

# PROGRAMME AND COURSE DEVELOPMENT AND CHANGE PROCEDURE

<b>Section</b>	Quality		
<b>Approval Date</b>	04.12.2017	<b>Approved by</b>	Academic Committee
<b>Next Review</b>	27.06.2025	<b>Responsibility</b>	Director: Academic and Teaching
<b>Last Reviewed</b>	27.06.2024	<b>Key Evaluation Question</b>	1-6

## PURPOSE

To provide guidance for the operational aspects of the Programme/Course - Development and Change Policy.

## SCOPE

This procedure applies to all programmes of study, micro-credentials, courses and/or offerings for which NMIT delivers and/or intends to deliver directly or through an approved sub-contracting arrangement.

## PRINCIPLES

NMIT | Te Pūkenga (NMIT) is committed to the provision of quality education. All programme and course development and change shall be consistent with NMIT’s Strategic Objectives and Investment Plan, comply with Te Kawa Maiororo | Te Pūkenga Educational Regulatory Framework and relevant regulatory and legal requirements, follow NMIT’s approved process, and be in consultation with stakeholder groups, including our iwi partners .

NMIT will:

- Ensure programme and course information is current and aligned across documents, delivery, teaching and learning materials, advertising, the content of the student management system, and the course and programme information for staff, learners and applicants, and relevant external authorities.
- Enable the learner to achieve subject knowledge and expertise, develop transferable skills, independence and self-management through scaffolding and contextualisation of learning, including academic and digital literacies
- Utilise educational pedagogies and philosophies that enable learner-centred, technology-enhanced learning approaches, active learning, constructive alignment, and scholarly methodologies of self-assessment for existing practice
- Provide purposeful opportunities for learners to engage with industry, and professional and community organisations in simulated or real-world settings
- Develop transportability and transparent pathways between programmes and courses for ease of access and mobility
- Through regular self-assessment reviews ensure a continuous cycle of programme and course improvement
- Through evaluation by NMIT teams ensure the quality and adherence to internal and external academic approval guidelines/regulations, NZQA Rules, WDC requirements, other regulatory body requirements, and legislative and funding compliance requirements.

## DEFINITIONS

Definitions of specialist terms relevant to this Procedure are listed below:

<b>A &amp; Q</b>	Academic and Quality Team. Central team providing support, advice and managing a range of academic and quality management processes, information, and documentation for NMIT.
<b>ACE</b>	Adult Community Education.
<b>ADP</b>	Academic Development Proposal. A document which summarises a planned new programme of study. It requires approval by the Academic Committee to enable the development to proceed.
<b>Academic Standards and Quality Committee</b>	Standing committee of Academic Committee with responsibility to ensure academic and quality assurance standards are consistently met for NMIT programmes and courses.
<b>Application Document</b>	Describes a proposed new programme of study at Levels 1 – 6 or a new micro-credential and is used to seek NZQA approval for the programme or micro-credential and accreditation to deliver it. This document requires approval by the Academic Committee before submission to NZQA.
<b>Capability Document</b>	Describes NMIT’s capability to deliver a new or substantially changed programme of study where NMIT does not have a track-record of similar delivery e.g. leading to a degree, degree-related qualification, new Level 7 diploma qualification. The Capability Document requires approval by the Academic Committee and is used to seek NZQA approval for the programme and accreditation to deliver it.
<b>Capability Letter</b>	Used when NMIT is intending to apply to NZQA for programme approval and/or accreditation, when there is a successful track-record of delivery of a similar approved programme or programmes. The letter requires Academic Committee approval before submission to NZQA.
<b>Course Descriptor</b>	Describes a course, including size (credits and EFTS), level, hours, aim, content, learning outcomes, assessment, course completion requirements, teaching and learning approaches and resources and learner managed activities.
<b>Learning Innovation and Insights Team (LIIT)</b>	An NMIT team made up of specialist Learning Designers and Education Developers and Moodle Administrators. They contribute to programme and course design and the design and facilitation of technology-enhanced learning experiences.
<b>LMS</b>	The Learning Management System used by NMIT. This is the internet-based learning platform NMIT Moodle.
<b>Micro-credential</b>	A stand-alone education product intended to enable ākonga to access specific knowledge and skills. They are smaller than qualifications and with a focus on developing skills to meet the immediate need of industry, employers, iwi and/or community.

<b>NZQCF</b>	New Zealand Qualifications and Credentials Framework All secondary and tertiary qualifications and credentials approved by NZQA or Universities New Zealand are listed on the NZQCF and come with an assurance of quality that is recognised and trusted worldwide.
<b>Offer Document</b>	Sent to an international student applicant who meets the entry requirements for a programme, containing the offer of a place of study at NMIT, including conditions, fees, programme dates etc. and a request for their acceptance or non-acceptance.
<b>OPP</b>	Opportunity on a Page. Project initiation document used to seek NMIT Senior Leadership Team approval to proceed when there is a significant resource involved in the project.
<b>PAC</b>	Programme Approval Committee. A committee of the NMIT Academic Committee, tasked with scrutinising applications for approval and accreditation of new and changed programmes, and applications for NZQF 'Consent to Assess' on behalf of the Academic Committee. The PAC provides a recommendation (or not) for approval by the Academic Committee.
<b>Programme of Study/Programme</b>	A coherent arrangement of learning or training that is based on clear and consistent aims, content, outcomes and assessment practices, which usually leads to a qualification listed on the NZQCF.
<b>Programme Regulations</b>	Document describing the formal rules for the completion of the programme and the constituent courses.  Programme Regulations are the legally binding contractual obligations of staff and enrolled learners. They are used by academic staff to guide delivery of the programme and its courses
<b>SME</b>	Subject matter expert from the curriculum area/department providing subject knowledge for the design and development.
<b>SMS</b>	Student Management System used by NMIT. This is ebs.
<b>STAR</b>	Secondary Tertiary Alignment Resource. STAR courses are run by NMIT in a wide range of subject areas for Secondary School learners while they are still at school. Learners can get a 'taste' of a subject or job area that interests them and learn new skills to help them move into study or work.
<b>Tertiary Pathways</b>	Secondary-tertiary options providing Secondary School learners with pathways to smooth their transition into tertiary study, including: <ul style="list-style-type: none"> <li>• STAR</li> <li>• Trades Academy</li> <li>• Gateway</li> </ul>
<b>Trades Academy</b>	Regular practical and hands-on training courses run by NMIT for year 11 - 13 high school learners. Learners attend classes one day a week and gain credits which count towards a NCEA qualification at levels 1, 2 or 3.

<b>UI</b>	Unit Instance on ebs. The static level details of a course or programme that is not specific to an individual occurrence/delivery
<b>UIO</b>	Unit Instance Occurrence on ebs. The offering level details of a course or programme that are specific to an individual occurrence/delivery. The UIO includes the start and end dates of the course or programme
<b>Vocational Pathways</b>	The Vocational Pathways provide new ways to achieve NCEA Levels 1, 2 and 3 and develop pathways that progress to further study, training and employment. The six Vocational Pathways are Primary Industries, Services Industries, Social and Community Services, Manufacturing and Technology, Construction and Infrastructure, Creative Industries.
<b>Workforce Development Council (WDC)</b>	Six Workforce Development Councils provide skills leadership in New Zealand. Each WDC represents a set of related industries, with a WDC working within their industries to develop and maintain a strategic view of vocational skills and training. Key functions of WDCs are set out in section 366 of the Education and Training Act 2020.
<b>Youth Guarantee</b>	Tertiary Education Commission funding mechanism allocating fees-free tertiary places for eligible learners between 16 and 24 years of age.

## GENERAL PROVISIONS

The following general provisions apply to the Programme and Course Development and Change Procedure:

- Effective academic procedures are essential to NMIT's successful operation.
- NMIT's academic procedures must meet the organisation's relevant compliance requirements.
- Academic procedures require effective teamwork and communication, both within teams and across teams, based on shared expectations and common understandings, and a shared commitment to NMIT's values.
- Information about academic procedures should be accessible for all staff.

## SPECIFIC PROVISIONS

**Procedure A covers change** to existing programmes and courses where NMIT holds NZQA approval and accreditation to deliver. Three common examples are listed below.

- **'Minor' changes** to programmes, micro-credentials and courses, requiring internal approvals only (NZQA 'Type 1' changes).
- **'Significant' changes** to existing NMIT programmes, micro-credentials and courses, requiring both internal and external approvals, also known as NZQA 'Type 2' changes.
- Programme Regulations or Course Descriptor document update where there is no change to ebs required and no document version change e.g. corrections, document formatting, updates to job/role titles, updates or Policy references.

**Procedure B covers development** of new programmes, micro-credentials and courses. Ten common examples are listed below.

- Development of new stand-alone course(s), either ACE or other self-funded courses.
- Development of new Tertiary Pathways course(s), either STAR or Trades Academy.
- A new delivery site application for an approved programme of study from another Business Division leading to existing/listed qualification(s) at Levels 1 – 6, including minor modifications for NMIT delivery, where NMIT has a previous track record of provision in the subject/level.
- A new delivery site application for an approved programme of study from another Business Division leading to existing/listed qualification(s) at Levels 1 - 6, including minor modifications for NMIT delivery where NMIT has no previous track record of similar provision in the subject/level.
- Development of a new NMIT programme of study leading to existing/listed qualification(s) at Levels 1 – 6, and where NMIT has a track record of provision in the subject/level - generally replacing existing programme(s).
- Development of a new NMIT programme of study leading to existing/listed qualification(s) at Levels 1 - 6, where NMIT has no previous track record of similar provision in the subject/level, leading to either existing qualification(s) or existing Micro-credential award(s) or both.
- Development of a new NMIT programme of study where NMIT has no previous track record of provision in the subject/level, leading to new Level 7 diploma qualification or stand-alone Micro-credential award(s).
- Development of a new NMIT programme of study leading to new qualifications at Level 7 and above (includes undergraduate qualifications, postgraduate qualifications, and other degree-related qualifications such as graduate diplomas).
- A new delivery site application for a new programme of study from another Business Division where NMIT has no previous track record of similar provision in the subject/level, leading to new qualifications (includes undergraduate qualifications, postgraduate qualifications, and other degree-related qualifications such as graduate diplomas).
- Other: Developments which do not fit the categories listed above (includes programme developments in which there are particular requirements e.g. for NMIT to seek Consent to Assess assessment standards, offshore delivery approval, significant extra resources, specialist external authority approvals, new subcontracted delivery arrangements with external parties etc. The A&Q team provide specialist advice and assistance and should be consulted early in the process.

## PROCEDURE A: 'TYPE 1' AND 'TYPE 2' CHANGES

[NZQA Guidelines for programme approval and accreditation New Zealand Certificates Levels 1-6 and New Zealand Diplomas L5-7](#)

[NZQA Guidelines for approving and maintaining degrees and degree-related qualifications](#)

[NZQA Guidelines for micro-credential listing, approval and accreditation](#) :

'Minor' changes to existing programmes and courses include the following '**NZQA Type 1**' changes:

A Type 1 change means one or more changes to components of an approved programme which do not impact the overall programme aim, content and outcomes.

Examples include:

- Updates to reflect a new version of the qualification e.g. minor changes to Graduate Profile Outcomes, conditions, and/or credits; and does not affect programme coherence
- Change to programme title.
- Change to the title or code of a course e.g. a course title or course code.
- Minor change to learning outcomes e.g. clarification, change for consistency, reducing duplication.
- Change to delivery sequence of courses e.g. affects enrolment or timetables but not regulations or rules for award.
- Minor change to total learning hours, eg redistribution of the division of directed and learner-managed hours
- Addition of part time delivery option.
- Change to holiday weeks.
- Change to entry requirements (if the programme does not involve an external or regulatory stakeholder) eg, changing the English Language requirements to ensure clear alignment with the Table 1 PAA rules; changes to the age requirements; changes to the entry procedures such as a literacy and numeracy test or applicant interviews.
- Adjustment to Course Result Key
- Amended assessment methods and/or assessment weightings (e.g. essay replaced with a test).
- Changes to unit standard versions (B-category) but there are no significant impacts on coherence e.g. outcomes, levels and credits changed but no significant impact on course learning outcomes, or overall programme levels or credits.
- Direct swap of unit standards replacements (C-category) as advised by the Standard Setting Body

'Significant' changes to existing programmes and courses include the following '**NZQA Type 2**' changes:

A Type 2 change means one or more changes to components of an approved programme which does have an impact the overall programme aim, content and outcomes. A Type 2 change must be approved by NZQA prior to implementation and have endorsement by the relevant WDC before a Type 2 change application is made to NZQA.

Examples include:

- Updates to reflect a new version of the qualification e.g. significant changes to Graduate Profile Outcomes, conditions, and/or credits; requiring evaluation of the programme for alignment and overall impact
- Major change to course learning outcomes e.g. impacts on alignment with Graduate Profile Outcomes.
- Change to the number of courses e.g. adding, combining or removing courses

- Change to the mode of course delivery e.g. work placement replaced by online
- Significant change to Programme length and structure
- Change to include a requirement that the student must be employed.
- Changes to overall assessment methodology e.g. achievement based to competency based, or practical to theory.
- Changes to unit standard versions where course learning outcomes are significantly affected.
- Replacement of D-category (no direct swap) expiring standards.

## TIMELINES

Programme and course changes and development projects must be initiated, planned, completed and approved in a timely manner.

Planning must allow time for the following:

- Internal approval processes and deadlines
- External approval processes and deadlines
- Full approvals completed in time for effective learner recruitment and enrolment, including both domestic and international learners
- Time for relevant consultation with stakeholders
- Lead in time for appropriate marketing, advertising and publications
- Full approval in time for applicants to access Studylink loans and allowances
- Preparation of teaching and learning materials to be used in the delivery
- Development of Moodle sites
- Resource planning and provision
- Budgeting timelines
- Fees setting
- Staff workload planning
- Timetables
- Staff recruitment and/or training if required

The following annual timelines apply:

- All internal and external approvals for new programme developments should be achieved before August in the year before delivery is planned to start.
- Programme changes affecting the delivery of a programme should be completed and approved before August in the year before delivery is planned to start.
- Academic Development Proposal (ADP) for a new sub-degree programme should be approved by the Academic Board before the end of April in the year before the delivery is planned to start.
- Academic Development Proposal (ADP) for a new degree or degree-related programme should be approved by the Academic Committee before the end of November two years before the year the delivery is planned to start.

## OTHER

Course and programme changes and developments can be complex processes. Academic and Quality team members can provide advice and assistance and should be consulted early in the process wherever possible.

## REFERENCES

Te Pūkenga/NMIT Strategic Objectives  
Te Pūkenga/NMIT Investment Plan  
Te Kawa Maiororo | Te Pūkenga Educational Regulatory Framework  
Te Pae Tawhiti (Te Pūkenga Te Tiriti o Waitangi Excellence Framework)  
Programme and Course Development and Change Procedure  
Te Pūkenga and NMIT Learning and Teaching Policies and Procedures  
Relevant Forms, Templates and Guidelines listed on NMIT's QMS

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## EXTERNAL

Education and Training Act 2020 and associated amendments  
Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021  
NZQCF Qualification and Micro-credential Listing and Operational Rules  
NZQCF Programme Approval, Recognition, and Accreditation Rules  
NZQCF Micro-credential Approval and Accreditation Rules  
NZQCF Offshore Programme Delivery Rules  
NZQA Directory of Assessment and Skill Standards Listing and Operational Rules  
NZQA Consent to Assess against standards on the Directory of Assessment and Skill Standards Rules  
Tertiary Education Strategy (2020)  
Tertiary Education Commission requirements  
StudyLink requirements

### NZQA Guidance:

- Guidelines for listing qualifications on the NZQCF New Zealand Certificates Levels 1-6 and New Zealand Diplomas Levels 5-7
- Guidelines for programme approval and accreditation of New Zealand Certificates at Levels 1-6 and New Zealand Diplomas at Level 5-7
- Guidelines for approving and maintaining degrees and degree related qualifications
- Guidelines for micro-credential listing, approval and accreditation
- Guidelines for the implementation of the New Zealand Qualifications Framework Offshore Programme Delivery Rules for institutions other than universities
- Approval of delivery sites
- Interim guidelines for approval and listing of skill standards
- Guidelines for listing assessment standards on the DASS
- Guidelines for listing Consent and Moderation Requirements

### TEC guidance:

- Annual Funding Conditions Catalogue
- Funding approval criteria and guidelines for TEO developed micro-credentials