

# Nelson Marlborough Institute of Technology

## 2017 Academic Statute *Te Ture Akoranga*

### Section 3: Academic Regulations

<b>Section</b>	Academic Statute		
<b>Approval Date</b>	1.12.2016	<b>Approved by</b>	Council
<b>Next Review</b>	12.10.2017	<b>Responsibility</b>	Director of Learning and Teaching
<b>This review</b>	/	<b>Key Evaluation Question</b>	6

The **NMIT Academic Statute** applies to all NMIT programmes, whether delivered at NMIT, or in conjunction with another provider or by distance.

The Academic Statute is available from all Programme Area Administration Offices, the Library Learning Centre and on the NMIT website.

Also available on the NMIT website: all **NMIT policies** listed in this Statute.

The website address is: [www.nmit.ac.nz](http://www.nmit.ac.nz)

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## SECTION 3: ACADEMIC REGULATIONS

### 3.01 PROGRAMME REGULATIONS

Every programme resulting in an approved qualification shall be supported by approved Programme Regulations.

Programme Regulations, which describe the formal rules for the completion of the programme and its constituent courses, shall be approved by the Academic Board and made available to students either prior to or within one week of commencement of the programme.

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.

The Programme Regulations shall include:

- Programme philosophy
- Programme aims
- A description of the structure of the programme including:
  - compulsory and elective courses
  - options for progression
  - pre-requisites and co-requisites
  - any transition arrangements from earlier versions of the programme
- Graduate outcome statement(s)
- Details of qualifications available and requirements for completion of qualification
- Entry requirements and the selection process and criteria
- Any external regulations which apply to the programme
- The basis of assessment and any special requirements for submission of work for assessment and the return of assessed work
- The criteria for awarding grades, including any provision for Merit or Distinction, and how individual grades and their relative weighting are recorded
- Availability and conditions of Recognition of Academic Credit (RAC)
- Provision for assessment in special circumstances and reassessment
- Any academic misconduct procedures in addition to Section 3.17 of this Statute
- Any off-site or workplace learning
- Any activities which may involve significant risk and any health and safety requirements
- Any other special requirements

### 3.02 ADMISSIONS AND ENROLMENT

Admission of students to enrol and study at NMIT shall be in accordance with Section 224 of the Education Act 1989

Entry requirements, as published for each course or programme, shall be based on the standard required to successfully complete the course, programme or qualification, shall comply with any requirements set by other parties and by law, and shall not constitute an unreasonable barrier to entry.

Entry Requirements must also comply with:

- NZQA Rules in respect of minimum requirements for entry into programmes leading to qualifications of each type and of each level
- NZQA Rules in respect of minimum English Language Entry Requirements for students who come from non-English speaking backgrounds seeking entry to programmes leading to qualifications of each type and of each level.

Refusal of admission must be justifiable.

**Special Entry:** In exceptional circumstances an applicant under the age of 20 years who does not meet the academic entry requirements may be granted entry to a programme where they supply evidence to satisfy the Academic Committee of their ability to succeed on the Programme, and where literacy and numeracy skills are sufficient to meet health and safety requirements.

Applicants must provide acceptable evidence of meeting the requirements for entry to the course or programme. Criteria must include evidence of age, New Zealand citizenship or residency permit, and may include ethnicity or gender.

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.

Documentary evidence, including academic records required for admission and enrolment, shall be an original or a certified copy, or a certified translation

Applicants with academic credit recognised by Cross Credit, Credit Transfer, or Recognition of Prior Learning may be admitted to any appropriate point on a programme on the payment of any prescribed fee.

Students must comply with the relevant regulations including enrolment, exemptions, transfer and withdrawal procedures, applying to each programme.

If a student has a disability or impairment that is likely to impact on their ability to participate or demonstrate capability in any aspect of their programme/course, they must contact the Head of Department or delegate prior to enrolment in order that an appropriate assessment of their needs and suitable arrangements can be made.

The institute may refuse admission to a student whose disability is such that special facilities and services cannot be reasonably made available to support the student in their course, or where the student's disability may pose a hazard to the student or to others in carrying out the requirements of the course. *Refer to section 60 of the Human Rights Act.*

Where a new programme has not yet received final approval from NZQA and TEC, students may be provisionally accepted for enrolment.

Applications submitted after the due date will be considered, subject to the availability of places, after the enrolment of applicants who submitted their application by the deadline.

Where it appears to the Chief Operating Officer that the number of students enrolled is insufficient to justify delivery of a course or programme, then it may be cancelled, notwithstanding that enrolments have been accepted. In such cases all fees and charges shall be refunded in full.

Where the Chief Operating Officer is satisfied that it is necessary to do so, the Chief Operating Officer may determine the maximum number of students who may be enrolled in a particular course or programme in a particular year or semester.

Selection shall be in accord with published procedures.

Nothing in this section prevents NMIT from refusing to enrol, or from cancelling the enrolment of a student on the grounds set out in section 224 (12) of the Education Act 1989.

Refer to: *Appendix 1: Internationally recognised English Proficiency Outcomes for International Students*  
*Equal Education Opportunities Policy*

### 3.03 WITHDRAWAL AND TRANSFER

Domestic and International students have specific requirements for the following situations. Please see the *Domestic Student Fees, Charges and Refunds Policy*, *International Student Fees, Charges and Refunds Policy* and the *Withdrawal from NMIT Programmes and Courses policy* for more detail.

#### ENROLMENT CANCELLATION

An enrolment cancellation is the withdrawal of a student from a programme or course(s) without academic penalty. An enrolment cancellation may be initiated by NMIT or by the student concerned.

An enrolment cancellation is a form of withdrawal, as defined by the Tertiary Education Commission Rules. The student enrolment will not be reported in the Single Data Return (SDR).

The length of the programme or course will determine the number of days from the start date of the programme or course within which an enrolment cancellation can be actioned, and the conditions that apply. *Refer to the Withdrawal from NMIT Programmes and Courses Policy for details.*

#### WITHDRAWAL

A withdrawal is the formal removal of a student's enrolment from a programme or course(s) after the last cancellation date and before the last withdrawal date. The student enrolment will be reported in the Single Data Return (SDR) and their Academic Record will show "Withdrawn" for the course(s).

A withdrawal may be initiated by NMIT or by the student concerned.

The length of the programme or course will determine the number of days from the start date after which a withdrawal can be actioned, the date after which a withdrawal is no longer available, and the conditions that apply. *Refer to the Withdrawal from NMIT Programmes and Courses Policy for details.*

In all cases the date of withdrawal will be the date the Cancellation/Withdrawal Form is received by the Administration Office.

Withdrawal from a course or programme is without prejudice to the student's right to apply to re-enrol on that course or programme in the future.

If an international student is granted special leave and does not arrive within 48 hours of the return date specified on the Request for Special Leave form or a date agreed in writing with the International Enrolments Office, NMIT will terminate the enrolment. Once enrolment is terminated, NMIT will advise Immigration New Zealand and compliance processes will commence.

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## NON ENGAGEMENT

Where an enrolled student does not engage at any time before 60% of the course or programme is complete, a sequence of non-attendance letters will be sent (by email and by post) to the student. If, after 10 working days from the second written warning, the student does not respond, either confirming their intention to remain enrolled on the course or programme, or to request withdrawal; NMIT will automatically withdraw the student from that course or programme.

Notwithstanding the information in this section, in exceptional circumstances beyond the control of the student, the regulations regarding withdrawal may be varied at the discretion of a NMIT Director.

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## TRANSFER

A transfer is defined as a student studying the same programme but moving to a different course or course occurrence, for example a different semester delivery of the same course.

If a student changes their programme of study, this is treated as an Enrolment Cancellation and a separate enrolment for the new programme of study is required.

Students who request a transfer after commencement of their original course, shall apply to the Head of Department concerned.

The length of the programme or course will determine the number of days from the start date within which a transfer can be actioned, and the conditions that apply. *Refer to the Withdrawal from NMIT Programmes and Courses Policy for details.*

Transfers shall not be approved outside of the dates within which transfers are available for the course or programme except in exceptional circumstances by the Director responsible for the Programme Area.

Students who are approved to transfer to another course may be charged for resource usage.

Notwithstanding the information in this section, the regulations for transfer may vary for specific programmes.

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*Refer to:*

- Domestic Student Fees, Charges and Refunds Policy*
- International Student Fees, Charges and Refunds Policy*
- Withdrawal from NMIT Programmes and Courses Policy*
- International Student Special Leave*

## 3.04 FEES

The NMIT Council shall determine fees for courses and programmes funded through the Tertiary Education Commission Student Achievement Component (EFTS) funding scheme, and for international students. Fees for other programmes will be determined in accordance with the relevant contract. A schedule of charges, such as charges for withdrawals and the late payment of fees, shall be published and available to students.



Notwithstanding the information in this section, charges may be amended and other charges may apply, with appropriate notice periods given.

Full payment of all approved fees and charges shall be made by the due date unless alternative arrangements have been agreed in writing by the Chief Operating Officer (COO) and Financial Controllers. Specific payment dates will be supplied on application for the course or programme.

No student shall be deemed to be enrolled for a course or programme unless full payment of all approved fees has been made or arranged by commencement of the course or programme.

Fees not paid by the due date may attract a late payment charge. In addition, students may not be permitted to attend classes until the outstanding fees are paid.

Where a student has an outstanding debt with NMIT the following consequences may occur:

- A student may be denied entry to course activities and resources.
- Assessment results may not be released.
- Any qualification or other award may be withheld.
- Academic records may not be issued to the student or transferred to other institutions.
- Library access may be denied.
- Computer access may be denied.
- Enrolment in other courses or programmes may be denied.
- Referral to a debt collection agency after 3 months.

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## REFUND OF FEES

Notwithstanding the information in this section, the regulations may be varied at the discretion of the Chief Operating Officer (COO) in exceptional circumstances. Special conditions may apply for specific courses and programmes *Refer to relevant Programme Regulations.*

The period within which a student withdrawing from a course or programme is eligible for a fees refund is detailed in the relevant policy. *Refer to Domestic Student Fees, Charges and Refunds Policy and International Student Fees, Charges and Refunds Policy.*

NMIT may withhold an administration charge from the amount of any refund *Refer to Domestic Student Fees, Charges and Refunds Policy.*

Refunds for international students will be considered individually according to the procedure, *Refer to International Student Fees, Charges and Refunds Policy.*

Refunds for domestic students will only be considered where the Cancellation/Withdrawal Form is submitted to the Administration Office within the withdrawal period of up to three weeks after commencement of the course.

No refund of course enrolment fees is available if the Cancellation/Withdrawal Form is submitted to the Administration Office later than three weeks after commencement of the course, except in exceptional circumstances and with approval from the Head of Department and the COO.

**For NMIT programmes (or year 1, 2 or 3 if multi-year programmes):**

If a student enrolls on all courses at the beginning of the year, then later in the year withdraws from one or more of the courses that have not yet started (or within three weeks after they have started), they will be entitled to a refund for that course (or courses).

No refund of enrolment fees is available for **single courses** less than 7.5 credits or the equivalent of two weeks full-time study, except in exceptional circumstances and with approval from the Head of Department and the COO.

Apart from the refund of enrolment fees described in this section, the refund of any other charges is at the discretion of the COO.

Where course materials are retained by the student for any course they withdraw from, NMIT reserves the right to retain the course materials component of the enrolment fee when refunding the student.

A refund of fees and charges paid by a recognised third party will be made back to that third party unless written authorisation is supplied by the third party for refund directly to the student.

A refund to a student will be first applied to offset any debt to NMIT with any balance being refunded to the student.

*Refer to: Domestic Student Fees, Charges and Refunds Policy  
International Student Fees, Charges and Refunds Policy*

### 3.05 LEARNING AND TEACHING OVERVIEW

All NMIT staff will contribute to achieving NMIT's strategic objectives for providing excellence in education and training and engaging communities and industry in learning.

NMIT will:

- Provide an environment which is inclusive of students from all cultural backgrounds and acknowledges the principles of the Treaty of Waitangi.
- Foster the development of students' information literacy and provide learning that is accessible through a variety of delivery modes.
- Incorporate the principles of Foundation Learning and Adult and Community Education in its teaching and learning provision.
- Ensure the provision of up-to-date and effective teaching and learning practices through processes for regular evaluation of its programmes, programme delivery and operational management.
- Operate procedures for regularly monitoring teaching quality and promoting best practice.
- Give students at NMIT the opportunity formally to evaluate the quality of programme delivery.
- Ensure prudent strategic planning of academic developments to meet stakeholder needs and government requirements.
- Take into account internationalisation in its academic developments.
- Take actions where necessary to maintain standards of programme delivery to meet stakeholders' expectations of quality and value.

*Refer to: Learning and Teaching at NMIT policy  
NMIT Learning Design Framework*

### 3.06 LEARNER JOURNEY

Course guidance is given to applicants at the time of enrolment to assist enrolment decision making.

At the beginning of each student's learning journey at NMIT they are given opportunities to discuss their existing personal strengths and weaknesses and how these will contribute to academic success.

With the help of a coordinating or allocated tutor, students will develop their own learning plan (Individual Learning Plan or equivalent) identifying their learning goals, personal goals, timescales, resources and any support required to meet those goals (diagnostic assessment).

Throughout each student's learning journey at NMIT, opportunities will be provided to have Learning Conversations. This will include the regular review and update of their learning plan with the coordinating or allocated tutor.

NMIT is embedding literacy and numeracy in its programmes and courses. Tutors will identify class and individual skills gaps and address these as part of the learning and teaching process.

### 3.07 TE TIRITI O WAITANGI

The significance of Te Tiriti o Waitangi is acknowledged, and the aspirations, values and cultures of individual students and staff are embraced within the context of Aotearoa New Zealand. NMIT programmes have been designed to be supportive and inclusive of Tangata Whenua and other cultures.

The NMIT Māori Strategy, Te Ara Wai (The Ocean Trail) is underpinned by Te Tiriti o Waitangi. The name Te Ara Wai refers to the ocean trails Māori ancestors followed in their pursuit of prosperity beyond the horizon.

Te Ara Wai draws on concepts from within the Māori World to give fulfilment to the four imperatives of the Strategy:

- Empowerment
- Holistic Development
- Family and Community  
Productive Partnerships

*Refer to: Treaty of Waitangi Policy  
Te Ara Wai - NMIT Māori Strategy*

### 3.08 EQUAL EDUCATIONAL OPPORTUNITY (EEDO)

Application for programme entry is open to all students who meet the entry criteria.

Additional study support and one-to-one learning is available for students who lack literacy skills.

Prospective students with special needs are encouraged to discuss their requirements with the Head of Department, and are introduced to the NMIT Equity Coordinator. Every effort is made to allow all students equal access to learning opportunities both within and outside the classroom. There is flexibility in room allocation so that a suitable room can be used for a student with impaired mobility.

As much as possible, learning and teaching materials are chosen which reflect the diversity of students.

*Refer to: Equal Education Opportunities Policy*

### 3.09 OFFSITE AND WORKPLACE LEARNING

Workplace learning is designed to provide opportunities to link classroom delivery with corresponding practice in the workplace enabling students to learn and apply key practical skills thereby gaining experience of professional requirements and practice in an industry setting.

Where specialist training providers are contracted to NMIT to manage offsite activities, a Safety, Health and Wellbeing Questionnaire is attached to the contract. The training provider's Safety, Health and Wellbeing policies and processes must comply with NMIT Safety, Health and Wellbeing requirements. In such cases where they do not comply, the contractor is advised that NMIT Safety, Health and Wellbeing Policies and Procedures apply.

*Refer to:*        *Safety, Health and Wellbeing Policy*  
                      *NMIT Health and Safety Manual*  
                      *Offsite and Workplace Learning Policy*

### 3.10 SAFETY AND RISK MANAGEMENT

Certain activities involving the use of equipment and activities in isolated areas may pose some risks to students. The Programme Area follows standard NMIT guidelines for managing general safety and risk issues. Students will be made aware of these guidelines at the beginning of the appropriate courses. Risk management and safety is taught to students as an integral part of these courses.

NMIT programmes comply with the Safety, Health and Wellbeing Policies, and follow the procedures described in the Health and Safety Manual.

Staff and students are inducted into NMIT emergency evacuation and accident procedures.

The Head of Department has responsibility for ensuring that NMIT's Safety, Health and Wellbeing policies, procedures and initiatives are followed and that a safe working environment is maintained in the Programme Area.

Before exiting the campus for NMIT supervised trips, such as practical training days or industry visits, all tutors are required to complete an Intentions Form detailing the trip itinerary, the list of staff supervising the visit, the list of students involved with their contact details, and a Risk Assessment identifying any potential hazards, and recording hazard management strategies where necessary. Trips must be approved and authorised by the Head of Department or delegate. Copies of these forms are lodged with the Programme Area Administration office before the trip departs, and are kept on file at the Programme Area Office to ensure there is information recorded as to the whereabouts of the group at all times.

*Refer to:*        *Safety, Health and Wellbeing Policy*  
                      *Health and Safety Manual*  
                      *Offsite and Workplace Learning Policy*

### 3.11 CORE TRANSFERABLE SKILLS

Graduates will have the knowledge and skills to make well-informed choices of a career or academic path and the language, literacy and numeracy skills required for study.

Graduates will be able to do a selection of the following, depending on the level of their programme of study:

<b>Self/Others</b>	<ul style="list-style-type: none"> <li>• Work with some assistance to achieve personal and academic goals</li> <li>• Identify their chosen academic/career pathway and the steps required to achieve desired outcome/s</li> <li>• Demonstrate respect for self and others – manaaki</li> <li>• Work cooperatively as part of a group</li> <li>• Identify priorities for self-development</li> <li>• Show consideration and cultural sensitivity to colleagues</li> <li>• Recognise the place of Te Tiriti in Aotearoa/New Zealand</li> <li>• Effectively manage their time</li> <li>• Demonstrate cultural awareness</li> <li>• Demonstrate presentation and/or public speaking skills</li> </ul>
<b>Learning to Learn</b>	<ul style="list-style-type: none"> <li>• Engage actively in learning tasks and explore methods and resources for learning</li> <li>• Use feedback to improve learning</li> <li>• Set clear learning goals and identify steps required to achieve them with some assistance</li> <li>• Identify areas of need and access support as required</li> <li>• Identify areas of success</li> <li>• Demonstrate critical thinking and analysis</li> <li>• Demonstrate research skills</li> <li>• Problem-solve and think creatively</li> </ul>
<b>Subject specific</b>	<ul style="list-style-type: none"> <li>• Demonstrate the knowledge, attitude and skills in chosen subject/discipline required to successfully progress to the next academic level or into the workplace.</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Communicate clearly in both oral and written forms</li> <li>• Read and understand texts from a range of sources</li> <li>• Locate, access, organise and use information for a specified purpose</li> <li>• Demonstrate advanced and applied reading</li> <li>• Demonstrate advanced and applied writing</li> <li>• Realise ideas and develop them in written language</li> <li>• Manage written projects</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• Use a range of numerical strategies to solve basic operational problems with numbers</li> <li>• Use a range of strategies to measure and interpret shape and space</li> <li>• Use and understand statistics in everyday life</li> <li>• Interpret basic information in order to solve maths applications</li> </ul>
<b>Digital Literacy</b>	<ul style="list-style-type: none"> <li>• Use appropriate e-tools to locate, access, evaluate, utilise and cite diverse information sources that facilitate learning and critical inquiry of [the subject]</li> <li>• Access, store, organise and retrieve information and media relevant to [the subject] from multiple digital sources for practical application and integration into existing knowledge</li> <li>• Evaluate and select digital tools based on their appropriateness to specific tasks related to [specific areas of practice]</li> <li>• Effectively create and publish content in multimedia formats to communicate opinions and ideas of [the subject] through a range of channels</li> <li>• Demonstrate creative thinking, construct knowledge, and develop innovative products and processes relating to [the subject] using technology</li> <li>• Use models and simulations to explore complex systems and issues relating to [specific areas of practice]</li> <li>• Use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources</li> <li>• Proficiently manage group interactions and engage in online communities and professional [subject] groups using multiple technologies</li> <li>• Contribute to project teams to produce original works or solve problems relating to [the subject]</li> <li>• Analyse the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, lifelong learning and career needs with respect to [the subject]</li> <li>• Confidently use digital technologies to reflect on, record and manage their lifelong learning of [the subject]</li> </ul>

## 3.12 ASSESSMENT

NMIT aims to:

- Foster best practice assessment procedures across the organisation that support students' learning, inform selection and progression decisions, and ensure quality and accountability.
- Create assessment systems and use assessment methodologies that are appropriate, practicable, inclusive, valid, and reliable, culminating in results that accurately recognise students' achievements.
- Provide a supportive learning and teaching environment that encourages reflective practice and continuous improvement.
- Ensure that NMIT courses and programmes are credible to all stakeholders.

The Assessment Policy summarises assessment at NMIT, staff and student responsibilities, and principles underpinning effective assessment. It also provides a glossary of specialist terms relating to assessment, and useful internal and external document references for assistance and guidance on assessment matters.

The NMIT Tutor Guide to Assessment describes procedures related to assessment.

Students shall be advised of assessment requirements within one week of course commencement.

Students shall make themselves available to undertake all summative assessments at the time and place stipulated by the course tutor.

Any changes to assessment timetabling will be minimal and communicated clearly and effectively to the students in a timely manner so as not to disadvantage any students whilst maintaining academic integrity.

The Academic Committee will be responsible for keeping an overview of assessment practices.

Any subsequent changes to assessment requirements as stated in the Programme Regulations shall be endorsed by the Academic Committee responsible for the programme and notified in writing to all students.

Students are responsible for meeting standards of academic honesty including acquainting themselves with any requirements relating to the conduct of tests and examinations as published for a particular programme or course.

Students may use Te Reo Māori in assessment if the student has registered their request, and has received approval for this by the Head of Department, prior to the start of the course or programme. The facility to use Te Reo Māori is not available where a course specifically requires students to demonstrate their facility in a language other than Te Reo Māori and/or where facility in the English language is central to the objectives of all or part of the course.

Students shall be given access to the marking schedule used to mark the assessment. Assessments should be marked and constructive feedback provided to students within a specified period as described in each Programme Area's protocol or programme regulations, with copies of final examination scripts available for viewing

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### EXAMINATIONS

The NMIT Examination Guidelines provide best practice guidelines for NMIT staff administering examinations, to ensure that NMIT students are able to sit their examinations under the best possible conditions by:

- Being treated fairly
- Creating an environment of academic integrity
- Promoting honourable student behaviour
- Supporting student academic success

The Guidelines also provide clear processes for:

- requesting external Tertiary Education Organisations (TEOs) to provide invigilation services for NMIT Students, when required
- requests from external Tertiary Education Organisations (TEOs) to provide invigilation services for their students

*Refer to:*            *Assessment Policy*  
                              *NMIT Tutor Guide to Assessment*  
                              *Examination Guidelines*  
                              *Academic Integrity Policy*

### 3.13 SPECIAL ASSESSMENT CIRCUMSTANCES

#### AEGRROTAT ASSESSMENTS

*This section relates to student performance in summative assessment being affected by factors beyond the control of the student. Programme Regulations will indicate if Aegrotat considerations are available.*

#### **DEFINITIONS:**

“Affected” means influenced in some way. For time constrained items such as tests, examinations, and presentations “affected” may be inability to attend any or all of the event, or diminished performance; for other items it may be the inability to meet deadlines, or diminished performance within deadlines.

“Aegrotat” refers to a result which may be granted to a student whose absence or impaired performance has been the result of illness, injury, bereavement or other personal circumstances.

“Factors beyond the control of the Student” refers to any circumstances or situation which the student could not have reasonably prevented, including sickness or injury to the student, or bereavement.

#### **APPLICATION PROCESS**

In the first instance the application for consideration of affected performance shall be made by the student to the Head of Department or delegate. This must be no later than seven days after the due date of the summative assessment, and with appropriate evidence of both the circumstances and the effect on performance. In the case of a test or examination, documentary evidence such as a medical certificate must confirm impaired performance at the time of the assessment and should normally be obtained within 24 hours of the test or examination.

#### **ELIGIBILITY**

Aegrotat assessments are not available in courses that use Competency Based Assessment.

A student would normally be expected to complete 50% of the summative assessment for a course, or to have failed or missed no more than one summative assessment, to be eligible for consideration. If there are less than two summative assessments, this does not apply.

The academic committee responsible for the programme shall consider the eligibility of the application with respect to the proportion of total assessment that the student has completed, or may complete. On the basis of this the committee may:

- a) agree to further consideration; or

- b) hold the application pending completion of the rest of the assessment items in the course; or
- c) decline the application.

Should an application be considered ineligible, the application shall be returned to the student who shall have the right of appeal on the grounds of:

- a) fairness in terms of relevant policy
- b) adherence to published procedures

#### **VALIDITY**

The academic committee responsible for the programme shall consider the validity of the application. To be considered valid, the application shall be bona fide and supported by such evidence as the academic committee responsible for the programme requires.

#### **DETERMINATION OF MARK OR GRADE:**

Under normal circumstances the available methods used to determine the mark or grade are:

- a) Assess after extending a deadline for completion.
- b) Assess completed item or an equivalent item at another time.
- c) Estimate the mark that the student would have gained had the circumstances not arisen. If a student has completed the substantial majority (normally at least 80%) of the summative assessment of a course, the final grade or mark may be determined by mathematical extrapolation.
- d) Assess a completed alternative item.
- e) Change the weighting of the assessment items completed to estimate a mark or grade for the complete course.

Academic staff responsible for the course shall use the selected method to determine the mark and grade for the individual item, or for the whole course as appropriate. In all cases the determination shall be conservative, to award a result that the student was very likely to have achieved or exceeded.

If the grade so determined for the item or for the course is lower than that achieved by the student despite the circumstances, the grade actually achieved shall stand.

Where a mark or grade is able to be determined following Special Assessment Circumstances, an aegrotat result may be recorded as (Grade) (AEG).

Where a mark or grade is unable to be determined, following Special Assessment Circumstances, a pass may be recorded as Pass (AEG).

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

---

#### **REASSESSMENT**

Where the criteria for successful completion of a summative assessment have not been met the same criteria may be reassessed either as a “resit” or as a “resubmission”.

Published information for students (e.g. Programme Regulations) shall include assessment and resit/resubmission procedures and be available for all programmes, which upon successful completion, result in a NMIT or New Zealand Qualifications Framework qualification or nationally recognised equivalent.



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## RECONSIDERATION OF ASSESSMENT RESULTS (RE-MARK)

Students may seek reconsideration (re-mark) of any assessment by applying in writing to the Head of Department or delegate, within 10 working days of receiving the result, setting out the grounds for reconsideration.

---

## SPECIAL ASSISTANCE FOR SUMMATIVE ASSESSMENT

Students wishing to receive special assistance in order to undertake a summative assessment shall apply in writing to the Programme Area Administration Office no later than three weeks prior to the date of the assessment. Such applications must state the nature of the disability and the type of assistance required as set out below.

Assistance may be provided in the following ways:

- a) Additional time normally not exceeding 15 minutes for each hour of the examination or test
- b) Assistance by a reader
- c) Assistance by a writer
- d) Assistance by a reader/writer
- e) Assistance by an interpreter
- f) A combination of the above

Applications for assistance must be endorsed by the Learning and Support Services Manager and / or the Equity Coordinator

Breaks during an examination or test may be allowed provided prior approval has been given by the Learning and Support Services Manager and / or the Equity Coordinator.

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*Refer to:*

- Assessment policy*
- Student Academic Appeals policy*
- NMIT Tutor Guide to Assessment*
- Moderation of Assessment Policy*
- Examination Guidelines*
- Academic Integrity Policy*

### 3.14 RESULTS

*The information in this section refers to NMIT programmes of study which are not subject to collaborative arrangements with other Tertiary Education Organisations. In cases where collaborative arrangements are in place, externally prescribed regulations may apply, and the results available will be specified in the relevant Programme Regulations, and may differ from the information in this section.*

The results of assessments shall be recorded as specified in the Programme Regulations.

The final outcome of a course or programme shall be recorded as in Section 3.15 of this Statute except that the Academic Board may, in exceptional circumstances, approve recording results for different standards or levels of achievement. Course results available in a programme are specified in the Programme Regulations.

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*Refer to:*

- Section 7 - Schedule of Course Result Keys*
- Student Results and Awards Policy*

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## ASSESSMENT RESULTS – COMPETENCY-BASED ASSESSMENT

Results of assessments, as stated in each Course Descriptor, are recorded as Achieved (A) or Not Achieved (N).

Where the Programme Regulations also permit the awarding of Merit for assessment results they will be recorded as Merit (M).

Students must meet the required standard in order to pass an assessment. The required standards are identified in the competencies associated with the particular assessment.

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## ASSESSMENT STANDARD RESULTS

Results of assessment standards and individual assessments, stated in a Course Descriptor are recorded as Achieved (A) or Not Achieved (N).

Where the Programme Regulations also permit the awarding of Merit and/or Excellence for assessment standard results they will be recorded as Achieved (A) or Not Achieved (N), or Achieved with Merit (M) or Achieved with Excellence (E).

Results A, M and E will be reported to NZQA as soon as practicable after the end of the course.

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## ASSESSMENT RESULTS – ACHIEVEMENT-BASED ASSESSMENT

Results of assessments, as specified in the Programme Regulations and stated in each Course Descriptor, are recorded as grades which indicate the level of a student's work.

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.

The grades that may be awarded for assessments which use this type of assessment are stipulated in the Programme Regulations.

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## COURSE RESULTS – COMPETENCY-BASED ASSESSMENT

Where competency-based assessment (the process of seeking evidence and making a decision about whether a student can perform to a standard) is used, or where grades are not awarded, course results shall be recorded as Pass (P) or No Pass (NP).

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## COURSE RESULTS – ACHIEVEMENT-BASED ASSESSMENT

Where course results are awarded as grades according to the level of achievement, the final outcome of a course or programme shall be recorded as A, B, C, D or E.

A, B and C are pass grades, and D and E are fail grades.

---

## OTHER COURSE RESULTS THAT MAY BE AWARDED

The results shown in the table below may also be awarded:

RESULT	DESCRIPTION
Cross Credit	Pass – credit for <u>a similar course</u> already completed as part of another approved qualification from NMIT or another institution
Credit Transfer	Pass - credit for <u>the same course</u> already completed as part of another approved qualification from NMIT or another institution
Pass (RPL)	Pass - Recognition of Prior Learning
Grade (AEG)	Aegrotat Pass - A result awarded following consideration of special circumstances (A grade is determined)
Pass (AEG)	Aegrotat Pass - A result awarded following consideration of special circumstances (A grade cannot be determined)
D (CON)	Conceded Pass – A pass awarded where a narrow fail in a course is compensated by good grades in other courses within the programme
Withdrawn	Withdrawn from a course or programme

---

## DISTINCTION OR MERIT FOR QUALIFICATIONS

Where Programme Regulations allow, qualifications may be awarded with Distinction and/or with Merit.

The requirements that must be met for the award of a qualification to be with Distinction and/or with Merit are stipulated in the Programme Regulations.

Where a qualification is awarded with Distinction the title of the award will be:

- **[Qualification title] (with Distinction)**

Where a qualification is awarded with Merit the title of the award will be:

- **[Qualification title] (with Merit)**

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## CONCEDED PASS

Any student, with course results where a narrow fail in a course is compensated by good grades in other courses in the programme, will be considered for a Conceded Pass in order to be awarded the qualification. A decision to grant a Conceded Pass will be at the discretion of the Academic Committee, not by application from a student, and will not be open to appeal.

A Conceded Pass is only available for a course using Achievement Based assessment. Where percentage marks are determined, a Conceded Pass will only be considered in the range 45% – 49%.

A student may be granted only one Conceded Pass per programme. A Conceded Pass does not fulfil requirements for pre-requisites, cross credit or credit transfer.

Where a Conceded Pass is granted, (CON) will be recorded alongside the result already determined for the course. e.g. D (CON)

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## GRADE TABLES FOR COLLABORATIVE OR SHARED PROGRAMMES

Programme Regulations will indicate if externally prescribed grade tables apply e.g. New Zealand Diploma in Business.

Where Programme Regulations indicate a collaborative arrangement between NMIT and another Tertiary Education Organisation (TEO), please refer to **Section 7: Schedule of Course Result Keys**.

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## NOTIFICATION OF RESULTS

Programme or course results will be advised to students following approval by the Academic Committee responsible for the programme.

Any results displayed publicly will use student ID numbers, not student names.

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## AVAILABILITY OF MARKED ASSESSMENTS

Students shall be entitled to the return of all written assignment work (or a copy thereof) submitted for coursework assessment within a reasonable time (as specified in Programme Regulations) and free of charge.

Copies of final examination scripts will be available for viewing but may be retained by NMIT.

Students shall be given access to the marking schedule used to mark the assessment.

If no time limit is set for the collection or retention of assessed work, any uncollected work may be destroyed three months following the completion of the course.

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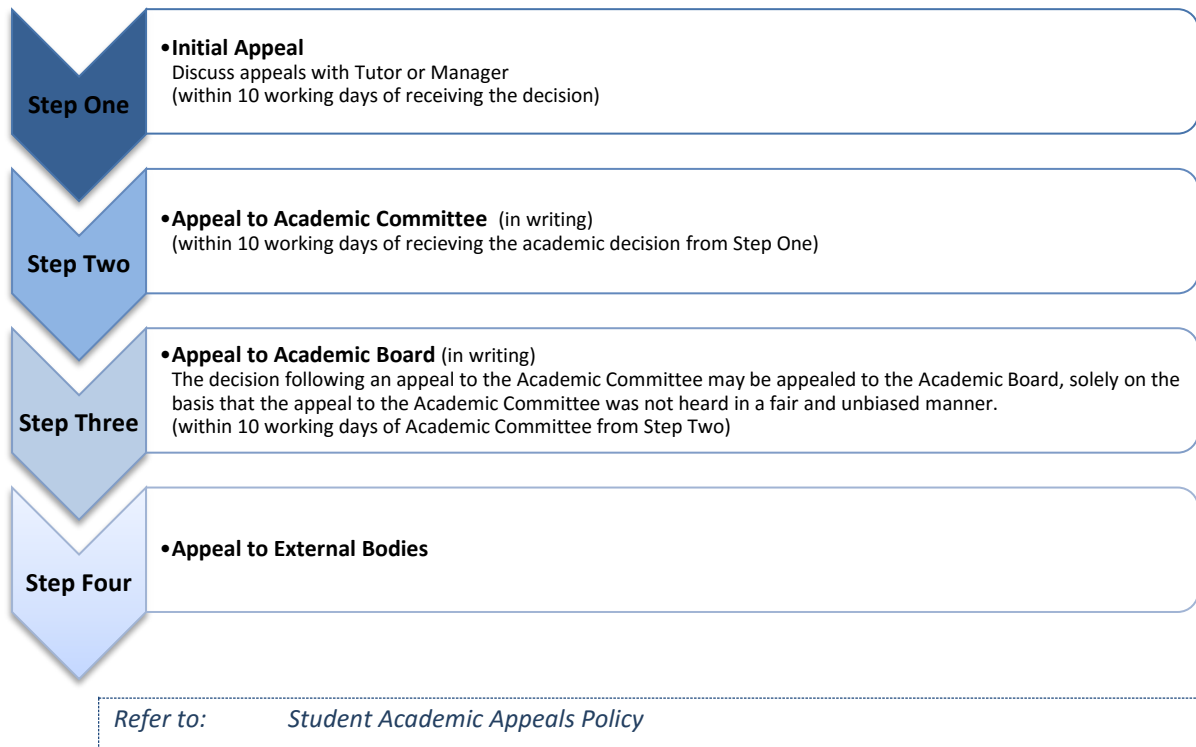
*Refer to:            Student Results and Awards policy  
                             Section 7: Schedule of Course Result Keys*

### 3.15 STUDENT ACADEMIC APPEALS

Students who believe that they have grounds for contesting the validity of their assessment or the recording of that assessment, should:

- Approach the teaching staff member involved and attempt to resolve or rectify the matter.
- Approach the Head of Department if the matter is not resolved.

Students may appeal against an assessment process or result, within 10 working days of the date of the work being returned. The appeal should be made to the Coordinating Tutor. If the appeal is unresolved at this point, the work will be reassessed once by a second assessor and appeal against this decision may be made to the Academic Committee with responsibility for the programme. An appeal of the Committee's decision may be made to the Academic Board within 10 days, on the grounds of process.



### 3.16 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 during an examination or not) which counts towards the attainment of a grade in any course or otherwise occurring in connection with any summative assessment.

Dishonest practice includes:

- a) Cheating, defined as any fraudulent response whatsoever by students to any item of assessment, including any action which may otherwise defeat the purpose of the assessment.
- b) Plagiarism, defined as the act of taking and using another's work as one's own without proper acknowledgment and includes:
  - i. copying the work of another student
  - ii. copying any part of another's work
  - iii. summarising another's work
  - iv. using experimental results obtained by another
- c) Submitting work for summative assessment which has been jointly prepared for presentation, in circumstances where this has not been communicated to students as legitimate.
- d) Submitting work for summative assessment which has previously been submitted elsewhere, without the prior permission of the Head of Department or delegate
- e) Using notes during a closed book test.

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

Where, in respect of any student, a complaint of academic misconduct is received or identified, the following procedure shall apply:

- a) The allegation of academic misconduct has to be made in writing.

- b) The staff member concerned seeks confirmation from a colleague that the alleged conduct constitutes misconduct.
- c) Following such confirmation the staff member notifies the student of the concern and requests a meeting with the student and the Head of Department or delegate to allow the student to respond to the allegation.
- d) If the staff member, in consultation with the Head of Department or delegate, is satisfied with the student's explanation no further action is taken and the student is advised accordingly.
- e) Following the meeting the student may be asked to undertake an additional assessment in order to confirm the integrity of an earlier assessment result; for example, an oral assessment may be used. A fee may be charged.
- f) Where misconduct is confirmed the staff member, together with the Head of Department or delegate, determine the appropriate penalty and notify the student of the decision.
- g) The student at all times has the right to a support person and/or advocate, as per the principles of natural justice.
- h) Refer to Privacy Act.

Notwithstanding the information in this section a staff member in consultation with the Director of Learning and Teaching may determine that the alleged misconduct be investigated according to the NMIT procedures described in [Student Misconduct Procedure](#).

A student may appeal the decision reached under this Section (s3.17) of this Statute.

Appeals shall be lodged in writing and with the Head of Department within 10 working days of the decision and shall be considered by the relevant Academic Committee.

A student may appeal the decision, reached under this Section (s3.17) of this Statute to the Appeals Committee of the Academic Board.

The NMIT procedure relating to academic appeals (Section 3.16 of this Statute) is described in [Student Academic Appeals](#) available on the NMIT website.

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## PENALTIES FOR ACADEMIC MISCONDUCT

If an allegation of misconduct is proved all or any of the following penalties may be imposed:

- a) Award a fail grade or a nil mark for the affected summative assessment event.
- b) Disqualify the student from sitting for any summative assessments for a specified period.
- c) Cancel the credit if the student has been credited with a pass in the course in respect of which the charge arose.
- d) Suspend the student from any course for a specified period.
- e) Exclude the student from the programme for a specified period.
- f) Reprimand the student.
- g) Record the penalty imposed, on the student's personal file for a specified length of time. This timeframe would be dependent on the level of seriousness of the academic misconduct, but would usually be the end of the academic year in which the academic misconduct occurred.
- h) Recommend to the Academic Board exclusion from any NMIT programme.

Notwithstanding the information in this section, penalties may be set in accordance with procedures described in [Student Misconduct Procedure](#).

Refer to: [Academic Integrity Policy](#)  
[Student Academic Appeals Policy](#)  
[Student Misconduct Procedure](#)  
[Student Problem Resolution Framework](#)

### 3.17 RECOGNITION OF ACADEMIC CREDIT (RAC)

*This section relates to applications for recognition of academic credit for all assessed NMIT courses and, where relevant, assessment standards within those courses.*

NMIT is committed to the recognition of relevant prior learning and the prior achievement of academic credit.

NMIT recognises that learning may be general or specific and may be achieved in a variety of ways.

Procedures and decisions around RAC should ensure validity, reliability, currency and fairness.

The principles are that credit recognition should:

- Eliminate duplication of learning and assessment.
- Provide open, inclusive and integrated tertiary education systems, enabling students to transfer between institutions, both nationally and internationally.
- Ensure that the quality, cohesion, integrity and standing of qualifications are not diminished.
- Ensure that constructive alignment across the qualification is maintained.

The NMIT Recognition of Academic Credit Policy is designed to:

- Define the process for formally recognising relevant experience and study that has been achieved prior to completion of a qualification offered by NMIT, as academic credit for a course or courses at NMIT.
- Provide a framework for credit recognition decisions that maintain the quality of qualifications offered by NMIT and support the mobile learner of the 21st century.

Three types of RAC are distinguished in the RAC Policy:

- Cross Credit
- Credit Transfer
- Recognition of Prior Learning (RPL)

The Recognition of Academic Procedure describes the procedures for formally recognising relevant experience and study that has been achieved prior to completion of a qualification offered by NMIT, as academic credit for a course or courses at NMIT.

Programme Regulations will specify which RAC types, if any, are available within that programme, and any relevant conditions and/or limits on the use RAC in the programme.

Once Cross Credit or RPL has been approved for a course, this result may not be used as evidence for a further application for Cross Credit or RPL.

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#### CROSS CREDIT

The granting of academic credit towards a qualification delivered by NMIT, from a **similar** course already completed as part of another approved qualification from NMIT or another institution.

Cross Credit is only considered for complete courses, including General Elective courses

Following approval of an application for Cross Credit, course result/s will be entered into the SMS in accordance with the relevant Course Result Key.

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## CREDIT TRANSFER

- The granting of academic credit towards a qualification on the basis of credit from the **same** course already completed in another qualification at NMIT (Internal Credit Transfer) or credit from the **same** course already earned in another qualification at another institution (External Credit Transfer). If the course was completed at NMIT and the transfer is towards the identical course, then Credit Transfer (and related approval processes) is necessary. [Internal Credit Transfer]
- If the course was completed at another institution, (NZ or overseas) and the transfer is towards the identical course in an NMIT Programme, then Credit Transfer (and related approval processes) is necessary. [External Credit Transfer]. Following approval of an application for External Credit Transfer, course result/s will be entered into the SMS in accordance with the relevant Course Result Key.

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## RECOGNITION OF PRIOR LEARNING (RPL)

RPL is a process used to formally recognise a student's prior academic achievement and/or work/life experience as contributing credit toward a course that is part of a qualification offered by NMIT. RPL will only be considered for complete courses, including General Elective courses.

Following approval of an application for RPL, course result/s will be entered into the SMS in accordance with the relevant Course Result Key.

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*Refer to:*            *Recognition of Academic Credit Policy*  
*Recognition of Academic Credit Procedure*  
*Section 7: Schedule of Course Result Keys*

### 3.18 CONTINUATION IN A PROGRAMME OR COURSE

Any student who, over the last two preceding years of his or her studies, has failed to pass courses equivalent to more than half of the credits in which they have been enrolled shall only continue in the programme with the prior approval of the relevant Academic Committee.

A student who has failed the same course on three occasions shall only enrol again for that course with the approval of the relevant Academic Committee. Any specific programme regulations related to exclusions from courses shall take precedence over this clause.

Any student who has not met the pre-requisite requirements in preparation for off-site practical or work experience will not proceed to the off-site practical or work experience and will not be awarded credit for that component of the programme.

If a student's performance or participation in any off-site practical or work experience is, in the opinion of the Head of Department, unsatisfactory for whatever reason, the Director of Learning and Teaching may suspend for up to three days a student's attendance at the off-site practical or work experience, until the Academic Committee examines the situation and implements one of the following:

- a) require the student to undertake further study in pre-requisite requirements
- b) remove the temporary suspension
- c) suspend the student from the off-site practical or work experience for such a period that it thinks fit
- d) exclude the student from the programme where the off-site practical or work experience is a requirement for successful completion of the programme

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*Refer to:*            *Student Academic Support and Progression Policy*



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## APPLICATION TO HAVE EXCLUSION WAIVED

Any excluded student who wishes to apply for permission to re-enrol shall lodge a written application with the Head of Department at least two months before the commencement of the course or programme, together with the specified fee.

The decision on whether any particular student, who has been excluded under Section 3.19 of this Statute, may be permitted to re-enrol shall be made by the relevant Academic Committee.

In approving any such application, the relevant Academic Committee may stipulate such conditions for re-enrolment as it deems appropriate.

An appeal of any decision made under Section 3.19 of this Statute must be received by the Administration Office within 10 working days of the decision being advised to the student.

Appeals shall be conducted according to the procedures laid down in Student Academic Appeals.

### 3.19 UNSATISFACTORY PROGRESS

It is important to identify and support students who are having difficulty meeting academic standards as early as possible.

Necessary guidance, support and advice will be provided to assist students meet the academic standards for their programme of study.

Academic support is a normal part of learning and teaching at NMIT. Refer to Section 3.20 of this Statute.

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

---

## PRINCIPLES FOR DETERMINING UNSATISFACTORY PROGRESS

Unsatisfactory academic progress is defined by the following:

- A student who does not pass at least half of the credits in which they were enrolled within one academic year.
- A student who enrolled in the same course on three occasions and has failed that course.

Any student deemed by the institute to have made unsatisfactory academic progress may be excluded from the course and/or programme and not permitted to re-enrol without prior permission of the Academic Committee.

Any excluded student who wishes to apply for permission to re-enrol shall lodge a written application with the Academic Committee before the official enrolment date in the course and/or programme for which he or she seeks admission.

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

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

If a student's performance or participation in any off-site excursion, practical, or work experience is, at the absolute discretion of the Academic Committee, unsatisfactory for whatever reason, the Academic Committee may temporarily remove that student's attendance at the off-site excursion, practical, or work experience, and the institute's relevant procedures will be instigated.

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*Refer to: Student Academic Support and Progression Policy*

## 3.20 STUDENT GUIDANCE AND SUPPORT

NMIT supports all students in their learner journey, in accordance with its Student Charter.

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### LEARNER SERVICES

The Library Learning Centre (LLC) and its satellite Learning Centres provides:

- A learner-centred convergence of library, information, technical services, learning and pastoral supports for the students and staff of NMIT. This requires a range of facilities to meet the varying and changing needs of its customers.
- An environment which enhances and supports the learning experiences of students by assisting with the development of skills to locate, evaluate and effectively use information (information literacy) and by providing flexible learning options where appropriate.
- A gateway to learning resources and support for students and staff on the Nelson, Marlborough, Woodbourne and Auckland campuses, and for those studying by distance. Services and resources are available via the LLC website, email, by courier delivery, and increasingly online, to those staff and students who cannot access the campuses in person.

The Learner Services team and facilities contributes directly to the Institute's roles by:

- Acquiring, organising, and making available those information resources that are needed to support the academic programmes, staff research, and management of the Institute – books, e-books, serials, audio-visual resources, and subscription databases.
- Teaching information and advice - retrieval skills to individuals or classes.
- Providing study facilities – a range of individual and group study areas, computers and printers, copiers and scanners, and audio-visual equipment.
- Providing learning support – specialist facilitators offering extra tuition, learning guidance and resources that will assist students to reach their potential, whether they are experiencing difficulties with their studies or simply want to improve their performance.
- Providing pastoral and wellbeing support – dedicated staff are also available for students when they need support with life as an adult learner. Cultural Advisors for Māori, Pacific Island and international students, an Equity Coordinator and a Student Advisor specifically for youth are available.

There are a variety of support services available – these are listed below:

<b>LEARNER SERVICES</b>	
<b>Learning Advice</b>	<ul style="list-style-type: none"> <li>• Learning Facilitators, Advisors and Librarians</li> </ul>
<b>Cultural Support</b>	<ul style="list-style-type: none"> <li>• Cultural Advisor - Māori</li> <li>• Cultural Advisor - Pacific Island</li> <li>• Cultural Advisors - International</li> </ul>
<b>Student Advice</b>	<ul style="list-style-type: none"> <li>• Learning Centre Assistants</li> <li>• Equity Coordinator</li> <li>• Student Advisor – Youth</li> </ul>
<b>Health &amp; Wellbeing</b>	<ul style="list-style-type: none"> <li>• NMIT Counselling Support Service</li> </ul> <p><i>Student Advisors may also refer students to Community Health support and/or Counselling Services.</i></p>

In addition, SANITI offers the following services for students:

<b>Support and Advocacy</b>	<ul style="list-style-type: none"> <li>• Financing Study</li> <li>• Academic Issues</li> <li>• Problem Resolution</li> <li>• Managing Stress</li> </ul>
<b>Events</b>	<ul style="list-style-type: none"> <li>• Campus Culture</li> <li>• Functions</li> <li>• International Activities</li> </ul>
<b>Employment</b>	<ul style="list-style-type: none"> <li>• CV preparation</li> <li>• Cover Letters</li> <li>• Interview Coaching and Preparation</li> </ul>
<b>Representation</b>	<ul style="list-style-type: none"> <li>• Student President</li> <li>• Student Executive</li> <li>• Programme Representatives</li> </ul>

To ensure students are fully aware of the services available and that any barriers to accessing them are addressed, NMIT shall:

- Provide Learner Services information to all new students.
- Use brochures, posters, newsletters, website etc. to communicate with students as appropriate.

To ensure staff at NMIT are aware of the services available, a representative from Learner Services should:

- Attend Programme Area/Business Support Area team meetings (as required).
- Participate in new staff induction programmes.

Information gained through the student feedback process will inform evaluation and review of these services. Refer to Section 3.22 Student Feedback.

Learner Services staff work closely with community agencies to ensure appropriate referrals are made where specialist services are required, e.g. Police, and community Health Services providers,

Refer to: *Student Charter*

### 3.21 STUDENT FEEDBACK

Students are encouraged to give informal feedback on tutors and to evaluate tutors through formal feedback mechanisms.

As part of maintaining programme standards at NMIT, all students will be given the opportunity to provide feedback on their learning journey with NMIT. Further information will be provided for students in Programme Handbooks.

The coordination and administration of all NMIT Student Surveys is managed centrally to ensure the independence and standardisation of the process. Results are collated and summarised and given to the Head of Department. Students are given feedback on the results of each survey with an action plan for change, where appropriate. Student satisfaction ratings are reported in the NMIT Annual Report. The results and information gathered from the surveys are taken into account during annual Self-Assessment.

Refer to: *Student Feedback – ‘The Student Voice’ policy*

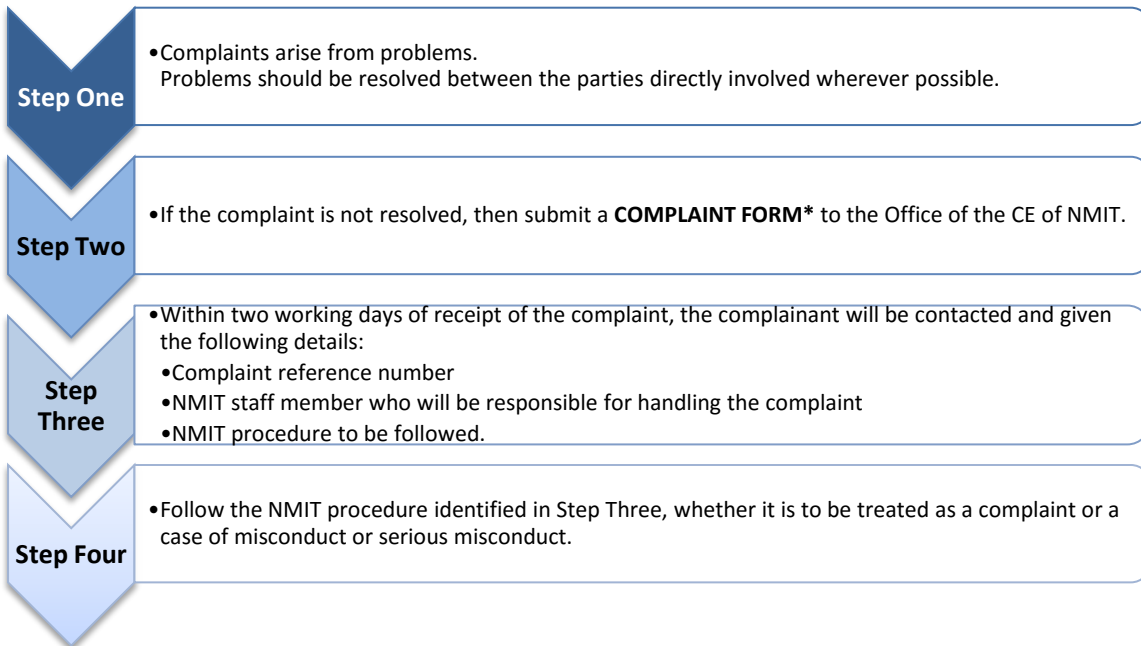
### 3.22 PROBLEM RESOLUTION

#### COMPLAINTS PROCEDURE

Direct communication is the best way to solve a problem with a subject or between a student and tutor. Students are encouraged and advised to adopt the procedure in the graphic below:

Complaint forms are located at:

- Programme Area Administration Offices
- NMIT Information and Enrolments Centre
- SANITI
- Library Learning Centre Information desk
- NMIT website:
- <http://support.nmit.ac.nz/downloads/10-problem-resolution>



*\*Refer to: Complaints Procedure*

## MISCONDUCT

Issues of student misconduct includes breach of the Student Rules or the Student Charter and other behaviour including falsification of application documents or NMIT records, damage to NMIT property, conduct which is likely to bring the student or NMIT into disrepute, or refusal to carry out the reasonable instructions of a tutor or other staff member.

In the first instance, the student will be advised of the level of seriousness of the allegation; which procedures NMIT intends to follow to deal with the allegation and the consequences of the allegation being substantiated.

It does not apply to students failing to meet academic requirements.

*Refer to: Student Misconduct Procedure  
Student Problem Resolution Framework*

**APPENDIX 1: INTERNATIONALLY RECOGNISED ENGLISH PROFICIENCY OUTCOMES FOR INTERNATIONAL STUDENTS**

<b>English Proficiency Outcomes<sup>1</sup></b>							
<b>Programme / Level</b>	<b>IELTS test<sup>2</sup></b>	<b>TOEFL Paper-based test (pBT)</b>	<b>TOEFL Internet-based test (iBT)</b>	<b>University of Cambridge ESOL Examinations</b>	<b>NZCEL</b>	<b>Pearson Test of English (Academic)</b>	<b>City &amp; Guilds IESOL</b>
<b>Certificate at Level 3</b>	General or Academic score of 5 with no band score lower than 5	Score of 500 (with an essay score of 4 TWE)	Score of 35 (with a writing score of 20)	FCE or FCE for Schools with a score of 154. No less than 154 in each skill	Level 3 with an endorsement of either General, Workplace, or Academic	PToE (Academic) score of 36	B1 Achiever with a score of 43
<b>Certificate at Level 4</b>	General or Academic score of 5.5 with no band score lower than 5	Score of 530 (with an essay score of 4.5 TWE)	Score of 46 (with a writing score of 20)	FCE or FCE for Schools with a score of 162. No less than 154 in each skill	Level 3 with an endorsement of either General, Workplace, or Academic	PToE (Academic) score of 42	B2 Communicator with a score of 42
<b>Certificate or Diploma at Level 5</b>	Academic score of 5.5 with no band score lower than 5	Score of 550 (with an essay score of 5 TWE)	Score of 46 (with a writing score of 20)	FCE or FCE for Schools with a score of 162. No less than 154 in each skill	Level 4 with the Academic endorsement	PToE (Academic) score of 42	B2 Communicator with a score of 42
<b>Certificate or Diploma at level 6 or 7</b> <b>Degree at Level 7</b> <b>Graduate Certificate or Diploma at Level 7</b>	Academic score of 6 with no band score lower than 5.5	Score of 550 (with an essay score of 5 TWE)	Score of 60 (with a writing score of 20)	FCE or FCE for Schools with a score of 169. No less than 162 in each skill	Level 4 with the Academic endorsement	PToE (Academic) score of 50	B2 Communicator with a score of 66

### English Proficiency Outcomes<sup>1</sup> (contd.)

Programme / Level	IELTS test <sup>2</sup>	TOEFL Paper-based test (pBT)	TOEFL Internet-based test (iBT)	University of Cambridge ESOL Examinations	NZCEL	Pearson Test of English (Academic)	City & Guilds IESOL
<b>Postgraduate Diploma or Postgraduate Certificate at Level 8</b>  <b>Bachelor Honours Degree at Level 8</b>  <b>Master's Degree at Level 9</b>  <b>Doctoral Degree at Level 10</b>	Academic score of 6.5 with no band score lower than 6	Score of 590 (with an essay score 5.5 TWE)	Score of 79 (with a writing score of 21)	CAE or CPE with a score of 176. No less than 169 in each skill	Level 5 with the Academic endorsement	PToE (Academic) score of 58	C1 Expert with a score of 42

<sup>1</sup>The listed outcomes represent the minimum scores or grades for each test or qualification that qualify a student for enrolment at each programme level. Students with higher scores or grades than required for a particular programme level may still enrol at that level.

<sup>2</sup>IELTS scores used must be taken from a single IELTS Test Report Form (i.e. combining scores from more than one test is not permissible).