



# Master of Contemporary Education Student Handbook

*January 2020 (Cohort 6) Handbook  
Valid from 16th September 2019*

This student handbook provides applicants with an introduction to The Mind Lab and the *Master of Contemporary Education* ('Programme'). It outlines the expectations and requirements of the Programme.

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## The Mind Lab

[The Mind Lab](#) is New Zealand's dedicated Postgraduate Facility for Contemporary Education, registered with the New Zealand Qualification Authority (NZQA).

The *Master of Contemporary Education* is a practice-based Master's Programme designed to support the professional development and needs of all educators in a rapidly changing industry.

Building on The Mind Lab's core philosophy of digital and collaborative learning, the *Master of Contemporary Education* is an applied, progressive and blended Master's programme providing a pathway for educators to gain an understanding and knowledge of the contemporary challenges and opportunities in education.

*The Vision of The Mind Lab is to transform New Zealand education to better align skills and capabilities to the demands of the contemporary world.*

*The Mission of The Mind Lab is to lead New Zealand education, to share knowledge, to collaborate, and to build partnerships in order to achieve sustainable, impactful change.*

## Master of Contemporary Education

The [Master of Contemporary Education](#) Programme has been designed with the alumni of The Mind Lab's *Postgraduate Certificate in Digital & Collaborative Learning* in mind, for those students to build on the core philosophy of digital and collaborative learning. This Programme adds value to the *Postgraduate Certificate in Digital & Collaborative Learning* which is Part 1 of the 3-part *Master of Contemporary Education*. For details on Part 1 please see the [Student Handbook for the Postgraduate Certificate in Digital & Collaborative Learning](#).

This practice-based Programme is about the challenges, problems and opportunities that educators face in their education context. After one year of full-time study, or two years of part-time study, students will have an NZQA-accredited, level 9 Master's degree. The Mind Lab currently offers Part 1 of the Programme in at least three different intakes a year. If applicants have already completed Part 1 they can start Part 2 in January 2020.

The Programme is applied, which means learning is demonstrated through a real-world project that delivers actual outcomes – not a written thesis. Being project-based means applicants minimise their time out of work, and the focus of their project is entirely up to the individual.

## Application for admission to the Programme

Applications to the Programme are made through the The Mind Lab [enrolments site](#). This is where all required details and documentation for enrolment are provided by applicants to be processed, and payment method selected.

### Eligibility

The high level entry criteria as approved by NZQA for entry into the Programme are as follows:

- A recognised bachelor's degree in the same or similar discipline, with merit achievements, deemed to be an average grade of B- or higher in all level 7 courses.  
OR
- A professional qualification in a relevant discipline, recognised as being equivalent to merit achievement in a bachelor degree
- Must give consent to undergo a process of safety checking as set out in the Vulnerable Children's Regulations 2015.

### Admission

For admission into the Programme all applicants will be interviewed.

The following admission criteria will be applied:

- Willingness to commit to the Programme;
- Demonstrate competency in achievement, leadership, humility, respect and empathy, self-reflection and commitment to the vision of the Programme.

The Mind Lab will:

- Officially offer the applicant a place on the Programme, OR
- Decline the applicant's application, providing the reasons why and an opportunity to discuss this if they wish.

Following an applicant's official acceptance of the offer of a place on the Programme, and providing the required documentation is in order, the applicant will be enrolled as a student on the Programme.

### Verification of Enrolment

The Mind Lab Enrolments Team will verify applications as they come through and request further information from applicants if required. Applicants will receive an email notification confirming their enrolment is complete.

## Credit Recognition and Transfer and Assessment of Prior Learning

The Mind Lab has robust processes for the recognition of learning and award of credit by formal, informal and non-formal learning. However, it is important to note that Recognition and Assessment of Prior Learning do not usually apply to our work-based and highly-integrated programmes and courses. For instance, assessments are often integrated across courses. Applications will be assessed on a case-by-case basis. Please contact [mce@themindlab.com](mailto:mce@themindlab.com) for more information. [\*The Mind Lab Recognition and Assessment of Prior Learning Policy and Procedures\*](#) applies to any process that evaluates formal learning (including cross-crediting and transfer of formal learning to The Mind Lab courses, programmes and qualifications) and the Assessment of Prior Learning (APL) by informal (no formal curriculum, no credits earned) and non-formal (organised curriculum, no credits earned).

## Fees, Scholarships, Discounts and Payment

This section of the Student Handbook outlines information about the Programme fees, refund entitlements and any scholarships that The Mind Lab provides.

### Tuition Fees

The tuition fee for the full Programme is \$9995.00 (plus GST).

- Part 1 (PG-DCL): \$2750 + GST
- Parts 2 and 3: \$7245 + GST

The fee for the Programme is due seven days prior to the advertised start date of the Programme. Note: This is the programme fee as at the date of publication. Fees are reviewed annually and are subject to change for 2020.

The Mind Lab complies with NZQA Student Fee Protection Rules which protect the interests of domestic and international students. The Mind Lab has a Standard Trust Account with the NZQA-approved fee protection supplier, Public Trust, that ensures the safe protection of student fees over the value of \$500.

For further information see [\*The Mind Lab Student Fee Protection Policy and Procedures\*](#).

### Scholarships

The Mind Lab offers three different types of scholarships for students of this Programme

- Tangata Whenua: Educators who identify as Māori
- Pacific Ako: Educators who identify as of Pacific Island descent
- Taipakeke: Educators who are aged 60 years and over

There are at least two scholarships available per category, per intake. These scholarships cover 50% of the full tuition fee for Parts 2 and 3 of the programme. Applicants must be fully enrolled

in order for their scholarship application to be considered. Contact The Mind Lab at [mce@themindlab.com](mailto:mce@themindlab.com) for more information, or for information about eligibility.

To apply for a scholarship students fill out the [application form](#) that is available on The Mind Lab website. Applicants must provide some personal information to identify themselves. This information differs depending on which scholarship the applicant is applying for. The Mind Lab asks all applicants to attach some evidence to their application to indicate how the scholarship and programme will benefit their education context.

## Discounts

**Pay Now Discount:** There is a 'Pay Now' discount of 10% for those who want to pay the full fee through the enrolments site. This is done via credit card or account to account payment. Please note there is a 2% charge on all credit card transactions.

## StudyLink Student Loan

Full-time Master's students are eligible to apply for StudyLink Student Loans. The process for applying can only be started once a student is fully enrolled in the Programme. To check eligibility for a Student Loan, or to apply for a Student Loan, students can visit [www.studylink.govt.nz](http://www.studylink.govt.nz).

The Mind Lab takes no responsibility for the approval or otherwise of an applicant's application for a student loan. A student enrolled in the Programme remains liable for the Programme fees in accordance with our Terms and Conditions and Fees Policy.

## Refund Entitlements

If you are already enrolled in the Programme and decide to withdraw, you have [different refund entitlements](#) depending on when you withdraw.

On application, candidates must agree to the [The Mind Lab's Terms and Conditions](#) before we can process an enrolment into the Programme. These Terms and Conditions outline all refund entitlements for the *Postgraduate Certificate in Digital and Collaborative Learning*.

Some useful dates for consideration around enrolments, variations and withdrawals for the upcoming January intake are outlined in the table below.

## Full Time

Course	Course Code	Course Start Date	10% Cut off Date	75% Cut off Date	Course End Date
Contemporary Teaching	MLED8201	20 Jan 2020	28 Jan 2020	17 Mar 2020	05 Apr 2020
Digital Fluency	MLED8202	06 Apr 2020	14 Apr 2020	02 Jun 2020	21 Jun 2020
Leadership in Practice	MLED8203	20 Jan 2020	04 Feb 2020	14 May 2020	21 Jun 2020

Collaboration in Practice	MLED8204	20 Jan 2020	04 Feb 2020	14 May 2020	21 Jun 2020
Practice-based Change Project	MLED9200	13 Jul 2020	01 Aug 2020	01 Dec 2020	17 Jan 2021

## Part Time

Course	Intake	Course Start Date	10% Cut off Date	75% Cut off Date	Course End Date
Contemporary Teaching	MLED8201	20 Jan 2020	06 Feb 2020	24 May 2020	05 Jul 2020
Digital Fluency	MLED8202	06 Jul 2020	23 Jul 2020	08 Nov 2020	20 Dec 2020
Leadership in Practice	MLED8203	20 Jan 2020	19 Feb 2020	27 Sep 2020	20 Dec 2020
Collaboration in Practice	MLED8204	20 Jan 2020	19 Feb 2020	27 Sep 2020	20 Dec 2020
Practice-based Change Project	MLED9200	18 Jan 2021	17 Feb 2021	17 Oct 2021	16 Jan 2022

## Programme Information

This section of the Student Handbook details important Programme information including structure, delivery, an academic calendar and any other important information about the Programme itself.

### Programme Structure and Attendance Requirements

This 180-credit Programme is structured into three parts each comprised of 60 credits.

#### Part 1: Digital and Collaborative Learning (60 credits, Level 8)

The first part of the Programme consists of four 15-credit courses, taught over 32 weeks, which focus on practice competencies including digital and collaborative learning and how these pedagogies are informed and actioned. The first 16 weeks include one four-hour face-to-face session per week at an approved site, combined with online support materials through a dedicated collaborative multimedia portal. The second stage of the course is primarily online, supported by face-to-face assignment workshops and other informational sessions. There is a requirement that students attend 80% of the face-to-face sessions.

#### Parts 2: Contemporary Education (60 credits, Level 8)

Candidates continue to work collaboratively to support and lead each other in their learning journey. This continues through Parts 2 and 3. The second part is also made up of four 15-credit courses; these build on the learning and competencies of Part 1. Candidates work together to further develop digital, collaborative and leadership competencies, which inform their learning, thinking, and application to practice. The four courses focus on challenges in

contemporary teaching, digital fluency, and leadership and collaboration in practice. There is a requirement that students attend the face-to-face sessions and online workshops.

### Part 3: Practice-based Change Project (60 credits, Level 9)

The Practice-based Change Project is a capstone course which builds on the outcomes of the other four courses in Part 2. In this final 60-credit course students demonstrate their capability in leadership and collaboration towards positive change through the implementation of a Practice-based Change Project. Students use contemporary pedagogical knowledge to address education challenges in their own context. Students lead a project and work collaboratively with one or more other students to support, mentor and coach them in their projects. There is a requirement that students attend the face-to-face sessions and online workshops. Students must also present their Project to their peers and other stakeholders at the end of Part 3 at The Mind Lab Symposium.



### Mode of Study

Part 1 of the Master's Programme can only be studied part-time over 32 weeks.

Parts 2 and 3 of the *Master of Contemporary Education* can be studied full-time over one year or part time over two years. NZQA require 10 hours of work per credit awarded which means that students studying full-time complete an average of 23 hours per week of study, while part-time students complete an average of 11.5 hours. The numbers of hours each week may vary depending on circumstances.

### Courses

#### *Part 1 Courses*

CISC8100 Applied Practice in Context, 15 credits, Level 8

CISC8101 Research and Community Informed Practice, 15 credits, Level 8

CISC8110 Digital and Collaborative Learning in Context, 15 credits, Level 8



CISC8104 Leadership in Digital and Collaborative Learning, 15 credits, Level 8

Note: The 32-week part-time Postgraduate Certificate in Digital & Collaborative Learning is an innovative blended learning programme in two stages, each of 16 weeks..

*Part 2 Courses*

MLED8201 Contemporary Teaching, 15 credits, Level 8)

MLED8202 Digital Fluency, 15 credits, Level 8

MLED8203 Leadership in Practice, 15 credits, Level 8)

MLED8204 Collaboration in Practice, 15 credit, Level 8)

*Part 3 Course*

MLED9200 Practice-based Change Project, 60 credits, Level 9

## Programme Calendar

The intake Start Date for January 2020 is Monday January 20th 2020.

January 2020 Intake - Full Time Key Dates*	
Usually all students studying full time must attend the Auckland Colloquia.	
Full 52 Week Programme	20th January 2020 - 17th January 2021
Colloquia (Face to Face Workshops) <i>Auckland</i>	23rd January 2020
Colloquia (Face to Face Workshops) <i>Auckland</i>	23rd April 2020
Colloquia (Face to Face Workshops) <i>Auckland</i>	17th July 2020
Colloquia (Face to Face Workshops) <i>Auckland</i>	6th October 2020
Date for the Symposia (final presentation) is to be confirmed. All Symposia are held in Auckland.	

January 2020 Intake - Part Time Key Dates*	
Full 52 Week Programme	20th January 2020 - 16th January 2022

Colloquia (Face to Face Workshops) <i>Christchurch</i> <i>Auckland</i>	20th January 2020 23rd January 2020
Colloquia (Face to Face Workshops) <i>Christchurch</i> <i>Auckland</i>	21st April 2020 23rd April 2020
Colloquia (Face to Face Workshops) <i>Christchurch</i> <i>Auckland</i>	13th July 2020 17th July 2020
Colloquia (Face to Face Workshops) <i>Christchurch</i> <i>Auckland</i>	29th September 2020 6th October 2020
Dates for 2021 Colloquia and Symposia (final presentation) are to be confirmed. All Symposia are held in Auckland.	

\*These dates are subject to confirmation and will be confirmed once the programme has started.

### Resources Required for Study

As this Programme has blended delivery, students will need to have access to a device and Internet so they are able to access the online materials and communication tools throughout the Programme.

### Attendance

To meet the programme requirements, there is an expectation that all candidates attend at least 80% of all sessions. This includes the face to face sessions and online sessions. If candidates are unable to make a session, the team request notification with sufficient notice.

## Assessment

### Assessment Strategy

Assessments in this Programme have been designed to support the learning process. There is no formal thesis in the Programme. Students on the Programme are assessed through both formative and summative assessments. Formative assessments are designed to provide students feedback from their peers and advisor (with no credits attached), while summative assessments are the academic assessments of the Programme which credits are awarded against. Assessments involve a written report and presentation, but may also include other outputs negotiated with advisors depending on the nature of a student's project. Assessments

should be thought of as learning tools, where students present and receive feedback on their work in order to improve it.

*Due dates for assessments are provided in the Assessment Calendar. Further detail on assessments can be provided if requested. Please contact [mce@themindlab.com](mailto:mce@themindlab.com).*

## Assessment Outcomes

The Programme provides students an opportunity to value learning for learning's sake, as well as to achieve a practical outcome which contributes to their own professional development and that of their education context. Assessment is made against the outcome of the project itself, as well as the student's learning. Students become future-focused problem solvers. This may involve becoming conversant with a particular technology or theory but the underlying skill developed is the ability to form, test and adapt solutions to a problem.

All assessments in the Programme are measured against a competency-based format. Final outcomes against all assessments, and therefore courses, that students can receive are a **Not Yet Competent** or a **Competent** grade. To get a **Competent** grade for a course overall, students must satisfy all assessment criteria related to the Learning Outcomes of the courses. Importantly, students will receive feedback targeted to these Learning Outcomes especially through the formative assessment process. Often a student will also receive an interim outcome of 'Pass with Requirements' for an assessment, which means that there are further requirements to fulfill in order to pass the assessment. These requirements must be met in the stated time frame before continuing. Recommendations are at the student's discretion to implement.

## Assessment Dates

Calendars for both full time and part time are listed below.

January 2020 Assessment Dates - Full Time	
MLED8201 Contemporary Teaching*	
8201.1 Critique	1st March 2020
8201.2 Culturally Responsive Practice	22nd March 2020
8201.3 Contemporary Teaching Scope Component	5th April 2020
MLED8202 Digital Fluency*	
8202.1 Critical Evaluation	10th May 2020
8202.2 Critical Reflection and Evaluation of an Artefact	31st May 2020
8202.3 Digital Fluency Scope Component	21st June 2020

MLED8203 Leadership in Practice*	
8203.1 Project Scope	21st June 2020
8203.2 / 8204.2 Combined Assessment	19th April 2020
MLED8204 Collaboration in Practice*	
8204.1 Peer Review	14th June 2020
8204.3 Collaboration in Practice Scope Component	21st June 2020
MLED9200 Practice-based Change Project*	
9200.1 Practice-based Change Project	17th January 2021
9200.2 Critical Essay	29th November 2020
9200.3 e-Portfolio Evidence of Collaboration	13th December 2020

January 2020 Assessment Dates - Part Time	
MLED8201 Contemporary Teaching*	
8201.1 Critique	12th April 2020
8201.2 Culturally Responsive Practice	31st May 2020
8201.3 Contemporary Teaching Scope Component	5th July 2020
MLED8202 Digital Fluency*	
8202.1 Critical Evaluation	20th September 2020
8202.2 Critical Reflection and Evaluation of an Artefact	1st November 2020
8202.3 Digital Fluency Scope Component	10th January 2021
MLED8203 Leadership in Practice*	
8203.1 Project Scope	10th January 2021
8203.2 / 8204.2	9th August 2020
MLED8204 Collaboration in Practice*	
8204.1 Peer Review	13th December 2020

8204.3 Collaboration in Practice Scope Component	10th January 2021
MLED9200 Practice-based Change Project*	
9200.1 Practice-based Change Project	16th January 2022
9200.2 Critical Essay	14th November 2021
9200.3 e-Portfolio Evidence of Collaboration	5th December 2021

\*Assessment dates are subject to change until the course commencement date.

## Te Reo Māori and New Zealand Sign Language

All students are offered the opportunity to submit any assessment in the official languages of New Zealand: New Zealand English dialect, te reo Māori, and New Zealand Sign Language. We ask students to indicate to the Programme Lead when starting the Programme, or at least two weeks before an assessment is due, if they intend to submit assessments in Te Reo Māori or New Zealand Sign Language, to ensure there is available resourcing to support their learning.

## Special Assessment Circumstance (SAC)

If an unforeseen circumstance impairs the ability of a student from doing well on an assessment (including submitting assessment on time and/or giving a presentation), students are able to apply for a Special Assessment Circumstance with relevant evidence, within seven days of the assessment item due date.

## The Mind Lab Staff

Please visit [themindlab.com](http://themindlab.com) for more information on Our Team, or contact [mce@themindlab.com](mailto:mce@themindlab.com).

## Student Support and Wellbeing

*The Mind Lab* is committed to creating an inclusive learning environment and to working alongside all students to support you through your studies. This support includes educational and learning support, as well as different types of non-educational support. All of our student support service teams work closely with each other and with the Academic Programme Teams, to provide a friendly point of contact in person, online or on the phone to help you navigate your learning journey. The [Student Support page](#) on our website outlines all of the types of support available.

The team is available to all students online during work hours (Monday through Friday, 9am - 5pm). The team is spread all over the country so most accessible to students via online platforms such as Slack, or using video conference tools such as Zoom. As a student's first point of contact, they should speak with the Academic Programme Team or the Programme

Lead. The Academic Programme Team or Programme Lead will work with the student to support them, or provide details for others who can support. The team can be contacted on 0800 MIND LAB or [mce@themindlab.com](mailto:mce@themindlab.com).

If a student has any impairments that impact on their learning, we encourage them to speak to the Programme Lead so that appropriate support systems can be put in place to assist them.

### Variations on Enrolment

If students encounter circumstances or challenges which are impacting their ability to continue with a programme or course, they should contact the Programme Lead in the first instance to discuss what options for support are available. It may be possible to suspend enrolment for a period of time, or for students to withdraw from a course and re-enrol at a later date. Terms and conditions for variations to enrolment are outlined during the enrolment process.

### Student ID Cards and Benefits

All students can request a Student ID card once they are fully enrolled in the Programme by contacting [enrol@themindlab.com](mailto:enrol@themindlab.com).

## Important Student Information

Below are some key policies and procedures relevant to all programmes of study at The Mind Lab.

[The Mind Lab Code of Conduct](#) applies to all staff, contractors and students and is designed to promote the upholding of professional standards.

[The Mind Lab Privacy Policy](#) provides details of how student and staff privacy will be maintained.

### About *The Mind Lab's* Governance and Management

The Mind Lab is governed by an Independent Board, and The Mind Lab Academic Board is accountable to The Mind Lab Board for ensuring processes exist to facilitate, manage, evaluate, and monitor all aspects of the Quality Management System including the Academic Quality of Programmes.

All Governing Members of The Mind Lab have provided a verified statutory declaration to NZQA and no conflicts of interest have been declared.

Information in this handbook is subject to change and is updated with a version number and valid date, please check the programme page on [themindlab.com](http://themindlab.com) for the most current version.