

2021-2022 Academic Regulations

For students and Staff



GENERAL STATEMENT

Within these regulations, all references to Wintec mean 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.

These regulations are **effective from 1 January 2021** 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.

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

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THE WINTEC ACADEMIC REGULATIONS 2021-2022 EDITION

The Academic Regulations set out the regulations governing academic programmes at Wintec and cover student admission, assessment, progression, and graduation. The Academic Regulations are divided into eight sections:

- 1) [Academic Decisions](#)
- 2) [Admission and Enrolment](#)
- 3) [Transfer of Credit](#)
- 4) [Programme Regulations](#)
- 5) [Assessment](#)
- 6) [Completions](#)
- 7) [Academic and Student Misconduct](#)
- 8) [Academic Appeals](#)

At the beginning of each section is a Student Guide. The guides do not form part of the regulations and are there as a quick reference and link to related forms and policy.

The purpose of the Academic Regulations are:

- To be used as a reference and action guide by students and staff.
- To promote a shared understanding of academic requirements and expectations of staff and students.
- To promote transparency and consistency, ensuring that all students are treated fairly and equitably.
- To uphold the academic standing of Wintec and the integrity of its awards.

The Academic Regulations apply to all staff and students of Wintec. Staff and students are expected to familiarise themselves with the Academic Regulations and proactively seek advice and guidance where necessary.

Academic Decisions, Conduct and Integrity: Student Guide

Academic Decisions

At key points in your student journey – for example, enrolment, assessment, graduation - the staff at Wintec make decisions that will affect your path. These are termed academic decisions. It is important to know what academic decisions are and what opportunities are available to query a decision.

	What can I do if I do not agree?
 <p>Admission to programmes:</p> <p>Do you meet the entry criteria for the programme and any other conditions to enrol at Wintec?</p>	Submit an Academic Appeal – refer Section 8
 <p>Transfer of credit and exemptions granted at admission:</p> <p>Can your previous study transfer to your Wintec programme and will it lessen the number of modules you need to complete?</p>	Submit an Academic Appeal – refer Section 8
 <p>Academic progress (pass/fail):</p> <p>Are you passing your modules and progressing towards completing your programme?</p>	Submit an Academic Appeal – refer Section 8
 <p>Results or assessments, award of qualifications, grades, or distinctions:</p> <p>Are you passing your assessments? Do you meet all the requirements to complete your qualification?</p>	<p>For assessment or final grade submit a reconsideration - refer Section 5</p> <p>For outcomes of reconsiderations or completions submit an Academic Appeal – refer Section 8</p>
 <p>Refusal to permit, or cancellation of, enrolment:</p> <p>Do you meet academic and student integrity conditions to enable continued enrolment?</p>	Submit an Academic Appeal – refer Section 8

Academic Conduct



These are the values and behaviours expected of students to help them and the students they are learning alongside, to achieve. Some tutors will co-create a code of conduct with students in the class for classroom behaviour. Some programmes will have a code of conduct expected of students for that programme. Other modules, like placement, may have a code of conduct for students when they are on placement.

Related Codes

Appendix One: Related Policy – Code of Conduct for Students, Peer Tutors, and Student Mentors

Appendix Four: Conduct of Tests and Examinations

Academic Integrity



Honesty and respect are the core of academic integrity. It is about acknowledging when you use someone else's ideas or work to support your own. It is also about learning how to articulate your own ideas and work and protecting your own work to ensure you get credit for what is yours.

1) ACADEMIC DECISIONS, CONDUCT, AND INTEGRITY

Academic decisions include:

- Admission to programmes;
- Refusal to permit, or cancellation of, enrolment;
- Transfer of credit and exemptions granted at admission;
- Academic progress (pass/fail);
- Results or assessments, award of qualifications, grades, or distinctions.

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>			
	Head of School / Centre Director	Programme Coordinator	N/A	Delegate determines whether a student has met admission and entry criteria and accepts the student into the programme.
		Team Manager		
		Student Enrolment and Information Centre staff with delegated authority		
Academic progress	<i>Academic decision: Has the student done enough to continue in the programme?</i>			
	Head of School / Centre Director	Programme Coordinator	N/A	Delegate determines whether a student has met their obligation to progress through the programme (usually passing half or more of their
		Team Manager		

		Programme Committee		modules in a given period of study – but may include passing mandatory modules – or meeting specific the programme requirements). If the student has not met their obligation, then it is processed through <u>Refuse to permit or cancellation of enrolment</u> .
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>			
	Head of School / Centre Director	Programme Coordinator	N/A	<p>Delegate determines whether there are grounds not to permit a student to enrol or to cancel the student’s enrolment.</p> <p>Grounds can be any of, but not limited to, exclusions (not good character, misconduct, and breach of discipline), full-time enrolment elsewhere, failure to meet the programme entry requirements (e.g. Vulnerable Children’s Act (VCA)), failure to disclose information at the time of enrolment which could impact acceptance into programme, and insufficient academic progress,</p>
Team Manager				
Transfer of Credit or exemptions granted at admission	<i>Academic Decision: Has the student completed study elsewhere to gain TOC or exemptions?</i>			
	Head of School / 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 the recommendation and makes a decision.</p>
Team Manager				
	<i>Academic Decision: Has the student met the assessment criteria?</i>			

Assessment results & module completion	<i>Academic Decision: Has the student met the requirements of the module?</i>			
	Head of School / Centre Director	Programme Committee	Tutor Team Manager Programme Sub-group	Tutor marks assessment pieces and at the end of the modules determines a provisional grade; provisional grades may be checked through a moderation process. Delegate confirms final grades and completion of modules and may require analysis of results by trends and themes.
Qualification completions	<i>Academic decision: Has the student completed the requirements of the qualification and met the graduate outcome statements?</i>			
	Head of School / Centre Director	Programme Committee	Programme Coordinator Team Manager	Recommender assesses progress to completions and determines whether a student has met the requirement to complete the programme. Delegate confirms completion.

Academic misconduct	<i>Academic decision: Has the student breached any of the expectations detailed under Academic Integrity or Student Integrity and Conduct?</i>			
	Head of School / Centre Director	Programme Committee	Programme Coordinator	There can be cross over between Academic Misconduct and Student Integrity and Conduct.
Team Manager			<p>Usually, breaches related to learning and assessment are considered Academic Misconduct.</p> <p>Usually, breaches related to behaviour that impact teaching, learning, assessment, or another student's ability to learn are breaches of Student Integrity and Conduct. Note: breaches of conduct outside of the learning environment may be submitted as a formal complaint.</p> <p>In some instances, breaches will be a combination of both.</p> <p>Dependant on circumstances the recommender would investigate allegations and make a recommendation. Depending on risk either the Programme Committee or Head of School / Centre Director would confirm the recommendations.</p>	

1. *Right to Appeal Academic Decisions*

Students have the right to request a review of any academic decisions. Refer to Section 8 - Academic Appeals

2. *Academic Conduct*

Academic conduct is the promotion of the values and behaviours that enable a supportive and productive learning environment. Academic may be presented as codes of conduct that are specific to an environment or activity. Codes of conduct can be found appended in these regulations.

3. *Academic Integrity*

Academic integrity is related to the ethical decisions a student makes when undertaking their studies. At the core of academic integrity is honesty, and it is the student's responsibility to understand how to achieve academic integrity and how to avoid academic dishonesty.

Students are required to:

- present their own original work for assessment;
- acknowledge contributions from other sources by using the referencing format required for the programme (failure to do this correctly may be regarded as plagiarism); this includes direct copying, paraphrasing, summarising and the rearranging of, another person's words or idea/s;
- not cheat in tests or examinations;
- ensure they follow all instructions and the correct procedures (e.g. no use of cell phones);
- not submit the same or a similar, piece of work for assessment on more than one occasion;
- not enter into any agreements with other students to collude on assignments;
- collaborate only as permitted;
- not over/misrepresent the individual contributions of members of any group assignment;
- not knowingly help others to cheat;
- not act or behave in a way that precludes others from completing their assessments;
- keep written and electronic work secure to prevent others from accessing and copying work.

Any exceptions to the above will be clearly stated in the information and requirements for the module.

4. *Breaches of Academic and Student Conduct and Integrity*

The process related to breaches are presented in Section 7– Academic and Student Misconduct.

Admission and Enrolment: Student Guide



Admission

Admission requirements are the minimum skills, knowledge, and attributes a student needs to enter a programme. Programme-specific requirements are found in the Programme Regulations. In this section, there are general admission requirements, including English language requirements where English is your second language and requirements for applicants that are under 18.

You can find your programme and check your programmes regulations in the [Course Search](#).



Enrolment

The admission and enrolment process is tied together – but essentially, once you have gained admission to your programme, you need to enrol in your modules. In this section, there are general enrolment rules and procedures.

Related Online Application:

[Online Application to Enrol](#)

[Related Forms](#) – available on the Wintec website:

- Additional Information
 - Application to Enrol Form
 - Application to Enrol Guide
 - Application to Enrol in Short Courses
 - Application to Enrol in STAR Courses
 - Immunisation Form
 - International Application Form
 - International Application Form
 - International Insurance Application Form
-



Fees

Related Policy: [Student Fees and Refunds](#)



Withdrawals

In this section are the rules around cancelling your enrolment and withdrawing from your programme.

Related Policy: [Student Fees and Refunds – available on the Wintec website](#)

Related Online Form:

[Online Change of Enrolment and Withdrawal](#)

[Table of Fees](#)

2) ADMISSION AND ENROLMENT

Related Academic Decisions:

- Admission to Programmes (Admission and Entry);
- Refusal to permit, or cancellation of, enrolment (Enrolment and Fees)

ADMISSION AND ENTRY

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.

2. *Admission, Entry and Selection*

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

Every applicant must be approved for admission and entry by the Head of School/Centre Director or designated nominee¹ and must provide evidence of their date of birth, citizenship, and eligibility for admission and entry before being enrolled.

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

Levels 1 – 6 on the New Zealand Qualifications Framework

Admission Type		Admission Requirements
General Academic Admission	Open Entry	No academic achievement required but the applicant will need to demonstrate a reasonable chance of success.
	Entry through Academic Achievement	See Appendix Two for general admission criteria for each level of study.
Discretionary Entrance		Applicants who do not meet any of the entry options stated above, and think they have what it takes to complete this programme can apply for 'Discretionary Entrance'. The application is based on the applicant's ability to demonstrate a likelihood to succeed in the programme. The decision is at the discretion of the Head of School/Centre Director or their delegate. The ability to progress into further study depends on how successful the applicant is within the programme they apply and are accepted into under 'Discretionary Entrance'.

¹ Refer to Waikato Institute of Technology Delegation of Powers Statute 1995.

Levels 7 and above programmes on the New Zealand Qualifications Framework

Admission Type	Admission Requirements
General Academic Achievement	See Appendix Two for general academic admission criteria for each level of study.
Special Admission	<p>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 success² may be eligible for special admission.</p> <p>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.</p>
Provisional Entry	<p>Domestic applicants aged under 20 years who have not met the general academic admission and entry criteria for a programme but who can demonstrate a reasonable chance of success through other educational attainment and/or work or life experience may be eligible for provisional entry at the discretion of the relevant Head of School/Centre Director or designated nominee.</p> <p>Provisional entry places restrictions on re-enrolment to be lifted if the applicant's performance is deemed satisfactory by the relevant Head of School/Centre Director or designated nominee.</p>

Applicants may be required to comply with the “safety checking” as per the Vulnerable Children Act, 2014³ and/or may be required to undertake drug testing in order to complete practical components of a programme⁴.

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

3. *Conditional Entry*

Applicants who apply before the results of their prior academic study or English language test are available may be considered for conditional entry on a case-by-case basis. Entry may also be granted conditional to supplying documentation, for example, ID. Conditional entry will be granted at the discretion of the relevant Head of School/Centre Director or designated nominee.

² [Education Act 1989 Section 224 \(3\)](#)

³ [Vulnerable Children Act 2014](#)

⁴ Drug and Alcohol Policy (OP-16/04) [Part A](#) and [Part B](#)

Entry will cease to be conditional upon the applicant getting a satisfactory result or providing the required documentation.

4. *Exclusions to Entry*

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

Specific programme regulations may also allow for exclusion on professional and/or other grounds.

5. *Exclusion of Under-16 Year Olds*

No domestic applicant under 16 years of age may be admitted into any module or programme unless:

- They have been exempted from attending secondary school by a person designated under Sections 21 or 26 of the Education Act 1989; or
- They have been exempted from attending secondary school by the Chief Executive of the Ministry of Education; or
- The Principal of the secondary school at which they are enrolled has given permission for the applicant to enrol; or
- The applicant is part of a Secondary Tertiary Partnership arrangement.

6. *Secondary Tertiary Partnership Arrangements*

Secondary Tertiary Partnership (STP) arrangements include STAR, Trades Academy, Vocational Pathways, and other youth pathway initiatives.

- Applicants must be enrolled concurrently at the secondary school and Wintec.
- 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.
- Applicants must meet any other requirements specified under the STP arrangement.
- Admission and entry under an STP arrangement does not guarantee admission to other programmes at Wintec.

7. *English Language Requirements*

Applicants whose first language is not English must provide satisfactory evidence that they meet the English language proficiency requirements stated in the programme regulations.

Satisfactory evidence of English language proficiency for any applicant whose first language is not English is defined within NZQA English Language Entry Requirements for International Students.⁵ Refer to Appendix Three for details.

⁵ [NZQA English Language Entry Requirements for International Students](#) and [NZQA Table for Internationally recognised English Proficiency Outcomes for International Students](#).

The evidence of English language proficiency included must be less than two years old.

Applicants may be required to undertake an English Language programme, module or a number of weeks of English depending on their level of English language, before being eligible for entry into their preferred programme.

8. *Limitations on Entry*

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.

Applications submitted after the deadline may be accepted if space is available in the selected programme.

9. *Selection*

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

10. *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.

ENROLMENT AND FEES

11. *Waiver of Enrolment and Fee 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.

12. *General*

By enrolling in any programme or module at Wintec, the applicant is agreeing to abide by the statutes, policies, regulations and rules of Wintec.

A full-time, full-year workload is normally a total commitment of 1200 learning hours. This is equivalent to 120 credits on the NZQF.

An applicant's programme of study must be approved by the Head of School/Centre Director or designated nominee.

All applicants are expected to engage fully in their programme of study. Evidence of participation will be monitored by Wintec.

13. *Enrolment Procedures*

Enrolment is conditional on applicants completing the enrolment procedures prescribed by the Academic Board.

Applicants must complete enrolment prior to commencement of the programme.

Applicants who do not complete enrolment requirements within the timeframe specified by Wintec may forfeit their place in the programme or modules.

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.

Wintec reserves the right to remove any modules and/or programmes from offer.

14. *International Students*

All international applicants must have a valid New Zealand Immigration Service student permit for the duration of their studies.

All international applicants must have valid medical and travel insurance for the duration of their stay in New Zealand.

F E E S

To be read with the policy OP-01/07: Student Fees and Refunds – Domestic and OP-07/17: Student Fees and Refunds – International

15. *General*

Any unit standard and/or certificate fee payable to NZQA is included in module fees and will be paid for by Wintec.

Wintec does not receive any government subsidy for international students. International students will, therefore, be required to pay full fees.⁶

C H A N G E O F E N R O L M E N T , W I T H D R A W A L S , A N D C A N C E L L A T I O N S O F E N R O L M E N T

To be read with the policy OP-01/07: Student Fees and Refunds – Domestic and OP-07/17: Student Fees and Refunds – International

16. *General*

Students who want to cancel, withdraw, or make a change to their enrolment must complete the online Change to Enrolment and Withdrawal Form on the Wintec public website www.wintec.ac.nz/withdrawal.

Faculty staff who want to cancel, withdraw, or change an enrolment on behalf of a student must complete the online form in the Withdrawals & Changes (Schools and Centres) SharePoint list on the SEIC homepage <https://wintecac.sharepoint.com/sites/enc/Lists/Withdrawals%20Centres/Centre%20View.aspx>.

The date the form is submitted to the Student Enrolment and Information Centre is the date Wintec will formally use for processing and reporting purposes.

17. *Cancellations*

⁶ 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).

A withdrawal before the 10% points of the duration of the module will be recorded in the Student Management System (ARION) as a cancellation and not appear on the student's transcript.

Wintec is not allowed to claim funding for any students that have never attended a programme – it is important for reporting purposes a withdrawal form is completed by the centres for these students as close to the 10% point as possible to ensure EFTS reporting is correct.

Cancellation requests initiated by a centre and received beyond the 10% point will be audited and reports provided to the Dean and the Director Products and Planning.

18. *Withdrawals*

A withdrawal submitted after the 10% point of the duration of the module will be recorded in the Student Management System (ARION) and academic transcript as withdrawn (W).

A student who stopped attending after the 10% point and has not submitted a withdrawal form themselves or been withdrawn by a centre must be resulted by the centre as DNC or Incomplete and will be recorded as this on the academic transcript.

In these instances, there must be clear evidence that centre staff contacted the student, at least twice, to reengage the student, and ensure the student is aware of their liability for their fees.

A withdrawal submitted either by a student or by a centre after the 75% point of the programme will be resulted as a DNC on the academic transcript.

Any request for a refund after the 10% point of a programme must be agreed by the Head of School/Centre Director and approved by the Dean of Faculty or Chief Financial Officer.

19. *Refusal to Permit Enrolment*

Wintec may refuse to permit and/or cancel an enrolment if the student:

- provides false, misleading or incomplete information at the point of entry into a programme.
- is excluded from a programme.

Before any cancellation of enrolment, the student will be notified and given the right to respond.

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.

Specific requirements of a particular programme can be found in the Programme Regulations.

Transfer of Credit: Student Guide

If you have studied at another tertiary organisation, you may be eligible to transfer some, or all, of that previous study to your Wintec programme.



In this section are the rules and procedures around formal transfer of credit and recognition of prior learning.



Quick Tips



Transfer of credit can reduce the number of modules you need to achieve to complete your programme.



While students can apply for Transfer of Credit (TOC) at any point in their student journey, it is recommended that you apply as part of the application for enrolment process. This is so you are enrolled in the correct programme of study (modules).



To make it easier to assess, as part of your TOC application you should submit a verified copy of your official results from your previous study, and any module/course descriptors for study completed outside of Wintec.



A verified copy of a document is a photocopy of the original document signed by a solicitor, Justice of the Peace, or an authorised Wintec staff member as being a true copy of the original.

You can visit the Student Enrolment and Information Centre at one of our campuses to verify your documents. Alternatively, you can have your documents verified by a Justice of the Peace. You can find a list of your local JPs by visiting www.yellow.co.nz and entering 'Justice of the Peace' in the 'What' search box, and your city/region in the 'Where' search box.



There is no charge for transfer of credit from one Wintec qualification to another, or for unit standards on an NZQA Record of Learning. International students who are part of valid formal transfer of credit arrangement as part of their enrolment are also not charged the transfer of credit fee.



Check the [Table of Fees](#) for TOC related fees

Related Forms – available on the Wintec website

[Application for Transfer of Credit - External](#)
[Application for Transfer of Credit - Internal](#)

3) TRANSFER OF CREDIT

Related Academic Decisions:

- Transfer of credit or exemptions granted at admission

FORMAL TRANSFER OF CREDIT (FTOC)

1. *General*

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:

- the basis for admission to a Wintec programme of study, and / or
- for formal transfer of credit towards a Wintec programme of study.

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.

2. *FTOC Applications*

All applications for FTOC will be processed through the Student Enrolment and Information Centre (SEIC) and must be accompanied by any prescribed fee, as set out in the current Table of Fees.⁷

Applications for FTOC should be made at least two weeks before the start of the programme so that any transfer of credit can be included in programme planning and correct academic decisions can be made.

Applicants for FTOC on the basis of study completed at another education institution must provide satisfactory evidence of achievement such as originals or verified copies⁸ of certificates, results, notices, academic transcripts or records of learning. Applicants must also provide copies of module descriptors, including learning outcomes so that the correct transfer credit decisions can be made.

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.

⁷ The costs associated with Recognition of Prior Learning (RPL) can be found in the [Table of Fees](https://www.wintec.ac.nz/table-of-fees) on the Wintec website: <https://www.wintec.ac.nz/table-of-fees>

⁸ 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.

3. *FTOC Rules*

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.

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.

Individual programmes may choose to place limits on the amount of FTOC and specify these in their programme regulations.

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.

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/Centre Director 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.

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.

FTOC for modules passed towards an incomplete Wintec qualification and reassigned to another Wintec qualification will retain their original grade, and the module is marked as 'reassigned'.

Factors considered when assessing applications for FTOC include:

- equivalencies in the level of the previous study
- relevance of previous study to learning outcomes of the Wintec modules/programme
- currency of the previous study
- equivalencies in credit value (at both programme and module level)

RECOGNITION OF PRIOR LEARNING (RPL)

4. *General*

Recognition of Prior Learning (RPL) is also known as Informal Transfer of Credit (ITOC).

Wintec acknowledges that valid learning can take place outside of the current formal academic system. Such learning can include:

- 'old world' qualifications (e.g. Trade Certificates) which are not automatically cross creditable to current qualifications;
- work experience (both paid and unpaid);

- formal and informal in-service training;
- life experience and community involvement (e.g. hobbies, marae-based activities);
- self-directed study;
- non-formal study;
- community-based education;
- overseas training and/or experience.

5. *RPL Applications*

RPL is available to applicants or enrolled students.

RPL applicants may seek credit for:

- specified modules (including assessment standards) of a programme;
- a full programme;
- exemption from the entry criteria for admission to a programme or pre-requisites to a module.

RPL may include a number of elements, including assessment by panel, portfolio, presentation and / or workplace assessment.

All applications for RPL will be processed through the Student Enrolment and Information Centre (SEIC). All applications for RPL:

- Must be accompanied by the prescribed fee per credit for RPL, as set out in the current Table of Fees⁹.

A successful application and portfolio for RPL may result in:

- 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
- The award of credits for 100 per cent of a qualification (unless an external governing or registration body has requirements that prevent this).

6. *RPL Rules*

RPL may apply to students who seek assessment standard credit toward 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).

⁹ 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>

RPL toward New Zealand 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.

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.

RPL assessors follow a rigorous process and must hold an equivalent or higher qualification in the subject area they are assessing.

RULES AND CREDIT LIMITS

7. *Level 1 – 6 programmes credit limits*

100% transfer of credit is available towards Level 1 - 6 programmes (both formal transfer of credit and recognition of prior learning).

For completed Level 1 – 6 programmes, a maximum of 50% can be cross credited towards another Wintec programme.

8. *Bachelor degree programmes (Level 7) credit limits*

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.

Transfer of credit will not normally be granted at Level 7.

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.

For completed bachelors’ degrees, a maximum of one third ($\frac{1}{3}$) can be cross credited towards a second bachelor’s degree.

9. *Graduate programmes (Level 7) credit limits*

Formal Transfer of Credit (FTOC) and Recognition of Prior Learning (RPL) at graduate level is at the discretion of the relevant Programme Committee and must be stated in the appropriate programme regulations.

10. *Postgraduate programmes (Level 8 – 9) credit limits*

Formal Transfer of Credit (FTOC) at postgraduate level is at the discretion of the relevant Programme Committee and must be stated in the appropriate programme regulations.

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.

11. *Cross Credit rules*

Cross credit is not normally considered at graduate and postgraduate levels

No module may count towards more than two qualifications.

Existing regulated staircasing and transitional arrangements will remain and be reviewed as part of their standard review/renewal cycle.

The Academic Board, or delegate, may approve exceptions to the rules and credit limits, where there are clear strategic pathways, and these variations will be specified in the relevant programme specific regulations.

Approved variations due to external professional registration requirements are specified in the appropriate programme regulations.

12. *Responsibilities*

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:

- 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.
- 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.
- Must ensure there is no conflict of interest regarding the Wintec staff member(s) responsible for making the recommendation for TOC/RPL.
- Programme Committees (PC's) are responsible for approving all TOC and RPL applications. When considering applications, PC's consider:
 - the relevance, equivalence (in terms of credit value and level) and currency of the FTOC/RPL;
 - the programme specific regulations;
 - the recommendations made by the recommender;
 - any potential conflicts of interest in approving the FTOC/RPL.

SEIC are responsible for distributing accurate information to applicants as requested, including providing advice, guidance, and support to applicants. In addition, SEIC:

- Complete initial assessments of all FTOC applications;
- Process all applications for TOC within agreed upon timeframes (with each centre and school);
- Enters all TOC credits in Arion and manages TOC/RPL-related student fees for all modules of the programme;
- Maintains copies of all TOC recommendations and decisions made by schools/centres.

13. *Appeals*

Applicants have the right to appeal decisions regarding TOC, as per Section 1 - Academic Decisions, Conduct and Integrity, and will be informed of this at the beginning of the application process.

Appeals will follow the Appeals process as outlined in the *Student Voice Policy (AC-18/05)*

Programme Regulations: Student Guide

Programme Regulations

In this section are the general requirements for programmes, including English language requirements and progress through the programme. Below are the sections of the programme regulations and what they mean.

You can find your programme and check your programmes regulations in the [Course Search](#).



Admission and Entry

The minimum requirements an applicant needs to enter a programme. Admission and Entry includes English language requirements and selection criteria.



Transfer of credit:

Transfer of credit is the process where previous study and skills can be transferred to a programme and reduce the number of modules required to complete. Transfer of credit can be formal – based on previous tertiary study, or informal – based on work and/or life experiences.



Programme Requirements

The structure and requirements a student must follow and achieve to successfully complete the programme. Can include overall credits, credits required by level, compulsory modules, minimum duration to complete and for multiyear programmes, the minimum credits required each year to progress through to the next year.



Completion of Programme

The maximum duration allowed to complete the programme.



Award of qualification

The qualification that will be awarded on completion of the programme



Schedule of Module

A list of modules for the programme. The schedule may be split into compulsory vs. optional modules or grouped by subject requirements. The schedule of modules may include pre-requisites (modules you must pass before you can enrol a specific module) and/or co-requisites (modules you must enrol in at the same time as a specific module).

PROGRAMME REGULATIONS

Related Academic Decisions:

- Academic Progress

1. *Waiver of Programme Regulations*

The Office of the Dean may in exceptional circumstances approve a waiver of, or variation to, provisions within any Programme Regulations. The Office of the Dean may delegate the consideration and approval of waivers or variations to the programme regulations as specified below.

Exceptions to this are the minimum level of English Language required by programme level under the Admission and Entry section of the programme regulations. The New Zealand Qualifications Authority (NZQA) set the minimum, and this cannot be changed.

The Office of the Dean should also consider any professional / registration body requirements.

Waivers of pre-requisites, co-requisites, corresponding modules, or programme planning, taking into account exemptions and transfer of credit, can be determined by the relevant Head of School/Centre Director or their delegate.

2. *Programme Regulations*

Programme Regulations outline the academic structure and direction of the programme. Together with the Programme Handbook, the Programme Regulations provide the detailed rules and guidance to help the student enter, progress, and complete a programme.

All students must abide by the Academic Regulations, which are the minimum expectations Wintec expects from students, and students should expect from Wintec. Programme Regulations may be set higher than the expectations and standards set out in Academic Regulations, to give a student a reasonable chance of succeeding in that specific programme.

Programme Regulations may also include the expectations and standards of external or professional bodies that regulate that specific programme.

Programme Regulations will override the provisions set out in the Academic Regulations.

3. *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, Module Descriptor, or Programme Handbook.

4. *Academic Progress: General*

Students have an obligation to meet the requirements of their programme of study in order to progress through the programme.

Typically, this means the student must pass half or more of their modules in any given period of study, and may include passing mandatory modules, assessments, examinations or other specific requirements.

Students will also normally have to successfully complete pre-requisite modules in order to be enrolled in the subsequent modules.

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.

5. *Academic Progress: Re-enrolment*

Re-enrolment into a programme is not automatic.

Students may not be eligible to re-enrol, or their enrolment may be cancelled due to, but not limited to:

- Irregular attendance and/or participation;
- not handing in scheduled assessments;
- not completing items of assessment;
- failing at least half of the modules in their programme in an academic year;
- failing a specific module twice;
- not meeting specific attendance requirements.

Students who do not demonstrate success within a lower-level programme may be refused entry to a higher-level programme.

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.

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.

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.

6. *Determining Student Progress through a Programme*

The Centre Director or Head of School of the programme of study is accountable for making the determination on whether or not the student can progress through the programme.

The Head of School/Centre Director can delegate this responsibility to the Programme Coordinator for that programme.

Assessment: Student Guide

Assessment

Assessment is an integral part of teaching and learning. Wintec uses formative (ungraded) assessments to help both the tutor and the student to understand where the student is with the required learning to enable them to achieve well in the summative (graded) assessments, which measures student achievement. In this section, a number of rules, processes and procedures related to assessment are covered, including:



Plagiarism

Plagiarism is taking someone else's work and presenting it as your own and is considered academic misconduct. To avoid breaches of academic integrity, students are encouraged to understand the [APA referencing guide](#).



Assessment Concessions

Assessment Concessions enable students with temporary impairments (e.g. sickness or bereavement) to continue with the module. Students provide the details of their temporary impairment to their centre and the relevant staff member for their programme will find a solution that fits their circumstances.

Related Forms [Application for Special Consideration](#) - available on the Wintec website.



Reassessment Provisions

Reassessment Provisions are opportunities provided within the delivery of the module. For example, some unit standard-based modules allow students to resit assessments to gain competency in that unit standard.



Reconsideration of Assessment Results

If a student feels that assessment practices in the marking of an assessment has been compromised, the student can apply for a review of that assessment result. A student must be able to demonstrate which practice/s has compromised.

Related Forms [Reconsideration of Assessment Result](#) - available on the Wintec website.



Reconsideration of Module Final Grade

If a student feels their final grade does not represent their achievement in a module, then a student can apply for a review of their final grade. A student must be able to demonstrate / provide evidence that there are reasonable grounds. If it is determined there are reasonable grounds, then further investigation will take place.

Related Forms [Reconsideration of Module Final Grade](#) - available on the Wintec website.



Retention of Assessments

Wintec is required to hold student's work for 12 months after the academic year the work was completed. For example, an assessment submitted in April 2021 will be kept until April 2022.

Related Policy

[Policy on Assessment and Moderation](#) – available on public website - including:

Assessment and Moderation (Part A)

Assessment (Part B)

Moderation (Part B)

ASSESSMENT

Related Academic Decisions:

- Assessment Results and Module Completions

1. Waiver of Assessment Regulations

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

2. *General*

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 module¹⁰ outline.

Programme Regulations may prescribe particular requirements, such as occupational conditions, attendance requirements, or compulsory module components.

3. *Modules details*

Students shall be advised when a module begins of:

- assessment information and requirements;
 - the name of the assessment;
 - the type of the assessment;
 - the weighting of the assessment towards the final mark of the module if achievement based;
 - the learning outcome(s) the assessment aligns to;
- the specific requirements and expectations of each of the assessment tasks/activities; including:
 - clear description/explanation of the assessment;
 - 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;
 - clear breakdown of the assessment into its components – e.g. the expectations/tasks/activities within the assessment;
 - the weighting of each component towards the total mark of the assessment;
- the dates by which assessments have to be submitted, or dates of tests and examinations;

¹⁰ Also known as a course outline

- complaint, reconsideration and appeal provisions;
- arrangements for the return of assessment evidence.

4. *Changes to module details*

Any subsequent changes to the information detailed in clause 3 of this section, during the delivery of the module, must be disclosed and agreed to by the students enrolled in the module. Some changes, for example, changes to assessment structure, teaching hours, delivery modes, etc, require external approval (New Zealand Qualifications Authority) and are subject to Wintec approval/ratification through the appropriate governance structure¹¹.

5. *Student responsibilities*

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.

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.

6. *Faculty responsibilities*

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 in accordance with the module descriptor.

Students are entitled to feedback on all assessments they undertake so they can monitor their progress throughout their module/programme.

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.

7. *Te Reo Māori in assessment*

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*.

8. *Submission of assignments*

Students are required to submit their internally assessed assignments by specified dates.

If an assignment is submitted after this specified date unless an extension has been granted, an assessor may either:

- lower the grade; or

¹¹ For Type 1 changes this includes the relevant programme's Programme Committee and the Academic Approvals Committee.

- after consulting with the Team Manager, not accept an assignment and automatically award a No Grade.

Penalties for late submissions will be set out in the programme handbook or module outlines.

9. *Plagiarism-detection Software*

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.

Declining to allow the use of the plagiarism-detection software by Wintec could result in a student being unable to complete a module/programme.

Assessments may be retained on a plagiarism-detection database for ongoing comparison with other assessments submitted.

10. *Conduct of Tests and Examinations*

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.

Rules regarding the conduct of tests and examinations are detailed in Appendix Four of these regulations and will be binding on all students for tests and examinations held by Wintec.

11. *Impairment-based Assessment Concessions*

Wintec acknowledges that sometimes during a student's enrolment, circumstances may occur that stop the student from undertaking their scheduled assessments. These circumstances, or temporary impairments, create barriers for the students. Assessment concessions support students with temporary impairments to find an alternative way for the assessment to be undertaken.

Students that meet the conditions need to make an application for Special Consideration Application for Impaired Performance or Failure to Meet Assessment Dates.

Rules regarding Special Consideration applications are detailed in Appendix Five of these regulations and will be binding on all students submitting applications.

12. *Non-impairment-based Reassessment Provisions*

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

Reassessment provisions do not apply to permanent or temporary impairment/s.

- Students with temporary impairments should make use of the opportunities available to them under Assessment Concessions.
- Students with permanent impairments should contact Student Learning Services.

Rules regarding Reassessment Provisions are detailed in the policy on Assessment and Moderation (AC-11/05) and will be binding on all students submitting applications.

13. *Reconsideration of Assessment Results*

A reconsideration of Assessment Result 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.

Reconsideration of Assessment Result 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.

All claims must be substantiated, and the burden of proof falls to the student to prove breach of assessment practice.

Where the assessment has been returned to the student, the work must be resubmitted with the application.

14. *Reconsideration of Module Final Grade*

A review of a student's overall final grade is termed a 'Reconsideration of Module Final Grade.'

A Reconsideration of Module 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. There needs to be grounds to review the final grade, and the student should provide that reason with their application. If further investigation is authorised, the Head of School/Centre Director (or delegate) will inform the student in writing of the following:
 - That it has been determined there are grounds for further investigation of the claim;
 - The timeframe for investigation;
 - That once the investigation is complete the student will be notified in writing of the outcome;
 - Further investigation could warrant the student being interviewed;
 - Remarked assessments are part of internal quality control arrangements and a confidential assessment within our deliberations and benchmarking. The robustness of the Reconsideration of Module 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.

15. *Reconsideration process*

The process for both Reconsideration of Assessment Results and Reconsideration of Module Final Grade follows standard procedures as follows:

- The relevant form is completed by the student and submitted to SEIC along with payment where appropriate;
- The form is forwarded to the relevant Centre who will send an acknowledgement to the student and will include the timeframe for the review and requests for further documentation / information if required;
- The review is undertaken, and the outcome is confirmed;
- An outcome letter is sent to the student and includes the process to appeal the decision.

The Programme Committee will moderate Reconsiderations of Assessment Results and Reconsiderations of Module Final Grade to ensure consistency of decision-making across the programme and Centre.

16. *Grades Used at Wintec*

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

17. *Competency-Based Assessment*

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

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

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

DNC	Did Not Complete: where a student has not attempted any assessment by the completion of the module or withdraws after the 75% point of the duration of the module.	All modules
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.	All modules
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 3 – Transfer of Credit regulations	All modules

18. Achievement-Based Assessment

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

Results may be specified as follows¹³:

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

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

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
C-	Discretionary	Discretionary pass for GM3 grade method
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 clause 20 of this section
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	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). – The award of an annotated grade or P:a is at the discretion of the Programme Committee, and it must be consistently applied within the same programme.
A:a		
A-:a		
B+:a		

B:a		<ul style="list-style-type: none"> – The award of an Aegrotat Pass in an assessment creates an annotation to the final overall annotated grade – ‘(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		Resit Pass: A passing module grade as a result of a resubmission of work or a resit of a test or examination.		
		P:r		Resit Pass

19. *Mixed Mode Based Assessment*

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

20. *Held Grades (H)*

The Office of the Dean may authorise the use of 'H' (result pending) in the following instances:

- 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);
- 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;
- 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;
- 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.

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

Modules with an "H" grade must be recorded at Programme Committee.

21. *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 handbook.

22. *Grades and Results for Modules*

The approval of grades is the responsibility of the Programme Committee, which will advise SEIC to lock and release the results.

A student will be deemed to be credited with a module on the date that the Programme Committee approves the results.

All assessments results should be returned to students as soon as possible to allow for students to integrate the result and feedback into the following piece of assessment. It should take no longer than 20 days from the due date of the assessment, to return the assessment result to the student.

Final grades should also be made available to students as soon as possible to enable programme adjustments to be made (pre-requisites etc). It should take no longer than 20 working days from the end date of the class to notify the student of their final grade.

23. *Retention and Return of Assessments*

Retention

Minimum standard retention requirements mean that copies of all student-marked assessments are 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.¹⁴ This includes recordings of student presentations, practical examinations/assessments and any uncollected or unreturned work generated during a student's participation in a module.

Assessments used for moderation purposes are retained by Wintec for a period of no less than seven years.

All assessed work held by Wintec for purposes other than standard retention will be destroyed 12 months after the date of the last action on the assessed work, except where:

- that work is subject to an appeal;
- that work is subject to a disciplinary procedure;
- the student has given permission for the work to be held by Wintec;
- that work is subject to specific retention requirements in a contract with an external party (e.g. with an Industry Training Organisation).

Return

Students are entitled to reasonable access to all their written work submitted for assessment.

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 module outline).

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 found in the Wintec General Disposal Authority.

¹⁴ 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.

Completions: Student Guide

Completions

This section outlines the rules around completions and graduation

Awards and Parchments



Parchments are the certificates you are awarded on completion of your qualification. You can receive your awards (parchments) in person at a graduate ceremony, or it can be sent to you by graduating in absentia.

Graduation



Dates are already set for the 2021 Graduation Ceremonies – you can [check them here](#).

You can find out [everything graduation](#) on the Wintec public website.

Academic Transcripts



A record of programmes and modules you enrol/enrolled in and the grades you achieved. Did you know you are eligible for one academic transcript per year you are studying at Wintec?

Helpful Links

[Table of Fees](#) Find out other costs related to academic transcripts and replacement Wintec awards.

Related Policy

[Graduations & Academic Regalia AC-96/07 – available on the Wintec website.](#)
[Awards and Statements of Achievement](#) – available on the Wintec website.

Related Forms

[Application to Graduate in Absentia.](#)

Note* Applications to Graduate [in person at a ceremony] are sent out mid-January.

COMPLETIONS

Related Academic Decisions: - Qualification Completions

1. *Waiver of Completion Regulations*

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

2. *Successful Completion*

A qualification will be awarded to any student who successfully completes the programme requirements as stated in the Programme Regulations.

An official record of a student's academic history will be provided upon request (the transcript will not contain NZQA unit results as this record is obtained directly from NZQA – the New Zealand Record of Achievement).

3. *Award of Honours, Distinction or Merit*

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).

Where applicable, the criteria for these awards will be specified in the Programme Regulations.

4. *Award of Qualifications*

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

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

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*.

Academic and Student Misconduct: Student Guide



Academic and Student Misconduct

Students and staff need to work together to create a supportive learning environment. Therefore students are expected to conduct themselves safely and with honesty and integrity. Where behaviour is inappropriate and puts the student or others at risk, or where there is evidence of dishonest practice in learning and assessment, the student may face penalties.

Some classes create a classroom code of conduct (co-created by the student and tutor). The following are statements that might appear in a classroom code of conduct

- ▶ We will treat each other with courtesy, acceptance and respect at all times, including on social media;
- ▶ We take responsibility for our own actions and behaviours;
- ▶ We will plan our workload;
- ▶ We are open to different ways of learning and assessment;
- ▶ We will actively engage with each other and build a relationship of trust;
- ▶ We will be on time for our classes;
- ▶ We will prepare for our learning and assessment activities, and participate in class;
- ▶ We will not cheat, plagiarise, collude, fabricate or falsify data or information, or put at risk my, or other's students' academic integrity;
- ▶ We will provide honest and constructive feedback through the online surveys;
- ▶ We will attempt to resolve issues before escalating to a formal complaint;
- ▶ We will refrain from harassment, discrimination, bullying and other forms of intimidating or unlawful behaviour.

Related Policy

[Code of Conduct for Students, Peer Tutors and Student Mentors](#) – available on the Wintec website.

ACADEMIC AND STUDENT MISCONDUCT

Related Academic Decisions:

- Academic Misconduct

1. *Academic and Student Misconduct*

Academic and Student Misconduct includes dishonest practices such as copying, misrepresentation of identity, plagiarism, data falsification, and other forms of cheating where a student seeks to gain, for themselves or any other person, an academic advantage or advancement. Academic and Student Misconduct also includes inappropriate behaviour such as bullying, harassment, disruptions that impede other student's ability to learn, whether on a recognised Wintec Campus or offsite in a practical learning environment under the Wintec management.

Academic and Student Misconduct includes behaviour such as:

- actions and behaviour that discredits Wintec;
- activities that impede the academic integrity of the student, other students, the programme and Wintec;
- activities that encourages or aids another student/s to breach conduct and/ or any form of misbehaviour;
- failing to comply with any regulation, policy or other related documents;
- bullying, harassing or discriminating against someone on any Wintec, or Wintec used premise;
- disruptive behaviour during Wintec classes or activities;
- activities that are likely to unfairly harm the reputation or professional prospects of another student or staff member;
- actions that jeopardises the health and safety of another person or breaches legislative requirements;
- misusing / improper use of Wintec facilities, equipment or resources;
- damaging or removing property.

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.

2. *Staff authority for discipline in class*

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.

In cases of ongoing disruption or discipline breaches, the staff member may lodge an allegation of misconduct under the provisions of these regulations.

Staff may also 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 while an allegation is being investigated. In these instances, the procedures will conform to the provisions within Section 7 - Academic and Student Misconduct.

3. *Principles*

Personal information relating to any allegation and investigation of misconduct is confidential and will only be disclosed to those directly involved on a “need to know” basis.

Disciplinary action will be applied consistently and fairly, considering the extent and nature of the misconduct, and is intended to prevent reoccurrence.

The Head of School/Centre Director or relevant non-Faculty Manager has delegated powers to deal with matters of student discipline, including misconduct and will determine the appropriate sanctions.

4. *Student Rights*

Students have the right to:

- be advised of the allegation if the Head of School/Centre Director deems that there is a case to answer;
- be given sufficient notice of any meetings they are asked to attend so they can prepare their response and arrange support;
- have a support person of their choice present with them at any meeting, which will be notified to them at the time notice is given of any meeting;
- request the review of any academic decision as stated in these regulations.

5. *Investigations of Academic and Student Misconduct*

Where a staff member has evidence of Academic or Student Misconduct, they will report to the relevant Head of School/Centre Director (or delegate) who will determine whether there is sufficient evidence to proceed.

- If sufficient evidence has been provided, the Head of School/Centre Director (or delegate) will launch an investigation;
- If an investigation is launched the Head of School/Centre Director may, for the period of the investigation:
 - Suspend the student/s from any module/s or programme, or from Wintec
 - Remove access to Wintec services
 - Arrange for the issuing of a trespass notice
- The Head of School/Centre Director must take reasonable steps to ensure alternate ways are found for the student/s to continue their learning while under investigation.

The Head of School/Centre Director (or delegate) will inform the student in writing of the following:

- That an allegation has been made;
- That the Head of School/Centre Director (or delegate) has determined there is enough evidence to investigate the allegation;
- The timeframe for investigation and the students' rights in response to the allegation;
- That once the investigation is complete, the student will be notified in writing of the outcome, including their right to appeal the decision, if that is necessary.

The Head of School/Centre Director may delegate the investigation.

- The delegate must not be staff involved in the teaching or supervision of the module/s in which the misconduct may have taken place;
- In some instances the delegate will be from outside of the Centre as follows:
 - The Library Manager for investigations related to the Library's rules and procedures;
 - An Information Technology Manager for investigations related to computer use;
 - The Facilities Manager for investigations related to physical spaces and security.
- Where a delegate is from outside of the Centre, the delegate must work with the student's Team Manager or Programme Manager to ensure impacts of any recommended penalty is identified and communicated to the Head of School/Centre Director;

An investigation may include the review of data captured via surveillance camera.¹⁵

An investigation may involve interviewing the student/s directly involved, or other students if it is relevant to the allegation / investigation.

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.

The Head of School/Centre Director (or delegate) will ensure a record of the initial request is recorded centrally and tracked through the process and final outcome to the application of penalties (where appropriate).

6. *Penalties for Academic and Student Misconduct*

The Head of School/Centre Director (or delegate) may determine one or more of the following actions:

- Dismiss the allegation/s against the student/s conditionally or absolutely;
- Issue a written warning;
- Establish a learning contract that will require, and allow, the student/s to undertake an additional summative assessment in the subject area;

¹⁵ The use of surveillance cameras is documented in the policy on Surveillance Cameras (OP-08/19) Parts A and B.

- Seek a referral to an internal support unit;
- Referral to the Academic Integrity Online Module;
- Amend a mark or grade on an assessment/s and/or module/s;
- Deny full or partial credits for any module/s;
- Suspend the student/s from any module/s or programme, or from Wintec, for a specified period;
- Recommend to the Office of the Dean that the student/s be excluded from the programme or module/s, or from Wintec;

For breaches of Library rules and procedures:

- Suspend borrowing privileges for a period of time;
- Preclude the person from using the Library for up to seven (7) days.

7. *Academic and Student Misconduct Appeals Process*

Academic and Student Misconduct Appeals will be managed under the Academic Appeals process.

Refer to Section 8 - Academic Appeals for details on the process.

Academic Appeals: Student Guide



Academic Appeals

If you are not happy with the outcome of an academic decision, then you can appeal that decision by making an application to the Dean. Academic Appeals relate to Academic Decisions only.

- Complete the Academic Appeal application available on the Wintec website or at SEIC
- Provide any evidence that supports why you think the academic decision is not correct
- Submit the application and supporting evidence
- The Dean's Office will let you know they received the application and tell you the timeframe and when to expect an outcome
- If you are not happy with the outcome, then you can submit an Appeal to the CE

Student Voice

If you have concerns about Wintec, your Centre, your programme, your teaching staff, or other students, then there are a number of opportunities for you to voice your concerns. The [Student Feedback](#) page summarises these options.

Related Forms

[Academic Appeals](#) - available on the Wintec website.

ACADEMIC APPEALS

1. *Academic Appeals*

Academic Appeals are formal requests to review the Academic Decisions stated in Section 1 - Academic Decisions and outcomes of Academic or Student Misconduct investigations.

Head of Schools/Centre Directors are accountable for academic decisions. Therefore, appeals to academic decisions are managed by the Dean's Office.

An appeal of an academic decision should be made as soon as possible, and no later than 10 working days from the decision being made.

2. *Academic Appeals Process.*

Appeal application forms are available from and must be submitted at the Wintec Student Enrolment and Information Centre.

Applicants must attach to this form:

AR:6.1a copy of the letter from, or decision of, the Head of School/Centre Director for which they are appealing a decision/outcome; and

AR:6.2 any supporting evidence.

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.

The Dean will acknowledge, investigate, record and respond to all Academic Appeal cases.

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.

The Office of the Dean will acknowledge the receipt of an Academic Appeal within 5 working days of receipt. The acknowledgement will:

- acknowledge receipt of the appeal; and
- advise the appellant that the Dean will get back to them with a response within a specified timeframe

The Dean may delegate the investigation.

The Dean or delegate will:

- review the procedures and processes followed within the original academic decision to determine whether due process was followed;
- 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;

- if being considered by a delegate - provide the Dean with a summary of the investigation and evidence-based recommendations.

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.

The Dean may:

- Uphold the appeal on the grounds that the School/Centre, did not adequately follow the relevant policy, procedures or regulations when making their decision.
- Decline the appeal and confirm the original decision of the Head of School/Centre Director.

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 appeal¹⁶ 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 Chief Executive within 15 working days (refer to text below).

The Office of the Dean will submit a report related to the Academic Appeal decisions to the Academic Board biannually.

3. *Right to appeal the decision*

Students have the right to appeal this decision by applying in writing to the Chief Executive, 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.

- Appeals to the Chief Executive must be submitted in writing at Wintec's Student Enrolment and Information Centre.

The Chief Executive may delegate the consideration of appeals to the Quality and Academic Director.

The Quality and Academic Director may delegate the administration of these appeals to the Quality and Academic Unit (QAU).

QAU will acknowledge all final appeals within 5 working days of receipt. The acknowledgement will:

- acknowledge receipt of the appeal, and
- advise the appellant with a timeframe for appeal.

The Chief Executive will consider the appeal in terms of due process within the context of Wintec's policies and procedures.

Students will be formally notified of the outcome of the appeal.

¹⁶ A copy should be sent to Academic Services as appropriate

The Chief Executive'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.

4. *Changes in Results or Permissions to Progress*

Any changes to student results, entry or progression requirements proposed as a resolution to an Academic Appeal must be ratified by the relevant Programme Committee prior to confirming the changes with the student, in accordance with the Academic Regulations.

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.

5. *Delegated Authority of Academic Appeals*

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:

- Not be the same person who made the original decision;
- Have no conflict of interest.

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.

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

Appendices: Student Guide

Appendix One : Related Policy

- Links to policy previously collated in the Academic Manual and referred to in the regulations.

Appendix Two : General Academic Admission Requirements

- Minimum admission and entry requirements by level.

Appendix Three : English Language

- The New Zealand Qualification Authority (NZQA) table detailing minimum English Language Requirements by level and recognised test.

Appendix Four : Conduct of Tests and Examinations

- The code of conduct for students when engaging with tests and/or examinations.

Appendix Five : Assessment Concessions

- The rules around temporary impairments – what they are, what a student needs to do if faced with a temporary impairment and potential solutions available

Related Form [Application for Special Consideration](#) - available on the Wintec website.

Appendix Six : Special Arrangements for Formal Examinations

- When extenuating circumstances mean you are unable to sit a formal examination during the timetabled examination period, you could be eligible for a special arrangement to sit an alternative examination at an alternative time.

Related Form [Application for Special Arrangements](#) - available on the Wintec website.

Appendix Seven : Regulatory Framework

- What the Wintec regulatory framework is and where regulations sit within it.

Appendix Eight : Definitions

- A list of definitions for terms used within these regulations.

APPENDIX ONE: RELATED POLICY

The policy listed below can be [found here](#).

- Equal Educational Opportunities
- Student Voice
- Student Fees and Refunds
- Assessment and Moderation
- Awards and Statements of Achievement
- Graduation Protocol and Academic Regalia
- Code of Conduct for Students, Peer Tutors and Student Mentors

APPENDIX TWO: 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; English language requirements; and relevant practical or industry experience and/or employment.

- II. Programmes at Levels 1 – 6 on the New Zealand Qualifications Framework (NZQF)
Admission and entry to Wintec programmes at levels 1 – 6 on the NZQF is either through Open Entry or grouped under four categories:
 - Option 1: Based on NZ high school achievement (secondary school study)
 - Option 2: Based on study completed at a New Zealand tertiary institution
 - Option 3: Based on work experience (on the job)
 - Option 4: Discretionary Entrance

The table below provides the approved entry criteria by programme level. It is expected that all programmes will adhere to these options unless there are mandatory entry criteria stated in the Qualification Details listed on the NZQF.

It is anticipated all programmes will have option 1, 2 and 4 as standard entry criteria in their programme regulations and may choose to also include Option 3.

Levels 1 – 6 Entry Criteria Options for each Programme Level

- Each programme selects the entry options that are most appropriate for their programme and learner cohort.
- Options 1 and 2 are based on academic achievement at NZ institutions – international academic achievement is covered by ‘or recognised equivalent’.
- Option 2 has may have no named / specified pathway programmes.
- All entry options will include the current English Language requirements as required by the New Zealand Qualifications Authority (NZQA).
- If entry criteria is specified in the qualification details listed on the New Zealand Qualifications Framework (NZQF), or by a professional / regulatory body – that entry criteria is used for the programme regulations.

Programme Level	Option 1: Based on NZ high school achievement (secondary school study) by programme level	Option 2: Based on study completed at an NZ tertiary institution by programme level
Level 3:	Select either Open Entry or: <u>Option 1: Based on NZ high school achievement (secondary school study)</u> 20 credits at NCEA Level 1 including 10 literacy credits and 10 numeracy credits, or a recognised equivalent	<u>Option 2: Based on study completed at an NZ tertiary institution</u> <ul style="list-style-type: none"> • The relevant pathway programme; or • A relevant qualification at NZQF Level 2; or, • A recognised equivalent qualification
Level 4:	<u>Option 1: Based on NZ high school achievement (secondary school study)</u> Select one of: <i>Choice A:</i> 40 credits at NCEA Level 1; including 10 Literacy credits and 10 Numeracy credits, or a recognised equivalent <i>Choice B:</i> 40 credits at NCEA Level 2; including 10 Literacy credits at NCEA Level 2; and 10 Numeracy credits at NCEA Level 1, or a recognised equivalent <i>Choice C:</i> 40 credits at NCEA Level 2; including 10 Literacy credits at NCEA Level 2; 10 Numeracy credits at NCEA Level 1 and 14 credits in a Science subject at NCEA Level 2, or a recognised equivalent	<u>Option 2: Based on study completed at an NZ tertiary institution</u> <ul style="list-style-type: none"> • The relevant pathway programme (insert name of programme); or • A relevant qualification at NZQF Level 2; or, • A recognised equivalent qualification
Level 5:	<u>Option 1: Based on NZ high school achievement (secondary school study)</u> Select one of: <i>Choice A:</i> 40 credits at NCEA Level 2; including 10 Literacy credits at NCEA Level 2; and 10 Numeracy credits at NCEA Level 1, or a recognised equivalent <i>Choice B:</i>	<u>Option 2: Based on study completed at an NZ tertiary institution</u> <ul style="list-style-type: none"> • The relevant pathway programme; or • A relevant qualification at NZQF Level 3; or, • A recognised equivalent qualification

	40 credits at NCEA Level 2; including 10 Literacy credits at NCEA Level 2, 10 Numeracy credits at NCEA Level 1 and 14 credits in a Science subject at NCEA Level 2, or a recognised equivalent	
Level 6:	<p><u>Option 1: Based on NZ high school achievement (secondary school study)</u> 60 credits at NCEA L2, including 14 credits in Mathematics; and 10 literacy credits at NCEA L2, or a recognised equivalent</p>	<p><u>Option 2: Based on study completed at an NZ tertiary institution</u></p> <ul style="list-style-type: none"> • The relevant pathway programme (insert name of programme); or • A relevant qualification at NZQF Level 3; or, • A recognised equivalent qualification
	Option 3: Based on work experience (on the job) for all programme levels	Option 4: Discretionary Entrance for all programme levels
	<p><u>Option 3: Based on work experience (on the job)</u> Equivalent knowledge, skills and experience</p>	<p><u>Option 4: Discretionary Entrance</u> Applicants who do not meet any of the entry options stated above, and think they have what it takes to complete this programme can apply for 'Discretionary Entrance'. The application is based on the applicant's ability to demonstrate a likelihood to succeed in the programme. The decision is at the discretion of the Head of School/Centre Director or their delegate. The ability to progress into further study depends on how successful the applicant is within the programme they apply and are accepted into under 'Discretionary Entrance'.</p>

III. Programmes at Levels 7 and above on the New Zealand Qualifications Framework (NZQF)

Wintec Programme/Level		General Academic Admission Requirements
Undergraduate Degree ¹⁷	University Entrance	NCEA Level 3 (60 credits at NCEA Level 3 or above and 20 credits at NCEA Level 2 or above), including: <ul style="list-style-type: none"> – 14 credits each at NCEA Level 3 in three approved subjects; and – 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. <ul style="list-style-type: none"> – Or a recognised equivalent qualification
	Other secondary school qualifications.	High achieving year 12 students can be considered on the basis of their NCEA level 2 results
	Study from another tertiary institution	A relevant foundation qualification at Level 4 on the NZQF or above; or, Undergraduate degree study at another NZ tertiary institution; or, A recognised equivalent.
Graduate Certificate		A completed Bachelor degree; or, A professional qualification in a relevant discipline; or, Equivalent
Graduate Diploma		A completed Bachelor degree; or, A professional qualification in a relevant discipline; or, Equivalent
Honours programme		A completed corresponding Bachelor degree with a minimum B grade average; or, Equivalent
Postgraduate Certificate		A completed corresponding Bachelor degree; or, Equivalent
Postgraduate Diploma		A completed corresponding Bachelor degree; or, A completed corresponding Postgraduate Certificate; or, Equivalent
Masters Degree		A completed corresponding Bachelor degree with a minimum B grade average; or, A completed corresponding Bachelor with Honours degree; or, A Postgraduate Diploma with a minimum B grade average; or, Equivalent

¹⁷ Applicants that do not meet general academic admission requirements can be considered under Special Admission or Provisional Entrance.

- IV. Acceptable equivalents for Option 1: Based on NZ high school achievement (secondary school study) includes, but is not limited to, the following:
- A. Older New Zealand Secondary School Qualifications (for NCEA Level 3 - New Zealand University Entrance, Bursaries and Scholarships examinations; for NCEA Level 2 - Sixth Form Certificate; for NCEA Level 1 - School Certificate)
 - B. CIE (Cambridge International Examinations)
 - C. International Baccalaureate
 - D. [International equivalence](#)
- V. Language Rich Subjects – include:
- A. Art History
 - B. Classics
 - C. English (Media Arts)
 - D. History
 - E. Media Studies
 - F. Te Reo Māori
- VI. English Language Rich Subjects – include:
- A. Art History
 - B. Classics
 - C. Economics
 - D. English
 - E. Geography
 - F. Media Studies
 - G. Religious Studies

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

APPENDIX THREE: ENGLISH LANGUAGE

The Table

Internationally Recognised English Proficiency Outcomes for International Students

	Programme Level and MINIMUM required outcome 1				
Internationally recognised proficiency tests	Certificate at Level 3	Certificate at Level 4	Certificate or Diploma at Level 5	Certificate or Diploma at Level 6 Diploma or degree at Level 7 Graduate Certificate or Diploma at Level 7	Post-graduate Diploma or Post-graduate Certificate at Level 8 Bachelor Honours Degree at Level 8 Master’s Degree at Level 9 Doctoral Degree at Level 10
IELTS test ²	General or Academic score of 5 with no band score lower than 5	General or Academic score of 5.5 with no band score lower than 5	Academic score of 5.5 with no band score lower than 5	Academic score of 6 with no band score lower than 5.5	Academic score of 6.5 with no band score lower than 6
TOEFL Paper-based Test (pBT) where the test was carried out prior to 1 October 2017	Score of 500 (with an essay score of 4 TWE)	Score of 530 (with an essay score of 4.5 TWE)	Score of 550 (with an essay score of 5 TWE)	Score of 550 (with an essay score of 5 TWE)	Score of 590 (with an essay score of 5.5 TWE)
TOEFL Internet-based test (iBT)	Score of 35 (with a writing score of 14)	Score of 46 (with a writing score of 14)	Score of 46 (with a writing score of 14)	Score of 60 (with a writing score of 18)	Score of 79 (with a writing score of 21)
Cambridge English Qualifications	B2 First or B2 First for Schools with a score of 154. No less than 154 in each skill;	B2 First or B2 First for schools with a score of 162. No less than 154 in each skill;	B2 First or B2 First for schools with a score of 162. No less than 154 in each skill;	B2 First, or B2 First for schools, or C1 Advanced, or C2 Proficiency with a score of 169. No less than 162 in each skill;	C1 Advanced or C2 Proficiency with a score of 176. No less than 169 in each skill;

OET	Minimum of Grade C or 200 in all sub-tests	Minimum of Grade C or 200 in all sub-tests	Minimum of Grade C or 200 in all sub-tests	Minimum of Grade C or 200 in all sub-tests	Minimum of Grade C+ or 300 in all sub-tests
NZCEL3 a) Expiring b) Current	a) Level 3 (General) or (Workplace) b) Level 3 (General)	a) Level 3 (Academic) b) Level 3 (Applied)	a) Level 4 (General) or (Workplace) b) Level 4 (General) or (Employment)	a) Level 4 (Academic) b) Level 4 (Academic)	a) Level 5 (Academic) or (Professional) b) Level 5
Pearson Test of English (Academic)	PTE (Academic) score of 36 with no band score lower than 36	PTE (Academic) score of 42 with no band score lower than 36	PTE (Academic) score of 42 with no band score lower than 36	PTE (Academic) score of 50 with no band score lower than 42	PTE (Academic) score of 58 with no band score lower than 50
Language Cert	B1 Achiever IESOL (LRWS) with PASS and no less than Pass in each skill	B2 Communicator IESOL (LRWS) with PASS and no less than Pass in each skill	B2 Communicator IESOL (LRWS) with HIGH PASS and no less than Pass in each skill	C1 Expert IESOL (LRWS) with PASS and no less than Pass in each skill	C1 Expert IESOL (LRWS) with HIGH PASS and no less than Pass in each skill or C2 Mastery IESOL (LRWS) with PASS and no less than Pass in each skill
Trinity ISE	ISE I with no less than distinction in any band	ISE II with no less than pass in any band	ISE II with no less than merit in any band	ISE II with no less than distinction in any band	ISE III with no less than pass in any band

Note 1 The listed outcomes represent the minimum scores or grades for each test or qualification that qualify a student for enrolment at each programme level. Students with higher scores or grades than required for a particular programme level may still enrol at that level. Where the entry requirements for a programme are for a higher English proficiency outcome than is listed in the relevant row of the Table for the programme level in which the student is being enrolled, the student must meet that higher level.

Note 2 IELTS scores used must be taken from a single IELTS Test Report Form (i.e. combining scores from more than one test is not permissible). IELTS General Training cannot be used as the basis of admission to Wintec programmes and must be from an IELTS Academic module/test¹⁸. This clause applies to all Programme Regulations.

Note 3 New versions of some NZCEL qualifications, and in some cases, new qualifications were published on 13 June 2017. These are intended to replace pre-existing versions and qualifications, which have been given expiring status until discontinued on 31 December 2019.

¹⁸ 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.

APPENDIX FOUR: CONDUCT OF TESTS AND EXAMINATIONS

1. Entering and Leaving the Test/Examination Room

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

2. Examination Room Materials and Devices

- No student is permitted to bring into a test or examination an electronic calculator except by direction of the assessor. Where a test or examination has been designated 'calculator permitted':
 - The calculator used in the test or examination must be electronic, truly portable and self-powered, and noiseless (no audible alarms may be used);
 - No supplementary material (e.g. operating manuals) related to the use and operation of the calculator will be permitted in the test or examination room other than spare batteries;
 - In all cases, it is the responsibility of the student to maintain the operation and operating power of the calculator.
- No student is permitted to bring into a test or examination any electronic dictionary or other written or printed matter or information stored in an electronic or recording device, including cell phone and mobile devices or any electronic device that is able to connect to the internet, nor is any student permitted to bring into a test or examination any electronic device that can connect to the internet allowing students to access information, except by direction of the assessor.
 - Where a test or examination is 'Open Book' students may take into the test or examination room any written or printed material including books, acts, etc, and there will be no check on items taken into the test or examination room.

- Where a test or examination is designated ‘Restricted Materials’, students may take into the test or examination room only material specified by the assessor, and that material must not be annotated, written or typed upon, or otherwise marked except by underlining or side-lining. Material taken into tests or examinations designated ‘Restricted Materials’ is subject to inspection and confiscation by the room supervisor, assessor or any person employed by Wintec.
- Where a test or examination is designated “Restricted Materials – ‘may be written upon’”, students must take into the test or examination room only material specified by the assessor, and that material may be annotated, written or typed upon or otherwise marked in a relevant and contextual manner.
- Material and devices not approved for use in a test or examination, and personal belongings, must be left in a designated area. The designated area will be determined by the room supervisor.
- All paper used during a test or examination must be handed to the room supervisor before the student leaves the room.
- Where material is permitted under the rules of this section, assessors will be required to be present at the commencement of the test or examination to check material brought into the room.

3. Student Conduct

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

4. Online Tests/Examinations

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

5. Assessor–Student Communications

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

APPENDIX FIVE: ASSESSMENT CONCESSIONS

1. Assessment Concessions are the variations to scheduled assessments that are offered to students with a temporary impairment/s. These concessions remove barriers which prevent students from undertaking assessments, thereby enabling them to pursue their educational and/or vocational goals.
 - Note that Assessment Concessions are for students with temporary impairments. Opportunities for extensions and resits that are a standard part of the delivery of the module are called Reassessment Provisions and are different from Assessment Concessions. Reassessment Provisions are not for students with genuinely serious problems or exceptional circumstances beyond the control of the student.
2. It is essential to recognise that a student will experience occasional illness and perhaps other problems or events that coincide with the preparation of internal assessments, tests and examinations, or meeting assessment dates. This is part of everyday life, and it is expected that students will manage these situations alongside their commitment to study. Such circumstances do not in themselves excuse failure or impaired performance and do not automatically provide grounds for an Assessment Concession.
3. Events do not always run smoothly, and students are expected to take this into account when managing their study by building in contingency for the unexpected. For example, by ensuring that assignments are completed in good time, or allowing sufficient time to revise for an exam.
4. Wintec will, however, take account of genuinely serious problems or exceptional circumstances beyond the control of a student which have adversely affected their performance in an internal assessment, test or examination. A student may ask for their circumstances to be considered by applying for *Special Consideration for Impaired Performance or Failure to Meet Assessment Dates (Special Consideration)*.

It is important to note that students no longer apply for a remedy or solution, e.g. a student does not apply for an aegrotat; nor do they apply for an extension; nor a resit; nor a resubmit. Instead, the student presents their circumstances and evidence to support their claims, and the relevant Team Manager, or delegated authority, decide what the best solution for the student is based on their situation.
5. In order to successfully complete a module, a student is required to achieve all learning outcomes of that module. The level of achievement is measured through assessment. While Wintec will consider any genuine cases of impaired performance, Wintec has an obligation to ensure that all students are assessed against all learning outcomes for all modules. Wintec ensures this by having a range of options available, depending on the type of assessment and grounds for impaired performance, for applications for Special Consideration. Wintec upholds the integrity of an assessment by ensuring all students are assessed to the same standard.
6. When students enrol with Wintec, it is expected they will do everything they can to successfully complete their programme of study and Wintec is committed to providing the necessary mechanisms to help students achieve this goal. This includes having appropriate support services available to assist students with managing their study. It is expected that students will familiarise themselves with these and use them where appropriate.
7. An application for Special Consideration does not automatically ensure the successful completion of a module. Only genuine cases, where evidence confirms that the student has experienced serious issues or exceptional circumstances beyond their control, will be successful.

8. Parameters for Special Consideration

- The following parameters will be considered when assessing applications for Special Consideration:
 - Classification of impairment;
 - Grounds;
 - Type of assessment; and
 - Impact of impairment.

Refer to the Definitions Section for an explanation of these terms.

It is the Head of School/Centre Director or delegate's responsibility to ensure that assessment items are scheduled, and reassessment opportunities are available and manageable.

9. Special Consideration Process

- Timeframe for applying:
 - It is the student's responsibility to apply for Special Consideration.
 - Where possible, Wintec encourages proactive measures, e.g. the arrangement of learning support for an examination, or the request of an extension before the assessment due date. As this is not always possible, applications for Special Consideration must be submitted within 5 working days of the illness/incident.
 - Applications for Special Consideration will not be accepted after the results of the assessment item/s are released.
 - Applications for Special Consideration must be completed in full by the student. Failure to do so may impact on Wintec's ability to process the application in a timely manner, which may affect a student's eligibility to apply for Special Consideration.
- Evidence required:
 - Signed evidence from a Registered Medical or Dental Practitioner, Registered Midwife, Registered Psychologist, or Wintec Counsellor (*to be referred to as 'the Registered Practitioner/s)* on the nature and severity of the personal illness/injury and the impact of impairment on the assessment preparation/performance.
 - The Registered Practitioner can only assess and comment on what is presented at the time of the consultation. Therefore, it is in the best interests of the student to have a consultation whilst the symptoms are present.
 - It is sometimes unrealistic to expect that a student will secure an appointment with a Registered Practitioner immediately. Where a student is unable to secure an appointment with a Registered Practitioner, the student must consult with a Registered Nurse within 24 hours. The Registered Nurse can make an initial assessment while symptoms are present. This assessment can be passed on to the Registered Practitioner who must complete the form.
 - When completing the form, the Registered Practitioner must determine the severity and impact of the impairment on the assessment preparation/performance using the following scale:

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

	injury or circumstance will possibly affect attendance or the submission of assessment items.
Major	Illness, injury or circumstance that clearly falls outside the range of normal experiences that any student would face during assessment periods. There clearly is substantive or significant impact on the preparation for, or performance in, an assessment*. Major illness, injury or circumstance is likely to affect attendance or the submission of assessment items.

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

- For bereavement, evidence can include:
 - Stating the nature of the relationship that led to personal grief;
 - Supporting documentation from a Wintec Counsellor;
 - Copy of the death notice.
- For exceptional circumstances beyond the control of a student, evidence is dependent on the circumstances, but must prove the circumstances are exceptional, outside of the control of the student, and could not be mitigated through effective time management.
- It is the student's responsibility to gather the evidence required for an application for Special Consideration.
- Supporting evidence does not guarantee a successful application. Supporting evidence is just one of the components that will be considered (along with the combination of factors that led to the application and the overall performance of the student).
- A student is not likely to be successful in their application for Special Consideration if it is based upon:
 - The 'bunching' of examinations or assessment deadlines;
 - Issues caused by being a non-native speaker of the English language. Non-native speakers of English should seek advice from Internationalisation and/or Student Capability Development prior to any assessment/s;
 - Poor time management or organisation;
 - Circumstances within the student's control;
 - Minor illness/injury;
 - A permanent or recurring condition or disability where the School/Centre has already made special arrangements for the student's assessment/s;
 - Circumstances which were known to the student prior to the date of enrolment.
- The Head of School/Centre Director may delegate the assessment of an application for Special Consideration. The application must be assessed on the basis of the evidence provided, within the context of the student's academic achievement in the specific module/s where possible, and overall performance within the programme.
- The Head of School/Centre Director, or delegate, must respond to the application within 5 working days of receiving the application. The student must be notified of:
 - Whether the application is successful or not;
 - If successful, the type of resolution offered;
 - When the type of resolution is due/scheduled.

- Once notified of the outcome of their application, the student should confirm any arrangement with staff from the School/Centre.
- The student can appeal a decision made by the Head of School/Centre Director by sending a letter to the Office of the Dean within 5 working days of receiving that decision.
- When considering the appeal, the Dean will review the processes and procedures followed by the Head of School/Centre Director to determine if due process was followed.
- A letter of response will be sent from the Dean to the student/s within 5 working days of the final deliberation, stating the decision and the evidence that led to it.
- Schools/Centres need to keep a complete record of all applications and outcomes and must report any applications to their Programme Committee. The Programme Committee must report all applications to the Academic Approvals Committee (AAC) through their Tri-annual Report process.

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

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

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

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

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

11. Exceptions to these Regulations

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

APPENDIX SIX: SPECIAL ARRANGEMENTS FOR FORMAL EXAMINATIONS

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

APPENDIX SEVEN : REGULATORY FRAMEWORK

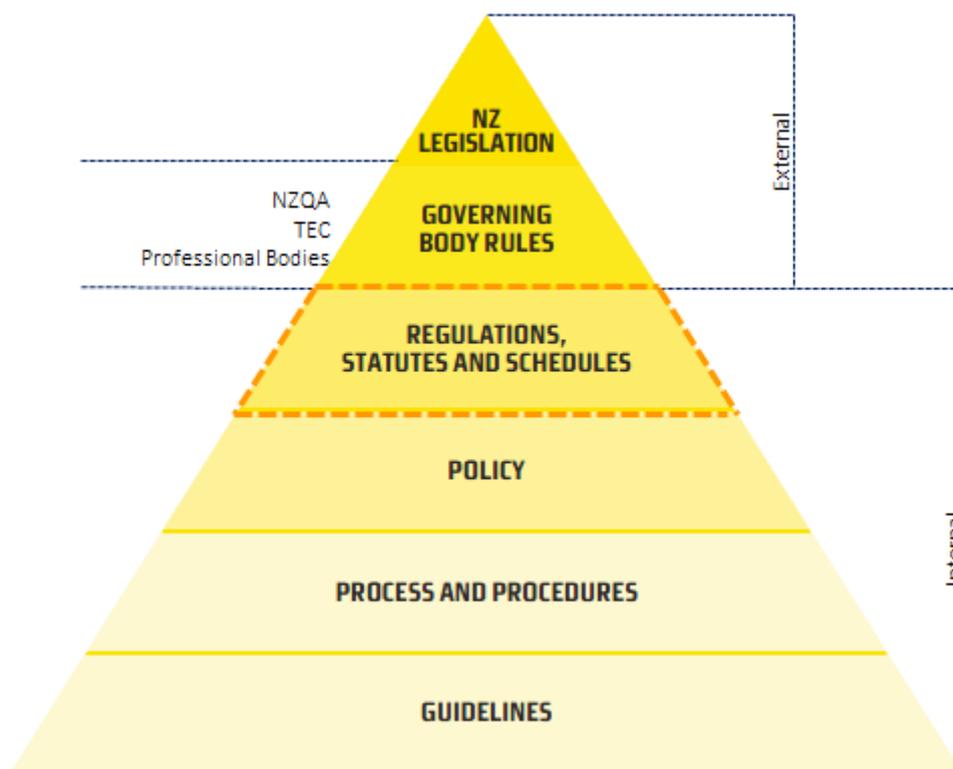


Diagram 1: The Wintec Regulatory Framework

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

The Wintec 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 1993¹⁹. They must comply with NZQA Rules and Regulations and TEC funding conditions. The Academic Regulations inform Wintec Academic Policies, Processes, Procedures and Guidelines.

The Wintec 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.

¹⁹ Equal Education Opportunities (AC-99/05) [Part A](#) and [Part B](#)

APPENDIX EIGHT: DEFINITIONS

DEFINITIONS: Commonly used terms related to Admission and Entry

Achievement-Based Assessment	Assessment to identify students' level of achievement at a task or group of tasks, which is normally expressed in the form of a numerical mark and/or a grade.	
Admission	Acceptance to study at Wintec.	
Applicant	Person applying for admission and entry to Wintec and/or a programme and/or a module.	
Assessment	Refer Programme Structure	
Assessment Component	The specific method/type used to measure learning; e.g. an essay, oral test, examination, presentation. The assessment component will have a method, instructions on what to do, expectations to achieve the assessment component and clear indication of what grades are available. The assessment component will have a timeframe for completion and weighting (percentage of the total module mark/grade). The assessment component will also indicate if a result is compulsory to pass the module overall.	
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 assessment 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> <ul style="list-style-type: none"> • lack of clarity in the instructions and/or what is being assessed • confused or ambiguous language in assessment • any form of bias (gender, age, ethnicity, impairment based, etc.) that, for

	<p>example, means the assessment approach and/or materials exclude or limit the abilities of student/s.</p> <ul style="list-style-type: none"> changing the timing or scheduling of an assessment during the teaching period without student consultation and agreement.
<p>Openness <i>Also related to Transparent / Transparency.</i></p>	<p>Prior to any assessment taking place, students understand what is being assessed, how they are being assessed, and when they are being assessed. Students understand the criteria against which they will be measured and have the opportunity to seek clarification. Students understand the wider assessment process and are aware of feedback, Reassessment Provisions, and Assessment Concession opportunities. Students are also aware of the processes to seek reconsideration of marks and grades, and the processes to appeal any reconsideration decisions. Everything is transparent and available.</p>
<p>Reliable/Reliability <i>Also related to Consistency.</i></p>	<p>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.</p>
<p>Sufficient / Sufficiency</p>	<p>Usually related to competency-based assessment and the quality and quantity of evidence provided – e.g. has the student provided sufficient evidence to prove competency, not just once, but repeated competence over time? Sufficiency is tied in with assessment judgements, e.g. how much equals sufficient evidence to achieve competency. Sufficiency is normally embedded in moderation questions.</p>
<p>Valid/Validity</p>	<p>Essentially that what students are told will be done, is actually done. For example, an assessment should measure what it is meant to measure. The assessment task should provide students with the opportunity to provide sufficient evidence to meet the assessment requirements and learning outcomes for that assessment. Validity in assessment means:</p> <ul style="list-style-type: none"> there are clear statements on what is being assessed

	<ul style="list-style-type: none"> • there is clear measurement of what is being assessed, and the measurement matches the actual assessment • the method of assessment is appropriate for what is being measured • the tools of assessment match the method of assessment
	<p>Varied</p> <p>A range of mediums and a variety of methods should be available to ensure that assessment is appropriate to the students being assessed</p>
Assessment Concessions	<p>Depending on the combination of factors detailed above, the evidence provided and the overall performance of the student, the outcome may comprise any of the following:</p>
Extension	<p>The approval of extra time to complete and submit an item of assessment (after the published deadline).</p> <p><i>An extension does not create an annotation to the final grade.</i></p>
Alternative time/alternative assessment	<p>The opportunity for a student to complete an assessment at an alternative time. Depending on the type of assessment, often the alternative time involves an alternative item of assessment.</p> <p><i>Alternative assessment time and/or alternative assessment does not create an annotation to the final grade.</i></p>
Resubmission/resit	<p>There are two types of resubmission / resubmit.</p> <ul style="list-style-type: none"> • In the context of Special Consideration, the opportunity to resubmit or resit a summative assessment due to impaired performance. • Some modules allow students more than one attempt to pass an item of assessment during the standard delivery of the module (reassessment provisions). These second attempts are not based on impaired performance and are at the discretion of the Programme Committee. Second attempt provisions are specified in the module outline. <p><i>A resubmission/resit can create an annotation to the final grade – ‘(r)’ as per the practice within the Centre.</i></p>
Learning support	<p>Support provided by the Wintec Student Capability Development team e.g. reader/writer assistance.</p> <p><i>Learning support does not create an annotation to the final grade.</i></p>
Aegrotat	<p>The consideration of an impairment that impacts on the preparation for, and/or</p>

		<p>performance in, an assessment item where no further reassessment opportunity is available.</p> <ul style="list-style-type: none"> • Aegrotat is not available for competency-based assessment; • Aegrotat is not available for assessment item/s that measure a learning outcome/s that is not measured by any other assessment item/s within that module; <ul style="list-style-type: none"> ○ The assessment structure specifies which learning outcomes are measured by each assessment item; ○ In most cases, this limits aegrotat to final examinations. • Aegrotat is only available where there is no opportunity for further assessment attempts; <ul style="list-style-type: none"> ○ Assessment items should be scheduled, so that reassessment opportunities are available and manageable. In most cases, this limits aegrotat to final examinations. <p><i>An aegrotat creates an annotation to the final grade – ‘(a)’.</i></p>
Assessment Evidence	The work, a student, completes and submits for marking (includes naturally occurring evidence).	
Assessment Standard	A unit or achievement standard listed on NZQA’s Directory of Assessment Standards.	
Assessment Types	Internal assessment	Within the context of Special Consideration, all items of assessment that are not an in-class test/examination or formal examination.
	In-class test/examination	All tests and examinations scheduled in class time and/or the formal teaching weeks of the programme.
	Formal examination	Examinations held during the formal examination period.
Attendance and Participation	<p>Attendance is the state of being physically present in class, for the duration of that class.</p> <p>Participation is the action of engagement with the delivery of module – regardless of mode / method of delivery.</p>	
Attendance Requirements	<p>While Wintec expects students to attend and participate in all classes (face to face and online), some programmes will specify the minimum attendance requirements in the Programme Regulations and/or Module Descriptors. Failure to meet such attendance requirements may mean failure of a module.</p> <p>International students must refer to the Policy on International Students’ Attendance parts A and B for attendance required to meet the Code of Practice for the Pastoral Care of International Students.</p>	

Aegrotat	A solution offered in situations where an impairment impacts on the preparation for and/or performance in an assessment item where no further re-assessment opportunity is available. Aegrotat is only available as part of the assessment concessions process. For more information, refer to <i>Appendix Five - Assessment Concessions</i> .
Class	Refer Programme Structure
Closed Book	Where an examination is designated by the Programme Committee as 'closed book', students shall not take any written, printed or electronic materials into the examination room.
Competency Based Assessment	Assessment that requires students to demonstrate that they have reached a particular standard to be judged as 'competent', and therefore receive a Pass grade. This type of assessment does not result in the award of a numerical mark, though it may provide recognition of higher performance.
Course	The term Module is used for course at Wintec. Refer Programme Structure for definition of Module.
Credit Value	The value of a module or programme when counted towards a qualification. One credit is equivalent to approximately 10 nominal learning hours.
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.
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.
Entry	Acceptance to a specific programme of study at Wintec.
Entry Requirements	The minimum requirements an applicant must meet in order to enter a programme including processes for exceptions where applicants do not meet the general entry requirements.
English Language Requirements	NZQA sets out the minimum English Language Requirements by level. Refer to Appendix 2.
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.
Examination	An assessment that occurs in a supervised and controlled environment and generally results in written assessment evidence. It is more formal and longer in duration than a test; contributing a greater percentage of the overall grade. Formal examinations require supervision from staff other than the tutor, e.g. an external invigilator or staff member who does not teach on the module.

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).						
Exemptions	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.						
Extension	The approved submission of an item of assessment after the published deadline.						
Formal Transfer of Credit (FTOC)	<p>Formal Transfer of Credit (FTOC), refers to credit for previous formal learning at Wintec or at another educational institution in New Zealand or overseas.</p> <p>Formal Learning attains a result and is usually recorded on an academic record.</p> <p>Types of FTOC include:</p> <table border="1"> <tr> <td>Cross Credit</td> <td>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.</td> </tr> <tr> <td>Reassigned Credit</td> <td>Reassigned Credit is formal credit gained from Wintec modules from an incomplete Wintec qualification that is transferred toward a new Wintec qualification.</td> </tr> <tr> <td>Transfer Credit</td> <td>Credit is formal credit granted from prior learning completed and transferred internally from another programme at Wintec or externally from other institutions.</td> </tr> </table>	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.	Transfer Credit	Credit is formal credit granted from prior learning completed and transferred internally from another programme at Wintec or externally from other institutions.
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.						
Transfer Credit	Credit is formal credit granted from prior learning completed and transferred internally from another programme at Wintec or externally from other institutions.						
Formative Assessment	Assessment activities that are used solely to give students feedback on their progress and inform their development. Formative assessment does not contribute to a mark or grade.						
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.						
Grade	A measure of achievement, usually in the form of a letter grade (e.g. B). For achievement-based assessment, grades will equate to a mark range. For competency-based assessment, grades will equate to a Pass/Fail. Grades can be awarded for items of assessment and/or the overall result of a module.						
Grade Method	The approved range of grades attached to a programme/module and available to be applied to a student's item of assessment. Wintec has three main Grade Methods: Achievement-Based, Competency-Based and Mixed Mode (both Achievement-Based and Competency-Based).						
Impairment	Impaired performance is when a student feels their preparation or performance for any assessment activity is impacted by illness, injury,						

	bereavement or other exceptional circumstances beyond the control of the student.	
Impairment Classifications	Temporary	An illness/incident that happens at the time of assessment. <ul style="list-style-type: none"> Handled through Special Consideration process.
	Permanent	A long-term illness/condition/disability. <ul style="list-style-type: none"> Not handled through Special Consideration. Refer to the policy on Equal Education Opportunities (AC-99/05) Parts A and B
	Recurring	An ongoing illness/incident that started as temporary and continues to impact on assessments for a longer period of time. <ul style="list-style-type: none"> Not automatically handled through the Special Consideration process.
Impairment Grounds	Personal illness/injury	Temporary illness or accident/injury at the time of assessment.
	Bereavement	The death of a close family member or friend at the time of assessment.
	Exceptional circumstances beyond the control of a student	The circumstance/s the application is based on; considered on a case-by-case basis. It must be proved that the circumstance/s is outside of the norm, beyond the control of the student, and could not have been anticipated (i.e. the student did not have the opportunity to make alternative arrangements before the assessment date).
Impairment Impacts	Unable to present work for an assessment by the due date	Applies to Internal Assessment. The inability to submit take-home work by the due date or present in-class work (e.g. presentation) on the scheduled date.
	Prevented from preparing for an assessment	Applies to all three Types of Assessment.
	Unable to attend a test or examination	Applies to in-class test/examination and formal examination.
	Seriously impaired in the performance in a test or examination or item of assessment	Applies to all in-class assessment and formal examination.
Informal Transfer of Credit or 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.	
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).	
Learning Activities	Refer Programme Structure	
Learning Outcomes	Refer Programme Structure	
Level	Any of the 10 levels of the NZQF, which range from Level 1 to Level 10.	
Mark	The numerical result awarded to a student for an individual item of achievement-based assessment. Marks contribute to the grade assigned at the end of the module.	
Marking Criteria	(Also known as Marking Schedule or Assessment Schedule.) The schedule of evidence and judgements that an assessor marks against to ensure consistency of marking. Marking criteria may also specify the weighting allocated to each section within an assessment. Marking rubrics define levels of achievement.	
Moderation	A process to ensure fairness, consistency and reliability in assessment. At Wintec, there are two parallel moderation processes.	
	Wintec-managed	(Previously known as internal moderation.) This is any moderation that is managed by Wintec and is part of the Wintec moderation schedule and cycle. Wintec moderation includes moderation by external people (e.g. international experts; other ITP staff; industry partners, etc.).
	Externally managed	(External Moderation) – any moderation that is managed by organisations other than Wintec, e.g. New Zealand Qualifications Authority (NZQA), Industry Training Organisations (ITO), Professional Bodies.
	There are three types of moderation:	
	Pre-Teaching Review	Moderation of course materials that are provided to students (including module descriptors, module outlines, programme handbooks, Moodle site, assessment structures, instructions, requirements or guidelines). To protect Intellectual Property (IP), it is recommended that pre-teaching reviews be conducted by other Wintec staff. The exception would be where there is an arrangement with an ITO or other external body, and a pre-teaching review is part of that arrangement.
	Pre-Assessment Moderation	Moderation of assessment tasks to ensure the conditions and instructions/questions are clearly stated and easy to understand. Pre-assessment moderation will also check alignment of the assessment(s) to learning outcomes, appropriateness of assessment to learning activities, assessment component weightings, marking schedules, model answers, and judgement statements.

	Post-Assessment Moderation	Moderation of marked student work to ensure that the student work has met the assessment criteria and requirements; the assessment marking schedule has been fairly and consistently applied; fair and consistent feedback has been provided; and the marking calculations are correct.
Module	Refer Programme Structure	
Module Descriptor	The official details of the module. The module descriptor forms part of the curriculum document for the programme and has been approved by NZQA.	
Module Outline	A document provided to students at the commencement of each module which includes detailed information about the module and its requirements. It is more detailed than a Module Descriptor, providing students with information such as assessment due dates, marking criteria, and other expectations.	
New Zealand Qualifications Framework (NZQF)	The NZQA system that registers, and quality assures all qualifications and formal programmes of learning in New Zealand.	
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.	
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.	
Open Book	Where an examination is designated by the Programme Committee as 'open book', students may take into the examination room any permitted and specified materials.	
Plagiarism	Copying or paraphrasing someone else's work, or using another's ideas, be it published or unpublished, without clearly referencing and acknowledging the source.	
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.	
Programme	Refer Programme Structure	
Programme Regulations	The expectations and standards required of students in relation to a specific programme.	
	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 2 – Admission and Enrolment.
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. 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.
Programme Structure	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.

Qualification	A certificate, diploma or degree awarded following the successful completion of a programme 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'.
Class / Occurrence	A group of students within a module: the primary unit for timetabling, enrolment, teaching and assessment. A large class may be subdivided into streams. Classes are usually aligned to a semester, and you can have more than one instance of a module (class) in a single year.
Stream	A subdivision of class for timetabling and assessment purposes. The term is also used for study pathways within a programme.
Learning Outcome	A learning outcome is an expected result of learning. It is a statement of what a student will be and/or know and/or do on successful completion of a module.
Learning Activities	The specific learning tasks/activities that enable a student to achieve the learning outcome/s of a module.
Assessment	The method used to judge a student's learning in a module or programme. There are many forms of assessment, e.g. assignments, practical work, projects, tests, examinations, etc.
Qualification	Refer Programme Structure
Reasonable Chance of Success	A student has sufficient background knowledge and/or experience to successfully complete a qualification.
Reassessment Provisions	Opportunities for reassessment integrated as part of the standard delivery of the module. Reassessment provisions can take the form of extensions, resubmits or resits.
Reconsideration [of mark or grade]	A reconsideration of mark or grade can take the form of either: <ul style="list-style-type: none"> - Reconsideration of Assessment [mark or grade]: or, - Reconsideration of Module Final Grade
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.
Resit	An additional opportunity within a specified timeframe for students to sit an assessment that they previously failed.
Restricted Materials	Where an examination is designated by the Programme Committee as 'restricted materials', students shall take into the examination room only such material as may be specified by the examiner. Such material shall not be annotated, written or typed upon, or otherwise marked.

Restricted Materials – ‘may be written upon’	Where an examination is designated by the Programme Committee as “restricted materials – ‘may be written upon’”, the students shall take into the examination room only material specified by the examiner, and that material may be annotated, written or typed upon or otherwise marked in a relevant or contextual manner.
Resubmit	An additional opportunity within a specified timeframe for students to submit a piece of assessment that they previously failed. A resubmit may take the form of an alternative piece of assessment.
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.
Side-lining	Line in the side margins of a text to highlight the importance of section. Similar to underlining.
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.
Start Date	The first day of orientation/induction or teaching in a programme/module.
Stream	Refer Programme Structure
Summative Assessment	A process of assessing student achievement during, or at the end of, a module that contributes to the final mark or grade for the module.
Test	Less formal than an examination and generally administered by the class tutor and conducted within the classroom or similar environment. The duration of a test 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 that a class is scheduled.
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.
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
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.
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.

