THE MIND LAB®
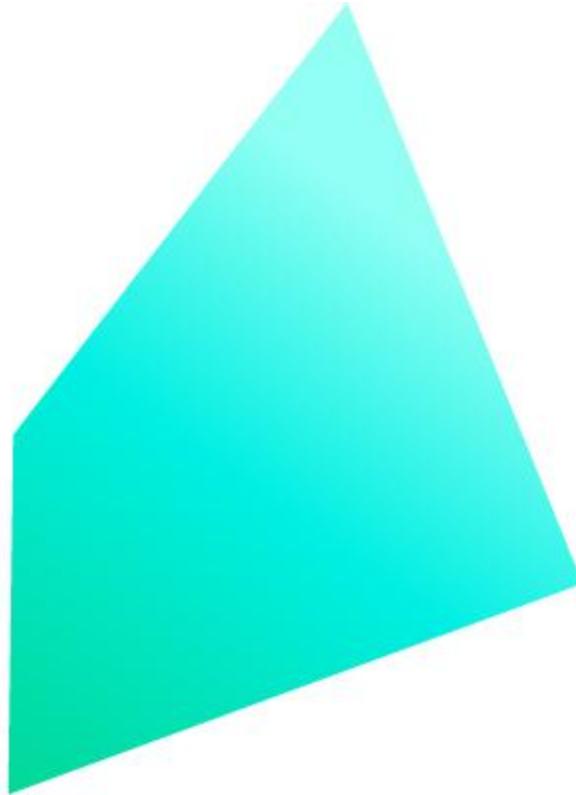
Student Handbook 2022

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

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The Mind Lab

The Mind Lab is a specialist education provider dedicated to enhancing contemporary practice, digital fluency and change in education across New Zealand. Our mission is to continue to lead New Zealand education, to share knowledge, to collaborate, and to build partnerships in order to achieve sustainable, impactful change. We are committed to transform New Zealand education to better align skills and capabilities to the demands of the contemporary world.

Our Vision

Our vision is to create impactful futures by aligning digital skills and capabilities with the demands of the contemporary world.

Our Mission

Our mission is to lead New Zealand education, to share knowledge, to collaborate, and to build partnerships in order to achieve sustainable, impactful change.

Key Objectives

Our key objectives are to increase access to education, build confidence, identify skills gaps, develop 21st century capability and challenge outdated legacy education practices.

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

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The Mind Lab HQ

Our Headquarters are located in Auckland, at 99 Khyber Pass Road, Grafton, 1023 and is easy to reach via public transport. This is where the face-to-face classes will be held, and there is space that you can use to come and work during your programme.

Where to find us
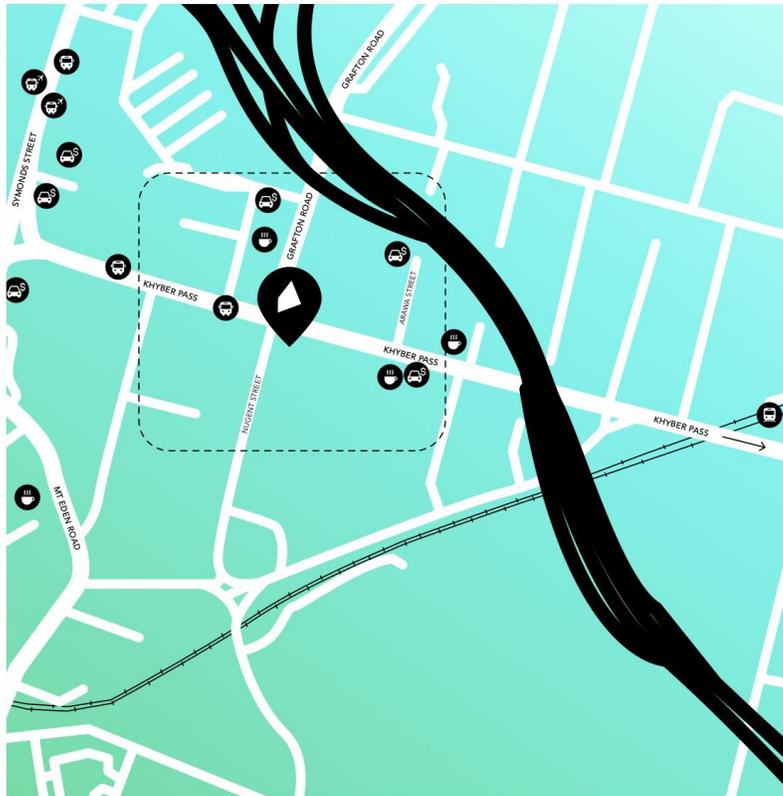
We are located on the ground floor of **99 Khyber Pass Road**, which is on the corner of Khyber Pass Road and Nugent Street.

There are a number of paid parking options within a 5 minute walk. Some are pay & display, others use apps like Parkmate and Parkable'

There are a number of bus stops close by, on Symonds Street, Mt Eden Road and Khyber Pass Road

If you're travelling from Auckland Domestic Terminal, catch the Skybus which stops at Gina's restaurant at 157 Symonds Street (Stop 7151). Skybus can also take you back to Domestic Terminal from 156 Symonds St, opposite Gina's restaurant (Stop 7168).

We are an 8 minute (uphill) walk from Grafton Train Station

- - - 5 minutes walking distance

At The Mind Lab the health and safety of our learners, partners, staff and wider whānau is our number one priority and we are subject to the requirements of the Covid-19 framework. We offer both online and face to face options so candidates can study from anywhere in New Zealand.

If you have any questions regarding The Mind Lab HQ or these protocols and processes, please get in touch with us at kiaora@themindlab.com or call (09) 964 4444.

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Postgraduate Certificate in Digital and Collaborative Learning

NZQA Accredited Postgraduate Certificate, Level 8, 60 Credits │37 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. PGC-DCL provides convenience by allowing practising 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*.

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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.

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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.

Attendance

Attendance is an important component for student success and we strongly recommend that students attend a minimum of 80% of online sessions. 100% attendance is expected for the first two block courses.

Programme Structure

The part-time, 37-week PGC-DCL programme is a blended delivery model consisting of both online and face to face sessions. 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.

Course Information

Students are enrolled in two courses over the duration of the programme. 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*.

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

If a student does not successfully complete *DCLC8001: Digital and Collaborative Transformation in Learning and Leadership* they cannot be enrolled in *DCLC8002 Leading Research Informed Innovation in Practice*. Students are invited to apply to enrol in *Digital and Collaborative Transformation in Learning and Leadership* in later intakes but acceptance will be at the discretion of the Academic Team.

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Intake Dates

Intake	Applications Close	Start Date	End Date
DCL March 2022	14th February 2022	14th March 2022	13th November 2022
DCL August 2022	27th June 2022	1st August 2022	16th April 2023

Online Sessions

Students who enrol in the PGC-DCL will attend one 1.5 hour 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
DCL March 2022	Tuesday 6:30 pm to 8:00 pm	OR	Wednesday 4:00 pm to 5:30 pm
DCL August 2022	Wednesday 6:30 pm to 8:00 pm	OR	Thursday 4:00 pm to 5:30 pm

Block Schedule

The PGC-DCL Programme delivers block sessions which maximise the value of the programme through collaboration and it is highly recommended that you attend. More information regarding the content of these sessions will be advised. Attendance at the first block is expected and if you are unable to attend then we recommend that you enrol in a later intake.

There are two block sessions per intake which will be offered online OR in person and students can select their preferred mode of delivery. Block sessions will be delivered on Saturday. Please be assured that the content in both face to face and online is the same.

Both face to face and online blocks will be delivered on Saturdays. Face to face blocks will be delivered at our Auckland HQ (99 Khyber Pass Road, Grafton, Auckland).

DCL March 2022	Online	Face to face
Block 1 Date	27th & 28th April	30th April
Block 2 Date	18th & 19th July	20th July
DCL August 2022	**Online**	**Face to face**
Block 1 Date	10th and 17th September 2022 (2 x half day)	10th September 2022

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| Block 2 Date | 3rd & 10th December 2022 | 3rd December 2022* |
| | (2 x half day) | |

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 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 in 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, into practice.

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- 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](#).

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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

In Part 1 of the MCE you will study 60 credits from the PGC-DCL programme:

Part 1

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

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

Part 2   **Contemporary Education**

MLED8201	Contemporary Teaching	Level 8	15 Credits
MLED8202	Digital Fluency	Level 8	15 Credits
MLED8203	Leadership in Practice	Level 8	15 Credits
MLED8204	Collaboration in Practice	Level 8	15 Credits

Part 3   **Practice-based Change Project**

MLED9200	Practice-Based Change Project	Level 9	60 Credits

2022 Intake Dates

The MCE programme has two intakes per year in January and July.

Intake	Applications Close	Start Date	End Date
January 2022 - Full-time			
Part Two	3rd January 2022	17th January 2022	17th July 2022
Part Three		18th July 2022	15th January 2023
January 2022 - Part-time			
Part Two	3rd January 2022	17th January 2022	15th January 2023
Part Three		16th January 2023	14th January 2024
July 2022 Full-time			
Part Two	20th June 2022	18th July 2022	15th January 2023
Part Three		16th January 2023	16th July 2023

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July 2022 Part-time

Part Two	20th June 2022	18th July 2022	15th January 2023
Part Three		16th January 2023	16th 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. Students who are unable to attend face to face events will be offered additional online sessions and can still fully participate in the MCE programme.

Facilitated online sessions are delivered fortnightly and optional support sessions (*Manaaki Fono and Mahi Tahi)* are delivered weekly in addition to online sessions. The full-time study option is only available to students who have been granted study leave and can expect to study a minimum of 25 to 30 hours per week. 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 part-time candidates will attend online sessions every other week. Candidates enrolled in full-time study will attend 2 sessions every other week. Online sessions in Part 2 are structured by course and there will be candidates at different stages of study in any online session. The schedule for online sessions in 2022 is below.

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

2022 Class Schedule

17th January 2022 to 3rd July 2022
MLED8201 Contemporary Teaching and MLED8202 Digital Fluency
Session times: 7:00 pm Wednesday, Week A
Zoom link: https://zoom.us/j/97130081949

MLED 8203 Leadership in Practice and MLED 8204 Collaboration in Practice
Session times: 7:00 pm Thursday, Week A
Zoom link: https://zoom.us/j/99823447039

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4th July 2022 to 15th January 2023
MLED8201 Contemporary Teaching and MLED8202 Digital Fluency
Session times: 7:00 pm Wednesday, Week A
Zoom link: https://zoom.us/j/97130081949

MLED8203 Leadership in Practice and MLED 8204 Collaboration in Practice
Session times: 7:00 pm Thursday, Week A
Zoom link: https://zoom.us/j/99823447039

2022 Colloquia Schedule

From July 2022 we plan to hold face to face Colloquia at our Auckland HQ during the school holidays. At Colloquia students will have the opportunity to meet their peers and the teaching staff, attend presentations and work together in focus groups.

Master of Contemporary Education Colloquia Dates		
Event Description	**Date**	**Cohorts**
July 2022		
Orientation C11 Face to face	12th July	C11P, C11F
Orientation C11 Online	12th July	C11P, C11F
Colloquia Part 2	12th July	C10P
Colloquia Part 3	13th July	C8P, C9P, C10F
Online Colloquia Part 2	15th July	
Online Colloquia Part 3	15th July	
ManaakiFono Wānanga	18th + 19th July	C9P, C10F
August 2022		
C7P Symposium	20th August	
ManaakiFono Wānanga	21st August	C9P, C10F
October 2022		
ManaakiFono Wānanga	11th October	
Colloquia Part 2	12th October	C10P, C11P, C11F
Colloquia Part 3	13th October	C8P, C9P, C10F

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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 maintain a minimum of 80% attendance online and face to face sessions.

Assessments

Assessment Strategy

The programmes at *The Mind Lab* provide candidates with an opportunity to value learning for learning's sake. This contributes to their own professional development and that of a particular industry, sector or community. Graduates of the PGC-DCL and MCE programmes are future-focused problem solvers with the practical skills to implement change within their contexts.

Candidates in the PGC-DCL and the MCE Programmes are assessed through competency-based summative assessments. Competency-based assessment encourages self assessment, collaboration and the practical application of skills. Credits are awarded against the successful completion of summative assessments.

In the MCE Programme summative assessments are supported by formative assessment designed to provide students with feedback from their peers and their advisor - with no credits attached. There is no formal thesis in the MCE Programme, instead, implementation of the Practice-based Change Project, together with associated assessments, take the place of a formal thesis.

Assessment is made against the candidates learning as evidenced through the assessment outputs. The PGC-DCL and MCE Programmes are not designed to train, or test, candidates in specific technological fields. Candidates will submit written and/or video assessments and deliver presentations. In the PGC-DCL candidates will have the opportunity to submit individually and collaboratively while in the MCE candidates will have the opportunity to collaborate but submit individual assessment responses. Assessment descriptors will make clear the format of an assessment and whether or not the assessment can be submitted individually or as part of a group.

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Final outcomes against all assessments, and therefore courses, that candidates 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. Candidates may receive an interim outcome of *'Pass with Requirements'* or *'Requirements Needed'* against an assessment which means that there are further requirements to fulfil in order to pass the assessment. Candidates will be provided with the opportunity to resubmit within the stated time frame to continue. Candidates who receive a *'Not Yet Competent'* outcome are given the opportunity to resubmit. All assessment outcomes are determined by an Assessment and Moderation Panel.

Assessments

Programme	Course	Assessment Name
PGC-DCL	DCLC8001 - Digital and Collaborative Transformation in Learning and Leadership	Transformation 1 - Presentation on educational innovation through digital and collaborative learning
PGC-DCL	DCLC8001 - Digital and Collaborative Transformation in Learning and Leadership	Transformation 2 - Leading innovation in digital and collaborative learning
PGC-DCL	DCLC8002 - Leading Research Informed Innovation in Practice	Innovation 1 - Evidence-based digital and collaborative innovation
PGC-DCL	DCLC8002 - Leading Research Informed Innovation in Practice	Innovation 2 - Implementing innovation in educational practice
MCE	MLED8201 - Contemporary Teaching	8201.a Cultural Responsiveness
MCE	MLED8201 - Contemporary Teaching	8201.b Critique of Evidence
MCE	MLED8201 - Contemporary Teaching	8201.c Contemporary Teaching Scope Component
MCE	MLED8202 - Digital Fluency	8202.a Theoretical Critical Evaluation
MCE	MLED8202 - Digital Fluency	8202.b Teaching Implementation Plan
MCE	MLED8202 - Digital Fluency	8202.c Digital Fluency Scope Component
MCE	MLED8203 - Leadership in Practice	8203.a Project Scope

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MCE	MLED8203 - Leadership in Practice	8203.b Leadership Evaluation
MCE	MLED8204 - Collaboration in Practice	8204.a Peer Review
MCE	MLED8204 - Collaboration in Practice	8204.b Consolidating your Learning: ePortfolio Critical Evaluation
MCE	MLED8204 - Collaboration in Practice	8204.c Collaboration in Practice Scope Component
MCE	MLED9200 - Practice-based Change Project	9200.a Project Report, Executive Summary, Presentation
MCE	MLED9200 - Practice-based Change Project	9200.b Critical Essay
MCE	MLED9200 - Practice-based Change Project	9200.c Peer Evaluation

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) through *The Mind Lab Portal* or *Ako Mai*. 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.

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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.

Enrolments

For International Students

If you are an international student, and interested in studying the [programme name], please check our International Student Prospectus. In this prospectus, you can find details on:

- Who we are - The Mind Lab and Tech Futures Lab
- Studying and living in New Zealand (including visa requirements, english language requirements, safety, health and wellbeing)
- Learning with The Mind Lab (attendance and academic performance, complaints and appeals, fees and refunds)
- Student Support

For more information and to contact us about studying as an International Students, please see our website.

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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.

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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 2022

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 $10,307 (plus GST) / $11,852 (incl GST). Students enrolled in part-time study will be invoiced separately for each part. Students enrolled in full-time study will be invoiced separately for Part 1, then Part 2 and Part 3 will be billed in one invoice.

Programme	Ex GST Fees	Incl GST Fees
Postgraduate Certificate in Digital and Collaborative Learning (Part 1)	$2,836.00	$3,260.00
Master of Contemporary Education (Part 2)	$3,736.00	$4,296.00

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Master of Contemporary Education (Part 3)	$3,736.00	$4,296.00
Total Part 1 + Part 2 + Part 3	$10,307.00	$11,852.00

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 PGC-DCL and MCE 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

Scholarships

The Mind Lab and Tech Futures Lab offers a range of scholarships for all programme intakes. Each of the scholarships listed below covers 100% of the fees for the PGC-DCL and the MCE programmes. Our scholarships are awarded on a first in first serve basis to those who meet the criteria and are fully enrolled and accept a place on the programme:

- **Tangata Whenua:** For learners who identify as Māori
- **Pacific Ako:** For those who identify as Pacific learners
- **Taipakeke:** For learners who are aged 60 years and over

How to apply for the scholarship
You can apply for a scholarship as part of your enrolment process, all you need to do is select the scholarship you are eligible for when it appears as part of your enrolment.

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Further information and the terms and conditions for scholarship can be found on our website.

Early Bird Discount

There is an early bird discount of 10% off the course fees for educators who apply 4 weeks before the start date of an intake.

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

Postgraduate Certificate in Digital & Collaborative Learning

Intake	Early Bird Deadline	Programme Start Date
March 2022	14th February 2022	14th March 2022
August 2022	4th July 2022	1st August 2022

Master of Contemporary Education

Intake	Early Bird Deadline	Programme Start Date
January 2022	20th December 2021	17th January 2022
July 2022	20th June 2022	18th July 2022

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 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. Administration rights to a device may be required for the installation of apps.

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

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all assessments are uploaded and all assessment feedback and final course grades are provided. Students will retain access to The Mind Lab Portal for 12 months after the end date of the programme.

Ako Mai

Ako Mai is *The Mind Lab's* new Learning Management System being implemented from July 2022 onwards. Ako Mai is the hub for all of your course content and learning. This is where you'll be able to log in to easily access all your course content and study resources, as well as upload your assessments and check your grades. It's your one-stop-shop for everything you need at *The Mind Lab*.

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. *The Mind Lab* eLibrary can be accessed via *The Mind Lab Portal* or *Ako Mai.*

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 support students in gaining insights into their academic writing and citation practice 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.

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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 Whakarongorau Aotearoa 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.

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Important Student Information

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

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.

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