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LEARNING AND TEACHING at NMIT

Section	Learning and Teaching		
Approval Date	06.08.2014	Approved by	Academic Board
Next Review	25.10.2019	Responsibility	Director of Learning, Teaching and Quality
This review	10.04.2017	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. Build a high-performing customer-focused team
2. Deliver a personalised customer experience through the learner life cycle
3. Enable learning that develops and inspires capable and connected graduates
4. Optimise our programme mix to meet work and world-ready outcomes
5. Grow partnerships that provide opportunities and solutions

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. Rangatiratanga: we treat people with fairness and equity acknowledging our communities and heritage; we provide a safe and nurturing environment. We demonstrate honesty, transparency, fairness and clear boundaries in all our interactions.
2. Manaakitanga: we care for others/behaviours that enhance the mana of others and therefore our own.
3. Passion: we strive and stand up for what we believe in and go the extra distance; we want to make a difference to people's lives
4. Ownership: we hold ourselves accountable for our action, take ownership and deliver on our promises

SCOPE

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

DEFINITIONS

Ako	A concept describing the relationship between learner and teacher, whereby the teacher is also learning from the student and where the teacher's practices are informed by the latest research and are both deliberate and reflective.
Blended Learning	A mix of online work and face-to-face teaching.
Constructive Alignment	Constructive Alignment means that all assessment tasks, and learning and teaching experiences (and therefore content and methods) are linked to the desired unit of study learning outcomes. For the teacher, this means working from the outcomes desired first, then organising the content and teaching and learning experiences and activities based on these.
CTLT	Certificate in Tertiary Learning and Teaching
Flexible Education	Flexible Education is a learner-centred approach to education and training that encompasses a range of pedagogies, delivery modes and teaching strategies. Flexible education is, above all else, about increased choice for the learner – choice in time, place, access, learning style, mode, tools, pace, sequence of experiences, institution and content.
ITPs	Institutes of Technology and Polytechnic
Learning Design Framework (LDF)	The Learning Design Framework (LDF) outlines the education principles and design methodologies which enable developers to create programmes and courses consistent with this policy.
Learning Walks	Learning walks are designed to enable colleagues to experience each other's learning and teaching practice. They facilitate the sharing of good practice and encourage collegiality and collaboration.
Mode of Delivery	The way in which learning experiences, including content and context, resources, staff, teaching and learning strategies and assessment activities, are delivered. [NZQA] eg Face-to-face, Distance (includes online), or Blended
Online learning	Learning that utilises internet-based applications as the primary source of learning materials and learning tasks are largely performed online and/or evidence of their completion is submitted online.
PLATO	Programme Learning and Teaching Observation
Programme of Study	A coherent arrangement of learning or training that is based on clear and consistent aims, content, outcomes and assessment practices, which leads to a qualification listed on the NZQF. Note: a programme of study may also be simply referred to as a 'Programme'.
TANZ	The Tertiary Accord of New Zealand (TANZ) is a network of ITPs comprising: <ul style="list-style-type: none">• Northland Polytechnic (North Tec)• Toi Ohomai• Universal College of Learning (UCOL Polytechnic)

	<ul style="list-style-type: none"> • Eastern Institute of Technology (EIT) • Nelson Marlborough Institute of Technology (NMIT) • Ara, Institute of Canterbury • Otago Polytechnic (OP).
Technology enhanced learning	Technology enhanced learning is a broad approach to using digital information and communication technologies to support the teaching and learning processes, design and delivery.

(Refer: NMIT Academic Statute and Learning Design Framework)

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 Committees	Are 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, Flexible Learning team (FLiT) 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.
Director of Learning, Teaching and Quality	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.
Head of Department (HoD)	Heads of Department are responsible for ensuring the programmes for which they are responsible meet all NMIT learning design and quality assurance requirements. HoDs 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 Heads of Department 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 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 Committees	Are 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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Refer: NMIT Academic Statute and Learning Design Framework (LDF)

PRINCIPLES

- Learning and teaching at NMIT should be an empowering experience for students and those supporting their learner journey. The Learning Design Framework has been designed to provide developers to create programmes and course which 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

NMIT uses the Learning Design Framework which integrates 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).

(Refer: Templates for Programme Regulations and Capability Documents)

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 Programme Areas and Business Support Areas.

Key Evaluation Questions are:

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

(Refer: Self-Assessment Policy)

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 Library Learning Centre and Learner Support 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.

(Refer: Assessment policy, and Moderation policy)

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.

(Refer: Student Feedback - 'The Student Voice')

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 Ara's CTLT course and an expectation that the Certificate in Tertiary Learning & Teaching be completed.

(Refer: Academic Probation Policy)

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

(Refer: Performance Appraisal, Professional Development Application Process)

REFERENCES

INTERNAL

NMIT Academic Statute
NMIT Investment Plan and Strategic Objectives
Templates for Programme Regulations and Capability Documents
Industry Advisory Committees
Learning Design Framework (LDF)
NMIT approved programme documentation
Library Learning Centre
Assessment Policy
Academic Probation Policy
NMIT Tutor Guide to Assessment

EXTERNAL

NZQA Guidelines for Approval and/or Accreditation of Degrees and Related Qualifications
NZQA website: Guidelines for assuring national consistency of graduate outcomes (pdf)