

# NMIT UNSATISFACTORY ACADEMIC PROGRESS PROCEDURE

<b>Section</b>	<b>Problem Resolution</b>		
<b>Approval Date</b>	18.10.2023	<b>Approved by</b>	Academic Committee
<b>Next Review</b>	08.08.2024	<b>Responsibility</b>	Interim Operations Lead
<b>Last Reviewed</b>	08.08.2023	<b>Key Evaluation Question</b>	5

## PURPOSE

This procedure is applicable in cases of repeated and continuing non-achievement of academic standards or where an ākongā is considered at risk of being unable to complete their course of study within the maximum period of enrolment.

The purpose of this procedure is to ensure ākongā are supported and fully informed of the process for managing at-risk ākongā, in order to enable their academic success.

## SCOPE

This procedure applies to all NMIT | Te Pūkenga (NMIT) ākongā, regardless of study location or delivery method.

Unsatisfactory academic progress can relate to any of the following:

- Poor performance in assessment(s)
- Having difficulty meeting, or not meeting, required competencies in practice placement
- Having difficulty meeting, or not meeting, criteria for professional behaviour, where this is a programme specific requirement (refer to Programme Regulations)
- Having difficulty meeting, or not meeting, criteria identified in the Programme Regulations such as co- and pre-requisites
- Inadequate class participation / engagement in formative assessment activities
- Non-engagement in practical activities
- Having difficulty meeting, or not meeting, a programme specific requirement (refer to Programme Regulations)

Academic performance issues can be identified by the ākongā themselves or a member of curriculum kaimahi.

## NOT IN SCOPE

Industry standards of character or professional behaviour as specified in external regulations (e.g. Civil Aviation Authority, Maritime NZ and Nursing Council New Zealand, NZ Immigration) **take precedence over** this procedure.

In cases of ākongā misconduct, refer to: [Student Charter](#), [NMIT Ākongā Misconduct Procedure](#).

For ākonga failing to progress as a result of academic misconduct (e.g. plagiarism, cheating) refer to [NMIT Academic Integrity Policy](#) and [NMIT Breach of Academic Integrity Procedure](#).

## DEFINITIONS

<b>Academic Progress Meeting</b>	A deliberate and documented conversation between an ākonga and their kaiako/Learning advisor/Course Lead/Programme Support Coordinator/Curriculum Area Manager to discuss the ākonga academic progress.
<b>Academic standards</b>	Requirements for an ākonga to successfully complete a course and to progress through a programme of study. Academic standards are documented in <i>Programme Regulations</i> usually as assessment criteria, or academic requirements.
<b>Advocate</b>	<p>A person who advises the ākonga and may speak on their behalf.</p> <p>Examples of those who may be asked to be an advocate:</p> <ul style="list-style-type: none"> <li>• A member of the Student Association (SANITI);</li> <li>• A chosen associate or professional person;</li> <li>• A colleague, friend, member of family or whānau.</li> </ul> <p>The ākonga must complete the Authorisation to Advocate form. Both ākonga and advocate must sign the form.</p>
<b>Ākonga</b>	Learner
<b>Exclusion</b>	The determination by the Academic Standards and Quality Committee that an ākonga is ineligible to continue their programme of study.
<b>Kaiako</b>	Tutor / course facilitator
<b>Kaimahi</b>	Staff member, includes kaiako, learning advisor (WBL), ākonga support, and allied services
<b>Learning Support</b>	The provision of guidance, support and advice to assist ākonga meet the academic standards for their programme of study.
<b>Programme Support Coordinator /Student Learning Advisor</b>	Person working with both ākonga and kaimahi. Responsible for writing individual learning plans, assisting ākonga with study selections, and overall ākonga progression.
<b>Support Person</b>	<p>Person or group able to provide support or advice to the ākonga (e.g. NMIT Student Learning Advisor; Student Association (SANITI); friend or family member).</p> <p>A Support Person's role is to empower the ākonga to speak for themselves with knowledgeable support. A Support Person cannot speak on behalf of the ākonga unless the ākonga chooses for the Support Person to move into the</p>

	role of Advocate, in which case they need to complete the Authorisation to Advocate form.
<b>Unsatisfactory Academic Progress</b>	Where minimum requirements for completion of the course or qualification have not been met or are at risk of not being met.
<b>Written warning</b>	A formal written warning that is provided to an ākonga and which is recorded in the ākonga file. A written warning will describe the issues, actions required and support provided and will be removed from NMIT's Student Management System at the end of the academic year for the ākonga programme of study.

## RESPONSIBILITY

<b>Academic Standards and Quality (AS &amp; Q) Committee</b>	Considers any recommendation from the <b>Curriculum Area Manager</b> to exclude an ākonga from a course or programme; and approve or not approve the recommendation.
<b>Curriculum Area Manager, or delegate</b>	Initiates and follows the Unsatisfactory Academic Progress Procedure
<b>Head of Learner Services, or delegate</b>	Ensures all reasonable steps have been taken to inform the ākonga of the process and the support available to them
<b>Kaiako or Student Learning Adviser or Programme Support Coordinator</b>	Identifies an ākonga at risk of being unable to reach the required academic requirements for their course or qualification.
<b>Support Person</b>	<ul style="list-style-type: none"> <li>• Listen to the ākonga's perspectives and explain NMIT's informal and formal resolution processes.</li> <li>• Discuss options but allow them to make their own decisions.</li> <li>• Discuss possible outcomes and consequences.</li> <li>• Where English is the ākonga's second language ensure they are given the option of an interpreter.</li> </ul> <p>A Support Person cannot speak on behalf of the ākonga, unless the ākonga chooses for the Support Person to move into the role of Advocate. In which case, the ākonga and the Advocate must complete and sign the Authorisation to Advocate form and submit to the Curriculum Area Manager (or delegate).</p> <p>During meetings, a Support Person might:</p> <ul style="list-style-type: none"> <li>• Ask for clarification.</li> <li>• Remind the ākonga of questions to ask or points to make.</li> <li>• Observe if the process is fair.</li> <li>• Request breaks.</li> <li>• Take notes and de-brief the ākonga after the meeting.</li> </ul>

## PRINCIPLES

Before this Procedure is followed kaiako, Programme Support Coordinator and/or Student Learning Advisor must show evidence of having provided academic support and/or having referred ākongā to appropriate kaimahi and /or support services, as listed below:

- Learner Services
- SANITI
- Te Puna Manaaki
- Pasifika Support
- External Counselling Service (OCP)
- Community Health Services

The ākongā will be made aware of the consequences of unsatisfactory academic progress, which may lead to exclusion from the programme.

The principles of natural justice are incorporated, whereby the ākongā will be given all relevant information regarding the issue and sufficient notice for any meeting dates, an opportunity to prepare and present evidence, arrange a Support Person or Advocate, and to respond to the arguments provided. Time will also be given for the ākongā and NMIT to implement the agreed actions if the Programme Regulations permit.

Ākongā have the right to have a Support Person or Advocate of their choice present at any meeting. The ākongā must be notified of this right in writing at the time notice is given of any meeting.

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

The process for taking disciplinary action must be in accordance with the principles of natural justice (which includes those necessary to ensure the prompt, considered, and fair resolution of the matter that is the subject of the action).

## PROCEDURE

Ākongā must be advised of, and offered support, before commencing the Unsatisfactory Academic Progress Procedure

	INITIAL STEPS	RESPONSIBILITY
1	Unsatisfactory academic progress identified.	Kaiako/Learning Advisor/ Programme Support Coordinator
2	Advise and offer ākongā support appropriate to the needs of the ākongā.  Support may include, but is not limited to: <ul style="list-style-type: none"><li>• Te Puna Manaaki</li><li>• Pasifika Support</li></ul>	Kaiako/Learning Advisor/ Programme Support Coordinator in consultation with

	<ul style="list-style-type: none"> <li>• Learning Support</li> <li>• Equity Services</li> <li>• Wellbeing Support</li> <li>• International Support</li> <li>• Advocacy Services SANITI</li> </ul> <p>Document that the ākonga has been provided the appropriate contact information regarding each of these services.</p>	Curriculum Area Manager
3	Record support plan, including any meeting dates	Kaiako/Learning Advisor/ Programme Support Coordinator
4	Contact the Head of Learner Services to ensure all reasonable steps have been taken to inform the ākonga of the process and the support available to them.	Curriculum Area Manager
<b>INITIATING THE PROCEDURE</b>		<b>RESPONSIBILITY</b>
5	<p><b>First Academic Progress Meeting</b></p> <p>An academic progress meeting is arranged between the ākonga and Curriculum Area Manager or delegate. The ākonga may request a Support Person or Advocate attend the meeting.</p> <p>During the meeting, the parties agree on actions, including support measures, to help the ākonga succeed in their course, that are clearly defined and recorded with measurable milestones.</p> <p>NMIT provides the ākonga with a copy of this procedure (<b><i>NMIT Unsatisfactory Academic Progress</i></b>).</p> <p>After the meeting, NMIT provides the ākonga with a copy of what was discussed including agreed actions, timelines and support measures. (Use <a href="#">Record of Academic Progress Meeting/s [Template]</a>, available from the Intranet).</p> <p>NMIT uploads a copy to the ākonga file on Student Management System*</p>	Kaiako/Learning Advisor/Programme Support Coordinator in consultation with Curriculum Area Manager
6	<p><b>Second Academic Progress Meeting</b></p> <p>A further academic progress meeting is arranged between the ākonga and Curriculum Area Manager or delegate to discuss the ākonga progress against the actions agreed at the first academic progress meeting. The ākonga may request a Support Person or Advocate attend the meeting.</p> <p>After the meeting, NMIT provides the ākonga with a copy of what was discussed in the second academic progress meeting including agreed actions, timelines and support measures.</p> <p><i>(Refer to actions planned and recorded in the Academic Progress Meeting document)</i></p>	Kaiako/Learning Advisor/Programme Support Coordinator in consultation with Curriculum Area Manager

	<p>NMIT uploads a copy to the ākongā file on Student Management System*</p> <p>If agreed actions are met, application of this Procedure is no longer necessary and a note to this effect is recorded on the ākongā file.</p>	
7	<p>If, following the agreed timelines, the agreed actions are not met, <b>a first written warning</b> including agreed actions, timelines and support measures is provided** and explained to the ākongā.</p> <p>[Use <a href="#">First Written Warning [Template]</a> – available from the Intranet]</p> <p>NMIT uploads copy to the ākongā file on Student Management System*</p> <p>If agreed actions are met, application of this Procedure is no longer necessary and a note to this effect is recorded on the ākongā file.</p>	Curriculum Area Manager
8	<p>If the agreed actions are not completed after the time period specified<sup>†</sup> in the <b>first written warning</b>, then a <b>second written warning including agreed actions, timelines and support measures</b> will be provided** and explained to the ākongā. Implications of not meeting the agreed actions are also explained to the ākongā, including possible exclusion from the programme of study.</p> <p>(Use <a href="#">Second Written Warning [Template]</a> – available from the Intranet).</p> <p>NMIT uploads a copy to the ākongā file on Student Management System*</p> <p>If agreed actions are met, application of this Procedure is no longer necessary, and a note to this effect is recorded on the ākongā file.</p>	Curriculum Area Manager
9	<p>If the agreed actions and timelines are not met within the timelines indicated in the <b>second written warning</b>, the case for exclusion is referred to the Academic Standards and Quality Committee.</p> <p><i>NB: The ākongā should continue to attend all classes until the Academic Standards and Quality Committee makes a decision. This also includes when an appeal is lodged, and the time for the appeal outcome to be determined.</i></p>	Curriculum Area Manager

\*only a kaimahi with administrative permissions can do this. Any information relating to ākongā unsatisfactory academic progress is removed from the Student Management System once the programme of study it relates to is complete or within 12 months, whichever is the greater.

\*\*for online ākongā, a virtual meeting or similar will be organised to ensure the ākongā has received and understood the content

<sup>†</sup> 10 working days is suggested, and five working days for programmes less than 12 weeks in duration, however the period will depend on the context and actions required and ākongā must be informed about the timeframe.

	EXCLUSION PROCEDURE	RESPONSIBILITY
10	<p>The Academic Standards and Quality Committee reviews and makes a decision on the case for exclusion.</p> <p>Note: The Curriculum Area Manager will be invited to present the case at the meeting.</p> <p>The Chair of the Academic Standards and Quality Committee will ensure that parties directly involved (e.g. Kaiako/Programme Support Coordinators/Curriculum Area Manager) are excluded from any involvement in making the final decision.</p> <p>As soon as practicable, NMIT will inform the ākonga, verbally and in writing, of the decision and how to make an appeal.</p> <p>If there is no appeal, Information and Enrolments Centre must be advised in writing.</p>	<p>Chair of <b>Academic Standards and Quality Committee</b> or delegate</p>

## APPEAL PROCEDURE

If the ākonga wishes to appeal the decision made by the Academic Standards and Quality Committee, please refer to the [NMIT Ākonga Appeals Procedure](#) and [Te Pūkenga Ākonga Appeals Policy](#).

## REFERENCES

### INTERNAL

[Learning Conversations Procedure](#)  
[NMIT Ākonga Appeals Procedure](#)  
[NMIT Ākonga Concerns and Complaints Resolution Procedure](#)  
[NMIT Academic Integrity Policy](#)  
[NMIT Ākonga Misconduct Procedure](#)  
 Programme Regulations  
[Student Charter](#)

### Templates

[Record of Academic Progress Meetings \(1\) \[Template\]](#) (Available for NMIT kaimahi only)  
[Record of Academic Progress Meetings \(2\) \[Template\]](#) (Available for NMIT kaimahi only)  
[First Written Warning \[Template\]](#) (Available for NMIT kaimahi only)  
[Second Written Warning \[Template\]](#) (Available for NMIT kaimahi only)

### EXTERNAL

OCP (<http://www.ocp.co.nz>)  
 The Bill of Rights – [Principles of Natural Justice](#)  
 The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021  
 Privacy Act 2020