IST Establishment

New Zealand Institute of Skills and Technology Establishment Board

Mobilising the New World

Report of the New Architecture Working Group

12 February 2020

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Board Report Title	New Academic Architecture working group Interim report
Submitted by:	Chris Collins – Facilitator Vikki Roadley – Principal Advisor
Date:	12 February 2020

Introduction

This report presents the mahi of the New Academic Architecture working group. The work was in response to the table two directions from the Minister of Education's Letter of Expectation and the Establishment Board's focus for the working group:

- To provide the initial thinking for NZIST on development of its academic identity, priorities and reputation in the new wider context. This includes early thinking about functions or responsibilities, terms of reference and subcommittee and subsidiary committees.
- To outline the range of advice that NZIST will need from the academic board – including national and regional needs, new work-based learning roles and charter expectations.
- To begin thinking about the process of achieving academic harmonisation across the network (e.g. academic regulations etc.), what that might involve, what outcomes should be sought, and possible key milestones for such a project.
- To perform an environmental scan of innovative or best practice models.

This interim report to the Board should be considered Phase I work is intended to provide recommendations and guidance for the establishment of the IST Academic Board.

Background

NZIST will be New Zealand's largest tertiary education and training provider, extensively engaged in industry training, training schemes, and foundation learning whilst at the same time be conferring annually, the second largest number of degrees in New Zealand (second only to the University of Auckland).

Hence the academic architecture of NZIST must cover, monitor and oversee an extensive range of vocational, applied and professional education provision, including, by way of example: Level 1-10 programmes, foundation, ACE, non-credential and micro-credential activity; occurring through differing modes and mediums of provision, ranging from on-campus, blended, on-line, distance and work-based learning.

The academic architecture is to ensure that the integrity of educational provision is maintained and that successful education and training outcomes are achieved, in line with legislated Charter expectations.

Academic quality processes are often a combination of traditional and modern systems developed through historical origins. Current ITPs' quality approaches are a mix of traditional academic board structures gained from the university sector, evidence-based quality assurance based on collegiality, individual responsibility and self-assessment, and compliance-oriented policy and processes (Rowlands, 2013). The current environment presents an opportunity to meld and harmonise academic quality assurance into a focused, functional and effective system.

NZIST needs to ensure the academic assurance systems adopted recognise and cater for the growing significance and occurrences of work-integrated and in-work learning and delivery processes. This

has been increasingly occurring within the current ITP system as in-work programmes became more prevalent, but this will be a primary feature of the new institution. Academic quality systems need to be able to focus on learning in-work, at-work and through work. Systems and processes need to cater for learning that is not always in a 'controlled, shared' context but in real-world, individualised contexts.

There is a movement towards developing partnerships that build on understandings of labour force development, economic development (local, national and global) vocational education and training and sector policies to promote successful outcomes (Galvao, 2014). These partnerships also ensure that education and training decisions are well informed by data, on needs and expectations. Hanf (2015) also points to a wider engagement and collaboration in developing and managing quality assurance of policy and governance, qualifications standards, delivery, assessment, validation and certification. Dill and Beerkens (2015) too, note that academic quality systems must be broadened to include views other than government and academics.

With that in mind academic quality processes that take a narrow view of programmes and training are no longer fit for purpose. Education is progressively becoming inter- and intra-disciplinary, mixed-mode and technology based, and work integrated. Academic quality needs to be broadly focused and flexible; considering education, market, industry and community aspirations – the needs of which are constantly evolving.

Academic quality processes must be forward thinking and not stifle innovation and creativity; yet at the same time assure quality of outcomes, value for money and fitness for purpose.

The system needs to be diverse and comprehensive enough to incorporate the inputs of quality assurance (accreditation and approvals, qualification development, fitness for purpose, resource allocations) and output measures (student achievement, community impact, graduate destinations). Therefore, it needs to use the scrutiny of academics, key community groups, employers and industry.

Purpose

NZIST will be required to establish an Academic Board, consisting of its Chief Executive and staff and students of the NZIST, to advise them on academic matters, including those pertaining to workplace delivery (222K).

The working group worked under the assumptions that:

- Some of the key bodies involved in the system and their functions are being developed concurrently (e.g. Workforce Development Councils (WDCs))
- Work must be within the current accreditation and quality system set by NZQA though it was noted that the fitness for purpose of current NZQA systems for NZIST will require further consideration at some point.

The approach and mahi

The working group used co-design principles to collaboratively develop a shared understanding of the function and role of an academic board and to propose academic structures. Language became essential to share a common understanding across the ITP and ITO representatives. The members of

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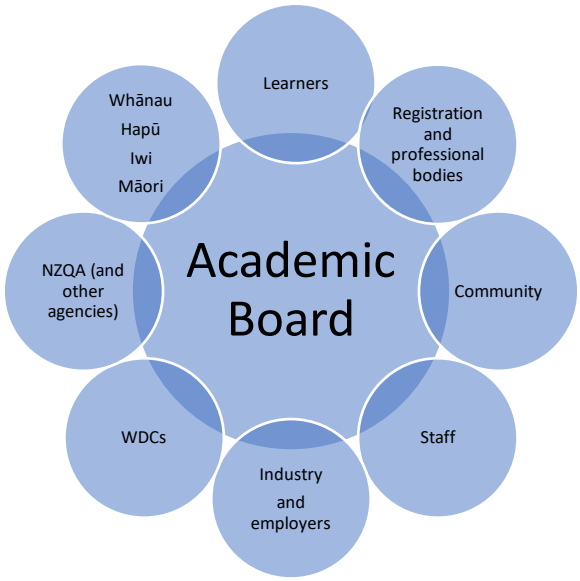
the group collectively sought to understand the perspectives of the different academic quality systems across the sector and the combined and shared insights were a highlight of the work.

ITO perspectives were gathered from representatives within the group, as well as from those outside of the group, NZQA, and representatives of business in order to gain a better understanding of the requirements of an academic quality system for work-based learning. A common set of principles of design were developed (see below, page 6). Stakeholder considerations were developed, and a range of academic governance structures were considered from both the TAFE system and the New Zealand systems. A Strength-Weaknesses-Opportunities-Threats (SWOT) analysis of the current state and an assessment of stakeholders and their needs was conducted (see appendix 1).

Stakeholders of the Academic Board were identified as below.



The working group has considered, developed and tested draft terms of reference for the Academic Board of NZIST and for the national sub-committees (see appendix 3 and 4). These terms of reference have built on the letter of expectations by the Minister and the Charter, and strive to reflect the broad activities of NZIST. Additionally, the working group have begun the preparation of a glossary of terms to support the terms of reference and started work considering and socialising a harmonised set of academic regulations. It is recommended that this work continues during the next phase of work and an example of a set of harmonised regulations being utilised by seven ITPs is provided by way of example in appendix 7. Work with NZQA was undertaken to understand the delegation requirements in the new system particularly for programme changes and approvals. Consideration was also given to the working relationship with WDCs and early thinking is represented in appendix 6. This work can be used to develop the delegations for subsidiaries and the new national committees. The working group also produced a timeline of academic activity and milestones to be considered to develop the workplan (page 15) for the Academic Board. Finally, the working group drafted a skills and competency matrix to consider for use when appointing members (appendix 5).

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Design principles for the academic architecture

Principle 1: Ōritetanga

- Embed principles of Te tiriti o Waitangi in the Terms of Reference and to be reflected throughout the structure, strategies and policies.
- Have strong, mandated Māori voice integrated through all levels of academic governance.

Principle 2: Strategic Focus

- Operate from a high-level strategic overview of teaching and learning matters concerning the system with delegations to working committees in teaching and learning, research, quality assurance, mātauranga Māori, measures of success, and continuous improvement.
- Be a high-level focused, action orientated governance group.

Principle 3: Devolved responsibilities

- A high level of delegation to working committees including membership of people involved in the day-to-day work of teaching and learning.
- Be a structure in which decision-making is made as close to the operations of teaching and learning as possible.

Principle 4: Inclusivity

- Facilitate participation of stakeholders through membership and/or processes.
- Represent diverse learners - especially priority learners, e.g., Māori, Pacific peoples, learners with disabilities.
- Represent the voices of those with expertise and experience in work-based learning.
- Communicate and promote information flow effectively.
- Reflect regional diversity.
- Represent staff voice from a range of roles: educators, work-based, executive, and student support.
- Facilitate harmonisation.
- Build in evaluation and change timelines.

Name of Academic Board

Strong feedback has been received, particularly from industry, to avoid the use of the name "Academic Board". This is consistent with the feedback received during the PWC Sprint series. Where Academic Board is referenced here, please note that it is a working title only until a preferred name is decided upon. The working group recommends that the name ***Poari Akoranga*** be considered as the title for the new Academic Board.

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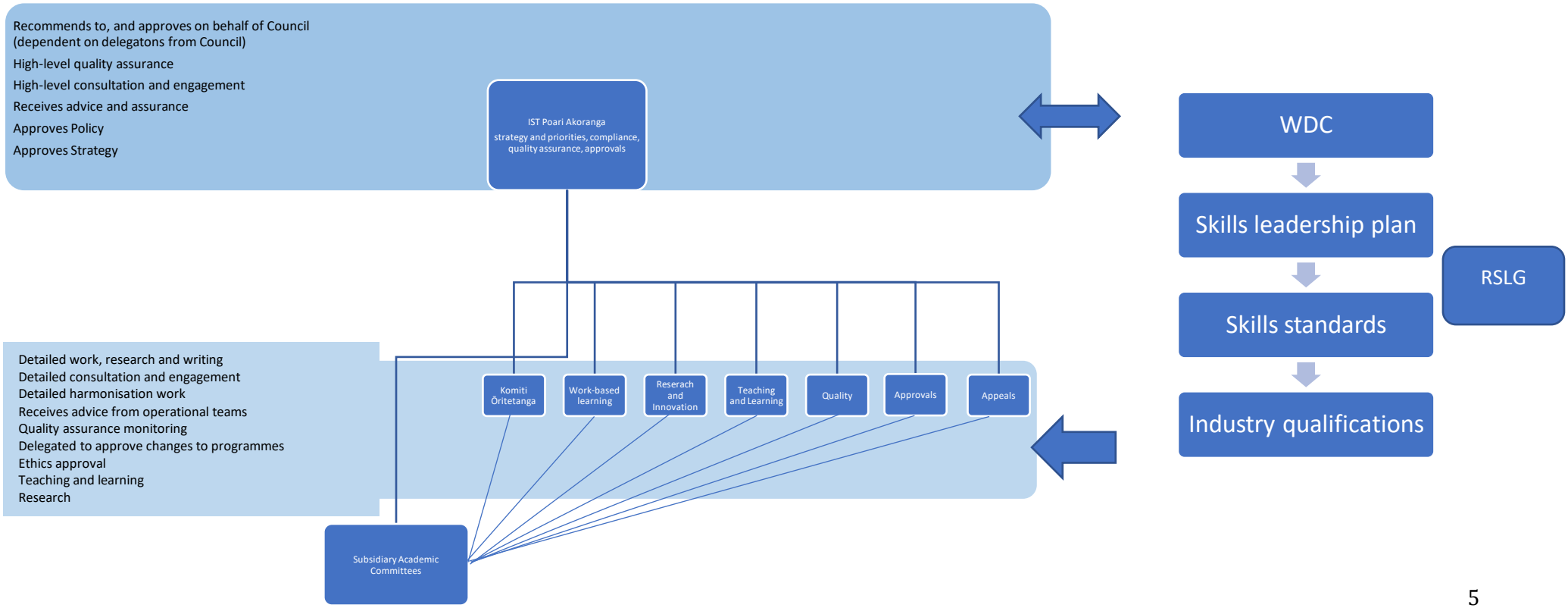
Proposed structure

The working group has operated within the premise that form will follow function and has focused on the overall functions of Poari Akoranga and those of the possible quality assurance layers of the NZIST. The group has developed a draft term of reference (see appendix 3) as a draft document for review by the Establishment Board and approval by the new Council.



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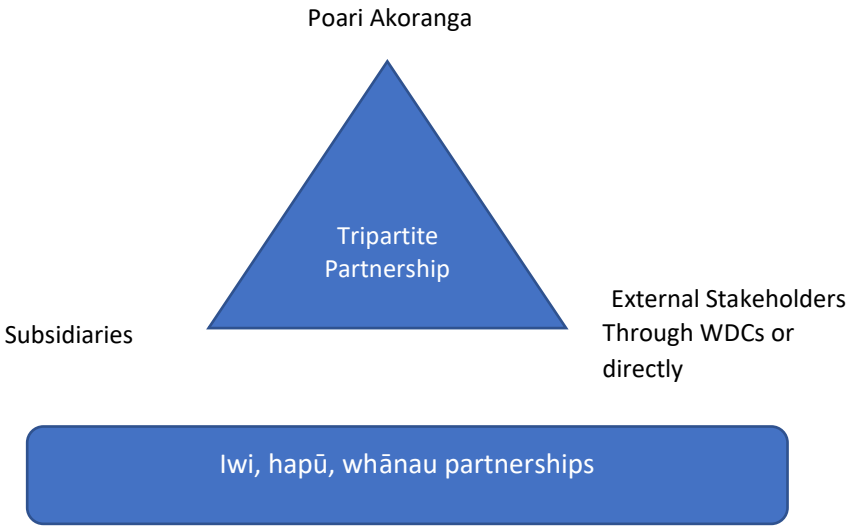
A new model of quality assurance

A tripartite partnership for NZIST academic quality of industry and employers through the WDCs, subsidiaries (with regional stakeholder and industry input) and Poari Akoranga, delivers a three-way quality relationship.

A tripartite partnership model for academic quality at NZIST



Academic quality becomes a partnership between the three parts of the VET sector with an explicit partnership with iwi, hapū and whānau across all parts of the academic quality system.

Subsidiaries responsible for:

1. Teaching and learning quality
2. Quality of local contextualisation in programmes of study
3. Reporting to and advising Poari Akoranga

External Stakeholders including but not limited to Regional Skills Leadership Groups (RSLGs), WDCs, registration boards, industry, employers and communities

1. Provide guidance to subsidiaries on local needs and issues of contextualisation – RSLGs, industry, employers and wider community
2. Provide guidance to Poari Akoranga on national needs and issues – WDCs and registration boards
3. Provide advice and data/intelligence to Poari Akoranga on:
    a. national needs and demand
    b. fitness for purpose of training packages
    c. impact of training on industry and communities (including Māori).

Poari Akoranga

1. Governance oversight of academic quality
2. Development and approval of national quality regulations
3. Qualification approval

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4. Strategy development

Potential Subcommittees reporting to Poari Akoranga

Poari Akoranga will need to determine the scope and range of sub-Committees reporting through to it which is where detailed and focused work will take place. The following sub-committees are proposed as an initial starting point.

a *Komiti Ōritetanga* to give effect to Te Tiriti o Waitangi by providing strategic direction, advice and assurance to IST Poari Akoranga that the principles of ōritetanga are embodied in all academic practices of NZIST to meet the relevant outcomes of the IST charter. Komiti Ōritetanga will assess and monitor the implementation of Māori learner success strategies and outcomes for Māori learners across NZIST.

b. *Work-Based Learning National Academic Committee* to ensure harmonisation of programmes and the successful integration of learners to NZIST from industry training organisations; and to review and advise on workplace learning methodologies and strategies, ensuring the needs of work-based learners, employers and work-based learning environments are represented in all academic decisions, policies and processes, and that learner transition between work-based and on-campus modes are seamless.

c. *Research and Innovation National Academic Committee* to monitor and lead research and innovation activity (including research ethics approvals), maintain an overview of post-graduate provision, and advise on the strategic direction for research and innovation.

d. *Academic Quality National Committee* to provide leadership in academic evaluation and quality assurance to ensure quality improvement by overseeing and monitoring the consistent application of the NZIST academic quality assurance system, including developing and recommending to IST Poari Akoranga approval of the policies and operating procedures that support it.

e. *Approvals National Academic Committee* recommends to IST Poari Akoranga the approval of programmes of study, training schemes and micro-credentials, and associated changes, in accordance with approved delegations.

f. *Teaching and Learning National Academic Committee* to develop a Te Mana Ōritetanga based strategic direction for teaching and learning for NZIST, providing advice to IST Poari Akoranga for all vocational, applied and professional programme delivery from levels 1-10. This includes ensuring overarching pedagogical coherence for seamless transition for learners between modes of delivery, including work-based, and across regions.

g. *Appeals National Academic Committee* to monitor appeal processes across the network, and where required as a final right of appeal, investigate and determine the appropriate outcome of student appeals.

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Membership and composition

Five options for membership and composition were considered by the working group (see appendix 2 for summary table):

a. Representation from each subsidiary
b. A skills and knowledge based composition drawn from networks across the sector
c. Represented discipline networks approach
d. A segmented level (for example, NQF levels 1-6 and levels 7-10) approach
e. Regional representation (grouped subsidiaries).

The options were assessed by the working group and tested with working member networks, Chief Executives of ITPs and ITO staff. The working group considers option b) the skills based academic board composition as likely to be most effective, would signal change and begin a drive towards a focus on ōritetanga and work-based learning in Poari Akoranga and its sub-committees for NZIST.

The current ITP academic boards would become Subsidiary Academic Committees (subcommittees of the new Poari Akoranga alongside seven initially proposed specific National Academic Committees with focuses on Work-Based learning, Ōritetanga, Teaching and Learning, Research and Innovation, Programme Approvals, Quality Assurance and Appeals).

It is proposed that 2020 maintains a status quo in membership of the subsidiary academic committees (and underlying subsidiary sub-committee infrastructure) to minimise the impact on learners and staff. However the disparity of membership and numbers across the subsidiaries creates inconsistency and it is therefore recommended that the next phase in preparedness for 2021 is to ensure that the subsidiary committees include appropriate expertise and representation that reflects quality teaching and learning, learner centredness, work-based learning, Matāuranga Māori, and regional stakeholder input.

The working group noted that effective communication and flow of information will be required to ensure a shared understanding by the subsidiary network, of the work completed by Poari Akoranga and its National Academic Committees, and any reporting requirements or activity.

A discipline subject matter expert networks approach is recommended as a supplementary network that feeds into the “national” Committees and to drive collaboration across disciplines and between subsidiaries and work-based delivery systems.

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Recommendations

1. Establishment of an Academic Board comprising staff and students from across the network based on appropriate expertise and skills to contribute to the role of providing academic governance and reflecting the diversity of regions and delivery approaches.
   The following steps are proposed to establish the membership:
   a. Nominees sought from the sector (including work-based representation)
   b. Selection of members by an appointment panel. (The working group notes that members will need to be released for Academic Board work. Managers will need to be contacted to discuss management of workload)
   c. Terms of appointment initially one to two years with options for re-appointment
   d. Induction process is conducted for Chair and members in late March

   Note: The Education (Vocational Education and Training Reform) Bill proposed section 222K(2) provides that NZIST's council must establish an academic board consisting of its chief executive and members of the staff and students of NZIST to:

   a. advise it on matters relating to work-based learning, courses of study or training, awards and other academic matters; and
   b. exercise powers delegated to it by the council.

   This should be established as a matter of priority by the Council.

2. The structure on page 7 is considered for Academic Architecture for NZIST for 2020

   The Poari Akoranga will maintain high level oversight and will have space in the initial period to set academic strategy of the new NZIST in alignment with the Charter. The focused national sub-committees (National Committees) will be working committees supporting Poari Akoranga to align strategy. The subsidiary academic committees (existing ITP academic boards and their internal academic infrastructures) will continue to work business as usual (institution level processes and procedures, programme quality and teaching and learning/delivery) with required reporting to Poari Akoranga and national sub-committees (National Committees).

   It is proposed that 2020 maintains a status quo in membership of the subsidiary academic committees (and underlying subsidiary sub-committee infrastructure) to minimise the impact on learners and staff. However the disparity of membership and numbers across the subsidiaries creates inconsistency and it is therefore recommended that the next phase in preparedness for 2021 is to ensure that the subsidiary committees include appropriate expertise and representation that reflects quality teaching and learning, learner centredness, work-based learning, Matāuranga Māori, and regional stakeholder input.

3. Work-based national sub-committee (National Committee) and Komiti Ōritetanga (National Committee) are established with priority.

   Nominees are called for membership of the work-based national committee as a priority to ensure that NZIST has expertise in work-based learning. It is proposed that this committee will draw on the wide sector expertise and membership (specifically including suitable expertise from the ITO sector). This committee will advise Poari Akoranga and develop and monitor NZIST capabilities and strategies in work-based learning.

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Nominees are called for membership of Komiti Ōritetanga as a priority to give effect to Te Tiriti o Waitangi by providing strategic direction, advice and assurance to IST Poari Akoranga that the principles of ōritetanga are embodied in all academic practices of NZIST to meet the relevant outcomes of the IST charter. Komiti Ōritetanga will assess and monitor the implementation of Māori learner success strategies and outcomes for Māori learners across NZIST.

4. The draft Terms of Reference for Poari Akoranga are considered and approved by the Council as a working draft for Day One.

   The working group presents draft Terms of Reference for the Poari Akoranga of NZIST. It also presents draft possible National sub-committee terms of reference (see Appendices 3 and 4).

   An initial Terms of Reference will need to be approved in order to provide a working direction and a set of approved delegations for the new Poari Akoranga. The Terms of Reference if approved also allow the Academic Group to delegate working activities to Sub-Committees.

   The working group recommends an initial group of sub-committees to provide a platform for NZIST activities and additionally that specific work-based and ōritetanga principles become operationalised early.

   In order to have effective communication and shared understanding across NZIST a draft glossary of terms associated with the Terms of Reference should be developed and socialized across the network as soon as practically possible.

5. A workplan is developed for Poari Akoranga using the high-level timeline (see page 14) to develop a work plan and priorities together with Council and the NZIST leadership, for 2020

   The Academic Board is required to advise Council on matters relating to work-based learning, courses of study or training, awards and other academic matters. The Minister and Establishment Board also tasks the Poari Akoranga with supporting the IST in the development of the academic identity, priorities and reputation. The working group presents a high-level timeline for Poari Akoranga to develop a workplan for 2020 and early 2021

6. A harmonisation project is implemented

   Aligning or harmonizing the academic regulations, systems and programmes will need to occur to ensure academic consistency across the delivery network over time. The working group suggests that the project initially focuses on harmonising the academic regulations in 2020 (see appendix 7).

   It is also proposed that Poari Akoranga retain the delegation to consider any proposed (significant) Type 2 changes (but may delegate more minor and technical Type 2 changes and all Type 1 changes to working committees). Careful articulation of these delegations will need to be worked up to ensure clarity around expectations.

   Type 2 changes (major changes) to any programme will automatically trigger considerations by Poari Akoranga for consideration for programme harmonisation activities across the network.

   It is proposed that Poari Akoranga consider as a major project, identification of areas of priority for harmonisation and begin the process of establishing forums of Subject Matter Experts (SMEs)

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from across the network to consider these matters of programme harmonisation. This is a long - term project but there is merit in identifying priority areas in order to start the process.

7. Delegations are provided to the Subsidiary academic committees (current ITP Academic Boards) by last week of March and a delegations register provided to Council for Day One.

   Current Academic Boards of ITPs have delegations from ITP Councils. Once the Councils are dissolved new delegations will need to be in place for Subsidiary Academic Committees by NZIST Council. This will need to be done for Day One. The working group proposes the delegations are "continue to work business as usual (institution level processes and procedures, programme quality and teaching and learning/delivery)" with required reporting to Poari Akoranga and national sub-committees to be clarified soon after Day One.

   It is recommended that Type 2 changes (major) are required to go through to the Poari Akoranga however Type 1 and Type 2 (technical) changes are delegated to subsidiary academic committees. Clear documentation outlining these delegations and expectations will need to be worked up and communicated prior to Day One.

8. Engage resource to prepare appropriate documentation in readiness for 1 April and continue to use the working group as a reference group.

   There is a need for some specialist and technical writing to take place as soon as possible to ensure appropriate technical documentation is in place for Day One (such as, delegations, documentation, Committee terms of reference, glossary of terms, initial work of harmonisation of regulations etc). This requires some specific and technical expertise. It is proposed that appropriate specialist resources are contracted to work up and tidy up such documentation and that the Academic Architecture working group continues as a reference group to oversee this work prior to it going to the Establishment Board/Council for consideration and approval. Initial work on this has begun.

Assumptions

1. The Education and Training Bill (222L) determines that the NZIST's Council must also establish a staff committee, a students' committee, and a Māori advisory committee. The members of these committees may contribute to the representation on Poari Akoranga once established.
2. Not all National Committees will be in place on Day One as working committees of the Poari Akoranga, but part of the work plan of the Poari Akoranga would be establishing appropriate National Committees and developing relevant terms of reference for these committees.
3. The new Poari Akoranga will have oversight of all current framework and non-framework programmes.
4. A register of all current Academic Board delegations will be required for Day One.
5. This work incorporates a plan for Day One of the institute (1 April 2020), and articulates anticipated changing requirements of the academic structure as the institute settles in.

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Collaboration across agencies and providers

Thanks must go to the providers both ITPs and ITOs, as well as the industry and employer groups who have shared documents, perspectives and feedback. Additionally the guidance provided by NZQA representitives is appreciated.

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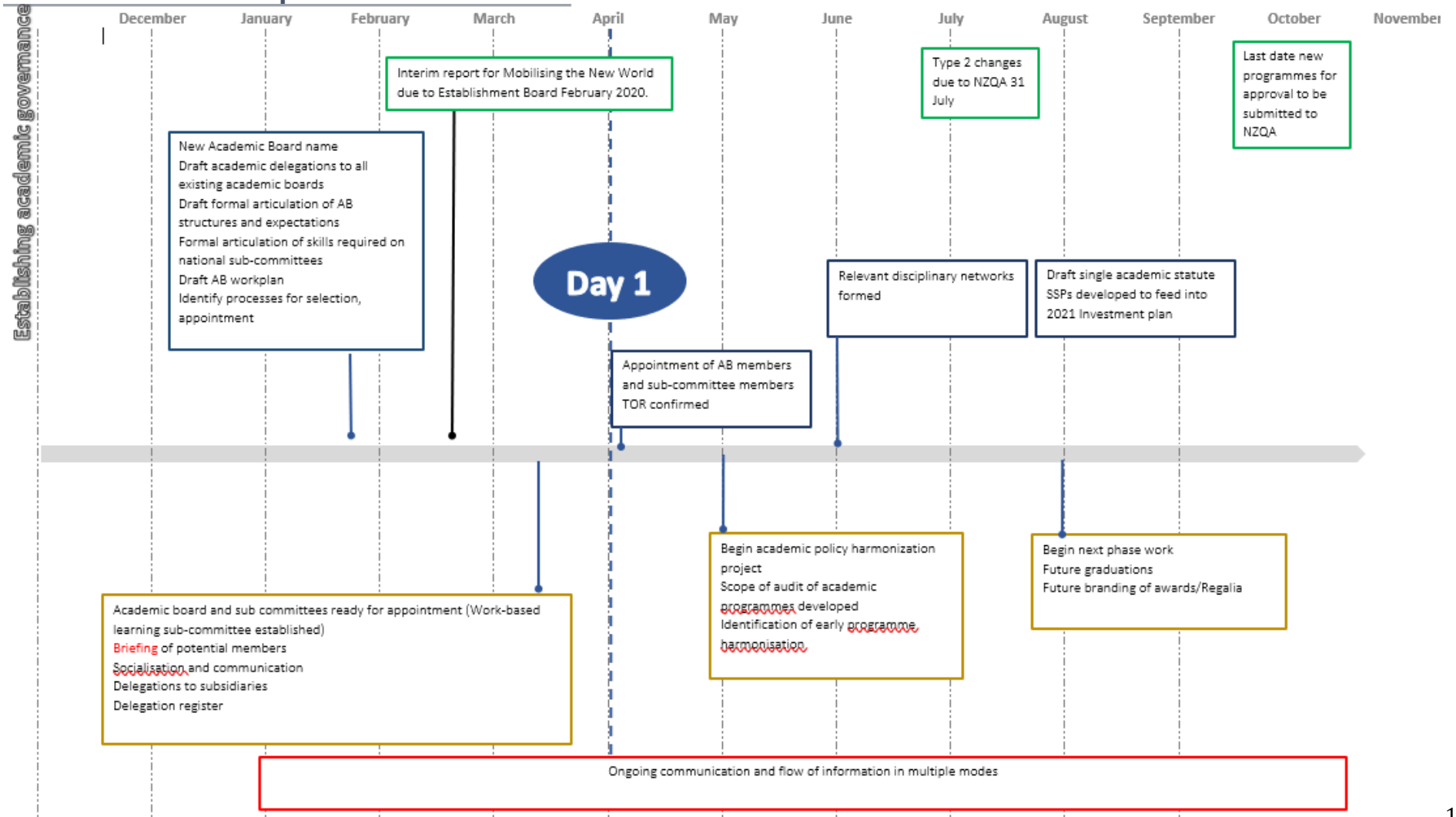
Timeline for workplan direction



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Risks

Risk	Mitigation
Academic Board is not in place on 1 April	An interim group could take on the responsibilities of the Academic Board while membership is secured that might involve short term appointments (e.g., one-year appointments). Note: learner voice must be appointed as soon as possible.
Academic Board struggles to build effective quality assurance oversight across network	Use participatory design of policy and procedures to develop and build understanding and shared responsibility Academic Board should consider holding meetings at different subsidiaries each month Establish effective and clear reporting mechanisms Carefully construct and monitor delegations
Lack of cohesion and integration across national committees	Clear delegations and reporting requirements in place Well planned induction programmes for Chairs and also for membership Establish National Committee Chairs and Subsidiary Academic Committee Chair forums to build shared vision and effective communication channels
Membership is not reflective of new wider sector responsibilities – maintains a division between existing competing delivery systems	Terms of reference of Poari Akoranga and the sub-committees both national and subsidiary reflect appropriate expertise of membership.
Harmonisation of regulations and programmes occurs too slowly	Project for harmonisation is put in place early and Poari Akoranga workplan includes harmonisation as a priority. Poari Akoranga reports to Council quarterly on progress Set target milestone dates for key harmonisation targets Identify priority areas for harmonisation activities Establish and utilise Subject Matter Expert forums from across the network. This will shift the conversation and drive desired behaviour

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Next steps

The next critical steps are to;

- Communicate with CEs and current academic boards
- Seek nominations for membership across the sector
- Select members and confirm chair
- Induct members
- Initiate process to confirm student representatives
- Initiate process to confirm any further staff representatives
- Provide a workplan for 2020 and 2021 for AB including priorities for 2020 and 2021
- Develop glossary of terms
- Continue to socialize/seek input into harmonized academic(quality) regulations

Following the establishment of Poari Akoranga, Council and the CE should focus on:

- Setting the academic priorities and defining the academic identity of NZIST
- Establish key communication channels and forums for Chairs of National Committees and chairs of Subsidiary Academic Committees
- Working up a clear work plan for Poari Akoranga and National Committees
- Establishing a harmonisation project which begins with harmonisation of regulations across the network and then identifies priority areas for program harmonisation across the network

Collaborative participation should continue in the initial phases of harmonisation as it is important that the staff of NZIST build trust together and engage in the process and move the culture from one of competition to collaboration.

- Participatory design facilitators to work on the harmonisation project(s)
- Establishment of forums of Subject Matter Experts from across the network to drive programme harmonisation thinking
- NZQA
- WDCs

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Appendix 1 – SWOT Analysis Current system

Strengths	Weaknesses
• Across organisation discussions • Meaningful discussions of impact on learners • Strategic oversight of academic business • Provides a good understanding of what is working well and what is not working well from a broad range of data – surveys, programme reviews, monitoring reports • Provides a clear and symbolic assurance of quality control • Current ITO quality structure facilitates speed to market • Regional strategic direction (responsive to localized needs and regional priorities) • Strong industry ownership/voice in ITO academic systems	• Slow processes and not responsive in a timely fashion • Operational and governance confusion • High compliance focus • Quantity of papers required to read/prepare • Too many members with positions that have less knowledge of the day to day delivery and detail – less effective input and conversely those with very detailed day to day focus – strength is in the membership • System does not always utilize or accept the robust work done in the sub-committees and work can be 're-litigated' (endless cycles of work created) • Low tutor/trainer/educator voice • Collaborative models of participation are not incentivized • Decisions can be made without broad participation • Trust of professionalism of educators has been undermined
Opportunities/New Priorities	**Threats**
• Ensure AB knows who the stakeholders are and their needs • Recommend institution values partnership at all levels • To have a name that is more inclusive and sends a clear message of the role eg Poari Akoranga (Akoranga – learning, subject, discipline, profession, education course, academic programme, teaching, class, lesson) • Partnership with tangata whenua at all levels of the academic governance structure, strategy and policy (heads, hands and heart concept woven through) • Integrate and embed Mātauranga Māori • Embedding a Treaty based model throughout the different levels of the academic governance structure • Develop better feedback loops • Incorporate and grow understanding of workplace learning • Develop high quality and effective communication • Ensure diversity and gender balance • To be more future focused • Reflect and distinguish between central and local requirements • Connect more effectively to community and industry, learners and prospective learners • Connect well to subsidiaries • Learn lessons from ITPQ • Look/review other models for "best in show" structure • Have a transitionary structure in the first 12-18 months that is a mix of governance and 'doers' – incorporate broad membership including mix of roles and representation from subsidiaries • Subcommittees that are discipline focused (maintain links with industry and discipline) rather than subsidiary based – need to ensure local and national considerations Capture the industry voice	• Size of membership (recognizing that may need to start larger to gather a range of input in early NZIST implementation) • Manageable workload for Academic Board • Speed and agility – slow to market – does not meet industry/employer/business needs • Does not meet skills and people demands • Becomes operational not governance • In-effective delegation (delegations must be enabling) • Agency rules/barriers • Mis-aligning or mis-understanding national versus regional requirements • Poor communication and flow of information to and from and between subsidiaries • Staff capability and capacity • Risk that AB structure is not new – fail to have innovative structure

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Appendix 2: Summary table of membership composition advantages and disadvantages

	Subsidiary based membership/structure combined with skills sets	**Skills and competency-based membership/structure**	**Discipline network Membership/structure**	**NQF level membership/structure**	**Regional based membership/structure (5-6 regions across NZ)**
Features	• One member from each subsidiary (not necessarily chair but based on required skill-sets) • Chairs of other national subcommittees, e.g. teaching and learning, research and innovation	• Smaller committees based on competency of members with representation of regions across national subcommittees	• Reflect WDC identities • Supports harmonisation of delivery • (may be better as a task-based working group of AB and subcommittees)	• Single Academic Board but some separate national subcommittees for different programme levels of study L1-6, L 7-10 degree/post grad (e.g. Approvals, Teaching and Learning)	• Single Academic Board with membership representative of 5-6 regions across NZ • National Committees comprising membership of regions • 5-6 Regional Academic Committees replacing subsidiary academic committees
Pros	• Connectedness with all regions/subsidiaries • Members of committee have clear line of sight of decisions at AB back to subsidiary	• Clear competency criteria for members • Able to ensure new focuses such as ōritetanga and work-based initiated early • Signals change	• Task orientated • Builds and develops work-based activity	• Specific competencies aligned with NQF levels: i.e. L 1-6 , L7-10, degree/post grad	• Singles clear change from current model • Builds synergy and collaboration across broad regional groupings of subsidiaries • Step change to change from current subsidiary structures to regional groupings
Cons	• Large committees	• Regions may feel distanced from Academic board decisions and processes	• Challenging to co-ordinate • Variability in strengths of networks • Large numbers of people involved	• Two approval processes –possible lack of consistency and oversight • Some qualifications are 'nested' or 'stair-cased' within degrees (e.g. National Dip Bus and Business degrees – possible confusion of processes)	• Significant change to enact on Day One • Significant change management to embed and may not fit longer term structures of NZIST

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Appendix 3: Proposed IST Poari Akoranga Terms of Reference

Current Version	Previous Reviews	Next Review
Draft		2022

1 Purpose

1.1 The Institute of Skills and Technology (IST) Poari Akoranga (Academic Board) is delegated by Council to give effect to the IST Charter by providing strategic academic direction and leadership, a national infrastructure to ensure quality, compliance and consistency of teaching and learning, and reflect the principles of Ōritetanga, seamless integration, harmonisation and collaboration across the IST academic network.

1.2 The Academic Board (named Poari Akoranga) is established pursuant to Section 182 of the Education Act 1989. Proposed section 222K(2) provides that NZIST's council must establish an academic board consisting of its chief executive and members of the staff and students of NZIST.

2 Role

2.1 The IST Council delegates the IST Poari Akoranga to:

a Advise the IST Council, and recommend on strategic academic direction, statutes and practices including academic and regulatory harmonisation among subsidiaries

b Provide thought leadership on the incorporation of work-based learning policies and practices into NZIST

c Develop and monitor the effectiveness of a national infrastructure including policies and procedures to ensure compliance and consistency

d Approve new programmes and courses which align with the IST Strategic Plan and Investment Plan

e Grant awards of NZIST

f Ensure effective collaboration and engagement across the network with Workforce Development Councils (WDCs), subsidiaries and regulatory bodies

g Oversee and monitor the functioning of the academic network to ensure seamless integration, harmonisation and consistency.

2.2 In fulfilling this delegation, the IST Poari Akoranga will undertake to implement the following responsibilities in accordance with the IST Strategic Plan and in such a manner that the academic freedom of staff and learners is preserved, as defined in the Education Act 1989 (Section 161.2 and Section 161.3). The IST Poari Akoranga will ensure that consideration of this to all learning and learners (work-based, online and on-campus) is applied at all times. *(Note that the Education (Vocational*

Education and Training Reform) Amendment Bill has a new section 222E which has the intention of preserving and enhancing the academic freedom of NZIST and its subsidiaries).

3 Function

3.1 The IST Poari Akoranga will:

a Give effect to the NZIST Charter to ensure NZIST is a cornerstone of the new cohesive vocational education system which has employers, learners, regions and communities at its centre

b Provide timely advice to the IST on all academic matters and contribute to the development of the academic strategy and strategic direction

c Ensure monitoring and the effective performance of the subsidiaries and national infrastructure

d Provide oversight of academic compliance processes and outcomes of subsidiaries

e Ensure Mātauranga Māori is incorporated throughout all educational offerings including courses and programmes delivered by NZIST in accordance with the IST Charter and strategy

f Within the delegations framework approve all new programmes, courses, micro-credentials and training schemes ensuring that they are in accordance with the IST Strategic Plan and Investment Plan

g Grant awards

h Receive advice and evidential reports from sub-committees and other relevant sources to provide assurance and confidence in the network of provision

i Establish and manage sub-committees as required, including:

i Defining delegations, roles, Terms of Reference (ToRs) and membership

ii Receiving and acting on reports

iii Reviewing performance and effectiveness

j Consider and report to the IST Council on any other academic matters which are referred to it by the Council or the CE, or which the Board believes are of significance.

4 Membership

4.1 Whilst membership of the IST Poari Akoranga is defined in terms of the positions held, it is important to note that members are expected through the contribution of their expertise, experience and perspectives to be cognisant of and reflect where appropriate the broad range of interests within their respective networks. Membership should reflect a skills-based approach encompassing regional, work-based, online and on-campus expertise. All decisions must be taken with the best

interests of the whole of IST as the paramount driving force. Membership is determined by the NZIST Council.

a Chief Executive (CE) (Chair) or delegate

b Kaiārahi/Director Māori or equivalent

c Chairs, National Academic Subcommittees (or delegates)

d Appointed members from the Academic Staff of NZIST *(number yet to be determined, and may change over the transition period)*

e WDC nominees (2)

f Appointed enrolled NZIST Learners (2)

4.2 Appointed or elected members shall hold their position for two years with option of renewal for a third year.

4.3 At the discretion of the Board, and on approval from NZIST Council, further members may be co-opted or seconded. Non-voting observers/understudies from within a subsidiary may attend meetings unless otherwise stipulated. The IST Poari Akoranga retains the right to determine whether this is with or without speaking rights.

5 Appointment of Members

5.1 The designated appointed membership is based on the following core criteria:

a Commitment to educational quality and learner achievement

b Ability to apply both a local and global view to academic issues

c Commitment to ōritetanga.

5.2 In addition the following specialist criteria may be applied:

a Academic and specialist knowledge, skills and experience

b Broad sector and systems delivery knowledge including work-based, online, on-campus and regional competencies and experience

c Experience in and a commitment to Mātauranga Māori.

5.3 A balanced representation will be aimed for when appointing new members.

5.4 Appointments to each Sub-Committee are made by the respective Sub-Committee, based on the approved membership and ToR, bearing in mind the value of appropriate geographical spread of representation from subsidiaries and reported to the IST Poari Akoranga.

6 National Academic Sub-Committees of IST Poari Akoranga

6.1 The IST Poari Akoranga will appoint standing sub-committees to undertake specified on-going tasks. From time to time it may be necessary for the IST Poari Akoranga to, with the approval of the NZIST Council, appoint ad-hoc sub-committees to undertake short-term tasks of particular significance.

6.2 Each National Academic Sub-Committee of the Board will consist of 8-14 people with appointments based on skill and expertise, and include:

a Komiti Ōritetanga to give effect to Te Tiriti o Waitangi by providing strategic direction, advice and assurance to IST Poari Akoranga that the principles of ōritetanga are embodied in all academic practices of NZIST to meet the relevant outcomes of the IST charter. Komiti Ōritetanga will assess and monitor the implementation of Māori learner success strategies and outcomes for Māori learners across NZIST.

b Work-Based Learning National Academic Sub-Committee to ensure harmonisation of programmes and the successful integration of learners to NZIST from industry training organisations; and to review and advise on workplace learning methodologies and strategies, ensuring the needs of work-based learners, employers and 'workplace' learning environments are represented in all academic decisions, policies and processes, and that learner transition between work-based and on-campus modes are seamless.

c Research and Innovation National Academic Sub-Committee to monitor and lead research and innovation activity, maintain an overview of post-graduate provision, and advise on the strategic direction for research and innovation.

d Academic Quality National Sub-Committee to provide leadership in academic evaluation and quality assurance to ensure quality improvement by overseeing and monitoring the consistent application of the NZIST academic quality assurance system, including developing and recommending to IST Poari Akoranga approval of the policies and operating procedures that support it.

e Approvals National Academic Sub-Committee recommends to IST Poari Akoranga the approval of programmes of study, training schemes and micro-credentials, and associated changes, in accordance with approved delegations.

f Teaching and Learning National Academic Sub-Committee to develop a Te Mana Ōritetanga based strategic direction for teaching and learning for NZIST, providing advice to IST Poari Akoranga for all vocational, applied and professional programme delivery from levels 1-10. This includes ensuring overarching pedagogical coherence for seamless transition for learners between modes of delivery, including work-based, and across regions.

g Appeals National Academic Sub-Committee to receive, investigate and determine the appropriate outcome of student appeals.

7 Subsidiary[i] Academic Sub-Committees of IST Poari Akoranga

7.1 Each Subsidiary Academic Committee of the Board will consist of 8-14 people, based on skill and expertise.

7.2 The IST Poari Akoranga will delegate to Subsidiary Academic Sub-Committees - following recommendation to and approval by the NZIST Council - quality assurance, monitoring, Type 1 approvals, presenting of awards, and required reporting functions for all subsidiary academic programme provision. These delegations may

be removed or altered at the discretion of the IST Poari Akoranga, following recommendation and approval by NZIST Council.

7.3 Each Subsidiary Academic Committee will report to IST Paori Akoranga on its activities and the exercise of its delegations. *(frequency to be determined)*

8 Formal Delegations

8.1 From time to time, the IST Poari Akoranga may formally delegate specific tasks and/or responsibilities to its National Academic and Subsidiary Academic Sub-Committees or other bodies. In doing so, it requires that:

a Any policies related to the responsibilities are formally approved by the IST Poari Akoranga

b Minor changes to academic procedures, within academic policy, are delegated to the Chair, National Academic Quality Sub-Committee Committee

c Major decisions made by the body receiving the delegation are reported to the IST Poari Akoranga.

8.2 All formal delegations are included in the Academic Delegations Register which is updated at least annually.

9 Quorum

9.1 Half the membership plus one constitutes a quorum of the IST Poari Akoranga and its sub-committees.

9.2 In cases where the quorum is not achieved, the meeting can proceed, with any recommended actions/motions being endorsed by the larger group before they become binding.

10 Meetings

10.1 The IST Poari Akoranga will determine the frequency with which it meets, with no fewer than six meetings per academic year.

10.2 Meetings will be open to the public unless there is a need to protect the rights of persons or organisations. In such circumstances the meetings will 'go into committee' and the public will be excluded.

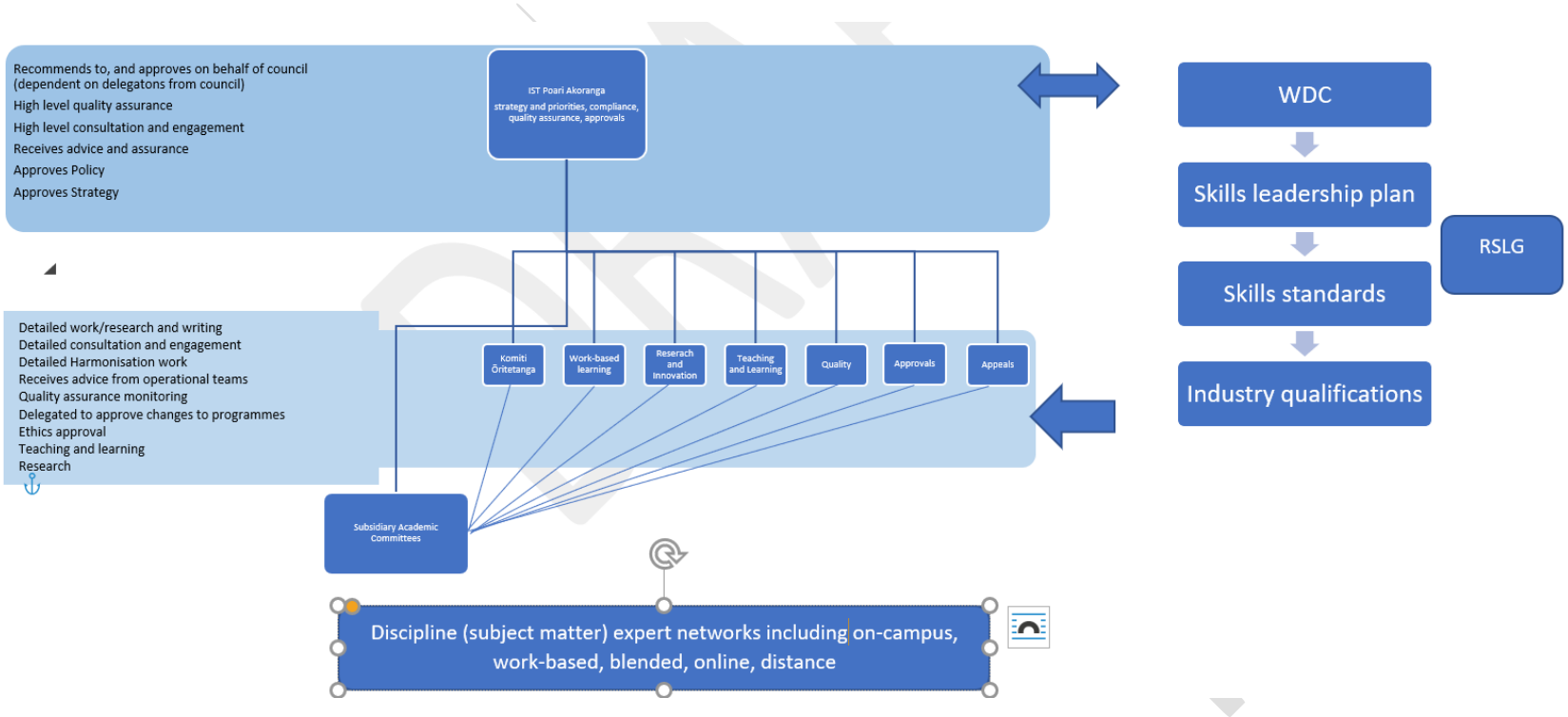
10.3 Each subcommittee will determine the frequency with which it meets. Each is responsible for maintaining adequate records of each meeting and for reporting to the IST Poari Akoranga according to the schedule agreed on by the IST Poari Akoranga, appropriate to its tasks and delegations.

11 Reporting

11.1 The IST Poari Akoranga will report in writing to Council. *(Frequency to be clarified)*

12 Attachments

12.1 IST Poari Akoranga Structure (diagram)


Recommends to, and approves on behalf of council (dependent on delegatons from council)
High level quality assurance
High level consultation and engagement
Receives advice and assurance
Approves Policy
Approves Strategy
IST Poari Akoranga
strategy and priorities, compliance, quality assurance, approvals
Detailed work/research and writing
Detailed consultation and engagement
Detailed Harmonisation work
Receives advice from operational teams
Quality assurance monitoring
Delegated to approve changes to programmes
Ethics approval
Teaching and learning
Research
Komiti Ōritetanga
Work-based learning
Reserach and Innovation
Teaching and Learning
Quality
Approvals
Appeals
Subsidiary Academic Committees
Discipline (subject matter) expert networks including on-campus, work-based, blended, online, distance
WDC
Skills leadership plan
Skills standards
Industry qualifications
RSLG

Appendix 4: Terms of reference – proposed national sub-committees

Komiti Ōritetanga National Academic Sub-Committee Terms of Reference

Current Version	Previous Reviews	Next Review
Draft		2022

1 Purpose

1.1 The purpose of the Komiti Ōritetanga is to give effect to Te Tiriti o Waitangi by providing strategic direction, advice and assurance to the Academic Board/Poari Akoranga that the principles of ōritetanga are embodied in all academic practices of NZIST to meet the relevant outcomes of the IST Charter. Specifically, Komiti Ōritetanga will assess and monitor the implementation of Māori learner success strategies and outcomes for Māori learners across NZIST.

All decisions must honour all aspects of Te Reo me ona Tikanga Māori by ensuring an equitable 'kaupapa rangahau' educational future together and be taken with the best interests of the whole of IST as the paramount driving force.

2 Role

2.1 The IST Poari Akoranga delegates Komiti Ōritetanga to:

a Develop and monitor the progression and ongoing achievement of ~~a~~ Mana Ōrite policy and strategy for NZIST

b Identify, promote and enhance best practice and innovation in relation to mātauranga Māori, including culturally responsive pedagogies and delivery approaches, whether on campus in the workplace, online, or otherwise

c Guide, support and monitor Māori learner success strategies as they are developed across the NZIST network, implemented in the subsidiaries and integrated across all programmes of learning

d Advise on Māori applied research policies and strategies across NZIST

e Monitor and report on the progression of Māori learner success, in particular academic outcomes for Māori learners.

3 Membership

3.1 Committee members are expected to represent a broad range of interests through the contribution of their expertise, experience and perspectives.

a Kaiārahi/Director Māori, or equivalent (chair)

b Member of the NZIST Māori Advisory Committee

c Academic leader from across the network

d Five staff members (all of whom have an in depth understanding of mātauranga Māori, culturally responsive pedagogies and/or the way in which mātauranga Māori applies in a work-based learning context)

e Four kaimahi Māori in leadership roles from the NZIST network (all of whom have an in depth understanding of ōritetanga and mātauranga Māori)

f Two tauira Māori nominated by the NZIST Student Committee.

3.2 At the discretion of Komiti Ōritetanga, further members may be co-opted or seconded onto this sub-committee. Non-voting observers/understudies from across subsidiaries may attend meetings with permission of the Chair. Komiti Ōritetanga retains the right to determine whether this is with or without speaking rights.

4 Formal Delegations

4.1 From time to time, the IST Poari Akoranga will formally delegate specific tasks and/or responsibilities to Komiti Ōritetanga.

4.2 All formal delegations are included in the Academic Delegations Register, which is updated annually.

5 Appointment of Members

5.1 The designated appointed members are selected on the basis of the following criteria:

a A commitment to the IST charter and an ability to contribute to the operationalisation of that

b A commitment to educational quality

c An in depth understanding of Mātauranga Māori

d Specialist knowledge, skills and experience regarding successful outcomes for Māori learners (i.e. Māori learners achieving as Māori)

e Proficiency in te reo me ōna tikanga Māori.

5.2 A balanced representation will be aimed for when appointing new members.

5.3 Appointed or elected members shall normally hold their position for two years with option of renewal for a third year, with a review at the end of the first year of operation to ensure there is the right skills mix and representation.

6 Quorum

6.1 Seven members constitute a quorum of Komiti Ōritetanga.

6.2 In cases where the quorum is not achieved, the meeting can proceed, with any recommended actions/motions being endorsed by the larger group before they are binding.

7 Meetings

7.1 Komiti Ōritetanga will determine the frequency with which it meets, with no fewer than six hui per academic year *(a balance of face-to-face and emeetings will be agreed and approved by Komiti Ōritetanga at the beginning of each new term).*

7.2 Komiti Ōritetanga is responsible for maintaining adequate records of each meeting and for reporting to the IST Poari Akoranga on a regular basis, appropriate to its tasks and delegations.

8 Reporting

8.1 All formal reports will be provided to the IST Poari Akoranga in writing and meet the requirements of the agreed reporting schedule.

NOTE: Ōritetanga – in the NZIST context, ōritetanga refers to a system that encourages, promotes and improves access, participation and achievement of Māori learners at higher levels of the tertiary education system. Ōritetanga interrogates structures, systems and processes that marginalise, or have the potential to marginalise, iwi/Māori, contributing to inequitable outcomes. Ōritenga resists deficit thinking and is premised on the inevitability of whanau/hapū/Iwi success through whanau/hapū/Iwi derived aspirations and the equitable allocation of resource.

Work-Based Learning National Academic Sub-Committee Terms of Reference

Current Version	Previous Reviews	Next Review
Draft		2022

1. Purpose

1.1. To ensure harmonisation of programmes and the successful integration of learners to NZIST from industry training organisations; and to review and advise on work-place learning methodologies and strategies, ensuring the needs of work-based learners, employers and 'work-place' learning environments are represented in all academic decisions, policies and processes, and that learner transition between work-based and on-campus modes are seamless.

All decisions must honour all aspects of Te Reo me ona Tikanga Māori by ensuring an equitable 'kaupapa rangahau' educational future together and be taken with the best interests of the whole of IST as the paramount driving force.

9 Role

9.1 The IST Poari Akoranga delegates the Work-Based Learning sub-committee to:

a Provide advice and recommend to IST Paori Akoranga on the strategic direction of the current and future work-based programme portfolio based on industry and research informed best practice

b Seek input from industry representatives, standard setting bodies and other stakeholders on relevance and outcomes of work-based programmes and delivery

c Monitor, maintain and improve the standards of work-based programmes, including but not limited to:
- i harmonisation of programmes
- ii internal and external moderation
- iii assessment processes
- iv consistency reviews
- v pastoral care
- vi promoting development of research projects in work-based learning
- vii endorsement of programme changes.

d Review and report on the quality of the work-based learning experience, including learner, supervisor and industry perspectives and the integration of learners from ITOs to NZIST.

10 Membership

10.1 Members will represent a broad range of interests through the contribution of their expertise, experience and perspectives.

a ITO staff (5: assessor, product manager, pastoral care support, manager quality assurance)
b NZIST (3: staff involved in work-based learning)
c Diversity representative (Māori, Pacific, women)
d WDC and industry representatives (3)
e MBIE Occupational Licensing Manager or Delegate – Observer participation only

10.2 At the discretion of the Work-Based Learning sub-committee further members may be co-opted or seconded. Non-voting observers/understudies from within a subsidiary may attend meetings with

permission of the Chair. The Work-Based Learning sub-committee retains the right to determine whether this is with or without speaking rights.

11 Formal Delegations

11.1 From time to time, the IST Poari Akoranga formally delegates specific tasks and/or responsibilities to the Work-Based Learning sub-committee.

11.2 All formal delegations are included in the Academic Delegations Register which is updated at least annually.

12 Appointment of Members (except ex-officio members)

12.1 The designated appointed members are selected on the basis of the following criteria:

a commitment to educational quality and learner achievement

b ability to apply both a local and global view to academic issues

c industry or work-based learning knowledge, skills and experience.

12.2 A balanced and broad representation will be aimed for when appointing new members.

12.3 Appointed or elected members shall hold their position for two years with option of renewal for a third year.

13 Quorum

13.1 Half the membership plus one constitute a quorum of the Work-Based Learning Sub-Committee.

13.2 In cases where the quorum is not achieved, the meeting can proceed, with any recommended actions/motions being endorsed by the larger group before they are binding.

14 Meetings

14.1 The Work-based Learning Sub-Committee will determine the frequency with which it meets, with no fewer than six meetings per academic year *(Balance of Face-to-face, and e-meetings will be agreed and approved by the Sub-Committee at the beginning of each new term).*

14.2 The Work-based Learning Sub-Committee is responsible for maintaining adequate records of each meeting and for reporting to the IST Poari Akoranga on a regular basis, appropriate to its tasks and delegations.

15 Reporting

15.1 All formal reports will be provided to the IST Poari Akoranga in writing and meet the requirements of the agreed reporting schedule.

Academic Quality Sub-Committee Terms of Reference

Current Version	Previous Reviews	Next Review
Draft		2022

16 Purpose

16.1 To provide leadership in academic evaluation and quality assurance to ensure quality improvement by overseeing and monitoring the consistent application of the Institute's academic quality assurance system, including developing and recommending to IST Paori Akoranga approval of the policies and operating procedures that support it.

All decisions must honour all aspects of Te Reo me ona Tikanga Māori by ensuring an equitable 'kaupapa rangahau' educational future together and be taken with the best interests of the whole of IST as the paramount driving force.

17 Role

17.1 The IST Paori Akoranga delegates the Academic Quality sub-committee to:

a Provide advice, leadership and recommendations to IST Paori Akoranga that facilitate integrated evaluative quality assurance aligned to IST strategies, values, goals and planned outcomes

b To drive a culture of continuous quality improvement and self-assessment by providing a forum for discussion to inform strategies, plans and practice for improving learner success and sustainable educational quality

c Monitor evidence-based quality improvement processes and review compliance and effectiveness of quality assurance processes

d Manage the development, implementation and review of academic policies and procedures ensuring appropriate consultation.

18 Membership

18.1 Membership will represent a broad range of interests through the contribution of their expertise, experience and perspectives.

a NZIST Director Quality or equivalent (co-chair)

b Kaiārahi/Director Māori or equivalent (co-chair)

c Two ITP Academic Quality Managers or equivalent

d Five ITP staff members (4 of which must be senior academic staff)

e Four ITO staff members

f One Marketing representative

g One Student Journey representative

h Two student members nominated by the NZIST Student Committee.

18.2 At the discretion of the Academic Quality sub-committee further members may be co-opted or seconded. Non-voting observers/understudies from within a subsidiary may attend meetings with permission of one of the co-chairs. The Academic Quality sub-committee retains the right to determine whether this is with or without speaking rights.

19 Formal Delegations

19.1 From time to time, the IST Paori Akoranga formally delegates specific tasks and/or responsibilities to the Academic Quality sub-committee.

19.2 All formal delegations are included in the Academic Delegations Register which is updated at least annually.

20 Appointment of Members

20.1 The designated appointed members are selected on the basis of the following criteria:

a commitment to educational quality and learner achievement

b ability to apply both a local and global view to academic issues

c Academic and specialist knowledge, skills and experience.

20.2 The appointment of new members will be on the basis of gaining a balanced and broad representation.

20.3 Appointed or elected members shall hold their position for two years with option of renewal for a third year.

21 Quorum

21.1 Half the membership plus one constitute a quorum of the Academic Quality Sub-Committee.

21.2 In cases where the quorum is not achieved, the meeting can proceed, with any recommended actions/motions being endorsed by the larger group before they are binding.

22 Meetings

22.1 The Academic Quality Sub-Committee will determine the frequency with which it meets, with no fewer than six meetings per academic year *(Balance of Face-to-face, and e-meetings will be agreed and approved by the Sub-Committee at the beginning of each new term).*

22.2 The Academic Quality Sub-Committee is responsible for maintaining adequate records of each meeting and for reporting to the IST Paori Akoranga on a regular basis and as required, appropriate to its tasks and delegations.

23 Reporting

23.1 All formal reports will be provided to the IST Poari Akoranga in writing and meet the requirements of the agreed reporting schedule. These will include an annual self-assessment report.

Research and Innovation National Academic Sub-Committee Terms of Reference

Current Version	Previous Reviews	Next Review
Draft		2022

24 Purpose

24.1 The purpose of Research and Innovation sub-committee is to monitor and lead research and innovation activity, maintain an overview of post-graduate provision, and advise on the strategic direction for research and innovation.

All decisions must honour all aspects of Te Reo me ona Tikanga Māori by ensuring an equitable 'kaupapa rangahau' educational future together and be taken with the best interests of the whole of IST as the paramount driving force.

25 Role

25.1 The IST Poari Akoranga delegates the Research and Innovation sub-committee to:

a Develop and recommend to IST Paori Akoranga a Te Mana Ōritetanga based strategic direction for research and innovation for NZIST, including staff research activities and research-based learning programmes.

b Identify, promote and enhance research activity, with a focus on applied and technological research

c Identify, promote and enhance best practice research, research capability and innovation, including that relating to research ethics across NZIST

d Act as a national ethics committee, providing oversight of regional ethics committees and dealing with any potentially complex or contested ethical approvals or issues

e Oversee the allocation and outputs of any provider or individual level national research grants including resourcing.

26 Membership

26.1 Committee members are expected to represent a broad range of interests through the contribution of their expertise, experience and perspectives.

a NZIST Director Research or equivalent (co-chair)

b Kaiārahi/Director Māori or equivalent (co-chair)

c Six ITP research active academic staff members

d Five ITO research active staff members

e Four senior staff members from research and innovation area (two from ITO and two from ITP)

f Two student members nominated by the NZIST Student Committee.

26.2 At the discretion of the Research and Innovation sub-committee further members may be co-opted or seconded. Non-voting observers/understudies from within a subsidiary may attend meetings with permission of one of the co-chairs. The research and innovation sub-committee retains the right to determine whether this is with or without speaking rights.

27 Formal Delegations

27.1 All formal delegations are included in the Academic Delegations Register which is updated at least annually.

28 Appointment of Members

28.1 The designated appointed members are selected on the basis of the following criteria:

a commitment to research and innovation quality

b ability to apply both a local and global view to research needs and strategic direction

c academic and specialist knowledge, skills and experience in the areas of applied and technological research and innovation.

28.2 A balanced and broad representation will be aimed for when appointing new members.

28.3 Appointed or elected members shall hold their position for two years with option of renewal for a third year.

29 Quorum

29.1 Half of the membership plus one constitutes a quorum of the sub-committee.

29.2 In cases where the quorum is not achieved, the meeting can proceed, with any recommended actions/motions being endorsed by the larger group before they are binding.

30 Meetings

30.1 The Research and Innovation sub-committee will determine the frequency with which it meets, with no fewer than six meetings per academic year. The balance of face-to-face and e-meetings will be agreed and approved by the sub-committee at the beginning of each new term.

30.2 The Research and Innovation Committee is responsible for maintaining adequate records of each meeting and for reporting to the IST Poari Akoranga on a regular basis, appropriate to its tasks and delegations.

31 Reporting

31.1 All formal reports will be provided to the IST Poari Akoranga in writing and meet the requirements of the agreed reporting schedule.

Teaching and Learning Sub-Committee Terms of Reference

Current Version	Previous Reviews	Next Review
Draft		2022

32 Purpose

32.1 The purpose of the Teaching and Learning sub-committee is to develop a Te Mana Ōritetanga based strategic direction for teaching and learning for NZIST, providing advice to IST Poari Akoranga for all vocational, applied and professional education and training delivery from Levels 1-10.

All decisions must honour all aspects of Te Reo me ona Tikanga Māori by ensuring an equitable 'kaupapa rangahau' educational future together and be taken with the best interests of the whole of IST as the paramount driving force.

33 Role

33.1 The IST Poari Akoranga delegates the Teaching and Learning sub-committee to:

a Identify, promote and enhance best practice and innovation in on-line, work-based, work-integrated, and on-campus teaching and learning appropriate for the new cohesive learner-centred vocational education system that encompasses multiple learning modes and learning environments

b Identify, promote and enhance best practice library and technology and other learning resources for accessible, flexible learning

c Identify, promote and enhance best practice learner-centred learner support that is flexible, relevant and accessible to learners in different and changing learning environments, to enable learner success

34 Membership

34.1 Members will represent a broad range of interests through the contribution of their expertise, experience and perspectives.

a NZIST Director Teaching and Learning or equivalent (co-chair)

b Kaiārahi/Director Māori or equivalent (co-chair)

c Six ITP academic staff members (of whom, two must teach at levels 1-4 and four must teach at levels 5-8)

d Five ITO staff members

e Four senior staff members from the library and learner technology area (two from ITO and two from ITP)

f Two student members nominated by the NZIST Student Committee.

34.2 At the discretion of the Teaching and Learning sub-committee further members may be co-opted or seconded. Non-voting observers/understudies from within a subsidiary may attend meetings with permission of one of the co-chairs. The teaching and learning sub-committee retains the right to determine whether this is with or without speaking rights.

35 Formal Delegations

35.1 From time to time, the IST Poari Akoranga formally delegates specific tasks and/or responsibilities to the Teaching and Learning sub-committee.

35.2 All formal delegations are included in the Academic Delegations Register which is updated at least annually.

36 Appointment of Members (except ex-officio members)

36.1 The designated appointed members are selected on the basis of the following criteria:

a commitment to educational quality and learner achievement

b ability to apply both a local and global view to academic issues

c academic and specialist knowledge, skills and experience.

36.2 A balanced and broad representation will be aimed for when appointing new members.

36.3 Appointed or elected members shall hold their position for two years with option of renewal for a third year.

37 Quorum

37.1 Half the membership plus one constitute a quorum of the Teaching and Learning Sub-Committee.

37.2 In cases where the quorum is not achieved, the meeting can proceed, with any recommended actions/motions being endorsed by the larger group before they are binding.

38 Meetings

38.1 The Teaching and Learning Sub-Committee will determine the frequency with which it meets, with no fewer than six meetings per academic year *(Balance of Face-to-face, and e-meetings will be agreed and approved by the Sub-Committee at the beginning of each new term).*

38.2 The Teaching and Learning Sub-Committee is responsible for maintaining adequate records of each meeting and for reporting to the IST Poari Akoranga on a regular basis, appropriate to its tasks and delegations.

39 Reporting

39.1 All formal reports will be provided to the IST Poari Akoranga in writing and meet the requirements of the agreed reporting schedule.

Appendix 5: Example skills and competencies matrix Poari Akoranga

IST Poari Akoranga skills and competencies matrix

This 'needs matrix' has been designed to assist in appointing the IST academic Board and its subcommittee representation.

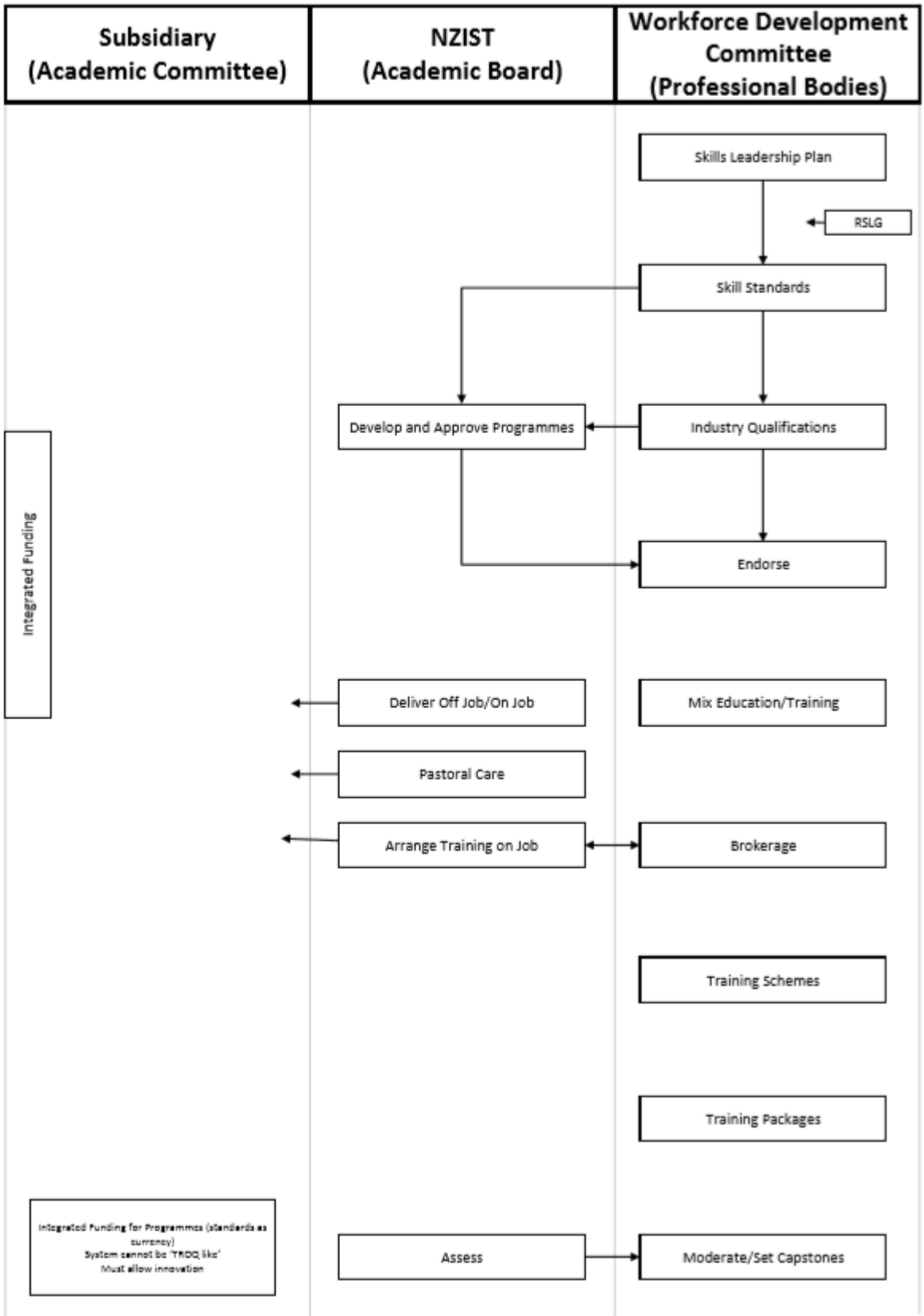
Scale	Description
5	Exceptional competence Possesses exceptionally well-developed and relevant skills and abilities, as well as the appropriate personal qualities in relation to this criterion. Demonstrates outstanding performance, perhaps supported by extensive experience (10 years +) and relevant formal qualifications.
4	Fully Competent Possesses well-developed and relevant skills and abilities. Performs consistently well against this criterion, perhaps supported by a high level of experience (5 years +) and a relevant qualification.
3	Mostly competent Possesses relevant skills, abilities and personal qualities sufficient to demonstrate a generally adequate level of competence. Further experience and/or professional development would boost performance.
2	Basic competence only Demonstrates some skills, abilities and personal qualities relevant to the criterion. Professional development required to become competent.
1	Minimal/no competence Unable to demonstrate adequate skills, abilities and personal qualities for this criterion.

IST Academic Board

DESIRED CHARACTERISTICS	Chair	Member 1	Member 2	Member 3	Member 4	Member 5	Member 6	Member 7	
SKILLS									
Experience of Iwi partnership and Mātauranga Māori outcomes									
Learner centred practice									
Change leadership									
Strategic thinking									
Analytical, critical reasoning and problem solving skills									
Strong analytical ability									
Oral communication skills									
Ability to understand and relate to stakeholders (internal and external)									
BEHAVIOURS AND ATTRIBUTES									
Ethical, open, honest, trustworthy, high levels of integrity									
Collaborative and able to influence									
Ability to establish quality relationships internally and externally									
Ability to work as a team player									
Preparedness to work hard and commit time and effort to do the job									
Has an outcomes focus									
Strong and broad understanding of learner experiences									
Accountability									
EXPERIENCE									

Working Academic governance experience									
Experience in achieving equitable outcomes									
Understanding of and experience with broad vocational education – work-based, online, on campus, regional									
Working experience of external requirements									
Community/stakeholder influence and connections									
Maintaining consistency in diverse environments									
Teaching and learning expertise in broad vocational education environments									
Understanding of and experience in achieving positive outcomes in remote regions									

Appendix 6: Early thinking of how WDC and NZIST may work together



Appendix 7 – Example of harmonized academic regulations

not yet inclusive of work-based

COLLABORATIVE ACADEMIC REGULATIONS

SAMPLE

First Approved	November 2009	**Approval Body**	XXXXX ITP Academic Boards
Version	September 2017	**Responsibility**	XXXXX Academic Committee
Next Review	September 2019		

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1. PURPOSE AND SCOPE

The Collaborative Academic Regulations form part of the Collaborative Framework for XXXX programmes and courses to meet academic quality requirements and enable consistency between institutions.

The Collaborative Academic Regulations state the academic rules for the partner institutes of XXXX to align academic systems, regulations, courses and programmes of study for the benefit of students and institutions. They may also provide a model for other institutes to use for collaborative projects.

These Collaborative Academic Regulations shall be read in conjunction with the institute's academic statute, regulations, policies and procedures. Should there be a conflict between these and the Collaborative Academic Regulations, the Collaborative Academic Regulations shall prevail unless the partner institute's Academic Board determines otherwise.

Where the programme leads to an award by a body external to XXXXX, and where the Collaborative Academic Regulations are in conflict with the regulations of that body, the regulations of the external body shall apply, unless the partner institute's Academic Board determines otherwise.

The Collaborative Academic Regulations shall be reviewed at least annually and any amendments must be approved by the partner institute's Academic Board.

2. DEFINITIONS

Definitions of terms used in these Collaborative Academic Regulations follow the Collaborative Academic Glossary of Key Terms, unless the context requires otherwise.

3 PROGRAMME REGULATIONS AND COURSE INFORMATION

3.1 Programme Regulations

Every programme leading to a New Zealand qualification or award must be supported by a written programme document approved by the Academic Board and, where required, NZQA, detailing the formal requirements for the completion of the programme and its constituent courses and any other relevant quality assurance information.

Programme Regulations and course information must be made available and accessible to students at the start of their study, or earlier.

Programme Regulations are the legally binding contractual obligations of staff and enrolled students. They are used by academic staff to guide delivery of the programme and its courses; and provide guidance on the relevant approaches to learning and teaching, and on assessment (against specified learning outcomes).
In cases where collaborative arrangements are in place, externally prescribed regulations may apply.

Students must ensure they are aware of any regulation relating to their programme of study. Ignorance of any regulation is not a valid excuse for non-compliance.

SAMPLE

3.2 Course Information

Course information, to be available to each student at the commencement of each course, will include, is but not limited to:

- Learning outcomes of the course, with an indication of the duration and scheduling of topics to be covered;
- The level and credits of the course;
- Notice of dates for any required summative assessment;
- Method/methods of assessment to be employed;
- Required textbooks and a list of any required learning resources;
- Any prerequisite or co-requisite courses

4 AWARDS

4.1 Qualifications

The characteristics of qualifications align with those prescribed by the New Zealand Qualifications Authority (NZQA) and described on the New Zealand Qualifications Framework (NZQF).

The full definition of each qualification type are provided in the New Zealand Qualifications Framework, Section 4, and Appendices Table 1, as at:

http://www.nzqa.govt.nz/assets/Studying-in-NZ/New-Zealand-Qualification-Framework/requirements-nzqf.pdf

Qualifications (listed on the NZQF) will be awarded to students when they have accumulated the number and level of credits required for completion of the qualification for which they are enrolled, and have fulfilled all other compulsory requirements of the qualification.

A qualification shall be awarded on the basis of the completion of an approved Programme and the accumulation of credits earned by passing courses.

- Credits shall be awarded for the successful completion of a course.
- Credits shall be allocated to courses on the basis of one credit for each notional 10 hours of student learning or 1/120 of a notional full time year's work.
- All courses shall be classified at levels 1, 2, 3, 4, 5, 6, 7, 8, 9 or 10 according to the level or extent of intellectual demand and the complexity of skills, with levels being congruent with NZQA definitions, and be classified against the NZSCED

Students are able to graduate from a Programme under the Programme Regulations, which were in force at the time of their enrolment.

Where completion of the Programme leads to an award by another authority the regulations of that authority will apply. These include, but are not limited to City and Guilds, the IATA/UFTAA travel qualifications, and qualifications from Microsoft, Novell and CISCO.

SAMPLE

Qualifications and/or programmes of study will be approved by the Academic Board under delegated authority from the Council.

4.2 Non Formal Awards

Non-formal awards include:

- Record of Participation
- Record of Achievement
- Training Schemes - refer http://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/training-scheme-approval/
- Certificate of Proficiency

Training Schemes and Certificates of Proficiency will be approved by the Academic Board under delegated authority from the Council.

5 ADMISSION, ENTRY AND ENROLMENT

5.1 Admission

Admission, entry, selection and enrolment into programmes will be in accordance with the Collaborative Academic Regulations and/or, where approved, programme specific Programme Regulations.

The admission requirement for a specific programme shall be set out in the Programme Regulations and shall be such that each student who meets the admission standard can reasonably be expected to achieve the standard required for the qualification.

Where no separate Programme Regulations have been approved for a programme, the academic admission requirements will be as per NZQA entry requirements as at http://www.nzqa.govt.nz/assets/Studying-in-NZ/New-Zealand-Qualification-Framework/requirements-nzqf.pdf

Students may be admitted to any appropriate point of a programme with Credit Recognition, Exemptions or Recognition of Prior Learning, unless expressly prohibited in the Programme Regulations and on the payment of any prescribed fee.

5.2 Entry

To be admitted to any course or programme a student must provide acceptable evidence of meeting the criteria for entry to the course or programme as set out in the Programme Regulations.

5.3 Additional requirements for International students

In addition to meeting the programme entry requirements, international students must:

- have evidence of receipt of an appropriate visa
- be over 18 years of age (applicants between the ages of 14 and 18 years will only be accepted after an assessment of the student's support systems has been made)[1].

[1] Ref International Code of Practice

SAMPLE

International students must also demonstrate ability to meet the English language requirements of the programme in which they enrol including any professional requirements for English capability.

The minimum English language entry requirements, set by NZQA, for international students can be found at: http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/programme-approval-and-accreditation/app/

Exemptions from proof of English language proficiency criteria will comply with NZQA rules. See: http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/programme-approval-and-accreditation/8/18/

5.4 Special Admission

Where applicants do not meet all entry requirements, they may gain special admission if the institute is satisfied of their ability to succeed on the programme and where literacy and numeracy skills are sufficient to interpret and apply health and safety requirements.

No domestic student under the age of 16 years may be admitted for any programme unless permission has been granted by the Principal of the school at which the student is enrolled or the student has been exempted from attending school by a designated officer of the Ministry of Education. Any such student must also demonstrate ability to be able to achieve at the level of tertiary study they plan to study, which may include exclusion in serious instances.

5.5 Enrolment

All students applying for enrolment shall fully complete and submit the required enrolment form and comply with the relevant regulations including enrolment, exemptions and transfer procedures, applying to each course or Programme.

Enrolments may be accepted for a programme only after it has obtained full academic approval.

Enrolments more than 2 weeks after the start of the programme or course date will only be permitted with the institute's approval for the delayed enrolment.

5.6 Limitations on student numbers

Where a limitation is set on student numbers in any course or programme, selection criteria approved in Programme Regulations will be applied to determine who will be offered a place.

If no selection criteria are approved, then preference will be given to students in the order in which applications were received.

Selection criteria must be notified to student prior to or at the time of application for admission.

5.7 Fees

Fees for domestic and international students will be published on the institution's website.

In signing the enrolment form students agree to pay all fees and other course related costs as they become due.

All fees must be paid in full by the published due date unless alternative arrangements have been agreed.

Students who have not paid all fees by the due date may be:

- referred to debt collectors,
- denied admission to classes,

and

- shall not be eligible for the awarding of credits and /or to graduate until all approved fees are paid.

5.8 Cancellation of Programme or a Course

Only the Chief Executive has the authority to cancel a programme prior to its commencement. Factors taken into consideration will include the strategic fit, viability, staffing, quality and delivery of the programme, or any other circumstance that may influence the final decision.

Where it appears that the number of students accepted in a particular course is insufficient to justify the running of that course then the institute may cancel the course, with appropriate notice, notwithstanding that enrolments have been accepted.
Students affected must be provided with alternative options.

The institution has the right to cancel, postpone or reschedule classes without notice, or otherwise breach this agreement, if the breach is caused by a reason beyond its control including, but not limited to prevention from or hindrance in obtaining materials or supplies, labour disputes of whatever nature, act of God, fire, act of Government or state, social or political unrest or war.

Where programmes or courses are cancelled, should any enrolments have been accepted, the relevant enrolment fees will be refunded according to the institute's refund policy, as advised to students at enrolment.

6 ATTENDANCE/PARTICIPATION, UNSATISFACTORY PROGRESS AND PRACTICAL/PROFESSIONAL REQUIREMENTS

6.1 Attendance/Participation

The attendance/participation requirements for all courses will be set out in the course / programme information provided to students at the start of their course. All students are expected to attend/participate at the commencement of their course unless they have been given permission to start later.

Where attendance/participation is specified as a requirement as part of a student visa, or enrolment contract, students must provide notification of any absence from or non- participation in a course.

Any student who does not meet the attendance/participation requirements of their course (including attending practicum or workplace experience) will be considered to be in breach of their enrolment contract and may be suspended or withdrawn from their course / programme.

6.2 Unsatisfactory Academic Progress

Any specific Programme Regulations related to exclusions from programmes shall take precedence over the principles identified below.

Unsatisfactory academic progress by any student includes the following situations:

SAMPLE

- A student who does not pass at least half of the credits in which the student was enrolled in within one academic year.
- A student who enrolled in the same course on two occasions and has not passed that course.
- Any student who has been deemed by the institute to have made unsatisfactory academic progress may be excluded from that course and/or programme and not permitted to re-enrol without the prior permission of the institute

Any student who has been excluded due to unsatisfactory academic progress and wishes to apply for permission to re-enrol shall lodge a written application with the institute before the official enrolment date in the course and/or programme for which s/he seeks admission.

The Institute shall make the decision on whether any particular student who has been excluded due to unsatisfactory academic progress may be permitted to re-enrol and may impose conditions on the re-enrolment to help ensure the student has a reasonable chance of success in the course or programme.

When applying for re-enrolment, the student will need to satisfy the institute that as a result of study or other activity in the intervening period, there is a reasonable chance of success in subsequent study.

6.3 Practical/Professional Requirements

Where a course has a component requiring a student to meet requirements set by a professional body prior to their participation, assessment of the student's 'fitness to practice' will be undertaken in compliance with those requirements. Students not meeting those requirements will not be allowed to proceed until those and any institutional requirements are met.

If a student's performance or participation in any practical activity, professional practice or work experience is judged as unsatisfactory for whatever reason, the student's attendance in the practical activity, professional practice or work experience may temporarily be suspended until an appropriate course of action is recommended to resolve the unsatisfactory performance.

6.4 Compulsory Academic Requirement

Programme Regulations may specify a Compulsory Academic Requirement which must be achieved by students independently of the summative assessments of a course. Examples are:

- Achievement of a set number of clinical hours
- Attendance at laboratory sessions, tutorials, etc

A Compulsory Academic Requirement is to be used only where its use is justified on sound educational grounds and where meeting this requirement is essential to the student's learning.

Compulsory Academic Requirements are approved by Academic Board.

SAMPLE

7 CHANGES TO ENROLMENT IN PROGRAMMES

7.1 Transfer of Enrolment

A student may make changes to their enrolment contract prior to starting the Programme/course or within the first 10% or one month (whichever is the lesser) of the delivery period with no academic penalty, by notifying the institution of their intention to change.

Such changes should be discussed and agreed with the institute and may include, but not limited to, transfer from one course to another course within the same Programme, transfer from one enrolment period to another.

Any differences in fees will be either refunded or become a student liability as appropriate.

No transfers are available for programmes leading to non-formal awards.

7.2 Withdrawal from Course/Programme (domestic students)

A student may withdraw from course(s) within a Programme anytime in the first 10% or one month (whichever is the lesser) of the course delivery period with no academic penalty by notifying the institution of their intention to withdraw. In such cases, the student will have no academic record for the course(s).

Where a student is enrolled but does not participate in any of the scheduled learning activities of a course during the first 10% or one month (whichever is the lesser) of the course delivery period they may be withdrawn from the course. In such cases, the student will have no academic record for the course.

Where a student enrolled on a course and has begun to participate in their scheduled learning activities and then stops, but has not initiated a formal withdrawal process nor responded to communications from the Institute, including requests to confirm of their enrolment status, the institute may withdraw the student from the course.

Where a student withdraws from a course (or is withdrawn by the institute) after 10% or one month (whichever is the lesser) of the course delivery period, their academic record will be amended to reflect the withdrawal.

If a student withdraws after the last date for withdrawing from a course / programme without academic penalty, the student's academic record will show an appropriate failing grade.

- The last date for withdrawing from a course/programme without academic penalty is 80% of the delivery period unless Programme Regulations specify otherwise.

SAMPLE

Any withdrawal from a course / Programme shall be without prejudice to the student's rights to apply for re-enrolment in the future.

Any refunds of fees resulting from withdrawal will be in line with the refund policy.

7.3 Withdrawal from Course/Programme (international students)

International students who have accepted a place and have approval in principle for a visa which is subsequently declined by Immigration New Zealand will be entitled to a full refund of fees paid, less the international administration fee.

International students who have accepted a place; paid fees; been issued with a visa; but then withdraw during the month prior to the course start date may be entitled to a refund of fees as determined by the enrolment/fee refund policy.

International students who withdraw after the course has commenced will not be entitled to a refund of fees paid except in exceptional mitigating circumstances.

7.4 Changes to an international student's residency status

An international student who gains permanent residency is entitled to be treated as a domestic student. They will not receive a refund of fees for the semester during which the Permanent Residency is granted. However, the student will be entitled to pay domestic fees for subsequent semesters that start after Permanent Residency was granted, and will be refunded any difference between domestic and international fees for those semesters.

For non-semester courses, international fees are payable for the full year. If Permanent Residency is granted during the year in this later instance, no part of the international fee for that year is refundable.

7.5 Credit Recognition and Recognition of Prior Learning

Credit Recognition, including Cross Credit and Credit Transfer, and Recognition of Prior Learning are available in every programme that leads to an approved qualification, unless stated differently in the Programme Regulations.

Credit Recognition and Recognition of Prior Learning procedures are detailed within an institute's QMS

8 ASSESSMENT MATTERS

8.1 General

The nature of assessments and their due dates will be made available in the course information/ timetable and given to students at the beginning of their course.

No changes to assessment requirements may be made during the course unless approved by the appropriate academic committee and notified in writing to all students.

Students are expected to comply with all assessment requirements and conditions and shall make themselves available to undertake all summative assessment items at the time and place stipulated

SAMPLE

by the course information/timetable provided. Failure to submit assessments on time, without requesting an extension prior to the assessment due date, may result in a fail grade.

Every Programme in which summative assessment takes place will have their assessments moderated both internally and externally according to moderation procedures included in programme approval documents and in the institute's QMS.

Institute processes will ensure the security of assessment documents prior to the holding of the assessment, and for the accuracy and security of the assessment results.

Any non-returned assessments may be destroyed one year following the completion of the assessment unless an ITO or another body overseeing moderation of assessment requires these to be kept longer.

8.2 Assessment in Te Reo Māori

Students can request to have their summative assessments conducted in Te Reo Māori, except where the task requires English language capability. Conditions and requirements may apply as documented in the QMS or in Programme Regulations.

Provided requests are received within timeframes which enable the request to be met, every endeavor will be made to meet such requests.

Determination of a student's capability to undertake such assessment may be undertaken prior to the assessment task being provided, and where required, additional support may be made available.

8.3 Special Assistance in Summative Assessment

Students wishing to receive special assistance in order to undertake a summative assessment shall, unless otherwise exempted, apply in writing no later than two (2) weeks prior to the date of the summative assessment.

Special assistance may be provided in a range of forms, including the following:

- Additional examination/assessment time normally not exceeding 15 minutes for each hour of examination/assessment;
- Assistance by a reader or writer;
- Use of special technology (for students with physical disabilities).

Applications for special assistance must state the nature of the disability and the type of assistance required.

8.4 Examinations

Examinations shall comprise such written, oral and/or practical tests and examinations as the examiners may determine.

Timetables for examinations shall be notified to students not less than 4 weeks before the start of the examinations.

Examination papers may be released to students in advance of sitting of the examination where Programme Regulations permit.

SAMPLE

Written examinations will be supervised by a person approved by the institute.

No student shall communicate with an examiner about an examination other than through specified channels of communication.

No student may be examined in any course or part of a course at any time other than that set down for him or her in the timetable, unless approval has been obtained and proper arrangements have been made.

8.5 Extensions

Students who anticipate difficulty in submitting assessments by the due time and date may request an extension. The extension must be agreed to prior to the assessment due date.

The staff member with responsibility for the relevant course has the authority to approve valid extensions that are within the course dates.

Extensions that fall outside of the course end date can only be approved by a senior manager or committee (as per institute procedures), to ensure that the 'not complete' code does not become the default result when reporting such cases to the Tertiary Education Commission.

8.6 Availability of Marked Assessments

Unless otherwise specified in Programme Regulations, students are entitled to have each piece of marked written work (or a copy thereof) returned within ten (10) working days of the final date for submission. Students will also be given access to information on the criteria used to allocate marks.

If a student takes away the original examination script s/he forgoes the right to apply for a recount or remark of the script or an appeal against the grade.

Time limitations for collection of work submitted by students for summative assessment may be set. Such limitations will be notified to students. Where such limitations are set, assessments not collected by the due time may be destroyed.

If no time limitation is set for the collection of assessment work, any uncollected work may be destroyed one year following the completion of the course.

8.6 Notification of Course / Programme Results

Final results for a course and/or programme will be approved by the institute, following its agreed procedure, based on the student's achievements in the summative assessment tasks approved for the course and the overall achievement across all courses in a programme.

Final course grades awarded will be based on the final mark and will use one of the grading systems approved for the Programme. (*Refer 10.2 Course Results and Grades*)

Final course results will be provided to students within ten (10) working days of the end date of the course.

SAMPLE

Any results displayed publicly will use unique identifiers such as student ID numbers, not student names.

8.7 Aegrotat Consideration

Where student performance in summative assessment is affected by any circumstance or situation which the student could not have reasonably prevented (including sickness or injury to the student, or bereavement) an Aegrotat result may be considered.

Programme Regulations will indicate if Aegrotat considerations are available.

This covers situations in which the student has been unable to complete the assessment item (for example has been too ill to attend an examination) or has completed the assessment item but believes that the level of performance has been impaired.

In all cases the initial notification must be prior to the assessment event. For tests and examinations, this means the start time of the assessment. For assignments, this means the deadline for submission. Under exceptional circumstances this requirement may be waived provided that notification was at the earliest possible opportunity.

The result shall be notified to the student in writing, who shall have the right to appeal the outcome.

8.8 Resubmissions (assessment-level)

Unless otherwise indicated in the Programme Regulations or unit standard assessment conditions:

- A student who has submitted and reasonably attempted a piece of in-course assessment and who has failed that assessment task, will be allowed one re-submission of the assessment task.
- Requests for re-submissions must be made to the relevant staff member, no later than 5 working days after the assessment has been marked and returned to the student.
- The maximum mark available for any resubmission of an assessment task shall be the minimum pass

8.9 Reassessment (course level)

Unless otherwise specified in the Programme Regulations:

- A student who gains a fail grade in a course with a mark of 40% or more will be provided with one opportunity to undertake a reassessment of the course on the recommendation of the relevant academic committee. This reassessment will be developed to reflect the learning outcomes of the course and their respective weightings.
- The reassessment must be taken within one month of the course end date.
- A student passing the reassessment will gain the minimum grade available as a pass in the course.

8.10 Challenging Assessment Decisions

A student who has reason to believe that the grade or mark for a particular assessment is incorrect, should firstly discuss this with the staff member responsible within five (5) working days of the return of the assessment.

The staff member will provide feedback to the student to clarify why the grade or mark has been awarded and may, if justified, amend the result.

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If the student still believes that the mark or grade is incorrect, they should apply to the senior manager responsible for the programme for a reconsideration reconsideration within (10) working days of the return of the assessment. Reconsideration will solely investigate the marking of an assessment and may include a remark.

Reconsideration may lead to no change or to either a raising or lowering of the grade.

The senior manager responsible for the programme will advise the student of the decision with reasons within ten (10) working days of receipt of the request or receipt of any independent opinion or reassessment result, whichever is later.

8.11 Appeals against a Grade

A student may, by application, appeal against the final grade awarded in any course setting out the grounds for appeal and paying any prescribed fee.

Grounds for appeals against a final grade or pass category are that:

- additional information has become available which was not available and could not reasonably have been made available at the time the original decision was made; and/or;
- there was a material irregularity in the conduct of summative assessment on the course or in the procedures of the resulting process.

Applications for appeal must be received within ten (10) working days of students receiving their final result.

Grounds for the appeal will be investigated and, if required, an Appeals Committee will be established to review the matter.

If the grounds for appeal have not been satisfied, the student shall be notified within five (5) working days that the appeal will not be heard.

9 ACADEMIC MISCONDUCT

Academic misconduct includes 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 in the examination or not) which counts towards the attainment of a grade in any course or otherwise occurring in connection with any summative assessment.

Dishonest practice includes but is not limited to: copying the work of others; misrepresentation of identity; plagiarism; cheating; submitting work for summative assessment which has been jointly prepared, or which has been previously submitted elsewhere, and in circumstances where this has not been approved by the institute.

Where, in respect of any student, a complaint of academic misconduct is received or identified, the institute shall investigate the complaint following procedures specified in its QMS.

If a prima facie case is established, the institute will discuss the circumstances with the student or students involved, and seek to reach an agreed course of action which may involve whatever penalties are acceptable to

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both the institute and the student or students.

Before reaching a decision, the institute must:

i. advise the student of the complaint and give him/her a reasonable time to respond;
ii. undertake an appropriate investigation, which may include meeting with staff and students;
iii. consider the student's response and all evidence provided.

9.1 Penalties for Academic Misconduct

If an allegation of misconduct is proved, all or any of the following penalties may be applied by the institute, using approved processes:

- the award of a fail grade or a nil mark for the affected summative assessment event;
- disqualification of the student from sitting for any summative assessments for such period as it thinks fit;
- cancellation of credit if the student has been credited with a pass in the course in respect of which the allegation arose;
- suspension from any course for a period;
- exclusion from the programme for such period that it thinks fit;
- a reprimand;
- record of the penalty imposed on the student's file for a specified time;
- recommendation to the Chief Executive for exclusion of the student from any programme within the institute.

10 ASSESSMENT AND COURSE RESULTS

Programme Regulations shall specify the results and / or grades to be applied to each assessment and course.

The results and grading system used for each programme shall be one of the models stated below.

Any exceptions to these grading systems, such as those that may be required by external awarding bodies, must be approved by Academic Board and specified in Programme Regulations.

Any changes to grading systems will apply for the following year. A change cannot be made part way through any year or part way through delivery of a programme in any year.

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10.1 Grades for Assessment Results

The following tables set out the results that are used for individual assessments within a course.

Assessments using Competency Based Assessment

Assessments Using Ungraded Competency

In courses with ungraded competency-based assessment, results against an assessment (or unit standard) will be recorded as follows:

ASSESSMENT RESULT	RESULT	DESCRIPTION
Achieved	A	The student has successfully passed the assessment
Not Achieved	N	The student has attempted the assessment and not passed
Credit Transfer	CT	The student has completed the same assessment or assessment standard in another qualification or institution. In the case of an assessment standard, credit will not be reported to NZQA
Not Assessed	NA	The student has not completed this assessment

Assessments Using Graded Competency

In courses with graded competency-based assessment, results against an assessment (or assessment standard) will be recorded as follows:

ASSESSMENT RESULT	RESULT	DESCRIPTION
Achieved	A	The student has successfully passed the assessment
Achieved with Merit	M	The student has successfully demonstrated competency in the assessment with very good performance
Achieved with Excellence	E	The student has successfully demonstrated competency in the assessment with outstanding performance
Not Achieved	N	The student has attempted the assessment and not passed
Credit Transfer	CT	The student has completed the same assessment or assessment standard in another qualification or institution. In the case of an assessment standard, credit will not be reported to NZQA

Not Assessed	NA	The student has not completed this assessment

Assessments using Achievement Based Assessment

Every assessment will be graded.

Some programmes use a quality-based system in which a grade is assigned according to the qualities represented in the work.

Some programmes use a numbers-based system in which a grade is derived from a percentage mark.

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10.2 Course Results and Grades

The following tables set out the results and grades that are used for reporting final course achievements.

Courses using Competency Based Assessment

Ungraded competency

In courses with ungraded competency the following course grades will apply:

COURSE RESULT	GRADE
Passed	P
Not Passed	NP

Graded Competency

In courses with graded competency the following course grades will apply:

COURSE RESULT	GRADE
Passed with Excellence	E
Passed with Merit	M
Passed	P
Not Passed	NP

Other Grades

Other grades that **may** be awarded for particular circumstances in competency based courses will be specified in the Programme Regulations:

Course credit awarded by Credit Transfer	CT
Course credit awarded by Cross Credit	CC
Course credit awarded by Recognition of Prior Learning	RPL
Withdrawn	W

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Unfinished at time of reporting	U

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Courses using Achievement Based Assessment

In courses in which grades are allocated according to the level of achievement, the results will be awarded according to either of the following grading systems.

GRADE	DESCRIPTION
A	Passed with Distinction
B	Passed with Merit
C	Passed
D	Not Passed
E	Not Passed

COURSE MARKS	GRADE	DESCRIPTION
90 - 100	A+	Passed. Met all course requirements
85- 89	A	Passed. Met all course requirements
80 - 84	A-	Passed. Met all course requirements
75 - 79	B+	Passed. Met all course requirements
70 - 74	B	Passed. Met all course requirements
65 - 69	B-	Passed. Met all course requirements
60 - 64	C+	Passed. Met all course requirements
55 - 59	C	Passed. Met all course requirements
50 - 54	C -	Passed. Met all course requirements
40 - 49	D	Not Passed. Did not meet course requirements
0 - 39	E	Not Passed. Did not meet course requirements

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Other Grades

Other grades that **may** be awarded for particular circumstances in achievement based courses will be specified in the Programme Regulations:

COURSE RESULT	GRADE	DESCRIPTION
Pass	Pass	Awarded pass and no appropriate grade can be awarded
Fail	Fail	Not passed and no appropriate grade can be awarded
Credit Transfer	CT	Course credit awarded by credit transfer
Cross Credit	CC	Course credit awarded by cross credit
Recognition of Prior Learning	RPL	Course credit awarded by Recognition of Prior Learning
Did not complete	DNC	Did not complete course requirements
Withdrawn	W	Formal withdrawal within the non-academic penalty period
Aegrotat	AEG	Awarded pass following consideration of impaired performance / aegrotat application. Where a grade is able to be determined AEG (Grade) will be recorded.
Restricted pass	RP	Where a course was narrowly failed (45-49%) and is compensated by overall good performance in the relevant subject It cannot be used to meet pre-requisite requirements
Conceded Pass	CON	Where there is considerable evidence that marginal failure (45-49%) in one course is compensated by good overall performance Only one conceded pass may be granted to a student towards a particular qualification
Conditional Pass	CP	Where a course was narrowly failed (45-49%) and an agreed portion of work or assessment is to be completed.

Other programme specific grades may be defined in Programme Regulations approved by Academic Board.

11 References

Toi Ohomai Institute of technology 2017 Regulatory Framework for Quality Assurance

NMIT Academic Statute

EIT Regulatory Framework for Quality Assurance – Statute

UCOL Academic Statute

Ara Academic Policies

Otago Polytechnic Academic Polices

NorthTec Statute and Academic Regulations

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Appendix 4 selection criteria for Academic Board

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[i] A subsidiary committee is the internal academic board of each subsidiary. These will funcation at a local level within the nationally established framework and be supportive of and contributory to the IST Poari Akoranga.

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