

Student Handbook July to December 2021

Postgraduate Certificate in Digital and Collaborative Learning and Master of Contemporary Education

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The Mind Lab

The Mind Lab is New Zealand's dedicated Postgraduate Institute for Contemporary Education, focused on enhancing innovation across New Zealand. *The Mind Lab* is a specialist education provider and is registered with the New Zealand Qualification Authority (NZQA) to provide accredited postgraduate programmes. In particular, *The Mind Lab* is committed to helping implement contemporary practice in the teaching profession by reflecting new theoretical and practical frameworks of contemporary 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.

At The Mind Lab, a kaupapa Māori approach ensures that students, facilitators, practitioners, and researchers have the community and their colleagues at the heart of their professional practice, study and research. Positive relationships between people and places are at the centre of our philosophy and values for teaching and learning. As an institution, the following organisational kaupapa Māori values drive our practice:

- Manaaki: that learners are interconnected with The Mind Lab teaching and learning community during their study
- Rangatiratanga: Leadership, accountability, agency and authority
- Ako: our way of reciprocal teaching and learning
- Pono: truth, honesty, integrity and transparency

Postgraduate Certificate in Digital and Collaborative Learning

NZQA Accredited Postgraduate Certificate, Level 8, 60 Credits / 35 weeks, part-time

Programme Overview

The *Postgraduate Certificate in Digital and Collaborative Learning* [PGC-DCL] is an NZQA accredited programme. It is an innovative programme designed for teachers and educators at all levels to be equipped to bring contemporary skills and tools into the classroom.

The PGC-DCL programme builds knowledge of contemporary education practices and allows teachers to evaluate personal teaching environments and integrate relevant technologies and methodologies into classrooms through applied practice. The PGC-DCL programme provides convenience by allowing practicing teachers to study a recognised postgraduate qualification part-time (outside of school hours) while continuing in full-time employment.

Graduate Profile

All graduates of the PGC-DCL programme will be able to:

- Recognise access and critically engage in available scholarship and advanced specialised knowledge to remain professionally current.
- Engage in contextualised self-reflection on practice and recognise the potential to influence applied professional practice, through enhanced professional understanding.
- Working in the context of practice, improve communication across disciplines and cultures within changing environments.
- Research, investigate and critique digital pedagogy leadership and influences in contemporary learning environments.
- Identify, explore and develop a critical approach to research with specific focus on cognitive development and instructional theory.

The programme is a pathway to our [Master of Contemporary Education](#).

Entry Requirements

General Admission

To be admitted to the PGC-DCL programme, all applicants must meet the following requirements;

- have a bachelor's degree (or level 7 Graduate Diploma) in education or similar discipline;

OR

- provide documentary evidence of outcomes in an education work environment to demonstrate an ability to perform in the programme and commit to achieving its outcomes.

Special Admission

An applicant may be considered for special admission if he/she has:

- An undergraduate degree (or a level 7 graduate diploma) in an unrelated discipline, or competencies equivalent to a bachelor's level graduate, and has a minimum of two years' related work experience that is relevant to the aims of PGC-DCL;

OR

- A graduate diploma qualification in education or similar discipline and a minimum of two years' appropriate work experience;

OR

- Special admission by successful Assessment of Prior Learning.

Selection Criteria

When the number of eligible applicants for admission exceeds the number of places available, the following selection criteria will be applied:

- assessed level of personal motivation to complete the qualification;
- coherence in expression of ideas and opinions;
- practice aptitude;
- academic aptitude;
- level of awareness of the discipline(s);
- quality of independent references.

These criteria are not ranked in any order. Applicants who meet the greatest number of criteria will be the preferred applicants.

Selection Process

Selection will be made by a person or persons with the delegated authority to offer places to applicants.

They will select students on the basis of written information supplied on the enrolment form. At their discretion, an interview (face-to-face or electronic) may be required.

Programme Structure

The part-time, 35-week PGC-DCL programme will be delivered online. Please be assured that you will be able to complete your courses and qualifications from wherever you may be in New Zealand without attending any physical classes.

The structure and assessment information for your cohort will be available in the Student Guide which will be provided to you by the start date of the programme.

The Mind Lab also offers students who did not successfully complete the programme but have completed at least half of the available course credits the opportunity to re-enrol in the courses they need to complete as part of a Re-enrolment intake [Take Two]. All credits gained during a student's first enrolment period will be credited towards their The Mind Lab qualification.

In Take Two we will only offer the following courses: *CISC8100 - Applied Practice in Context (15 credits)* and *CISC8101 - Research and Community Informed Practice (15 credits)*. These courses will be delivered online over a period of up to 16 weeks.

Students who have not gained at least half the available credits in a prior intake are not eligible for Take Two enrolment. However, they may re-enrol in a regular programme cohort to complete any missing courses.

Course Information

June 2021 Take Two

Students will be enrolled in the following two courses consecutively:

CISC8100	Applied Practice in Context	21st June	15th August
CISC8101	Research and Community Informed Practice	16th August	10th October

July 2021 & September 2021 Intakes

Students will be enrolled in the following two courses consecutively:

DCLC8001	Digital and Collaborative Transformation in Learning and Leadership	Level 8	30 Credits
DCLC8002	Leading Research Informed Innovation in Practice	Level 8	30 Credits

The first course *Digital and Collaborative Transformation in Learning and Leadership* is a prerequisite and students must successfully complete this course to progress into *Leading Research Informed Innovation in Practice*.

If students do not successfully complete *Digital and Collaborative Transformation in Learning and Leadership* students will not normally be able to immediately enrol in *Leading Research Informed Innovation in Practice*. Students can however enrol in the course when it is delivered at a later date.

2021 Intake Dates

The PGC-DCL programme has four intakes per year in January, April, July and September. The remaining intakes for 2021 include:

Intake	Start Date	Applications Close	End Date
DCL June Take Two	21st June 2021	20th June 2021	10th October 2021
DCL July 2021	5th July 2021	28th June 2021	6th March 2022
DCL September 2021	27th September 2021	20th September 2021	29th May 2022

Programme Delivery

Online Sessions - DCL Take Two

Students who enrol in the DCL June Take Two intake will attend online hui on the following dates:

Online Hui	Date	Time
Orientation	Saturday 26th June	9:30 am to 12:00 pm
Practice Hui 1	Saturday 3rd July	10:00 am to 12:00 pm
Practice Hui 2	Wednesday 14th July	10:00 am to 2:00 pm
Practice Hui 3	Wednesday 21st July	10 am to 2:00 pm
Practice Hui 4	Saturday 31st July	10:00 am to 12:00 pm
Research Hui 1	Saturday 21st August	10:00 am to 12:00 pm
Research Hui 2	Saturday 4th September	10:00 am to 12:00 pm
Research Hui 3	Saturday 18th September	10 am to 12 pm
Research Hui 4	Saturday 9th October	10 am to 12 pm

Online Sessions - PGC-DCL

Students who enrol in the PGC-DCL in July and September 2021 will attend one online session each week which is delivered in two time slots. Students must attend one online session per week.

Intake	Online Session Option 1		Online Session Option 2
July 2021	Tuesday 6:30 pm to 8:00 pm	OR	Wednesday 4:00 pm to 5:30 pm
September 2021	Wednesday 6:30 pm to 8:00 pm	OR	Thursday 4:00 pm to 5:30 pm

Block Sessions

The PGC-DCL Programme runs Block sessions twice in each intake during the school holidays to better suit your schedules. Pending NZQA approval from July 2021 Block sessions will be delivered face to face and online and students can choose which mode to attend. Students can be assured that the same content will be delivered face to face and online.

Face to face block sessions will be delivered in one day at our [Auckland HQ \(99 Khyber Pass Road, Grafton, Auckland\)](#) and online blocks will be delivered over two half days. The schedule is listed below.

PGC-DCL July 2021 Intake Block Session Dates

Block Session 1	Face to Face	9:00 am to 4:00 pm, 15th July 2021
	Online	9:30 am to 2:00 pm, 13th & 14th July 2021
Block Session 2	Face to Face	9:00 am to 4:00 pm, 12th October 2021
	Online	10:00 am to 2:00 pm, 13th & 14th October 2021

PGC-DCL September Block Session Dates

Block Session 1	Face to Face	9:00 am to 4:00 pm, 5th October 2021
	Online	9:30 am to 2:00 pm, 6th & 7th October 2021
Block Session 2	Face to Face	9:00 am to 4:00 pm, 25th January 2022
	Online	10:00 am to 2:00 pm, 26 & 27th January 2022

More information regarding the content of these sessions will be advised closer to the dates that they are delivered. In order to maximise the value of the programme and collaborate in person it is highly recommended that you attend face to face sessions.

Auckland Headquarters

Our [Auckland HQ at 99 Khyber Pass Road, Grafton](#) has study spaces available for our students. If you or your collaborative group need a space to study please contact mce@themindlab.com. Please note that booking is essential as there are a range of events that take place over the course of the year.

Attendance

Attendance is an important component for student success and we strongly recommend that students attend a minimum of 80% of online sessions. Attendance at the first block is expected and if you are unable to attend then we recommend that you enrol in a later intake.

Master of Contemporary Education

NZQA Accredited Masters, Level 9, 180 credits | 1.5 years full-time or 3 years part-time

Programme Overview

The [*Master of Contemporary Education*](#) [MCE] programme has been developed and designed with the alumni of the PGC-DCL programme in mind and to build on the core philosophy of digital and collaborative learning. The practice-based MCE programme is about the challenges, problems and opportunities that educators face in their education context.

MCE 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. On completing the implementation of your project in Part 3 you will present your findings to your peers and the Academic Team at a Symposium.

After 1.5 years of full-time study or 3 years of part-time study (including PGC-DCL programme), students will have an NZQA-accredited, level 9 Master's degree.

Graduate Profile

Graduates of the Master of Contemporary Education will be able to lead education innovation and opportunities created through digital technologies and future-focused practices to advance education across New Zealand. They will be able to work collaboratively with students, parents, whānau, communities and other key stakeholders in a range of contexts to develop and adapt strategies to advance teaching practice and improve learner outcomes.

Graduates of the Master of Contemporary Education will be able to:

- Critically engage in a substantial and authentic way with appropriate communities and stakeholders in the context of educational change.
- Critique past, existing, and emerging practices and determine their cultural and social impact in the wider education context.
- Critically analyse existing and emerging challenges and opportunities in contemporary education, and generate strategies to advance practice.
- Develop and adapt specialised knowledge regarding emerging and disruptive technologies, and the need for digital fluency in practice.
- Lead and develop collaborative learner-focused 'solutions in practice' in the context of emerging challenges and opportunities in contemporary education

Entry Requirements

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.
- A New Zealand Teacher Registration number or proof of qualification or employment statement of purpose.
- Proof of residency as a New Zealand or non-New Zealand citizen.
- Must give consent to undergo a process of safety checking as set out in the Vulnerable Children's Regulations 2015.

For admission into the MCE all applicants will be interviewed by one of the Academic team members to ensure that the MCE programme is the right fit.

The following admission criteria will be applied:

- Willingness to commit to the Programme;
- Evidence of 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 MCE 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 MCE Programme, and providing the required documentation is in order, the applicant will be enrolled as a student on the MCE Programme.

If you have completed a Postgraduate qualification at another institution please refer to the section about [Credit Recognition and Transfers](#).

Programme Structure

This 180-credit MCE Programme is structured into three parts, each comprising 60 credits.

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

The first part of the Programme is delivered as the [Postgraduate Certificate in Digital and Collaborative Learning](#).

Part 2: Contemporary Education (60 credits, Level 8)

Students continue to work collaboratively to support and lead each other on 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 acquired in Part 1. Students work together to further develop digital, collaborative and leadership competencies, which inform their learning, thinking, and application of knowledge to practice. The four courses focus on challenges in contemporary teaching, digital fluency, and leadership and collaboration in practice.

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 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 MCE Symposium.

Course Information

These are the courses students will study as they progress through each of the three parts of the MCE. Please note that Part 1 (PGC-DCL) is only offered part-time.

Part 1	Postgraduate Certificate in Digital & Collaborative Learning		
CISC8110	Digital and Collaborative Learning in Context	Level 8	15 Credits
CISC8104	Leadership in Digital and Collaborative Learning	Level 8	15 Credits
CISC8100	Applied Practice in Context	Level 8	15 Credits
CISC8101	Research and Community Informed Practice	Level 8	15 Credits

OR

DCLC8001	Digital and Collaborative Transformation in Learning and Leadership	Level 8	30 Credits
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DCLC8002	Leading Research Informed Innovation in Practice	Level 8	30 Credits
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Part 2 Contemporary Education

MLED8201	Contemporary Teaching	Level 8	15 Credits
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MLED8202	Digital Fluency	Level 8	15 Credits
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MLED8203	Leadership in Practice	Level 8	15 Credits
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MLED8204	Collaboration in Practice	Level 8	15 Credits
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Part 3 Practice-based Change Project

MLED9200	Practice-Based Change Project	Level 9	60 Credits
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2021 Intake Dates

The MCE programme has two intakes per year in January and July. The remaining intake for 2021 is as follows:

Intake	Start Date	Applications Close	End Date
July 2021 - Part-time			
C9 Part Two - July 2021	5th July 2021	21st June 2021	3rd July 2022
C9 Part Three	4th July 2022		2nd July 2023

Programme Delivery

MCE is a blended programme that is primarily delivered online with four face to face events each year at our [Auckland HQ](#) (refer page 14 for 2021 schedule). Students are required to attend 80% of the face to face sessions. Facilitated online sessions are delivered fortnightly and optional support sessions (*Manaaki Fono and Mahi Tahī*) are delivered weekly. In addition to online sessions, full-time students can expect to study a minimum of 25 to 30 hours per week. The full-time study option is only available to students who are not working full time. Part-time

students complete an average of 10 to 15 hours of study per week. The number of hours each week may vary depending on circumstances.

Online Sessions

In Part 2 of the MCE programme, students will have online sessions every other week. Full-time students will have additional sessions.

In Part 3 all (part-time and full-time) students will attend supervision sessions at least once every 2 weeks.

Face to Face

Orientation

In July 2021 we will hold a face to face Orientation at our [Auckland HQ at 99 Khyber Pass Road](#). This is an important opportunity for students to connect with their facilitators and their peers so we strongly encourage attendance (More information about Orientation will be provided prior to the start date of the programme).

What: C9 July 2021 Orientation

When: 10:00 am Wednesday, 14th July 2021

Where: [Auckland HQ, 99 Khyber Pass Road, Grafton, Auckland](#)

Mahi Tahi Cafe Retreat

Mahi Tahi Cafe Retreat is a face to face event that we host over two days during the school holidays. Mahi Tahi Cafe Retreat will provide you with an opportunity to connect with your peers and meet the Academic teams face to face.

What: October Mahi Tahi Cafe Retreat

When: 10:00 am, 12th October 2021

Where: [Auckland HQ, 99 Khyber Pass Road, Grafton, Auckland](#)

Please note that face to face sessions will be subject to the COVID-19 Alert Level system.

Attendance

Attendance is an important component for student success and we strongly recommend that students maintain a minimum of 80% attendance online and face to face sessions.

Auckland Headquarters

Our [Auckland HQ at 99 Khyber Pass Road](#), Grafton has study spaces available for our students. If you or your collaborative group need a space to study please contact mce@themindlab.com. Please note that booking is essential as there are a range of events that take place over the course of the year.

Enrolments

Application Process

Applications to the *Postgraduate Certificate of Digital and Collaborative Learning* and the *Master of Contemporary Education* 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.

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.

Conditional Enrolment

There may be instances where an enrolment cannot be completed immediately and on these occasions a conditional offer may be granted (for example, enrolment into Part 3 of MCE). The offer will outline a set of conditions that must be fulfilled before an enrolment can become unconditional. Applicants will not be invoiced until they are unconditionally enrolled.

Variations of 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.

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 (no formal curriculum, no credits earned) and non-formal (organised curriculum, no credits earned) learning. [The Mind Lab Recognition and Assessment of Prior Learning Policy and Procedures](#) apply 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 and non-formal learning.

Owing to the work-based nature of the programme and the highly-integrated nature of courses, it is important to note that Credit Recognition and Transfer, and Assessment of Prior

Learning do not usually apply and applications will be assessed on a case-by-case basis. Please contact enrol@themindlab.com for more information.

Student ID Cards

All enrolled students can request a Student ID card by completing an online form provided on The Mind Lab Portal or in the Student Guide.

Withdrawals & Refunds

If you are already enrolled in the Programme and decide to withdraw, you have different refund entitlements depending on when you withdraw. The withdrawal scenarios below include information as well as the implications on fees, scholarships and grades, relative to when a student chooses to withdraw.

[*Postgraduate Certificate in Digital and Collaborative Learning Withdrawal Scenarios*](#)

[*Master of Contemporary Education Withdrawal Scenarios*](#)

[*Refund Entitlement Dates Postgraduate Certificate in Digital and Collaborative Learning and Master of Contemporary Education*](#)

On application, students must agree to the [*The Mind Lab Student Terms and Conditions*](#) before their enrolment into a Programme can be processed. These Terms and Conditions outline all refund entitlements for the *Postgraduate Certificate in Digital and Collaborative Learning* and for the *Master of Contemporary Education*.

For further information about enrolments please see our [*Admission, Enrolment, Exclusion and Withdrawal Policy and Procedures*](#).

Tuition Fees, Scholarships, Discounts and Payments

Fees

The tuition fee for the full Programme is \$10,195 (plus GST) and each Part will be invoiced separately as students progress through the programme[s].

- PGC-DCL (Part One) \$2805+GST
- MCE Part Two \$3695+GST
- MCE Part Three \$3695+GST

The fee for the Programme is due seven days prior to the advertised start date of the Programme.

The Mind Lab complies with NZQA Student Fee Protection Rules which protect the interests of domestic and international students. *The Mind Lab* has a [Static 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](#).

StudyLink Student Loans

Postgraduate Certificate and Masters students are eligible to apply for StudyLink Student Loans. The process for applying can only be started once a student is fully enrolled. To check eligibility for a Student Loan, or to apply for a Student Loan, applicants can visit 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 remains liable for the fees in accordance with [The Mind Lab Terms and Conditions](#).

Scholarships & Discounts

Early Bird Discount

There is an early bird discount of 25% off the course fees for educators who apply 4 weeks before the start date of the July 2021 intakes for both the PGC-DCL and the MCE programmes.

Applicants for the DCL September 2021 intake will be eligible for a 10% early bird discount when applying after the 7th May 2021.

Cut off Dates for the Early Bird Discount are as follows:

Postgraduate Certificate in Digital and Collaborative Learning

Intake	Early Bird Deadline	Start Date
July 2021	7th June 2021	5th July 2021
September 2021	30th August 2021	27th September 2021

Master of Contemporary Education

Intake	Early Bird Deadline	Start Date
C8 Part 2 January 2021	21st December 2020	18th January 2021
C9 Part 2 July 2021	7th June 2021	5th July 2021

Postgraduate Certificate in Digital and Collaborative Learning Scholarships

The Mind Lab offers two types of scholarships for the *Postgraduate Certificate in Digital and Collaborative Learning*, both of which are available to all state school educators.

The scholarships below are applied automatically when applicants start the application process on *The Mind Lab* enrolments site. Applicants are required to enter the school/institution they are employed with at the time of application in order for these scholarships to be applied. Contact *The Mind Lab* at enrol@themindlab.com for more information.

ADVANCE Education Scholarship

The ADVANCE Education Scholarships entitles recipients to \$1,500 (plus GST) towards their tuition fee for the *Postgraduate Certificate in Digital and Collaborative Learning*. Students enrolled in the June Take Two intake are not eligible for the Advance Education scholarship.

ADVANCE Plus Scholarship

The ADVANCE Plus Scholarship entitles recipients from selected Decile 1 to 4 schools to a further \$1305 (plus GST) contribution (in addition to the ADVANCE Education Scholarship) towards their tuition fee for the *Postgraduate Certificate in Digital and Collaborative Learning*. Students enrolled in the June Take Two intake are not eligible for the Advance Plus scholarship.

A limited number of full scholarships are available to educators from Decile 1 to 4 schools. There are 50 full scholarships for Primary educators and 50 for Secondary educators in each intake.

Manaaki Ākonga Scholarships

The Manaaki Ākonga scholarship entitles recipients from decile 1 to 4 schools to up to \$250 (plus GST) towards their tuition fee for the *Postgraduate Certificate in Digital and Collaborative Learning Re-enrolment* intake.

Master of Contemporary Education Scholarships

The Mind Lab offers three different types of scholarships for students enrolling into Parts 2 and 3 of this Programme:

- **Tangata Whenua:** For educators who identify as Māori of which there are 2 available for each intake.
- **Pacific Ako:** For educators who identify as Pacific Island learners of which there are 2 available for each intake.
- **Taipakeke:** For educators who are aged 60 years and over of which there are 2 available for each intake.

These scholarships cover 50% of the full tuition fee for Parts 2 and 3. The first half of the scholarship is applied to the invoice for Part 2. When a student progresses to Part 3 the second half of the scholarship will be applied. Applicants must be fully enrolled in order for their scholarship application to be considered.

Applicants must complete the [MCE Scholarship Application Form](#) on *The Mind Lab* website before the scholarship deadline. Students must provide some personal information to identify themselves and *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.

The Mind Lab Scholarships cannot be used in conjunction with any other Mind Lab scholarships.

Scholarship Deadlines

Intake	Scholarship Deadline	Start Date
C8 January 2021	30th December 2020	18th January 2021

C9 July 2021

21st June 2021

5th July 2021

Master of Contemporary Education Travel Scholarships

The MCE travel Scholarship is intended to support students from outside of the greater Auckland Region, North of Whangarei (those in Whangarei are eligible) and South of Waikato region to study in the Master of Contemporary Education. This is in recognition of the increased cost of travel in 2021 and other Covid-related impacts on individuals and families' ability to invest in study.

Full-time scholarship applicants are eligible for a total of \$1000 incl. GST (\$500 incl. GST will be applied at Part 2 and \$500 incl. GST will be applied at Part 3). Part-time scholarship applicants will be eligible for \$2000 incl. GST (\$1000 incl. GST at Part 2 and \$1000 incl. GST at Part 3). The scholarship amount will be applied at invoicing.

Applicants must complete the [MCE Scholarship Application Form](#) on *The Mind Lab* website and agree to the Terms & Conditions of the Travel Scholarship by Friday, 2nd July 2021 to be eligible. The Travel Scholarship cannot be used in conjunction with any other Mind Lab scholarships.

For more information on scholarships please contact enrol@themindlab.com.

Assessments

Assessment Strategy

Assessments have been designed to support the learning process and should be thought of as learning tools, where students present and receive feedback on their work in order to improve it. More detailed information on assessments can be found in the Student Guide and on *The Mind Lab Portal* which students will be able to access by the start date of the programme.

Part One - Postgraduate Certificate of Digital and Collaborative Learning

Students enrolled in the PGC-DCL Programme are assessed through achievement-based summative assessments where grades are awarded against and contribute to credits for the course they are assessing. The PGC-DCL Programme allows students to submit collaboratively, so for most assessment tasks, students can work in groups of two or three if they wish to do so. Please note that not all assessments can be done collaboratively since some require personal reflective practice. Each assessment description makes it clear whether or not that assessment can be submitted by a group.

Part Two and Part Three - Master of Contemporary Education

Students enrolled in the MCE Programme are assessed through competency-based summative assessments, supported by formative assessments. Formative assessments are designed to provide students with feedback from their peers and their advisor - with no credits attached. In the MCE Programme, credits are awarded against the successful completion of summative assessments. There is no formal thesis in the Masters Programme. Implementation of the Practice-based Change Project, together with associated assessments, take the place of a formal thesis. Assessment formats include a written report, and presentation, but may also include other outputs negotiated with advisors - depending on the nature of a student's project.

All assessments in the MCE 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 through both the formative and summative assessment process. Often a student will also receive an interim outcome of 'Requirements' or 'Requirements Needed' 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.

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, te reo Māori, and New Zealand Sign Language. All students are asked to indicate to the Programme Coordinator, when starting the Programme (via the programme email or Slack), if they intend to submit assessments in te reo Māori or New Zealand Sign Language. This is to enable *The Mind Lab* to meet our turnaround commitments.

Special Assessment Circumstances

If an unforeseen circumstance impairs your ability to submit an assessment on time you are able to apply for a Special Assessment Circumstance (SAC). Students have five working days from the assessment due date to apply and must provide relevant supporting evidence (e.g a letter from a principal, doctor's certificate etc).

Academic Integrity

The Mind Lab is committed to maintaining and promoting the highest standards of academic integrity. All students are held to the same high standards. To help ensure that academic integrity is maintained, *The Mind Lab* uses *Turnitin* as a plagiarism detector tool. Turnitin is also used by markers to provide feedback to students on written submissions. All written assessments must be submitted to Turnitin to generate a Similarity Report.

What is Academic Integrity?

As stated in [The Mind Lab Code of Conduct](#), Academic Integrity refers to intellectual honesty with regard to the use of information.

This includes but is not limited to;

1. Proper acknowledgment of other people's (academics, professionals, peers, relatives, ancestors) work. Acknowledgement of those who have gone before. This is also important for those who come after (readers, peers, assessors) to be able to follow and even build on your work.
 - a. Use a consistent and clear process
 - b. Other people's work is not limited to their writing (which should be presented as a quote and only if the writing is reproduced faithfully), but also their ideas, findings and conclusions.
 - c. Do you need permission to reproduce this work?
2. Ensuring that your submissions, presentations and assessments are your work.
 - a. You may have employed or commissioned an editor or proof reader. If you have, make this clear and acknowledge them with their permission.

- b. Others may have contributed to your submission and these contributors also need acknowledgment e.g. a programme coder, a colleague or collaborator.
- c. If you are in doubt, get advice from Programme staff.

Platforms

The Mind Lab uses a variety of platforms to engage and support a blended learning model. Here you will find a brief overview of the most frequently used platforms. More detailed information and instructions will be provided in your Student Guide.

Resources Required for Study

Students will need to have access to a laptop, a mobile/handheld device and a reliable connection to the internet so that they are able to access online materials and communication tools. Your device will need a camera and a microphone in order to participate in online sessions.

The Mind Lab Portal

The Mind Lab Portal is [The Mind Lab's Learning Management System](#) (LMS). It is the hub of your learning and hosts key resources, web links, and *The Mind Lab* eLibrary. This is also where all assessments are uploaded and all assessment feedback and final course grades are provided.

The Mind Lab eLibrary

The Mind Lab eLibrary contains links to a range of online resources for students, including the EBSCO and Proquest online databases and ebook libraries that *The Mind Lab* subscribes to, along with other search engines and open access resources in educational research and scholarship.

Zoom

The Mind Lab uses the [Zoom](#) platform to deliver online sessions, which are an integral part of engagement with the programme. More information about online sessions will be provided at least two weeks prior to the start date of your programme and will also be contained in the Student Guide.

Slack

This is our messaging and sharing platform for all students to communicate, discuss, question and critique over the course of the programme. On [Slack](#) you will be engaging with your fellow students as well as the Academic Programme Team and Support Teams. It can be used in a browser, as a desktop app, or on your phone or tablet.

Turnitin

To ensure and maintain academic integrity *The Mind Lab* uses [Turnitin](#). All written submissions must be uploaded to [Turnitin](#) to generate a Similarity Report. Turnitin is used as a tool to detect plagiarism as well as a way for markers to provide feedback on written assessments. Please refer to the [The Mind Lab Code of Conduct](#) for more information about academic integrity.

Tuia Te Kupu

[Tuia Te Kupu](#) is *The Mind Lab's* online interactive journal club. This club gives candidates a forum to collaboratively and critically evaluate recent academic articles and information.

Student Support and Wellbeing

The Mind Lab is committed to creating an inclusive learning environment and to working alongside all students to support them through their studies. This support includes educational and learning support, as well as different types of non-educational support. Our teams work closely with each other to provide a friendly point of contact to help students navigate their learning journey. All of our Student Support and Wellbeing services can be accessed by calling (09) 964 4444 or emailing studentsupport@themindlab.com.

Health & Wellbeing

The Mind Lab students have access to a range of health and wellbeing services via [Homecare Medical](#) who run digital telehealth services, offering health, mental health and addictions support across digital channels. Referrals to other agencies are available for more personal/one-on-one advice and support. If a student feels there are any circumstances or impairments that impact on your learning, you are encouraged to speak to your Programme Lead or the National Academic Registrar.

Disability Services

The Mind Lab is committed to providing a range of resources and strategies to help students who have provided information and verification of impairment. Potential services available to students with impairments may include assistance with note-taking, assistance with academic study due to learning impairments such as dyslexia, sign language interpretation, and so on. The Programme Coordinator will reach out to students privately to see if they wish to discuss any impairment-related support with the Programme Lead. Students are also encouraged to reach out to the Programme teams so that they can be effectively supported throughout the programme.

Māori & Pacific Support

The Mind Lab is a multicultural organisation that prioritises opportunities for promoting Māori and Pacific student success in all our programmes. ManaakiFono is our main forum for academic and cultural support for our Maori and Pacific students. We can also provide support around te reo Māori, pastoral guidance and financial support in the form of scholarships and discounts.

Important Student Information

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

About *The Mind Lab* 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 of Directors* 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.

The Mind Lab Code of Conduct

[*The Mind Lab Code of Conduct*](#) is designed to promote the upholding of professional standards and academic integrity. It covers the personal conduct of all staff, students and contractors.

The Mind Lab Privacy Policy

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

The Mind Lab Student Complaints and Appeals Policy

The Mind Lab takes all student concerns seriously and should any misconduct be identified, the processes outlined in the Student Complaints and Appeals Policy and Procedure, and Student Disciplinary Policy (both linked below) will be followed.

[*The Mind Lab Student Complaints and Appeals Policy*](#) outlines the procedures to be followed if an applicant or student makes a formal complaint, or makes an appeal against *The Mind Lab's* decision outcome.

Complaints and appeals are submitted in writing, with evidence to academicmanagement@themindlab.com. An appropriate investigator is assigned by The Mind Lab Academic Team to review the complaint or appeal and conduct an investigation and identify a resolution. All groups involved in the investigation will be kept up to date

throughout. Full details of the process can be found in TML Student Complaints and Appeals Policy and Procedures.

In the instance that a complaint is not resolved to your satisfaction by The Mind Lab, you can [raise your concern](#) in writing with the New Zealand Qualifications Authority (NZQA).

The Mind Lab Student Disciplinary Policy

[*The Mind Lab Student Disciplinary Policy*](#) outlines student disciplinary procedures which may be followed if disciplinary action is required. Possible consequences, if disciplinary action is required after an investigation into misconduct is undertaken, are outlined in this policy.