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LEARNING AND TEACHING at NMIT

Section	Learning and Teaching		
Approval Date	06.08.2014	Approved by	Academic Board
Next Review	08.05.2021	Responsibility	Executive Director - Learning Innovation and Delivery
This review	08.05.2019	Key Evaluation Question	4

PURPOSE

Nelson Marlborough Institute of Technology (NMIT) is committed to developing a student-focused approach to learning and teaching that not only equips students to reach their immediate career goal, but also enables them to become lifelong learners with the skills to meet a wide range of career and future study requirements in the 21st century.

To achieve this, five key strategic objectives have been identified as critical to NMIT's future:

1. Motivated and clever teams
2. Exceptional vocational opportunities
3. Financial fitness
4. Active collaboration
5. Standing out educationally
6. Gearing up for the future

These objectives incorporate the strengths of the ITP sector and differentiate it from other tertiary education providers.

NMIT believes that the development of Core Transferable Skills, outlined below, is critical to student success.

- Self / others
- Learning to learn
- Subject specific
- Literacy
- Numeracy
- Digital literacy

(Refer to the *Academic Statute, Section 3 Academic Regulations* for a more detailed listing of Core Transferable Skills).

NMIT's core education values are:

1. Manaakitanga: people are at the centre of our being
2. Pono – we will deliver on our promise

SCOPE

All NMIT programmes and courses including those delivered by joint venture partners and via all delivery modes.

RESPONSIBILITIES

Academic Board	Is responsible for matters relating to courses of study or training, awards and other academic matters, providing advice on aspects affecting student achievement and educational support. Its Terms of Reference include the approval of new and redeveloped programmes and courses, and overseeing the evaluation of academic quality assurance processes.
Academic Committee	Is responsible for ensuring academic standards are consistently met for designated programmes and courses, including the consistent application of programme regulations, determining whether course entry, progression and completion requirements are met, and assessing proposals for new or changed courses and programmes.
Academic staff and contractors, including those for sub-contracted programmes	Are responsible for being familiar with this Learning and Teaching policy and the Learning Design Framework, including the methodology and models appropriate to the courses and programmes on which they are working. They are also responsible for gaining the necessary knowledge and skills to carry out assigned learning design tasks in a professional manner.
Business Support Areas	The Academic and Quality team, Learning Innovation and Insight team (LII) and Learner Services team contribute to ensuring programmes meet NMIT learning design and quality assurance requirements and that students are supported to achieve their learning goals.
Executive Director - Learning Innovation and Delivery	Is responsible for enabling NMIT to achieve its vision, mission and strategic objectives as a centre of applied teaching and learning excellence within the NZ tertiary sector. The Director oversees the operational activity of the Project Management Office which is tasked with implementing new delivery models for courses and programmes of study at NMIT.
Curriculum Managers	Curriculum Managers are responsible for ensuring the programmes for which they are responsible meet all NMIT learning design and quality assurance requirements. They have the authority to assign specific responsibilities to others (e.g. Programme Coordinators, Team Leaders, senior staff or other nominated staff) but maintain overall accountability.
Industry Advisory Committees	Provide independent advice to the Curriculum Managers and Academic Board from an industry, secondary school and community perspective, on matters relating to a programme or group of programmes. Committee objectives include input into the development, ongoing monitoring (including quality of delivery) and review of programmes. (Refer: <i>Industry Advisory Committees</i>)
Learning and Teaching Committee	Is responsible for supporting development and implementation of NMIT's Learning and Teaching strategy, identifying innovative and good practices in learning and teaching and encouraging their use. It fosters a culture of educational innovation, with a focus on a learner-centred approach. The committee reports to Academic Board and creates task groups as required.

Programme Approval Committee	Is responsible for evaluating applications for approval and accreditation of new and revised programmes, including making recommendations to ensure curricula and educational delivery meet academic standards.
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PRINCIPLES

- Learning and teaching at NMIT should be an empowering experience for students and those supporting their learner journey. The LDF provides guidance to programme and course developers to ensure NMIT's education principles, graduate outcomes, learning and teaching activities and assessments are consistent; and appropriate technologies are utilised to enhance, empower and extend learning.
- NMIT will provide an inclusive environment for learners from all cultural backgrounds and acknowledge the principles of the Treaty of Waitangi.
- NMIT will foster learner development in digital technologies and make learning accessible through a variety of delivery modes.
- NMIT will incorporate the principles of Foundation Learning; and Adult and Community Education in its teaching and learning provision.
- NMIT will ensure the provision of up-to-date and effective learning and teaching practices through ongoing evaluation of its programmes, programme delivery, and operational management.
- NMIT will provide learning and teaching coaching and regularly monitor teaching quality to ensure best practice.
- Learners at NMIT will be given the opportunity to formally evaluate the quality of programme delivery.
- NMIT will ensure prudent strategic planning of academic developments to meet stakeholder needs and government requirements.
- NMIT will take into account internationalisation in its academic developments.
- Actions will be taken where necessary to maintain standards of programme delivery to meet stakeholder expectations.
- All NMIT staff will contribute to achieving NMIT's strategic objectives.

PROCEDURE

PROGRAMME DESIGN, APPROVAL AND DELIVERY

The Learning Design Framework promotes the integration of: the development of expert learner strategies; inquiry based approaches; and core transferable skills. Quality learner experience is maintained by using a structured team-based approach for learning design. NMIT provides a learning design toolkit which supports this process, providing design rationales, templates, good practice guidelines and examples, and other support materials to enable consistent application of the Learning Design Framework. This toolkit will be aligned with NMIT's professional development opportunities, evaluation processes and research planning processes.

Programme Regulations outline the rules and regulations for each programme, and the legally binding contractual obligations of staff and enrolled learners. The regulations are used by academic staff to guide delivery of the programme and its courses through approaches to learning and teaching, and assessment (against specified learning outcomes).

SELF-ASSESSMENT

The basis of quality assurance and continuous improvement at NMIT is embedded in an evaluative self-assessment process. The NMIT approach to self-assessment considers evidence that relevant academic standards have been maintained and evaluates the effectiveness of Curriculum Areas and Business Support Areas.

Key Evaluation Questions are:

- KEQ 1 How well do students achieve?
- KEQ 2 What is the value of the outcomes for key stakeholders, including students?
- KEQ 3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?
- KEQ 4 How effectively are students supported and involved in their learning?
- KEQ 5 How effective are governance and management at supporting educational achievement?
- KEQ 6 How effectively are important compliance accountabilities managed?

STUDENT GUIDANCE AND SUPPORT

Programme regulations outline the learning and pastoral support available to learners, and reflect the provision of support provided through NMIT's Learner Services Team.

The Learner Journey: describes the learner's progress from application and acceptance onto a programme of study through their exit from that programme. Learner progress will be recorded, monitored, and include supportive diagnostic assessment identifying literacy, numeracy and technology needs, induction, on-programme tutorial support, the setting of learning targets, feedback, a record of quantitative assessment and exit interview.

ASSESSMENT

NMIT implements current, inclusive, valid, fair assessments and methodologies to support the learner's journey.

STUDENT FEEDBACK

In addition to encouraging informal feedback from learners, NMIT provides learners with the opportunity to feedback formally. This ensures their needs and expectations are identified at strategic points throughout their course/programme.

TUTOR EVALUATION

Learners are encouraged to provide tutors with informal feedback and to evaluate them through formal feedback mechanisms. The Programme of Learning and Teaching Observation (PLATO) observations provides additional feedback and supports staff development.

STAFF DEVELOPMENT

NMIT expects academic staff to be reflective practitioners with a philosophy consistent with the teaching as inquiry, complex and focused on learner-centred approaches, enabling continuous improvement.

Academic staff should have the necessary qualifications and experience to facilitate quality course/programme delivery. If academic staff members do not hold a recognised teaching qualification there is a requirement that they complete 30 credits of NZCATT programme and an expectation that the Certificate in Adult and Tertiary Teaching be completed.

Needs for professional development and resources are identified; and action plans are implemented, through the Performance and Recognition Framework.

REFERENCES

INTERNAL

[Assessment Policy](#)

[Academic Probation Policy and Procedure](#)

Templates for Programme Regulations and Capability Documents

[Industry Advisory Committees](#)

[The Learner Voice Policy](#)

[Learning Design Framework \(LDF\)](#)

[Moderation Policy](#)

[NMIT Academic Statute s3](#)

NMIT Investment Plan and Strategic Objectives

[Performance Appraisal](#)

EXTERNAL

NZQA Guidelines for Approval and/or Accreditation of Degrees and Related Qualifications

NZQA website: Guidelines for assuring national consistency of graduate outcomes (pdf)