

2018 ACADEMIC REGULATIONS



ACADEMIC REGULATIONS 2018 EDITION

These policies, procedures, statutes and regulations are **effective from 1 January 2018**, and supersede those in any prior format and/or document.

Note: Hardcopies of this document are considered copies of the original.
It is recommended that you always use the online copy when referencing the Academic Regulations for the latest controlled version.

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GENERAL STATEMENT

Within these regulations all references to Wintec means the Waikato Institute of Technology, a tertiary institution established pursuant to the Education Act 1989 (NZQA registered provider number: 6019).

These regulations apply to all programmes, modules and other forms of customised learning offered by Wintec. Additional regulations may apply in the case of particular programmes, modules or packages of learning. Where there is a conflict between these Academic Regulations and the Programme Regulations, the Programme Regulations will prevail.

**WINTEC RESERVES THE RIGHT TO CHANGE ITS
POLICIES, PROCEDURES, STATUTES AND REGULATIONS
AT ANY TIME**

WINTEC'S ACADEMIC REGULATIONS

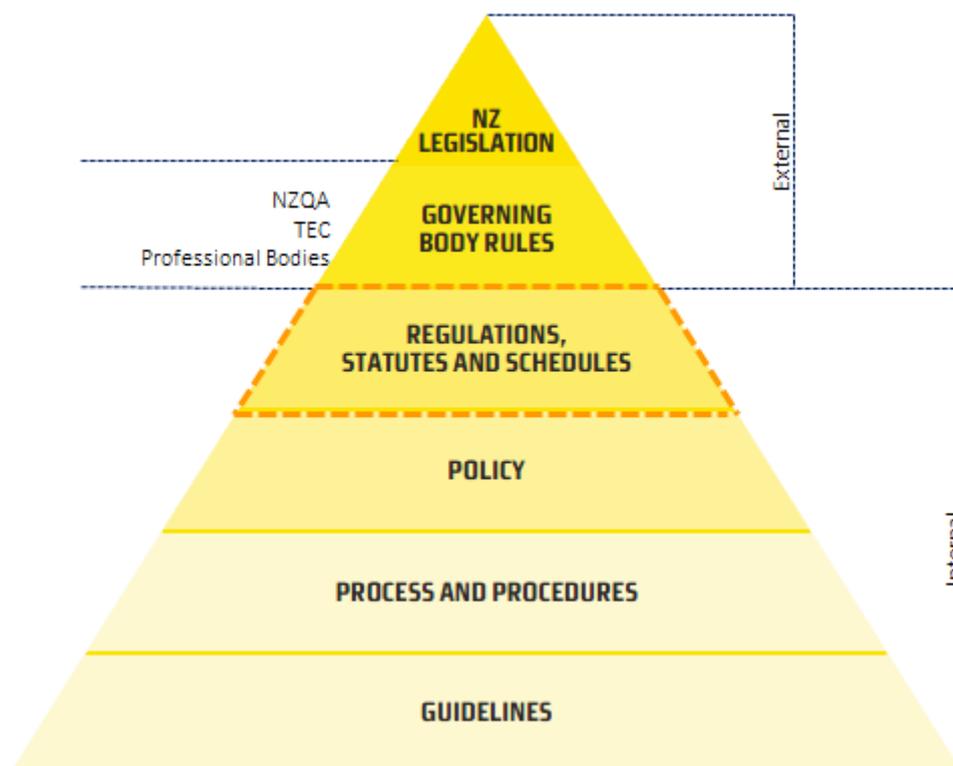


Diagram 1: Wintec's Regulatory Framework

The hierarchy above represents the interconnected nature of the regulatory framework and how regulations should not be viewed in isolation, but as part of a wider framework. With the exception of Guidelines, all components of the regulatory framework require full compliance.

Wintec's Academic Regulations and procedures for admission, entry, selection and enrolment must operate within the framework of all relevant legislation, including but not limited to, the Education Act 1989 and Human Rights Act 1993¹. They must comply with NZQA Rules and Regulations, and TEC 2017 Conditions. The Academic Regulations will inform Wintec Academic Policies, Processes, Procedures and Guidelines.

Wintec's Regulations, Policies, Procedures and Statutes document the expectations and standards of the institution. Wintec's Regulations provide the academic framework under which the institute operates; outline the responsibilities of students and the formal roles played by staff in relation to teaching and learning at Wintec.

Wintec's Academic Regulations ensure students are treated equally, fairly and transparently throughout their student journey. Wintec's Academic Regulations also define students' rights and responsibilities.

Wintec's Academic Regulations provide the framework to protect and uphold the academic standing of the institution and the integrity of its awards nationally and internationally, for the benefit of prospective students, current students, graduates, staff, and external stakeholders including employers and the community.

Wintec makes every effort to disseminate its Academic Regulations effectively and staff and students should familiarise themselves with them. Staff and students are encouraged to proactively seek advice and guidance where necessary.

THE ACADEMIC MANUAL (FOR STUDENTS AND STAFF)

The Academic Manual is a collection of Rules, Policies and Procedures and companion of the Academic Regulations. The aim of the Academic Manual is to provide students and Faculty staff with a complete, clear and current understanding of the regulatory framework that supports their learning and teaching at Wintec.

¹ Equal Education Opportunities (AC-99/05) [Part A](#) and [Part B](#)

PART AR:A – REVIEW OF AN ACADEMIC DECISION

DEFINITIONS (IN ORDER OF PROCESS): Commonly used terms related to Academic Formal Complaint (Review of an Academic Decision)

Academic Decision	Refer to Section AR:A.1.
Review of an Academic Decision	Is a type of formal complaint where a student formally asks for a review of an Academic Decision as specified in AR:A.1. Previously referred to as Academic Appeal.
Appeals (Internal)	A formal request for a decision to be reassessed. Appeals investigate the process followed and can refer the case back to the original decision makers if process was not followed. There are two stages of appeal at Wintec:
	to the Dean A formal request for the outcome of a General Formal Complaint (to the Dean/Director) to be reviewed, or a request to the Dean for a Review of an Academic Decision. Appeals look at the process that was followed in the previous review to determine due process was followed. If the decision is overturned, the case is sent back to the Head of School/Centre Director to review their process.
	to the Chief Executive A formal request for the outcome of the Appeal to the Dean/Director to be reassessed. Appeals look at the process that was followed in the previous review to determine due process was followed.
Manager	Head of School/Centre Director, Support Services or Business Unit Manager.
New Zealand Qualifications Authority (NZQA)	NZQA quality assures secondary and tertiary qualifications and education providers, evaluates overseas qualifications and administers the New Zealand Qualifications Framework (NZQF) and Directory of Assessment Standards.

The policy on Student Concerns, Complaints and Appeals (AC-08/02) Parts A and B specifies the process and procedures related to Review of an Academic Decision. Part A of these regulations is an excerpt from that Policy and it is recommended that the policy is read in full.

- AR:A.1 Academic decisions are made by individuals or committees on academic matters, including:
- a) admission to programmes and academic progress;
 - b) refusal to permit, or cancellation of, enrolment;
 - c) Academic progress (pass/fail);
 - d) transfer of credit and exemptions granted at admission; and
 - e) results of assessments, award of qualifications, grades or distinctions

AR:A.2 Students have the right to request a review against any academic decisions.

AR:A.3 **Delegated Authority**

- a) This policy states the roles of responsibility, e.g. the role that is held accountable for any decision made within that process. The practical handling and investigation of a formal complaint or appeal can be delegated by the stated role to a person with the skills and expertise to undertake the required tasks. The delegated authority must:
 - i. Not be the same person who made the original decision;
 - ii. Have no conflict of interest
- b) If a Review of an Academic Decision or appeal has been delegated to another staff member to investigate and respond to, then the complainant/appellant must be made aware that the delegated authority is acting on behalf of the role of responsibility, e.g. Manager/Dean/Director/CE.
- c) Ultimately the role specified in the complaint or appeal process is responsible and accountable for the decisions made on their behalf.

AR:A.4 **Appeal Against an Academic Decision made by a Head of School/Centre Director (Appeal to the Dean)**

The policies and procedures surrounding Student Concerns, Complaints and Appeals (AC-08/02) are currently under review. The current policies and procedures can be found in the Academic Manual. You can also view individual policies and procedure online for the latest versions. Staff can log into Wintec's [Policy Web](#), while Students can view policies via Wintec's public [Policies page](#).

SECTION AR:1 - ADMISSION AND ENTRY

DEFINITIONS: Commonly used terms related to Admission and Entry

Admission	Acceptance to study at Wintec.
Applicant	Person applying for admission and entry to Wintec and/or a programme and/or a module.
Domestic Applicant	Domestic as defined by the Education Act 1989 Section 159 , which states a Domestic Applicant is considered to be: <ul style="list-style-type: none"> – A New Zealand citizen; or – The holder of a residence class visa granted under the Immigration Act 2009; or – A person of a class or description of persons required by the Minister, by notice in the Gazette, to be treated as if they are not an international student.
Entry	Acceptance to a specific programme of study at Wintec.
Entry Requirements	The minimum requirements an applicant must meet in order to gain entry into a programme including processes for exceptions where applicants do not meet the general entry requirements.
International English Language Testing System (IELTS)	An internationally recognised test which provides a profile of an applicant’s ability to use English. All IELTS scores specified in the English Language Requirements of the Programme Regulations are based on the IELTS Academic module/test/score. IELTS General Training cannot be used for admission to Wintec programmes.
International Applicant	Any student who is not a Domestic Student. Those students enrolled at Wintec who are not New Zealand citizens or permanent residents, and who are not normally resident in New Zealand (other than for the purpose of study).
Module	A single component or unit of study that contributes to and forms part of an entire programme. NZQA defines a module as a ‘course’.
Programme	A coherent arrangement of learning or training that is based on clear and consistent aims, content, outcomes and assessment practices, and which leads to a qualification on the NZQF
Offshore Delivery	Wintec defines offshore delivery as a qualification listed on the NZQF designed and approved for delivery by Wintec entirely overseas/offshore.
Offshore Applicants	Wintec defines an offshore applicant as an applicant applying for an NZQF qualification delivered by Wintec entirely overseas/offshore.
Qualification	A certificate, diploma or degree awarded following the successful completion of a programme of study.
Reasonable Chance of Success	A student has sufficient background knowledge and/or experience to successfully complete a qualification.
Selection	The criteria and process applied in order to make admission and entry decisions. Selection criteria could include an interview, submission of a portfolio, etc.

AR:1.1 Waiver of Admission and Entry Regulations

The Office of the Dean may in exceptional circumstances approve a waiver of, or variation to, these Admission and Entry Regulations.

AR:1.2 Admission, Entry and Selection

To be considered for admission to Wintec, an applicant must be an eligible person under Section 224 of the Education Act 1989.

AR:1.3 Every applicant must be approved for admission and entry by the Head of School/Centre Director or designated nominee², and must provide evidence of their date of birth, citizenship, and eligibility for admission and entry before being enrolled.

AR:1.4 All applicants must meet admission requirements under one of the following provisions:

Admission Type		Admission Requirements
General Admission	Open Entry	No academic achievement required but applicant will need to demonstrate a reasonable chance of success.
	Entry through Academic Achievement	See Appendix One for general admission criteria for each level of study.
Special Admission		Domestic applicants aged 20 years or above who have not met the General Admission or entry requirements for a programme but whose skills, education or work experience indicate that they have a reasonable chance of success ³ may be eligible for Special Admission. Special admission will be granted at the discretion of the relevant Head of School/Centre Director or designated nominee. Such applicants may be required to successfully complete a foundation, bridging or tertiary introductory programme as a condition of entry into higher level programmes.

² Refer to Waikato Institute of Technology Delegation of Powers Statute 1995.

³ [Education Act 1989 Section 224 \(3\)](#)

<p>Provisional Entry</p>	<p>Domestic applicants aged under 20 years who have not met the general academic admission and entry criteria for a programme but who can demonstrate a reasonable chance of success through other educational attainment and/or work or life experience may be eligible for provisional entry at the discretion of the relevant Head of School/Centre Director or designated nominee.</p> <p>Provisional entry places restrictions on re-enrolment to be lifted if the applicant's performance is deemed satisfactory by the relevant Head of School/Centre Director or designated nominee.</p>
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AR:1.5 Applicants may be required to comply with the "safety checking" as per the Vulnerable Children Act, 2014⁴ and/or may be required to undertake drug testing in order to complete practical components of a programme⁵.

AR:1.6 Applicants must meet the entry and any additional requirements as detailed in the specific programme regulations.

AR:1.7 Conditional Entry

Applicants who apply before the results of their prior academic study are available may be considered for conditional entry on a case-by-case basis. Conditional entry will be granted at the discretion of the relevant Head of School/Centre Director or designated nominee. Entry will cease to be conditional upon the applicant getting a satisfactory result.

AR:1.8 Exclusions to Entry

- a) Applicants may be refused entry to a programme or a module if they have previously been refused entry, or have been excluded from a Wintec programme or another provider's programme.

⁴ [Vulnerable Children Act 2014](#)

⁵ Drug and Alcohol Policy (OP-16/04) [Part A](#) and [Part B](#)

- b) Specific programme regulations may also provide for exclusion on professional and/or other grounds.

AR:1.9 Exclusion of Under-16 Year Olds

- a) No domestic applicant under 16 years of age may be admitted into any module or programme unless:
 - i) They have been exempted from attending secondary school by a person designated under Sections 21 or 26 of the Education Act 1989; **or**
 - ii) They have been exempted from attending secondary school by the Chief Executive of the Ministry of Education; **or**
 - iii) The Principal of the secondary school at which they are enrolled has given permission for the applicant to enrol; **or**
 - iv) The applicant is part of a Secondary Tertiary Partnership arrangement.

AR:1.10 Secondary Tertiary Partnership Arrangements

- a) Secondary Tertiary Partnership (STP) arrangements include STAR, Trades Academy, Vocational Pathways and other youth pathway initiatives.
 - i) Applicants must be enrolled concurrently at the secondary school and Wintec.
 - ii) Applicants must meet the academic admission and entry requirements for the Wintec module or programme. Where they do not, applicants must be concurrently enrolled in the appropriate level and number of credits at the secondary school that, once completed, would allow them to meet the admission and entry requirements.
 - iii) Applicants must meet any other requirements specified under the STP arrangement.
 - iv) Admission and entry under a STP arrangement does not guarantee admission to other programmes at Wintec.

AR:1.11 English Language Requirements

- a) Applicants whose first language is not English must provide satisfactory evidence that they meet the English language proficiency requirements stated in the programme regulations.
- b) Satisfactory evidence of English language proficiency for any applicant whose first language is not English is defined within NZQA English Language Entry Requirements for International Students.⁶
- c) The evidence of English language proficiency included with each applicant's application must be less than two years old.
- d) Where the evidence of English language proficiency is based on the International English Language Testing System (IELTS), the IELTS score:
 - i) must be taken from a single test. Combining scores from more than one test is not permitted;
 - ii) must be from an IELTS Academic module/test. IELTS General Training cannot be used as the basis of admission to Wintec programmes⁷. This clause applies to all Programme Regulations.
- e) If an applicant is not able to provide evidence of meeting a specific programme's English language proficiency requirements and is from a country with an annual student visa approval rate of at least 80%⁸, they must undergo an interview and English Language assessment at their own expense in the Centre for Languages.
- f) Applicants may be required to undertake an English Language programme, module or a number of weeks of English depending on their level of English language, before being eligible for entry into their preferred programme.

⁶ [NZQA English Language Entry Requirements for International Students](#) and [NZQA Table for Internationally recognised English Proficiency Outcomes for International Students](#).

⁷ The exception to this is 'Exemptions to Training Schemes' (Short Courses), but this is case by case depending on the requirements of the Short Course.

⁸ Refer to the Immigration New Zealand [Student Visa Approval Rates for Rule 18](#)

AR:1.12 Limitations on Entry

- a) The number of places in specific modules or programmes may be limited where necessary. Reasons for limiting entry may include, but is not limited to, the availability of resources, staffing, accommodation, or occupational placements.
- b) Applications submitted after the deadline may be accepted if space is available in the selected programme.

AR:1.13 Selection

Selection processes will be administered by the relevant Head of School/Centre Director or designated nominee.

AR:1.14 Refusal to Permit Entry

Applicants who are denied entry to programmes or modules will be advised in writing by the relevant Head of School/Centre Director or designated nominee.

AR:1.15 Admission and Entry for Jointly Taught Programmes

Applicants applying for programmes provided jointly by Wintec and another tertiary education organisation (TEO) must meet the admission, entry and enrolment requirements of both organisations.

SECTION AR:2 - ENROLMENT AND FEES

DEFINITIONS: Commonly used terms related to Enrolment and Fees

Assessment Standard	A unit or achievement standard listed on NZQA's Directory of Assessment Standards.
Attendance	The state of being present at class for the duration of that class.
Cancellation of Enrolment	The formal process of Wintec withdrawing a student's Offer of Place or withdrawing a student from a programme once enrolled.
Change of Enrolment	The formal process of a student adding, or withdrawing from, modules and/or a programme once enrolled.
Class	A group of students within a module: the primary unit for timetabling, enrolment, teaching and assessment. A large class may be subdivided into streams.
Credit Value	The value of a module or programme when counted towards a qualification. One credit is equivalent to approximately 10 nominal learning hours.
Enrolment	The formal process, including the payment of fees and charges, by which an applicant is formally registered for one or more modules and entitled to attend classes.
Equivalent Full-Time Student (EFTS)	A full-time student workload for one year is 1200 nominal learning hours (120 credits), which is 1 EFTS.
Equivalent Full-Time Student (EFTS) Factor	EFTS calculated at a module level. The EFTS factor, credit value and total learning hours of a module correlate.
Exclusion	The formal process of denying a student to re-enrol in a module and/or programme on the grounds of unsatisfactory progress or a breach of the policy on Discipline Regulations for Students AC-02/04(A) and AC-02/04(B).
Full-Time Programme	The total of the EFTS factors within a single period for the purposes of student loans and allowances. Refer to this StudyLink table for more information.
Level	Any of the 10 levels of the NZQF, which range from Level 1 to Level 10.
New Zealand Qualifications Framework (NZQF)	The NZQA system that registers and quality assures all qualifications and formal programmes of learning in New Zealand.
Re-enrolment	The formal process, including the payment of fees and charges, by which a current student is formally registered for the consecutive year of a programme.
Start Date	The first day of orientation/induction or teaching in a programme/module.
Stream	A subdivision of class for timetabling and assessment purposes. The term is also used for study pathways within a programme.
Total Learning Hours	The total amount of time it is expected a student will need to achieve the learning outcomes of a module. Total learning hours can be directed and/or self-directed.
<i>Total Learning Hours consist of:</i>	
Directed Hours	Direct contact time with tutors and trainers, can include on-line contact time with tutors.
Self-Directed Hours	Time spent studying or completing assignments.
Unsatisfactory Progress	Refer to Section AR:2.7.

AR:2.1 **Waiver of Enrolment Regulations**

The Office of the Dean may in exceptional circumstances approve a waiver of, or variation to, any provision related to Enrolment and Fees Regulations.

AR:2.2 **General**

- a) By enrolling in any programme or module at Wintec the applicant is agreeing to abide by the statutes, policies, regulations and rules of Wintec.
- b) A full-time, full-year workload is normally a total commitment of 1200 learning hours. This is equivalent to 120 credits on the NZQF.
- c) An applicant's programme of study must be approved by the Head of School/Centre Director or designated nominee.

AR:2.3 **Enrolment Procedures**

- a) Enrolment is conditional on applicants completing the enrolment procedures prescribed by the Academic Board.
- b) Applicants must complete enrolment prior to commencement of the programme.
- c) Applicants who do not complete enrolment requirements within the timeframe specified by Wintec may forfeit their place in the programme or modules.
- d) If applicants are enrolling in Wintec modules towards another provider's qualification, they are responsible for meeting all requirements of the other provider as well as all Wintec requirements.
- e) All international applicants must have a valid New Zealand Immigration Service student permit for the duration of their studies.
- f) All international applicants must have valid medical and travel insurance for the duration of their stay in New Zealand.

AR:2.4 **Change of Enrolment and Student Withdrawals**

- a) Students wishing to make changes to their enrolment must submit a Change to Enrolment Form by the prescribed deadline.

- b) Where a change involves withdrawal from modules, the date of withdrawal will be the date the Withdrawal Form is received by the Student Enrolment and Information Centre (SEIC).
- c) Where a student withdraws before the end of the week of study which is 10% of the total duration of the module, the module is removed from their transcript and no grade is recorded.
- d) Where a student withdraws before the end of the week of study which is 75% of the total duration of the module, the result will be recorded as Withdrawn (W).
- e) Where a student withdraws after the end of the week of study which is 75% of the total duration of the module, the result will be recorded as DNC (Did Not Complete).

AR:2.5 **Cancellation of Student Enrolment**

- a) In the event of a student providing false, misleading or incomplete information at the point of entry into a programme, the Office of the Dean may cancel the enrolment.
- b) Before any cancellation of enrolment, students will be notified and given the right to respond.
- c) Reimbursement of any fees paid will be at the discretion of the Chief Financial Officer or designated nominee.

AR:2.6 **Removal of Modules or Programmes from Offer**

- a) Wintec reserves the right to remove any modules and/or programmes from offer.
- b) When a module or programme is removed from offer applicants who have applied for, or students who have enrolled in, the module or programme will be notified. An alternative module or programme will be offered, or fees refunded in full.

AR:2.7 Re-enrolment

- a) Re-enrolment into a programme is not automatic.
- b) Students may not be eligible to re-enrol, or their enrolment may be cancelled due to, but not limited to:
 - i) Irregular attendance and/or participation;
 - ii) Not handing in scheduled assessments;
 - iii) Not completing items of assessment;
 - iv) Failing at least half of the modules in their programme in an academic year;
 - v) Failing a specific module twice;
 - vi) Not meeting specific attendance requirements.
- c) Students who do not demonstrate success within a lower level programme may be refused entry to a higher level programme.
- d) Any student who has made unsatisfactory progress may be excluded from the programme and/or module, and will not be permitted to re-enrol without prior permission of the Head of School/Centre Director or designated nominee.
- e) When applying for re-enrolment, a student will need to satisfy Wintec that as a result of further study or other activity in the intervening period, there is a reasonable chance of success in their subsequent study.
- f) Where permission is given to re-enrol, Wintec may impose conditions to help ensure the student has a reasonable chance of success in the module or programme.

AR:2.8 Fees

- a) Any unit standard and/or certificate fee payable to NZQA is included in module fees and will be paid for by Wintec. Further information is available from the Student Enrolment and Information Centre (SEIC)⁹.
- b) Wintec does not receive any government subsidy for international students. International students will therefore be required to pay full fees.¹⁰

⁹ For information on domestic fees and refunds refer to the policy on Student Fees and Refunds – Domestic OP-01/07 [Part \(A\)](#) and [Part \(B\)](#).

¹⁰ For more information on International fees and refunds, refer to the policy on Student Fees and Refunds – International OP-07/14 [Part \(A\)](#) and [Part \(B\)](#).

SECTION AR:3 - PROGRAMME REGULATIONS

DEFINITIONS: Commonly used terms related to Programme Regulations

Programme Regulations	The expectations and standards required of students in relation to a specific programme.	
<i>Programme Regulations may contain</i> (follows the same order as the sections of the programme regulations):		
Transitional Arrangements	The steps that are put in place to ensure students are able to complete the qualification with limited impact when <ul style="list-style-type: none"> - the programme / qualification they are enrolled in is redeveloped; and/or - the programme / qualification they are enrolled in is being taught out and students are required to transfer to a new programme / qualification. 	
Admission, Entry and Selection	Refer to Section AR:1	
Transfer of Credit (TOC)	<ul style="list-style-type: none"> • Transfer of Credit (TOC) is a process where both formal and informal learning that a student has undertaken can be assessed and credit awarded to enable students to progress their individual learning. • Transfer of Credit (TOC) can be either <i>formal</i> or <i>informal</i> and may be applied to modules and/or assessment standards. Formal or informal transfer of credit may be <i>internal</i> or <i>external</i> and granted as <i>specified</i> or <i>unspecified</i> credit 	
Formal Transfer of Credit (FTOC)	<ul style="list-style-type: none"> • Formal Transfer of Credit (FTOC), refers to credit for previous formal learning at Wintec or at another educational institution in New Zealand or overseas. • Formal Learning attains a result and is usually recorded on an academic record. 	
Types of FTOC	Cross Credit	<ul style="list-style-type: none"> • Cross Credit is credit based on the sharing of a defined number of modules passed towards a completed Wintec qualification to another Wintec qualification. The defined modules will count towards both Wintec qualifications. A single module may not count towards more than two Wintec qualifications.
	Reassigned Credit	<ul style="list-style-type: none"> • Reassigned Credit is formal credit gained from Wintec modules from an incomplete Wintec qualification that is transferred toward a new Wintec qualification. The module(s) will no longer count towards the original Wintec qualification.
	External Credit	<ul style="list-style-type: none"> • External Credit is formal credit granted from prior learning completed and transferred from other institutions.
Recognition of Prior Learning (RPL)	<ul style="list-style-type: none"> • Recognition of prior learning (RPL) – also known as Informal Transfer of Credit (ITOC) - is a process that acknowledges learning from previous informal training, work experience and/or life experience. 	
Specified credit	<ul style="list-style-type: none"> • Specified credit is granted toward specific modules in a qualification for which there is a clear equivalence of prior learning or module content. Specified credit will be approved when prior learning outcomes are assessed as satisfying the learning outcomes and requirements of a particular module for which academic credit is sought. 	

Unspecified credit	<ul style="list-style-type: none"> • Unspecified credit is credit granted toward a qualification where the previous study is equivalent to the level and credit value, but not to the learning outcomes from specified modules.
Portfolio of evidence	<ul style="list-style-type: none"> • Portfolio of evidence refers to the evidence put forward by an applicant for consideration for TOC. Evidence can be presented in a variety of ways but will be assessed in relation to the learning outcomes of programmes and modules.
Programme Requirements	The requirements a student must follow and achieve in order to successfully complete the programme. Programme requirements may include the overall credits required; compulsory modules; the minimum period of time it will take to complete the programme; progress through the programme requirements; and the structure of the programme a student is expected to follow.
<i>Programme Requirements can include:</i>	
Overall Credits Required	<p>The minimum number of credits a student must achieve to complete the programme.</p> <ul style="list-style-type: none"> • Overall credits are usually then broken down to provide the student with the structure of the programme, e.g. total credits required at a specific level, total credits of all compulsory modules, etc.
Minimum duration	The minimum period of time it will take a student to complete the programme, usually on a full-time basis.
Progress through Completion	The expectations and standards that must be met in order for a student to progress through the programme. Progress through completion may include information on the number of times a student may be able to repeat a module (exclusions) and/or re-enrolment into the programme.
Completion of Programme	The maximum duration a student is allowed to complete the programme.
Award of the Qualification	The qualifications a student will be awarded if they follow and achieve the programme requirements.
Schedule of Modules	A table of the modules attached to the programme.
<i>Schedule of Modules may include:</i>	
Co-requisite	A module that, if not already passed, credited or exempted, must be taken concurrently with the module for which it is specified.
Pre-requisite	A module that must be passed or credited before a student may enrol in the module for which the pre-requisite is specified.
<i>Other definitions:</i>	
Exemption	Where a student has completed previous study that is similar to a module at Wintec, but is not eligible for Transfer of Credit, they may be exempted from completing that module. Where a student has been exempted from completing a module, they are still required to fulfil the overall credit requirements for the programme.
Waiver	The decision to not require a student to fulfil a regulatory standard or expectation, or to complete a compulsory component of a module or programme. The authority to waive requirements is managed under the Wintec Delegation of Powers Statute.

AR:3.1 **Waiver of Programme Regulations**

The Office of the Dean may in exceptional circumstances approve a waiver of, or variation to, provisions within any Programme Regulations.

AR:3.2 **Programme Regulations**

- a) Programme Regulations may be higher than the expectations and standards that are set out in Academic Regulations, in order to give a student a reasonable chance of succeeding in that specific programme.
- b) Programme Regulations may also include the expectations and standards of external or professional bodies that regulate that specific programme.
- c) Programme Regulations will override the provisions set out in the Academic Regulations.

AR:3.3 **Transfer of Credit**

Wintec supports the principles of transfer of credit between Wintec programmes and from another tertiary institution to a Wintec programme.¹¹

AR:3.4 **Programme Requirements**

English, Māori and Sign Language are the official languages of New Zealand. English is the main medium of instruction and assessment at Wintec. Any programme that is taught or assessed in a language other than English will be specified in the Programme Regulations.

AR:3.5 **Progress through Programmes**

- a) Progress will be based on successful completion of the required or approved modules.
- b) Students will normally have to successfully complete modules that are pre-requisites for subsequent modules in a programme, if they are to be enrolled in those subsequent modules.
- c) Where students fail to demonstrate satisfactory progress by passing half or more of their modules in a given year of study, they may be declined re-enrolment into that programme or entry into another programme.

¹¹ The principles and procedures for Transfer of Credit are detailed in the policy on Transfer of Credit (AB4 –99/04) [Part A](#) and [Part B](#).

SECTION AR:4 - ASSESSMENT

Achievement Based Assessment	Assessment to identify students' varying levels of achievement at a task or group of tasks, which is normally expressed in the form of a numerical mark or a grade.
Aegrotat	A solution offered in situations where an impairment impacts on the preparation for and/or performance in an assessment item where no further re-assessment opportunity is available.
Assessment	The method used to judge an individual's performance in a module or programme. There are many forms of assessment, including assignments, practical work, tests, and examinations.
Assessment and Moderation core concepts	There are a number of key terms that are used to express the core concepts and principles of assessment and moderation. These being:
	<p>Authentic/Authenticity</p> <p>Authenticity has two meanings in relation to assessment:</p> <ul style="list-style-type: none"> - In terms of evidence (e.g. the body of work the learner produces as evidence of meeting an assessment) authenticity is related to ensuring the learner's work is their own. There are techniques that can be employed to ensure this, e.g. submission of drafts, learners providing verbal summaries of assessments outcomes in class. - In terms of teaching and learning, authenticity is related to ensuring what is being taught and then assessed and how it is being assessed (in measurement, method and tools used) is as close to real world as possible.
	<p>Fairness</p> <p>An assessment should not create an advantage for a learner, nor should it disadvantage a learner, in any way. Examples of unfairness in assessment could be:</p> <ol style="list-style-type: none"> 1. Lack of clarity of what is being asked and/or assessed 2. Confused or ambiguous language in assessment 3. Any form of bias (gender, age, ethnicity, etc.) that, for example, means the assessment approach and/or materials exclude or limit the abilities of learner/s.
Openness	<i>Also related to Transparent/Transparency.</i> Prior to any assessment taking place, learners understand what is being assessed, how they are being assessed and when they are being assessed. Learners understand the criteria against which they will be measured and have opportunity to seek clarification. Learners understand the wider assessment process and are aware of feedback, reassessment provisions, and assessment concession opportunities, and also the processes to seek reconsiderations of marks, grades and appeal any reconsideration decisions. Everything is transparent and available.

Reliable/Reliability	<i>Also related to Consistency.</i> Learners and staff need to have confidence that there is consistency in assessment and that the same judgements are being applied across all learners for the same or similar assessments. Reliability is about the removal of the perception of inconsistent practices and procedures that could cause variances in judgements, for the same or similar assessments.
Sufficient/Sufficiency	Usually related to competency based achievement and the quality and quantity of evidence provided – e.g. has the learner provided sufficient evidence to prove competency – not just once, but repeated competence over time? Sufficiency is tied in with assessment judgements, e.g. how much = sufficient evidence to achieve competency and is normally embedded in moderation questions.
Valid/Validity	Essentially that what learners are told will be done, is actually done. For example, an assessment should measure what it is meant to measure and the evidence used to measure should clearly show that the learner has meet the assessment requirements and learning outcome. Validity in assessment would mean there are: <ul style="list-style-type: none"> - Clear statements on what is being assessed - Clear measurement of what is being assessed and the measurement matches the actual assessment - The method of assessment matches the measurement - The tools of assessment matches the method of assessment
Varied	A range of mediums and a variety of methods should be available to ensure that assessment is appropriate to the learners being assessed
Assessment Concessions	The variations offered to students with impairment/s. Depending on the classification of the impairment, concessions range from extensions to aegrotats.
Assessment Evidence	The work a student completes and submits for marking.
Attendance Requirements	While Wintec expects students to attend and participate in all classes (face to face and online), some programmes will specify the minimum attendance requirements (e.g. 80% attendance) in the Programme Regulations. Failure to meet such attendance requirements may mean failure of a module.
Competency Based Assessment	Assessment requiring that students demonstrate that they have reached a particular standard to be judged as ‘competent’, and therefore receive credit (Pass). This type of assessment does not result in the award of a numerical mark or a grade, though it may provide recognition of meritorious performance.
Examination	An assessment that occurs in a supervised and controlled environment and generally results in written assessment evidence. It is more formal and longer in duration than a test; contributing a greater percentage of the overall grade. Formal examinations

	require supervision from staff other than the tutor e.g. an external invigilator or staff member that does not teach on the module.
Extension	The approved submission of an item of assessment after the published deadline.
Formative Assessment	Assessment activities that take place during the delivery of a module which are used solely to give students developmental feedback and do not contribute to a pass or grade.
Grade	A measure of achievement, usually in the form of a letter grade (e.g. B). For achievement based assessment grades will equate to a mark range. Grades can be awarded for items of assessment and/or the overall result of a module.
Grade Method	The approved range of grades attached to a programme and available to be applied to a student's item of assessment/module. Wintec has three main Grade Methods: Achievement Based, Competency Based and Mixed Mode.
Internal Assessment	All items of assessment that are required by Wintec to demonstrate student achievement, excluding formal examinations or wholly externally assessed pieces of work.
Mark	The numerical result awarded to a student for an individual item of assessment. Marks contribute to the grade assigned at the end of the module.
Marking Criteria	The schedule of standards an assessor uses to mark assessments against to ensure consistency of marking. Marking criteria may also specify the weighting allocated to each section within an assessment. Marking rubrics define levels of achievement.
Module Descriptor	The official details of the module. The module descriptor forms part of the curriculum document for the programme and has been approved by NZQA.
Module Outline	A document provided to students at the commencement of each module which includes detailed information about the module and its requirements. It is more detailed than a Module Descriptor, providing students with information such as assessment due dates, marking criteria, and other expectations.
Plagiarism	Copying or paraphrasing someone else's work, or using another's ideas, be it published or unpublished, without clearly referencing and therefore acknowledging the source.
Reassessment Provisions	Opportunities for reassessment integrated as part of the standard delivery of the module. Provisions can take the form of extensions or resits.
Reconsideration	A request to review a result awarded.
Resit	Sit an assessment that you previously failed, within a specified timeframe.
Resubmit	Submit a piece of assessment that you previously failed, within a specified timeframe. A resubmit may take the form of an alternative piece of assessment.
Summative Assessment	The process of assessing student achievement during or at the end of a module that contributes to the final mark or grade
Test	Less formal than an examination and generally administered by the class tutor and conducted within the classroom or similar environment. The duration of a test may last for only five minutes to an entire class period, but generally no longer than one hour. The frequency and setting by which tests are administered are highly variable – a class tutor may for example, administer a test on a weekly basis or just twice a semester.
Timetable	The published date, time and location a class is scheduled.

This section should be read in conjunction with the policy on Assessment and Moderation AC-11/05 Part A and Part B.

AR:4.1 Waiver of Assessment Regulations

The Office of the Dean may in exceptional circumstances approve a waiver of, or variation to, the Assessment Regulations.

AR:4.2 General

- a) The performance of each student enrolled in a module will be assessed on the basis of examinations, tests and other module work as set out by the Team Manager or designated nominee.

- b) Students shall be advised when a programme begins of:
 - i. module assessment information and requirements;
 - ii. the name of the assessment;
 - iii. the type of the assessment;
 - iv. the weighting of the assessment towards the final mark of the module if achievement based;
 - v. the learning outcome (s) the assessment aligns to;
 - vi. the specific requirements and expectations of the assessment tasks/activities; including
 - a. clear description/explanation of the assessment;
 - b. how the assessment will be marked – e.g. Pass/Fail or weighted marks; marking criteria and clear expectations of what is required to achieve a high mark;
 - c. clear breakdown of the assessment into its components – e.g. the expectations/tasks/activities within the assessment;
 - d. the weighting of each component towards the total mark of the assessment;
 - vii. the dates by which assessments have to be submitted, or dates of tests and examinations;
 - viii. complaint and appeal provisions;
 - ix. arrangements for the return of assessment evidence.

- c) Any subsequent changes to the information detailed in AR:4.2b) made during the delivery of the module are subject to the approval/ratification of the relevant

Programme Committee and the Academic Approvals Committee. Students are notified in writing of changes to the assessment requirements.

- d) Students are responsible for completing all assessment requirements for their programme and for ensuring that they undertake all assessments by the published time and, where applicable, in the correct location.
- e) The composition of the final grade and relative weighting of assessment components for any module is set out in the module outline provided to all students at the beginning of the module. It is the responsibility of each student to ensure that they are familiar with this information.
- f) The Team Manager or designated nominee responsible for a module will arrange and have approved through the Academic Approvals Committee, assessment appropriate to the level and content of the module.
- g) Students are entitled to feedback on all assessments they undertake so they can monitor their progress throughout their module/programme.
- h) Assessments shall be marked and students notified of outcomes as quickly as possible. Unless otherwise notified, this will be within 20 working days of the assessment taking place or being due.
- i) Wintec supports the use of Te Reo Māori in assessment as detailed in the policy on Assessment and Moderation AC-11/05 Part A and Part B.
- j) **Internal Assessments:**
 - i) Students are required to submit their internally assessed assignments by specified dates.
 - ii) If an assignment is submitted after this specified date, unless an extension has been granted, an assessor may either:
 - (1) lower the grade; or
 - (2) after consulting with the Team Manager, not accept an assignment and automatically award a No Grade.

- iii) Penalties for late submissions will be set out in the module outlines.
- iv) Programme Regulations may prescribe particular requirements, such as occupational conditions, attendance requirements, or compulsory module components.

AR:4.3 Academic Integrity in Relation to Assessment

- a) Students are required to:
 - (i) present their own original work for assessment;
 - (ii) acknowledge contributions from other sources by using the referencing format required for the programme (failure to do this correctly may be regarded as plagiarism); this includes direct copying, paraphrasing, summarising and the rearranging of, another person's words or idea
 - (iii) not cheat in tests or examinations (e.g. use any device that is not expressly permitted as part of the test or examination instructions) and ensure they follow all instructions and the correct procedures
 - (iv) [for summative assessments] not submit the same, or a similar, piece of work for assessment on more than one occasion;
 - (v) Not enter into any agreements with other students to collude on assignments;
 - (vi) collaborate only as permitted;
 - (vii) not over/misrepresent the individual contributions of members of any group assignment;
 - (viii) not knowingly help others to cheat;
 - (ix) not act or behave in a way that precludes others from completing their assessments
 - (x) keep written and electronic work secure to prevent others from accessing and copying work.
- b) Any exceptions to the above will be clearly stated in the information and requirements for the module.
- c) Assessors may decline to mark any module work that they are satisfied is the result of some dishonest or improper practice, or does not comply with instructions. In these

instances, the procedures will conform to the provisions of the Academic Misconduct Regulations which are contained in the Academic Manual.

AR:4.4 **Plagiarism-detection Software**

- a) By enrolling in a module at Wintec, students agree to their work being reviewed by various means to confirm an assessment is the student's own work, including being submitted to plagiarism-detection software.
- b) Declining to allow the use of the plagiarism-detection software by Wintec could result in a student being unable to complete a module/programme.
- c) Assessments may be retained on a plagiarism-detection database for ongoing comparison with other assessments submitted.

AR:4.5 **Conduct of Tests and Examinations**

- a) Any alleged breach of the assessment regulations with regard to a test or examination will be referred to the Head of School/Centre Director for investigation. In these instances, the procedures will conform to the provisions of the Academic Misconduct Regulations which are contained in Section 6 of these regulations.
- b) Rules regarding the conduct of tests and examinations are detailed in the Academic Manual and will be binding on all students for tests and examinations held by Wintec.

AR:4.6 **Impairment based Assessment Concessions**

- a) Assessment Concessions are the variations to scheduled assessments that are offered to students with impairment/s. The concessions remove barriers which prevent students from undertaking assessments, thereby enabling them to pursue their educational and vocational goals.
- b) Assessment concessions are available to students with temporary impairments. Students that meet the conditions need to make an application for Special Consideration for Impaired Performance or Failure to Meet Assessment Dates.
- c) Rules regarding Special Consideration applications are detailed in the Academic Manual and will be binding on all students submitting applications.

AR:4.7 Non-impairment based Reassessment Provisions

- a) Reassessment provisions are when opportunities for reassessment are allowed as part of the standard delivery of a module.
- b) Reassessment provisions do not apply to permanent or temporary impairment/s. Learners with impairments should make use of the opportunities available to them under Assessment Concessions.
- c) Rules regarding Reassessment Provisions are detailed in the Academic Manual and will be binding on all students submitting applications.

AR:4.8 Grades Used at Wintec

- a) Wintec has two main forms of assessment – competency and achievement. The grades that are applicable to competency based and achievement based assessments are listed in the tables below¹². Not all grades listed are applicable to all modules or programmes. Grade Methods define which grades can be applied to a module.

- i) **Competency Based Assessment**

- (1) The competency based assessment table lists the results that can be awarded for Unit Standards and competency based modules where proficiency can only be determined through Pass or Fail.

- (2) Results may be specified as follows:

Grade	Description	Available for:
P	Pass: where a student has met the minimum criteria for competency. Pass is the Wintec equivalent of standard based 'Achieved' grade.	Unit Standards; Pass/Fail modules
I	Incomplete: for competency based assessments ONLY , an 'Incomplete' is where a student attempts but fails to meet the competency. Incomplete is considered a failing grade.	Unit Standards; Pass/Fail modules

¹² Note: the tables in this document are not Grade Methods. Instead they are a list of available grades. Refer to the Assessment Structure set-up form available on the [SEIC business site](#) for Grade Method tables.

DNC	Did Not Complete: where a student has not attempted any assessment by the completion of the module, or withdraws after the 75% point of the duration of the module.	Any
P:r	Resubmit Pass: where a student has made more than one attempt to gain competency in a standard.	Any
Cr	Credit: Where a student has already demonstrated competence through the successful completion of another module either at Wintec or another tertiary education organisation.	Any

ii) **Achievement Based Assessment**

(1) The achievement based assessment table lists the results can be awarded for Achievement Standards and modules where performance is judged/marked within a range.

(2) Results may be specified as follows¹³:

Grade	Achievement Level	Explanation
A+	85-100	Passing grades
A	80-84	
A-	75-79	
B+	70-74	
B	65-69	
B-	60-64	
C+	55-59	
C	50-54	
Ex	Achieved with Excellence	Achieved with Excellence: Where a student has met criteria higher than a Merit Pass level of competency. Achievement Standards only
M	Achieved with Merit	Achieved with Merit: Where a student has met criteria for a higher than Pass level of competency.

¹³ The lettered grades in the Achievement Based Assessment table are the standard. There may be some variation by programme in the grade range and this is controlled by the Grade Method applied to the programme.

		Achievement Standards only
Ach	Achieved	Achieved: Where a student has met the minimum criteria for competency. Achievement Standards only
D	40-49	Failing grades
E	0-39	
NAch	Not Achieved	Not Achieved: Where a student attempts but fails to meet the competency.
DNC	Did Not Complete	Did Not Complete: Where a student has not attempted any assessment component by the completion of the module, or withdraws after the 75% point of the duration of the module. AR:6.1 If the student has attempted one or more of the assessment components in the module, but they still did not meet the criteria to successfully complete the module, the student will receive a 'failing grade'.
H	Result Pending	Refer Section 4:10
W	Withdrawn	Withdrawn: Students who formally withdraw from a module after the 10% point and up to the 75% point of the duration of the module will be awarded a 'Withdrawn' grade.
A+:a	Aegrotat Pass	<p>Aegrotat Pass: A student whose result has improved as the result of aegrotat consideration may be awarded either an annotated grade, (e.g. B:a) or an annotated pass (e.g. P:a).</p> <ul style="list-style-type: none"> – Rules related to the processes that allow the application of an aegrotat result are detailed in the Academic Manual. – The award of an annotated grade or P:a is at the discretion of the Programme Committee and it must be consistently applied within the same programme.
A:a		
A-:a		
B+:a		
B:a		
B-:a		
C+:a		
P:a		

P:c	45-49	<p>Conceded Pass: Can only be considered for the final overall grade of a module, not for individual items of assessment. Awarded only where a narrow fail has been compensated by good overall performance.</p> <ul style="list-style-type: none"> – Programme Committees have the discretion to award a Conceded Pass instead of 'D' in the range 45%-49% to a student whose narrow fail has been compensated by good grades in their other modules in the same programme. – A Conceded Pass will only be available to students enrolled in programmes of greater than 120 credits. – Only one Conceded Pass is available to the student in their programme of study. – Students in their first year of study are not eligible for a Conceded Pass – A Conceded Pass will contribute to the total credits of that programme, but may not be counted by other programmes offered by Wintec or other institutions. 								
P:t	45-49	<p>Terminating Pass: Credit for the module but does not fulfil pre-requisite requirements of other modules.</p> <ul style="list-style-type: none"> • Programme Committees have the discretion to award a Terminating Pass for a result in the range of 45%-49% where awarding this pass grade allows students to complete the qualification. • A Terminating Pass will only be available to students enrolled in programmes greater than 120 credits. • A Terminating Pass is available for one module only in a student's final enrolment period in order to complete the qualification. • A Terminating Pass will contribute to the total credits of that programme, but may not be counted by other programmes of Wintec or other institutions. 								
P:r		<p>Resit Pass: A passing grade as a result of a resubmission of work or a resit of a test or examination.</p> <p>AR:6.2 Rules related to the processes that allow the application of an aegrotat result are detailed in the Academic Manual.</p> <table border="1" data-bbox="655 1834 1441 1957"> <thead> <tr> <th data-bbox="655 1834 842 1899">Grade</th> <th data-bbox="842 1834 1179 1899">Achievement Level</th> <th data-bbox="1179 1834 1441 1899">Explanation</th> </tr> </thead> <tbody> <tr> <td data-bbox="655 1899 842 1957">P:r</td> <td data-bbox="842 1899 1179 1957"></td> <td data-bbox="1179 1899 1441 1957">Resit Pass</td> </tr> </tbody> </table>			Grade	Achievement Level	Explanation	P:r		Resit Pass
Grade	Achievement Level	Explanation								
P:r		Resit Pass								

AR:4.9 **Mixed Mode Based Assessment**

Where a programme delivers both achievement and competency based assessments, a combined grade method table is applied to the programme.

AR:4.10 **Held Grades (H)**

- a) The Office of the Dean may authorise the use of 'H' (result pending) in the following instances:
 - i) where a student has initiated an appeal before a result is issued (and the appeal process thereby delays the result being issued to the student at the regular time);
 - ii) when an extension, resubmission or resit recommended by an academic staff member falls outside the timeframe for the release of results. This must be authorised by the Head of School/Centre Director or designated nominee;
 - iii) when a Programme Committee, Head of School/Centre Director or designated nominee has instigated a review, or an investigation, of a student result or group of results;
 - iv) when a student's application for special consideration for impaired performance or failure to meet assessment dates falls outside the timeframe for the release of results;
 - v) when the outcome of a student's application for special consideration for impaired performance or failure to meet assessment dates only becomes available outside the timeframe for the release of results.

- b) **Modules with an "H" grade must be resulted by the end of the following semester.**

AR:4.11 **Grades and Achievement Levels for External Bodies**

Where a programme is regulated by an external body, an external grade method may apply and will be specified in that programme's regulations.

AR:4.12 **Grades and Results for Modules**

- a) The approval of grades is the responsibility of the Programme Committee, which will advise SEIC to lock and release the results.
- b) A student will be deemed to be credited with a module on the date that the Programme Committee approves the results.
- c) Results will be made available to all students within 20 working days of the module end date.

AR:4.13 **Reconsideration of Marks and Grades**

- a) A student may apply to have a result awarded for an assessment reconsidered.
- b) Rules regarding the reconsideration of marks and grades are detailed in the policy on Student Concerns, Complaints and Appeals, which can be found in the Academic Manual.

AR:4.14 **Retention and Return of Assessments**

- a) **Retention**
 - i) Wintec retains assessments for seven years for moderation purposes.
 - ii) All assessed work held by Wintec will be destroyed 12 months after the date of the last action on the assessed work, except where:
 - (1) that work is subject to an appeal;
 - (2) that work is subject to a disciplinary procedure;
 - (3) the student has given permission for the work to be held by Wintec;
 - (4) that work is subject to specific retention requirements in a contract with an external party (e.g. with an Industry Training Organisation).
- b) **Return**
 - i) Students are entitled to reasonable access to all of their written work submitted for assessment.
 - ii) Where assessed work is to be returned, time limits for collection may be set for individual programmes. Such limits will be set out in the programme information (e.g. handbook or course outline).

SECTION AR:5 - COMPLETION AND GRADUATION

DEFINITIONS: Commonly used terms related to Completion and Graduation

New Zealand Record of Achievement (NZROA)

Official transcript of all the National/New Zealand qualifications and standards that a student has achieved. Any qualifications gained before the implementation of the NZQF will not appear on the NZROA.

AR:5.1 Waiver of Completion and Graduation Regulations

The Office of the Dean may in exceptional circumstances approve a waiver of, or variation to, provisions within the Completion and Graduation regulations.

AR:5.2 Successful Completion

- a) A qualification will be awarded to any student who successfully completes the programme requirements as stated in the Programme Regulations.
 - i) Unless otherwise stated, successful completion of a qualification consists of successfully completing all required modules.
- b) An official record of a student's academic history will be provided when a student completes a qualification, or upon request (the transcript will not contain NZQA unit results as this record is obtained directly from NZQA – the New Zealand Record of Achievement).

AR:5.3 Award of Honours, Distinction or Merit

- a) A qualification may be awarded "with Merit", "with Distinction", or "with Honours" (First Class Honours, Second Class Honours (first division) or Second Class Honours (second division)).
 - i) Where applicable, the criteria for these awards will be specified in the Programme Regulations.

AR:5.4 Award of Qualifications

- a) Where a programme may lead to more than one qualification, the Programme Regulations will specify the requirements for the award of each qualification.

- b) Where a Wintec programme also incorporates the requirements for a National, New Zealand or international qualification, this will be stated in the Programme Regulations.

AR:5.5 **Graduation**

Wintec will hold annual graduation ceremonies in accordance with the requirements set out in the policy on Graduation Protocol and Academic Regalia AC-96/07 Part A and Part B.

SECTION AR:6 - ACADEMIC MISCONDUCT

DEFINITIONS: Commonly used terms related to Academic Misconduct

Academic Misconduct

Inappropriate behaviour in a learning environment.

For further information, refer to the policy on Student Concerns, Complaints and Appeals (AC-08/02) Parts A and B.

AR:6.1 Academic Misconduct

Academic misconduct includes dishonest practices such as copying, misrepresentation of identity, plagiarism, data falsification, and other forms of cheating which result in a student obtaining an un-earned academic benefit. This includes inappropriate behaviour in a learning environment, whether on a recognised Wintec Campus, or offsite in a practical learning environment under Wintec’s management.

AR:6.2 Principles

- a) Personal information relating to any allegation and investigation of misconduct is confidential and will only be disclosed to those directly involved on a “need to know” basis.
- b) Disciplinary action will be applied consistently and fairly, taking into account the extent and nature of the misconduct, and in the first instance is intended to prevent reoccurrence.
- c) The Head of School/Centre Director has delegated powers to deal with matters of student discipline including misconduct and will determine the appropriate sanctions.

AR:6.3 Student Rights

- a) Students have the right to:
 - i) be advised of the allegation if the Head of School/Centre Director deems that there is a case to answer;
 - ii) be given sufficient notice of any meetings they are asked to attend so they can prepare their response and arrange support;
 - iii) have a support person of their choice present with them at any meeting, which will be notified to them at the time notice is given of any meeting;

iv) request the review of any academic decision as stated in these regulations.

AR:6.4 Related Procedures

Procedures related to academic misconduct are detailed in the Academic Manual.

Appendices

APPENDIX ONE: GENERAL ACADEMIC ADMISSION REQUIREMENTS FOR WINTEC PROGRAMMES

- I. Specific programme regulations may include additional requirements to those listed below including, but not limited to: higher academic admission requirements; achievement in specific subjects; relevant practical or industry experience and/or employment.
- A. The following requirements will not apply to:
- i. programmes that lead to New Zealand qualifications listed on the NZQF that have specific entry conditions (as per listing)
 - ii. programmes on the List of Exceptions at the end of this appendix.

Wintec Programme/Level	General Academic Admission Requirements
Certificate at Levels 1 and 2	No academic entry requirements
Certificate at Level 3	Minimum three years' secondary education; or A relevant qualification at NZQF Level 2 or above; or Equivalent
Certificate at Level 4	24 credits at NCEA Level 1 including 12 credits in English or Māori; or A relevant qualification at NZQF Level 2 or above; or Equivalent
Certificate at Level 5	24 credits at NCEA Level 2 including 12 credits in English or Māori or A relevant qualification at NZQF Level 3 or above; or Equivalent
Diploma at Level 5	48 credits at NCEA Level 2 including 12 credits in English or Māori or A relevant qualification at NZQF Level 3 or above; or Equivalent
Diploma at Level 6	48 credits at NCEA Level 2 including 12 credits in English or Māori or A relevant qualification at NZQF Level 3 or above; or Equivalent
Undergraduate Degree	NCEA Level 3 (60 credits at NCEA Level 3 or above and 20 credits at NCEA Level 2 or above), including: <ul style="list-style-type: none"> • 14 credits each at NCEA Level 3 in three approved subjects; and

APPENDIX ONE

	<ul style="list-style-type: none"> • UE Literacy (10 credits at NCEA Level 2 or above made up of 5 credits each in reading and writing); and • UE Numeracy (10 credits at NCEA Level 1 or above) made up of specified achievement standards or a package of specified unit standards. <p>Or</p> <p>72 credits at NCEA Level 2 including:</p> <ul style="list-style-type: none"> • a minimum of 14 credits in each of four subjects; and • UE Literacy (10 credits at NCEA Level 2 or above made up of 5 credits each in reading and writing); and • UE Numeracy (10 credits at NCEA Level 1 or above). <p>Or</p> <p>A relevant qualification at Level 3 on the NZQF or above and the equivalent of UE Literacy and UE Numeracy.</p> <p>Or</p> <p>Equivalent.</p>
Graduate Certificate	A completed Bachelor degree; or A professional qualification in a relevant discipline; or Equivalent
Graduate Diploma	A completed Bachelor degree; or A professional qualification in a relevant discipline; or Equivalent
Honours programme	A completed corresponding Bachelor degree with a minimum B grade average; or Equivalent
Postgraduate Certificate	A completed corresponding Bachelor degree; or Equivalent
Postgraduate Diploma	A completed corresponding Bachelor degree; or A completed corresponding Postgraduate Certificate; or Equivalent
Master Degree	A completed corresponding Bachelor degree with a minimum B grade average; or A completed corresponding Bachelor with Honours degree; or A Postgraduate Diploma with a minimum B grade average; or Equivalent

- II. Acceptable equivalents for academic entry requirements include (but are not limited to) the following:
- A. Older New Zealand Secondary School Qualifications (for NCEA Level 3 - New Zealand University Entrance, Bursaries and Scholarships examinations; for NCEA Level 2 - Sixth Form Certificate; for NCEA Level 1 - School Certificate)
 - B. CIE (Cambridge International Examinations)
 - C. International Baccalaureate
 - D. [International equivalence](#)
 - E. Practical, professional or life experience relevant to the programme of study may be accepted as equivalent where appropriate at the discretion of the relevant Head of School/Centre Director or designated nominee.

***NB:** Equivalence is determined on a case-by-case basis and final decisions are made by the relevant Head of School/Centre Director or designated nominee.*

III. List of Exceptions to the General Academic Admission Requirements

- A. The following programmes have different entry requirements to those listed in the table above. See specific programme regulations for details.
 - i. Certificate in Arboriculture (Level 3)
 - ii. Certificate in Motor Industry (Introductory Motorsport) (Level 3)
 - iii. Certificate in Trade Technology (Level 3)
 - iv. Certificate in Building (Level 4)
 - v. Certificate in Massage (Level 4)
 - vi. Certificate in Adult and Tertiary Education (Level 5)
 - vii. Diploma in Enrolled Nursing (Level 5)
 - viii. Diploma in Technology (Level 6)

NOTES FOR POTENTIAL CHANGES

NOTES FOR POTENTIAL CHANGES

