

POSTGRADUATE CERTIFICATE

IN HUMAN POTENTIAL

FOR THE DIGITAL ECONOMY



PROGRAMME HANDBOOK

VALID FOR ALL INTAKES IN APRIL AND JULY 2022



CONTENTS

This student handbook provides applicants with an introduction to Tech Futures Lab¹ and the 'Human Potential for the Digital Economy' ('Programme').

It outlines the expectations and requirements of the Programme. A more detailed version of this handbook will be provided to all students upon enrolment.

Students featured on the cover from left to right:

Niqui Taylor (Cohort1)
Cushla Hen (Cohort2)
Gordon Johnston (Cohort1)

¹ The Mind Lab Education Limited Partnership trading as Tech Futures Lab. The Mind Lab is a Private Training Establishment (PTE) registered by the Tertiary Education Commission (TEC) to deliver qualifications approved by the New Zealand Qualifications Authority (NZQA) under the provision of the Education Act 1989.

Kua whakamanahia tenei akoranga e Te Mana Tahu Matauranga o Aotearoa i raro i te wahanga 249 o te Ture Matauranga 1989, a, kua whakamanahia The Mind Lab Limited Partnership ki te whakarato i taua akoranga i raro i te wahanga 250 o te Ture.

² This Programme is approved by the New Zealand Qualifications Authority under section 249 of the Education Act 1989, The Mind Lab Limited Partnership is accredited to provide it under section 250 of the Act.

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THE MIND LAB & TECH FUTURES LAB

The Mind Lab is a specialist education provider dedicated to enhancing contemporary practice, digital fluency and change in education. The Mind Lab is committed to helping implement contemporary practice in the teaching profession by reflecting new theoretical and practical frameworks of contemporary education.

Tech Futures Lab is a part of The Mind Lab. Established in 2016, Tech Futures Lab helps professionals and organisations to adapt, learn, lead and succeed in a fast-changing world. Tech Futures Lab was built on the vision of building business success and personal capability in New Zealand, to turn emerging opportunities into impactful realities, to advance and develop business capability, and to positively impact the economy, the environment, and communities for a brighter future.



A portrait of Brett Oetgen, a middle-aged man with short brown hair, smiling warmly. He is wearing a dark blue button-down shirt and blue jeans. The background is a solid teal color.

PRINCIPLES

AND VALUES

UNDERPINNING

RESEARCH AND

STUDY

At The Mind Lab and Tech Futures 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 center 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.

Brett Oetgen (Cohort1)

POSTGRADUATE CERTIFICATE IN HUMAN POTENTIAL FOR THE DIGITAL ECONOMY

The Postgraduate Certificate in Human Potential for the Digital Economy is an introduction to the possibility of living a whole and fulfilled life, where connection and digital technology amplify conscious focus and unleash human potential for a greater good. It offers the space to reflect, consider and create a framework around your purpose, and to help steer your choices and focus your skills and energy.

We connect you to new technologies, thought-provoking speakers and like-minded journeyers as you combine your talent and purpose with well-chosen tools to amplify your impact. The world around us is changing rapidly and the digital economy is now firmly entrenched. The cultivation of human potential is essential for the benefits of the digital economy to be fully realised for us as individuals and as a collective, while minimising potential risks to wellbeing.

The challenges and opportunities the digital economy triggers are in the end, uniquely human ones. In this programme you will develop your ability to embrace these challenges and identify the opportunities that resonate deeply with your values and experience, creating the potential for you to flourish.

GRADUATES OF THE PGC-HPDE WILL BE ABLE TO:

- Evaluate the impact of digitalisation, emerging and disruptive technologies, societal shifts and contemporary organisational systems in relation to their professional practice.
- Apply a critical knowledge of digitalisation, emerging and disruptive technologies, societal shifts and contemporary organisational systems in their professional practice.
- Generate sustainable and strategic initiatives in response to rapidly changing work environments within their professional practice.
- Evaluate personal and collective capability to lead strategic initiatives in response to rapidly changing work environments.

APPLICATION FOR ADMISSION TO THE PROGRAMME

Applications to the Programme are made through the Tech Futures 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

- Have a recognised bachelor's degree or equivalent professional qualification or higher, and a minimum of two years' work experience in a field impacted by the Digital Economy;
- OR
- Have at least four years of professional experience in a relevant industry or community demonstrating equivalence or higher to the qualification stated above.

Applicants whose first language is not English must provide evidence of English language competence. This evidence may be in the form of:

- A formal test of English Language
 - » IELTS academic band score of 6.5 (overall), with no individual band less than 6.0.
 - » TOEFL - Internet-based (Score of 95 with a minimum writing score of 22) or Paper-based (score of 587 (TWE 4.5))
 - » Cambridge Certificate in Advanced English (CAE) Minimum of 176 or Certificate of Proficiency in English (CPE) Minimum of 176
 - » Pearson Test of English (PTE) Academic Overall score of 64 with no communicative skills score below 57

- Evidence of an academic qualification at level 7 or above, completed in a country where English is the main language
- Professional outputs or achievements in English language
- Evidence of competence equivalent to any of the above

ADMISSION

To ensure that the **Postgraduate Certificate** is relevant to you, a brief Statement of Intent is required. The purpose of this Statement of Intent (SOI) is to help us assess your suitability, and likelihood of success in the Postgraduate Certificate of Human Potential for the Digital Economy.

In addition and at the discretion of the admission/selection panel, interviews may be required.

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

- demonstrated achievement, leadership, and self-reflection.
- experience in a relevant industry or community.
- high level of achievement in relevant prior academic and professional outputs Applicants who meet the maximum number of listed criteria will be the preferred students.

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.

Niqui Taylor (Cohort1)

VERIFICATION OF ENROLMENT

The Tech Futures 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 and Tech Futures Lab have robust processes for the recognition of learning and award of credit by formal, informal and non-formal learning. For example, professional experience can be assessed to determine eligibility to enter the programme (see eligibility above). However, due to the integrated nature of the Programme, cross-credit or credit transfer is not normally applicable. For instance, assessments are integrated across courses. Applications will be assessed on a case-by-case basis. Please contact info@techfutureslab.com for more information. In the exceptional case when cross-credit or credit transfer is applicable, the following regulations apply;

- Credits will not be awarded for successful study that took place more than five years prior to the date of the first enrolment in the programme.

- A student may be awarded credits or exemptions in recognition of successful equivalent study, at the same or a higher level in the context of another programme on a case by case basis.
- A maximum of 30 credits can be cross credited towards completion of the Programme.
- The credit recognition may be:
 - specified, where there is direct equivalence of the learning outcomes of a completed course and a course in the programme; or
 - non-specified, where the previous study has taken place in a programme with a similar philosophy but there is no exact match in the programme's courses.

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.



FEES, DISCOUNTS AND SCHOLARSHIPS

This section of the Student Handbook outlines information about the Programme fees, scholarships that Tech Futures Lab provides, Studylink options and refund entitlements.

TUITION FEES

The tuition fee for the Programme in 2022 is \$6,045 (incl GST). The fee for the Programme is due 7 days prior to the advertised start date of the Programme.

The Mind Lab and Tech Futures Lab comply with NZQA's 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 *The Mind Lab Student Fee Protection Policy and Procedures*.

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 Postgraduate Certificate in Human Potential for the Digital Economy Programme. 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.
- **Impact:** For learners positively impacting people, society or the planet.

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.

Students who have already completed their applications for 2022 prior to October 2021 will be given the opportunity to apply for a scholarship and contacted by our Enrolments Team.

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

REFUND ENTITLEMENTS

A student who has already enrolled in the Programme and decides to withdraw has different refund entitlements depending on when they withdraw.

At the time of application, students must agree to the *The Mind Lab Student Terms and Conditions* before we can process an enrolment into the Programme. These Terms and Conditions include all *withdrawal scenarios and refund entitlements* for the Postgraduate Certificate in Human Potential for the Digital Economy. Some useful dates for consideration around enrolments, variations and withdrawals for the upcoming intakes are outlined in *Appendix 1*.



Diana Kirkland (Cohort2)

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

The Postgraduate Certificate in Human Potential for the Digital Economy is offered as a part-time programme. The Programme is structured into two 16 week blocks (including 2 weeks of study break)

Students are expected to attend all sessions offered in the two blocks of the postgraduate programme. It is an academic requirement of the programme to attend a minimum of 80 percent of the sessions offered. Attendance will be closely monitored and students will be notified should their attendance level fall below this requirement.

This could potentially mean a student may not be able to continue with the postgraduate programme as there is a close correlation between attendance and a student's ability to meet the learning outcomes of the programme.

We understand though that sometimes unexpected events can come up which may be a barrier for you attending a session, but we ask that if you are unable to attend, please notify the Programme Lead or Programme Coordinator as soon as possible. These expectations include meeting assessment dates, presenting and contributing to cohort presentations.

Rachel Laing (Cohort1)

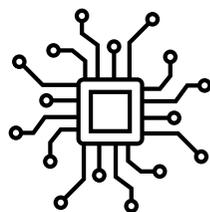


COURSE INFORMATION:



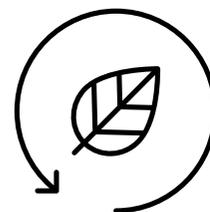
DIGITALISATION & ADAPTATION

- Platform Business models & the Collaborative Economy
- Circular Economy
- Innovation & Analogy Thinking



FUTURE INSIGHT

- The role of AI in our everyday lives
- Connected Environments and data (IoT, Agri & Smart Cities)
- Robotics & Process Automation
- Decentralisation/Blockchain/Transparency
- Visual technologies



CONTEMPORARY ORGANISATIONAL ECO-SYSTEMS

- Kaupapa Māori in the context of modern organisations
- Diversity & Culture building
- Future of Food
- Fintech & banks of the future
- Future of the workplace



HUMAN POTENTIAL

- Growth Mindset
- Critical Thinking
- Design Thinking
- Appreciative enquiry/Values
- Leadership frameworks
- Agile

Cushla Hen (Cohort2)



LEARNING OUTCOMES

Learning Outcome 1 of each of the four courses requires you to evidence how you have acquired the capability to evaluate the impact of digitalisation (HPDE8001), emerging technologies and societal shifts (HPDE8002), contemporary organisational approaches (HPDE8003) and personal and collective capability (HPDE8004) in the context of professional practice and rapidly changing work environments.

Learning Outcome 2 of each of the four courses require you to evidence how you have acquired the capability to develop and justify strategies to realise opportunities and advance practice, address skills and knowledge gaps, in the context of the digital economy (HPDE8001), emerging technologies, societal shifts (HPDE8002) and rapidly changing work environments to advance personal and collective capability (HPDE8004) within sustainable and culturally-responsive organisational ecosystems (HPDE8003).

DELIVERY MODEL

The Postgraduate Certificate in Human Potential for the Digital Economy is delivered using a blended approach. The courses are delivered through face-to-face, synchronous and asynchronous online learning, as well as self-directed learning.

Throughout the 32 weeks of the programme, sessions will be delivered following the schedules outlined in the programme calendars below. The average number of hours required each week for this programme is ~18 hours. This includes the weekly online sessions (and in-person workshops), as well as self-managed learning (e.g. flipped preparation for sessions as well as assessment work).

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.

JULY 2022 INTAKE PROGRAMME KEY DATES

2 hour Live-online sessions
– 4.00pm-6.00pm

4 x Full day face-to-face
workshops at the lab
9.30am-4.00pm

1-2 days of self-directed learning
each week.

Note: much of this will be applied
learning in your chosen environment,
as the learning is hands-on. There will
be some additional preparation and
collaboration work required outside
of this too.

Weekly Q&A session
Tuesdays 3.30-4.00pm (optional)

JULY 2022

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER

M	T	W	T	F	S	S
31					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

NOVEMBER

M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY 2023

M	T	W	T	F	S	S
30	31					1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

FEBRUARY

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JULY 2022 INTAKE KEY ASSESSMENT DATES

■ Group
 ■ Individual

JULY		AUGUST		SEPTEMBER		OCTOBER	
		Formative Assessment 1 Due 16 August		Formative Assessment 2 Due 27 September		Summative Assessment 1 Due 25 October	
		Formative Assessment 1 Presentations 22 August					
NOVEMBER		DECEMBER		JANUARY		FEBRUARY	
Formative Assessment 3 Due 29 November		Formative Assessment 3 Presentations 5 December		Formative Assessment 4 Due 24 January		Summative Assessment 2 Due 27 February	
MARCH							
Summative Assessment Presentation 2 Due 6 March							

These assessment dates are subject to change up to the start date of the Programme

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.

Further detail on assessments can be provided if requested. Please contact info@techfutureslab.com.

ASSESSMENT OUTCOMES

The Programme provides students with an opportunity to value learning for learning's sake, which contributes to their own professional development and that of a particular industry, sector or community. Assessment is made against the reports as well as the student's learning. The Programme does not train, or test, students in specific technological fields. Students become future-focused problem solvers.

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. All assessment outcomes are determined by an Assessment and Moderation Panel.

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 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 an assessment on time and/or giving a presentation), students are able to apply for a Special Assessment Circumstance with relevant evidence within 5 working days of the assessment item due date.

LEARNER

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. 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 students navigate their learning journey.

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. Students are encouraged to contact us to privately discuss any impairment-related requirements and establish what would be most beneficial in the context of the Programme requirements and delivery model, so that students can be effectively supported throughout the Programme.

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.

MĀORI & PACIFIC SUPPORT

The Mind Lab is a multicultural organisation that prioritises opportunities for promoting Māori and Pacific student success in all our programmes. Support for Māori and Pacific students include academic support, cultural support, te reo Māori support, pastoral guidance and financial support in the form of scholarships and discounts.

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 an 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 enrolments process.

THE MIND

LAB HQ

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

At The Mind Lab the health and safety of our learners, partners, staff and wider whānau is our number one priority. Whilst the Covid-19 Protection Framework is in place, all those coming onsite (learners, staff and others) will be required to provide a proof of vaccination through their My Vaccine Pass.

- There will be online variations of all face-to-face sessions offered, and your Programme teams will give you details on the online learning option as and when these come up.
- No students will be turned away from enrolling in 2022, or disadvantaged if they choose to learn online, as our programmes are primarily taught online. We will do our best to ensure the learning experience is as similar as possible for those learning onsite.
- For those coming onsite, capacity of our learning space will be determined based on following the Government public health measures including social distancing, scanning in, providing vaccine pass, wearing of face masks, hand saniting etc.

If you have any questions regarding The Mind Lab HQ or these protocols and processes, please get in touch with us at info@techfutureslab.com or call (09) 522 2858.

IMPORTANT STUDENT INFORMATION

Programme Regulations for the Master of Technological Futures can be accessed *here*.

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

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.

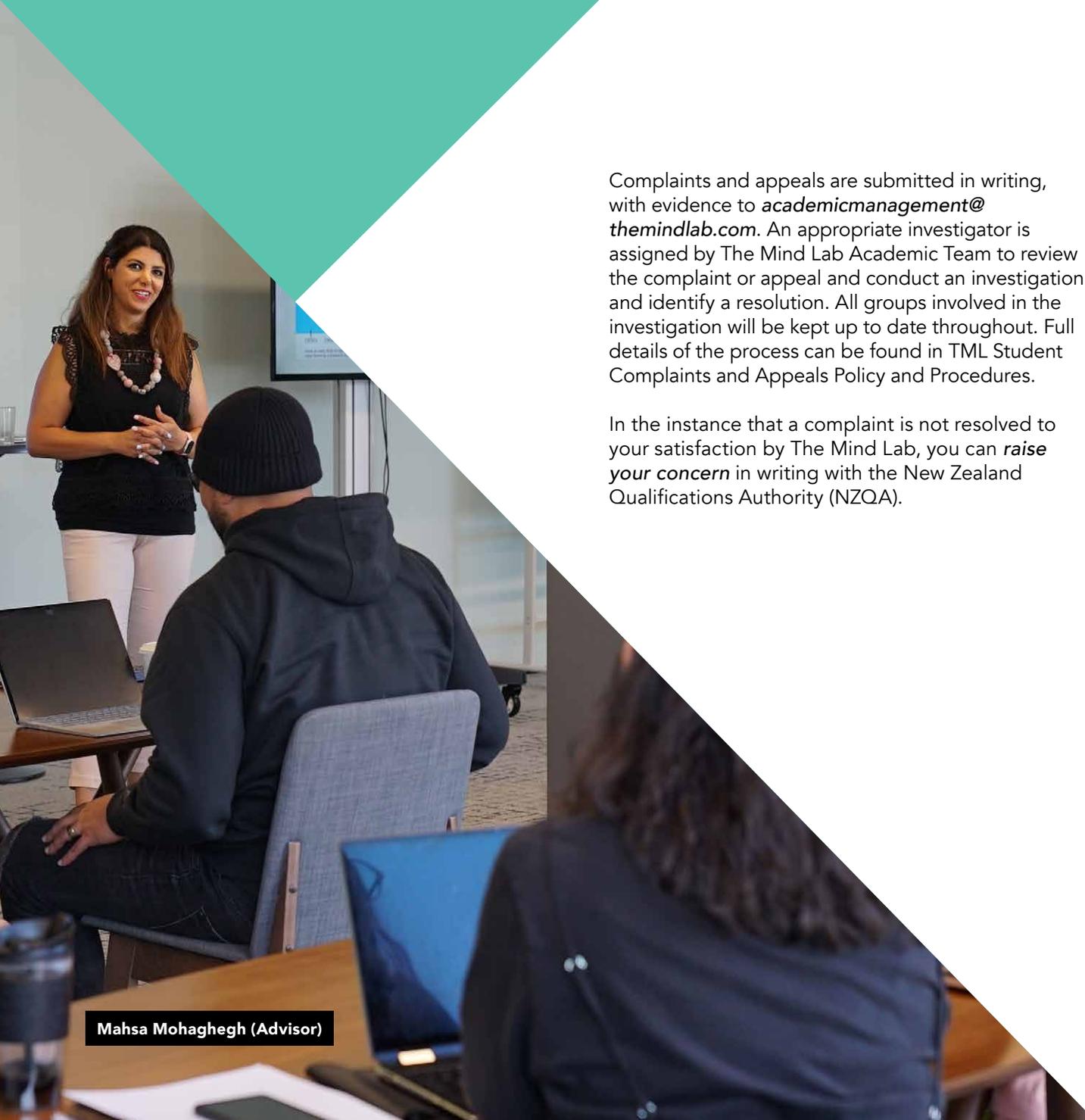
The Mind Lab Privacy Policy

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 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.



Mahsa Mohaghegh (Advisor)

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.

The Mind Policies and Procedures

The Mind Lab Admission, Enrolment, Exclusion and Withdrawal Policy and Procedures provides a framework and a set of principles relating to admission, enrolment, variation of enrolment, exclusion and withdrawal of students within academic provision offered 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 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.