

# 2019 ACADEMIC MANUAL

## For Students and Staff





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## THE ACADEMIC MANUAL (FOR STUDENTS AND STAFF) 2019 EDITION

These **policies, procedures, statutes and regulations** are **effective from 1 January 2019** and supersede those in any prior format and/or document. This manual has been updated on 7 March 2019. Please refer to the version history on page 2 for more detail on changes.

**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 Manual for the latest controlled version

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## GENERAL STATEMENT

Within this Manual 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 rules, policies and procedures apply to all programmes, modules and other forms of customised learning offered by Wintec.

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

## VERSION HISTORY

Year	Version	Date Approved	Details	Change Effective from
2014	1	October 2014	First Published.	01/01/2015
2015	1	December 2015	Policy on Student Concerns, Complaints and Appeals (AC-08/02) reviewed and updated. Financial policies updated. Policy on Assessment and Moderation (Ac-11/05) reviewed and updated. Removal of Reconsideration of Marks and Grades – integrated into policy on Student Concerns, Complaints and Appeals (AC-08/02). New policy on Awards and Statements of Achievement (AC-15/01)	01/01/2016
2016	1	September 2016	Updated Academic Misconduct procedures. Annual update of financial policies.	01/01/2017
2017	1	December 2017	Updated financial policies, multiple academic policies marked as under review.	01/01/2018
2018	1	December 2018	Removed policy on Transfer of Credit, and sections relating to discipline regulations and academic misconduct. These are now covered in the Academic Regulations. Updated financial policies and policy on Assessment and Moderation.	01/01/2019
2019	1.1	March 2019	Removed the Policy on Student Concerns, Complaints and Appeals (AC-08/02). Replaced AC-08/02 with the comprehensive Student Voice policy (AC-18/05), which covers student complaints, the Student Voice 24/7 platform, Student Forums, Appeals (non-academic) and Evaluation Kit surveys. Corrected some minor formatting and numbering inconsistencies.	07/03/2019

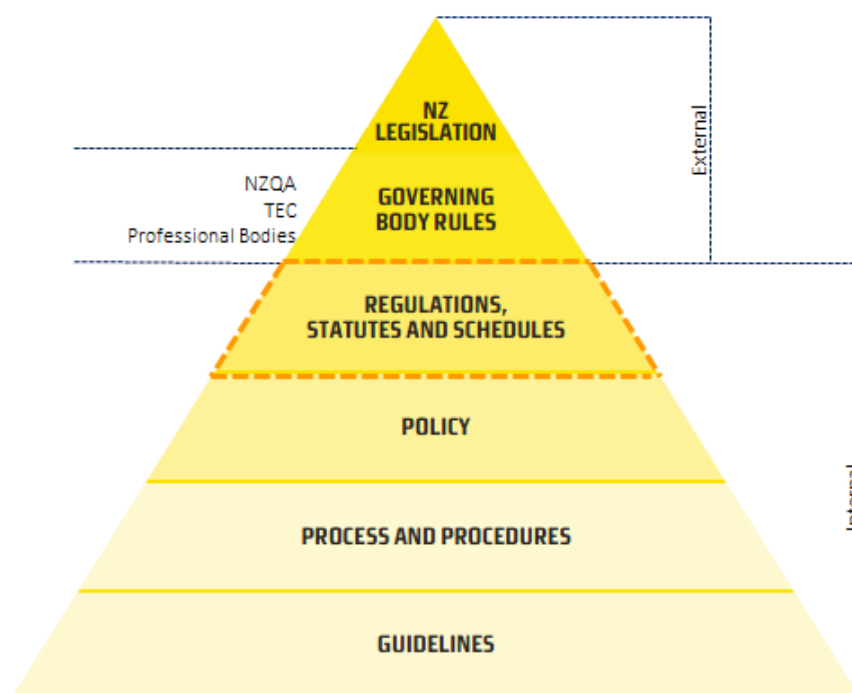


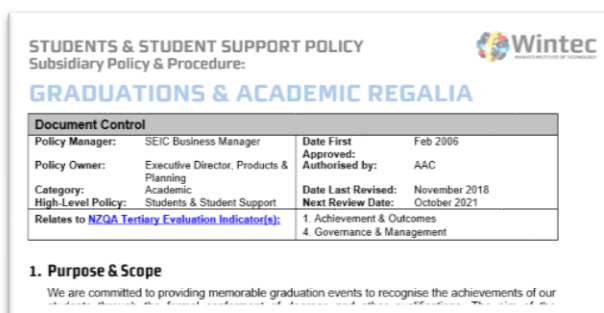
Diagram 1: Wintec's Regulatory Framework

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.

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 staff with a complete, clear and current understanding of the regulatory framework that supports their learning and teaching at Wintec.

## A NOTE ON APPEARANCE

As an organisation, we are aware that the education landscape is constantly changing, and so must we. Wintec is constantly evolving to meet the needs of its students, staff members, business and community stakeholders. This change is also visible in our policy documents. You'll notice throughout the 2019 Academic Manual different looking policy documents. Some policies are still in our older format (below left), while others are in our newer format (right). Regardless of which format they're in you can be assured that all policies in this manual are current at the time of printing.



## **SECTION AM1: EQUAL EDUCATIONAL OPPORTUNITIES POLICY (AC-99/05)**

The policy on Equal Education Opportunity Parts A and B (AC-99/05) has been included in this manual in its entirety. When referencing the policy please use the name and numbering of the policy.



Name: Equal Education Opportunity  
Number: AC-99/05

Policy Owner: Dean  
Category: Academic  
Authorised by: Academic Approvals Committee

Date Approved: February 1999  
Date Last Revised: July 2014  
Next Review Date: June 2018

This policy document is current under review. The Academic Manual is updated annually. Please check online for the latest approved version. Staff can log into Wintec's [Policy Web](#), while Students can view policies via Wintec's public [Policies page](#).

## PART A: EQUAL EDUCATION OPPORTUNITY

### 1. Purpose and Scope

Waikato Institute of Technology is committed to providing equal education opportunities to potential and current students and, in particular, will support specific initiatives aimed at increasing educational access, participation and success for disadvantaged and under-represented groups.

The aim of this policy is to enable people to pursue their educational and vocational goals without impairment by factors irrelevant to the requirements of their chosen programme of study and/or career, e.g. the person's status as Tangata Whenua, ethnicity, gender, marital or parental status, age, religious or political beliefs, country of origin, disability, sexual orientation or economic status ([Human Rights Act, 1993](#)).

### 2. Policy Statement

Wintec will endeavour to enable people to pursue and develop their chosen programme of study and/or vocational goals without being limited by impairment factors that are irrelevant to those goals. To achieve this, Wintec will actively seek to identify and eliminate institutional barriers that cause or perpetuate inequality in respect to the recruitment, selection, assessment, or other educational factors related to any person/s or group/s.

In accordance with its statutory obligations, charter commitments to the Treaty of Waitangi and commitment to equal education opportunity, Wintec will strive to:

- Ensure equal access to the institution and its facilities by minimising educational, physical, geographical and financial barriers to learning;
- Achieve educational parity for the Tangata Whenua by adopting policies and practices that respect the partnership intent of the Treaty of Waitangi;
- Actively encourage people from disadvantaged or under-represented groups to enrol in Wintec programmes/modules and fully participate in Wintec activities;
- Provide high quality education, equitable treatment and a supportive environment for Wintec students.

# Procedures & Principles

Name: Equal Education Opportunity

Number: AC-99/05

Policy Manager: Student Experience Manager  
Category: Academic  
Authorised by: Academic Approvals Committee

Date Approved: February 1999  
Date Last Revised: July 2014  
Next Review Date: June 2018

This policy document is current under review. The Academic Manual is updated annually. Please check online for the latest approved version. Staff can log into Wintec's [Policy Web](#), while Students can view policies via Wintec's public [Policies page](#).

## PART B: EQUAL EDUCATION OPPORTUNITY

### 1. Definitions

<b>Access</b>	Ability to participate in all facets of tertiary education, including access to buildings, enrolment and course information, programmes of study, course materials and Wintec services.
<b>Accommodations</b>	Adaptations that remove barriers to enable equal opportunity and participation. This can include treating people differently, provided the goal is to achieve equity and does not disadvantage or advantage others. Accommodations include all facets of providing an inclusive environment, such as physical access, teaching practices, support services and provision of enrolment information and course materials in accessible formats (refer Kia Orite: Achieving Equity, Tertiary Education Commission and the Ministry of Education, 2004).
<b>Barriers</b>	Direct or indirect structures, processes, policies and/or practices and attitudes that have the effect of preventing or disadvantaging potential or current students in relation to entry, access, participation, retention and/or achievement.
<b>Disability</b>	<p>Wintec adheres to the definition of 'disability' as stated in the New Zealand Disability Strategy (2001):</p> <p><i>"Disability is not something individuals have. What individuals have are impairments. They may be physical, sensory, neurological, psychiatric, intellectual or other impairments. Instead, 'Disability' is the process which happens when one group of people create barriers by designing a world only for their way of living, taking no account of the impairments other people have".</i></p> <p>The <a href="#">Human Rights Act (1993)</a> provides the legal framework for accommodating people with impairments who are attending a tertiary institution. This includes people with short-term injury or illness, the Deaf community and people with other long-term and/or fluctuating impairments such as medical conditions, learning problems, head injury, physical / mobility limitations, blindness or low-vision, speech problems, mental health and other hidden impairments.</p>
<b>Equity</b>	Principles that promote fairness and equal opportunity for people from disadvantaged situations to participate and/or succeed in tertiary education.
<b>Equal Education Opportunity</b>	The provision of an environment that values diversity and actively promotes equal opportunities for access, participation, retention and outcomes for potential and current students.



## 2. Expectations

- 2.1 To achieve equal education opportunities for potential and current students, Wintec policies and procedures covering recruitment, selection, assessment and access to facilities, programmes of study and other Wintec services will enable people to pursue their educational and vocational goals, without being limited by impairment factors irrelevant to those goals.
- 2.2 Wintec is also committed to actively
  - 2.2.1 identifying and eliminating institutional barriers to equal opportunity, including educational, social, physical, geographical and financial barriers; and
  - 2.2.2 encouraging people from disadvantaged situations or under-represented groups to enrol in Wintec courses and fully participate in Wintec activities.

## 3. Providing Equal Opportunities to Students

- 2.1 To maximise the likelihood of success in the chosen programme of study, applicants for any programme may be interviewed and/or asked to complete a short assessment to determine their literacy, numeracy and language abilities, as well as other factors that may impact on success. If an applicant has an impairment (e.g. deafness, visual impairment, mobility problems) that may impact on this assessment, an alternative assessment may be used, in consultation with Student Learning Services.
- 2.2 If Wintec considers an applicant is unlikely to succeed in their chosen programme because of an impairment staff may suggest another programme or offer limited entry to a specified number of modules. Such students should be referred to Student Learning Services for a further assessment to establish the level and type of study assistance needed to maximise their likelihood of success. Staff need to keep in mind that some students may require a full-time programme of study for student allowance / loan purposes, noting that 'limited full-time status' of more than half the full-time course factor for the length of the programme, on grounds of 'academic advice', satisfies StudyLink criteria.
- 2.3 Applicants with an impairment likely to impact on their ability to participate and/or achieve in any aspect of their intended programme, must contact Student Learning Services at the time of enrolment. The purpose of this is for Wintec to undertake an assessment of the student's needs and make arrangements for reasonable accommodation of those needs. Failure to inform Student Learning Services may cause difficulties (to the student or to others) resulting in the student being withdrawn, at the discretion of the Office of the Dean.
- 2.4 Wintec may decline to admit or enrol an applicant whose impairment requires special services or facilities greater than what Wintec can reasonably be expected to provide (in accordance with section 60(1) of the Human Rights Act 2003).

## 4. Responsibilities

<b>Council</b>	To be aware of legislative, socio-political and other factors relevant to an equal education opportunity institution; To promote and endorse best practice initiatives that ensure Wintec maintains an inclusive and equitable learning environment; To support the Chief Executive in ensuring legislative and social obligations related to equal education opportunity are met, thus reducing the risk of equity-related complaints under the Human Rights Act or other legislation.
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<b>Chief Executive</b>	To be aware of legislative, socio-political and other factors relevant to an equal education opportunity institution; To promote and endorse best practice initiatives that ensure Wintec maintains an inclusive and equitable learning environment; To take steps that ensures staff understand and meet their responsibilities in relation to equal education opportunity.
<b>Executive</b>	To promote awareness of equity issues and commitment to equal education opportunity amongst staff; To promote and approve resources for the implementation of equity initiatives; Communicate with the Chief Executive regarding the management of equal education opportunity at Wintec.
<b>Centre Directors / Heads of Schools</b>	To ensure staff are aware of legislative, socio-political and other factors relevant to an equal education opportunity institution and inclusive learning environment. This includes: <ul style="list-style-type: none"> <li>• promoting and implementing non-discriminatory philosophies and practices</li> <li>• promoting and supporting reasonable accommodations for students with impairments affecting their likelihood of success;</li> <li>• responding appropriately and efficiently to complaints about discrimination or inequity within the school or service;</li> <li>• bringing to the attention of the relevant Executive member/s any identified barriers to equal education opportunity and working cooperatively to remove these barriers.</li> </ul>
<b>Quality and Academic Unit</b>	To ensure all policies, procedures and planning processes promote equal education opportunity and an inclusive learning environment; To ensure policies and procedures related to student complaints, appeals, harassment and disciplinary procedures address equity and impairment issues; Ensure effective monitoring and evaluation processes related to the above are in place.
<b>Wintec Applicants/ Students</b>	To inform Student Learning Services, prior to enrolment where possible, of any disability or other impairment likely to impact on their ability to participate fully or complete all requirements of their intended programme of study (refer to Sections 3.1 to 3.4, above).

## 5. Measurements of success

Equal Education Opportunity will be achieved at Wintec when the following are in place:

- The Wintec Council and Executive are aware of Wintec's legal obligations regarding equity and disability and endorse best practice initiatives;
- Factors irrelevant to course and/or vocational requirements do not act as barriers to learning opportunities at Wintec;
- The Wintec student community is culturally diverse and representative of the wider community in terms of Tangata Whenua, ethnicity, gender, marital or parental status, age, religious or political beliefs, country of origin, disability, sexual orientation and economic status (Human Rights Act, 1993);
- No complaints of discrimination or inequity are made against Wintec.

## 6. Records Management

In line with the Public Records Act 2005, Wintec is required to provide a records management programme to ensure that authentic, reliable and usable records are created, captured and managed to a standard of best practice and to meet business and legislative requirements. All records relevant to a specific policy need to be listed in every policy in the following format:

Record	Minimum retention period	Disposal Action
Application forms, Client files	7 years from date of last action	Destroy

## SECTION AM2: STUDENT VOICE POLICY (AC-18/05)

The policy on Student Concerns, Complaints and Appeals (AC-08/02) has been replaced by the Student Voice policy (AC-18/05), which is effective from 07/03/2019.

The new Student Voice policy also combine the previous complaints policy with Wintec's Survey's policy (EXG 21/10).

*Academic Decisions are referred to in Sections AR:A – Review of Academic Decision, while Academic Appeals are referred to Section AR:8 – Academic Appeals, in the 2019 Academic Regulations*

# STUDENT VOICE

Document Control			
<b>Policy Manager:</b>	Quality and Academic Unit Director	<b>Date First Approved:</b>	Sep-18
<b>Policy Owner:</b>	Dean	<b>Authorised by:</b>	Academic Approvals Committee
<b>Category:</b>	Academic	<b>Date Last Revised:</b>	N/A
<b>High-Level Policy:</b>	TBC	<b>Next Review Date:</b>	Sep-20
<b>Relates to Tertiary Education Indicator:</b>		3. Student Engagement	

## 1. Purpose & Scope

We will ensure the Student Voice truly lies at the heart of the Wintec Student Experience. To achieve this, we make accessible a collection of tools and opportunities to students to provide Wintec with their 'Student Voice'. We aim to provide a range of tools and opportunities that are accessible, inclusive and empower students to speak. We encourage student engagement with these tools and aim to inform them how their voices are influencing change and improvement at Wintec. This policy applies to students.

## 2. Policy Statement

Wintec aims to provide students with varying levels, tools and opportunities to share their Student Voice with Wintec. Wintec uses five levels of engagement to share their voice. The five levels are to ensure the right people hear students at the right time. The five levels are:

### Quick Resolution

- Can range from the everyday conversations students have with staff to get advice, seek clarity, and address concerns through to feedback and / or issues raised via Student Forum or Student Voice 24/7.
- Quick resolution can be resolved immediately or within a short time frame.

### Unpack

- Core to the student engagement experience – these are the more complex conversations between students and appropriate staff working through the details of an issue to enable the student to find their own solution.
- Usually a conversation to enable questions and clarification to understand the actual issue and co-determine options for the student to select the appropriate solution.
- Unpack can be resolved within a short time frame.
- Staff need to self-assess to determine if they are the right person to help the student unpack.

### Investigate

- A formal complaint where the student details their dissatisfaction with an incident or issue and expects a formal investigation and response.
- Students might be encouraged to 'unpack' with staff if it is appropriate.

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- Academic Appeals are not formal complaints. Refer to the Academic Regulations.

## Appeal

- If students are not satisfied with the outcome of a formal complaint, they can appeal the decision.
- Any submissions that are not based on a formal complaint will be deescalated.

## Final Appeal to CE

- If students are not satisfied with the outcome of an appeal they can submit a final appeal to the CE.
- Any submission that have not been through the formal complaint or appeal process will be deescalated to the appropriate level.

## Remedies outside of Wintec

- If students are not satisfied with the outcome of the internal Wintec processes, then they are able to submit a complaint to the New Zealand Qualifications Authority (NZQA).
- Please refer to the [NZQA website](#) for the process to follow.

Students and staff must act with honesty and integrity within all Student Voice tools and opportunities:

## Wintec students will:

- Be open to and use the tools and opportunities to provide feedback and opinions.
- Familiarise themselves with the different processes related to each tool within the Student Voice and use each tool appropriately.
- Encourage other students to engage with Student Voice and direct them there when appropriate.
- Understand that the Student Voice tools are there to support you to share your stories, not a tool to bully, harass or discriminate against, members of the Wintec community.
- Be constructive with feedback and not be inflammatory or derogatory with language or intent.
- Understand that destructive behaviour will be a breach of this code of conduct.

## Wintec staff will:

- Be open to and use the tools and feedback provided through the Student Voice.
- Familiarise ourselves with these tools and opportunities and engage with students about them.
- Encourage students to engage with Student Voice and direct them there when appropriate.
- Understand that the Student Voice tools are there to support students share their stories, and while some feedback may be confronting, all feedback should be considered and addressed as appropriate.
- Engage with student feedback provided through Student Voice and, where appropriate:
  - Provide real-time feedback to students,



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- Tell students how we are dealing with the feedback.
- Listen to students who come to us with concerns and issues and, where possible, attempt to resolve issues and concerns before they escalate to a formal complaint.
- Tell students how their voices have informed change and improvement to programmes, processes and services.

### Wintec will

- Provide tools and opportunities for students to provide feedback and opinions.
- Provide staff with capability development related to dealing with student feedback.
- Identify trends and themes across Student Voice tools and opportunities and make recommendations for interventions or improvements and/or publish success stories for Wintec to celebrate.

## 3. Key Roles & Expectations

This policy is owned by the Dean and managed by the Quality and Academic Director. Tools and opportunities have their own core staff as detailed below. Wintec students and staff are responsible for the successful implementation of this policy.

The following roles have key responsibilities in relation to Student Voice:

### Student Voice

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#### All Students

- Understand the five levels of student engagement
- Familiarise yourself with the tools and opportunities of Student Voice
- Use the tools and opportunities of Student Voice with honesty and integrity
- Abide by the code of conduct within this policy
- Talk to staff – we are here to help
- If you are not comfortable talking directly to staff involved consider the following:
  - The Student Association at Wintec (SAWIT)
  - Student Advisors
  - Te Kete Konae / Pasifika
  - Student Learning Advisors
  - Counselling
  - Student Voice 24/7.

#### All Staff

- Understand the five levels of student engagement
- Familiarise yourself with the tools and opportunities of Student Voice

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### Student Voice Administrator

### Quality and Academic Unit Director

- Use the tools and opportunities of Student Voice with honest and integrity
- Be open to student feedback, listen and attempt to help.
- Provide an analysis of Student Voice to the Quality and Academic Director.
- Report any trends, themes or insights to appropriate committees and executive members to inform strategy and planning.

The following roles have key responsibilities in relation to Student Voice 24/7:

## Student Voice 24/7

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### Students

- Use the Student Voice 24/7, available via Moodle, to post the feedback
- Understand:
  - While Student Voice 24/7 is accessed through your Moodle portal, all posts are published anonymously
  - All posts are moderated
  - There is a one working day turnaround between posting and response
  - Posts will be published to allow other students to view the feedback and response
  - Inappropriate or offensive content and/or language, names, or details that may identify a specific person will be removed from posts before publishing
  - The [Terms of Use](#).

### Student Voice Administrator

- Manage the day to day operation of the Student Voice 24/7 system
- Liaise with appropriate subject matter experts [staff] to form a considered response to the student
- Respond to the student within one working day – and, where appropriate follow up with the student with updated information
- Collate staff responses and build a repository of responses
- Provide a monthly report of Student Voice 24/7 interactions to the Quality and Academic Director
- Provide quarterly analysis of Student Voice 24/7 data to the Quality and Academic Director

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## Student Voice 24/7 Liaisons

- Student Voice 24/7 liaisons are established in high profile units (e.g. Faculty, Facilities, IT) to enable the quick and informed response expected within Student Voice 24/7. Student Voice Liaisons will:
  - Work with the Student Voice Administrator to form a considered response to the student within one working day
  - Where a solution cannot be found within one working day staff must construct a timeline and plan detailing how a solution will be found
    - Staff will follow up with the Student Voice Administrator with the outcome of the plan within 2 – 3 working days
    - Student Voice Administrator will escalate to Quality and Academic Director any cases where the plan is not received within 2 – 3 working days
    - Director will escalate to the appropriate Executive member any cases where the plan is not received within 5 working days.

The following roles have key responsibilities in relation to Evaluation Kit:

## Evaluation Kit

### Students

- Engage with the formal surveys conducted through Evaluation Kit via their Moodle log-on or email
- Students will understand:
  - Evaluation Kit survey is a formal opportunity to provide feedback on the module, teaching, programme and Wintec
  - Surveys are conducted three times per module delivery<sup>1</sup>
  - The frequency and scheduling of the surveys is in line with student feedback on when students wanted to hear from Wintec and ask them questions
  - If tutor specific questions are asked, when you select your tutor<sup>2</sup>, only that selected tutor will be able to see satisfaction ratings you give them
  - All other feedback included in the free text fields for the open questions can be seen by all teaching staff assigned to the Moodle page

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<sup>1</sup> Module delivery means per semester or per year dependant on the length of the module. Programmes with multiple unit standard based modules will be surveyed three times for the programme.

<sup>2</sup> All tutors assigned to the module will display in the menu – select the tutors appropriate to your delivery of the module.

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- While Evaluation Kit is accessed through your Moodle log-on, all entries are anonymous once submitted and teaching staff and Faculty will not connect any feedback to the student, unless the student chooses to type in their personal details
- Feedback is not moderated – what students enter is what goes to the teaching staff. Students need to keep this in mind when responding and try to engage with the issues involved, not name and debate the person involved
- Inappropriate or offensive content and/or language and/or feedback is not acceptable and extreme and/or repetitive submissions can be:
  - Removed by the System Facilitator
  - Processed under Student and Academic Misconduct regulations
- Feedback that can be construed as bullying, harassment or discrimination is also not acceptable and can be processed under Student and Academic Misconduct regulations
- In these instances, the Survey Facilitator has the ability to interrogate the system and connect entries back to the student in order to:
  - Discuss the inappropriate behaviour with the student
  - Warn the student
  - Process the student under Student and Academic Misconduct regulations.

## Teaching Staff

- Engage with, review and reflect on student feedback provided through Evaluation Kit
- Understand the survey results hierarchy:
  - Teaching staff are assigned to modules and will be able to view feedback for those modules
  - Team Managers and Centre Directors are assigned teaching staff in their area and will have access to survey results for their direct reports
  - The Dean has access to run Faculty-wide reports
  - The Survey Facilitator has system wide access
- Evaluation Kit works on the principle that teaching staff will own their feedback and determine:
  - Feedback that requires immediate resolution
  - Feedback that requires escalation to programme / team leader
  - Feedback that informs and influences practice (but does not require immediate resolution)
- Where feedback requires immediate resolution teaching staff must determine if the solution is something they can implement as part of

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their practice, or whether it is part of a formal process, e.g. Changes to Programmes and Modules (Change Request) process

- Communicate and demonstrate to students how student feedback informs and influences practice
- Reflect on any changes that have been made and what impact, if any, has occurred and use this reflection within the programme self-assessment and My Plan cycles
- Understand this is a point in time opinion and should be triangulated with your own assessment of your professional practice and your programme / team managers assessment of your professional practice
- Understand that opinions on colleagues made within the free text fields should be kept confidential and staff should always be treated collegially and respectfully
- While feedback can be confronting it should not make staff feel bullied, harassed or discriminated against. Teaching staff should escalate examples of this behaviour to their Programme / Team Manager through the Evaluation Kit system
- The Programme / Team Manager can make a recommendation to the Survey Facilitator to remove entries that make the staff member feel bullied, harassed or discriminated against
- Make use of the capability development opportunities available related to dealing with confronting feedback and / or Employee Assistance Programme (EAP) tools.

## **Programme / Team Leaders**

- Monitor teaching staff engagement with student feedback provided through Evaluation Kit and ensure expectations are being met
- Work with teaching staff on feedback that has been escalated or requires immediate resolution as appropriate
- Will work through feedback reports and look for trends, themes, recurring issues and areas that require improvement and implement the appropriate change process. This could include (but is not limited to):
  - Changes to Programmes and Modules process
  - MyPlan process – e.g. professional development
- Report to Programme Committee:
  - The analysis reports provided and discuss as appropriate
  - A summary of outcomes and impacts of changes made from student feedback
- Report to Centre Director any risks, trends or themes that require Centre-wide consideration and action
- Incorporate student feedback outcomes into programme self-assessment cycle and recommend actions as appropriate.

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| <b>Centre Directors</b>                   | <ul style="list-style-type: none"><li>• Review Centre-wide reports to inform self-assessment processes</li><li>• Work with Centre staff on feedback that requires Centre-wide attention and implement changes as appropriate</li><li>• Report to Strategic Programme Oversight Committee:<ul style="list-style-type: none"><li>○ The analysis reports provided and discuss as appropriate</li><li>○ Trends and themes across the Centre to determine if Centre-wide improvements should be made.</li></ul></li></ul> |
| <b>Dean</b>                               | <ul style="list-style-type: none"><li>• Review Faculty-wide reports to inform strategy and annual planning.</li></ul>  |
| <b>Survey Facilitator</b>                 | <ul style="list-style-type: none"><li>• Manage and conduct the Evaluation Kit surveys within the planned timeframe</li><li>• Monitor and spot check each survey run to ensure processes are being met</li><li>• Provide organisational analysis to the Dean and Quality and Academic Director on cross organisational themes, trends and recurring issues and impact analysis of student feedback outcomes on organisational effectiveness</li></ul>   |
| <b>Quality and Academic Unit Director</b> | <ul style="list-style-type: none"><li>• Maintain oversight of the Evaluation Kit process and ensure Wintec expectations are met.</li></ul>   |

The following roles have key responsibilities in relation to Student Voice Polls:

## Student Voice Polls

- |                                    |  |
|------------------------------------|--|
| <b>Students</b>                    | <ul style="list-style-type: none"><li>• Use Student Voice Polls to provide their opinion on trending questions that may inform improvements at Wintec</li><li>• Post via Student Voice 24/7 any recommendations for Student Voice Poll questions.</li></ul>  |
| <b>Student Voice Administrator</b> | <ul style="list-style-type: none"><li>• Publish outcomes of poll within two working days of the close of the poll</li><li>• Notify the related unit of the outcomes of the poll and ask for feedback on outcome to communicate back to students.</li></ul>   |
| <b>Key Managers</b>                | <ul style="list-style-type: none"><li>• Provide the Student Voice Administrator with feedback on the outcomes of the Student Voice Poll<ul style="list-style-type: none"><li>○ This includes how the poll results will be integrated into future work plans, improvements or change.</li></ul></li></ul> |

The following roles have key responsibilities in relation to Student Forum:



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## Student Forums and Student Representatives

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<b>Students</b>	<ul style="list-style-type: none"><li>• Engage in the process to elect your Student Representative</li><li>• Inform your Student Representative of any concerns, issues, feedback to enable your Student Representative to take class feedback to the Student Forums</li><li>• Understand the boundaries of the Student Representative.</li></ul>
<b>Student Representatives</b>	<ul style="list-style-type: none"><li>• Participate in training and access the training resources for the Student Representative role</li><li>• Consult with students and help put their views forward at Student Forums</li><li>• Help create solutions alongside staff to student concerns</li><li>• Feed forward to your classmate and let them know what was raised and the outcomes of the Student Forum.</li></ul>
<b>Teaching Staff</b>	<ul style="list-style-type: none"><li>• Support Student Representatives and Student Forums</li><li>• Allow Student Representatives class time to consult with students and feed forward as appropriate.</li></ul>
<b>Student Advisors</b>	<ul style="list-style-type: none"><li>• Provide training to Student Representatives</li><li>• Support Student Forums and help facilitate student-centred solutions to issues raised.</li></ul>
<b>Centre Administrators</b>	<ul style="list-style-type: none"><li>• Provide administrative support to the Centre Director</li><li>• Manage Student Representative contact list</li><li>• Connect Student Advisors and Student Representatives</li><li>• Engage in review process to ensure Student Representative system remains fit for purpose.</li></ul>
<b>Centre Directors</b>	<ul style="list-style-type: none"><li>• Facilitate Student Forum meetings and help facilitate student-centred solutions to issues raised</li><li>• Report to Programme Committees Student Forum outcomes, trends and themes as appropriate</li></ul>

# STUDENT VOICE

The following roles have key responsibilities in relation to Formal Complaints and Appeals:

## Formal Complaints and Appeals

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<b>Students</b>	<ul style="list-style-type: none"><li>• Complete and submit the formal complaint form and provide supporting evidence as required</li><li>• Participate in interviews if the investigation requires it</li><li>• If dissatisfied with the outcome of a formal complaint complete and submit an appeal within the timeframe specified in the formal complaint outcome letter</li><li>• If dissatisfied with the outcome of an appeal complete and submit a final appeal to the CE within the timeframe specified in the appeal outcome letter.</li></ul>
<b>Student Voice Administrator</b>	<ul style="list-style-type: none"><li>• Manage the formal complaint workflow</li><li>• Ensure Wintec expectations are met.</li></ul>
<b>Tier 3 Managers</b>	<ul style="list-style-type: none"><li>• Arrange for an acknowledgement of the formal complaint to be sent to the student within five working days of receipt. The acknowledgement letter should include:<ul style="list-style-type: none"><li>○ The process of the investigation including timeframes</li><li>○ Who will be conducting the investigation</li><li>○ Who determines the outcome</li></ul></li><li>• Manage the investigation</li><li>• Arrange for an outcome letter to be sent to the student within the specified timeframes</li><li>• Ensure the Formal Complaints database is updated</li><li>• Track any actions that may occur as a consequence of the outcome.</li></ul>
<b>Executive Group</b>	<ul style="list-style-type: none"><li>• Arrange for an acknowledgement of the appeal to be sent to the student within five working days of receipt. The acknowledgement letter should include:<ul style="list-style-type: none"><li>○ The process of the appeal including timeframes</li><li>○ Who will be conducting the appeal</li><li>○ Who determines the outcome</li></ul></li><li>• Manage the appeal</li><li>• Arrange for an outcome letter to be sent to the student within the specified timeframes</li><li>• Ensure the Formal Complaints database is updated</li><li>• Delegate to the appropriate Tier 3 Manager the tracking of any actions that may occur as a consequence of the outcome.</li></ul>

# STUDENT VOICE

- Chief Executive**
- Arrange for an acknowledgement of the appeal to be sent to the student within five working days of receipt. The acknowledgement letter should include:
    - The process of the appeal including timeframes
    - Who will be conducting the appeal
    - Who determines the outcome
  - Manage the appeal
  - Arrange for an outcome letter to be sent to the student within the specified timeframes
  - Delegate to the appropriate Tier 3 Manager the tracking of any actions that may occur as a consequence of the outcome.

## 4. Measuring Success

The measurements of success for Student Voice at Wintec are based on the principle that it is student choice to engage with Wintec and Wintec's role to provide access to engage:

- Student Voice tools and opportunities are accessible:
  - Initial coverage is 90% of the student population
  - Student cohorts that are not covered are identified and plans put in place to include in coverage by end of 2019.
- There is visible evidence that Student Voice outcomes are used in Wintec's self-assessment cycle:
  - Student Voice analysis reports are drafted annually reflecting current and long-term trends and themes
  - Programme Committee minutes provide evidence of discussion and outcomes of Student Voice
  - Strategic Oversight Programme Committee minutes provide evidence of discussion and planned improvements based on Student Voice analysis reports
  - Programme Health Checks site evidence of engagement with Student Voice.
- There is visible evidence of the impact of Student Voice:
  - The percentage of informal feedback is higher than formal complaints
  - Changes made as a direct consequence of student feedback are explicitly linked to Student Voice and tracked for impact analysis.

# STUDENT VOICE

## 5. Procedures

### 5.1 Quick Resolution and Unpack

- a) Understand these are the regular conversations between students and staff and these steps are here to help avoid escalation.
- b) Student approaches staff member.
- c) Staff member listens to the student.
- d) Staff member pauses and does a quick reflection:
  - I. Is this issue part of my everyday work?
  - II. Does it sound like there has been unfair treatment or a process not followed?
  - III. Is this actually a formal complaint? Can I contain this to prevent escalation to a formal complaint?
  - IV. Do I have the capacity and capability to help this student? Am I the right person?
- e) Staff member then decides to:
  - I. Treat as BAU as it is a normal part of your role
  - II. Unpack the issue with the student
  - III. Refer on.
- f) If the staff member decides to unpack then:
  - I. Seek to understand without judgement:
    - i. Ask 'what else' (or similar questions) at least 5 times.
  - II. Ask the student what they want to happen
  - III. Explore the options and help the student to decide
  - IV. Agree who will do what, when and how?
- g) Follow through / follow up.
- h) Always use a common-sense approach.

# STUDENT VOICE

## 5.2 Student Voice 24/7

- Student submits a post to Student Voice 24/7.
- The Student Voice Administrator monitors Student Voice 24/7 for new posts.
- The Student Voice Administrator checks the repository for the appropriate response:
  - If no response exists, the Student Voice Administrator works with the relevant liaison to formulate a response.
- The Student Voice Administrator moderates posts and amends to meet the Terms of Use.
- The Student Voice Administrator publishes moderated posts and responses within one working day.
- Students cannot comment on posts but can 'like' or 'dislike' responses.
- The Student Voice Administrator may update posts with follow-up information if appropriate.
- The Student Voice Administrator publishes monthly updates to inform students on trends, themes, usage and outcomes of the Student Voice 24/7 for that month.

## 5.3 Evaluation Kit

- Three surveys are scheduled each module delivery and the schedules are published on Moodle, Student Voice 24/7 and appropriate social media sites.
- A standard schedule will be:

Wk. 1	Wk. 2	Wk. 3	Wk. 4	Wk. 5	Wk. 6	Wk. 7	Wk. 8	Wk. 9	Wk. 10	Wk. 11	Wk. 12	Wk. 13	Wk. 14	Wk. 15	Wk. 16	Wk. 17
		Survey					Survey					Survey				

- Before the first day of class Faculty staff check their Moodle pages and reassign the roles of inactive or non-teaching staff to "non-editing". Note that any staff on that Moodle page will become part of the survey.
- The Survey Facilitator downloads classes, 'editing role' teaching staff and students from Moodle or Arion to Evaluation Kit each semester.
- The Survey Facilitator will apply logic rules to determine the main class to assign the programme and organisational level questions to and then create the survey instance.
- The Survey Facilitator opens each survey as scheduled for at least two weeks duration.

# STUDENT VOICE

g) Students and tutors receive the following notifications:

### Students

- | Initial email when survey opens
  - Will list all modules that are being surveyed
- | Reminder email one week before survey closes

### Staff

- | Initial email when survey opens
  - Will list all classes you have the Moodle role 'editing'
- | Reminder email one week before survey closes
  - Will provide response rate to date
- | Final email when survey closes with request to review feedback

h) The Survey Facilitator closes the survey as per the schedule.

i) Teaching staff manage responses to feedback including:

- I. Feedback that requires immediate resolution
- II. Feedback that requires escalation to programme / team leader
- III. Feedback that informs and influences practice (but does not require immediate or any resolution).

j) Teaching staff work with Programme / Team Leaders on escalated feedback responses.

k) Staff will inform students how their feedback has influenced and informed practice or changes.

l) Tutors utilise evaluation results for identifying strengths and forward planning through lesson planning, MyPlan discussions and goal setting.

m) The Survey Facilitator provides appropriate level reporting to Centre, Faculty and Wintec management.

## 5.4 Student Forums

a) A minimum of two student forums should be held each semester.

b) The Centre Director or designated Team Manager chairs the forum with Centre administrative staff to take the minutes and follow-up on action points.

c) Student representatives from each year/programme and/or stream are invited to attend. Alternatively, student cohorts may contribute representation.

d) A representative from the Student Experience team and, if required, an ITS team member are invited to attend so they can answer queries or share information relating to facilities, student learning etc.

e) Dates for student forums are set at the beginning of each year, and published through student noticeboards, Moodle and social media networks.

f) A meeting agenda is finalised and distributed to student representatives by email one week prior to each meeting. Items for the agenda should include:

- I. Present and apologies



## STUDENT VOICE

- II. Minutes/feedback on actions from last meeting
  - III. Student reports or feedback discussion
  - IV. Faculty themes provided by Dean's office.
- g) Minutes are taken for each meeting and include a list of actions and persons responsible:
- I. Minutes are emailed to all student representatives and those in attendance within three days of the meeting
  - II. Centre Directors may use the feedback to liaise individually with specific staff members to rectify any issues that have been brought up by the student representatives
  - III. The minutes are not to be distributed with all staff.
- h) Timely responses to action points are fed back to students via email within two weeks of the meeting.
- i) A summary of the meeting notes are reported to the Programme Committee.
- j) The Dean provides at the end of the year a letter of appreciation and recognition of the student representative and provide a summary of student forum action plans.

### 5.5 Student Complaints

- a) Students submit a formal complaint form to the Student Enrolment and Information Centre:
- I. The form provides students with information on the different ways they can feedback to Wintec and asks the student if they want to use 'Unpack' as their first option.
- b) The Student Voice Administrator receives all submitted formal complaints and ensures minimum information is provided to trigger the process:
- I. If the student chooses to unpack their issue the Student Voice Administrator arranges for an appropriate staff member to meet with the student.
- c) The Student Voice Administrator notifies the appropriate Tier 3 Manager and their delegated administrator of the complaint.
- d) The Tier 3 Manager sends an acknowledgement letter within five working days of the process being triggered. The acknowledgement letter will include:
- I. The process and timeframes for the investigation
  - II. The name of the person who will be investigating
  - III. The name of the person who will determine the outcome
  - IV. Requests for supporting information and / or available times to interview the student if appropriate.
- e) The investigation is conducted.
- f) The Tier 3 Manager notifies the student of the outcome of the investigation and includes the process to appeal the decision:
- I. Appeals to Executive must be made within 15 working days of the outcome letter.

# STUDENT VOICE

## 5.6 Appeals to Executive

- a) Student submits an Appeal to Executive form to the Student Enrolment and Information Centre.
- b) The Student Voice Administrator receives all submitted appeals and ensures minimum information is provided to trigger the process:
  - I. If the Student Voice Administrator can find no evidence of a formal complaint the appeal will be deescalated the student will be advised to submit a formal complaint.
- c) The appropriate Executive member and their delegated administrator is notified of the appeal.
- d) An acknowledgement letter is sent within five working days of the process being triggered. The acknowledgement letter will include:
  - I. The process and timeframes for the appeal
  - II. The name of the person who will be conducting the appeal process
  - III. The name of the person who will determine the outcome
  - IV. Requests for supporting information and / or available times to interview the student if appropriate.
- e) The Executive member or delegate reviews the process and procedures followed within the original formal complaint and any new or updated information (where the original information was inaccurate or incomplete).
- f) The Executive member notifies the student of the outcome of the appeal and include the process to appeal the decision:
  - I. Appeals to the Chief Executive (CE) must be made within 15 working days of the outcome letter.

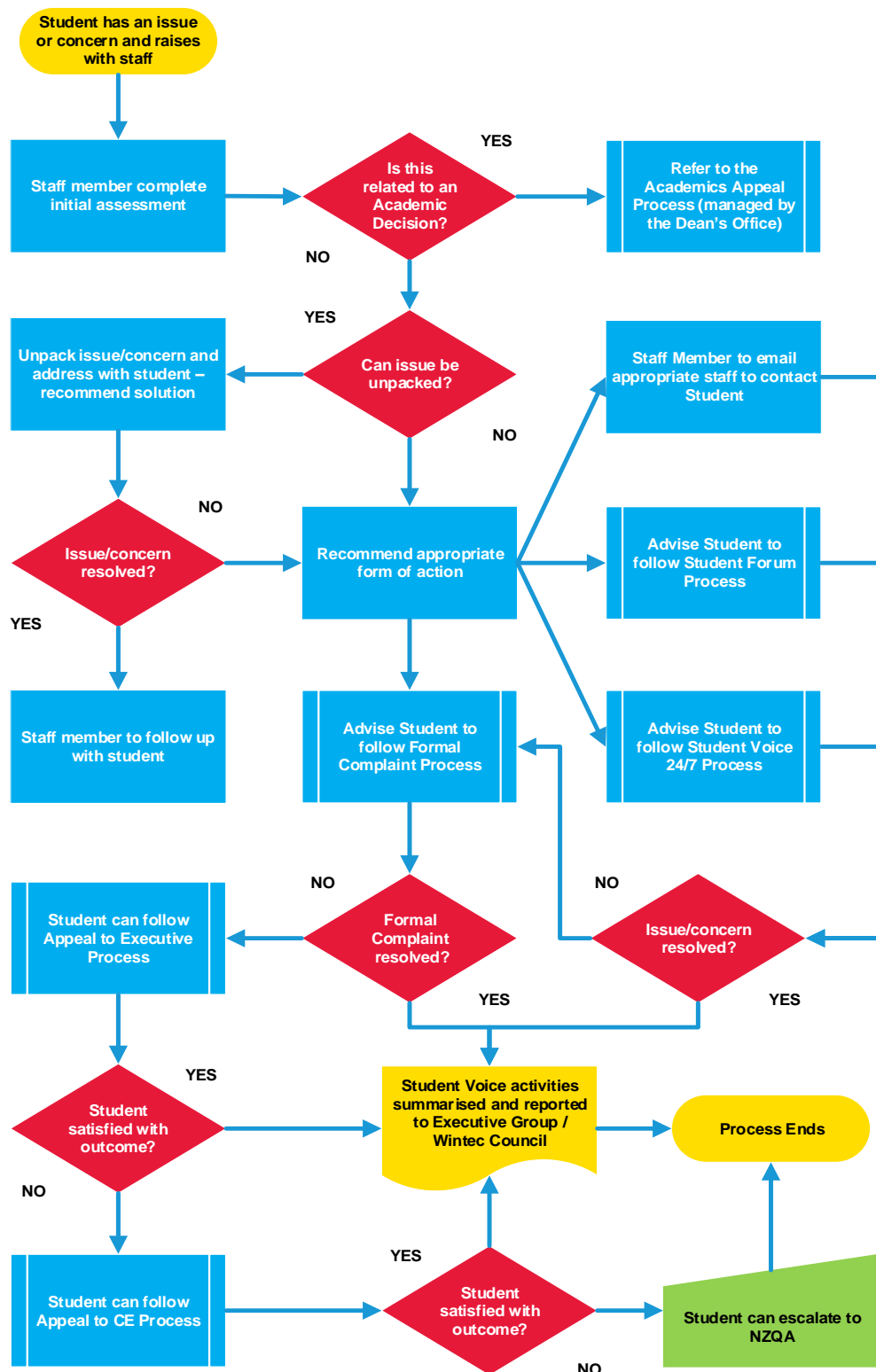
## 5.7 Appeals to the Chief Executive (CE)

- a) Student submits an Appeal to the CE directly to the CE's Office.
- b) The CE's Office directs the appeal to the Quality and Academic Director to manage.
- c) The Student Voice Administrator checks for evidence of an Appeal to Executive:
  - I. If the Student Voice Administrator finds no evidence of an Appeal to Executive the appeal will be deescalated, and the student will be advised.
- d) The Quality and Academic Director sends an acknowledgement letter within five working days of the process being triggered. The acknowledgement letter will include:
  - I. The process and timeframes for the appeal
  - II. The name of the person who will be conducting the appeal process
  - III. The name of the person who will determine the outcome
  - IV. Requests for supporting information and / or available times to interview the student if appropriate.
- e) The Quality and Academic Director or delegate reviews the process and procedures followed within the original formal complaint to ensure due process was followed.
- f) The CE notifies the student of the outcome of the appeal and include the process to appeal the decision through to the New Zealand Qualifications Authority.

# STUDENT VOICE

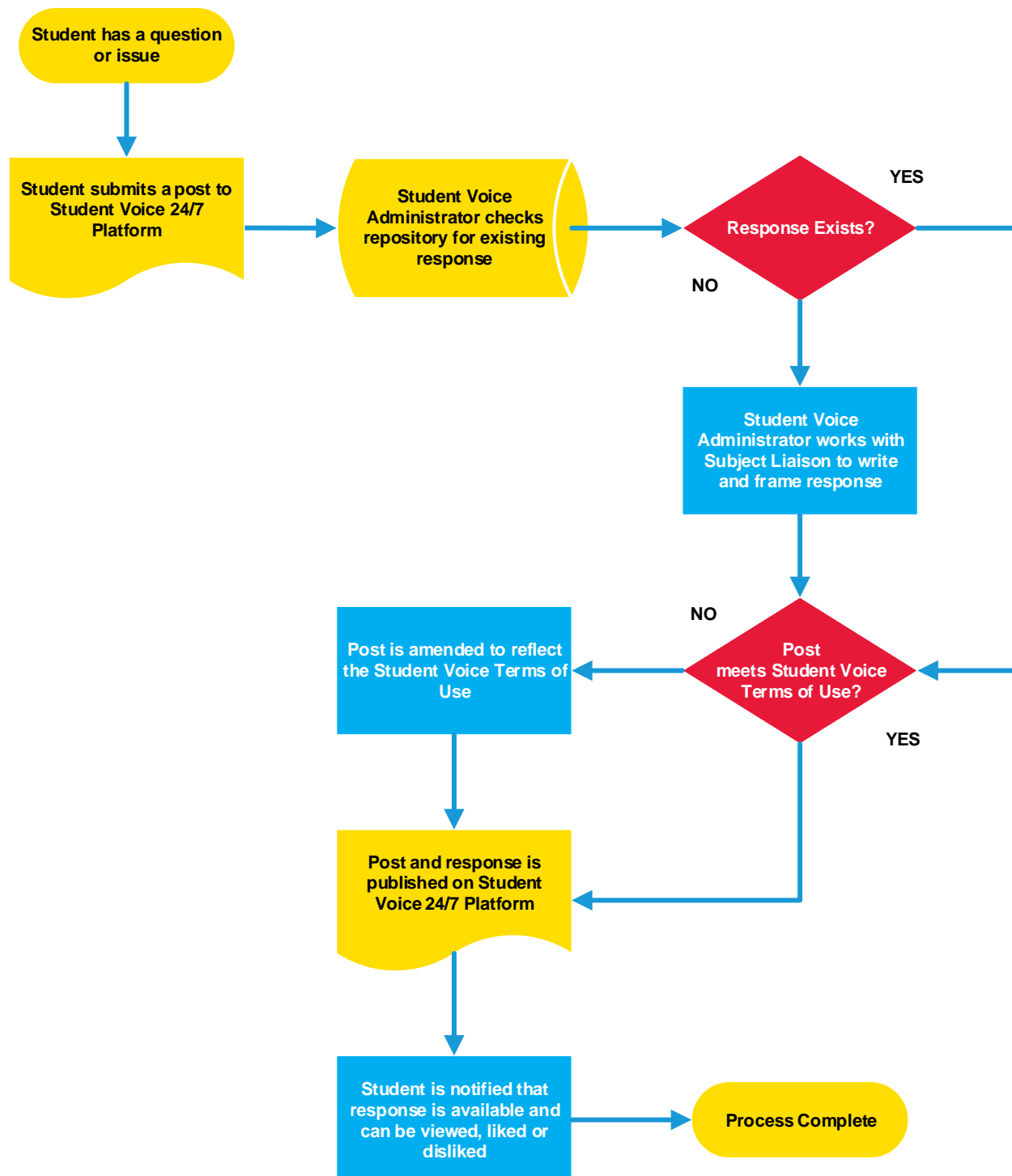
## 6. Processes

### 6.1 Student Voice



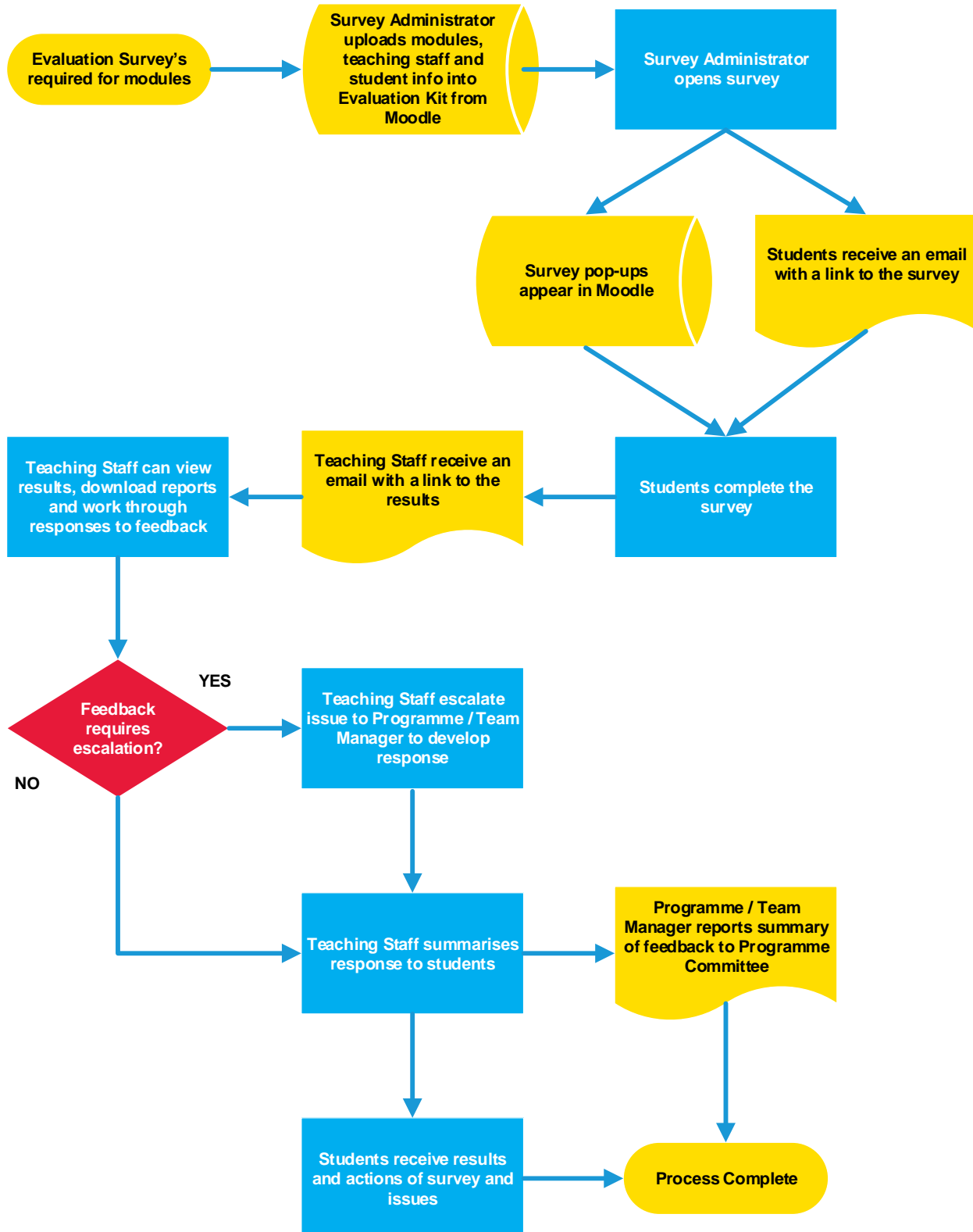
# STUDENT VOICE

## 6.2 Student Voice 24/7



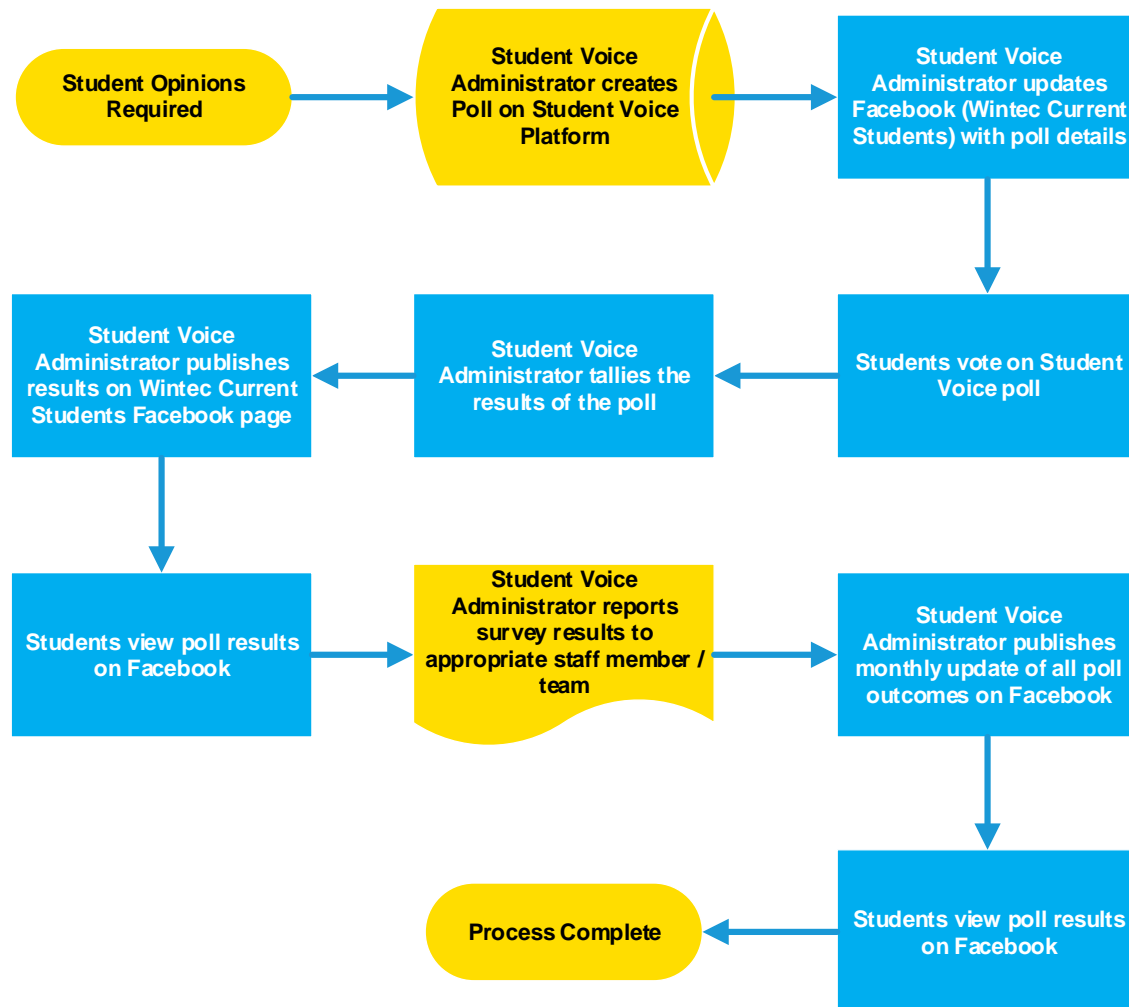
## STUDENT VOICE

### 6.3 Evaluation Kit



# STUDENT VOICE

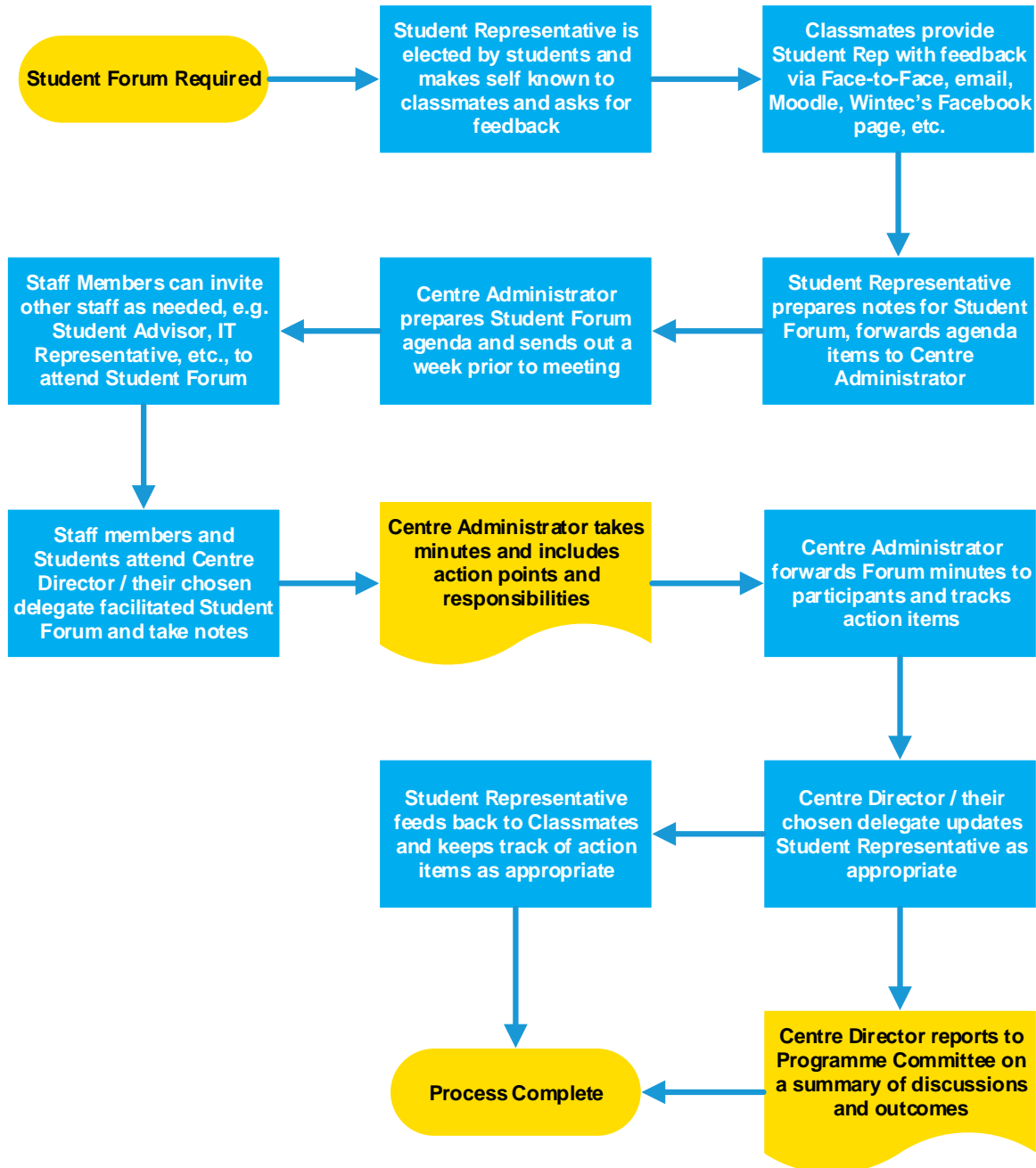
## 6.4 Student Poll





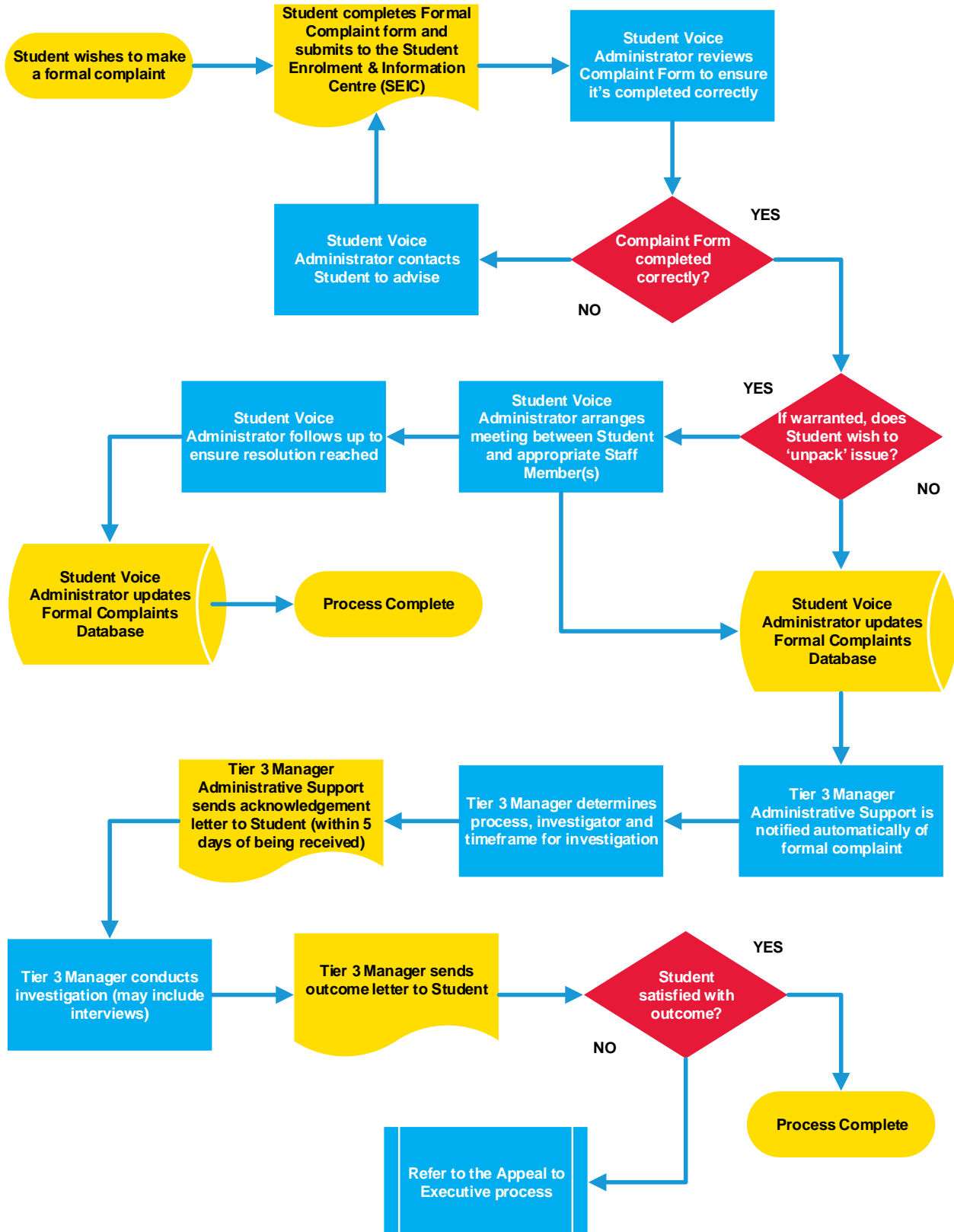
# STUDENT VOICE

## 6.5 Student Forum



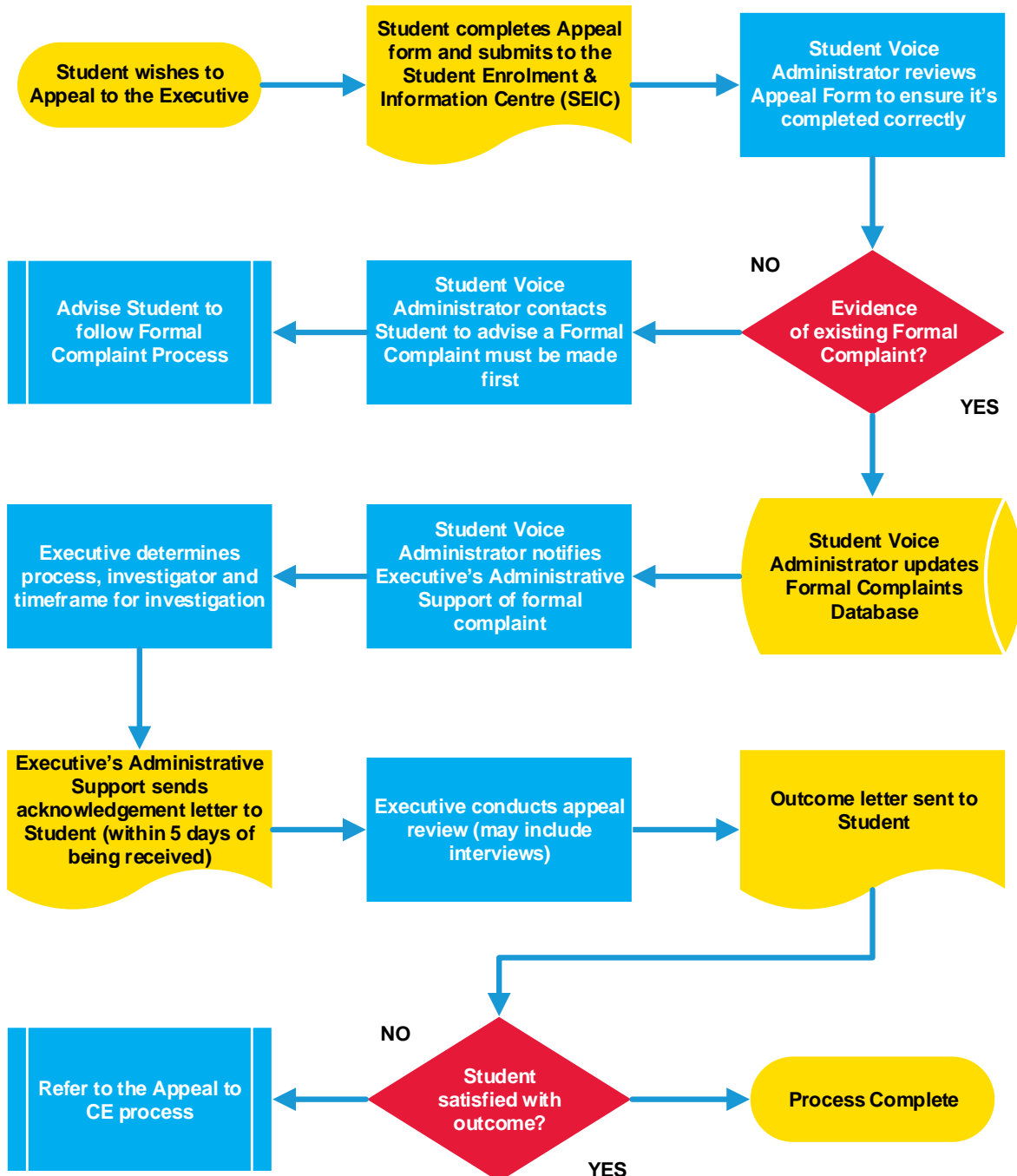
# STUDENT VOICE

## 6.6 Formal Complaint



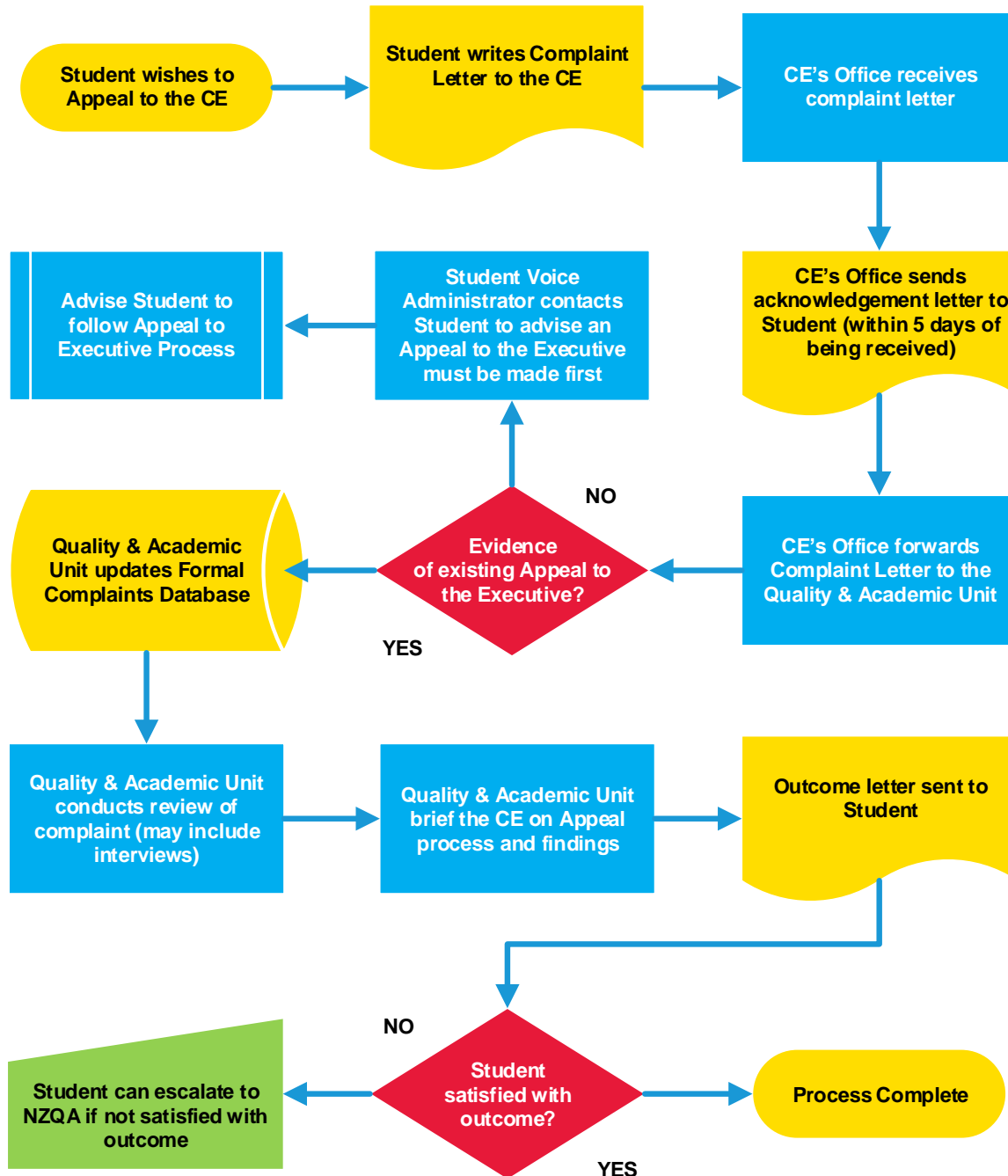
# STUDENT VOICE

## 6.7 Appeal to Executive



## STUDENT VOICE

### 6.8 Appeal to the CE



## 7. Related Legislation, Regulations, Policies, Guidelines, and Forms

Legislation/Regulations	Policies	Guidelines/Forms
Education Act 1989 Consumer Guarantees Act 1993 Human Rights Act 1993 Code of Practice for the Pastoral Care of International Students	Anti-bullying & Harassment policy Student Values (TBD) Wintec's 2019 Academic Regulations Programme Regulations	Student Complaint Form Appeal to Executive Form
Copies of New Zealand Legislation can be found on the <a href="#">New Zealand Legislation Website</a> . You can view Wintec's Policies and Procedures on the <a href="#">Policy Web</a> . This is not an exhaustive list of policies, procedures and legislation.		

## 8. Key Definitions & Glossary

### Academic Appeals

Academic Appeals are related to issues students have with Academic Decisions. Academic Appeals are NOT managed through this policy – please refer to the Academic Regulations for information related to Academic Appeals and Academic Decisions.

### Appeal

Refer Levels of Engagement below

### Delegated Authority

The person who has been assigned a task, e.g. to investigate a claim, by the Dean, Director, or manager on their behalf

### Levels of

### Engagement

#### Quick Resolution

- Can range from the everyday conversations' students have with staff to get advice, seek clarity, and address concerns through to feedback and / or issues raised via Student Forum or Student Voice 24/7.
- Quick resolution can be resolved immediately or within a short time frame.

#### Unpack

- Core to the student engagement experience – these are the more complex conversations between students and appropriate staff working through the details of an issue to enable the student to find their own solution.
- Usually a conversation to enable questions and clarification to understand the actual issue and co-determine options for the student to select the appropriate solution.
- Unpack can be resolved within a short time frame.
- Staff need to self-assess to determine if they are the right person to help the student unpack.

#### Investigate

- A formal complaint where the student details their dissatisfaction with an incident or issue and expects a formal investigation and response.
- Students might be encouraged to 'unpack' with staff if it is appropriate.

	<ul style="list-style-type: none"> <li>Academic Appeals are not formal complaints. Refer to the Academic Regulations</li> </ul>
<b>Appeal</b>	<ul style="list-style-type: none"> <li>If students are not satisfied with the outcome of a formal complaint they can appeal the decision.</li> <li>Any submissions that are not based on a formal complaint will be deescalated.</li> </ul>
<b>Final Appeal to CE</b>	<ul style="list-style-type: none"> <li>If students are not satisfied with the outcome of an appeal they can submit a final appeal to the CE.</li> <li>Any submission that have not been through the formal complaint or appeal process will be deescalated to the appropriate level.</li> </ul>
<b>Manager</b>	Head of School, Centre Director, Support Service or Business Unit Manager.
<b>New Zealand Qualifications Authority (NZQA)</b>	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.
<b>Support Person</b>	Person/s (internal or external to Wintec) chosen by the student to provide support or advice. May accompany the student to any interviews on agreement with all parties involved.
<b>Student Voice</b>	The collection of tools and opportunities accessible by students to provide Wintec with their voice.
<b>Student Voice 24/7</b>	Online tool accessible via Moodle. Students can post anonymous feedback. Wintec will respond within one working day.
<b>Evaluation Kit</b>	Formal feedback system – online surveys accessed via Moodle.
<b>Student Forums</b>	Collection meetings for Student Representatives to meet and share insights
<b>Formal Complaints</b>	Student submit details of dissatisfaction to the Student Voice Administrator (via an application form via Student Enrolment and Information Centre) seeking investigation and response.

## 9. Records Management

In with the Public Records Act 2005, Wintec is required to provide an Information and Records Management programme to ensure that authentic, reliable and usable records are created, captured and managed to a standard of best practice, and to meet business and legislative requirements. All records relevant to a specific policy need to be listed in every policy in the following format:

Record	Minimum retention period	Disposal Action	GDA Reference #
This policy document	10 years after date of last action	Retain as a public archive	5.1.1
Notes on Student Voice feedback and responses (Note: this does not cover those records resulting from a disciplinary hearing)	7 years after date of last action	Destroy	5.1.8
Student Complaint Form	7 years after date of last action	Destroy	5.1.8
Appeal to Executive Form	7 years after date of last action	Destroy	5.1.8
Student complaint, issue or appeal letter (minor)	7 years after date of last action or when no longer legally required to be retained	Retain as a public archive	5.1.5
Student complaint, issue or appeal letter (significant)	10 years after event resolved and all legal and administrative requirements completed	Retain as a public archive	5.1.4

## 10. Version History

Version	Date Approved	Details
1	September 2018	First Published. Replaces the Student Concerns, Complaints and Appeals policy, and the Survey's Policy.

## **SECTION AM3: POLICY ON STUDENT FEES AND REFUNDS – DOMESTIC 2019 (OP-01/07)**

The policy on Student Fees and Refunds – Domestic 2019 Parts A and B (OP-01/07) has been included in this manual in its entirety. When referencing the policy please use the name and numbering of the policy.

*Referred to in Section AR:2 - Enrolment and Fees, in the 2019 Academic Regulations.*



Part A: Student Fees and Refunds – Domestic 2019  
Number: OP-01/07

<b>Policy Owner</b>	Chief Financial Officer	<b>Date Approved:</b>	August 2001
<b>Category:</b>	Operational	<b>Date Last Revised:</b>	June 2018
<b>Refined category:</b>	Finance & Legal	<b>Next Review Date:</b>	June 2019
<b>Authorised by</b>	Finance and Risk Committee		

## STUDENT FEES & REFUNDS – DOMESTIC 2019

### 1. Purpose and Scope

The Student Fees and Refunds Policy has been developed to:

- Ensure that fees to students are charged on a consistent basis.
- Respond to requests for refunds on a consistent basis.
- Adopt an equitable approach to fee payments for all students.
- Enable revenue from tuition fees to be accurately calculated for budgeting purposes.
- Define internal responsibilities.

This policy will apply to fees for Tertiary Education Commission (TEC) funded programmes. Fees for other programmes are generally managed via a contract and are not covered by this policy.

### 2. Policy Statement

Tuition fees for domestic students enrolled in TEC funded programmes will be determined annually and approved by Wintec Council in accordance with TEC requirements.

Tuition fees for international students will be determined annually and approved by Wintec Council (see Policy OP-07/17).

Independent activity fees will be determined by Schools and Centres and approved by Finance in accordance with TEC requirements. Other charges may be made from time to time and are included in a schedule published on the website.

All fees and charges must be paid in full by the start date of the programme. If fees are not paid within the required period, students may not be permitted to attend class, and their place in the programme may be offered to another applicant.

Refunds of tuition fees will be permitted up to the 10% point of a programme for domestic students only. All fees include Goods and Services Tax (GST).

#### Related legislation and policies (for Policy Web)

Education Act 1989

Academic Regulations

Student Handbook/Brochures

Guidelines for Refunds and Withdrawals

Tertiary Funding Guide

[Enrolment Guide](#)

[Change to Enrolment or Withdrawal \(EDC2W\) form](#)

# Procedures & Principles

Part B: Student Fees and Refunds – Domestic 2019

Number: OP-01/07

<b>Policy Manager:</b>	Finance Manager	<b>Date Approved:</b>	August 2001
<b>Category:</b>	Operational	<b>Date Last Revised:</b>	June 2018
<b>Refined category:</b>	Finance & Legal	<b>Next Review Date:</b>	June 2019
<b>Authorised by</b>	Finance and Risk Committee		

## STUDENT FEES & REFUNDS – DOMESTIC 2019

### 1. Definitions

Fees paid by students comprise the following:

<b>Tuition fees:</b>	The base fee is calculated for each module for domestic students by applying the course factor to the per EFTS fee: as well as any other requirements requested by TEC.
<b>Independent activities:</b>	A compulsory charge calculated at module level by Schools and Centres for a consumable or service over and above what can be expected to be included in course materials at the time the module is created. For each charge to a student there is an equal value cost to a School or Centre; however the value of the total fee must comply with TEC requirements.
<b>Other charges:</b>	Other miscellaneous charges may be made from time to time and are published on the Wintec website <a href="https://www.wintec.ac.nz/table-of-fees">https://www.wintec.ac.nz/table-of-fees</a>

### 2. Procedures

#### 2.1. Calculation of Fees

- a) All students accepted into a programme of study will be sent an Enrolment Offer (excluding short courses) which must be signed and returned to Wintec.
- b) On receipt of the signed Enrolment Offer Wintec will send an Indicator of Fees.
- c) The due date for payment is the start date of the programme.
- d) A late payment fee may apply where fees are not paid within 14 days of the payment due date.
- e) Fee payments can be made using: Cheque, EFTPOS, credit card, Study Link loan, on-line and employer invoice facilities are available, or
  - Mailed to the Student Enrolment and Information Centre, Wintec, Private Bag 3036, Waikato Mail Centre, Hamilton 3240, or
  - Made in person at: A Block, City Campus, Student Enrolment and Information Centre: Rotokauri Hub, Rotokauri Campus, Reception area: Otorohonga Campus or Thames Campus; or

# Procedures & Principles

- Made on-line using your credit card by logging on to our Student at Wintec website at <https://student.wintec.ac.nz> and pay by invoice under the Finance menu at the student@wintec website.
- f) Students who choose not to pay their fees by student loan have the option to pay semester by semester. The due date for payment is the start date of the programme per semester.
- g) Once the Enrolment Offer has been signed and the student has attended beyond the 10% point of the programme, the student is liable for the debt to Wintec. This liability is not reduced in any way if the student does not attend all sessions.
- h) Upon enrolment students are eligible to receive a Student ID Card which gives access to Wintec services, e.g. library, computer labs and entrance to Wintec student car parking (fees are still applicable). If fees are not paid, access will be removed accordingly.
- i) If student's fees are to be paid by a third party, Wintec requires a completed purchase order or [Student Fees Paid by Third Party form](#) (available on the Wintec website [www.wintec.ac.nz/forms](http://www.wintec.ac.nz/forms)) on or before the programme or module commences.

## 2.2. Non-payment of Fees

If fees have not been paid by the due date stated on the Indicator of Fees, the debt recovery process will begin. The process is as follows:

- a) Students will be sent a First Fee Reminder at the 10% point of their programme.
- b) Two weeks later a Final Fee Reminder is sent, advising the student they may incur a late payment fee.
- c) Two weeks after the Final Fee Reminder letter, a debt collection referral letter is sent, advising that immediate payment is required, to avoid the debt being placed with the debt collection agency.
- d) If payment is not made within one week any outstanding debt will be placed with a debt collection agency.

Note: Any students accepted late into a programme and enrolled into modules after they have started will be required to pay their fees within one week after which the debt recovery process will begin.

# Procedures & Principles

The impact of non-payment of fees may include the following consequences:

- No further access to class
- Work will not be marked
- All results will be withheld
- Qualifications will not be awarded
- Further enrolments will not be accepted
- Academic records will not be transferred
- Access to student services such as library and computer will be removed.

## 2.3. Withdrawals and Refunds

- a) If a student wishes to withdraw from any Wintec programme or module, they must notify SEIC in writing by completing a [Change to Enrolment and Withdrawal Form](#) available on the Wintec website.
- b) Students receiving a student loan or allowance and withdraw from a programme or module must contact Study Link 0800 889 900 or e-mail: [Studylink@msd.govt.nz](mailto:Studylink@msd.govt.nz) – immediately.
- c) Students will receive a full refund if Wintec cancels a module.
- d) A refund of tuition fees will only apply if the date of withdrawal occurs before the 10% point of the programme or module duration. The date of withdrawal is the date SEIC receives written notification of the withdrawal via the online Change to Enrolment and Withdrawal form – this date will also be verified against the last recorded date the student attended a class.
- e) Where a student has not attended a module or programme at all, or fails to participate, a withdrawal may be processed by the School or Centre as part of the verification of attendance process.
- f) An administration charge will be withheld from the amount refunded.
- g) There will be no administration charge if students are transferring to another programme or module within Wintec.
- h) Refunds of departmental fees (i.e. independent activity fees, sundry fees) are at the discretion of each Centre Director or Head of School.
- i) After 10% of the programme or module, a refund will only be considered by

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the Dean or Chief Financial Officer for medical or compassionate circumstances or where the student is unable to meet the requirements of Wintec's Child Protection policy. Supporting documentation must be provided (e.g. medical certificate) to the Centre Director or Head of School if a refund is sought.

- j) A student accepted late into a programme or module, who begins their study after the official start date, will only receive a refund of tuition fees if the date of withdrawal occurs within:
  - (i) two weeks of the date they accepted their offer for a full-year module; or
  - (ii) one week for a six-month module.
- k) A student withdrawing after the 75% point of a module will receive a DNC on their academic transcript except for medical or compassionate circumstances outlined above.
- l) If a student's fee has been paid by a recognised third party (including student loan), any refund will be paid back to the third party unless the student produces written authority from the third party authorising the payment to be paid directly to the student.
- m) The Chief Financial Officer has the authority to vary criteria in special cases, e.g. death of a student.
- n) Any credit balance up to \$10 may be written off on completion of the student's programme, or at the end of the year whichever is the earliest.
- o) Applications for refunds must be received by Wintec no later than 3 months after the start date of the programme or module with the exception of 2.3.i and 2.3.l.

## 3. Measurements of success

- Fees to students charged on consistent basis.
- Requests for refunds responded to on a consistent basis.
- Equitable approach to fee payments adopted for all students.
- Revenue from tuition fees accurately calculated.
- Internal responsibilities defined.

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## 4. Records Management

In line with the Public Records Act 2005, Wintec is required to provide a records management programme to ensure that authentic, reliable and usable records are created, captured and managed to a standard of best practice and to meet business and legislative requirements. All records relevant to a specific policy need to be listed in every policy in the following format:

Record	Minimum retention period	Disposal Action
Enrolment applications	10 years after date of last action	Destroy
Invoicing and receipting of student fees and charges for other services	7 years after date of last action	Destroy

## SECTION AM4: POLICY ON STUDENT FEES AND REFUNDS – INTERNATIONAL 2019 (OP-07/17)

The policy on Student Fees and Refunds – International 2019 Parts A and B (OP-07/17) has been included in this manual in its entirety. When referencing the policy please use the name and numbering of the policy.

*Referred to in Section AR:2 – Enrolment and Fees, in the 2019 Academic Regulations.*

<b>Policy Owner:</b>	Chief Financial Officer	<b>Date Approved:</b>	June 2007
<b>Category:</b>	Operational	<b>Date Last Revised:</b>	Dec 2018
<b>Refined category:</b>	Finance & Legal	<b>Next Review Date:</b>	June 2019
<b>Authorised by</b>	Finance and Risk Committee		

## STUDENT FEES & REFUNDS – INTERNATIONAL 2019

### 1. Purpose and Scope

The Student Fees and Refunds Policy has been developed to:

- Ensure that international fees to students are charged on a consistent basis
- Respond to requests for international refunds on a consistent basis.
- Adopt an equitable approach to international fees payments for all students
- Enable revenue from international full fee paying students to be accurately calculated for budgeting purposes.
- Define internal responsibilities

This policy will apply to full fee paying students. Fees for other courses are generally managed via a contract and are not covered by this policy.

### 2. Policy Statement

Tuition fees for International students enrolled in Wintec programmes and short awards/modules will be determined annually and approved by Wintec Council.

Other charges, including independent activity fees may be made from time to time and are included in a schedule published on Wintec's website.

International fees may according to the requirements of the student include airport levies, home stay accommodation placement fees, health insurance or other charges appropriate for the needs of the student.

All fees and charges must be paid in full by the start date of the programme. If fees are not paid within the required period, students will not be permitted to attend class, and their place in the programme may be offered to another applicant.



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Part B: Student Fees and Refunds – International 2019

Number: OP-07/17

Policy Manager:	Finance Manager	Date Approved:	June 2007
Category:	Operational	Date Last Revised:	Dec 2018
Refined category:	Finance & Legal	Next Review Date:	June 2019
Authorised by	Finance and Risk Committee		

## STUDENT FEES & REFUNDS – INTERNATIONAL 2019

### 1. Definitions

Fees paid by international students comprise the following:

<b>Code of Practice:</b>	The purpose of this Code is to provide a framework for education providers for the pastoral care of international students. The Code is established under section 238F of the Education Act 1989. The Act requires that a provider must be a signatory to the Code to enrol international students, Code revised 2016. <a href="https://www.nzqa.govt.nz/providers-partners/education-code-of-practice">https://www.nzqa.govt.nz/providers-partners/education-code-of-practice</a>
<b>Independent activities:</b>	A compulsory charge calculated at course level by a School or Centre for a consumable or service over and above what can be expected to be included in course materials. For each charge to a student there is an equal value cost to a School or Centre. The value of the total fee must comply with TEC requirements.
<b>Interim Visa:</b>	<p>‘Interim visas’ introduced by the Immigration Act for 2009 from 07 February 2011 may be granted to maintain a person’s lawful status in New Zealand, where he or she:</p> <ul style="list-style-type: none"><li>• Holds a valid temporary visa, and</li><li>• Has applied for a further temporary visa.</li></ul> <p>The aim is to benefit visitors, foreign students and workers who wish to extend their stay in New Zealand.</p>
<b>Signatory:</b>	Means a provider that has applied to be and has been granted approval by the Administrator as a signatory to the Code, and approved to enrol international students.
<b>Tuition fees:</b>	The fee for international students is calculated on a programme basis. For a programme of study less than or greater than 1.0 EFTS, the fee is calculated by applying the course factor to the programme fee.
<b>Students Association:</b>	<p>These fees are now strictly voluntary. Please contact Students’ Association for further information. Students’ Association contact details are:</p> <p>Phone: (0064) 7 838 0557</p> <p>Text: (0064) 27 324 1588</p> <p>E-mail: <a href="mailto:sawit@wintec.ac.nz">sawit@wintec.ac.nz</a></p> <p>Facsimile: (0064) 7 858 7535</p>
<b>Other charges:</b>	Other miscellaneous charges may be made from time to time and are published on the Wintec website <a href="https://www.wintec.ac.nz/table-of-fees">https://www.wintec.ac.nz/table-of-fees</a>

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Part A: Student Fees and Refunds – International 2019  
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## 2. Procedures

### Calculation of Fees

- a) Wintec Council approves tuition fees annually.

### Payment of Fees – New Students

- a) All international students accepted into a programme of study will be sent an Offer of Place, information pack and acceptance form and payment details.
- b) If the Student is Under 18, a parent/guardian will need to sign the Under 18 guidelines and application forms.
- c) On receipt of payment, Wintec will send a Paid receipt.
- d) Fee payments may be made in the international students' home country before applying for a student visa.
- e) Upon payment of fees and once international students have arrived at Wintec and chosen their modules, they will receive a Student Identification Card (ID Card) which gives access to Wintec services, e.g. library and computer labs.
- f) Students will be withdrawn if full payment of fees owing is not received by the due date (commencement date of classes).
- g) All students who are in receipt of an agreed full fees scholarship will be sent specific conditions related to their payment of fees.

### Payment of Fees – Existing/Return Students

- a) All international students accepted into a programme of study will be sent an enrolment offer which must be signed and returned to Wintec.
- b) On receipt of the signed enrolment offer, Wintec will send an Invoice.
- c) The last date for payment is the start date of the programme.
- d) Fee payments can be made using: Cheque, EFTPOS, credit card and on-line facilities are also available; or fee payments can be made in person at:
  - i. A Block, Student Enrolment and Information Centre, City Campus.
  - ii. Rotokauri Hub, Rotokauri Campus.
- e) Returning international students who choose not to pay their full years fees at the beginning of the year may have the option to pay semester by semester for semester based programmes. The last date for payment is the start date of the programme in each semester. This payment option must be arranged in person at A Block, City Campus, or other locations as defined in 2.3.d, in accordance with Immigration New Zealand requirements. If any returning international student, who has commenced their programme of study, elects to have a break of more than one academic year they will have their enrolment invoice calculated with the current academic's year tuition fees.

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- f) The enrolment offer is a legally binding document and once signed, international students have agreed to be bound by Wintec's terms and conditions and must pay Wintec's fees.
- g) Upon payment of fees if previous student ID card has expired students will receive a new Student ID Card which gives access to Wintec services, e.g. library and computer labs.
- h) Students will be withdrawn if full payment of fees owing is not paid by the due date (commencement date of classes).

## 2.1 Non-payment of Fees – Applies for Existing/Returning Students Only

If fees owing have not been paid by the due date (commencement date of classes), Wintec will withdraw the student from the programme of study.

## 2.2 Withdrawals and Refunds

By accepting a place in a programme at Wintec, an international student enters into a contract with Wintec for the period of the programme. This means there is an obligation to pay the fee for at least one year or the length of the programme if less than one year.

- a) If an international student wishes to withdraw from any Wintec programme, they must notify SEIC immediately in writing by completing the online [Change to Enrolment and Withdrawal Form](#) on the Wintec website.
- b) Handover of care process for international students Under the age of 18 after enrolment ends. Under 18 students must inform the International student Services advisor if they withdraw from the program.
- c) Students studying English who achieve an IELTS of 6.0 or required English level for mainstream study at Wintec may be entitled to a refund for any additional English courses/blocks not yet commenced, less agent fees. If students meet the English language and academic entry requirement set for the programme of study at Wintec only.
- d) If an international student wants to change from a Wintec program to another Wintec programme, they must notify the Student Enrolment and Information Centre (SEIC) immediately in writing by completing the online [Change to Enrolment and Withdrawal Form](#) on the Wintec website. The International Centre must be informed of the withdrawal request. There is an administration fee associated with changes to programmes – this is detailed in the Table of Fees on the Wintec public website.
- e) A student who wants to transfer to another education provider must withdraw at least two weeks prior to the programme commencement date and provide evidence of being unconditionally accepted into a programme with the new institution. In

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accordance with Code of Practice, Wintec must meet with the student to discuss their career/study intentions. If the student is eligible for a refund of tuition fees, these may be transferred to the new education provider, less agent fees (if applicable) and the approved administration fee. Written consent must be obtained from the student and the person who paid the fees initially. Wintec has the right to decline request to transfer tuition fees to another education provider.

- f) If Wintec cancels a programme, applicable students will receive a full refund.
- g) If a student currently enrolled in a programme has a subsequent visa renewal declined, and in the opinion of Immigration New Zealand, the decline is not on the basis that the student submitted fraudulent documents or provided false or misleading information, the balance of course fees will be refunded, agent fees (if applicable) and the approved administration fee will be deducted once the student has returned home and notified SEIC by providing a copy of their stamped passport and boarding card as proof, or obtained an appropriate visa (if the student is in New Zealand).
- h) If the international student's visa renewal submission is beyond the expiration date (i.e. Section 61 of the NZ Immigration Act 2009) and the student cannot obtain an Interim visa, the international student will not be able to attend classes because of their unlawful status. The student will need to notify SEIC immediately who will assist. A refund of fees will not be issued.
- i) If an international student wishes to withdraw their application, and the withdrawal form is received by the SEIC before two weeks prior to the programme start date, a refund of tuition fees less agent fees (if applicable) and the approved administration fee will be deducted. Students must provide a copy of the arrival stamp in their passport and boarding card as evidence that they have returned to their country of residence, this will be required by SEIC prior to processing the refund. Refunds will be paid in NZ\$, with proof of identification to a bank account in their home country to whoever paid the student fees. SEIC will inform Immigration New Zealand (INZ) that the student has terminated their studies. If the student is in New Zealand, evidence of a valid appropriate visa is required to be provided to SEIC.
- j) In cases of medical, compassionate or other special circumstances such as serious illness, the student can apply for a fee refund and must do so within 1 month of the last recorded day of attendance of the programme (any extension to this timeframe is at the discretion of the International Director). SEIC will present the refund which must be supported by the appropriate documentation e.g. fees receipt and offer-of-place letter or medical certificate to the International Director.
- k) Students must provide Wintec with full and honest information. This might include health, behaviour or academic issues. Wintec reserves the right to terminate enrolment for any non-disclosure of issues at the time of enrolment.

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- l) An international student who gains New Zealand residency will not receive a refund of fees for the semester in which residency is granted. If they are in a semester-based programme, they will be treated as a New Zealand resident for the following semester(s) and entitled to a refund of fees over and above any domestic fees, agent fees (if applicable) and the approved administration fee will be deducted.
- m) International students who change their programme of study after receiving their paid offer letter will be required to pay the approved administration fee for each programme change. Students must obtain a variation of conditions on their visa prior to the start of the programme. Students are to take full responsibility for their variation of conditions visa process with Immigration New Zealand.
- n) International students in programmes of one year or less, who have been granted transfer of credit will not receive a refund of these fees. International students will be able to use these funds to enrol in additional modules during the year of their study. Fees not used within 12 months of the completion of the programme are non-refundable and cannot be transferred to another person or another institute.

### 3. Measurements of success

- Fees to international students charged on consistent basis
- Requests for international student refunds responded to in a timely manner
- Internal operational responsibilities defined
- Revenue from international tuition fees accurately calculated
- International students are treated equitably and fairly under this policy; however, each refund request is treated on a case by case basis and the decision is at the discretion of the International Director.
- International students are informed of the refund policy and its process prior to the acceptance of the offer of place.

### 4. Records Management

In line with the Public Records Act 2005, Wintec is required to provide a records management programme to ensure that authentic, reliable and usable records are created, captured and managed to a standard of best practice and to meet business and legislative requirements. All records relevant to a specific policy need to be listed in every policy in the following format:

Record	Minimum retention period	Disposal Action
Enrolment applications	10 years after date of last action	Destroy
Invoicing and receipting of student fees and charges for other services	7 years after date of last action	Destroy

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## Refund Table

The decision on the outcome of each application is at the discretion of the International Director. The below table provides an indication to students of refund application outcomes. All refund applications must be received within the same calendar year as the date of withdrawal unless otherwise stated below.

REASON FOR REFUND APPLICATION	REFUND ELIGIBILITY		ADMIN FEE	DOCUMENTATION STUDENT TO PROVIDE
<b>Voluntary withdrawal by a student (no longer wish to study at Wintec)</b>	Before programme start date (date on paid offer letter).	100% refund less agent and admin fees (if applicable)	\$1,000	<ul style="list-style-type: none"> <li>- Completion of withdrawal form to be provide to SEIC.</li> <li>- Copy of arrival stamp in passport and boarding pass as evidence of arrival back in home country or evidence of obtaining an appropriate visa (if student remains in NZ).</li> <li>- SEIC will inform student if any further documentation is required.</li> </ul>
	After programme start date (date on paid offer letter)	No refund	n/a	
<b>Exceptional circumstances (e.g. serious personal illness)</b>	At the discretion of the International Director			<ul style="list-style-type: none"> <li>- Authorised documentation proving the situation (e.g. medical certificate)</li> <li>- SEIC will inform student if any further documentation is required.</li> </ul>
<b>Student wishes to transfer to another institution</b>	Before programme start date (date on paid offer letter).	100% refund less agent and admin fees (if applicable)	\$1,000	<ul style="list-style-type: none"> <li>- Unconditional offer of place from the new education provider.</li> </ul>
	After programme start date (date on paid offer letter)	No refund	n/a	
<b>INZ has refused to grant a student visa, or extend a student</b>	100% refund less agent and admin fees		\$500	<ul style="list-style-type: none"> <li>- Official letter from INZ indicating the rejection of student visa application (this must be provided within 30</li> </ul>

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Part A: Student Fees and Refunds – International 2019

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<b>visa BEFORE student arrives in New Zealand</b>				days of the student receiving notification from INZ.
<b>INZ has refused to grant a student visa, or extend a student visa AFTER student arrives in New Zealand</b>	100% refund less agent and admin fees (if applicable unless student has been fraudulent in which case no refund will be given).	\$500		<ul style="list-style-type: none"> <li>- Official letter from INZ indicating the rejection of student visa application (this must be provided within 30 days of the student receiving notification from INZ)</li> <li>- Evidence of arrival back to home country or evidence of obtaining an appropriate visa (if the student remains in New Zealand).</li> </ul>
<b>Wintec cancels a programme/module</b>	100% refund	No fee		<ul style="list-style-type: none"> <li>- Confirmation of bank details.</li> </ul>
<b>Residency granted</b>	During first semester of study	Refund of tuition fees for second semester (less Agent commission)	\$100	<ul style="list-style-type: none"> <li>- Proof of New Zealand residency.</li> </ul>
	During second semester of study	No refund	n/a	
<b>Student is withdrawn by Wintec</b>	At discretion of International Director			<ul style="list-style-type: none"> <li>- SEIC will inform student if any documentation is required.</li> </ul>

## PROCESS FOR WITHDRAWAL

- 1 Student must complete the online [Change to Enrolment and Withdrawal Form](#) on the Wintec website .
- 2 If the Student is Under 18, the student must tell the Under 18 International Student Advisor so that a hand-over of care plan can be put in place for the end of enrolment.
- 3 Any required evidence or documentation including your bank account details must be submitted either in person at SEIC or online to the [withdrawals@wintec.ac.nz](mailto:withdrawals@wintec.ac.nz). (i.e. medical certificates).
- 4 The refund will be considered as per the refund policy. Please allow up to six weeks for processing.
- 5 Students will be advised via email from SEIC when an outcome on their request has been decided.

## SECTION AM5: POLICY ON ASSESSMENT & MODERATION (AC-11/05)

The policy on Assessment and Moderation Parts A, B1 and B2 (AC-11/05) have been included in this manual in their entirety. When referencing the policy please use the name and numbering of the policy.

*Referred to in Section AR:5 – Assessment, in the 2019 Academic Regulations.*



<b>Policy Owner:</b>	Dean	<b>Date Approved:</b>	November 2011
<b>Category:</b>	Academic	<b>Date Last Revised:</b>	March 2018
<b>Refined category:</b>	Delivery of Teaching and Learning	<b>Next Review Date:</b>	March 2021
<b>Authorised by</b>	Academic Approvals Committee		

## ASSESSMENT & MODERATION

### 1. Purpose and Scope

The purpose of this policy is to provide a framework within which all programmes of study<sup>3</sup> at Wintec will model the principles of sound assessment practice.

Assessment is an integral part of the teaching and learning processes. It is not just a measurement of learner achievement; it also encourages learning, supports continuous improvement in teaching and learning (self-assessment), and provides evidence of best practice in teaching and learning.

Moderation is a quality lens used to assess consistency and fairness across assessment practices and judgements. It assesses the strength of the reciprocal relationship between learning outcomes, assessments and learning activities. Moderation is also a self-assessment tool that can lead to continuous improvement in teaching and learning.

The assessment and moderation principles, practices and processes are designed to facilitate authentic learning experiences and ensure that accountability and commitment to continuous improvement of teaching and learning can be demonstrated to stakeholders, including students and NZQA.

The Assessment and Moderation policy applies to all permanent, full-time, part-time and contracted staff at Wintec that deliver to students, including; Hourly Paid Academics (HPA), Academic Staff Members (ASM), Senior Academic Staff Members (SASM), Principal Academic Staff Members (PASM) and Team Managers.

### 2. Policy Statement

Through this policy, Wintec will:

- develop assessment procedures for programmes and modules that reflect the key principles of sound assessment practice which are validity, reliability, authenticity, sufficiency, consistency, fairness and openness
- provide support in assessment design to reinforce Wintec's approach to teaching and learning and programme and module design, and to ensure the reciprocal relationship between assessment, learning outcomes and learning activities is appropriate and well aligned
- guide assessment design to mitigate instances of academic misconduct (e.g. plagiarism)
- ensure that assessment tasks focus on the processes students use as well as the learning outcomes;

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<sup>3</sup> Includes all levels 1 – 9 qualifications, training schemes, assessment standard based short courses, professional programmes, micro-credentials, and academic sub-contracts for Wintec students

- e. ensure assessment tasks are appropriate to the level and learning outcomes of the module/programme
- f. consider whether any variations to approved assessments or assessment processes are needed in special circumstances (e.g. offshore delivery; targeted cohorts; flexible access), without compromising comparability or quality
- g. require all programmes and modules that lead to a summative result to complete formal moderation processes, regardless of delivery mode, location or partnership arrangements
- h. ensure judgements about student performance are consistent and reliable
- i. encourage ongoing professional discussion and reflection about the validity, reliability and appropriateness of assessment procedures at Wintec – leading, where necessary, to a review of moderation systems/processes
- j. ensure that records of all moderation activities are stored and available for inspection/validation as required
- k. support the consistent application of best practice principles in the assessment and moderation procedures used at Wintec.

### 3. Definitions

Achievement Based Assessment	Assessment to identify students' level of achievement at a task or group of tasks, which is normally expressed in the form of a numerical mark and/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 a student's learning in a module or programme. There are many forms of assessment, e.g. assignments, practical work, projects, tests, examinations, etc.
Assessment Component	The specific method/type used to measure learning; e.g. an essay, oral test, examination, presentation. The assessment component will have a method, instructions on what to do, expectations to achieve the assessment component and clear indication of what grades are available. The assessment component will have a timeframe for completion and weighting (percentage of the total module mark/grade). The assessment component will also indicate if a result is compulsory to pass the module overall.
	There are a number of key terms that are used to express the core concepts and principles of assessment and moderation. These are as follows.

Assessment and  
Moderation Core  
Concepts

Authentic/Authenticity	<p>Authenticity has two meanings in relation to assessment.</p> <ul style="list-style-type: none"> <li>- In terms of evidence (e.g. the body of work the student produces as evidence of meeting an assessment) authenticity is related to ensuring the student's work is their own. There are techniques that can be employed to ensure this, e.g. submission of drafts, students providing verbal summaries of assessment outcomes in class.</li> <li>- 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.</li> </ul>
Fairness	<p>An assessment should not create an advantage for a student, nor should it disadvantage a student, in any way. Examples of unfairness in assessment could be:</p> <ul style="list-style-type: none"> <li>- lack of clarity in the instructions and/or what is being assessed</li> <li>- confused or ambiguous language in assessment</li> <li>- any form of bias (gender, age, ethnicity, impairment based, etc.) that, for example, means the assessment approach and/or materials exclude or limit the abilities of student/s.</li> <li>- changing the timing or scheduling of an assessment during the teaching period without student consultation and agreement.</li> </ul>
<p>Openness</p> <p><i>Also related to Transparent/Transparency</i></p>	<p>Prior to any assessment taking place, students understand what is being assessed, how they are being assessed and when they are being assessed. Students understand the criteria against which they will be measured and have opportunity to seek clarification. Students understand the wider assessment process and are aware of feedback, Reassessment Provisions, and Assessment Concession opportunities. Students are also aware of the processes to seek reconsideration of marks and grades, and the processes to appeal any reconsideration decisions. Everything is transparent and available.</p>

Reliable/Reliability  <i>Also related to Consistency.</i>	Students and staff need to have confidence that there is consistency in assessment and that the same judgements are being applied across all students for the same or similar assessments. Reliability is about the removal of <b>inconsistent practices and procedures</b> , or the perception of these, that could cause variances in judgements, for the same or similar assessments.
Sufficient/Sufficiency	Usually related to competency based assessment and the quality and quantity of evidence provided – e.g. has the student 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 equals sufficient evidence to achieve competency. Sufficiency is normally embedded in moderation questions.
Valid/Validity	Essentially that what students are told will be done, is actually done. For example an assessment should measure what it is meant to measure. The assessment task should provide students with the opportunity to provide sufficient evidence to meet the assessment requirements and learning outcomes for that assessment. Validity in assessment means: <ul style="list-style-type: none"> <li>• there are clear statements on what is being assessed</li> <li>• there is clear measurement of what is being assessed and the measurement matches the actual assessment</li> <li>• the method of assessment is appropriate for what is being measured</li> <li>• the tools of assessment match the method of assessment</li> </ul>
Varied	A range of mediums and a variety of methods should be available to ensure that assessment is appropriate to what is being assessed and to the students being assessed.
Assessment Concessions	The variations offered to students with temporary impairment/s. Depending on the classification of the impairment, concessions may range from extensions to aegrotats.

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Assessment Evidence	The work a student completes and submits for marking (includes naturally-occurring evidence).
Attendance Requirements	<p>While Wintec expects students to attend and participate in all classes (face to face and online), some programmes will specify the minimum attendance requirements in the Programme Regulations. Failure to meet such attendance requirements may mean failure of a module.</p> <p>International students must refer to the Policy on International Students' Attendance parts A and B for attendance required to meet the <a href="#">Code of Practice for the Pastoral Care of International Students</a>.</p>
Competency Based Assessment	Assessment that requires students to demonstrate that they have reached a particular standard to be judged as 'competent', and therefore receive a Pass grade. This type of assessment does not result in the award of a numerical mark, though it may provide recognition of higher 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 who does not teach on the module.
Extension	The approved submission of an item of assessment after the published deadline.
Formative Assessment	Assessment activities that are used solely to give students feedback on their progress and inform their development. Formative assessment does not contribute to a mark 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. For competency based assessment, grades will equate to a Pass/Fail. 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/module and available to be applied to a student's item of assessment. Wintec has three main Grade Methods: Achievement Based, Competency Based and Mixed Mode (both achievement based and competency based).

Learning Outcome	A learning outcome is an expected result of learning. It is a statement of what a student will be and/or know and/or do on successful completion of a module.	
Learning Activities	The specific learning tasks/activities that enable a student to achieve the learning outcome/s of a module.	
Mark	The numerical result awarded to a student for an individual item of achievement based assessment. Marks contribute to the grade assigned at the end of the module.	
Marking Criteria	(Also known as Marking Schedule or Assessment Schedule.) The schedule of evidence and judgements that an assessor marks 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.	
Moderation	A process to ensure fairness, consistency and reliability in assessment. At Wintec there are two parallel moderation processes.	
	Wintec-managed	(Previously known as internal moderation.) This is any moderation that is managed by Wintec and is part of the Wintec moderation schedule and cycle. Wintec moderation includes moderation by external people (e.g. international experts; other ITP staff; industry partners, etc.).
	Externally-managed	(External Moderation) – any moderation that is managed by organisations other than Wintec, e.g. New Zealand Qualifications Authority (NZQA), Industry Training Organisations (ITO), Professional Bodies, etc.
	There are three types of moderation:	
	Pre-Teaching Review	Moderation of course materials that are provided to students (including module descriptors, module outlines, programme handbooks, Moodle site, assessment structures, instructions, requirements or guidelines). To protect Intellectual Property (IP), it is recommended that pre-teaching

# POLICY

## Part A: Assessment & Moderation

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	reviews be conducted by other Wintec staff. The exception would be where there is an arrangement with an ITO or other external body, and a pre-teaching review is part of that arrangement.
<b>Pre-Assessment Moderation</b>	Moderation of assessment tasks to ensure the conditions and instructions/questions are clearly stated and easy to understand. Pre-assessment moderation will also check alignment of the assessment(s) to learning outcomes, appropriateness of assessment to learning activities, assessment component weightings, marking schedules, model answers, and judgement statements.
<b>Post-Assessment Moderation</b>	Moderation of marked student work to ensure that the student work has met the assessment criteria and requirements; the assessment marking schedule has been fairly and consistently applied; fair and consistent feedback has been provided; and the marking calculations are correct.
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 acknowledging the source.
Reassessment Provisions	Opportunities for reassessment integrated as part of the standard delivery of the module. Reassessment provisions can take the form of extensions, resubmits or resits.
Reconsideration	A request to review a result that has been awarded.

# POLICY

## Part A: Assessment & Moderation

Number: AC-11/05

Resit	An additional opportunity within a specified timeframe for students to sit an assessment that they previously failed.
Resubmit	An additional opportunity within a specified timeframe for students to submit a piece of assessment that they previously failed. A resubmit may take the form of an alternative piece of assessment.
Summative Assessment	A process of assessing student achievement during, or at the end of, a module that contributes to the final mark or grade for the module.
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 varies but is generally no longer than one hour.
Timetable	The published date, time and location that a class is scheduled.



# PROCEDURES & PRINCIPLES

Part B1: Assessment and Moderation

Number: AC-11/05



<b>Policy Manager:</b>	Quality and Academic Director	<b>Date Approved:</b>	November 2011
<b>Category:</b>	Academic	<b>Date Last Revised:</b>	March 2018
<b>Refined category:</b>	Delivery of Teaching and Learning	<b>Next Review Date:</b>	March 2021
<b>Authorised by</b>	Academic Advisory Committee		

## ASSESSMENT

### 1. Assessment at Wintec

- 1.1. Assessment at Wintec measures student achievement, encourages learning, supports continuous improvement (self-assessment), and provides evidence of best practice in teaching and learning.
- 1.2. There is a reciprocal relationship between learning outcomes, assessments, and learning activities. Alignment of these provides students with clear expectations and staff with confidence that their teaching and learning practices are fair, authentic, transparent, valid, sufficient, consistent and reliable.

### 2. Assessment Principles

- 2.1. *Assessments have clear expectations* – goals and standards are clear and easy to understand. Model answers, exemplars, and marking schedules allow students to understand what is expected and can lead to improved performance.
- 2.2. *Assessment design is integral to module and curriculum design* – guided by the Ako: Teaching and Learning Directions, modules should be designed with an understanding of the types of assessments that will best suit the learning outcomes, the nature of the discipline or subject, and the level of learning<sup>4</sup>.
- 2.3. *Assessments are varied, authentic and appropriate to the learning and the student* – assessments provide students with opportunities to demonstrate their knowledge and skills through a range of mediums and methods that are appropriate to the discipline or subject being assessed and the cohort of students. This includes ensuring the assessment tasks are as authentic as possible to reflect the real-world application of learning.
- 2.4. *Assessments are manageable* – the number of assessments, time allocation and timing/spacing of assessments across a module and programme are key. The assessment workload should be manageable for students and academic staff.
- 2.5. *Students are provided with clear, timely, and constructive feedback* – clear, timely and constructive feedback to students on assessments helps to clarify what students know, recognises their good practices, and provides guidance on areas of improvement for ongoing learning.
- 2.6. *Moderation is a key tool of assessment best practice* – the moderation process is designed to ensure there is consistency and fairness across assessment practices and judgements. It is also a data source for self-assessment and continuous improvement.

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<sup>4</sup> Refer to the [Level descriptors table](#) on the New Zealand Qualifications Authority "Understanding New Zealand Qualifications".

# PROCEDURES & PRINCIPLES

Part B1: Assessment and Moderation

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Refer to AC-11/05(b2) for the Moderation section of the policy on Assessment and Moderation (AC-11/05).

## 3. Assessment Processes

- 3.1. High level assessment requirements for modules are stated in the curriculum document for the programme and must be adhered to. Any changes to these can only be approved by the Academic Approvals Committee (AAC).
- 3.2. Students must be provided with detailed assessment requirements for all modules they are enrolled in no later than the end of the first teaching week of the module.
- 3.3. The detailed assessment requirements students will be provided with will include:
  - i. the name of the assessment
  - ii. the type of the assessment
  - iii. the weighting of the assessment towards the final mark of the module, if achievement based
  - iv. the learning outcome/s the assessment aligns to
  - v. the specific requirements and expectations of the assessment tasks/activities; including
    - 1) clear description/explanation of the assessment
    - 2) 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
    - 3) clear breakdown of the assessment into its components – e.g. the expectations/tasks/activities within the assessment
    - 4) the weighting of each component towards the total mark of the assessment.
  - vi. the dates by which assessments have to be submitted, or dates of tests and examinations.

*Special Note: Specified level of attendance may be a module or programme requirement, but it does not constitute an assessment measure. However, it must be stated in the detailed assessment requirements given to students within the first teaching week.*

- 3.4. Assessment details form part of Wintec's contract with students, therefore the following must occur.
  - i. Assessment components must be proactively reviewed before the scheduled start date of a class to ensure all information (in course outline, on Moodle and in Arion) is correct for the upcoming delivery.
  - ii. All changes to assessment structures must go through the formal AAC change request process.
  - iii. Once a class has commenced, any changes to the module or assessment structure must be disclosed and agreed to by the students. Changes must be documented and notified to students in writing. A statement confirming that disclosure and

# PROCEDURES & PRINCIPLES

Part B1: Assessment and Moderation

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notification has occurred must be included in the rationale in accordance with the 'late changes to modules' AAC change request process.

- iv. Once a class has commenced, any changes to assessment timing or scheduling must be:
  - 1) discussed with and agreed to by the Team Manager and/or Programme Coordinator prior to any changes being made
  - 2) disclosed and agreed to by students prior to any changes being made. Any such changes must be reported to the Programme Committee.
- 3.5. Formative and summative assessments have different roles and students should be provided with opportunities for both to support their learning.
  - i. Formative assessments occur primarily to give feedback to students on their knowledge of a module and to help guide their further learning on that module.
  - ii. Formative assessment must be clearly differentiated from summative assessment, and **cannot be used for grading students**.
  - iii. Summative assessments measure student learning and contribute to the final mark or grade for a module.

## 4. Academic Integrity in Assessment

- 4.1. Students must act honestly and with integrity at all times in relation to assessments. 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/s
  - iii. not cheat in tests or examinations
  - iv. ensure they follow all instructions and the correct procedures (e.g. no use of cell phones)
  - v. not submit the same, or a similar, piece of work for assessment on more than one occasion
  - vi. not enter into any agreements with other students to collude on assignments
  - vii. collaborate only as permitted
  - viii. not over/misrepresent the individual contributions of members of any group assignment
  - ix. not knowingly help others to cheat
  - x. not act or behave or in way that precludes others from completing their assessments
  - xi. keep written and electronic work secure to prevent others from accessing and copying work.

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- 4.2. As part of the assessment submission process, students may be required to sign a declaration confirming that the work presented is their own original work.
- 4.3. Tutors may decline to mark any assessment work if there is evidence of dishonest or improper practice, or the assessment work does not comply with instructions. In these instances, the procedures will conform to the provisions of the Academic Misconduct regulations in the Academic Manual (refer section AM12: Academic Misconduct).

## 5. Assessments in Te reo Māori

- 5.1. Students have the right to undertake assessments in Te reo Māori.
- 5.2. Once enrolled, students who intend to present all or part of their assessments in Te reo Māori should provide written notice to the Tutor responsible for the module no less than six weeks prior to the due date for the assessment.
- 5.3. If less than six weeks' notice is given, marking and resulting processes for written assessments may be delayed, and oral assessments in Te reo Māori may not be able to be approved.
- 5.4. Wintec will take all reasonable steps to ensure all items of assessment presented in Te reo Māori, regardless of type (e.g. written/oral, theoretical/practical), are assessed by a Tutor who is competent in both Te reo Māori and the required discipline/subject area.

## 6. Assessment feedback

- 6.1. Feedback that supports learning should be provided on formative assessment tasks and where appropriate, summative assessment tasks.
  - i. Constructive and timely feedback needs to be provided throughout the module.
  - ii. Constructive feedback will provide comment on current performance (strengths and weaknesses) and strategies to improve future performance.
  - iii. Timely feedback will enable students to incorporate the feedback into future assessment tasks.
  - iv. Feedback should primarily relate to the assessment criteria but may also include comment on individual needs (e.g. grammar, APA referencing) as appropriate.

## 7. Assessment Concessions

- 7.1. Assessment Concessions are the variations that may be offered to students with **impairment/s**.
  - i. Students with **temporary impairments** should refer to the Academic Manual, Section AM8: Assessment Concessions, for further information.
  - ii. Students with **permanent impairments** should contact Student Learning Services for more information.

## 8. Reassessment Provisions

- 8.1. Reassessment provisions are opportunities for reassessment that are allowed as part of the standard delivery of a module.

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- 8.2. Reassessment provisions do not apply to permanent or temporary impairment/s. Students with impairments should make use of the opportunities available to them under Assessment Concessions (refer to the Academic Manual, Section AM8: Assessment Concessions, for further information).
- 8.3. Reassessment provisions are managed and monitored by the relevant School/Centre and reported to the appropriate Programme Committee. This includes all communications to students and ensuring notes are recorded in all appropriate systems (e.g. the Student Management System)
- 8.4. The Programme Committee should report on reassessment provisions to the Academic Approvals Committee via the School/Centre Strategic Programme Oversight Committee minutes three times a year.
- 8.5. Reassessment provisions may take the form of a short-term extension to the due date/submission deadline of an assessment; an opportunity to resit/resubmit an assessment; or an opportunity to undertake an alternative assessment.

i. **Short term extensions:**

- 1) Short term extensions:
  - a) must be requested from and agreed to by the module Tutor, or delegated authority, **before** the assessment due date/submission deadline
  - b) should be no longer than **two working days** past the assessment due date/submission deadline
  - c) are given at the discretion of the Tutor or delegated authority.
- 2) The Tutor or delegated authority must keep a record of extensions granted and the reason for the extension to ensure consistency and fairness in these decisions.
- 3) The Programme Committee may consider a short term extension of up to five working days past the assessment due date/submission deadline on a case by case basis. In such instances, the extension:
  - a) must be requested by the student in writing before the assessment due date/submission deadline
  - b) must be supported by the module Tutor or delegated authority.
- 4) No extension will be granted beyond the end of the semester in which the assessment is scheduled, unless authorised by the Dean.

ii. **Resit/resubmit:**

- 1) For achievement-based assessments:
  - a) students who fail an assessment but score within the 45-49% range of the required pass mark may be given/may apply to the Programme Coordinator for the opportunity to resit/resubmit that piece of assessment
  - b) students must be notified in writing of the expectations and new deadline, and, where appropriate, time and place of the resit/resubmit.
- 2) For competency-based assessments / achievement standards, unless otherwise stated within the achievement standard, resubmission should:

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- a) be limited to specific aspects of the assessment
- b) take place before overall feedback is given to the student on the work done. Resubmission is not possible if more teaching has occurred after the first assessment opportunity
- c) be closely supervised to manage authenticity
- d) be offered only where the tutor judges that the student has made a mistake that the student should be able to discover and correct themselves.

### iii. **Alternative Assessments:**

- 1) In some cases, an alternative assessment may be required to ensure that resit/resubmit opportunities do not create an unfair advantage. In such instances, the alternative assessment must:
  - a) be comparable in expectations and workload to the original assessment
  - b) be pre-assessment moderated
  - c) meet the same learning outcomes as the assessment it is replacing.

8.6. All reassessment provisions must be stated in the module outline/programme handbook, including to whom students will need to apply and any limits to the number of reassessment provisions allowed.

- i. If a generic statement is used in the Programme Handbook and there is a module within the programme excluded from this provision, this must be stated on that module's outline.

## 9. Students' Right to Query Mark or Grade

- 9.1. Marking schedules must be transparent so that students understand how the tutor arrived at the mark or grade.
- 9.2. Students have the right to discuss or query a mark or grade with their Tutor.
- 9.3. For assessments presented in Te reo Māori, students have the right to query the accuracy of the translation.
- 9.4. If students are not satisfied with the Tutor's response, they can apply for a Review of an Academic Decision by:
  - i. applying for reconsideration of a mark or grade for an item of assessment; or,
  - ii. applying for reconsideration of the final mark or grade for the module.

The review process falls under the Academic Appeals provisions of Wintec's Academic Regulations, specifically Sections AR:A – Academic Decisions and AR:8 – Academic Appeals.

- 9.5. Students may appeal the outcome of a Review of an Academic Decision by making an application to the Dean as per the provisions of Section AR:8 – Academic Appeals, specifically subsection AR:8.5 Academic Appeals Process.
- 9.6. Students who disagree with the decision of the Dean may appeal to Wintec's Academic Board, as per subsection AR:8.6 of Wintec's Academic Regulations.

## 10. Submission of Assessments and Timeframes for Return of Assessments

- 10.1. Schools/Centres may have specific conditions on submission of late work that may result in the award of a lower grade or no grade. Such requirements must conform to the Wintec Academic Regulations (refer Section AR:5 -*Assessment*), be approved by the Head of School/Centre Director; and be noted in the Programme Handbook.
- 10.2. All student work submitted for assessment will be marked and returned within 20 working days. Timeframes for the return of assessed work must be clearly conveyed to students. Variations due to circumstances such as delivery off-site or through a partnership arrangement must be clearly stated and approved by the relevant Programme Committee in advance.

## 11. Use of Third Parties in Assessment

- 11.1. Any third party that is used in assessment must be either:
  - i. a competent translator appointed by the Head of School/Centre Director in collaboration with the Māori Achievement Manager specifically for the purpose of translating an assessment item that has been presented in Te reo Māori; or
  - ii. a competent reader/writer appointed by the Student Learning Services for the purpose of providing support to students with a disability or temporary impairment.
- 11.2. The third party will not correct errors on the assessment or make any additions, deletions or embellishments to the assessment.
- 11.3. Contact between a translator and students is prohibited.
  - i. Even in an oral assessment, the translator is there to translate what the student says. To meet the core concepts of Assessment and Moderation there is no need for interaction between the translator and the student.



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Part B1: Assessment and Moderation

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## 12. Roles and Responsibilities in Assessment

The roles and responsibilities of the various parties involved in the assessment process need to be clearly established to ensure the principles of sound assessment practice are modelled.

ROLE	RESPONSIBILITY
<b>Academic Approvals Committee (AAC)</b>	<ul style="list-style-type: none"><li>- Is responsible for reporting to the Academic Board on Programme Committees' activities. This will include being aware of any academic matters that arise from assessment procedures operating within the Institute.</li><li>- Is responsible for overall approval and monitoring of NZQA approval and accreditation requirements, including the approval of 'changes to programmes and modules'. AAC must approve assessment structure changes with a view to risk mitigation (student and Wintec), and sound assessment practices.</li></ul>
<b>Office of the Dean</b>	<ul style="list-style-type: none"><li>- Oversees the formal reporting of results. As such, the Dean should maintain an overview of, and be confident in, the assessment procedures operating within the Schools and Centres.</li><li>- Has formal responsibility in the appeal process regarding assessments.</li><li>- Will respond promptly to appeals by ensuring that qualified and independent persons are engaged to evaluate any appeal, and will ensure that appellants are informed of the outcomes of any appeal at this level.</li></ul>
<b>Programme Committee/s (PC)</b>	<ul style="list-style-type: none"><li>- Ensures programmes within its scope comply with this policy. Any variations to this policy must be documented and either approved by the programme committee or directed by the programme committee to the appropriate approval authority</li><li>- Is responsible for the academic quality of programmes within its scope. This includes confirmation that any changes to programmes, modules and assessment structures are academically sound and meet the expectations of AAC.</li><li>- Ensures consistency of marking and resulting processes across School/Centre programmes.</li><li>- Confirms all results and completions.</li><li>- Oversees assessment concessions and reassessment provisions</li></ul>
<b>Organisational Development/ Teaching and Learning Coach Team</b>	<ul style="list-style-type: none"><li>- Inform and advise faculty on principles of sound assessment practice.</li><li>- As part of curriculum design, assist in the design of robust, sound, quality assessments that are guided by the Ako: Teaching and Learning Directions and expectations of Wintec.</li></ul>
<b>Quality and Academic Unit</b>	<ul style="list-style-type: none"><li>- Monitors the assessment processes used at Wintec through the School/Centre self-assessment process.</li></ul>



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	<ul style="list-style-type: none"><li>- Audit assessment and moderation materials from time to time.</li><li>- Administer and review changes to assessment structures submitted to the 'changes to programmes and modules' change request system.</li></ul>
<b>Head of School/Centre Director</b>	<ul style="list-style-type: none"><li>- Has overall responsibility for the assessment procedures of their School/Centre and the reporting of results through their Programme Committee/s.</li></ul>
<b>Team Manager</b>	<ul style="list-style-type: none"><li>- Has overall responsibility for the assessment procedures of their programme/s and the reporting of results through their Programme Committee/s.</li><li>- Oversees the proactive review of assessments.</li><li>- Acknowledges appeals and deals with them in a professional and transparent manner. Keeps full documentation of all appeals and outcomes, and this information is managed and stored as per School/Centre guidelines and the Academic Regulations and Manual.</li><li>- Resolves, in collaboration with Student Learning Services, requests for assessment accommodations for students with a verified disability.</li></ul>
<b>Team Manager or designated nominee<sup>5</sup></b>	<ul style="list-style-type: none"><li>- Oversees the design and implementation of assessment procedures. All assessment procedures must model the principles of sound assessment practice.</li><li>- Has responsibility for logging any changes to assessment structures on the 'changes to programmes and modules' change request system.</li></ul>
<b>Academic Staff Members</b>	<ul style="list-style-type: none"><li>- Responsible for implementation of assessment procedures. All assessment procedures must model the principles of sound assessment practice.</li><li>- Participate in and support design of assessments.</li><li>- Responsible for the proactive review of assessments.</li><li>- Responsible for marking and resulting assessments within the designated timeframes.</li><li>- Work within the processes and timeframes required by their Programme Committee/s.</li></ul>

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<sup>5</sup> These tasks may be delegated to another staff member to implement sound assessment practices across programmes to ensure rigour and consistency; however, the Team Manager maintains overall responsibility at the programme level.

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Part B1: Assessment and Moderation

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## 13. Measurements of Success

- i. Assessment procedures are robust.
- ii. Assessment principles are integrated into best practice teaching and learning.
- iii. There is a reduction in Academic Decision reviews and appeals.

## 14. Records Management

In line with the Public Records Act 2005, Wintec is required to provide a records management programme to ensure that authentic, reliable and usable records are created, captured and managed to a standard of best practice, and to meet business and legislative requirements. All records relevant to a specific policy need to be listed in every policy in the following format:

Record	Minimum retention period	Disposal Action	GDA Reference
Student request to complete course work or assessments in Te Reo Māori.	10 years after date of last action	Destroy	2.2.3
Assessment management: administrative documentation (copy of assessment or examination, setting and approval documents)	7 years after date of last action	Destroy	4.3.1
Requests for assessment concessions	7 years after date of last action	Destroy	4.3.1
Examination papers	A copy of marked paper kept until the end of that year plus 12 months	Destroy	4.3.2
Grading and/or marking documentation (e.g. examiner reports, marking schedules, results)	7 years after date of last action	Destroy	4.3.3
Marked assessments (this includes recordings of presentations, practicals, and uncollected/unreturned student work)	A copy of marked assessments kept until the end of that year plus 12 months	Destroy	4.3.4
Requests for reassessment provisions <sup>[1]</sup>	7 years after date of last action	Destroy	4.3.1

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<sup>[1]</sup> It is expected that reassessment provisions will be reported to the Programme Committee; therefore, a permanent record will be available with the PC minutes

# PROCEDURES & PRINCIPLES

Part B2: Assessment and Moderation

Number: AC-11/05



<b>Policy Manager:</b>	Quality and Academic Director	<b>Date Approved:</b>	November 2011
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<b>Authorised by</b>	Academic Approvals Committee		

## MODERATION

### 1. Moderation at Wintec

- 1.1. Moderation is integrated into Wintec's Quality @ Wintec framework and is a quality lens used to assess consistency and fairness across assessment practices and judgements. It is also a self-assessment tool that can lead to continuous improvement in teaching and learning.
- 1.2. Moderation assesses the strength of the reciprocal relationship between learning outcomes, assessments and learning activities.

### 2. Moderation Principles

- 2.1. *Moderation is accountability* – moderation ensures fairness, consistency and reliability in assessment. Robust moderation processes provide assurance to students and staff that assessment design, implementation and judgements are systematically reviewed providing confidence that the results achieved are valid and meaningful.
- 2.2. *Moderation is continuous improvement* – moderation is a key component of the self-assessment framework. Moderation supports the cycle of continuous review and improvement of modules and assessments by providing the systematic check of alignment between assessments, learning outcomes and learning activities.
- 2.3. *Moderation is transparent* – for moderation to be an enabler of accountability and continuous improvement, it needs to be clear and well-documented.
- 2.4. *Moderation is a collaboration* – at a basic level, moderation is a peer review of staff capabilities. It must therefore be conducted in the spirit of collaboration and continuous improvement of capabilities in, and quality of, teaching and learning. Staff are expected to conduct themselves within this spirit of collaboration so that if discord does occur, it is resolved in a professional and expedient manner.
- 2.5. *Moderation is manageable* – while moderation is an integral part of the teaching and learning cycle, it is not expected that every module will be moderated every time it is delivered; this would be unmanageable. However, all modules must be moderated at least once within a three-year cycle. Each School/Centre must develop and follow a three-year moderation schedule. The moderation process can be time-consuming; therefore, moderation schedules and moderators must be confirmed as early as possible to allow planning and potential capability development.

### 3. Moderation Practices

- 3.1. All modules delivered at or by Wintec will be moderated according to Wintec and external moderation requirements. This includes delivery offshore, off-site, online, or through a partnership/consortium arrangement; and all modules with assessment standards.

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- 3.2. This policy details the minimum expectations required for moderation of modules. Individual School/Centres may apply higher expectations/requirements but these must be approved by the School/Centre's Programme Committee(s) and be consistent and transparent across the whole School/Centre.

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3.3. The scheduling of moderation will be determined by:

- i. the Programme Committee
- ii. requirements of any external bodies
- iii. best practice principles.

3.4. Wintec will retain student work and assessments for up to one year for moderation purposes. Moderated assessments will be retained with all other moderation materials for seven years.

## 4. Wintec-managed Moderation

4.1. Wintec-managed moderation should occur for all modules and assessments. It is not realistic to moderate every module every year; therefore, all modules should be put on a moderation cycle.

- i. Each unit that delivers modules should maintain a continuous moderation schedule. The moderation schedule should include:
  - 1) when the module will be moderated
  - 2) what type of moderation will be undertaken
  - 3) who will conduct the moderation
  - 4) when the module was last moderated
  - 5) what type of moderation was conducted.
- ii. The moderation schedule is a living document and should be confirmed at the beginning of every year in order to confirm the modules to be moderated that year.
- iii. All modules being taught must be moderated through either a Pre-Assessment or Post-Assessment moderation process at least once every three years. This is the standard moderation requirement at Wintec.
  - 1) Standard moderation requires only one type of moderation, Pre- or Post-Assessment, per three-year cycle.
  - 2) All modules should alternate between Pre-Assessment or Post-Assessment moderation, i.e. Pre-Assessment moderation cannot be used in two consecutive cycles.
  - 3) It is best practice to add the Pre-Teaching Review to the standard pre-assessment moderation of a module.
  - 4) It is best practice to combine all three types of moderation in to a single moderation process.
- iv. Regardless of the moderation schedule or where a module sits in the cycle, if it meets any of the following criteria, then it must be moderated in that academic year.
  - 1) It is a new module.
  - 2) It is a module that has undergone significant changes to learning outcomes, activities or assessment components.
  - 3) It is an existing module with new assessment components.

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- 4) It is a module being delivered at a new site/in a new way.
  - 5) Issues with a module have been identified through self-assessment processes, e.g. student feedback, peer observation, etc.
  - 6) It has not been moderated for three years.
- v. Where a module is delivered at more than one site (including offshore), all sites must be moderated and included in the moderation schedule.
- vi. For *new staff members*, post-assessment moderation is required. Pre-delivery discussions of assessment judgements, assessment principles and assessment practices should be integrated into School/Centre support systems for new staff. Pre-teaching review and pre-assessment moderation are not required if the new staff use existing assessments and existing material, however, it is good practice to have new staff members participate in a pre-teaching review and pre-assessment moderation process with a peer/their mentor.
- vii. For *existing staff delivering an existing module for the first time*, pre- or post-assessment moderation is not required but it is recommended that there be a check in to ensure that assessment judgements, assessment principles and assessment practices meet the required standard.
- 4.2. The table on the following page illustrates the type of moderation that should be conducted, depending on the reason:

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Part B2: Assessment and Moderation

Number: AC-11/05

KEY	Required	Recommended	Optional
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## Wintec-managed Moderation Expectations.

	Pre-Teaching Review		Pre-Assessment Moderation		Post-Assessment Moderation	
	New staff	Existing staff	New staff	Existing staff	New staff	Existing staff
First delivery of a <b>new module</b>	Required	Required	Required	Required	Required	Required
First delivery of an existing module using new assessments and materials	Required	Recommended	Required	Recommended	Required	Required
First delivery of an existing module using existing assessments and materials	Optional	Optional	Optional	Optional	Required	Optional
Module has had significant <b>changes</b>	Required	Required	Required	Optional	Required	Required
Module has <b>new assessments</b>	Recommended	Recommended	Required	Optional	Required	Required
First delivery of a module at a <b>new site</b>	Recommended	Optional	Recommended	Optional	Required	Required
Issues with a module have been identified through self-assessment processes, e.g. student feedback, peer observation, etc.	Recommended	Recommended	Recommended	Recommended	Required	Required
Has not been moderated for three years	Recommended	Recommended	Recommended	Recommended	Required	Required

## 4.3. Moderators

- i. The person/s undertaking the moderation should have appropriate knowledge and understanding of the content and procedures being applied, and the context in which the teaching is carried out.
- ii. The moderation schedule for each module should include a mix of moderators, for example:
  - 1) Wintec staff that do not teach on the module
  - 2) other ITP staff that deliver similar modules
  - 3) other tertiary academic staff that deliver similar modules/subjects
  - 4) professional body representatives
  - 5) Industry Training Organisation representatives.
- iii. As part of the Wintec-managed moderation cycle, all modules must also be moderated by an external moderator at least once every three years.
  - 1) Externally-managed moderation (External Moderation) will fulfil this requirement.
  - 2) Where a programme does not have an externally-managed moderation process in place (e.g. ITO process for ITO managed unit standards), the Head of School/Centre Director will establish a relationship with an external representative to fulfil this requirement.
  - 3) Programme Committees are responsible for regular benchmarking of their programmes and modules against comparable international standards. This can be achieved by including international academic peers in the moderation process.
- iv. School/Centres must negotiate conditions for external moderators (e.g. payment), in conjunction with the Wintec Contracts office, prior to moderation taking place.

## 5. Externally-managed Moderation

### 2.1 Requirements

- i. Each external body will have its own process and procedures that must be followed.
- ii. Wintec's Quality and Academic Unit is responsible for the management of NZQA external moderation requirements.
- iii. Each Head of School/Centre Director, or delegated representative, is responsible for the management of ITO, Standard Setting Bodies (SSBs), Professional Body or any other external body moderation requirements.
- iv. Internal moderation of unit or achievement standard assessments should be conducted prior to submission for External Moderation.



# PROCEDURES & PRINCIPLES

Part B2: Assessment and Moderation

Number: AC-11/05



## 2.1 Roles and Responsibilities in Moderation

6.1. The roles and responsibilities of the various parties involved in the moderation process need to be clearly established to ensure the principles of sound assessment practice are modelled.

ROLE	RESPONSIBILITY
<b>Academic Approvals Committee (AAC)</b>	<ul style="list-style-type: none"><li>- Receive and monitor outcomes of Wintec-managed and externally-managed moderation</li><li>- Report to the Academic Board:<ul style="list-style-type: none"><li>o Advising on the general outcomes of Wintec-managed and externally-managed moderation; and</li><li>o Any significant issues and actions required to address these.</li></ul></li></ul>
<b>Office of the Dean</b>	<ul style="list-style-type: none"><li>- Ensures moderation occurs within Schools/Centres.</li><li>- Has overall responsibility for ensuring that any issues/breaches with moderation process are mitigated/rectified.</li></ul>
<b>Quality and Academic Unit</b>	<ul style="list-style-type: none"><li>- Monitors the moderation processes used at Wintec as part of the self-assessment process.</li><li>- Audit assessment and moderation materials from time to time.</li><li>- Oversees external moderation requirements for unit standards that are moderated through NZQA.</li></ul>
<b>Programme Committee/s (PC)</b>	<ul style="list-style-type: none"><li>- Ensures rigour and consistency of moderation practices and processes across School/Centre programmes.</li><li>- Approves the three-year and annual moderation schedules.</li><li>- Reviews all Wintec-managed and externally-managed moderation results, and tracks, monitors, and reviews any required or recommended changes.</li><li>- Considers and selects external moderators from nominations that have been recommended by staff to the PC.</li><li>- Where compliance with externally-managed NZQA Consent and Moderation Requirements (CMR) or ITO moderation conditions is required, the Programme Committee will ensure that procedures will facilitate this.</li><li>- Reports to the Academic Approvals Committee through the Strategic Programme Oversight Committee minutes and self-assessment plan three times a year on:<ul style="list-style-type: none"><li>o general outcomes of Wintec-managed and externally-managed moderation</li><li>o any significant issues and actions required to address these</li></ul></li></ul>
<b>Head of School/Centre Director</b>	<ul style="list-style-type: none"><li>- Has overall responsibility for the implementation and management of Wintec-managed and externally-managed moderation schedules and procedures for all School/Centre modules delivered at all sites.</li></ul>

# PROCEDURES & PRINCIPLES

Part B2: Assessment and Moderation

Number: AC-11/05



	<ul style="list-style-type: none"><li>- Establishes a co-ordinated approach to scheduling, undertaking and reporting moderation for modules/unit standards delivered under a service level agreement elsewhere in Wintec.</li><li>- Arranges for the appointment of external moderators.</li><li>- Has overall responsibility for ensuring that all aspects of the moderation process are completed.</li></ul>
<b>Team Manager or designated nominee<sup>6</sup></b>	<ul style="list-style-type: none"><li>- Is responsible for the implementation and management of moderation schedules and procedures (both Wintec-managed and externally-managed) for all modules delivered at all sites</li><li>- Is responsible for ensuring that moderation processes are robust and effective.</li><li>- Is responsible for ensuring that all aspects of the moderation process are completed.</li></ul>
<b>Academic Staff Members</b>	<ul style="list-style-type: none"><li>- Implement moderation as and when specified in the School/Centre annual moderation schedule.</li><li>- Ensure that all moderation reports are presented to the Programme Committee.</li><li>- Work within the moderation processes and timeframes required by their Programme Committee.</li><li>- Supply all documentation required for all Wintec-managed and externally-managed moderation processes.</li><li>- Complete all assigned moderator duties in a timely and professional manner.</li><li>- Actively seek support from the appropriate unit if professional learning is required.</li></ul>

## 2.1 Measurements of success

- 7.1. There is an active Wintec annual moderation schedule in every School/Centre.
- 7.2. Every active module is moderated (both internally and externally) within a three-year cycle.
- 7.3. Programme Committees report that continuous improvement of teaching and learning and assessment practice occurs as a result of moderation.

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<sup>6</sup> School/Centre may designate another staff member to implement and monitor moderation processes across programmes to ensure rigour and consistency; however, the Team Manager maintains overall responsibility.

# PROCEDURES & PRINCIPLES

Part B2: Assessment and Moderation

Number: AC-11/05



## 2.1 Records Management

- 8.1. In line with the Public Records Act 2005, Wintec is required to provide a records management programme to ensure that authentic, reliable and usable records are created, captured and managed to a standard of best practice, and to meet business and legislative requirements. All records relevant to a specific policy need to be listed in every policy in the following format:

Record	Minimum retention period	Disposal Action	GDA Reference
External moderation materials (including moderated assessments, plans, recommendations)	10 years after date of last action	Destroy	4.2.6
Internal moderation materials (including moderated assessments, plans and recommendations)	7 years after date of last action	Destroy	4.2.7

## SECTION AM6: CONDUCT OF TESTS AND EXAMINATIONS

### DEFINITIONS

Closed Book	Where an examination is designated by the Programme Committee as 'closed book', students shall not take any written, printed or electronic materials into the examination room.
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.
Open Book	Where an examination is designated by the Programme Committee as 'open book', students may take into the examination room any permitted and specified materials.
Restricted Materials	Where an examination is designated by the Programme Committee as 'restricted materials', students shall take into the examination room only such material as may be specified by the examiner. Such material shall not be annotated, written or typed upon, or otherwise marked.
Restricted Materials – 'may be written upon'	Where an examination is designated by the Programme Committee as "restricted materials – 'may be written upon'", the students shall take into the examination room only material specified by the examiner, and that material may be annotated, written or typed upon or otherwise marked in a relevant or contextual manner.
Side-lining	Line in the side margins of a text to highlight importance of section. Similar to underlining.
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.

*Referred to in Section AR:5 – Assessment, in the 2019 Academic Regulations.*

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## AM7.1 Entering and Leaving the Test/Examination Room

- a. In the case of tests and examinations **lasting one hour**:
  - i. No student will be allowed to enter the room for a test or examination more than 15 minutes after students have begun writing the test or examination;
  - ii. No student will be permitted to leave the room until 30 minutes has elapsed from the time the test or examination began;
  - iii. No student is permitted to leave the room during the last 15 minutes of the test or examination.
- b. In the case of tests and examinations **lasting more than one hour**:
  - i. No student will be allowed to enter the room for a test or examination later than 30 minutes after students have begun writing the test or examination;
  - ii. No student will be permitted to leave the room until 45 minutes has elapsed from the time the test or examination began;
  - iii. No student is permitted to leave the room during the last 15 minutes of the test or examinations.

## AM7.2 Examination Room Materials and Devices

- a. No student is permitted to bring into a test or examination an electronic calculator except by direction of the assessor. Where a test or examination has been designated 'calculator permitted':
  - i. The calculator used in the test or examination must be electronic, truly portable and self-powered, and noiseless (no audible alarms may be used);
  - ii. No supplementary material (e.g. operating manuals) related to the use and operation of the calculator will be permitted in the test or examination room other than spare batteries;
  - iii. In all cases, it is the responsibility of the student to maintain the operation and operating power of the calculator.
- b. No student is permitted to bring into a test or examination any electronic dictionary or other written or printed matter or information stored in an electronic or recording device, including cell phone and mobile devices or any electronic device that is able to connect to the internet, nor is any student permitted to bring into a test or examination any electronic device that can connect to the internet allowing students to access information, except by direction of the assessor.
  - i. Where a test or examination is 'Open Book' students may take into the test or examination room any written or printed material including books, acts, etc, and there will be no check on items taken into the test or examination room.
  - ii. Where a test or examination is designated 'Restricted Materials', students may take into the test or examination room only material specified by the assessor, and that material must not be annotated, written or typed upon, or otherwise marked except by underlining or side-lining. Material taken into tests or examinations designated 'Restricted Materials' is subject to inspection and confiscation by the room supervisor, assessor or any person employed by Wintec.
  - iii. Where a test or examination is designated "Restricted Materials – 'may be written upon'", students must take into the test or examination room only material specified by the assessor, and that material may be annotated,

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written or typed upon or otherwise marked in a relevant and contextual manner.

- iv. Material and devices not approved for use in a test or examination, and personal belongings, must be left in a designated area. The designated area will be determined by the room supervisor.
- v. All paper used during a test or examination must be handed to the room supervisor before the student leaves the room.
- vi. Where material is permitted under the rules of this section, assessors will be required to be present at the commencement of the test or examination to check material brought into the room.

### AM7.3 Student Conduct

- a. Students must obey the instructions of the assessor/room supervisor in any test or examination.
- b. Students must not begin writing their answers until the assessor/room supervisor announces that they may do so.
  - i. The assessor may allow students to read their test or examination papers for a maximum of ten minutes before the writing time of the test or examination commences.
- c. No student will communicate with another in the test or examination room.
- d. A student's behaviour during a test/examination must not disturb, distract or adversely affect any other student. Refer to the [Code of Conduct for Students, Peer Tutors and Student Mentors](#).
- e. No student will borrow materials from another student or share materials with another student in a test or examination room except where this has been expressly authorised by the assessor.
- f. No student will continue writing an answer after the room supervisor has announced the expiration of time. In no circumstances is additional time allowed for students to read over their scripts or make an amendment or addition.
- g. Examinations held under the authority of external agencies and/or organisations will be conducted and administered under provisions and regulations set by those agencies and/or organisations.

### AM7.4 Online Tests/Examinations

- a. The provision for and conduct of online tests and examinations will be established and set by the Programme Committee. In general, online tests and examinations will follow the same principles outlined as follows:
  - i. Where appropriate, students must write answers in the presence of a supervisor who will be appointed by Wintec.
  - ii. Where appropriate, students will not be permitted to bring with them into a test or examination environment any unauthorised material or written or printed matter. Students must observe any rules specifying the type of equipment, such as calculators, that may be used during the test or examination.
  - iii. Students must observe the rules regarding the conduct of tests and examinations and must follow the instructions of the supervisors.

### AM7.5 Assessor–Student Communications

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No student will communicate directly with an assessor in regard to a test or examination from the time it begins until the result is published but may communicate through the Student Enrolment and Information Centre.

## SECTION AM7: ASSESSMENT CONCESSIONS

### DEFINITIONS

<b>Classification of Impairment</b>	Classification refers to the timing of the illness/incident that caused the impaired performance or failure to meet the assessment date. Classification is used to determine whether the application can be assessed for Special Consideration, or referred to an alternative application process:
<b>Temporary</b>	An illness/incident that happens at the time of assessment. <ul style="list-style-type: none"> <li>Handled through Special Consideration process.</li> </ul>
<b>Permanent</b>	A long-term illness/condition/disability. <ul style="list-style-type: none"> <li><b>Not</b> handled through Special Consideration. Refer to the policy on Equal Education Opportunities (AC-99/05) Parts A and B</li> </ul>
<b>Recurring</b>	An ongoing illness/incident that started as temporary, and continues to impact on assessments for a longer period of time. <ul style="list-style-type: none"> <li><b>Not</b> automatically handled through the Special Consideration process.</li> </ul>
<b>Grounds of Impairment</b>	The reason/cause of impairment:
<b>Personal illness/injury</b>	Temporary illness or accident/injury at the time of assessment.
<b>Bereavement</b>	The death of a close family member or friend at the time of assessment.
<b>Exceptional circumstances beyond the control of a student</b>	The circumstance/s the application is based on; considered on a case-by-case basis. It must be proved that the circumstance/s is outside of the norm, beyond the control of the student, and could not have been anticipated (i.e. the student did not have the opportunity to make alternative arrangements before the assessment date).
<b>Types of Assessment</b>	Assessments are grouped into three categories for Special Consideration. <i>NOTE: A student cannot apply for Special Consideration towards their final grade. Special Consideration is based on impaired performance or failure to attend an assessment item.</i>
<b>Internal assessment</b>	Within the context of Special Consideration, all items of assessment that are not an in-class test/examination or formal examination.
<b>In-class test/examination</b>	All tests and examinations scheduled in class time and/or the formal teaching weeks of the programme.
<b>Formal examination</b>	Examinations held during the formal examination period.
<b>Impact of Impairment</b>	
<b>Unable to present work for an assessment by the due date</b>	Applies to Internal Assessment. The inability to submit take-home work by the due date or present in-class work (e.g. presentation) on the scheduled date.



<b>Prevented from preparing for an assessment</b>	Applies to all three Types of Assessment.
<b>Unable to attend a test or examination</b>	Applies to in-class test/examination and formal examination.
<b>Seriously impaired in the performance in a test or examination or item of assessment</b>	Applies to all in-class assessment and formal examination.
<b>Assessment Concessions</b>	Depending on the combination of factors detailed above, the evidence provided and the overall performance of the student, the outcome may comprise any of the following:
<b>Extension</b>	<p>The approval of extra time to complete and submit an item of assessment (after the published deadline).</p> <ul style="list-style-type: none"> <li><i>An extension does not create an annotation to the final grade.</i></li> </ul>
<b>Alternative time/alternative assessment</b>	<p>The opportunity for a student to complete an assessment at an alternative time. Depending on the type of assessment, often the alternative time involves an alternative item of assessment.</p> <ul style="list-style-type: none"> <li><i>Alternative assessment time and/or alternative assessment does not create an annotation to the final grade.</i></li> </ul>
<b>Resubmission/resit</b>	<p>In the context of Special Consideration, the opportunity to resubmit or resit a summative assessment due to impaired performance.</p> <ul style="list-style-type: none"> <li>Some modules allow students more than one attempt to pass an item of assessment. These second attempts are not based on impaired performance and are at the discretion of the Programme Committee. Second attempt provisions are specified in the course outline.</li> <li><i>A resubmission/resit creates an annotation to the final grade – '(r)'.</i></li> </ul>
<b>Learning support</b>	<p>Support provided by Wintec's Student Capability Development team e.g. reader/writer assistance.</p> <ul style="list-style-type: none"> <li><i>Learning support does not create an annotation to the final grade.</i></li> </ul>
<b>Aegrotat</b>	<p>The consideration of an impairment that impacts on the preparation for, and/or performance in, an assessment item where no further reassessment opportunity is available.</p> <ul style="list-style-type: none"> <li>Aegrotat is not available for competency based assessment;</li> <li>Aegrotat is not available for assessment item/s that measure a learning outcome/s that is not measured by any other assessment item/s within that module; <ul style="list-style-type: none"> <li>The assessment structure specifies which learning outcomes are measured by each assessment item;</li> <li>In most cases this limits aegrotat to final examinations.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Aegrotat is only available where there is no opportunity for further assessment attempts; <ul style="list-style-type: none"> <li>○ Assessment items should be scheduled so that reassessment opportunities are available and manageable. In most cases this limits aegrotat to final examinations.</li> </ul> </li> <li>• <i>An aegrotat creates an annotation to the final grade – ‘(a)’.</i></li> </ul>
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*Referred to in Section AR:5 – Assessment, in the 2019 Academic Regulations.*

AM8.1 Assessment Concessions are the variations to scheduled assessments that are offered to students with a temporary impairment/s. These concessions remove barriers which prevent students from undertaking assessments, thereby enabling them to pursue their educational and/or vocational goals.

- a. Note that Assessment Concessions are for students with temporary impairments. Opportunities for extensions and resits that are a standard part of the delivery of the module are called Reassessment Provisions and are different to Assessment Concessions. Reassessment Provisions are not for students with **genuinely serious problems or exceptional circumstances beyond the control of the student**.

AM8.2 It is essential to recognise that a student will experience occasional illness and perhaps other problems or events that coincide with the preparation of internal assessments, tests and examinations, or meeting assessment dates. This is part of everyday life and it is expected that students will manage these situations alongside their commitment to study. Such circumstances do not in themselves excuse failure or impaired performance and do not automatically provide grounds for an Assessment Concession.

AM8.3 Events do not always run smoothly and students are expected to take this into account when managing their study by building in contingency for the unexpected. For example, by ensuring that assignments are completed in good time, or allowing sufficient time to revise for an exam.

AM8.4 Wintec will, however, take account of **genuinely serious problems or exceptional circumstances beyond the control of a student** which have adversely affected their performance in an internal assessment, test or examination. A student may ask for their circumstances to be taken into account by applying for ***Special Consideration for Impaired Performance or Failure to Meet Assessment Dates (Special Consideration)***.

*It is important to note that students no longer apply for a remedy or solution, e.g. a student does not apply for an aegrotat; nor do they apply for an extension; nor a resit; nor a resubmit. Instead, the student presents their circumstances and evidence to support their claims, and the relevant Team Manager, or delegated authority, decides what the best solution for the student is based on their situation.*

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- AM8.5 In order to successfully complete a module, a student is required to achieve all learning outcomes of that module. The level of achievement is measured through assessment. While Wintec will take into account any genuine cases of impaired performance, Wintec has an obligation to ensure that all students are assessed against all learning outcomes for all modules. Wintec ensures this by having a range of options available, depending on the type of assessment and grounds for impaired performance, for applications for **Special Consideration**. Wintec upholds the integrity of an assessment by ensuring all students are assessed to the same standard.
- AM8.6 When students enrol with Wintec it is expected they will do everything they can to successfully complete their programme of study and Wintec is committed to providing the necessary mechanisms to help students achieve this goal. This includes having appropriate support services available to assist students with managing their study. It is expected that students will familiarise themselves with these and use them where appropriate.
- AM8.7 An application for **Special Consideration** does not automatically ensure successful completion of a module. Only genuine cases, where evidence confirms that the student has experienced serious issues or exceptional circumstances beyond their control, will be successful.
- AM8.8 **Parameters for Special Consideration**
- a. The following parameters will be taken into account when assessing applications for **Special Consideration**:
    - i. Classification of impairment;
    - ii. Grounds;
    - iii. Type of assessment; and
    - iv. Impact of impairment.
  - b. Refer to the Definitions Section for an explanation of these terms.
  - c. It is the Head of School/Centre Director or delegate's responsibility to ensure that assessment items are scheduled and reassessment opportunities are available and manageable.
- AM8.9 **Special Consideration Process**
- a. **Timeframe for applying:**
    - i. It is the student's responsibility to apply for Special Consideration.
    - ii. Where possible, Wintec encourages proactive measures, e.g. the arrangement of learning support for an examination, or the request of an extension before the assessment due date. However, while this is not always possible, applications for Special Consideration must be **submitted** within 5 working days of the illness/incident.
    - iii. Applications for Special Consideration will **not** be accepted after the results of the assessment item/s are released.
    - iv. Applications for Special Consideration must be completed in full by the student. Failure to do so may impact on Wintec's ability to process the application in a timely manner, which may affect a student's eligibility to apply for Special Consideration.
  - b. **Evidence required:**
    - i. Signed evidence from a Registered Medical or Dental Practitioner, Registered Midwife, Registered Psychologist, or Wintec Counsellor (*to be referred to as*
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*'the Registered Practitioner/s)* on the nature and severity of the personal illness/injury and the impact of impairment on the assessment preparation/performance.

- ii. The Registered Practitioner can only assess and comment on what is presented at the time of the consultation. Therefore, it is in the best interests of the student to have a consultation whilst the symptoms are present.
  1. As it is sometimes unrealistic to expect that a student will secure an appointment with a Registered Practitioner immediately, the student may consult with a Registered Nurse who can make an initial assessment. This assessment can be passed on to the Registered Practitioner who must complete the form.
- iii. When completing the form, the Registered Practitioner must determine the severity and impact of the impairment on the assessment preparation/performance using the following scale:

<b>Minor</b>	Illness, injury or circumstance that falls within the range of normal experiences that any student would face during assessment periods. There is little to no impact on the preparation for, or performance in, an assessment*. Minor illness, injury or circumstance will not affect attendance or the submission of assessment items.
<b>Moderate</b>	Illness, injury or circumstance that probably falls outside the range of normal experiences that any student would face during assessment periods. There probably is substantive or significant impact on the preparation for, or performance in, an assessment*. Moderate illness, injury or circumstance will possibly affect attendance or the submission of assessment items.
<b>Major</b>	Illness, injury or circumstance that clearly falls outside the range of normal experiences that any student would face during assessment periods. There clearly is substantive or significant impact on the preparation for, or performance in, an assessment*. Major illness, injury or circumstance is likely to affect attendance or the submission of assessment items.

\* Assessment = internal assessments, tests, and examinations, including formal examinations.

- iv. For **bereavement**, evidence can include:
  1. Stating the nature of the relationship that led to personal grief;
  2. Supporting documentation from a Wintec Counsellor;
  3. Copy of the death notice.
- v. For **exceptional circumstances beyond the control of a student**, evidence is dependent on the circumstances, but must prove the circumstances are exceptional, outside of the control of the student, and could not be mitigated through effective time management.

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- vi. It is the student's responsibility to gather the evidence required for an application for Special Consideration.
  - vii. Supporting evidence does not guarantee a successful application. Supporting evidence is just one of the components that will be taken into account (along with the combination of factors that led to the application and the overall performance of the student).

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- c. A student is **not** likely to be successful in their application for Special Consideration if it is based upon:
    - i. The 'bunching' of examinations or assessment deadlines;
    - ii. Issues caused by being a non-native speaker of English language. Non-native speakers of English should seek advice from Internationalisation and/or Student Capability Development prior to any assessment/s;
    - iii. Poor time management or organisation;
    - iv. Circumstances within the student's control;
    - v. Minor illness/injury;
    - vi. A permanent or recurring condition or disability where the School/Centre has already made special arrangements for the student's assessment/s;
    - vii. Circumstances which were known to the student prior to the date of enrolment.
  - d. The Head of School/Centre Director may delegate the assessment of an application for Special Consideration. The application must be assessed on the basis of the evidence provided, within the context of the student's academic achievement in the specific module/s where possible, and overall performance within the programme.
  - e. The Head of School/Centre Director, or delegate, must respond to the application within 5 working days of receiving the application. The student must be notified of:
    - i. Whether the application is successful or not;
    - ii. If successful, the type of resolution offered;
    - iii. When the type of resolution is due/scheduled.
  - f. Once notified of the outcome of their application, the student should confirm any arrangement with staff from the School/Centre.
  - g. The student can appeal a decision made by the Head of School/Centre Director by sending a letter to the Office of the Dean within 5 working days of receiving that decision.
  - h. When considering the appeal, the Dean will review the processes and procedures followed by the Head of School/Centre Director to determine if due process was followed.
  - i. A letter of response will be sent from the Dean to the student/s within 5 working days of the final deliberation, stating the decision and the evidence that led to it.
  - j. Schools/Centres need to keep a complete record of all applications and outcomes, and must report any applications to their Programme Committee. The Programme Committee must report all applications to the Academic Approvals Committee (AAC) through their Tri-annual Report process.

When a student applies for Special Consideration, an assessment is undertaken by the Head of School/Centre Director or delegated authority. There is a hierarchy to the potential outcomes of Special Consideration cases. The approach used to determine the outcome of a Special Consideration case will ensure that a student will still be able to achieve the required learning outcomes of the module. The following table illustrates how Special Consideration outcomes will be determined:

	Impact of Impairment	Grounds for Impairment	For impairments that occur:	Recommended solution	Timeframe to apply
Module Work/Assignments	Unable to present work for an assessment by due date	Personal Illness/Injury	Within two working days of the due/scheduled date of the assessment	Extensions Alternative time	No later than five working days after the due/scheduled date of the assessment
		Bereavement	Within five working days of the due/scheduled date of the assessment	Extensions Alternative time	No later than five working days after the due/scheduled date of the assessment
		Exceptional Circumstances	Case-by-case	Extension Alternative time	No later than five working days after the due/scheduled date of the assessment
	Prevented from preparing for assessment	Personal Illness/Injury	Within five working days of the due/scheduled date of the assessment	Resubmission/Resit	No later than five working days after the due/scheduled date of the assessment
		Bereavement	Within five working days of the due/scheduled date of the assessment	Resubmission/Resit	No later than five working days after the due/scheduled date of the assessment
		Exceptional Circumstances	Case-by-case	Resubmission/Resit	No later than five working days after the due/scheduled date of the assessment
In Class Tests / Examinations	Prevented from preparing for assessment	Personal Illness/Injury	Within five working days of the due/scheduled date of the assessment	Alternative time/Alternative Assessment Resit	No later than five working days after the due/scheduled date of the assessment
				Alternative time/Alternative Assessment Resit	No later than five working days after the due/scheduled date of the assessment
		Bereavement	Within five working days of the due/scheduled date of the assessment	Alternative time/Alternative Assessment Resit	No later than five working days after the due/scheduled date of the assessment
				Alternative time/Alternative Assessment Resit	No later than five working days after the due/scheduled date of the assessment
		Exceptional Circumstances	Case-by-case	Alternative time/Alternative Assessment Resit	No later than five working days after the due/scheduled date of the assessment
				Alternative time/Alternative Assessment Resit	No later than five working days after the due/scheduled date of the assessment
	Unable to attend test or examination	Personal Illness/Injury	Within two working days of the scheduled date of the assessment	Alternative Time/Alternative Assessment	No later than five working days after the due/scheduled date of the assessment
		Bereavement	Within five working days of the scheduled date of the assessment	Alternative Time/Alternative Assessment	No later than five working days after the due/scheduled date of the assessment
		Exceptional Circumstances	Case-by-case	Alternative Time/Alternative Assessment	No later than five working days after the due/scheduled date of the assessment
	Seriously impaired in the performance in a test or	Personal Illness/Injury	Within two working days of the scheduled date of the assessment	Resit Learning support	No later than five working days after the due/scheduled date of the assessment
				Resit Learning support	No later than five working days after the due/scheduled date of the assessment

	Impact of Impairment	Grounds for Impairment	For impairments that occur:	Recommended solution	Timeframe to apply
	<i>examination or item of assessment</i>	<i>Bereavement</i>	Within five working days of the scheduled date of the assessment	Resit	No later than five working days after the due/scheduled date of the assessment
		<i>Exceptional Circumstances</i>	Case-by-case	Resit	No later than five working days after the due/scheduled date of the assessment
Formal Examinations	<i>Prevented from preparing for assessment</i>	<i>Personal Illness/Injury</i>	Within five working days of the due/scheduled date of the assessment	Alternative Time/Alternative Assessment	No later than five working days after the due/scheduled date of the assessment
				Aegrotat	
		<i>Bereavement</i>	Within five working days of the due/scheduled date of the assessment	Alternative Time/Alternative Assessment	No later than five working days after the due/scheduled date of the assessment
				Aegrotat	
		<i>Exceptional Circumstances</i>	Case-by-case	Alternative Time/Alternative Assessment	No later than five working days after the due/scheduled date of the assessment
				Aegrotat	
	<i>Unable to attend test or examination</i>	<i>Personal Illness/Injury</i>	Within five working days of the scheduled date of the assessment	Alternative Time/Alternative Assessment	No later than five working days after the due/scheduled date of the assessment
				Aegrotat	
		<i>Bereavement</i>	Within five working days of the scheduled date of the assessment	Alternative Time/Alternative Assessment	No later than five working days after the due/scheduled date of the assessment
				Aegrotat	
		<i>Exceptional Circumstances</i>	Case-by-case	Alternative Time/Alternative Assessment	No later than five working days after the due/scheduled date of the assessment
				Aegrotat	
	<i>Seriously impaired in the performance in a test or examination or item of assessment</i>	<i>Personal Illness/Injury</i>	Within five working days of the scheduled date of the assessment	Learning support	No later than five working days after the due/scheduled date of the assessment
				Aegrotat	
		<i>Bereavement</i>	Within five working days of the scheduled date of the assessment	Aegrotat	No later than five working days after the due/scheduled date of the assessment
		<i>Exceptional Circumstances</i>	Case-by-case	Aegrotat	No later than five working days after the due/scheduled date of the assessment



#### **AM8.10 Recurring Impairment and/or Failure to Meet Assessment Dates**

- a. When an impairment changes from temporary to recurring, students are required to proactively seek support and guidance on how to deal with the impairment and manage their continued study without relying on the provision of Special Consideration.
- b. It is recommended that students in this situation make an appointment with their School/Centre to gain programme advice. Other support service staff may need to be involved.

#### **AM8.11 Exceptions to these Regulations**

- a. Where a programme is co-regulated by a professional body, there may be further requirements and limitations to take into account. Students will need to refer to the regulations of the associated professional body.

## SECTION AM8: SPECIAL ARRANGEMENTS FOR FORMAL EXAMINATIONS

- AM9.1 Special Arrangements for Formal Examinations (Special Arrangements) is the formal request to attend an alternative examination to the published examination timetable. Alternative examinations include alternative time and alternative place.
- AM9.2 Special Arrangements must be applied for at least 20 working days before the timetabled formal examinations.
- AM9.3 Special Arrangements are for exceptional circumstances that occur during the timetabled examination period that the student has no control over re-arranging. For example, national representation in an international event. Special Arrangements are not for students who want an alternative examination due to conflicts with a planned holiday or personal event.
- AM9.4 **Special Arrangements** are not the same as **Special Consideration** – which is an application based on impaired preparation, attendance or performance. **Special Arrangements** are also not the same as **access arrangements**, which are made to assist permanently impaired students with the opportunity to achieve their academic and/or vocational goals.
- AM9.5 Applications for Special Arrangement for Formal Examinations must be made on the prescribed form which is available from SEIC.
- AM9.6 The Head of School/Centre Director will determine and approve any application for Special Arrangement.
- AM9.7 The student will be notified in writing if an alternative examination has been scheduled.
- AM9.8 **Special Arrangements** are dependent on resourcing and availability and may not always be possible. A student who is aware, at the time of enrolment, of any event or situation that will conflict with their timetabled formal examination/s, should discuss the situation with their School/Centre.

## **SECTION AM9: POLICY ON AWARDS AND STATEMENTS OF ACHIEVEMENT (AC-15/01)**

The policy on Awards and Statements of Achievement Parts A and B (AC-15/01) has been included in this manual in its entirety. When referencing the policy please use the name and numbering of the policy.

Part A: Awards and Statements of Achievement of Wintec

Number: AC-15/01

Policy Owner	Dean	Date Approved:	October 2015
Category:	Academic	Date Last Revised:	October 2015
Refined category:	Governance	Next Review Date:	October 2018
Authorised by	Academic Approvals Committee on behalf of Council		

## AWARDS & STATEMENTS OF ACHIEVEMENT

### 1. Purpose and Scope

The conferment of awards and issuing of statements of achievement/completion is governed by Council in accordance with legislative requirements.

This policy relates to the types of awards and statements Wintec can confer/issue, the specific awards that Wintec currently confer and the specific requirements of the award parchment.

The scope of this policy includes Council, Academic Board and all staff involved in the conferment of awards and issuing of statements of achievement/completion.

### 2. Policy Statement

Wintec has the ability to confer awards approved and/or accredited by the New Zealand Qualifications Authority; and issue statements of achievement or completion. Through this policy Wintec will:

- Be clear on the types of programmes/qualifications that Wintec delivers that lead to awards
- Be clear on the types of programmes that Wintec delivers to lead to statements of achievement/completion
- Have a current statute detailing all awards that Wintec can confer
- Have a current list of New Zealand and National qualifications that Wintec deliver
- Be clear on the parchment requirements for each type of award

Policy Owner	Dean	Date Approved:	October 2015
Category:	Academic	Date Last Revised:	October 2015
Refined category:	Governance	Next Review Date:	October 2018
Authorised by	Academic Board on behalf of Council		

## PART ONE: AWARDS & STATEMENTS OF ACHIEVEMENT

### 1. Definitions

<b>Accreditation</b>	As per section 250 of the Education Act 1989 NZQA has the power to accredit institutions to deliver approved programmes of study that leads to a qualification/s
<b>[Programme] Approval</b>	As per section 249 of the Education Act 1989 NZQA has the power to approve programmes of study that leads to a qualification/s
<b>Award [of a qualification]</b>	The issuing/conferment of a qualification that is listed on the NZQF.
<b>Certificate of Proficiency (COP)</b>	The term used at Wintec to cover both Certificate of Proficiency (COP) and Certificate of Personal Interest (CPI). These are ad hoc programmes of study that consist of modules from approved programmes/qualifications that meet the individual student's needs. A COP student can be presented with a certificate detailing the modules that student completed.
<b>Local Qualifications</b>	Local qualifications are being phased out and replaced by New Zealand qualifications as an outcome of the Targeted Review of Qualifications (TRoQ). Prior to the TRoQ all level 1 – 6 qualifications were either local (owned by the approved provider) or owned by NZQA (national certificates/diplomas).
<b>National Qualifications</b>	National qualifications are being phased out and replaced by New Zealand qualifications as an outcome of the Targeted Review of Qualifications (TRoQ). Prior to the TRoQ all level 1 – 6 qualifications were either owned by NZQA (national certificates/diplomas) or local (owned by the approved provider).
<b>New Zealand Qualifications</b>	New Zealand qualifications range from level 1 – 6 on the NZQF and can be either certificate or diploma qualification types. NZ qualifications replace national and local qualifications as an outcome of the Targeted Review of Qualification (TRoQ). Note: all qualifications at level 1 – 6 MUST be a New Zealand qualification – there is no concept of a local qualification in the post-TRoQ environment.
<b>New Zealand Qualifications Authority (NZQA)</b>	Crown entity tasked by the NZ Government to provide leadership in assessment and qualifications. NZQA is the sole credentialing body for Institutes of Technologies/Polytechnics (ITPs); Private Training Institutes (PTIs); and Industry Training Organisations (ITOs). Part 20 of the Education Act 1989 states the powers and functions of NZQA.

*Universities New Zealand (established as the New Zealand Vice Chancellors' Committee under the Education Act 1989) is the equivalent body for universities.*

## **New Zealand Qualifications Framework (NZQF)**

Register of all approved qualifications in NZ at senior secondary and tertiary level. It is the definitive source used by other agencies (both nationally and internationally) to confirm the currency, accuracy and authenticity of a qualification, who is accredited to deliver the programme and who can award the qualification.

## **New Zealand Qualification Framework (NZQF) Levels**

Ranges from levels 1 – 10. A summary of the NZQF Level Descriptors (be, know and do) is detailed in Appendix One

### **New Zealand Qualification Framework (NZQF) <sup>7</sup> Qualification Type definitions:**

#### **Certificate**

Ranges from level 1 – 6 on the NZQF. Design features detailed below by level

#### **Level 1**

Qualifies an individual with basic knowledge and skills **for work, further learning and/or community involvement**. A level 1 certificate requires a minimum of 40 credits at level 1 or above.

#### **Level 2**

Qualifies an individual with introductory knowledge and skills **for a field(s)/areas of work or study**. A level 2 certificate requires a minimum of 40 credits at level 2 or above.

#### **Level 3**

Qualifies an individual with introductory knowledge and skills **for specific role(s) within fields/areas of work and/or preparation for further study**. A level 3 certificate requires a minimum of 40 credits at level 3 or above.

#### **Level 4**

Qualifies an individual to work or study **in broad or specialised field(s)/areas**. A level 4 certificate requires a minimum of 40 credits at level 4 or above.

#### **Level 5**

Qualifies an individual with theoretical and/or technical knowledge and skills **within an aspect(s) of a specific field of work or study**. A level 5 certificate requires a minimum of 40 credits at level 5 or above.

#### **Level 6**

Qualifies an individual with theoretical and/or technical knowledge and skills **within an aspect(s) of a specialised/strategic context**. A level 6 certificate requires a minimum of 40 credits at level 6 or above.

<sup>7</sup> [As listed on] The New Zealand Qualifications Framework (2014). Retrieved from <http://www.nzqa.govt.nz/assets/Studying-in-NZ/New-Zealand-Qualification-Framework/requirements-nzqf.pdf>

<b>Diploma</b>	<p>Ranges from level 5 – 7 on the NZQF. Design features detailed below by level</p>
Level 5	<p>Qualifies individuals with theoretical and/or technical knowledge and skills <b>within a specific field of work or study</b>. A level 5 diploma requires a minimum of 120 credits for level 4 or above with a minimum of 72 credits at level 5 (or above).</p>
Level 6	<p>Qualifies individuals with theoretical and/or technical knowledge and skills <b>in a specialised/strategic context</b>. A level 6 diploma requires a minimum of 120 credits for level 5 or above with a minimum of 72 credits at level 6 (or above).</p>
Level 7	<p>Qualifies individuals with specialised and technical knowledge and skills <b>within a professional context</b>. A level 7 diploma requires a minimum of 120 credits for level 5 or above with a minimum of 72 credits at level 7 (or above).</p>
<b>Bachelor Degree</b>	<p>Level 7 on the NZQF, a bachelors is the first level of the degrees (honours, masters, doctorate being the higher levels). A bachelor's degree is a coherent body of knowledge with a focus on at least one recognised major subject. There is also the expected development of soft skills, critical thinking, and self-directed work and learning. A standard bachelor's degree (e.g. BA) would be 360 credits taught over three years, a 'professional' bachelor's degree (e.g. LLB) 480 credits over four years. Each year of study should advance the previous year's body of knowledge and cover introductory modules (level 5 on the NZQF) through to advanced level modules in the major subject (level 7 on the NZQF).</p>
<b>Graduate Certificate/Diploma</b>	<p>Level 7 on the NZQF, a graduate certificate/diploma is for degree graduates who want to further their undergraduate study in a subject area that differs from their degree. A graduate certificate requires a minimum of 60 credits with 40 at level 7 and a graduate diploma requires a minimum of 120 credits with a minimum of 72 at level 7. A graduate certificate/diploma would consist of the modules for a major subject only and would normally be delivered over six months (certificate) to a year (diploma).</p>
<b>Bachelor Honours Degree</b>	<p>Level 8 on the NZQF, a bachelor with honours degree is either a (minimum) four year combined bachelors and bachelor with honours degree or a distinct post graduate degree that follows the bachelor's. A combined bachelor with honours degree requires 480 credits and a distinct bachelor with honours degree requires 120 credits. A bachelor with honours (either component of the combined degree or distinct qualification) would normally consist of postgraduate level study that advances the major subject of a student's bachelor's degree. There is an expectation of intellectual independence, research capability and analytical robustness. A bachelor with honours degree may be</p>

awarded with a level of honours (first class; second class (first division); second class (second division); or third class).

<b>Postgraduate Certificate/Diploma</b>	Level 8 on the NZQF; a postgraduate certificate/diploma can advance the study of the three undergraduate qualifications (bachelor's degree; graduate certificate/diploma); or provide students a pathway into a master's degree in either academic achievement or professional development. A postgraduate certificate requires a minimum of 60 credits at level 8; while a postgraduate diploma requires a minimum of 120 credits, including a minimum of 72 credits at level 8. There is an expectation that a postgraduate diploma will prepare a student for independent research and academic rigour at postgraduate level.
<b>Master's degree</b>	Level 9 on the NZQF; a master's degree is advanced study to leads to the mastery of a specialised field or professional practice. There are three types of master's: by thesis only which requires 120 credits at level 9; through a combination of modules and thesis which requires a minimum of 240 credits and includes a form of research (e.g. thesis, dissertation or research paper) that is a minimum of 90 credits at level 9; through module work only which requires a minimum of 120 through to 240 credits, but still includes some form of research project. There is an expectation that a master's degree will create a piece of original research to internationally recognised standards.
<b>Parchment</b>	The document awarded/presented to a student.
<b>Short Course</b>	<p>The term used at Wintec for 'exemptions to training schemes'. Short courses are deemed exceptions to training schemes and:</p> <ul style="list-style-type: none"> <li>- Be recreational in nature; or.</li> <li>- Be for corporate training, other than those designed to meet regulatory requirements for occupations registration or licencing or health and safety in the workplace.</li> </ul> <p>Short courses do not attract SAC funding.</p>
<b>Training Schemes</b>	<p>The Education Act 1989 defines training scheme as "study and training that leads to an award but does not, of itself, lead to a qualification listed on the New Zealand Qualification Framework (NZQF). While not listed on the NZQF, training scheme programmes align to the levels of the NZQF (1-9) and any award of a training scheme will meet the same characteristics and definitions of the NZQF levels (detailed below).</p> <p>A training scheme must not replicate any qualifications listed on the framework.</p> <p>Training Schemes replaced short awards.</p>
<b>Wintec Awards</b>	A loose umbrella term for all level 7 and above qualifications that Wintec has approval and accreditation to deliver (as per NZQA) and authority to award (as per the Education Act 1989).



## 2. The award of qualifications at Wintec

Under [section 193 \(2\) \(a\) of the Education Act](#), Council has the power “to [provide courses of study or training, admit students (including provisionally and *ad eundem statum*) and] grant awards”. Under section 222 of the Education Act, and as detailed in Wintec’s Statute A: Delegation of Powers Statute 1995, Council has delegated this power to the Academic Board.

Under [section 167 of the Education Act](#), Council has the power to affix the common seal of Wintec to an award, counter signed by one or two members of Council. The specifics of this are detailed in Part Four: Parchments.

### 2.1. The award of level 7 and above<sup>8</sup> qualifications

- a) Wintec awards are listed on the NZQF as approved programmes that lead to a qualification and that Wintec is accredited to deliver.
- b) On completion of all requirements for the award of a qualification as specified in the relevant Programme Regulations, students may achieve one of the following Level 7 or above awards:
  - i Diploma
  - ii Bachelor Degree
  - iii Graduate Certificate
  - iv Graduate Diploma
  - v Bachelor Degree with Honours
  - vi Postgraduate Certificate
  - vii Postgraduate Diploma
  - viii Master Degree

### 2.2. The award of New Zealand Qualifications

- a) Wintec may award level 1 – 6 New Zealand qualifications that Wintec are accredited to deliver as listed on the NZQF.
- b) On completion of all requirements for the award of a qualification as specified in the relevant Programme Regulations, students may achieve one of the following awards:
  - i New Zealand Certificate
  - ii New Zealand Diploma

### 2.3. The award of Local qualifications at listed at level 1 – 6 on the NZQF

- a) Wintec may award level 1 – 6 local qualifications that:
  - i have a status of ‘current’ or ‘expiring’; and,
  - ii Wintec are accredited to deliver as listed on the NZQF.

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<sup>8</sup> As specified on the New Zealand Qualifications Framework

- b) On completion of all requirements for the award of a qualification as specified in the relevant Programme Regulations, students may achieve one of the following level 1- 6 awards:

- i Certificate
- ii Diploma

#### **2.4. The award of a Wintec training scheme**

- a) On completion of all requirements for the award of a training scheme as specified in the relevant Programme Specifications, students may achieve the following award:

- i Certificate

### **3. The issuing of National qualifications listed at level 1- 6 on the NZQF**

- a) National qualifications at level 1 – 6 on the NZQF are issued by NZQA. NZQA may issue a national qualification that:

- i have a status of 'current' or 'expiring'; and,
- ii Wintec are accredited to deliver as listed on the NZQF.

- b) On completion of all requirements for the award of a qualification as specified in the relevant Programme Regulations, students may achieve one of the following level 1- 6 awards:

- i National Certificate
- ii National Diploma

- c) Graduands must apply directly to NZQA for national qualifications.

### **4. The presentation of Certificates of Proficiency**

- 4.1. Certificates of Proficiency are not formal awards of Wintec. However, at the discretion of the relevant Head of School/Centre Director, a student may be presented with a formal parchment detailing the modules that have been successfully completed.

### **5. The recognition of Short Courses**

- 5.1. Certificates of Proficiency and Short Courses are not awards of Wintec. However, students may receive a statement of achievement or recognition on completion of the agreed programme.

- a) The provision to provide a statement should be confirmed during the development stage of a short course.

### **6. Discontinued qualifications**

- 6.1. Wintec may not award a qualification that has discontinued status. The exception would be if the requirements for that qualification were completed prior to discontinuation, but the qualification had not yet been awarded. Discontinued qualifications may be reissued in terms of a replacement parchment.

## PART TWO: AWARDS STATUTE

The Council of the Waikato Institute of Technology (Wintec) hereby makes the following statute in consultation with the Academic Board, pursuant to [Section 194\(1\)g of the Education Act 1989](#).

- I. This statute prescribes the qualifications awarded by Wintec<sup>9</sup>.
- II. The following *postgraduate qualifications* may be awarded over the common seal of the Waikato Institute of Technology to any person who completes all modules in accordance with the regulations for that qualification:

Bachelor of Media Arts – Honours  
Bachelor of Sport and Exercise Science (Honours)  
Master of Applied Information Technology  
Master of Arts  
Master of Nursing  
Master of Professional Practice  
Master of Science (Sport and Exercise Science)  
Master of Transdisciplinary Research and Innovation  
Postgraduate Certificate in Applied Information Technology  
Postgraduate Certificate in Midwifery<sup>10</sup>  
Postgraduate Certificate in Health and Social Practice<sup>11</sup>  
Postgraduate Certificate in Professional Supervision<sup>12</sup>  
Postgraduate Certificate in Sport and Exercise Science  
Postgraduate Certificate in Transdisciplinary Research  
Postgraduate Diploma in Applied Informatics  
Postgraduate Diploma in Applied Information Technology  
Postgraduate Diploma in Health and Social Practice  
Postgraduate Diploma in Nursing (Level 8)  
Postgraduate Diploma in Sport and Exercise Science

- III. The following *degree qualifications* may be awarded over the common seal of the Waikato Institute of Technology to any person who completes all modules in accordance with the regulations for that qualification:

Bachelor of Applied Information Technology  
Bachelor of Applied Management  
Bachelor of Applied Social Science  
Bachelor of Business Studies  
Bachelor of Engineering Technology  
Bachelor of Information Technology

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<sup>9</sup> This list does not include qualifications that are with NZQA for approval at the time of publication of the Academic Regulations.

<sup>10</sup> Embedded qualification within Postgraduate Diploma in Health and Social Practice.

<sup>11</sup> Embedded qualification within Postgraduate Diploma in Health and Social Practice.

<sup>12</sup> Embedded qualification within Postgraduate Diploma in Health and Social Practice.

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Part B: Awards and Statements of Achievement of Wintec

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Bachelor of Media Arts  
Bachelor of Midwifery  
Bachelor of Nursing  
Bachelor of Social Work  
Bachelor of Sport and Exercise Science  
Bachelor of Teaching (Early Childhood Education)  
Bachelor of Technology  
Paetahi Tumu Kōrero – Bachelor of Counselling

- IV. The following *diploma qualifications* may be awarded over the common seal of the Waikato Institute of Technology to any person who completes all modules in accordance with the regulations for that qualification:

Graduate Diploma in Accounting  
Graduate Diploma in Business Studies  
Graduate Diploma in Communication  
Graduate Diploma in Event Management  
Graduate Diploma in Human Resource Management  
Graduate Diploma in Information Technology  
Graduate Diploma in Innovation and Entrepreneurship  
Graduate Diploma in Operations and Production Management  
Graduate Diploma in Practical Event Management  
Graduate Diploma in Retail Management  
Graduate Diploma in Sales and Marketing  
Graduate Diploma in Sport and Exercise Science  
Graduate Diploma in Strategic Management  
Graduate Diploma in Teaching English to Speakers of Other Languages  
Graduate Diploma of Information Technology in Education

- V. The following *training scheme qualifications* may be awarded without the common seal of the Waikato Institute of Technology to any person who completes all modules in accordance with the regulations for that qualification:

Certificate in Architectural Design (Level 3)  
Certificate in Building and Construction (Level 3)  
Certificate in Creative Industries (Performing Arts Production) (Level 2)  
Certificate in Educational Achievement in Automotive Engineering (Level 3)  
Certificate in Educational Achievement in Mechanical Engineering (Fabrication) (Level 3)  
Certificate in Educational Achievement in Mechanical Engineering (General) (Level 3)  
Certificate in Educational Achievement in Exercise Science  
Certificate in Electrical Engineering (Level 2)  
Certificate in Manufacturing and Technology (Level 2)  
Certificate in Services Industries Sector (Level 3)  
Certificate in Social and Community Services (Level 2)  
Certificate in Te Reo and Tikanga Māori (Waikato Tainui) (Level 3)  
Certificate in Integrated Technology A (Level 2)  
Certificate in Integrated Technology B (Level 2)  
Certificate in Nursing (Competence Assessment Programme) (Level 7)  
English Language Training (Level 4)

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Hawkins Cadet Programme (Level 7)  
HITO – Hairdressing Year 1 (Level 2)  
Short Course in ATV Safety  
Short Course in Cervical Smear Taking (Level 7) (level 7)  
Short Course in Diabetes Care and Management (Level 7)  
Short Course in Electrical Service Technician A (level 7)  
Short Course in Gaming Intro (Level 4)  
Short Course in Growsafe (Level 3)  
Short Course in Media Arts Creative Courses (Level 3)  
Short Course in Music (Level 4)  
Short Course in Shut Down and Isolate Machines and Equipment (Level 3)  
Short Course Certificate in Midwifery (Competence Assessment Programme) (Level 7)  
Short Course in Rural Fencing (Level 2)  
Short Course in Solar Hot Water Installations L2 (level 2)  
Short Course in Supervision (Health and Social Services) (Level 7)  
Solomans START Trades Course – Engineering (Level 2)  
Solomans START Trades Course – Carpentry (Level 2)  
Solomans Trainer Programme (Level 3)

- VI. The following *level 1 -6 qualifications*, that are being transitioned out as part of the Targeted Review of Qualifications, may be awarded with the common seal of the Waikato Institute of Technology to any person who completes all modules in accordance with the regulations for that qualification:

Certificate in Arboriculture (Level 3)  
Certificate in Arboriculture (Level 4)  
Certificate in Beauty Clinic Practices (Level 4)  
Certificate in Building (Level 4)  
Certificate in Cookery (Level 3)  
Certificate in Cookery (Level 4)  
Certificate in Electricity Supply (Level 2)  
Certificate in Engineering and Automotive Trades (Level 2)  
Certificate in Fitness Industry Training (Level 4)  
Certificate in Floristry Practice (Level 3)  
Certificate in Hairdressing (Level 3)  
Certificate in Hairdressing (Level 4)  
Certificate in Introduction to Trades (Level 2)  
Certificate in Large Animal Technology (Level 4)  
Certificate in Motor Industry (Introductory Motorsport) (Level 3)  
Certificate in Outdoor Adventure and Recreation (Level 4)  
Certificate in Retail and Wholesale Travel (Level 4)  
Certificate in Social Services (Level 4)  
Certificate in Trade Technology (Level 3)  
Certificate in Training Opportunities for Speakers of Other Languages (Level 1)  
Certificate in Veterinary Nursing (Level 5)  
Certificate for Production Animal Technicians (Level 5)  
Diploma in Arboriculture (Level 6)  
Diploma in Beauty, Body and Spa Therapies (Level 5)  
Diploma in Business Administration (Level 5)

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- Diploma in Business Enterprise (Level 6)
- Diploma in Business Management (Level 5)
- Diploma in Business Studies (Level 5)
- Diploma in English as an Additional Language (Level 5)
- Diploma in Enrolled Nursing (Level 5)
- Diploma in Fashion Design and Practice (Level 6)
- Diploma in Information and Communications Technology (Level 5)
- Diploma in Information and Communications Technology (Level 6)
- Diploma in Interior Design (Level 6)
- Diploma in International Tourism (Level 6)
- Diploma in Personal Training (Level 5)
- Diploma in Sport and Recreation (Level 5)
- Diploma in Technology (Level 6)
- Diploma in Veterinary Nursing (Level 6)

- VII. The following *level 1 -6 qualifications*, that are being transitioned out as part of the Targeted Review of Qualifications, may be awarded without the common seal of the Waikato Institute of Technology to any person who completes all modules in accordance with the regulations for that qualification:

- Certificate in Adult and Tertiary Education (Level 5)
- Certificate in Animal Care (Level 4)
- Certificate in Applied Technology (Level 3)
- Certificate in Business Administration and Computing (Level 3)
- Certificate in Business Administration and Computing (Level 4)
- Certificate in Computing and Information Technology (Level 5)
- Certificate in Dairy Technology (Level 3)
- Certificate in Electrical Engineering (Level 2)
- Certificate in Introduction to Study (Level 2)
- Certificate in Introduction to Study (Level 4)
- Certificate in Management (Level 4) (level 4)
- Certificate in Massage (Level 4)
- Certificate in Media Arts (Level 4)
- Certificate in Open, Flexible and Networked Learning (Level 5)
- Certificate in Pre-Trade Painting (Level 2)
- Certificate in Pre-Trade Painting (Level 3)
- Certificate in Radio Broadcasting (Level 4)
- Certificate in Trades Environment (Level 2)
- Certificate of University Preparation (Level 4)

## VIII. Special Honour and Recognition Awards

In accordance with Section 193 of the Education Act (as amended in 1990), the Council may make the following special honour and recognition awards:

- Honorary Fellow
- Honorary Fellow (International)
- Honorary Degrees (such degrees as specified in Sections II and III of this statute)
- Visiting Scholar
- Institutional Medal
- Staff Merit Awards

## PART THREE: NEW ZEALAND QUALIFICATIONS FRAMEWORK (NZQF) AWARDS

The following is a list of qualifications listed on the New Zealand Qualifications Framework that Wintec is accredited to deliver.

### I. New Zealand Qualifications<sup>13</sup>

The following are New Zealand qualifications that Wintec is approved and accredited to deliver. These qualifications are issued by Wintec on behalf of the New Zealand Qualifications Authority (NZQA).

New Zealand Certificate in Agriculture (Level 4)

New Zealand Certificate in Animal Care (Companion Animals) (Level 3)

New Zealand Certificate in Animal Technology (Level 5)

New Zealand Certificate in Applied Science (Level 3)

New Zealand Certificate in Applied Science (Level 4)

New Zealand Certificate in Business (Administration and Technology) (Level 3)

New Zealand Certificate in Business (Administration and Technology) (Level 4)

New Zealand Certificate in Cookery (Level 4)

New Zealand Certificate in Electrical Engineering (Level 5)

New Zealand Certificate in Electrical Engineering Theory (Level 3)

New Zealand Certificate in English Language (Foundation) (Level 1)

New Zealand Certificate in English Language (Level 1)

New Zealand Certificate in English Language (Level 2)

New Zealand Certificate in English Language (Academic/Workplace) (Level 3)

New Zealand Certificate in English Language (Academic/Workplace) (Level 4)

New Zealand Certificate in English Language (Academic/Professional) (Level 5)

New Zealand Certificate in Food and Beverage Service (Level 3)

New Zealand Certificate in Food and Beverage Service (Level 4)

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<sup>13</sup> This list does not include qualifications that are with NZQA for approval at the time of publication of the Academic Regulations.

- New Zealand Certificate in Foundation Skills (Level 2)
- New Zealand Certificate in Hairdressing (Salon Support) (Level 3)
- New Zealand Certificate in Health and Wellbeing (Primary Care Practice Assistance) (Level 4)
- New Zealand Certificate in Horticulture (General) (Level 3)
- New Zealand Certificate in Horticulture (Level 3)
- New Zealand Certificate in Horticulture Services (Level 4)
- New Zealand Certificate in Industrial Measurement and Control (Theory) (Level 4)
- New Zealand Certificate in Information Technology (Level 5)
- New Zealand Certificate in Mechanical Engineering (Level 3)
- New Zealand Certificate in Primary Products Food Processing (Level 3)
- New Zealand Certificate in Process Control and Automation (Level 5)
- New Zealand Certificate in Tourism (Level 4)
  
- New Zealand Diploma in Agribusiness Management (Level 5)
- New Zealand Diploma in Applied Science (Level 5)
- New Zealand Diploma in Applied Science (Level 6)
- New Zealand Diploma in Architectural Technology (Level 6)
- New Zealand Diploma in Cookery (Level 5)
- New Zealand Diploma in Construction (Level 6)
- New Zealand Diploma in Dairy Processing (Level 6)
- New Zealand Diploma in Engineering (Civil Engineering) (Level 6)
- New Zealand Diploma in Engineering (Electrical Engineering) (Level 6)
- New Zealand Diploma in Engineering (Mechanical Engineering) (Level 6)
- New Zealand Diploma in Information Technology Technical Support (Level 5)
- New Zealand Diploma in Tourism and Travel (Level 5)
- New Zealand Diploma in Veterinary Nursing (Level 6)



## II. National Qualifications<sup>14</sup>

The following are the National and New Zealand qualifications that are being transitioned out as part of the Targeted Review of Qualifications. These qualifications may be issued by Wintec on behalf of the New Zealand Qualifications Authority (NZQA) or awarded directly by NZQA.

National Certificate in Adult Literacy and Numeracy Education (Vocational Workplace) (Level 5)

National Certificate in Agriculture (General Skills) (Level 2)

National Certificate in Business Administration and Computing (Level 2)

National Certificate in Business (First Line Management) (Level 3)

National Certificate in Business (First Line Management) (Level 4)

National Certificate in Carpentry (Level 4)

National Certificate in Community Support Services (Foundation Skills) Level 2)

National Certificate in Computing (Level 3)

National Certificate in Drainlaying

National Certificate in Electrical Engineering (Level 2)

National Certificate in Electrical Engineering (Level 3)

National Certificate in Electrical Engineering (Electrician for Registration) (Level 4)

National Certificate in Electrical Engineering (Advanced trade) (Level 5)

National Certificate in Financial Services (Financial Advice) (Level 5)

National Certificate in Horticulture (Advanced) (Level 4)

National Certificate in Horticulture (Level 4)

National Certificate in Horticulture (Introductory) (Level 2)

National Certificate in Hospitality (Specialist Food and Beverage Service) (Level 4)

National Certificate in Hospitality (Food and Beverage Service) (Level 3)

National Certificate in Industrial Measurement and Control (Level 4)

National Certificate in Industrial Measurement and Control (Level 5)

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<sup>14</sup> This list only details qualifications with 'open' Programme Regulations. It is not a complete list of all National and New Zealand Diplomas that Wintec has approval and accreditation to deliver.

# PROCEDURES & PRINCIPLES



Part B: Awards and Statements of Achievement of Wintec

Number: AC-15/01

National Certificate in Mechanical Engineering (Level 2)

National Certificate in Mechanical Engineering (Level 5)

National Certificate in Mental Health and Addiction Support (Level 4)

National Certificate in Motor Industry (Entry Skills) (Level 2)

National Certificate in Service Sector (Level 3)

National Diploma in Agribusiness Management (Level 5)

National Diploma in Architectural Technology (Level 6)

National Diploma in Construction Management (Level 6)

National Diploma in Engineering (Electrotechnology) (Level 6)

National Diploma in Engineering (Mechanical Engineering) (Level 6)

National Diploma in Journalism (Multi-Media) (Level 5)

National Diploma in Mental Health (Mental Health Support Work) (Level 6)

National Diploma in Quantity Surveying (Level 6)

New Zealand Diploma in Business (Level 6)

## PART FOUR: PARCHMENTS

The format of the award parchments must comply with the specifications below:

### Awards of Wintec:

ARION Type	Award	Criteria	Size	Material	Seal	Parchment requirements	Script
	<b>Diploma (Level 7)</b>	Quality approved programme that leads to a qualification listed on the NZQF at level 7.	A4	Knight pure white 180gsm parchment	Yes	<p>The parchment must include the following:</p> <ul style="list-style-type: none"> <li>The Wintec logo and name 'Waikato Institute of Technology'</li> <li>The name of the qualification</li> <li>The date of awarding the qualification</li> <li>The legal name of the person receiving the qualification</li> <li>The signature of the Chair of Council</li> <li>The signature of the Chair of the Academic Board</li> </ul>	<p>This is to certify that on [Day] [Month] [Year]</p> <p>[Name of Student]</p> <p>Having satisfied the requirements of the Waikato Institute of Technology, has been awarded the</p> <p>[Name of diploma]</p>
	<b>Degrees</b>	Quality approved programmes requiring three years or more equivalent full- time study, listed on the NZQF at level 7.	A4	Knight pure white 180gsm parchment	Yes		<p>This is to certify that on [Day] [Month] [Year]</p> <p>[Name of Student]</p> <p>has satisfied the requirements of the Waikato Institute of Technology and has been admitted to the degree of:</p> <p>[Name of bachelor degree]</p>
	<b>Graduate certificates and diplomas</b>	Quality approved programme that leads to a qualification listed on the NZQF at level 7.	A4	Knight pure white 180gsm parchment	Yes		<p>This is to certify that on [Day] [Month] [Year]</p> <p>[Name of Student]</p> <p>has satisfied the requirements of the Waikato Institute of Technology and has been admitted to the degree of:</p> <p>[Name of graduate cert/dip]</p>

ARION Type	Award	Criteria		Size	Material	Seal	Parchment requirements		Script								
	Bachelors with honours and Masters	Quality approved programmes requiring six months or more equivalent full-time study; that lead to a qualification listed on the NZQF at levels 8 – 9.		A4	Knight pure white 180gsm parchment	Yes	<div>The parchment must include the following:<ul style="list-style-type: none"><li>The Wintec logo and name 'Waikato Institute of Technology'</li><li>The name of the qualification</li><li>The level of honours</li><li>The date of awarding the qualification</li><li>The legal name of the person receiving the qualification</li><li>The signature of the Chair of Council</li><li>The signature of the Chair of the Academic Board</li></ul></div> <div>Level of Honours may be awards as follows:</div> <table><tr><th>Qual Type</th><th>Level of Honours</th></tr><tr><td>Postgraduate Diploma</td><td>Distinction</td></tr><tr><td></td><td>First Class;</td></tr><tr><td></td><td>Second Class (first division);</td></tr></table>	Qual Type	Level of Honours	Postgraduate Diploma	Distinction		First Class;		Second Class (first division);	<div>This is to certify that on [Day] [Month] [Year]</div> <div>[Name of Student]</div> <div>Having satisfied the requirements of the Waikato Institute of Technology, has been admitted to the degree of</div> <div>[Name of bachelor degree with honours/masters] with [level of honours if appropriate]</div>	
Qual Type	Level of Honours																
Postgraduate Diploma	Distinction																
	First Class;																
	Second Class (first division);																
	Post-graduate certificates and diplomas	Quality approved programmes requiring six months or more equivalent full-time study; that lead to a qualification listed on the NZQF at levels 8 – 9.		A4	Knight pure white 180gsm parchment	Yes	<div>Bachelor with Honours</div> <table><tr><td>Second Class (second division);</td></tr><tr><td>Third Class;</td></tr><tr><td>No honours</td></tr></table> <div>Masters</div> <table><tr><td>First Class;</td></tr><tr><td>Second Class (first division);</td></tr><tr><td>Second Class (second division);</td></tr><tr><td>Third Class;</td></tr><tr><td>No honours;</td></tr><tr><td>Or Distinction</td></tr></table> <div>Check programme regulations for specifics</div>	Second Class (second division);	Third Class;	No honours	First Class;	Second Class (first division);	Second Class (second division);	Third Class;	No honours;	Or Distinction	<div>This is to certify that on [Day] [Month] [Year]</div> <div>[Name of Student]</div> <div>Having satisfied the requirements of the Waikato Institute of Technology, has been awarded the</div> <div>[Name of postgraduate cert/dip] with [level of award if appropriate]</div>
Second Class (second division);																	
Third Class;																	
No honours																	
First Class;																	
Second Class (first division);																	
Second Class (second division);																	
Third Class;																	
No honours;																	
Or Distinction																	
	Jointly delivered/ jointly awarded	Quality approved	A Wintec programme delivered at another institutions site (site accreditation)	Specifications are dependent on the level as detailed above, and unless otherwise stated in the contract no reference to the other institution is made on the award parchment													

ARION Type	Award	Criteria	Size	Material	Seal	Parchment requirements	Script
		A jointly delivered programme that leads to a Wintec qualification (e.g. on Wintec has accreditation to award the qualification)					Specifications are dependent on the level as detailed above, and wording should be agreed to in the contract. Wording would be similar to "delivered in partnership with" but cannot state it is awarded by both institutions. It would be uncommon to place the other institutions logo in a prominent place on the parchment, if at all.
		A programme that leads to a jointly awarded qualification (e.g. both Wintec and another institution have accreditation to award the qualification)					Specifications are dependent on the level as detailed above, and wording should be agreed to in the contract. Wording would be along the lines of "jointly awarded by" and have the logo and signatories of both institutions
	<b>Training Scheme</b>	Quality approved programme that does not lead to a qualification listed on the NZQF, but is registered as a Wintec qualification.	A4	White 160gsm courier ultra-white smooth paper	No	<ul style="list-style-type: none"> <li>The Wintec logo and name 'Waikato Institute of Technology'</li> <li>The legal name of the person receiving the statement</li> <li>The name of the training scheme</li> <li>The level of the training scheme</li> <li>The date of awarding the training scheme</li> <li>The signature of the Chair of the Academic Board</li> </ul>	<p>[Name of Training Scheme]</p> <p>This is to certify that on [Day] [Month] [Year]</p> <p>[Name of Student]</p> <p>has met the requirements of the training scheme leading to the above qualification and was awarded this qualification by Waikato Institute of Technology.</p>

### New Zealand qualifications:

ARION Type	Award	Criteria	Size	Material	Seal	Parchment requirements	Script
	<b>New Zealand Qualification (Levels 1 – 6)</b>	Level 1 – 6 qualification listed on the New Zealand Qualifications Framework (NZQF)	A4	Not specified	TBD	<p>The parchment must include the following:</p> <ul style="list-style-type: none"> <li>The NZQA logo</li> <li>The Wintec logo and name 'Waikato Institute of Technology'</li> <li>Qual Developer logo (optional)</li> <li>The name of the qualification</li> <li>The level of the qualification</li> <li>NZQF reference number</li> <li>The date of awarding the NZ qualification</li> <li>The legal name of the person receiving the qualification</li> <li>Student NSN</li> <li>The signature of the Chief Executive</li> </ul>	<p>Under Part 20 of the Education Act 1989</p> <p>[Name of NZ Certificate/Diploma]</p> <p>[Level of Qualification]</p> <p>[NZQF reference number]</p> <p>This is to certify that on [Day] [Month] [Year]</p> <p>[Name of Student]</p> <p>has met the requirements of the training scheme leading to the above qualification and was awarded this qualification by Waikato Institute of Technology.</p> <p><i>Refer <b>New Zealand Certificate/Diploma Specifications</b> document for exact NZQA requirements.</i></p>

## Level 1 – 6 National and Local qualifications:

*Level 1 – 6 qualifications that will be transitioned out as part of the Targeted Review of Qualifications.*

ARION Type	Award	Criteria	Size	Material	Seal	Parchment requirements	Script
	<b>National Qualification</b>	Level 1 – 6 national qualification listed on the New Zealand Qualifications Framework (NZQF)	A4	As specified by external body	No	As specified by external body	Wording as per external body
	<b>Certificates</b>	Formal programmes requiring less than one-year equivalent full-time study with summative assessment requirements; equivalent to NZ Register levels 1 – 6.	A4	White 160gsm courier ultra-white smooth paper	Refer Awards Statute	<p>The parchment must include the following:</p> <ul style="list-style-type: none"> <li>• The Wintec logo and name 'Waikato Institute of Technology'</li> <li>• The name of the qualification</li> <li>• The date of awarding the qualification</li> <li>• The legal name of the person receiving the qualification</li> <li>• The signature of the Chair of Council</li> <li>• The signature of the Chair of the Academic Board</li> </ul>	<p>This is to certify that on [Day] [Month] [Year]</p> <p>[Name of Student]</p> <p>Having satisfied the requirements of the Waikato Institute of Technology, has been awarded the</p> <p>[Name of certificate]</p>
	<b>Diplomas</b>	Formal programmes requiring one year or more equivalent full-time study; equivalent to NZ Register levels 5 – 6.	A4	Knight pure white 180gsm parchment	Yes	<p>The parchment must include the following:</p> <ul style="list-style-type: none"> <li>• The Wintec logo and name 'Waikato Institute of Technology'</li> <li>• The name of the qualification</li> <li>• The level of honours</li> <li>• The date of awarding the qualification</li> <li>• The legal name of the person receiving the qualification</li> <li>• The signature of the Chair of Council</li> <li>• The signature of the Chair of the Academic Board</li> </ul>	<p>This is to certify that on [Day] [Month] [Year]</p> <p>[Name of Student]</p> <p>Having satisfied the requirements of the Waikato Institute of Technology, has been awarded the</p> <p>[Name of diploma]</p>

## Recognition of Achievement:

ARION Type	Award	Criteria	Size	Material	Seal	Parchment requirements	Script
	<b>Short Course</b>	Programme/modules with no summative assessment. Indication of completion of some other requirement: e.g., attendance.	A5	White paper	No	<ul style="list-style-type: none"> <li>The Wintec logo and name 'Waikato Institute of Technology'</li> <li>The legal name of the person receiving the statement</li> <li>The name of the short course</li> <li>The number of hours of attendance (optional)</li> <li>The date of presenting the statement</li> <li>The signature of the Head of School/Centre Director</li> </ul>	Has completed ... or Has attended ...
	<b>STAR modules</b>	Modules with formal assessment that are quality approved but classified under the Secondary Tertiary Alignment Resource	A5	White paper	No	<ul style="list-style-type: none"> <li>The Wintec logo and name 'Waikato Institute of Technology'</li> <li>The legal name of the person receiving the statement</li> <li>The code and title of the module</li> <li>The level of the module (optional)</li> <li>The credits of the module (optional)</li> <li>The date of presenting the statement</li> <li>The signature of the Head of School/Centre Director</li> </ul>	Has passed the requirements for the following ... credit module ...
	<b>Certificate of Proficiency</b>	Modules with formal assessment that are quality approved under clustered together on an ad hoc individual learner needs basis, under a programme that does not lead to a qualification.					

## NZQF Level Descriptors:

LEVEL	KNOWLEDGE	SKILLS	APPLICATION
1	<ul style="list-style-type: none"> <li>Basic general and/or foundation knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Apply basic solutions to simple problems</li> <li>Apply basic skills required to carry out simple tasks</li> </ul>	<ul style="list-style-type: none"> <li>Highly structured contexts</li> <li>Requiring some responsibility for own learning</li> <li>Interacting with others</li> </ul>
2	<ul style="list-style-type: none"> <li>Basic factual and/or operational knowledge of a field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>Apply known solutions to familiar problems</li> <li>Apply standard processes relevant to the field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>General supervision</li> <li>Requiring some responsibility for own learning and performance</li> <li>Collaborating with others</li> </ul>
3	<ul style="list-style-type: none"> <li>Some operational and theoretical knowledge in a field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>Select and apply from a range of known solutions to familiar problems</li> <li>Apply a range of standard processes relevant to the field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>Limited supervision</li> <li>Requiring major responsibility for own learning and performance</li> <li>Adapting own behaviour when interacting with others</li> <li>Contributing to group performance</li> </ul>
4	<ul style="list-style-type: none"> <li>Broad operational and theoretical knowledge in a field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>Select and apply solutions to familiar and sometimes unfamiliar problems</li> <li>Select and apply a range of standard and non-standard processes relevant to the field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>Self-management of learning and performance under broad guidance</li> <li>Some responsibility for performance of others</li> </ul>
5	<ul style="list-style-type: none"> <li>Broad operational or technical and theoretical knowledge within a specific field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>Select and apply a range of solutions to familiar and sometimes unfamiliar problems</li> <li>Select and apply a range of standard and non-standard processes relevant to the field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>Complete self-management of learning and performance within defined contexts</li> <li>Some responsibility for the management of learning and performance of others</li> </ul>
6	<ul style="list-style-type: none"> <li>Specialised technical or theoretical knowledge with depth in a field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and generate solutions to familiar and unfamiliar problems</li> <li>Select and apply a range of standard and non-standard processes relevant to the field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>Complete self-management of learning and performance within dynamic contexts</li> <li>Responsibility for leadership within dynamic contexts</li> </ul>
7	<ul style="list-style-type: none"> <li>Specialised technical or theoretical knowledge with</li> </ul>	<ul style="list-style-type: none"> <li>Analyse, generate solutions to unfamiliar and sometimes complex problems</li> </ul>	<ul style="list-style-type: none"> <li>Advanced generic skills and/or specialist knowledge and skills in</li> </ul>



	depth in one or more fields of work or study	<ul style="list-style-type: none"> <li>Select, adapt and apply a range of processes relevant to the field of work or study</li> </ul>	a professional context or field of study
8	<ul style="list-style-type: none"> <li>Advanced technical and/or theoretical knowledge in a discipline or practice, involving a critical understanding of the underpinning key principles</li> </ul>	<ul style="list-style-type: none"> <li>Analyse, generate solutions to complex and sometimes unpredictable problems</li> <li>Evaluate and apply a range of processes relevant to the field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>Developing identification with a profession and/or discipline through application of advanced generic skills and/or specialist knowledge and skills</li> <li>Some responsibility for integrity of profession or discipline</li> </ul>
9	<ul style="list-style-type: none"> <li>Highly specialised knowledge, some of which is at the forefront of knowledge, and a critical awareness of issues in a field of study or practice</li> </ul>	<ul style="list-style-type: none"> <li>Develop and apply new skills and techniques to existing or emerging problems</li> <li>Mastery of the field of study or practice to an advanced level</li> </ul>	<ul style="list-style-type: none"> <li>Independent application of highly specialised knowledge and skills within a discipline or professional practice</li> <li>Some responsibility for leadership within the profession or discipline</li> </ul>
10	<ul style="list-style-type: none"> <li>Knowledge at the most advanced frontier of a field of study or professional practice</li> </ul>	<ul style="list-style-type: none"> <li>Critical reflection on existing knowledge or practice and the creation of new knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Sustained commitment to the professional integrity and to the development of new ideas or practices at the forefront of discipline or professional practice</li> </ul>

## SECTION AM10: POLICY ON GRADUATION PROTOCOL AND ACADEMIC REGALIA (AC-96/07)

The policy on Graduation Protocol and Academic Regalia (AC-96/07) has been included in this manual in its entirety. When referencing the policy please use the name and numbering of the policy.

*Referred to in Section AR:5 – Assessment, in the 2019 Academic Regulations.*

Part A: Graduation Protocol and Academic Regalia  
Number: AB8-96/07

**Policy Owner:** Director, Support and Marketing  
**Category:** Academic  
**Authorised by** AAC

**Date Approved:** February 2006  
**Date Last Revised:** March 2014  
**Next Review Date:** June 2018

This policy document is current under review. The Academic Manual is updated annually. Please check online for the latest approved version. Staff can log into Wintec's [Policy Web](#), while Students can view policies via Wintec's public [Policies page](#).

## GRADUATION PROTOCOL & ACADEMIC REGALIA

### 1. Purpose and Scope

- 1.1 Waikato Institute of Technology (Wintec) is committed to providing a graduation occasion to give ceremonial recognition to the achievements of its students for the formal conferment of a degree or award of a qualification, and offers high public visibility to the "town-gown" relationship. Graduation provides an occasion for family and whanau to celebrate the achievements of the graduands.
- 1.2 This policy applies to all students graduating from Wintec.

### 2. Policy Statement

- 2.1 Through this policy Wintec will:
  - a) Stipulate arrangements for graduation ceremonies
  - b) Specify which categories of awards will be presented during graduation
  - c) Prescribe the academic costume to be worn by graduands.
- 2.2 Wintec adheres to protocol based on the need to provide a level of ceremonial formality befitting recognition of the achievements of Wintec students, to rationalise the potential multiplicity of ceremonies and their current differing levels, and to maintain a balanced cost structure for the operations.
- 2.3 With the advent of degree programmes the Academic Board has resolved that Wintec should have a unique academic costume reflecting the academic tradition but bearing an element reflecting local tradition. This is seen as necessary to ensure that degrees of Wintec are recognised as having the same status as degrees conferred by universities. In making this move it was also resolved that academic costume should also be available to students receiving diplomas.

# Procedures & Principles

Part B: Graduation Protocol and Academic Regalia  
Number: AC-96/07

Policy Manager:	Director, Support and Marketing	Date Approved:	February 2006
Category:	Academic	Date Last Revised:	March 2014
Refined category:	Students	Next Review Date:	June 2018
Authorised by	AAC		

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## GRADUATION PROTOCOL & ACADEMIC REGALIA

### 1. Definitions

Graduand	A person who is about to receive an academic degree
Graduate	A person who has been awarded a degree

### 2. Graduation Protocol

#### 2.1. Organisational Principles

- 2.1.1. Institutional graduation ceremonies should normally be arranged on a School or Centre - based grouping, together with a marae graduation for graduands of all Schools and Centres.
- 2.1.2. All awards (qualifications) bearing the seal of Wintec will be presented at the institutional graduation ceremonies. The following categories of awards will therefore be presented:
  - a) Certificates bearing the seal of Wintec
  - b) Diplomas
  - c) Degrees
  - d) Postgraduate qualifications
  - e) Qualifications that are jointly awarded as appropriate
- 2.1.3. Other unsealed awards may also be conferred at an institutional graduation ceremony at the discretion of the Academic Board.
- 2.1.4. Other awards not presented at the institutional graduation ceremonies (i.e., those which do not contain Wintec's seal) may be presented at a low-key event arranged as required within the School or Centre.
- 2.1.5. Further events to celebrate the completion of programmes which are undertaken at Wintec but which do not result in a Wintec award may be organised by a School or Centre.
- 2.1.6. Students should have the option of having their certificates posted. Students graduating in absentia at an institutional graduation ceremony will be posted their certificates after the graduation ceremony.

# Procedures & Principles

Part B: Graduation Protocol and Academic Regalia  
Number: AC-96/07

2.1.7. Following completion of a qualification, students will be invited to attend the next scheduled institutional graduation ceremony. In exceptional circumstances students may request to defer attending a ceremony until the following year, but this must be approved under the Dean's Waiver.

## 2.2. Procedures

The following process will be set in place to ensure that the Council has formally approved the conferment of degrees and the award of diplomas and certificates for students attending the scheduled graduation ceremonies, or for students wishing to graduate in absentia at specified times other than these ceremonies.

2.2.1. The process of approval will be (on the assumption that the scheduled institutional graduation ceremonies will be held annually in March):

- a) A list of students who have completed the requirements for awards will be approved, under delegate authority from the Academic Board, forwarded by the School or Centre Programme Committee/s and forwarded to the Student Enrolment and Information Centre (SEIC) to record and process in the Student Management System. It is the responsibility of the Programme Committee to check a student has met the requirements set out in the programme regulations and the correct award is recorded in the completion list.
- b) SEIC will provide a list to the Academic Board of students who have been issued awards twice a year in April and October for information.

2.2.2. A Graduation Project Team will be appointed by the Business Manager Student Enrolment and Information Centre in September each year to manage the graduation events. The team will include representatives from SEIC, Communications, Marketing and a representative from one School or Centre.

2.2.3. Prizes and scholarships will normally be presented at special award ceremonies. Sponsors of such awards should be invited to attend and may be involved in the presentation.

2.2.4. Graduation dates should be set at least three years ahead so that the appropriate venues may be booked well in advance. SEIC will co-ordinate the dates with Waikato Graduate Women Charitable Trust, Academic Dress Hire regarding regalia availability and will provide these to Exec for approval.

2.2.5. The schedule of the graduation ceremonies and special award events for the subsequent year needs to be proposed by SEIC and approved by Exec by the end of June. This will ensure that Council members and staff receive early advice of the dates and these can be published on Wintec's website.

2.2.6. All graduands should be listed in an institutional graduation programme which will constitute the record of the awards presented. Awards will be listed consistently and in hierarchical order and will reflect the order of proceedings. Ceremonies will follow the same order as in the graduation programme.

# Procedures & Principles

Part B: Graduation Protocol and Academic Regalia  
Number: AC-96/07

2.2.7. Names of proposed guest speakers will be forwarded by the Dean to the CE through the Director, Communications by December.

2.2.8. Student speakers will be limited to one per ceremony. (If two Schools or Centres are involved in one ceremony, one could choose the guest speaker, another could choose the student speaker) this will be managed by the Director, Communications.

## 2.3. **Standard Order of Proceedings**

A standard order of proceedings will normally operate for institutional graduation ceremonies. Additions to the format to reflect special characteristics particularly identifiable with a School or Centre may be made as agreed by the Graduation Project Team.

## 2.4. **Logistical Arrangements**

2.4.1. Graduation arrangements will be managed by SEIC with support from within the Schools and Centres. These arrangements will be detailed in an annual graduation project plan approved by the Graduation Project Team.

2.4.2. A public procession of graduands and staff through the city should be held each full day of graduation to accommodate morning and afternoon ceremonies.

## 2.5. **Invited Guests**

2.5.1. A list of VIP guests to be invited to graduation ceremonies will be made available to the Director, Communications from the Chief Executive's (CE) office and from each of the Schools and Centres. The lists will include sponsors of prizes and scholarships. It is the responsibility of Director, Communications to invite VIPs to the graduation ceremonies and the special award events.

2.5.2. VIPs should be seated on stage, or when appropriate in the front rows of the auditorium. The guest speaker is part of the official party on the stage (the guest speaker may choose to wear regalia but is not expected to do so). The student speaker will sit with the graduands.

## 3. **Academic Regalia – Principles**

3.1. All graduands receiving a sealed award will be expected to wear academic regalia.

3.2. Wintec staff seated on the stage will be expected to wear academic regalia (Wintec budgets may be used to pay for the hire of regalia for employees.) Orders for regalia hire for staff and VIPs should be with Academic Dress Hire by the date agreed annually – this will be organised centrally by SEIC.

# Procedures & Principles

Part B: Graduation Protocol and Academic Regalia

Number: AC-96/07

3.3. The academic costume of Wintec shall be as follows:

ACADEMIC COSTUME			
	Bachelors	Bachelors with Honours	Master
Gown	The gown is black and of traditional academic design		
Cap	Black trencher of traditional academic shape		
Hood	<ul style="list-style-type: none"> <li>Standard Wintec pattern made of black material, lined with Wintec blue.</li> <li>V-shaped neckband is edged with light blue.</li> </ul>	<ul style="list-style-type: none"> <li>Standard Wintec pattern made of black material lined with Wintec blue.</li> <li>50mm border in red.</li> <li>V-shaped neckband is edged with light blue.</li> </ul>	<ul style="list-style-type: none"> <li>Standard Wintec pattern made of black material, lined with red material.</li> <li>50mm border of Wintec blue.</li> <li>V-Shaped neckband of red material with 20mm edge of lighter and darker blue fabrics overlaid with an embroidered koru.</li> </ul>

3.3.1. The stole to be worn by graduates to diplomas is the standard Wintec pattern made of black material, lined with Wintec blue.

3.3.2. Graduates of postgraduate certificates and postgraduate diplomas will wear the academic regalia appropriate to their highest existing qualification. If a graduate of the postgraduate certificate or diploma does not hold another qualification the graduate may wear a Wintec stole, which is the standard pattern made of black material, lined with Wintec blue.

3.3.3. The academic costume worn by members of Wintec at designated public ceremonies of the Institute shall be the costume appropriate to their qualification or the corresponding costume of Wintec. Staff and students attending the institutional graduation ceremonies are encouraged to observe a standard of dress suitable to the occasion.

3.3.4. Graduates with awards bearing the seal of Wintec shall be entitled to wear the appropriate academic costume at formal occasions where the wearing of academic costume is appropriate.

3.3.5. Graduands of postgraduate certificates or postgraduate diplomas of Wintec may wear the gown and Wintec stole at the graduation ceremony.

3.3.6. Graduands of degrees of Wintec should wear the gown, trencher and Wintec hood at the graduation ceremony.

3.3.7. Graduands of diplomas bearing the seal of Wintec should wear the gown and Wintec stole at the graduation ceremony.

3.3.8. Graduands of certificates of Wintec should wear the gown at the graduation ceremony.

3.3.9. Graduands identifying as Māori may choose to wear attire appropriate to their cultural requirements over Wintec's academic costume.

# Procedures & Principles

Part B: Graduation Protocol and Academic Regalia

Number: AC-96/07

## 4. Academic Regalia – Procedures

Wintec has entered into an arrangement with the Waikato Graduate Women Charitable Trust, trading as Academic Dress Hire. Stocks of academic costume purchased by Wintec are held by Academic Dress Hire. Academic Dress Hire has undertaken to supply academic costume to graduands for Wintec graduation ceremonies provided that the timing of ceremonies is decided in liaison with them. Responsibility for these arrangements rests with SEIC.

- 4.1. SEIC will liaise with Academic Dress Hire concerning the process to be used for the hireage of academic costume to graduands.
- 4.2. Academic Dress Hire will hire out regalia to individual students only, not to Wintec Schools and Centres. Academic Dress Hire will also hire out regalia to Wintec staff as required.
- 4.3. In advance of each graduation ceremony SEIC will ensure graduands are provided with timely and current information relating to costume hire.
- 4.4. The conditions of hire are those specified by Academic Dress Hire.

## 5. Measurements of success

Graduation is successful and runs smoothly.

## 6. Records Management

In line with the Public Records Act 2005, Wintec is required to provide a records management programme to ensure that authentic, reliable and usable records are created, captured and managed to a standard of best practice and to meet business and legislative requirements. All records relevant to a specific policy need to be listed in every policy in the following format:

Record	Minimum retention period	Disposal Action
Administrative arrangements (e.g. speakers, venue, catering)	12 months from date of last action	Destroy
Production of award certificates		
Transcript of guest speeches		
Graduation programme	10 years from date of last action	Retain as public archive



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## **SECTION AM11: CODE OF CONDUCT FOR STUDENTS, PEER TUTORS AND STUDENT MENTORS (AC-09/03)**

The Code of Conduct for Students, Peer Tutors and Student Mentors AC-09/03 has been included in this manual in its entirety. When referencing the policy please use the name and numbering of the policy.

Code of Conduct for Students, Peer Tutors and Student Mentors  
Number: AC-09/03

Policy Owner:	Dean	Date Approved:	January 2009
Category:	Academic	Date Last Revised:	August 2014
Refined category:	Students	Next Review Date:	June 2018
Authorised by	Chief Executive		

This policy document is current under review. The Academic Manual is updated annually. Please check online for the latest approved version. Staff can log into Wintec's [Policy Web](#), while Students can view policies via Wintec's public [Policies page](#).

## CODE OF CONDUCT FOR STUDENTS, PEER TUTORS & STUDENT MENTORS

### 1. Purpose and Scope

Tertiary educational institutes are places where there is and should be debate and challenges of understandings and ideas, between and among students and staff members. That is the essence of the rights associated with academic freedom. However, with rights come responsibilities. Staff and students of Waikato Institute of Technology (Wintec) are expected to exercise their rights to academic freedom while maintaining the respect for others' views and beliefs that may differ from their own.

All organisations have rules and policies to guide their safe and effective operation. Wintec is no different. Accordingly, staff and students are expected to comply with those rules and policies.

The document "Code of Conduct for Students, Peer Tutors and Student Mentors" in which these matters are addressed is mirrored by a similar document describing the principles of conduct for members of Wintec staff. This is a tangible demonstration of the partnership of students and staff that is the essential hallmark of a mature educational institute.

This document describes the Code of Conduct for all Students (Section 2) and the Code of Conduct for Peer Tutors and Student Mentors (Section 3).

### 2. Code of Conduct for Students

#### a. Academic freedom

Under the Education Act 1989 students have the freedom within the law to question and test received wisdom, to put forward new ideas, to state controversial or unpopular opinions, and to engage in research. Wintec acknowledges that the principle of academic freedom is essential to the conduct of learning, research and scholarship. Academic freedom encourages students to engage in the responsible pursuit of knowledge and to provide informed and accurate commentary.

Academic freedom must be exercised in a manner that shows respect for the opinions of others, and recognises Wintec's statutory requirement to act in a manner that is consistent with:

- the need for the maintenance of the highest ethical standards and the need to permit public scrutiny to ensure the maintenance of these standards; and
- the need for accountability and the proper use of resources allocated.

#### b. Responsibilities of Wintec to its students

Wintec is committed to the development and delivery of quality tertiary education.

Wintec affirms that the Institute will be managed in a way that is consistent with the Mission Statement, strategic plans and policies, which includes:

a) recognising the need to create a safe, caring environment that meets the needs of students.

b) consulting students on issues and policies that may affect them.

In terms of the strategic directions of Wintec, Wintec is committed to:

a) recognising the fundamental role emerging technologies will play in the teaching and learning in Wintec by developing and implementing appropriate information technology strategies;

b) developing relationships with other national and international organisations which lead to more efficient and effective delivery of education; and

c) maximising the fiscal and intellectual investment already made in response to the changing educational marketplace.

In terms of the Quality Management System (QMS) Wintec undertakes to meet students' expectations and needs by:

a) providing quality programmes and courses;

b) providing accessible appropriate and deliverable support services;

c) providing a healthy, safe environment;

d) providing a supportive and culturally safe environment;

e) recognising the aims, aspirations and the cultural differences of ethnic or minority groups;

f) ensuring the recognition of the requirements of persons with disabilities;

g) ensuring the recognition of Tangata Whenua in accordance with the principles of the Treaty of Waitangi;

h) recognising the aims and aspirations of the Māori people; and

i) encouraging greater involvement of the Māori people in tertiary education.

**c. Dealing with issues arising from this Code**

There is an expectation that student issues will be raised in good faith.

a) Wintec recognises the rights of students and will listen to issues and work to resolve them promptly in a fair and professional way, in accordance with established processes, statutes, policies and regulations and having regard to all relevant factors.

b) Issues will be managed with the aim of achieving a positive outcome for all parties involved in such a way that the rights, responsibilities and obligations of students, staff and Wintec are maintained throughout.

**d. The expectations of Wintec of its students**

<b>Principle One</b>	<b>Principle Two</b>
<b>Responsibilities of students</b>	<b>Respect for the Rights of Others</b>
Following enrolment at Wintec, students are expected to:	All students are expected to respect the rights of fellow students, staff and the wider Wintec community. Accordingly students are expected to:
comply with all statutes, policies, regulations and procedures of Wintec;	refrain from all forms of discrimination, intimidation and harassment of fellow students, staff and the wider Wintec community;
exercise responsible and safe use of Wintec resources;	respect the privacy of individuals at all times;
accept the consequences of non-compliance with statutes, policies and regulations or misuse of resources.	in accordance with the Privacy Act 1993, ensure personal and confidential information is used only for the purposes for which it was intended;
	avoid behaviour which might cause disruption to the Wintec community.

**e. Dealing with issues arising from the Code of Conduct for Students**

Any issues arising from the Code of Conduct for Students should be resolved where possible by the individuals directly involved, or by seeking the assistance of appropriate staff including, but not limited to, the following:

- a) Student Experience Manager
- b) Counsellor
- c) Chaplain
- d) Kaumatua
- e) Tutor
- f) Programme Manager
- g) Head of School
- h) Dean
- i) Student Association Advocate or delegated representative
- j) Campus Security Officer
- k) Student Learning Services Manager
- l) OSH Manager
- m) Disability and Student Advocacy Co-ordinator

The process, in terms of which issues arising from the Code of Conduct for Students are dealt with, is shown in Appendix 1.

### 3. Code of Conduct for Peer Tutors and Student Mentors

All Peer Tutors and Student Mentors are required to sign a Code of Conduct.

#### a. Why do Peer Tutors and Student Mentors need to sign a Code of Conduct?

Peer Tutors and Student Mentors are acting in a role as a representative of Wintec which is outside of the normal student-student relationship. Peer Tutors and Student Mentors may be perceived to be in a position of influence and power, and as such need to exercise more than usual restraint during interactions with other students.

#### b. Principles

Peer Tutors and Student Mentors are required to follow these principles:

<b>Principle 1:</b> Professional behaviour when tutoring/mentoring students	<ul style="list-style-type: none"><li>• carry out duties in a professional manner, maintaining required standards of performance;</li><li>• comply with all Wintec policies, procedures and practices;</li><li>• fully inform the Peer Tutor or Student Mentor Co-ordinator of any relevant matters which may impinge on the performance of professional duties;</li><li>• ensure the safe and responsible use of all Wintec resources;</li><li>• demonstrate a commitment to improving the quality of service to students;</li><li>• reflect at all times professional standards of presentation and demeanour;</li><li>• act in a way which does not damage the reputation of Wintec.</li></ul>
<b>Principle 2:</b> Respect for the rights of others	<ul style="list-style-type: none"><li>• respect the rights of students and staff and refrain from all forms of discrimination, intimidation and harassment of students and staff;</li><li>• treat students and staff with courtesy and respect;</li><li>• avoid behaviour which might cause distress to, or disruption of students and staff.</li></ul>
<b>Principle 3:</b> Privacy	<ul style="list-style-type: none"><li>• respect the privacy of individuals at all times;</li><li>• use confidential information only for the purposes for which it was intended, in line with the Privacy Act (1993);</li><li>• keep student contact details private – don't share them with anyone else.</li></ul>
<b>Principle 4:</b> Ask for help if needed	<ul style="list-style-type: none"><li>• seek assistance from appropriate people including, but not limited to, the following:<ul style="list-style-type: none"><li>○ Student Experience Manager</li><li>○ Student Learning Services Manager</li><li>○ Disability and Student Advocacy Co-ordinator</li><li>○ Tutor</li><li>○ Programme Manager</li></ul></li></ul>

	<ul style="list-style-type: none"> <li>○ Student Association Advocate or delegated representative</li> <li>○ Counsellor</li> <li>○ Chaplain</li> </ul>
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**c. Breach of Code of Conduct**

Breaches of this Code of Conduct will be dealt with according to the:

- a) Student Voice Policy
- b) Equal Education Opportunities (EEO) Policy
- c) Academic & Student Misconduct (Section 7 of Wintec's Academic Regulations)

The Code of Conduct for Students, Peer Tutors and Student Mentors will be reviewed annually.



