

2019 ACADEMIC REGULATIONS



ACADEMIC REGULATIONS 2019 EDITION

These **policies, procedures, statutes and regulations** are **effective from 1 January 2019**, and supersede those in any prior format and/or document.

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

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GENERAL STATEMENT

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

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

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

WINTEC'S ACADEMIC REGULATIONS

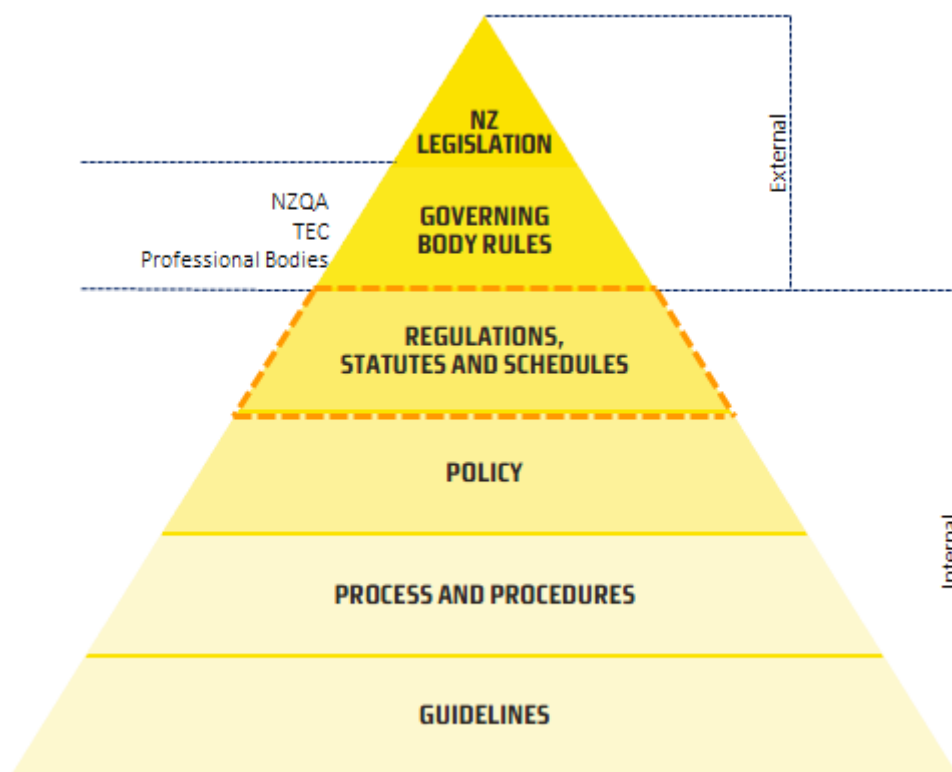


Diagram 1: Wintec's Regulatory Framework

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

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

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

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

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

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

THE ACADEMIC MANUAL (FOR STUDENTS & STAFF)

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

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

PART AR:A - ACADEMIC DECISIONS

AR:A.1 Academic decisions include:

- a) admission to programmes;
- b) refusal to permit, or cancellation of, enrolment;
- c) transfer of credit and exemptions granted at admission;
- d) academic progress (pass/fail);
- e) results or assessments, award of qualifications, grades or distinctions

AR:A.2 Academic decisions are made by individuals, committees or their delegated authorities:

Academic Decision	Decision Maker			
	Accountable	Delegated	Recommends	What do they do?
Admission to Programmes	<i>Academic Decision: Can we accept the student into the programme?</i>			
	Centre Director	Programme Coordinator	N/A	Delegate determines whether a student has met admission and entry criteria and accepts the student into programme
Team Manager				
Academic Progress	<i>Academic Decision: Has the student done enough to continue in the programme?</i>			
	Centre Director	Programme Coordinator	N/A	Delegate determines whether a student has met their obligation to progress through programme (usually passing half or more of their modules in a given period of study – but may include passing mandatory modules – or meeting specific programme requirements). If student has not met their obligation then processed through <u>Refuse to permit or cancellation of enrolment</u>
Team Manager				
Refuse to permit or cancellation of enrolment	<i>Academic Decision: Does the evidence presented mean the student should not be able to enrol and/or be withdrawn from their programme?</i>			
	Centre Director	Programme Committee	Programme Coordinator	Recommender determines whether there are grounds to not permit a student to enrol or to cancel the student's enrolment.

			Team Manager	<p>Grounds can be any of, but not limited to, exclusions (not good character, misconduct, and breach of discipline), full-time enrolment elsewhere, and insufficient academic progress.</p> <p>Delegate considers recommendation and makes a decision</p>
Transfer of Credit or exemptions granted at admission	<i>Academic Decision: Does the student have the previous study to gain TOC or exemptions?</i>			
	Centre Director	Programme Committee	Programme Coordinator	<p>Recommender assesses students previous study to determine whether the student is eligible for transfer of credit or exemptions and what the specifics of that looks like (how many credits and at what level, which modules, unspecified, etc). Delegate considers recommendation and makes decision.</p>
Team Manager				
Assessment results & Module Completion	<i>Academic Decision: Has the student met the assessment criteria?</i>			
	<i>Academic Decision: Has the student met the requirements of the module?</i>			
Centre Director	Programme Committee	Tutor	<p>Tutor marks assessment pieces and at the end of the modules determines a provisional grade;</p> <p>Either through moderation or a specific sub-group provisional grades may be checked</p> <p>Delegate analyse by trends, themes and exceptions and confirms final grades and completion of modules</p>	
		Team Manager / Programme sub group		

Qualification completions	<i>Academic Decision: Has the student completed the requirements of the qualification and met the graduate outcome statements?</i>			
	Centre Director	Programme Committee	Programme Coordinator	Recommender assesses progress to completions and determines whether a student has met the requirement to complete the programme Delegator confirms completion
Team Manager				
Academic Misconduct	<i>Academic Decision: Is there evidence that a student has breached regulation or expectations related to Wintec values?</i>			
	Centre Director	Programme Committee	Programme Coordinator	Dependant on circumstances Recommender would investigate allegations and make a recommendation. Depending on risk either the Programme Committee or Centre Director would confirm recommendations.
Team Manager				

AR:A.3 Students have the right to request a review against any academic decisions. Refer to *Section AR:8 - Academic Appeals* for more information.

SECTION AR:1 - ADMISSION TO PROGRAMMES

DEFINITIONS: Commonly used terms related to Admission to Programmes.

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

AR:1.1 Waiver of Admission and Entry Regulations

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

AR:1.2 Admission, Entry and Selection

- a) To be considered for admission to Wintec, an applicant must be an eligible person under Section 224 of the Education Act 1989.
- b) Every applicant must be approved for admission and entry by the Head of School/Centre Director or designated nominee², and must provide evidence of their date of birth, citizenship, and eligibility for admission and entry before being enrolled.
- c) All applicants must meet admission requirements under one of the following provisions:

Admission Type		Admission Requirements
General Admission	Open Entry	No academic achievement required but applicant will need to demonstrate a reasonable chance of success.
	Entry through Academic Achievement	See Appendix One for general admission criteria for each level of study.
Special Admission		Domestic applicants aged 20 years or above who have not met the General Admission or entry requirements for a programme but whose skills, education or work experience indicate that they have a reasonable chance of success ³ may be eligible for Special Admission. Special admission will be granted at the discretion of the relevant Head of School/Centre Director or designated nominee. Such applicants may be required to successfully complete a foundation, bridging or tertiary introductory programme as a condition of entry into higher level programmes.
Provisional Entry		Domestic applicants aged under 20 years who have not met the general academic admission and entry criteria for a programme but who can demonstrate a reasonable chance of success through other educational attainment and/or work or life experience may be eligible for provisional entry at the discretion of the relevant Head of School/Centre Director or designated nominee. Provisional entry places restrictions on re-enrolment to be lifted if the applicant's performance is deemed satisfactory by the relevant Head of School/Centre Director or designated nominee.

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

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

- d) Applicants may be required to comply with the “safety checking” as per the Vulnerable Children Act, 2014⁴ and/or may be required to undertake drug testing in order to complete practical components of a programme⁵.
- e) Applicants must meet the entry and any additional requirements as detailed in the specific programme regulations.

AR:1.3 Conditional Entry

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

AR:1.4 Exclusions to Entry

- a) Applicants may be refused entry to a programme or a module if they have previously been refused entry or have been excluded from a Wintec programme or another provider’s programme.
- b) Specific programme regulations may also provide for exclusion on professional and/or other grounds.

AR:1.5 Exclusion of Under-16 Year Olds

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

⁴ [Vulnerable Children Act 2014](#)

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

AR:1.6 Secondary Tertiary Partnership Arrangements

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

AR:1.7 English Language Requirements

- a) Applicants whose first language is not English must provide satisfactory evidence that they meet the English language proficiency requirements stated in the programme regulations.
- b) Satisfactory evidence of English language proficiency for any International Student applicant whose first language is not English is defined within NZQA English Language Entry Requirements for International Students.⁶
- c) The evidence of English language proficiency included with each applicant's application must be less than two years old.
- d) Where the evidence of English language proficiency is based on the International English Language Testing System (IELTS), the IELTS score:
 - i) must be taken from a single test. Combining scores from more than one test is not permitted;
 - ii) must be from an IELTS Academic module/test. IELTS General Training cannot be used as the basis of admission to Wintec programmes⁷. This clause applies to all Programme Regulations.

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

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

AR:1.8 Limitations on Entry

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

AR:1.9 Selection

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

AR:1.10 Refusal to Permit Entry

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

AR:1.11 Admission and Entry for Jointly Taught Programmes

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

SECTION AR:2 – ENROLMENT (INCLUDING REFUSAL TO PERMIT & CANCELLATION OF ENROLMENT)

DEFINITIONS: Commonly used terms related to Enrolment, Refusal to Permit and Cancellation of Enrolment.

Assessment Standard	A unit or achievement standard listed on NZQA's Directory of Assessment Standards.
Attendance (includes Participation)	The state of being present (including evidence of participating or engagement) in class, for the duration of that class.
Cancellation of Enrolment	The formal process of Wintec withdrawing a student's Offer of Place or withdrawing a student from a programme once enrolled.
Change of Enrolment	The formal process of a student adding, or withdrawing from, modules and/or a programme once enrolled.
Class	A group of students within a module: the primary unit for timetabling, enrolment, teaching and assessment. A large class may be subdivided into streams.
Credit Value	The value of a module or programme when counted towards a qualification. One credit is equivalent to approximately 10 nominal learning hours.
Enrolment	The formal process, including the payment of fees and charges, by which an applicant is formally registered for one or more modules and entitled to attend classes.
Equivalent Full-Time Student (EFTS)	A full-time student workload for one year is 1200 nominal learning hours (120 credits), which is 1 EFTS.
Equivalent Full-Time Student (EFTS) Factor	EFTS calculated at a module level. The EFTS factor, credit value and total learning hours of a module correlate.
Exclusion	The formal process of denying a student to re-enrol in a module and/or programme on the grounds of unsatisfactory progress or a breach of the Student Voice policy (18/05).
Full-Time Programme	The total of the EFTS factors within a single period for the purposes of student loans and allowances. Refer to this StudyLink table for more information.
Level	Any of the 10 levels of the NZQF, which range from Level 1 to Level 10.
New Zealand Qualifications Framework (NZQF)	The NZQA system that registers and quality assures all qualifications and formal programmes of learning in New Zealand.
Re-enrolment	The formal process, including the payment of fees and charges, by which a current student is formally registered for the consecutive year of a programme.
Start Date	The first day of orientation/induction or teaching in a programme/module.
Stream	A subdivision of class for timetabling and assessment purposes. The term is also used for study pathways within a programme.
Total Learning Hours	The total amount of time it is expected a student will need to achieve the learning outcomes of a module. Total learning hours can be directed and/or self-directed.

Total Learning Hours consist of:

Directed Hours	Direct contact time with tutors and trainers, can include on-line contact time with tutors.
Self-Directed Hours	Time spent studying or completing assignments.
Unsatisfactory Progress	Refer to Section AR:2.7.d)

AR:2.1 Waiver of Enrolment Regulations

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

AR:2.2 General

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

AR:2.3 Enrolment Procedures

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

AR:2.4 Change of Enrolment and Student Withdrawals

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

AR:2.5 Cancellation of Student Enrolment

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

AR:2.6 Removal of Modules or Programmes from Offer

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

AR:2.7 Re-enrolment

- a) Re-enrolment into a programme is not automatic.
- b) Students may not be eligible to re-enrol, or their enrolment may be cancelled due to, but not limited to:
 - i) Irregular attendance and/or participation;
 - ii) Not handing in scheduled assessments;
 - iii) Not completing items of assessment;

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

AR:2.8 Fees

- a) Any unit standard and/or certificate fee payable to NZQA is included in module fees and will be paid for by Wintec. Further information is available from the Student Enrolment and Information Centre (SEIC)⁸.
- b) Wintec does not receive any government subsidy for international students. International students will therefore be required to pay full fees.⁹

⁸ For information on domestic fees and refunds refer to the policy on Student Fees and Refunds – Domestic OP-01/07 Part (A) and Part (B).

⁹ For more information on International fees and refunds, refer to the policy on Student Fees and Refunds – International OP-07/14 Part (A) and Part (B).

SECTION AR:3 - TRANSFER OF CREDIT

DEFINITIONS: Commonly used terms related to Transfer of Credit and Recognition of Prior Learning.

Transfer of Credit (TOC)	Transfer of Credit (TOC) is a process where both formal and informal learning that a student has undertaken can be assessed and credit awarded to enable students to progress their individual learning. Transfer of Credit (TOC) can be either <i>formal</i> or <i>informal</i> and may be applied to modules and/or assessment standards. Formal or informal transfer of credit may be granted as <i>specified</i> or <i>unspecified</i> credit
Formal Transfer of Credit (FTOC)	Formal Transfer of Credit (FTOC), refers to credit for previous formal learning at Wintec or at another educational institution in New Zealand or overseas.
	Formal Learning attains a result and is usually recorded on an academic record.
Types of FTOC	Cross Credit Cross Credit is credit towards a Wintec qualification for modules passed towards another Wintec qualification. The defined modules will count towards both Wintec qualifications. A single module may not count towards more than two Wintec qualifications.
	Reassigned Credit Reassigned Credit is formal credit gained from Wintec modules from an incomplete Wintec qualification that is transferred toward a new Wintec qualification. When reassigned the module(s) will no longer appear under the original Wintec qualification.
	Credit Credit is formal credit granted from prior learning completed and transferred internally from another programme at Wintec or externally from other institutions.
Recognition of Prior Learning (RPL)	Recognition of prior learning (RPL) – also known as Informal Transfer of Credit (ITOC) - is a process that acknowledges learning from previous informal training, work experience and/or life experience.
Specified credit	Specified credit is granted toward specific modules in a qualification for which there is a clear equivalence of prior learning or module content.
Unspecified credit	Unspecified credit is credit granted toward a qualification where the previous study is equivalent to the level and credit value, but not to the learning outcomes from specified modules.
Portfolio of evidence	Portfolio of evidence refers to the evidence put forward by an applicant for consideration for TOC. Evidence can be presented in a variety of ways but will be assessed in relation to the learning outcomes of programmes and modules.

AR:3.1 Formal Transfer of Credit (FTOC)

- a) Students who have completed modules and/or a qualification at Wintec, or at another New Zealand or overseas educational organisation, may apply to have that study recognised as:
 - i) the basis for admission to a Wintec programme of study, and / or

- ii) for formal transfer of credit towards a Wintec programme of study
- b) FTOC may be credited, cross credited or reassigned. Formal credit may be reassigned from one qualification to another if a student changes their programme of study, for example from a diploma to a degree.
- c) All applications for FTOC will be processed through the Student Enrolment and Information Centre (SEIC). All applications for FTOC:
 - i) must be accompanied by any prescribed fee, as set out in the current Table of Fees¹⁰, and
 - ii) should be made at least two weeks before the start of the programme for which FTOC may apply, to allow for individual programmes of study to take into account any FTOC awarded.
- d) Applicants for FTOC on the basis of study completed at another education institution must provide satisfactory evidence of achievement such as originals or verified copies¹¹ of certificates, results, notices, academic transcripts or records of learning.
- e) FTOC applications will be assessed initially by SEIC against the Wintec FTOC Precedence List to check the academic standing of the institution where the previous study was completed. If the institution is included in the precedence list as being recognised as a quality assured institution the FTOC application will be forwarded to the relevant Centre / School for further assessment.
- f) If the institution where the previous study was completed has been assessed previously and is not recognised as a quality assured institution the FTOC application will be declined by SEIC.
- g) If the institution where the previous study was completed has been assessed previously and is not recognised as a quality assured institution the FTOC application will be declined by SEIC.
- h) Where overseas formal study has been undertaken at a recognised quality assured institution, the learning outcomes must be assessed for equivalence to the Wintec module(s) for which formal credit is sought.

¹⁰ The costs associated with RPL can be found in the [Table of Fees](https://www.wintec.ac.nz/table-of-fees) on Wintec's website: <https://www.wintec.ac.nz/table-of-fees>

¹¹ A verified copy must be countersigned by a Justice of the Peace or such other authorised person to take statutory declarations under the Oaths and Declarations Act 1957, or by a person of equivalent standing in the case of an overseas record, stating that it is a true and correct copy.

- i) Factors taken into account when assessing applications for FTOC include:
 - i) Equivalencies in the level of the previous study
 - ii) Relevance of previous study to learning outcomes of the Wintec modules/programme
 - iii) Currency of the previous study
 - iv) Equivalencies in credit value (at both programme and module level)
- j) Individual programmes may choose to place limits on the amount of FTOC and specify these in their programme regulations.
- k) Students who have previously gained New Zealand Qualification Framework (NZQF) assessment standards included in the requirements for modules and / or programmes at Wintec will on request receive FTOC for those, if they are recorded on their NZQA Record of Achievement. These applications must be made to SEIC on the appropriate form and be accompanied by the applicant's NZQA Record of Achievement, or a certified copy.
- l) Where NZQF assessment standards for which TOC has been given are integrated into a bundled module, applicants can negotiate with the Head of School / Centre Director or Team Manager, attendance requirements for these modules. Proportional fees reduction may also be considered by the Head of School where applicants are successful in gaining credit under these circumstances, but students should be aware this may impact on their eligibility for loans and allowances from StudyLink.
- m) FTOC for study passed at another educational institution will be entered on the applicant's academic record as a CR (credit) result for the module or unspecified credit awarded.
- n) FTOC for modules passed towards an incomplete Wintec qualification and reassigned to another Wintec qualification will retain their original result and the module is marked as 'reassigned'.

AR:3.2 Recognition of Prior Learning (RPL)

- a) Also known as Informal Transfer of Credit (ITOC).
- b) Wintec acknowledges that valid learning can take place outside of the current formal academic system. Such learning can include:
 - i) 'old world' qualifications (e.g. Trade Certificates) which are not automatically cross creditable to current qualifications;

- ii) work experience (both paid and unpaid);
 - iii) formal and informal in-service training;
 - iv) life experience and community involvement (e.g. hobbies, marae-based activities);
 - v) self-directed study;
 - vi) non-formal study;
 - vii) community-based education;
 - viii) overseas training and/or experience.
- c) RPL is available to applicants or enrolled students.
- d) RPL applicants may seek credit for:
- i) specified modules (including assessment standards) of a programme;
 - ii) a full programme;
 - iii) exemption from the entry criteria for admission to a programme or pre-requisites to a module.
- e) RPL may include a number of elements, including assessment by panel, portfolio, presentation and / or work place assessment.
- f) All applications for RPL will be processed through the Student Enrolment and Information Centre (SEIC). All applications for RPL:
- i) must be accompanied by the prescribed fee per credit for RPL, as set out in the current Table of Fees¹², and
 - ii) should be made at least two weeks before the start of the programme for which RPL may apply, to allow for individual programmes of study to take into account any RPL awarded.
- g) RPL may apply to students who seek assessment standard credit toward National / New Zealand Qualifications delivered at Wintec. All such credit must meet the requirements of the Standard Setting Body (SSB) as specified for the assessment standard and in the assessment and moderation action plan (AMAP).

¹² The costs associated with RPL can be found in the [Table of Fees](https://www.wintec.ac.nz/table-of-fees) on Wintec's website: <https://www.wintec.ac.nz/table-of-fees>

- h) RPL toward national qualifications must be assessed by qualified assessors. Such assessors will normally be academic staff in Wintec Schools / Centres, but external assessors may also be used.
- i) RPL will be granted only to those applicants who demonstrate they have met the learning outcome(s) of the module or assessment standard. Suitable assessment tools could include a portfolio of evidence, an attestation, a challenge test, an interview and / or an audit.
- j) RPL assessors follow a rigorous process and must hold an equivalent or higher qualification in the subject area they are assessing.
- k) A successful application and portfolio for RPL may result in:
 - i) the award of credits for specified modules and / or assessment standards which will be recorded as CR (credit) result in the modules concerned; and / or
 - ii) the award of credits for 100 per cent of a qualification (unless an external governing or registration body has requirements that prevent this).

AR:3.3 Rules and Credit Limits

- a) Level 1 – 6 programmes:
 - i) 100% transfer of credit is available towards level 1 - 6 programmes (both formal transfer of credit and recognition of prior learning).
 - ii) For completed level 1 – 6 programmes, a maximum of 50% can be cross credited towards another Wintec programme.
- b) Bachelor degree programmes (Level 7):
 - i) The standard credit limit for TOC (both formal transfer of credit and recognition of prior learning) is two thirds ($\frac{2}{3}$) of the qualification.
 - ii) Transfer of credit will not normally be granted at Level 7.
 - iii) In exceptional circumstances, these Transfer of Credit clauses may be waived, with the approval of the Academic Board or delegated authority. However all degree candidates are required to enrol in and complete a “minimum Wintec component” likely to be 45-60 credits to satisfy implicit and explicit competencies linked to graduate profiles.
 - iv) For completed bachelors’ degrees, a maximum of one third ($\frac{1}{3}$) can be cross credits towards a second bachelor’s degree.

- c) Graduate and postgraduate programmes (Level 7 – 9)
 - i) Formal Transfer of Credit (FTOC) at graduate / postgraduate level is at the discretion of the relevant Programme Committee and must be stated in the appropriate programme regulations.
 - ii) Recognition of Prior Learning (RPL) will not normally be considered at postgraduate level due to the requirement to reflect high level cognitive skills, such as analysis, synthesis and problem solving, and theory-based decision making rather than merely having undertaken specific tasks or roles.
 - iii) Cross credit is not normally considered at graduate and postgraduate levels
- d) No module may count towards more than two qualifications.
- e) Existing regulated staircasing and transitional arrangements will remain and be reviewed as part of their standard review / renewal cycle.
- f) The Academic Board may approve exceptions to these regulations where there are clear strategic pathways and these variations will be specified in the relevant programme specific regulations.
- g) Approved variations due to external professional registration requirements are specified in the appropriate programme regulations.

AR:3.4 Responsibilities

- a) The Centre Director or Head of School is ultimately accountable for the processing of TOC and RPL requests or exemptions within his or her Centre or School. The Centre Director or Head of School:
 - i) Can delegate the responsibility for making recommendations on TOC or RPL cases to the Programme Coordinator and/or Team Manager for the programme of study the student is applying for;
 - ii) Monitors the TOC process to ensure that TOC/RPL applications are processed in a consistent and timely manner, normally within two weeks before the commencement of the programme;
 - iii) Must ensure there is no conflict of interest regarding the Wintec staff member(s) responsible for making the recommendation for TOC/RPL.
- b) Programme Committees (PC's) are responsible for approving all TOC and RPL applications. When considering applications, PC's take into account:

- i) The relevance and currency of the FTOC/RPL;
 - ii) The programme specific regulations;
 - iii) The recommendations made by the recommender;
 - iv) Any potential conflicts of interest in approving the FTOC/RPL.
- c) SEIC are responsible for distributing accurate information to applicants as requested, including providing advice, guidance and support to applicants. In addition, SEIC:
- i) Complete initial assessments of all FTOC applications, against Wintec's FTOC Precedence List of recognised quality assured institutions;
 - ii) Process all applications for TOC within agreed upon timeframes (with each Centre and School);
 - iii) Enters all TOC credits in Arion and manages TOC/RPL-related student fees for all modules of the programme;
 - iv) Maintains copies of all TOC recommendations and decisions made by Schools/Centres.

AR:3.5 Appeals

- a) Applicants have the right to appeal decisions regarding TOC, as per *Part AR:A – Academic Decisions*, and will be informed of this at the beginning of the application process.
- b) Appeals will follow the Appeals process as outlined in the *Student Voice Policy (AC-18/05)*.

SECTION AR:4 – PROGRAMME REGULATIONS (INCLUDING ACADEMIC PROGRESS)

DEFINITIONS: Commonly used terms related to Programme Regulations and includes the structure of Academic Progress followed at Wintec.

Programme Regulations	The expectations and standards required of students in relation to a specific programme.
<i>Programme Regulations may contain</i> (follows the same order as the sections of the programme regulations):	
Transitional Arrangements	The steps that are put in place to ensure students are able to complete the qualification with limited impact when <ul style="list-style-type: none"> - the programme / qualification they are enrolled in is redeveloped; and/or - the programme / qualification they are enrolled in is being taught out and students are required to transfer to a new programme / qualification.
Admission, Entry and Selection	Refer to Section AR:1 – Admission to Programmes.
Programme Requirements	The requirements a student must follow and achieve in order to successfully complete the programme. Programme requirements may include the overall credits required; compulsory modules; the minimum period of time it will take to complete the programme; progress through the programme requirements; and the structure of the programme a student is expected to follow.
<i>Programme Requirements can include:</i>	
Overall Credits Required	The minimum number of credits a student must achieve to complete the programme. <ul style="list-style-type: none"> • Overall credits are usually then broken down to provide the student with the structure of the programme, e.g. total credits required at a specific level, total credits of all compulsory modules, etc.
Minimum duration	The minimum period of time it will take a student to complete the programme, usually on a full-time basis.
Progress through Completion	The expectations and standards that must be met in order for a student to progress through the programme. Progress through completion may include information on the number of times a student may be able to repeat a module (exclusions) and/or re-enrolment into the programme.
Completion of Programme	The maximum duration a student is allowed to complete the programme.
Award of the Qualification	The qualifications a student will be awarded if they follow and achieve the programme requirements.
Schedule of Modules	A table of the modules attached to the programme.
<i>Schedule of Modules may include:</i>	
Co-requisite	A module that, if not already passed, credited or exempted, must be taken concurrently with the module for which it is specified.
Pre-requisite	A module that must be passed or credited before a student may enrol in the module for which the pre-requisite is specified.

Other definitions:

Exemption	Where a student has completed previous study that is similar to a module at Wintec, but is not eligible for Transfer of Credit, they may be exempted from completing that module. Where a student has been exempted from completing a module, they are still required to fulfil the overall credit requirements for the programme.
Waiver	The decision to not require a student to fulfil a regulatory standard or expectation, or to complete a compulsory component of a module or programme. The authority to waive requirements is managed under the Wintec Delegation of Powers Statute.

AR:4.1 Waiver of Programme Regulations

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

AR:4.2 General

- a) Students have an obligation to meet the requirements of their programme of study in order to progress through the programme.
- b) Typically, this means the student must pass half or more of their modules in any given period of study, but can include passing mandatory modules, assessments, examinations or other specific requirements.
- c) Specific requirements of a particular programme can be found in the Programme Regulations for that programme.

AR:4.3 Determining Student Progress through a Programme

- a) The Centre Director or Head of School of the programme of study is accountable for making the determination on whether or not a student can progress through the programme.
- b) The Centre Director / Head of School can delegate this responsibility to the Programme Coordinator for that programme.

AR:4.4 Programme Regulations

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

AR:4.5 Programme Language Requirements

English, Māori and New Zealand Sign Language are the official languages of New Zealand. English is the main medium of instruction and assessment at Wintec.

Any programme that is taught or assessed in a language other than English will be specified in the Programme Regulations.

AR:4.6 Progress through Programmes

- a) Progress will be based on successful completion of the required or approved modules.
- b) Students will normally have to successfully complete modules that are pre-requisites for subsequent modules in a programme, if they are to be enrolled in those subsequent modules.
- c) Where students fail to demonstrate satisfactory progress by passing half or more of their modules in a given year of study, they may be declined re-enrolment into that programme or entry into another programme.
- d) In the event that a student has not met their obligations, refer to *Section AR:2 – Enrolment (including Refusal to Permit & Cancellation of Enrolment)*.

SECTION AR:5 – ASSESSMENT

DEFINITIONS: Commonly used terms related to Assessment.

Achievement Based Assessment	Assessment to identify students' varying levels of achievement at a task or group of tasks, which is normally expressed in the form of a numerical mark or a grade.	
Aegrotat	<p>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. Aegrotat is only available as part of the assessment concessions process.</p> <p>For more information, refer to <i>Section AM:8 Assessment Concessions</i> of the Academic Manual (for Students & Staff).</p>	
Assessment	The method used to judge an individual's performance in a module or programme. There are many forms of assessment, including assignments, practical work, tests, and examinations.	
Assessment and Moderation core concepts	There are a number of key terms that are used to express the core concepts and principles of assessment and moderation. These being:	
	Authentic/Authenticity	<p>Authenticity has two meanings in relation to assessment:</p> <ul style="list-style-type: none"> - In terms of evidence (e.g. the body of work the 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 assessments outcomes in class. - In terms of teaching and learning, authenticity is related to ensuring what is being taught and then assessed and how it is being assessed (in measurement, method and tools used) is as close to real world as possible.
	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> <ol style="list-style-type: none"> 1. Lack of clarity of what is being asked and/or assessed 2. Confused or ambiguous language in assessment 3. Any form of bias (gender, age, ethnicity, etc.) that, for example, means the assessment approach and/or materials exclude or limit the abilities of student/s.
Openness	<p><i>Also related to Transparent/Transparency.</i> 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</p>	

	are aware of feedback, reassessment provisions, and assessment concession opportunities, and also the processes to seek reconsiderations of marks, grades and appeal any reconsideration decisions. Everything is transparent and available.
Reliable/Reliability <i>Also related to Consistency.</i>	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 inconsistent practices and procedures , or the perception of these, that could cause variances in judgements, for the same or similar assessments.
Sufficient/Sufficiency	Usually related to competency-based achievement and the quality and quantity of evidence provided – e.g. has the 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 = sufficient evidence to achieve competency and 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, and the evidence used to measure should clearly show that the student has meet the assessment requirements and learning outcome. Validity in assessment would mean there are: <ul style="list-style-type: none"> - Clear statements on what is being assessed - Clear measurement of what is being assessed and the measurement matches the actual assessment - The method of assessment matches the measurement - The tools of assessment match the method of assessment
Varied	A range of mediums and a variety of methods should be available to ensure that assessment is appropriate to the students being assessed
Assessment Concessions	The variations offered to students with impairment/s. Depending on the classification of the impairment, concessions range from extensions to aegrotats.
Assessment Evidence	The work a student completes and submits for marking.
Attendance Requirements	While Wintec expects students to attend and participate in all classes (face to face and online), some programmes will specify the minimum attendance requirements (e.g. 80% attendance) in their programme related documents (e.g. Programme Regulations, Programme Handbooks, Course/module Descriptors, etc.). Failure to meet such attendance requirements may mean failure of a module.

Competency Based Assessment	Assessment requiring that students demonstrate that they have reached a particular standard to be judged as 'competent', and therefore receive 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 that does not teach on the module.
Extension	The approved submission of an item of assessment after the published deadline.
Formative Assessment	Assessment activities that take place during the delivery of a module which are used solely to give students developmental feedback and do not contribute to a pass or grade.
Grade	A measure of achievement, usually in the form of a letter grade (e.g. B). For achievement-based assessment grades will equate to a mark range. Grades can be awarded for items of assessment and/or the overall result of a module.
Grade Method	The approved range of grades attached to a programme and available to be applied to a student's item of assessment/module. Wintec has three main Grade Methods: Achievement Based, Competency Based and Mixed Mode.
Internal Assessment	All items of assessment that are required by Wintec to demonstrate student achievement, excluding formal examinations or wholly externally assessed pieces of work.
Mark	The numerical result awarded to a student for an individual item of assessment. Marks contribute to the grade assigned at the end of the module.
Marking Criteria	The schedule of standards an assessor uses to mark assessments against to ensure consistency of marking. Marking criteria may also specify the weighting allocated to each section within an assessment. Marking rubrics define levels of achievement.
Module Descriptor	The official details of the module. The module descriptor forms part of the curriculum document for the programme and has been approved by NZQA. Sometimes referred to as a Course Descriptor.
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. Sometimes referred to as a Course Outline.
Plagiarism	Copying or paraphrasing someone else's work, or using another's ideas, be it published or unpublished, without clearly referencing and therefore acknowledging the source.
Reassessment Provisions	Opportunities for reassessment integrated as part of the standard delivery of the module. Provisions can take the form of extensions or resits.
Reconsideration	A request to review a result awarded.
Resit	Sit an assessment that a student has previously failed, within a specified timeframe.

Resubmit	Submit a piece of assessment that a student has previously failed, within a specified timeframe. A resubmit may take the form of an alternative piece of assessment.
Summative Assessment	The process of assessing student achievement during or at the end of a module that contributes to the final mark or grade
Test	Less formal than an examination and generally administered by the class tutor and conducted within the classroom or similar environment. The duration of a test may last for only five minutes to an entire class period, but generally no longer than one hour. The frequency and setting by which tests are administered are highly variable – a class tutor may for example, administer a test on a weekly basis or just twice a semester.
Timetable	The published date, time and location a class is scheduled.

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

AR:5.1 Waiver of Assessment Regulations

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

AR:5.2 General

- a) The performance of each student enrolled in a module will be assessed on the basis of examinations, tests and other module work as set out in the approved module descriptor and course outline.
- b) Students shall be advised when a programme begins of:
 - i) module assessment information and requirements;
 - ii) the name of the assessment;
 - iii) the type of the assessment;
 - iv) the weighting of the assessment towards the final mark of the module if achievement based;
 - v) the learning outcome(s) the assessment aligns to;
 - vi) the specific requirements and expectations of the assessment tasks/activities; including
 - a. clear description/explanation of the assessment;
 - b. how the assessment will be marked – e.g. Pass/Fail or weighted marks; marking criteria and clear expectations of what is required to achieve a high mark;

- c. clear breakdown of the assessment into its components – e.g. the expectations/tasks/activities within the assessment;
 - d. the weighting of each component towards the total mark of the assessment;
 - vii) the dates by which assessments have to be submitted, or dates of tests and examinations;
 - viii) complaint and appeal provisions;
 - ix) arrangements for the return of assessment evidence.
- c) Any subsequent changes to the information detailed in AR:5.2b) during the delivery of the module must be disclosed in writing and agreed to by the students during the delivery of the module and are subject to the approval/ratification of the relevant Programme Committee and, where appropriate, the Academic Approvals Committee. Students must be notified in writing of any subsequent changes to the assessment requirements.
 - d) Students are responsible for completing all assessment requirements for their programme and for ensuring that they undertake all assessments by the published time and, where applicable, in the correct location.
 - e) The composition of the final grade and relative weighting of assessment components for any module is set out in the module outline provided to all students at the beginning of the module. It is the responsibility of each student to ensure that they are familiar with this information.
 - f) The Team Manager or designated nominee responsible for a module will ensure assessment is appropriate to the level, learning outcomes and content of the module, and approved through the Academic Approvals Committee.
 - g) Students are entitled to feedback on all assessments they undertake so they can monitor their progress throughout their module/programme.
 - h) Assessments shall be marked, and students notified of outcomes as quickly as possible. Unless otherwise notified, this will be within 20 working days of the assessment taking place or being due.
 - i) Wintec supports the use of Te Reo Māori in assessment as detailed in the policy on *Assessment and Moderation AC-11/05 Part A and Part B*.

j) **Internal Assessments:**

- i) Students are required to submit their internally assessed assignments by specified dates.
- ii) If an assignment is submitted after this specified date, unless an extension has been granted, an assessor may either:
 - a. lower the grade; or
 - b. after consulting with the Team Manager, not accept an assignment and automatically award a No Grade.
- iii) Penalties for late submissions will be set out in the module outlines.
- iv) Programme Regulations may prescribe particular requirements, such as occupational conditions, attendance requirements, or compulsory module components.

AR:5.3 Academic Integrity in Relation to Assessment

- a) Students are required to:
 - i) present their own original work for assessment;
 - ii) acknowledge contributions from other sources by using the referencing format required for the programme (failure to do this correctly may be regarded as plagiarism); this includes direct copying, paraphrasing, summarising and the rearranging of, another person's words or idea
 - iii) not cheat in tests or examinations (e.g. use any device that is not expressly permitted as part of the test or examination instructions) and ensure they follow all instructions and the correct procedures
 - iv) [for summative assessments] not submit the same, or a similar, piece of work for assessment on more than one occasion;
 - v) Not enter into any agreements with other students to collude on assignments;
 - vi) collaborate only as permitted;
 - vii) not over/misrepresent the individual contributions of members of any group assignment;
 - viii) not knowingly help others to cheat;

- ix) not act or behave in a way that precludes others from completing their assessments
 - x) keep written and electronic work secure to prevent others from accessing and copying work.
- b) Any exceptions to the above will be clearly stated in the information and requirements for the module.
 - c) Assessors may decline to mark any module work that they are satisfied is the result of some dishonest or improper practice or does not comply with instructions. In these instances, the procedures will conform to the provisions of the Academic Misconduct Regulations which are contained in the Academic Manual.

AR:5.4 Plagiarism-detection Software

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

AR:5.5 Conduct of Tests and Examinations

- a) Any alleged breach of the assessment regulations with regard to a test or examination will be referred to the Head of School/Centre Director for investigation. In these instances, the procedures will conform to the provisions of the Academic & Student Misconduct Regulations which are contained in Section 7 of these regulations.
- b) Rules regarding the conduct of tests and examinations are detailed in the Academic Manual and will be binding on all students for tests and examinations held by Wintec.

AR:5.6 Impairment based Assessment Concessions

- a) Assessment Concessions are the variations to scheduled assessments that are offered to students with impairment/s. The concessions remove barriers

which prevent students from undertaking assessments, thereby enabling them to pursue their educational and vocational goals.

- b) Assessment concessions are available to students with temporary impairments. Students that meet the conditions need to make an application for Special Consideration for Impaired Performance or Failure to Meet Assessment Dates.
- c) Rules regarding Special Consideration applications are detailed in the Academic Manual and will be binding on all students submitting applications.

AR:5.7 Non-impairment-based Reassessment Provisions

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

AR:5.8 Grades Used at Wintec

- a) Wintec has two main forms of assessment – competency and achievement. The grades that are applicable to competency based and achievement-based assessments are listed in the tables below¹³. Not all grades listed are applicable to all modules or programmes. Grade Methods define which grades can be applied to a module.
 - i) **Competency Based Assessment**
 - a. The competency-based assessment table lists the results that can be awarded for Unit Standards and competency-based

¹³ Note: the tables in this document are not Grade Methods. Instead they are a list of available grades. Refer to the Assessment Structure set-up form available on the [SEIC business site](#) for Grade Method tables.

modules where proficiency can only be determined through Pass or Fail.

b. Results may be specified as follows:

Grade	Description	Available for:
P	Pass: where a student has met the minimum criteria for competency. Pass is the Wintec equivalent of standard based 'Achieved' grade.	Unit Standards; Pass/Fail Modules
I	Incomplete: for competency-based assessments ONLY , an 'Incomplete' is where a student attempts but fails to meet the competency. Incomplete is considered a failing grade.	Unit Standards; Pass/Fail Assessments Pass/Fail Modules
DNC	Did Not Complete: where a student has not attempted any assessment by the completion of the module, or withdraws after the 75% point of the duration of the module.	Any
P:r	Resubmit Pass: where a student has made more than one attempt to gain competency in a standard. Note: A Resit/Resubmit pass will result in an overall grade of P:r for the module.	Any
Cr	Credit: Where a student has already demonstrated competence through the successful completion of another module either at Wintec or another tertiary education organisation. For more information refer to Section AR:3 – Transfer of Credit regulations	Any

ii) **Achievement Based Assessment**

- a. The achievement-based assessment table lists the results can be awarded for Achievement Standards and modules where performance is judged/marked within a range.
- b. Results may be specified as follows¹⁴:

Grade	Achievement Level	Explanation
A+	85-100	Passing grades
A	80-84	
A-	75-79	
B+	70-74	
B	65-69	
B-	60-64	
C+	55-59	
C	50-54	

¹⁴ The lettered grades in the Achievement Based Assessment table are the standard. There may be some variation by programme in the grade range and this is controlled by the Grade Method applied to the programme.

Ex	Achieved with Excellence	Achieved with Excellence: Where a student has met criteria higher than a Merit Pass level of competency. Achievement Standards only
M	Achieved with Merit	Achieved with Merit: Where a student has met criteria for a higher than Pass level of competency. Achievement Standards only
Ach	Achieved	Achieved: Where a student has met the minimum criteria for competency. Achievement Standards only
D	40-49	Failing grades
E	0-39	
NAch	Not Achieved	Not Achieved: Where a student attempts but fails to meet the competency.
DNC	Did Not Complete	Did Not Complete: Where a student has not attempted any assessment component by the completion of the module, or withdraws after the 75% point of the duration of the module. Note: If the student has attempted one or more of the assessment components in the module, but they still did not meet the criteria to successfully complete the module, the student will receive a 'failing grade'.
H	Result Pending	Refer Section 5:10
W	Withdrawn	Withdrawn: Students who formally withdraw from a module after the 10% point and up to the 75% point of the duration of the module will be awarded a 'Withdrawn' grade.
A+:a	Aegrotat Pass	<p>Aegrotat Pass: A student whose result has improved as the result of aegrotat consideration may be awarded either an annotated grade, (e.g. B:a) or an annotated pass (e.g. P:a).</p> <ul style="list-style-type: none"> – Rules related to the processes that allow the application of an aegrotat result are detailed in the Academic Manual. – The award of an annotated grade or P:a is at the discretion of the Programme Committee and it must be consistently applied within the same programme. – The award of an Aegrotat Pass in an assessment creates an annotation to the final overall annotated grade – '(a)'.
A:a		
A-:a		
B+:a		
B:a		
B-:a		
C+:a		
P:a		

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

AR:5.9 Mixed Mode Based Assessment

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

AR:5.10 Held Grades (H)

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

AR:5.11 Grades and Achievement Levels for External Bodies

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

AR:5.12 Grades and Results for Modules

- a) The approval of grades is the responsibility of the Programme Committee, which will advise SEIC to lock and release the results.
- b) A student will be deemed to be credited with a module on the date that the Programme Committee approves the results.

- c) Results will be made available to all students within 20 working days of the module end date.

AR:5.13 Reconsideration of Marks and Grades

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

AR:5.14 Retention and Return of Assessments

a) Retention

- i) Copies of all student marked assessments, including recordings of student presentations, practical examinations/assessments and any uncollected or unreturned work generated during a student's participation in a module, must be retained until the end of the calendar year in which the student was assessed, and a minimum of a further 12 months from the end of that year.¹⁵
- ii) Assessments used for moderation purposes are retained by Wintec for a period of no less than seven years.
- iii) All assessed work held by Wintec will be destroyed 12 months after the date of the last action on the assessed work, except where:
 - a. that work is subject to an appeal;
 - b. that work is subject to a disciplinary procedure;
 - c. the student has given permission for the work to be held by Wintec;
 - d. that work is subject to specific retention requirements in a contract with an external party (e.g. with an Industry Training Organisation).
 - e. That work is subject to AR:5.14(a)i.

¹⁵ This is an NZQA requirement, as per rule *14C.1 Student assessment material retention requirements*, of the [Quality Assurance \(including External Evaluation and Review \(EER\)\) Rules 2016](#). Failure to comply with this requirement is a breach of these rules.

Note: A full list of record types can be found in the policy on *Assessment and Moderation AC-11/05 Parts A and B*. Further explanation can also be obtained from Wintec's *General Disposal Authority*.

b) **Return**

- i) Students are entitled to reasonable access to all of their written work submitted for assessment.
- ii) Where assessed work is to be returned, time limits for collection may be set for individual programmes. Such limits will be set out in the programme information (e.g. handbook or course outline).
- iii) Nothing in AR:5.14(b) affects the application of AR:5.14(a).

<p>Note: A full list of record types can be found in the policy on <i>Assessment and Moderation AC-11/05 Parts A and B</i>. Further explanation can also be found in Wintec's <i>General Disposal Authority</i>.</p>
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SECTION AR:6 - COMPLETIONS

DEFINITIONS: Commonly used terms related to completion of a programme of study.

New Zealand Record of Achievement (NZROA)

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

AR:6.1 Waiver of Completion and Graduation Regulations

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

AR:6.2 Successful Completion

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

AR:6.3 Award of Honours, Distinction or Merit

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

AR:6.4 Award of Qualifications

- a) Where a programme may lead to more than one qualification, the Programme Regulations will specify the requirements for the award of each qualification.
- b) Where a Wintec programme also incorporates the requirements for a National, New Zealand or international qualification, this will be stated in the Programme Regulations.

AR:6.5 Graduation

Wintec will hold annual graduation ceremonies in accordance with the requirements set out in the policy on *Graduations & Academic Regalia AC-96/07*.

SECTION AR:7 – ACADEMIC & STUDENT MISCONDUCT

AR:7.1 Academic and Student Misconduct

- a) Academic and Student misconduct may occur if a student:
- i) behaves in a manner that significantly impedes or subverts the proper functioning of the Institute in accordance with its educational purpose, values and goals as set down in the Institute's Calendar and all other relevant documentation;
 - ii) behaves in a manner that discredits the Waikato Institute of Technology (Wintec);
 - iii) breaches any regulation published and all other relevant documentation;
 - iv) fails to comply with any reasonable and lawful policy or instruction approved and notified by the Chief Executive, Council, Academic Board, or delegated authority of the Chief Executive, Council or Academic Board;
 - v) uses Wintec property, resources or funds for other than authorized purposes;
 - vi) incurs liability on behalf of the Wintec without authorization;
 - vii) behaves in a manner that is likely to unfairly harm the reputation or professional prospects of another student or member of the staff;
 - viii) behaves in a manner that jeopardizes the health or safety of another person or breaches any legislative requirements;
 - ix) encourages, assists, or procures a person to commit misconduct;
 - x) engages in any other form of misbehaviour; or
 - xi) engages in any activity that impedes the academic integrity of the student's peers, programme and Wintec.

This list is not intended to be exhaustive. Further, in some circumstances the nature of a student's conduct may be sufficiently grave to constitute serious misconduct, notwithstanding that the conduct is described as 'misconduct' in the list above.

AR:7.2 Staff authority for discipline in class

- a) Staff delivering or supervising a class may dismiss from it for its duration, any student who, in his or her judgment, has behaved in a manner that disrupts the class or jeopardises the health or safety of a student or another person.
- b) In cases of ongoing disruption or discipline breaches, the staff member may lodge an allegation of misconduct under the provisions of these regulations.

AR:7.3 Investigations of Academic and Student Misconduct

- a) Where a staff member has evidence of Academic or Student Misconduct they will report to the relevant Centre Director (or delegate) who will determine whether there is sufficient evidence to proceed. If sufficient evidence has been provided, the Centre Director (or delegate) will launch an investigation.
- b) The Centre Director (or delegate) will inform the student in writing of the following:
 - i) That an allegation has been made;
 - ii) That the Centre Director has determined there is enough evidence to investigate the allegation;
 - iii) The timeframe for investigation;
 - iv) That once the investigation is complete the student will be notified in writing of the outcome in order to prepare a response;
 - v) That within 5 working days of the student being notified of the outcome, the student will provide an opportunity to respond to the allegation following investigation.
- c) The Centre Director may delegate the investigation.
 - i) The delegate must not be staff involved in the teaching or supervision of the module/s in which the misconduct may have taken place;
 - ii) In some instances, the delegate will be from outside of the Centre as follows:
 - a. The Library Manager for investigations related to the Library's rules and procedures;
 - b. An Information Technology Manager for investigations related to computer use;

- c. The Facilities Manager for investigations related to physical spaces and security.
- iii) Where a delegate is from outside of the Centre, the delegate must work with the student's Team or Programme Manager to ensure impacts of any recommended penalty is identified and communicated to the Centre Director;
- iv) An investigation may include the review of data captured via surveillance camera.¹⁶
- d) When an investigation is undertaken the assessment grade/s for the student/s involved may be withheld or withdrawn until the matter has been resolved.
- e) On completion of the investigation, the Centre Director or delegate will seek the student's response to the findings of the investigation and make a decision.
- f) The student will be advised in writing of the decision by the Centre Director.
- g) The Centre Director (or delegate) will ensure a record of the initial request is recorded centrally and tracked through process and final outcome to application of penalties (where appropriate).

AR:7.4 Penalties for Academic and Student Misconduct

- a) The Centre Director (or delegate) may:
 - i) Dismiss the allegation/s against the student/s conditionally or absolutely;
 - ii) Issue a written warning;
 - iii) Establish a learning contract that will require, and allow, the student/s to undertake an additional summative assessment in the subject area;
 - iv) Seek a referral to an internal support unit;
 - v) Amend a mark or grade on an assessment/s and/or module/s;
 - vi) Deny full or partial credits for any module/s;
 - vii) Suspend the student/s from any module/s or programme, or from Wintec, for a specified period;
 - viii) Recommend to the Office of the Dean that the student/s be excluded from the programme or module/s, or from Wintec;
 - ix) For breaches of Library rules and procedures:
 - x) Suspend borrowing privileges for a period of time;
 - xi) Preclude the person from using the Library for up to seven (7) days.

¹⁶ The use of surveillance cameras is documented in the Surveillance Cameras policy (OP-08/19).

SECTION AR:8 – ACADEMIC APPEALS

AR:8.1 Academic Appeals are formal requests to review the Academic Decisions stated in *AR:A – Academic Decisions*.

AR:8.2 Centre Directors are accountable for academic decisions. This includes reviews of a students' marks or grades (see AR:8.4.a), and reconsideration of students' final grades (see AR:8.4.b). Therefore, students submit appeals to academic decisions to the Dean's Office.

AR:8.3 The exception is the review process related to Assessment and Academic Misconduct/Student Integrity and Conduct - there is a pre-appeal step to enable the standard review of marks and/or grades, and misconduct and/or student behaviour. Each Centre manages these standard reviews.

AR:8.4 Assessment related reviews:

a) **Review of Marks or Grades**

- i) A reconsideration of marks or grade is a student's formal request to reassess an item of assessment based on the student's claim that assessment practices (validity, reliability, authenticity, sufficiency, fairness, and openness) have been compromised.
- ii) Reconsideration of Marks and Grades is not based on impaired preparation, attendance, or performance. If a student is concerned their preparation, attendance or performance was impaired for an assessment, then an application for Special Consideration must be submitted within the regulated timeframe.
- iii) All claims must be substantiated and the burden of proof falls to the student to prove breach of assessment practice.
- iv) Where the assessment has been returned to the student, the work must be resubmitted with the application.

b) **Reconsideration of Final Grade**

- i) A review of the student's overall final grade is termed a 'Reconsideration of Final Grade'
- ii) A Reconsideration of Final Grade can take the form of:
Recount of Marks: a recheck of allocated marks for all assessments that contribute to the final grade. There is no remarking in a Recount.

Review and Remark: A formal request to have all items of assessment reviewed and remarked (not by the original assessor) against the original marking criteria/schedule. If further investigation is authorised, the Head of School/Centre Director will inform the student in writing of the following:

- a. The timeframe for investigation;
 - b. That once the investigation is complete the student will be notified in writing of the outcome;
 - c. Further investigation could warrant the student being interviewed
 - d. Remarked assessments are part of internal quality control arrangements and a confidential assessment within our deliberations and benchmarking. The robustness of the Reconsideration of Final Grade is predicated upon the comments of the second marker being made in confidence. Any discrepancies within this process identified between the first and second marker will be investigated or reviewed internally, and remedial actions considered as appropriate. An independent marker will be appointed if there is a significant difference.
- c) There is a single application form for Review of Marks or Grades and Reconsideration of Final Grade. These forms are available from the Student Enrolment and Information Centre, your Centre reception area, and various support units across the campus. All completed forms must be submitted to your Centre Reception or their designated deposit space.
- d) The Programme Committee will consider all Review of Marks or Grades and Reconsiderations of Final Grade to ensure consistency of decision-making across the programme and Centre.

AR:8.5 Academic Appeals Process.

- a) Appeal application forms are available from and must be submitted at Wintec's Student Enrolment and Information Centre.
- b) Applicants must attach to this form:
 - i. a copy of the letter from, or decision of, the Head of School/Centre Director for which they are appealing a decision/outcome; and
 - ii. any supporting evidence.

- c) There is a fee for all Academic Appeals. This fee will be refunded if the appeal is successful. Please refer to the Appeal Form for more information.
- d) The Dean will acknowledge, investigate, record and respond to all Academic Appeal cases.
- e) The Office of the Dean will acknowledge the receipt of an Academic Appeal within 5 working days of receipt. The acknowledgement will
 - i) acknowledge receipt of the appeal; and
 - ii) advise the appellant that the Dean will get back to them with a response within a specified timeframe
- f) The Dean will delegate the investigation as per the table at the end of this section.
- g) The Delegate will:
 - i) review the procedures and processes followed within the original academic decision to determine whether due process was followed;
 - ii) consider new information that was not available at the time of the original decision (because it was missing or incomplete) to determine impacts on the original decision;
 - iii) provide the Dean with a summary of the investigation and evidence-based recommendations.
- h) The role of the Dean is to arrive at a decision. All evidence will be considered with reference to the relevant Wintec regulation/s and policies.
- i) The Dean may:
 - i) Uphold the appeal on the grounds that the School/Centre, did not adequately follow the relevant policy, procedures or regulations when making their decision.
 - ii) Decline the appeal and confirm the original decision of the Head of School/Centre Director.
- j) As a result of the appeal, the Dean can instruct the relevant School/Centre, to make changes in process or procedure, or implement new processes or procedures.

The Dean will formally respond to the appellant outlining the outcome of the appeal¹⁷ within 5 working days of the final meeting, including a summary of any changes to process or procedures that will be implemented in response to the appeal. The formal response will advise the appellant that they have the right to appeal the decision to the Academic Board within 15 working days (refer to text below).

You have the right to appeal this decision by submitting an application in writing to the Quality and Academic Director, working on the behalf of Academic Board, within 15 working days of this notification.

- k) The Dean's Office will update the Formal Complaints Database with information pertaining to the appeal, e.g. a copy of the appellant's application; any meeting or investigation notes and the formal response to the student. If not satisfied with the decision and/or process followed, the appellant may request their appeal be considered by Academic Board.
- l) The Office of the Dean will submit a report related to the Academic Appeal decisions to the Academic Board biannually.

AR:8.6 Final Appeal to the Academic Board

- a) The appellant can appeal a decision made by the Dean by sending a letter to the Quality and Academic Director, on behalf of the Academic Board, stating the grounds for the appeal within 15 working days of receiving the decision from the Dean. A copy of the Dean's decision and support evidence must be attached.
 - i) Appeals to the Academic Board must be submitted in writing at Wintec's Student Enrolment and Information Centre.
- b) The Academic Board will delegate the consideration of appeals to the Academic Approvals Committee (AAC).
- c) AAC delegate the administration of these appeals to the Quality and Academic Unit (QAU).
- d) QAU will acknowledge all final appeals within 5 working days of receipt. The acknowledgement will:

¹⁷ A copy should be sent to Academic Services as appropriate

- i) acknowledge receipt of the appeal; and
 - ii) advise the appellant that the Dean will get back to them with a response within a specified timeframe
- (1) Note: AAC meet the first week of every month
- e) AAC will consider the appeal in terms of due process within the context of Wintec's policies and procedures.
 - f) Students will be formally notified of the outcome of the appeal.
 - g) AAC will report all decisions made to the Academic Board tri-annually.
 - h) The Academic Board's decision is final. If the appellant is still dissatisfied, they will be informed of their right to refer the matter to the Office of the Ombudsman or the New Zealand Qualifications Authority.

AR:8.7 Changes in Results or Permissions to Progress

- a) Any changes to student results, entry or progression requirements proposed as a resolution to the Academic Appeal must be approved by the relevant Programme Committee prior to confirming the changes with the student, in accordance with the Academic Regulations.
- b) Where a decision is approved by the Head of School/Centre Director it must be ratified by the Programme Committee and included in the minutes, prior to confirming the changes with the student, in accordance with the Academic Regulations and Programme Regulations.

AR:8.8 Delegated Authority of Academic Appeals

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

- c) Ultimately the role specified in the academic appeal process is responsible and accountable for the decisions made on their behalf.

Academic Decision	Academic Appeal			
	Accountable	Delegated	Investigate	What do they do?
<ul style="list-style-type: none"> Admission to Programmes Refuse to permit or cancellation of enrolment Transfer of Credit or exemptions granted at admission Assessment results & Module Completion Qualification completions Misconduct 	Dean	Centre Director or Faculty Operations Manager	Centre Director, Faculty Operations Manager or designated staff (must be within the line management of Delegate)	Delegate reviews the decision based on <ul style="list-style-type: none"> - inadequacy in considering Wintec regulatory framework. - inaccurate / incomplete information Investigator collates materials and may provide analysis to delegate to consider
<ul style="list-style-type: none"> Academic Progress 				It would be unusual to consider an academic appeal under this category – instead the appeal would be in the outcome which is <u>Refuse to permit or cancellation of enrolment</u>
Academic Decision	Appeal to Academic Board			
	Accountable	Delegated	Investigate	What do they do?
<ul style="list-style-type: none"> Admission to Programmes Refuse to permit or cancellation of enrolment Transfer of Credit or exemptions granted at admission Assessment results & Module Completion Qualification completions Academic Progress 	Academic Board	AAC	Quality and Academic Director or Designated AAC member	Delegate reviews whether due process was followed. Cannot introduce new information. Investigator collates materials and provides analysis. Delegate considers analysis and makes a decision

APPENDIX ONE: GENERAL ACADEMIC ADMISSION REQUIREMENTS FOR WINTEC PROGRAMMES

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

Wintec Programme/Level	General Academic Admission Requirements
Certificate at Levels 1 and 2	No academic entry requirements. Note: <ul style="list-style-type: none"> • A level 1 certificate must comprise a minimum of 40 credits at level 1 or above. • A level 2 certificate must comprise a minimum of 40 credits at level 2 or above.
Certificate at Level 3	Minimum three years' secondary education; or A relevant qualification at NZQF Level 2 or above; or Equivalent. Note: <ul style="list-style-type: none"> • A level 3 certificate must comprise a minimum of 40 credits at level 3 or above.
Certificate at Level 4	24 credits at NCEA Level 1 including 12 credits in English or Māori; or A relevant qualification at NZQF Level 2 or above; or Equivalent. Note: <ul style="list-style-type: none"> • A level 4 certificate must comprise a minimum of 40 credits at level 4 or above.
Certificate at Level 5	24 credits at NCEA Level 2 including 12 credits in English or Māori; or A relevant qualification at NZQF Level 3 or above; or Equivalent. Note: <ul style="list-style-type: none"> • A level 5 certificate must comprise a minimum of 40 credits at level 5 or above.

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<p>Diploma at Level 5</p>	<p>48 credits at NCEA Level 2 including 12 credits in English or Māori; or A relevant qualification at NZQF Level 3 or above; or Equivalent.</p> <p>Note:</p> <ul style="list-style-type: none"> • A level 5 diploma must contain a minimum of 120 credits from level 4 or above including at least 72 credits at level 5 or above.
<p>Certificate at Level 6</p>	<p>Note:</p> <ul style="list-style-type: none"> • A level 6 certificate must comprise a minimum of 40 credits at level 6 or above.
<p>Diploma at Level 6</p>	<p>48 credits at NCEA Level 2 including 12 credits in English or Māori; or A relevant qualification at NZQF Level 3 or above; or Equivalent.</p> <p>Note:</p> <ul style="list-style-type: none"> • A level 6 diploma must contain a minimum of 120 credits from level 5 or above including at least 72 credits at level 6 or above.
<p>Diploma at Level 7</p>	<p>Note:</p> <ul style="list-style-type: none"> • A level 7 diploma must contain a minimum of 120 credits from level 5 or above including at least 72 credits at level 7 or above.
<p>Bachelor's Degree</p>	<p>Note:</p> <ul style="list-style-type: none"> • A Bachelor's Degree requires a minimum of 360 credits from levels 5 to 7. Some Bachelor's Degrees, notably in professional fields such as engineering, the health sciences and law, encompass additional credits and may require a longer period of study. For example, an eight-semester (four-year) degree would normally be equivalent to 480 credits. • Of the credits required for a Bachelor's Degree, a minimum of 72 credits must be at level 7 or higher. The degree should specify a spread of credit across levels, so that the qualification demonstrates progression, reflects the requirements of the degree definition and achieves the associated learning outcomes in a way that is appropriate to the subject area.
<p>Undergraduate Degree</p>	<p>NCEA Level 3 (60 credits at NCEA Level 3 or above and 20 credits at NCEA Level 2 or above), including:</p> <ul style="list-style-type: none"> • 14 credits each at NCEA Level 3 in three approved subjects; and • UE Literacy (10 credits at NCEA Level 2 or above made up of 5 credits each in reading and writing); and • UE Numeracy (10 credits at NCEA Level 1 or above) made up of specified achievement standards or a package of specified unit standards. <p>Or</p> <p>72 credits at NCEA Level 2 including:</p> <ul style="list-style-type: none"> • a minimum of 14 credits in each of four subjects; and • UE Literacy (10 credits at NCEA Level 2 or above made up of 5 credits each in reading and writing); and • UE Numeracy (10 credits at NCEA Level 1 or above). <p>Or</p> <p>A relevant qualification at Level 3 on the NZQF or above and the equivalent of UE Literacy and UE Numeracy.</p> <p>Or Equivalent.</p>

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<p>Graduate Certificate</p>	<p>A completed Bachelor's degree; or A professional qualification in a relevant discipline; or Equivalent. Note:</p> <ul style="list-style-type: none"> The Graduate Certificate requires a minimum of 60 credits, with a minimum of 40 at level 7 or above.
<p>Graduate Diploma</p>	<p>A completed Bachelor's degree; or A professional qualification in a relevant discipline; or Equivalent. Note:</p> <ul style="list-style-type: none"> Graduate Diploma requires a minimum of 120 credits, of which 72 credits must be at level 7 or above.
<p>Honours programme Bachelor Honours Degree</p>	<p>A completed corresponding Bachelor's degree with a minimum B grade average; or Equivalent. Note:</p> <ul style="list-style-type: none"> A Bachelor Honours Degree may be either a 480-credit degree, or a discrete 120-credit degree following a Bachelor Degree. The degree has a minimum of 120 credits at level 8, with a research component that represents at least 30 credits at that level. Where the Honours Degree is a 480-credit (or more) programme, it must provide an exit point at the end of the study that meets the requirements for a Bachelor Degree. Some Bachelor Honours Degrees (for example Bachelor of Laws with Honours), approved prior to 1 January 2006, have a minimum of 60 credits at level 8. These qualifications will be grand-parented under previous rules. Research in the context of a Bachelor Honours Degree develops an individual's ability to design and undertake a project under supervision, and to report on this in an appropriate way. It sharpens the individual's analytical and communication skills and provides a supported introduction to planning, conducting and reporting on the type of independent research that may be undertaken at higher levels.
<p>Postgraduate Certificate</p>	<p>A completed corresponding Bachelor's degree; or Equivalent. Note:</p> <ul style="list-style-type: none"> The Postgraduate Certificate requires a minimum of 60 credits at level 8.
<p>Postgraduate Diploma</p>	<p>A completed corresponding Bachelor's degree; or A completed corresponding Postgraduate Certificate; or Equivalent. Note:</p> <ul style="list-style-type: none"> The Postgraduate Diploma requires a minimum of 120 credits from levels 7 and above, with a minimum of 72 credits from level 8.
<p>Master's Degree</p>	<p>A completed corresponding Bachelor's degree with a minimum B grade average; or A completed corresponding Bachelor with Honours degree; or A Postgraduate Diploma with a minimum B grade average; or Equivalent.</p>

	<p>Note:</p> <ul style="list-style-type: none"> • The Master's Degree is at least 240 credits except where: <ul style="list-style-type: none"> ○ it builds on a Bachelor's Degree with Honours or an equivalent qualification, or significant relevant professional experience, in which cases it can be fewer than 240 but no fewer than 120 credits ○ it builds on a three-year Bachelor's Degree or an equivalent qualification, in which cases it can be fewer than 240 but no fewer than 180 credits. • The Master's Degree must comprise a minimum of 40 credits at level 9 with the remainder at level 8.
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II. Acceptable equivalents for academic entry requirements include (but are not limited to) the following:

- A. Older New Zealand Secondary School Qualifications (for NCEA Level 3 - New Zealand University Entrance, Bursaries and Scholarships examinations; for NCEA Level 2 - Sixth Form Certificate; for NCEA Level 1 - School Certificate)
- B. [CIE \(Cambridge International Examinations\)](#)
- C. [International Baccalaureate \(IB\)](#)
- D. NZQA English Language Entry Requirements for International Students
- E. Practical, professional or life experience relevant to the programme of study may be accepted as equivalent where appropriate at the discretion of the relevant Head of School/Centre Director or designated nominee.

Note: Equivalence is determined on a case-by-case basis and final decisions are made by the relevant Head of School/Centre Director or designated nominee. Refer to *Special Admission and Provisional Entry* in *Section AR:1 – Admission to Programmes*.

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