meantime, pursuant to Te Pūkenga Grandparenting Policy, the regulations, policies, and procedures of the former subsidiaries apply unless there is a national regulation or policy in place. Accordingly, where a specific matter is not addressed within Te Kawa Maiorooro, this procedure is intended to prescribe the requirements that are specific to the NMIT business division.

To the extent that there is any conflict or inconsistency between any of NMIT's policies or procedures and Te Kawa Maiorooro, Te Kawa Maiorooro shall prevail and have priority.

### PURPOSE

To ensure that all members of Te Pūkenga trading as Nelson Marlborough Institute of Technology (NMIT) community have a clear understanding of the consequences of **academic misconduct**.

To provide the NMIT community with the procedural steps to be taken when **academic misconduct** is suspected, and/or alleged, and/or proven.

### SCOPE

Intentional or unintentional academic misconduct involving ākonga in relation to summative assessments and exams (including oral examinations).

#### NOT IN SCOPE

For ākonga who have allegedly committed a behavioural misconduct breach, refer to [NMIT Ākonga Misconduct Procedure](#).

For ākonga failing to meet academic standards for reasons other than academic misconduct, refer to [NMIT Unsatisfactory Academic Progress Procedure](#).

For ākonga wishing to challenge an assessment decision including final grades, refer to [NMIT Ākonga Appeals Procedure](#) and [Te Pūkenga Ākonga Appeals Policy](#).

Please note: Programme Regulations related to exclusions from programmes shall take precedence over the principles identified below.

## DEFINITIONS

The definitions of specialist terms relevant to this policy/the relevant programme or business support area are listed below:

<b>Academic Integrity</b>	Academic integrity is a commitment from kaimahi and ākonga to apply the fundamental values of honesty, trust, fairness, respect, and responsibility to all academic matters.
<b>Academic Misconduct</b>	Acting in a way that is contrary (either intentionally or unintentionally) to the principles of Academic Integrity.  Any breach of any rules relating to the conduct of tests or examinations and any dishonest practice occurring in the preparation or submission of any work (whether during an examination or not) which counts towards the attainment of a grade in any course or otherwise occurring in connection with any summative assessment.
<b>Advocate</b>	A person who advises the student and may speak on their behalf.  Examples of those who may be asked to be an advocate: <ul style="list-style-type: none"> <li>• A member of the Student Association (SANITI) or Staff Association/union;</li> <li>• A chosen associate or professional person;</li> <li>• A colleague, friend, member of family or whānau.</li> </ul> The ākonga and Advocate need to complete the <a href="#">Authorisation to Advocate</a> form.
<b>Ākonga</b>	Learner
<b>Curriculum Area Manager</b>	In the context of this Procedure, Curriculum Area Manager refers to the Curriculum Area Manager <b>OR delegate approved by the Curriculum Area Manager</b> .
<b>Generative Artificial Intelligence</b>	Commonly known as AI. This form of technology includes AI chatbots such as ChatGPT and other AI tools that can generate text, images, video, audio and other outputs  Refer: <i>Artificial Intelligence (AI) – Guidelines for Ākonga (students)</i> <i>Artificial Intelligence (AI) – Guidelines for Kaimahi</i>
<b>Honesty Declaration</b>	Submitted by ākonga with assignments to declare that they have understood, and will adhere to, the principles of academic integrity.
<b>Intentional academic misconduct</b>	Academic misconduct with the intention to deceive.  Refer Level Two Academic Misconduct below
<b>Kaiako</b>	Tutor / course facilitator
<b>Kaimahi</b>	Staff member, includes kaiako, learning advisor (WBL), ākonga support, and allied services
<b>Support person</b>	Person or group able to provide support or advice to the ākonga (e.g. Student Association (SANITI); NMIT Student Learning Advisor, friend or family member).  A support person's role is to empower the ākonga to speak for themselves with knowledgeable support. A support person cannot speak on behalf of the ākonga, unless the ākonga chooses for the support person to move into the role of advocate (if this is the case, the ākonga needs to complete the <a href="#">Authorisation to Advocate</a> form).
<b>Turnitin</b>	An internet-based plagiarism detection service

<b>Unintentional academic misconduct</b>	Academic misconduct resulting from genuine lack of knowledge or misunderstanding. Refer Level One Academic Misconduct below
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## TYPES OF ACADEMIC MISCONDUCT

- a) Plagiarism
  - I. taking and using another's work as one's own without proper acknowledgment (knowingly or unknowingly)
  - II. copying the work of another ākonga, including copying any part of another's work, and/or summarising another's work
  - III. copying visual materials, images etc. without clearly indicating the source
- b) Unauthorised collaboration: submitting work for summative assessment which has been jointly prepared for presentation, in circumstances where this has not been communicated to ākonga as legitimate
- c) Multiple submissions of the same assessment: submitting work for summative assessment which has previously been submitted elsewhere, without the prior permission of the Curriculum Area Manager or delegate
- d) Using unauthorised materials:
  - I. using unauthorised notes during a closed-book examination
  - II. receiving notes by cell phone or other electronic/smart devices, including watches (in an examination)
- e) Assisting others in Academic Misconduct:
  - I. misrepresenting identity for purposes of assessment
  - II. sitting an examination for someone else
  - III. allowing another ākonga to copy one's own work
  - IV. writing an assessment for another ākonga
- f) Misrepresentation: feigning exceptional circumstances beyond one's control and then claiming special consideration
- g) Purchasing an assessment or having it written by a third party, e.g.
  - I. another ākonga,
  - II. commercial essays
  - III. assignment services
  - IV. artificial intelligence technologies
- h) Making up or altering data or information, and presenting it as true or accurate
- i) Falsely citing a source or attributing work to a source from which the referenced material was not obtained.

## RESPONSIBILITIES

<b>Kaiako (including kaiako at Contracted Training Providers)</b>	Managing authenticity issues for all assessments. Adopting proactive strategies to ensure authenticity, including where possible providing an Assessment Cover Sheet (or similar) for the ākonga to sign and submit as a declaration of originality.  Ensuring all ākonga are informed about standards and expectations of academic integrity. See <a href="#">NMIT Academic Integrity Policy</a>  Meet with ākonga to discuss initial concerns.
<b>Curriculum Area Manager (CAM)</b>	Meeting with the ākonga (and kaiako or Programme Support Coordinator if required by the CAM) to discuss the allegation of academic misconduct.  Deciding on whether the allegation of academic misconduct is valid, and determining the appropriate penalty.



<b>(or delegate approved by the CAM)</b>	Sending out notification of the formal meeting to the ākonga (where no delegate available).
<b>Curriculum Director</b>	Ensuring all Curriculum Area Managers and kalako are following best practice in preventing and detecting academic fraud, and that this procedure is followed when it is suspected and/or alleged.
<b>Programme Support Coordinator</b>	Ensure the procedure is followed, including sending out the initial letter confirming the meeting between the ākonga and the Curriculum Area Manager (or delegate).

## PRINCIPLES

Kaimahi will ensure ākonga are fully informed about assessment and examination practices and expected academic behaviour from ākonga, including clear guidelines regarding group work and jointly prepared assignments; and for explaining what constitutes academic misconduct. This is particularly important for ākonga nō tāwāhi (international learners) who may have a different understanding of what is acceptable.

NMIT defines two levels of academic misconduct:

**Level One:** A first instance of academic misconduct where ākonga actions may be regarded as unintentional and resulting from genuine lack of knowledge or misunderstanding.

**Level Two:** Academic misconduct where ākonga actions are perceived to be intentional and where the ākonga could reasonably be expected to understand academic practice, or any repeated instances of academic misconduct. The Principles of Natural Justice are incorporated throughout this procedure (see APPENDIX 2)

If the ākonga does not engage in the process documented in this Procedure (e.g. has not been contactable, has not responded to requests to attend meetings, telephone calls or emails, has not evidenced behaviour that convinces NMIT that there is genuine commitment to improve), NMIT reserves the right to recommend exclusion, notwithstanding the process requirements.

NMIT reserves the right to use electronic systems to detect potential academic misconduct. Ākonga will be notified where such systems are in place.

While the need to develop Artificial Intelligence (AI) literacy skills is acknowledged, in addition to generic digital literacy skills, ākonga should use AI in ethical and responsible ways that uphold academic integrity. Turnitin will be checking all submitted material for indications of AI-generated content as part of the similarity report.

If more than one ākonga is implicated or involved in an allegation of academic misconduct, each ākonga should be interviewed separately. They are entitled to support, but the support person must not be someone who is also implicated or involved in the allegation being investigated.

A record of the process and any penalties imposed will be documented and held on the ākonga personal record.

## PROCEDURE FOR SUSPECTED MISCONDUCT IN EXAMINATIONS

When an ākonga is suspected of academic misconduct **in the context of an examination**, refer to APPENDIX 7 of [NMIT Examination Procedure](#).

## PROCEDURE FOR SUSPECTED MISCONDUCT IN ASSESSMENTS

Where a suspicion, allegation or complaint of academic misconduct is received or identified **in the context of an assessment**, the following procedure shall apply:

### STEP 1 FIRST MEETING

The ākonga's kaiako will contact the ākonga for a face-to-face meeting to discuss any irregularities in the ākonga's work. The kaiako may have conferred with an academic colleague. The kaiako presents their initial thoughts on the suspected academic misconduct. Both the ākonga and the kaiako have the option to bring a support person to this meeting. The ākonga has the additional option of bringing an advocate.

If the kaiako is satisfied with the ākonga's explanation of the incident, no further action is taken and the ākonga is advised accordingly.

If the matter remains unresolved, the kaiako will let the ākonga know there is the need for a formal meeting with the Curriculum Area Manager (or delegate).

### STEP 2 ARRANGING A SECOND MEETING

The allegation of academic misconduct will be recorded in a letter, sent to the ākonga, together with evidence and summary of allegations. The letter ([Template](#) available for NMIT staff) will suggest a time and place to attend a formal meeting with the Curriculum Area Manager (or delegate). The letter will confirm that an initial discussion took place and will document the original prompts for the kaiako's 'cause for concern'. The letter will explain that the ākonga has the opportunity to present their evidence at this scheduled meeting.

The ākonga has the right to bring a support person and/or advocate or an advocate to this meeting, and will be advised of this right. Please use [Authorisation to Advocate form](#).

### STEP 3 FORMAL MEETING

Meeting between ākonga and Curriculum Area Manager (or delegate) to discuss the allegation and evidence. If the Curriculum Area Manager (or delegate) is satisfied with the ākonga's explanation, no further action is taken and the ākonga is advised accordingly. If the ākonga admits academic misconduct, the admission is documented and signed by the ākonga, and the Curriculum Area Manager (or delegate) will determine the appropriate penalty.

If the Curriculum Area Manager (or delegate) is **not** satisfied with the ākonga's explanation, they determine the appropriate penalty (see below).

The Curriculum Area Manager (or delegate) may also ask the ākonga to undertake an additional assessment or challenge test, in order to confirm the integrity of an earlier assessment result; for example, an oral assessment may be used. A re-sit fee may be charged. See [NMIT Fees, Charges and Refunds \(Ākonga nō Aotearoa - Domestic Learners\)](#) and [NMIT Fees, Charges and Refunds \(Ākonga nō tāwāhi – International learners\)](#).

### STEP 4 PENALTY

Where academic misconduct is confirmed the Curriculum Area Manager (or delegate) determines the appropriate penalty (refer below) and notifies the ākonga of the decision.



## STEP 5 DOCUMENTATION AND RECORD ON ĀKONGA FILE

Throughout the process, the Coordinator will record details of any meetings. Records are to include dates, attendees, allegation, outcome of meeting, actions resulting, and copies of any letters sent. This record will be uploaded onto the ākonga's file (ebs). If, however, the allegation is not upheld, all records pertaining to the issue must be destroyed.

If the allegation is upheld, in accordance with the [Information and Records Management Policy](#), NMIT must retain the record for 7 – 10 years depending on the seriousness of the misconduct and the subsequent disciplinary action.

Where a disciplinary hearing results in a finding that the ākonga has committed a minor breach or that no disciplinary action is taken, the minimum retention period is seven years.

Where a disciplinary hearing results in a finding that the ākonga has committed a breach and disciplinary action is taken, the minimum retention period is 10 years.

## PENALTIES FOR LEVEL ONE ACADEMIC MISCONDUCT

Where the Curriculum Area Manager (or delegate) accepts that the ākonga's academic misconduct was **unintentional**, an educative process will be followed.

The following are possible educative processes:

- Facilitated discussion with appropriate kalako
- Issue the ākonga with a written warning, with reference to this Academic Integrity policy and resources to support the policy
- Contract with Learner Services for skills development
- Require the ākonga to provide a formative reflective assessment on academic integrity
- Require the ākonga to submit a new or revised version of the assessment, with the mark awarded not exceeding the original mark
- Reduce the mark given for the assessment, whilst ensuring the mark reduction does not penalise the ākonga beyond removing any advantage gained from the academic misconduct
- Individual educative process designed for the ākonga in the particular case

## PENALTIES FOR LEVEL TWO ACADEMIC MISCONDUCT

Where an allegation of academic misconduct is proven as **intentional** any or all of the following penalties may be imposed:

- Require the ākonga to submit a new or revised version of the assessment – with a maximum grade of a passing grade
- Award a fail grade or a nil mark for the affected summative assessment event.
- Cancel any course credit for a course connected to the misconduct
- Disqualify the ākonga from sitting for any summative assessments for a specified period.
- Suspend the ākonga from any course for a specified period.
- Exclude the ākonga from the programme for a specified period.
- Recommend to the NMIT Business Division Lead exclusion from any NMIT programme.

## APPEALS

If the ākonga wishes to appeal the decision made by the Curriculum Area Manager or NMIT Business Division Lead, please refer to the [NMIT Ākonga Academic Appeals Procedure](#) and [Te Pūkenga Ākonga Appeals Policy](#).

## REFERENCES

### INTERNAL

[NMIT Academic Integrity and Academic Misconduct Policy](#)  
[Academic Misconduct – Meeting Request Letter \[Template\]](#) (for internal use only)  
[Information and Records Management Policy](#)  
[NMIT Ākonga Academic Appeals Procedure](#)  
[Te Pūkenga Ākonga Appeals Policy](#)

### EXTERNAL

[Authenticity \(NZQA\)](#)  
[AI writing Detection – How to use guide](#)  
[AI writing FAQs](#)  
[NZQA's Guide to effective Practice in Preventing and Detecting Academic Fraud](#)

### APPENDICES

[APPENDIX ONE: ACADEMIC MISCONDUCT PROCESS MAP](#)

[APPENDIX TWO: The Principles of Natural Justice](#)

Item 3.6 Coversheet for Approval of Minor Changes - NMIT Academic Integrity Policy, NMIT Breach of Academic Integrity Procedure for information

## APPROVAL OF MINOR CHANGES TO POLICY OR PROCEDURE

### DOCUMENT TITLES

**NMIT Academic Integrity and Academic Misconduct Policy and  
NMIT Academic Misconduct Breach of Academic Integrity Procedure**

24 April 2023 – June 2023

The following minor changes were made (insertions in red):

1. Added to the Definition of Academic Misconduct (includes but is not limited to):  
h. Purchasing an essay or having it written for you by a third party, including artificial intelligence technologies

### 2. DEFINITIONS

<b>Academic Integrity</b>	Academic integrity is a belief in, and commitment to, the values of honesty, trust, fairness, respect, and courage in relation to teaching, learning, research, and assessment.
<b>Academic misconduct</b>	[added] Acting in a way that is contrary (either intentionally or unintentionally) to the principles of Academic Integrity. ....
<b>AI</b>	Artificial Intelligence
<b>Generative Artificial Intelligence</b>	Commonly known as AI. This form of technology includes AI chatbots such as ChatGPT and other AI tools that can generate text, images, video, audio and other outputs. Refer: <i>Artificial Intelligence (AI) – Guidelines for Ākonga (students)</i> <i>Artificial Intelligence (AI) – Guidelines for Kaimahi</i>
<b>Turnitin</b>	An internet-based plagiarism detection service

### 3. PRINCIPLES

Academic integrity is central to the learning culture valued at Te Pūkenga - NMIT. Ākonga are expected to apply the fundamental values of honesty, trust, fairness, respect and responsibility to every aspect of their learning. **Alleged** instances of academic misconduct will be investigated fairly, transparently, and consistently.

Te Pūkenga - NMIT defines two levels of academic misconduct:

**Level One:** A first instance of academic misconduct where ākonga actions may be regarded as unintentional and resulting from genuine lack of knowledge or misunderstanding.

**Level Two:** Academic misconduct where ākonga actions are perceived to be intentional and where the ākonga could reasonably be expected to understand academic practice, or any repeated instances of academic misconduct.



#### 4. GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

While the need to develop Generative Artificial Intelligence (AI) literacy skills is acknowledged, in addition to generic digital literacy skills, ākonga should use AI in ethical and responsible ways that uphold academic integrity.

Kaimahi focus needs to be on early educative interventions, clear instructions, and teaching ākonga about the ethical and intellectual implications of using AI technologies.

Turnitin will be checking all submitted material for indications of AI-generated content as part of the similarity report. Should Turnitin generate a high similarity score, further investigation will be carried out to exclude any false positives.

Where AI misuse is alleged, a holistic approach should be used to collect all available evidence (e.g ākonga writing history, similarity checking, use ChatGPT to check, talking to the ākonga etc) before progressing with the Breach of Academic Integrity Procedure and imposing punitive measures.

#### 5. TYPES OF ACADEMIC MISCONDUCT

Comprehensive list added: a) – i)

#### 6. PENALTIES FOR ACADEMIC MISCONDUCT

Steps added to list the possible responses to academic misconduct, at 'levels One and Two'.

**Implementation Plan:** Following amendment, the policy will be made available on the NMIT intranet and the NMIT website. All staff will be advised.

**RECOMMENDATION:** That **Academic Committee** approve these changes.

Implementation date: Month/Year

Next Review: Month/Year

*Academic Standards and Quality Committee endorsement date* 27.06.2023

<input type="checkbox"/> <b>INTERIM OPERATIONS LEAD</b> Approval date:	<input type="checkbox"/> <b>EXECUTIVE DIRECTOR</b> Approval date:	<input checked="" type="checkbox"/> <b>ACADEMIC COMMITTEE</b> Approval date:	<input type="checkbox"/> <b>NMIT BOARD</b>
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A + Q Office use only	Date		Date
1. Amendments complete	28.06.2023	4. Final version sent to ED / CE	n/a
2. Document pdf'd	28.06.2023	5. Staff advised (Policy Digest)	July Digest
3. NMIT Website (DeskPro hyperlink – automatically updates POLLY)			

To be completed by the Quality Advisor. The owner will present the recommendations to the Approval Body, if required.

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#### *Item 4.2 Unified Programmes for information*

The Learning Centre and Delivery Systems (LCDS) team have split unification mahi into two phases

- Phase 1 – unifications begun in 2021/22 which focussed on approval of a programme of study
- Phase 2 – unifications in 2023 will focus on being a “one touch” approach wherever possible (do it once and do it right...)

Phase 2 has been split into types:

- **Transition unification**
  - LCDS requesting extension to Last Date for Assessment then complete transformative unification for **Simple Transition Appendix 2; Portable Transition Appendix 3.**
  - Business Divisions to complete Type 2 changes to move to new version for **Auto-unified Appendix 4**
- **Unification Transformation pilots**

#### **2023 NMIT Delivery (August start)**

New Unified programmes currently with NZQA for approval:

- 2223 New Zealand Certificate in Apiculture (Level 3)  
2225 New Zealand Certificate in Apiculture (Queen Bee Rearing) (Level 4)

#### **2024 NMIT Delivery (Feb start)**

New Unified programmes currently with NZQA for approval:

- TBC Bachelor of Nursing  
TBC Te Ata Māhina Bachelor of Social Work  
2221 New Zealand Diploma in Primary Industry Business Management (Level 5)  
2411 New Zealand Certificate in Hairdressing (Level 3)  
2413 New Zealand Certificate in Hairdressing (Professional Stylist) (Level 4)

#### **2024 NMIT Delivery (Feb start)**

New Unified programmes about to come out for socialisation

- 2506 New Zealand Certificate in Maritime (Crewing) - Level 3  
2509 New Zealand Certificate in Marine Engineering Class 6 - Level 4  
4321 New Zealand Certificate in Marine Engineering Class 5 - Level 5  
2834 New Zealand Certificate in Construction Trade Skills - Level 3

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