



Tai Poutini
Polytechnic
NEW ZEALAND

Academic
Statute /
Ngā Ture
Pūmātaurang
a

1st January

2020

This document contains the Academic Statute of Tai Poutini Polytechnic for 2020. It also incorporates the Generic Programme Regulations which form part of this Statute.

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1. TITLE AND COMMENCEMENT

- 1.1 This Statute is the *Academic Statute of Tai Poutini Polytechnic* and is made by the Council under the powers of Section 194 of the Education Act 1989. It initially came into force on the 1st day of February 1992.
- 1.2 This Statute applies to all programmes of study or training offered by Tai Poutini Polytechnic (TPP) for which awards are made.

2. CONTROL AND REVIEW

- 2.1 This Statute will be reviewed annually by the Director - Academic and Quality and provided to Council through the Academic Board for approval if changes are required.
- 2.2 TPP's Generic Programme Regulations within this Statute shall be reviewed annually (by November at the latest) and approved by the Academic Board.
- 2.3 The Statute should apply to the staff, students and the Council of TPP unless the Council resolves or the Chief Executive directs that it will not apply in a situation, then the Chief Executive will report to the first Council meeting following the exercise of this discretion.
- 2.4 Where a Programme of Study leads to a qualification by an external body, the Programme of Study must satisfy the requirements of this Statute in addition to meeting the requirements of that body.
- 2.5 All meetings of the Academic Board, Faculty Academic Committees and their sub-committees established under this Statute shall be conducted in accordance with Council's Standing Orders unless the relevant terms of reference state otherwise.
- 2.6 The Chief Executive or Council has the power to add or subtract roles and designations responsible for operational functions within this Academic Statute.

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3. DEFINITIONS AND ABBREVIATIONS

3.1 Definitions

In this Statute, unless the context otherwise requires, the following definitions shall apply:

Terms associated with Programmes of Study, Qualifications, and Awards:

- “Award” recognition by TPP of student achievement outside the completion of NZQA assured qualifications as defined below.
- “Credit Value” the basic measure of learning time needed to achieve a prescribed learning outcome. Generally one credit is equal to 10 notional hours of student learning and 120 credits is equivalent to one-year, full-time study.
- “Course” a set of learning outcomes grouped into specific topics. Courses form the building blocks of Programmes of Study and Qualifications.
- “Learning Outcomes” statements that specify what learners will know or be able to do as a result of a learning activity. These outcomes are usually expressed as knowledge, skills or attributes and are assigned a credit value. Learning outcomes types include:
- NZQA Assessment Standards- learning outcomes that are quality assured by NZQA and sit within the NZQA Directory of Assessment Standards. There are two types of NZQA Standards:
 - Unit Standards-competency based learning outcomes that can be assessed as “Achieved” or “Not Achieved”;
 - Achievement Standards-NZ Curriculum-based learning outcomes that can be assessed as “Achieved”, “Merit”, “Excellence” or “Not Achieved”; and
 - Provider Units - learning outcomes developed by individual education institutions that are quality assured by the Institution.
- “Programme of Study” a collection of courses, which may include structured workplace training that leads to the award of one or more qualifications.
- “Qualification” recognition of achievement, through formal certification, of a prescribed set of courses leading to someone’s suitability to perform a particular job or activity. It is approved and accredited by an external organisation which confers on an institution the right to award. All quality-assured qualifications listed on the New Zealand Qualification Framework fit into a qualification type, which include:

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- Certificate - a qualification with a specified level from 1 to 6. The content of the certificate rises incrementally through the levels and allows the student to accrue knowledge in a particular area. A certificate must comprise a minimum of 40 credits at the specified level or above.
- Diploma - a qualification with a specified level between 5-7 and with a minimum of 120 credits. A minimum of 72 credits must be achieved at the specified level, i.e., a level 6 Diploma requires at least 72 credits at level 6.
- Degree - a qualification progressing through levels 5-7 with a minimum of 360 credits usually requiring three years of study. A minimum of 72 credits must be achieved at level 7 or higher.
- Graduate Certificate - a qualification which provides degree graduates the opportunity to pursue further study at an advanced undergraduate level and can be a bridging qualification to postgrad study for individuals wishing to develop new knowledge or broadening their skills in a specific area.
- Graduate Diploma - a qualification which allows degree graduates the opportunity to pursue a significant body of study at an advanced undergraduate level. The Diploma is typically designed as a bridging qualification to postgraduate study as well as broadening knowledge in a familiar or in a new area.
- Post Graduate Certificate - a qualification at levels 7-8 with a minimum of 60 credits with at least 40 credits at the specified level or above.
- Post Graduate Diploma - a qualification at levels 7-8 with a minimum of 120 credits with at least 72 credits at the specified level or above.

“Short Award/Training Scheme”

recognition of achievement, through certification, of a prescribed set of courses between 20-40 credits usually delivered as part-time study or as a block course. These qualifications are not part of the New Zealand Qualifications Framework (NZQF) and are awarded locally by individual institutions.

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General Academic Terms:

“Academic Appeal”	a request by a student to change an academic decision made according to the programme regulations.
“Academic Board”	the Academic Board of TPP established under Section 182(2) of the Education Act 1989 and is responsible for advising and reporting to Council on academic matters.
“Academic Misconduct”	lying, deception, fraud, trickery, imposture, or imposition that occurs in relation to a formal academic exercise. It can include cheating, plagiarism, fabrication, deception, bribery and sabotage. Academic misconduct can be further divided into that which is intentional or unintentional.
“Academic Staff”	any staff member in a teaching or teaching advisory position at TPP.
“Approval”	the outcome of validation where a programme has been judged to meet the requirements of a TPP award.
“Achievement-Based Assessment”	assessments used in determining the grant of a credit or credits where a student’s level of achievement has been assessed against a set of criteria.
“Admission”	is acceptance of a student to study at TPP.
“Aegrotat Pass”	an academic result generated for students even though all or part of an assessment has been missed to due to illness or other reasons beyond the student’s control (reference NZQA).
“Articulation”	a formal agreement between two institutions that recognises a programme or components of a programme, offered by one institution as giving credit or advanced standing into a specified programme at the other institute.
“Assessment”	the process for gathering and evaluating evidence to establish the level of a student’s performance (summative); or to inform future learning (formative).
“Assessment Calendar”	the list of assessment dates provided to students at the start of the course of the programme.
“Assessment Criteria”	derived from course learning outcomes (or objectives), these are written in a form that the performance of student can be judged against.

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“Assessment of Current Competency”

is where informal learning experiences and/or current competency is assessed against the learning outcomes for a programme of study to have the prior learning recognised. This involves a student either completing an assessment activity for a learning outcome without undertaking the required course of study or presenting evidence, usually in the form of a portfolio that demonstrates competence resulting from aspects of an applicant’s professional and/or personal life.

“Assessment Method” the method used to directly assess student achievement of a learning outcome(s), for example: an assignment, practical activity, project, examination paper or written test, portfolio of work, recital.

“Assessment Instrument” the written instructions given to students detailing the assessment activity, conditions of the assessment and the evidence requirements.

“Assessment Schedule” sets out what is required in order to successfully complete an assessment activity, i.e., all documentation required for the assessment.

“Assessor” a person who makes judgements about student competencies.

“Certificate of Achievement” is a recognition of ‘worthy effort’ by a student and can be awarded to students enrolled in programmes at levels 1-3, at the recommendation of the General Manager who have successfully achieved:

- on a 40-59 credit programme of study, 90% or more of the total required credits;
- on a 60-99 credit programme of study, 85% or more of the total required credits;
- on a 100+ credit programme of study, 80% or more of the total required credits.

“Cheating” an act of lying, deception, fraud, trickery, imposture, or imposition which is employed to create an unfair advantage, usually in one’s own interest, and often at the expense of others. The list of activities which TPP regards as cheating includes, but is not limited to, the following:

- copying or paraphrasing another person’s work without acknowledging your source by means of APA referencing. See also the definitions for plagiarism, collusion, purloining and ghost writing.
- referring to written material (e.g., notes, dictionary, diary, textbook, workbook) without permission during an assessment.
- talking to another student without permission during an assessment.

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- giving, sending or receiving written or electronic information without permission during an assessment.
- leaving the room without permission (including trips to the toilet) during an assessment.
- using an electronic device capable of storing, receiving or transmitting information without permission during an assessment (includes but not limited to: cell phone, Smartphone/PDA, iPod/MP3 player, laptop, programmable calculator, electronic dictionary, or personal organiser).

“Collusion”	a type of cheating in which one student copies another’s work with that person’s knowledge.
“Conceded Pass”	a pass given for a unit/course where the student has attempted all assessment opportunities and failed to pass by a narrow margin, and where not to pass the unit would unfairly prevent a student from achieving a qualification and the programme management staff deem that the student actually possesses the skills to attain the qualification.
“Compassionate Scholarship”	an award available to any student of a fee-paying programme who withdrew from his/her programme of study after suffering a major unavoidable crisis. It provides an opportunity for the student to have a portion of the fees paid when he or she re-enrols to complete another offering of the same programme (refer to the reverse side of the Compassionate Scholarship Application form for Terms of Reference).
“Competency-Based Assessment”	requires a student to apply knowledge, skills and learning to a standard of performance required in specific contexts or situations. Students are assessed as “competent” or “not yet competent”.
“Compulsory Withdrawal”	withdrawal of a student from her/his programme of study without the student’s consent, most often when they become un-contactable. Also applicable for poor attendance or academic progress, intentional student academic misconduct, and serious breach of discipline.
“Corrective Educative Process”	if unintentional academic misconduct has been established, educative processes take the place of disciplinary actions, and are designed to assist the student in understanding and meeting the expected standards.
“Course Workbook”	is specific to each individual course and usually only contains information pertaining to the particular units included in the course.

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“Cross Credit”	a process whereby formal learning is assessed and recognised through the student’s successful completion of a similar course or unit standard in a different programme of study for which the student is applying for.
“Credit Transfer”	a process whereby formal learning is assessed and recognised through the student’s successful completion of the same course or unit standard in a different programme of study for which the student is applying for.
“Delivery Site”	is a designated venue which meets TPP’s requirements as a place where students gather to learn and be assessed.
“Director - Academic and Quality”	in the absence of a Director - Academic and Quality, the Academic Manager will fulfil the functions as recognised within this Statute and within the Quality Management System.
“Domestic Student”	<p>the Ministry of Education defines a domestic student as:</p> <ul style="list-style-type: none"> • New Zealand citizens, including citizens of the Cook Islands, Niue and Tokelau; • Holders of New Zealand residence class visa granted under the Immigration Act 2009; • 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 international students; • People with consular and diplomatic privileges; • A person who has made a claim to be recognised as a refugee or a protected person in accordance with Part 5 of the Immigration Act 2009, and whose application for residence is being processed; • Persons who are in New Zealand to study under an exchange scheme approved by the New Zealand Government; • A person who is enrolled in a Doctor of Philosophy programme at a New Zealand University; • A person who is enrolled at a tertiary education provider for the purpose of participating in industry training funded under the Industry Training Act 1992.
“Elective”	is a course selected from a number of courses offered as part of a programme of study where the student can exercise some choice.
“Entry”	is the acceptance of a student on to a course of study at TPP.
“Entry Criteria”	are prior qualifications, age, or other conditions that the applicant must meet in order to be considered for a place on a programme or course.
“Entry Requirements”	are the minimum requirements an applicant must meet in order to gain entry into a qualification/programme/course, further qualified by “special notes”.

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“Exceptional Circumstances”	a major unavoidable crisis suffered by a student.
“Extension”	a postponement of the due date of a summative assessment.
“Faculty”	is a school or unit within TPP which administers and delivers programmes of study.
“Faculty Academic Committee”	is a committee within a faculty which meets monthly to deliberate on and submit to Academic Board the academic business of that faculty.
“Formal Complaint”	when an informal intervention has not worked, or if in the complainant’s view the complaint is serious and warrants formal investigation. This complaint will be in writing and involve a formal process in order to resolve.
“General Manager”	is a person who has been appointed to run a faculty at TPP and holds the responsibility for its academic quality.
“Generic Programme Regulations”	regulations which apply to all students on all programmes/ courses on all campuses and learning sites. Refer to “Programme Specific Regulations” within Programme Information books which pertain to programmes specifically.
“Ghost Writing”	a type of cheating in which work is written by a third party and represented by a student as their own work.
“Informal Complaint”	a complaint or concern that can be easily resolved using informal methods. For example, a student approaching a staff member or the staff member’s manager to discuss an issue by taking a problem solving approach.
“Marking Schedule”	a document supporting each assessment instrument that indicates the basis on which the assessor makes their decision, and includes evidence statements, judgment statements or marks given to each task.
“Peer Assessment”	assessment in which students’ judge and comment on their colleagues’ work.

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“Plagiarism”

use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work, bringing up an unearned increment to the plagiarising author’s reputation. Within academia, plagiarism is considered academic dishonesty or academic misconduct (Note that this differs to copyright infringement, refer to the QMS policy on Copyright). Plagiarism applies to *any information* stored in *any medium* including but not limited to the internet, books, newspapers, magazines, and personal communications. Where plagiarism is unintentional, it may involve "careless paraphrasing and citing of source material such that improper or misleading credit is given" (University of Alberta, 2012). Intentional plagiarism involves “intention to deceive” or “circumstances where academic conventions (e.g., referencing) should have been understood and used” (Christchurch Polytechnic Institute of Technology, 2007)

“Prior Learning Recognition”

is the recognition of a student’s learning gained through previous experience. It involves a range of processes where by the student provides evidence or can demonstrate that they have the skills, knowledge or abilities of the specific learning outcomes associated with a programme of study.

“Professional Conversation”

means a method of assessment and/or learning where a planned and structured conversation takes place between the candidate and the assessor in order to present and evaluate evidence of the current competency of the candidate with regard to a set of agreed learning outcomes. In most cases the candidate will base the evidence on performance in their current professional role. Further evidence may be requested by the assessor, or the candidate may be encouraged to engage in further learning before the process can be completed. This method is most often used for a group of unit standards and may encompass a whole qualification.

“Programme Information Book”

is the programme-specific book which contains regulations and information relating to procedures. This book may also include the information associated with Course Workbooks.

“Programme Specific Regulations”

Regulations specific to a particular programme of study and described in the Programme’s Curriculum Document. These regulations may not override the requirements of the generic programme regulations within this Academic Statute, but will often describe requirements or practices in more detail, or be extra special regulations pertaining to the programme.

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“Purloining”	a type of cheating in which one student copies word for word without acknowledgement of the source.
“Reassessment”	one or more opportunities after an initial assessment for a student to provide evidence of, and gain credit for, the knowledge, understanding, skills or attitudes described by a learning outcome. Also called a “resit”.
“Safety Sensitive”	a programme, course, area or activity where there is a significant and foreseeable risk that staff and/or students may, if they have consumed alcohol and/or drugs, expose themselves, other staff and/or students and/or the public to the risk of injury or other harm.
“Self-Assessment”	an on-going process of reflection on strengths and weaknesses across all facets of the organisation to identify improvements which will lead to more valuable outcomes for learners and other stakeholders.
“Serious Misconduct”	<p>this definition is open to interpretation by the Chief Executive in regard to the circumstances. This may include but is not limited to the following behaviour:</p> <ul style="list-style-type: none"> • harassment or bullying, • introducing selling or consuming alcohol or drugs on TPP premises, • disruption of teaching and learning, • jeopardising the health and safety of staff or students, • interfering with other people’s property or with TPP facilities.
“Simulation”	an assessment activity that represents a real-life situation.
“Special Notes”	the criteria or mechanisms used to choose the successful applicants from those who meet the entry requirements.
“Standards-Based Assessment”	where a learner’s performance is measured against a set of standards.
“Student”	an individual enrolled in a programme or course at TPP.
“Student Information Handbook”	the generic information that all students receive. This book will include the generic programme regulations of the Polytechnic.
“Successful Completion”	the student has met programme attendance requirements, submitted the required assessments and achieved the required grades to pass a course or be awarded a qualification.
“Suspension”	see compulsory withdrawal.

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“Unsatisfactory Academic Progress or Attendance”

is where the tutor determines a student is not abiding by the requirements of a particular course or programme of study. This may include, but is not limited to, not meeting class attendance requirements, or failing assessments.

“Verbatim Copying”

a type of plagiarism in which material is copied word for word without acknowledgement of the source.

“Voluntary Withdrawal”

withdrawal of a student from his/her programme of study at the student’s request or with the student’s consent.

3.2 Abbreviations

EFTS	means Equivalent Full-Time Student.
GM	means General Manager.
HOD	means Head of Department.
IELTS	is the International English Language Testing System.
MAINZ	means the Music and Audio Institute of New Zealand, a faculty of TPP.
MOE	means Ministry of Education.
NZ ITP	means New Zealand Institutes of Technology and Polytechnics.
NZQA	means the New Zealand Qualifications Authority.
NZQF	means the New Zealand Qualifications Framework.
PoS	means Programme of Study
QMS	is TPP’s Quality Management System which serves as the operational manual for the whole of institution. Academic quality as well as operational policies and procedures are included within the QMS.
SSB	Standard Setting Body
TOEFL	means Test of English as a Foreign Language. An independent and objective and worldwide English language testing system.
TEC	means the Tertiary Education Commission.
TPP	means Tai Poutini Polytechnic. This includes all campuses, learning facilities and delivery sites.

4. ACADEMIC BOARD

4.1 Establishment

The Council shall establish and maintain an Academic Board in accordance with Section 182 of the Education Act 1989.

4.2 Purpose

In accordance with Section 182 of the Education Act 1989, the Academic Board of TPP shall:

- (a) advise the Council on matters relating to courses of study or training, awards, and any other academic matters;
- (b) exercise powers delegated to it by the Council.

4.3 Terms of Reference

The Academic Board will provide Council with advice on matters that impact on:

- (a) student achievement and educational support;
- (b) the development and approval of academic programmes and courses to ensure they are in the public interest and meet the needs of stakeholders;
- (c) the academic integrity of institutional strategic goals and academic portfolio; and,
- (d) the effectiveness of the institution in improving student outcomes and achieving the institution's goals and strategies.

The Council delegates the following powers to the Academic Board:

- (a) To ensure:
 - (i) TPP's portfolio of programme of delivery is regularly monitored and reviewed with regard to public interest and stakeholder needs;
 - (ii) all new programmes or changes to existing programmes of study meet:
 - NZQA approval and accreditation requirements;
 - funding conditions and compliance requirements; and are aligned with:
 - TPP's strategic direction; and
 - the Tertiary Education Strategy and Statement of Tertiary Education Priorities.
- (b) Consideration and recommendation to the Council of all programmes of study running for more than one semester and approval of all shorter programmes and courses.
- (c) Guardianship of TPP's academic reputation through:
 - (i) approval of new or changes to existing academic policy in relation to admission to programmes, academic delivery, and assessment;
 - (ii) receipt of quality assurance reports and the monitoring of institutional and programme academic performance. This includes but is not limited to: self-assessment reports related to EPIs, Student Satisfaction Surveys, Tutor Evaluations, Internal and External Moderation, Internal and External Evaluations;
 - (iii) the setting and monitoring of academic performance targets;
 - (iv) receipt of reports and minutes from Faculty Academic Committees, the Awards Committee and the Research Committee;

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- (v) identification and reporting to Council any risks to TPP’s academic reputation;
- (vi) recommendations to the Chief Executive with regard to academic student grievances; and,
- (vii) the monitoring and review of its own performance.

4.4 Membership Constituency

The membership will consist of:

- (a) The Chief Executive (or Chief Executive Nominee) (Chair);
- (b) The Director - Academic and Quality;
- (c) The Director - Strategy;
- (d) The Chief Information Officer;
- (e) The General Managers of each of the three faculties;
- (f) All academic staff holding PhD qualifications;
- (g) Te Kaiwhakahaere o Mātauranga Māori (The Director of Māori Education);
- (h) The Chair of the Research Committee (if not already a member)
- (i) Two faculty representatives from each faculty including any staff with a PhD as above;
- (j) Student representatives from each faculty, where possible; and,
- (k) The Library Manager.

In attendance: the Education Support Services professional staff and the Registrar.

4.5 Elections and Terms of Office

- 4.5.1 Membership of Academic Board for members (a)-(g) above are ex officio.
- 4.5.2 Faculty representatives are nominated by any member of the faculty membership and who are then selected by the existing committee. On election they will hold office for a term of two years. This election will be an annual process whereby half are elected in the first year and the other half in the second year.
- 4.5.3 The student representatives will be nominated by any other student, Head of Department or self-nominated and selected by the existing committee;
- 4.5.4 Any staff member who leaves the employment of TPP will cease to be a member from the date of their resignation and should be replaced.

4.6 Meeting Frequency

The Academic Board should meet monthly. All members of the Board will have a vote, with the Chair of the Academic Board having a deliberative vote.

4.7 Quorum

A quorum of the Academic Board of no less than half the members plus one will be required.

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4.8 Minutes

Academic Board minutes shall be:

- (a) sent to Academic Board members;
- (b) sent to the Council Secretary for inclusion in TPP Council meeting agenda papers;
- (c) stored electronically and available to all staff;
- (d) filed in a Minute Book.

5. Faculty Academic Committees

5.1 Faculty Academic Committees (FACs) provide support and advice to programmes within the faculty and to the Academic Board and meet monthly.

5.2 The FACs will:

- (a) regularly review the faculties' portfolio of programme delivery and, taking into account public interests and other stakeholder needs, propose and oversee the development of the new programmes of study.
- (b) assess and evaluate programme and course approval documentation ensuring all new programmes or changes to existing programmes of study meet:
 - (i) NZQA approval and accreditation requirements;
 - (ii) Funding conditions and compliance strategies; and are aligned with:
 - TPP's strategic direction; and,
 - The Tertiary Education Strategy and Statement of Tertiary Education Priorities.
- (c) monitor faculty and programme performance, regularly reviewing and reflecting on outcomes and evaluations from self-assessment processes (EPI data, Student Satisfaction Surveys, Tutor Evaluations, Internal and External Moderation, Internal and External Evaluations);
- (d) report to Academic Board and TPP's Senior Management Team the key outcomes and evaluations that come from self-assessment processes and academic targets;
- (e) initiate, monitor and report to Academic Board the planned actions and resulting outcomes from issues raised through self-assessment processes;
- (f) provide academic support to HODs and Programme Leaders (or equivalent) within the faculty by providing quality and timely feedback on reports, reviews and other documents;
- (g) monitor results and graduation processing within the faculty ensuring correct and diligent processes are followed;
- (h) approve, on advice of the relevant Results Committee, for all non-degree qualifications:
 - (i) Graduation results;
 - (ii) Aegrotat passes;
 - (iii) Conceded passes; and,
 - (iv) Programme extensions.
Note the Academic Board or a specific subcommittee so authorised must approve all degree results;
 - (v) Identify and advise the Academic Board on items of academic risks within the faculty, and other academic matters as requested.

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5.3 Constitution of Faculty Academic Committees

FACs shall have the following members:

- (a) General Manager of the Faculty (Chair);
- (b) Three senior academic staff.

In attendance: any interested faculty staff member and at least one representative of the Education Support Services team.

5.4 Quorum

A quorum shall be the Faculty General Manager (or their deputy), and two academic staff. Additionally a staff member from Education Support Services must be present.

5.5 FAC Minutes

Minutes will be kept of all meetings, distributed to FAC members for confirmation at the next constituted meeting, and provided to the Academic Board Secretary for inclusion in the next Academic Board meeting agenda papers. Faculty Administrators will hold the minutes. They will also be stored electronically and available to all staff.

6. PROGRAMME REGULATIONS

**(Refer to the Curriculum Documents Policy within the QMS)*

- 6.1 [Generic programme regulations](#) are contained within this Statute, and are consistent with Institutional policy. Programme-specific regulations will be additional to the generic regulations and will be established as required for all programmes - they must be included in each curriculum document.
- 6.2 Programme regulations will be made available to the students within the first week of a programme of study.

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7. STUDENT INFORMATION

- 7.1 Students and prospective students will be provided with adequate, accurate, and timely written information to enable them to make appropriate decisions about their course or programme, level and direction of study and their future career path.
- 7.2 When any change in programme information occurs, the main or lead tutor of the programme shall be responsible for advising students of the change(s) as soon as possible.
- 7.3 TPP will publish and make available to students and prospective students prior to their enrolment, accurate information that includes, but is not restricted to:
- (a) Up-to-date tuition fees;
 - (b) Policies for refunding tuition fees;
 - (c) Information on course-related costs;
 - (d) Entry and “special notes” criteria;
 - (e) Cross-crediting and/or articulation arrangements or any other information related to the recognition of the partially or fully completed qualification.
- 7.4 TPP will publish and make available to prospective students the following TPP publications, which include, but are not restricted to:
- (a) Tai Poutini Polytechnic Programme Information;
 - (b) Tai Poutini Polytechnic websites;
 - (c) Programme Brochures/prospectus;
- 7.5 TPP will make available to currently enrolled students the following TPP publications, which may include but are not restricted to:
- (a) Student Information Handbook;
 - (b) Programme Information Book;
 - (c) Course Workbook;
 - (d) Academic Statute.
- 7.6 Departments will be responsible for the accuracy and currency of the information and for informing students and prospective students of any changes to published information.
- 7.7 Students will be informed prior to enrolment of any particular risks pertaining to the running of their programme (e.g., ski patrol and lack of snow).

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8. GENERIC PROGRAMME REGULATIONS

8.1 Student Rights

The educational needs of students are of paramount importance to Tai Poutini Polytechnic. Students at Tai Poutini Polytechnic have the right to:

- 8.1.1 Receive competent teaching.
- 8.1.2 Access to accurate information before commencement about all key aspects of a course, including general methods of assessment, the Student Code of Conduct (see regulation [8.2 Student Code of Conduct](#)) and this Academic Statute which contains pertinent student information and regulations.
- 8.1.3 A well planned and co-ordinated educational programme which ensures:
- (a) co-ordination of individual course workload requirements to allow full participation in each course of the students' approved educational programme;
 - (b) access to the information and resources required to enable students to complete their studies;
 - (c) information on all formally assessed courses is provided in writing within the first week of the course. In particular:
 - (i) Programme outline and objectives;
 - (ii) Assessment criteria and weightings, including assignment schedule and proposed deadlines for submission;
 - (iii) Examination timing, initial timetable, textbook and other course requirements;
 - (iv) Staff who have responsibility for the course and their position within the Polytechnic;
 - (v) Negotiated access to tutorial staff to raise course-related questions or to seek additional support.
- 8.1.4 Academic assessment which conforms to the following principles:
- (a) The forms of assessment shall be both valid and reliable;
 - (b) Assessments shall be pre-determined and have associated pre-planned marking schedules;
 - (c) Students will receive final results within 21 working days of the final assessment date.
- 8.1.5 Comment confidentially on the overall services provided by TPP through relevant regulations, policies and procedures (e.g., student surveys, complaints, appeals).
- 8.1.6 Appeal assessment results through a formal procedure (see regulation [8.8 Academic Appeals](#)).
- 8.1.7 Access to their personal file in accordance with the Privacy Act of 1993.

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- 8.1.8 Maintain privacy of personal information held by the Polytechnic, except where release of the information is:
- (a) for the greater good of the public or Polytechnic in accordance with the Privacy Act of 1993;
 - (b) requested by parents of students under 18 years of age.
- 8.1.9 A safe learning environment.
- 8.1.10 Freedom from harassment and bullying.
- 8.1.11 Cultural sensitivity from all staff members of the Polytechnic.
- 8.1.12 Have access to health and counselling professionals for their essential wellbeing needs.
- 8.1.13 Seek confidential and impartial advice and support from Student Support Services.
- 8.1.14 Have student representation and input on bodies within Tai Poutini Polytechnic which make decisions affecting students, such as:
- (a) Tai Poutini Polytechnic Academic Board; and,
 - (b) Programme Advisory Committees.
- 8.1.15 Utilise the opportunities made available to them at Tai Poutini Polytechnic.

8.2 Student Code of Conduct

While attending Tai Poutini Polytechnic students have the responsibility to:

- (a) Abide by this Code of Conduct (as reproduced in the Student Information Handbook).
- (b) Abide by Programme Handbooks to meet the needs of specific programmes.
- (c) Be aware of and adhere to the Code of Conduct for Users of TPP Computing Facilities (on display in computer rooms, reproduced in the Computer Users Guide, and on the Terms and Conditions of Use screen during the login process).
- (d) Take responsibility for their own learning.
- (e) Share in the responsibility of a healthy, safe environment under the Health and Safety Act of 1992. Specifically:
 - (i) be aware of the hazards and comply with hazard controls and safety rules including reporting of potential hazards, accidents and near misses;
 - (ii) wear and use suitable protective clothing and equipment provided by TPP and as directed by staff;
 - (iii) students are expected to conduct themselves in an orderly way that does not, through action or inaction, endanger themselves or others.
- (f) Abide by the Copyright Act of 1994 and its amendments (refer to overview in Student Information Handbook or related policy within the QMS for details).
- (g) Respect the learning environment and property of TPP, and consider the rights of other members of the campus community.

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- (h) Behave with integrity (honesty) during assessments. In order to avoid being suspected of cheating, plagiarism or other academic misconduct, students are expected to:
- (i) Only submit material that is their own original work;
 - (ii) Collaborate only as permitted;
 - (iii) Acknowledge contributions from other writers using APA referencing style (6th edition). *Note:* failure to do this correctly may be regarded as plagiarism;
 - (iv) Talk to no one except the assessor/supervisor;
 - (v) Secure written and electronic work and log off computers when not in use (to prevent others from accessing and copying work);
 - (vi) Understand what is considered to be academic misconduct and the implications that may ensue if found responsible of committing academic misconduct (see regulation [8.3 Academic Misconduct](#)).

8.3 Academic Misconduct

- 8.3.1 Dishonest conduct of any student during a formal academic exercise (student academic misconduct, which includes cheating, lying, plagiarism and other dishonest acts, *refer to the Definitions section*) is regarded as a serious offence at TPP, and will be met with disciplinary action that may include withdrawal from programme of study and exclusion from enrolment in other programmes. See the flowchart [Appendix A1 Academic Misconduct](#) for the high level steps in this process.
- 8.3.2 Staff are expected to demonstrate integrity and to take appropriate steps to ensure students understand what constitutes academic misconduct. Prevention rather than punishment is the goal.
- 8.3.3 Students are informed of what behaviours constitute student academic misconduct and the possible penalties via published sources including this Academic Statute, the Student Information Handbook and the Programme Handbook.
- 8.3.4 Programmes may employ different definitions, preventative measures or disciplinary actions from those in this regulation, and these will take precedence provided they are:
- (a) specified in the relevant Curriculum Document in line with relevant external regulations (e.g., those set by NZQA or standard-setting bodies in regard to qualifications); and,
 - (b) published in the appropriate programme-specific information sources (i.e., Programme Information or Course Workbooks).

(Note: this regulation does not cover unsatisfactory student attendance or academic progress (see regulation [8.4 Unsatisfactory Academic Performance/ Progress](#) or [8.13 Attendance](#))

8.3.5 Preventing Academic Misconduct

Tutors are responsible for ensuring, before work is requested or assessment undertaken, that students:

- (a) are informed of the meaning and consequences of academic misconduct, including plagiarism and cheating (examples may be helpful);

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- (b) are given clear instructions on expected standards and conduct in assignments and assessments, including:
 - (i) how to reference assignment work in APA referencing style;
 - (ii) how to avoid suspicion of cheating (see regulation [8.2 Student Code of Conduct](#));
 - (iii) a list of equipment/resources that are permitted in the assessment;
 - (iv) how and when to prepare and submit group work;
 - (v) instructions on including a declaration of authenticity on all submitted assessments. Students will include a declaration of authenticity, their signature and date, on the cover page of the submitted work, or in the case of online submissions, acceptance of a submission statement. The declaration will state *“I hereby certify that this assignment is my own original work, except where I have appropriately cited the original source. I further affirm that no one has written this assignment for me and I have not copied or used the ideas from similar assignments written by other students enrolled in the same programme of study.”*
- (c) are referred to the Programme Leader (or equivalent) or Head of Department if there is any doubt regarding their ability to meet the programme’s academic standards;
- (d) are presented with a manageable workload and a clear assessment calendar enabling adequate preparation time;
- (e) are given fair opportunities for reassessment, as set out in the programme regulations and covered within this Academic Statute.

(Note: These measures are particularly important for international students, who may have a different understanding of what is acceptable.)

8.3.6 Investigating Academic Misconduct

- 8.3.6.1 Students will be informed of their rights during an investigation (see regulation 8.6.7 [Student Rights During Disciplinary Actions](#)).
- 8.3.6.2 Any assessor or other staff member who suspects academic misconduct must complete a written report regarding the incident or suspicion. This report should be completed as close as possible to the time in which the act was witnessed or any suspicion arose. Where possible and practical, an assessor or staff member who witnesses or suspects academic misconduct should seek verification from a third party, i.e. another tutor or their Programme Leader. This written report should then be submitted to the relevant Head of Department. Plagiarism may be indicated by changes in writing styles or familiar-looking passages, and can be investigated through manual checking of suspected sources or software such as Turnitin. Cheating may be obvious from a student’s behaviour, variations in style, and complaints from other students, and may be investigated using interviews with staff, students and other affected parties, and inspection of available evidence.

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- 8.3.6.3 The Head of Department will conduct a preliminary investigation as soon as possible to determine the likelihood of the allegation being true. All students implicated or involved must be notified in writing that a preliminary investigation of student academic misconduct is underway. The notification must also describe the allegation (maintaining anonymity of the informant as necessary), advise students of their rights during an investigation, and state an intended date of completion (preferably within five [5] working days of the allegation).
- 8.3.6.4 In conducting the preliminary investigation, the Head of Department may seek to interview all students who are implicated or involved. Where it involves more than one student, they should be interviewed separately. During all meetings carried out in the investigation, a written record must be kept of people present, topics, decisions and dates, and this record agreed on by those present. Students are to be given sufficient time to seek advice, advocacy, and support from a person of their choice if they wish (the support person must not be implicated or involved in the allegation).
- 8.3.6.5 If academic misconduct is admitted or established, the Head of Department determines if this was intentional or unintentional. This decision should take into account:
- (a) how often and over what period the misconduct occurred;
 - (b) seriousness of the misconduct;
 - (c) any external standards that may exist regarding academic misconduct;
 - (d) history of the student(s) involved;
 - (e) the amount of information and assistance given to the student in attempting to prevent academic misconduct.
- 8.3.6.6 The Head of Department sends the completed preliminary report and evidence to the Faculty General Manager, and copies this to all students implicated or involved. If the preliminary report has not been completed by the indicated date, the matter is referred to the General Manager, who has the option of extending the timeline or abandoning the investigation.
- 8.3.6.7 The General Manager notifies involved/implicated students in writing of the status of the investigation and, where relevant, the likely date by which the final report will be completed. Staff and students are consulted as necessary in preparing the final report, which includes evidence and a recommendation on disciplinary action(s) to be taken (see regulation [8.6 Student Disciplinary Actions](#)). It is advised that the General Manager seeks agreement from implicated/involved students as to the fairness of the disciplinary recommendations.
- 8.3.6.8 The General Manager submits the final report to the next meetings of the Faculty Academic Committee and Academic Board, ensuring that student anonymity is maintained through the use of identity numbers or pseudonyms. The report is copied to all implicated/involved students. Students are given 10 working days to lodge an appeal before any disciplinary action is taken.

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8.4 Unsatisfactory Academic Performance/Progress

8.4.1 Students whose progress is considered by the HOD/General Manager to be unsatisfactory may be withdrawn from the programme of study following the steps outlined below. See the flowchart in [Appendix A2 Unsatisfactory Academic Progress](#) for the high level steps in this process.

8.4.2 Students will be given notice in writing of unsatisfactory performance and an opportunity to fulfil programme requirements satisfactorily, before the withdrawal process commences.

8.4.3 Students should refer to each course's assessment guidelines for the academic requirements to be met.

8.4.4 Students may appeal against a decision to withdraw them by using the process outlined in regulation [8.7 Appeals](#).

8.4.5 Warnings:

Students are entitled to two written warnings from the Tutor or Programme Leader (or equivalent). These may be given via email or letter as appropriate. The minimum length of time between warnings is one teaching week.

8.4.6 First Warning regarding lack of attendance/academic progress:

This will identify to the student perceived inadequate performance and the action required to rectify the situation. The student will have at least one teaching week to provide an explanation to be recorded and a copy held in the student's file. Referral to Student Support Services may be appropriate.

8.4.7 Second Warning regarding lack of attendance/academic progress:

This will identify to the student the continuing areas of perceived inadequate performance and will require the Tutor/Programme Leader (or equivalent) and student to meet to discuss options available to the student. These options include:

- (a) Continuation, providing that criteria and timeframes agreed by Tutor/Programme Leader (or equivalent) and student are met;
- (b) Voluntary withdrawal (see regulation [8.12.1 Voluntary Withdrawal from Programme](#)). In most programmes of study, this is only appropriate before halfway through term 3, owing to the way in which results are reported and the time-consuming nature of the consultation process.

(Note: Where a student does not attend the meeting, compulsory withdrawal may still be actioned.)

8.4.8 A written record of this meeting must be agreed with all parties present and forwarded to the Head of Department. Before any disciplinary action is to be taken, the student will be given at least one further course week to show reasonable compliance with one of the options given.

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8.4.9 Compulsory Withdrawal:

The Head of Department writes a memo to the Chief Executive requesting compulsory withdrawal of the student from his/her programme of study. This memo must include a written record of all warnings and disciplinary meetings with the student, plus any other relevant evidence.

The Chief Executive may:

- (a) Delegate a staff member to commence withdrawal of the student without consent as per parts 8.12.1.6 and 8.12.1.7 of [Voluntary Withdrawal from Programme](#);
- (b) Specify alternative measures (e.g., remedial actions).

8.4.10 Fees Liability

A student who has been withdrawn without consent remains liable for administration fees and unpaid accounts, and is not entitled to a refund. Refer to the Student Fees Policy within the QMS for details.

8.5 Student Misconduct (Non Academic)

8.5.1 General

8.5.1.1 Students must conform to the Student Code of Conduct (see regulation [8.2 Student Code of Conduct](#)). Disciplinary action will ensue if a student does not comply with the Code of Conduct or does not abide by the regulations set forth in these Generic Programme Regulations or as indicated in the Programme Information Handbook. See the flowchart [Appendix A3 Student Misconduct Non Academic](#) for the high level steps in this process.

8.5.1.2 Examples of serious misconduct are those that:

- (a) Adversely affect (or have the potential to adversely affect) the safety of other students or staff at TPP, or
- (b) Are likely to bring the name of TPP or its quality standards into disrepute or,
- (c) Involve behaviour considered to be seriously inappropriate for a student of TPP, or
- (d) Are recurring misconduct, not necessarily for the same offence.

8.5.1.3 Only currently enrolled students are permitted to attend classes and use TPP facilities except as otherwise prior approved by the Chief Executive.

8.5.1.4 Students under suspension by the Chief Executive are not permitted on TPP grounds unless specifically requested to attend meetings in respect of said suspension.

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8.5.2 Alcohol and Drugs

- 8.5.2.1 Students may not introduce or consume alcohol, drugs or controlled substances (other than prescription) within any TPP campus, learning facility or in any situation where they are under the supervision of a tutor (e.g., field trips), with the exception of alcohol for alcohol-related studies included within the Tourism and Hospitality mainstream and community education curricula, or other functions authorised by the Chief Executive.
- 8.5.2.2 Students on safety sensitive programmes may be subjected to drug testing. This will be stated within programme/course information if it is to be the case. Refer to the QMS policy, Student Drug and Alcohol Testing for Safety Sensitive Programmes.
- 8.5.2.3 Students must not misuse drugs or alcohol on any TPP premises, including but not limited to TPP accommodation, campuses, learning facility or training sites, or during off campus course-related activities.
- 8.5.2.4 Any student who is demonstrating behaviour consistent with that which is influenced by alcohol or drugs may be suspended from classes for that day. Suspension will be reported to the line manager by the end of that day. Further disciplinary actions may also ensue.
- 8.5.2.5 Buying and selling of prohibited drugs on campus or other recognised TPP sites will result in suspension from class and possible further disciplinary actions.

8.5.3 Health and Safety

- 8.5.3.1 In terms of the Health and Safety in Employment Act of 1992 and the TPP Health and Safety Policy, a general duty is imposed on the “employer” to take all practicable steps to ensure the safety of “employees” while at work. In the exercise of this duty students are required to comply with and observe the following:
- (a) provide and wear suitable protective clothing while attending practical classes;
 - (b) to utilise protective equipment provided by and as directed by the staff of TPP;
 - (c) comply with TPP’s Health and Safety policy within the QMS which includes reporting all injuries, near misses, incidents or potential hazards in order to improve the health and safety of others. Students should inform their tutor or a Student Support Officer of all health and safety incidents or concerns so these may be logged within TPP’s Vault system.
 - (d) Students are expected to conduct themselves in such a way that is:
 - (i) conducive to good order and discipline; and
 - (ii) that by their action(s) or by their inaction they do not endanger themselves or other person or persons.

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8.5.3.2 Failure to observe these requirements may, at the discretion of the Chief Executive, result in the exclusion from class or suspension from attending TPP.

8.5.4 Damage to Property

The cost of repairing damage to TPP property must be met by the student(s) responsible.

8.5.5 Food and Beverages

The consumption of food and beverages is not permitted in classrooms, workshops, or the library, except where authorised as part of course work. Water bottles may be taken into classes with the permission of the programme tutor.

8.5.6 Audio Devices

The use of audio devices (including but not limited to, for example, MP3 players/iPods, radios) in classrooms, workshops, or the library is not allowed unless authorised by the programme tutor, or required for completion of course work or to aid in learning support.

8.5.7 Communication Devices

The use of communication devices (including but not limited to, for example, cell phones, iPads and social networking sites) during class time is forbidden. A tutor may, however, allow exceptions to this if this constitutes an aspect of the teaching.

8.6 Student Disciplinary Actions

8.6.1 Disciplinary actions will ensue if a student, through action or omission, fails to comply with these Generic Programme Regulations, any other relevant TPP policy, procedure or regulation, breaches the Student Code of Conduct, or is accused of academic or non-academic misconduct or unsatisfactory academic progress.

8.6.2 The Chief Executive is responsible for the discipline at TPP and may suspend from attendance any student until the matter is investigated, reporting the student's action to the Academic Board at its next meeting. Programme management staff are to be notified of incidents as soon as possible.

8.6.3 An equitable and transparent investigation will proceed to determine if the student is culpable of the alleged misconduct or serious misconduct.

8.6.4 Students will be made aware of their [rights during a disciplinary procedure](#).

8.6.5 A neutral panel will be established (by the HOD or General Manager) to investigate the alleged incident. Witnesses may be interviewed to testify regarding the incident. A documented report will be produced which will be available to all parties involved on request. After deliberation, the Hearing Panel, HOD or General Manager may recommend to the Chief Executive the imposition of any or a combination of the following disciplinary actions:

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- 8.6.5.1 Possible corrective educative processes (primarily for unintentional student academic misconduct):
- (a) tutor or other person known to the student facilitates discussion with an appropriate staff member;
 - (b) tutor refers student to Student Support Services for setting up a formal contract involving development of specific skills over a defined timeline;
 - (c) tutor sets additional work for the student (e.g., an assignment designed to assess whether the student has learned the appropriate skills).
- 8.6.5.2 Possible disciplinary actions (primarily for intentional student academic misconduct):
- (a) The General Manager/HOD issues a formal written warning;
 - (b) The Registrar inserts a note stating “student academic misconduct” on the Academic Transcript for a specified length of time;
 - (c) The tutor deducts marks/grades or issues “Not complete” for the assessment in question;
 - (d) Registrar cancels credit already awarded if student academic misconduct is established after results have been reported;
 - (e) Tutor requires reassessment (this may be counted as one of the student’s formal reassessment opportunities - refer to the programme’s Curriculum Document and see regulation [8.14 Assessment](#));
 - (f) Chief Executive authorises compulsory withdrawal from programme of study (see regulation [8.12.3 Compulsory Withdrawal](#));
 - (g) Chief Executive authorises refusal of entry into other TPP programmes;
 - (h) Chief Executive authorises exclusion from TPP premises.
- 8.6.5.3 Possible disciplinary actions (primarily for non-academic misconduct):
- (a) A contract with specific conditions to be met;
 - (b) Suspension for a specified period of time;
 - (c) Withdrawal from course or programme of study;
 - (d) Expulsion from TPP;
 - (e) Legal action.

8.6.6 Fees Liability

A student who has been withdrawn without consent remains liable for administration fees and unpaid accounts and is not entitled to a refund.

8.6.7 Student Rights during Disciplinary Actions

At all times during the disciplinary procedure, all students involved/implicated will have the right to:

- (a) Advocacy, support and counselling;
- (b) Confidentiality (Refer to QMS Policy on Protected Disclosure of Information) this right extends to students and staff as well as anyone else involved;
- (c) Access to their personal information including their personal files, written allegations, and all reports in which they are mentioned (in accordance with the Privacy Act of 1993);
- (d) Access to relevant TPP policies, regulations and other printed material relevant to the incident;

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- (e) Discuss issues with their tutors and to lodge a formal complaint (see regulation [8.27 Student Complaints](#));
- (f) Appeal any decision relating to themselves (see regulation [8.7 Appeals](#) or [8.8 Academic Appeals](#));

8.7 Appeals

- 8.7.1 A student may appeal against a decision made by tutors, assessors, the Academic Board or the Chief Executive.
- 8.7.2 The following principles will be adhered to for all appeals:
- (a) Impartiality: the investigation must be carried out in a manner equitable and fair to all parties;
 - (b) Promptness: any action taken with regard to an appeal must be taken as soon as practicable after the event;
 - (c) Communication: all parties to the appeal must be kept informed of the progress and outcome;
 - (d) Protection of the parties: the process must protect the rights of all parties involved both during and after the process.

8.8 Academic Appeals

- 8.8.1 The decision being appealed against must relate to at least one of the following areas:
- (a) Academic progress;
 - (b) Prior learning recognition or credit transfer;
 - (c) Aegrotat pass;
 - (d) Admissions;
 - (e) Graduation; or
 - (f) Any other academic process or decision.
- 8.8.2 Students must lodge their appeal in writing within ten (10) working days of being advised of an academic decision.
- 8.8.3 Appeals must be addressed to the HOD and include:
- (a) All relevant information and documentation in the student's possession;
 - (b) a summary of the grounds for the appeal;
 - (c) details of the remedy or desired outcome sought; and
 - (d) any supporting evidence.
- 8.8.4 A letter of acknowledgement will be sent to the student.
- 8.8.5 The HOD will investigate and make a recommendation to the Director - Academic and Quality. A decision will be made to:
- (a) Uphold the original decision;
 - (b) Revoke the decision; or
 - (c) Substitute an alternative decision.
- 8.8.6 The decision will be reported to the student within two (2) and no later than five (5) working days of the receipt of the recommendation.

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- 8.8.7 Appeals against the decision may be made within ten (10) working days to the Chief Executive.
- 8.8.8 Any appeal upheld concerning assessments or marking schedules must be recorded in the programme file, and specifically addressed by a review of the assessment or marking schedule prior to said instrument being used again.
- 8.8.9 Appeals against decisions made by the Director - Academic and Quality or any Board or Committee may be made to the Chief Executive within ten (10) working days of being advised of an academic decision.
- 8.8.10 Appeals must include:
- (a) All relevant information and documentation in the student's possession;
 - (b) a summary of the grounds for the appeal;
 - (c) details of the remedy or desired outcome sought; and
 - (d) any supporting evidence.
- 8.8.11 A letter of acknowledgement will be sent to the student.
- 8.8.12 The Chief Executive or their appointee will investigate and make a report to the Academic Board.
- 8.8.13 The Academic Board will make the final decision. The decision will be made to:
- (a) uphold the original decision;
 - (b) revoke the decision; or
 - (c) substitute an alternative decision.
- 8.8.14 The decision will be reported to the student within two (2) working days.

8.9 Non-Academic Appeals

- 8.9.1 A student may request for the appeal of a disciplinary hearing outcome. This request must be made in writing to the Chief Executive within ten (10) working days of the notification of the disciplinary hearing outcome.
- 8.9.2 The Chief Executive shall notify the student, Director - Academic and Quality and the respective general manager of the decision in writing as soon as practicable. When a penalty has been imposed, the letter must advise the student that "in accordance with Section 194(2) of the Education Act of 1989, you have the right to request the Council to review, or arrange for the review of, the amount of the penalty, the imposition of the penalty or both".
- 8.9.3 A request by a student to the Council for the appeal of the Chief Executive's decision must be made in writing to the Council within five (5) working days of the notification of the Chief Executive's decision.
- 8.9.4 The Chair of the Council will appoint a three (3) member appeals committee within ten (10) working days of the receipt of the appeal.

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- 8.9.5 The Council Appeals Committee shall notify the Chair of Council of their findings, in writing within twenty (20) working days of the receipt of the appeal.
- 8.9.6 The Chair of the Council shall notify the student, Chief Executive, Director - Academic and Quality, and general manager of the Council's decision, in writing, as soon as practicable.

8.10 Domestic Student Entry Requirements

In accordance with Section 20 of the Education Act 1989, no domestic student under the school leaving age of 16 years may be admitted for any qualification or course at the Institute unless, under Section 25B of the Education Act 1989, permission has been granted by the Principal of the school at which the student is enrolled or, under Sections 21 and 26 of the Education Act 1989, the student has been exempted from attending school by a designated officer of the Ministry of Education. Documentary evidence of Principal permission or Ministry exemption is required before the enrolment of a person under the age of 16 years may proceed.

8.11 Disabilities

To ensure students with a disability or impairment are treated equitably regardless of gender, age, cultural background, type of impairment or when or how the impairment was acquired, it is essential to invite disclosure at point of engagement.

If students have a disability or impairment that is likely to impact on their ability to participate or demonstrate competency in any aspect of their qualification/course, they should contact the Disabilities Co-ordinator prior to enrolment in order for an appropriate assessment of their needs and suitable arrangements can be made.

If a student is identified part way through a course as struggling because of an undisclosed disability or impairment, prompt solutions are required. This may necessitate alternative arrangements until negotiated suitable resolutions are undertaken.

8.12 Student Withdrawal

8.12.1 Voluntary Withdrawal from Programme

- 8.12.1.1 A student withdrawing from a programme of study must advise TPP in writing. A form for entry of the required details is available from the HOD or the Student Support Services Team.
- 8.12.1.2 Students have a right to withdraw voluntarily at any point in the programmes of study. Where this occurs under exceptional circumstances, students may be eligible for an aegrotat pass or a Compassionate Scholarship.
- 8.12.1.3 The tutor or Programme Leader (or equivalent), upon learning that a student is considering voluntary withdrawal, meets with the student to discuss topics that should include:

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- (a) reasons for withdrawal (these should be recorded for summary and analysis in the Programme Annual Self-Assessment report [PASA]);
- (b) referral to Student Support Services;
- (c) arrangements that could be made within the programme to assist the student in completing (e.g., altered timetable, reassessment opportunities, study aid);
- (d) academic and career implications (e.g., affect on meeting entry requirements and person specifications for programmes and jobs of interest).

8.12.1.4 The tutor/programme management staff may refer the student to the following staff for further advice:

- (a) Student Support Services staff to discuss available support options;
- (b) Registry staff to discuss financial implications (loss of allowance, repayment of student loan, loss of visa for international students);

8.12.1.5 If the student still wishes to withdraw and they are unable to return to a TPP campus, programme staff will complete the Application for Withdrawal form on the student's behalf, and submit this to the Programme Leader (or equivalent).

8.12.1.6 Programme management staff will complete Part 2 of the Application for Withdrawal form, attach results advice, and pass the form to the Registrar.

8.12.1.7 The Registrar completes Part 3 of the Application for Withdrawal form. This involves:

- (a) informing StudyLink, Work and Income New Zealand, and other external and internal parties as necessary;
- (b) changing the student's enrolment status in the Student Management System to "withdrawn";
- (c) filing the Application for Withdrawal form and any related documentation; and,
- (d) where requested by the student, provide an official academic transcript listing dates, grades and other details of programmes or courses that have been completed (refer to QMS policy on Reporting and Results).

8.12.2 Fees Liability and Refund

8.12.2.1 A student who has withdrawn voluntarily remains liable for administration fees and unpaid accounts, but may be eligible for a refund, depending on how much of the programme has been completed. Refer to the QMS policy on Student Fees for details.

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- 8.12.2.2 Voluntary withdrawal under exceptional circumstances:
- (a) When a student mentions withdrawing due to exceptional circumstances, the programme management staff member's initial consideration should be whether an aegrotat pass would be (a) applicable and (b) preferable in that it may enable the student to complete his or her programme of study (see regulation [8.17 Aegrotat Pass](#)).
 - (b) Before the student applies for the Compassionate Scholarship, he or she must first commit to voluntary withdrawal. To do so, the Programme Leader (or equivalent) and student complete regulation steps 8.12.1.1-8.12.1.6 above.
- 8.12.2.3 Once the Programme Leader (or equivalent) has received the student's Application for Withdrawal with Part 1 completed, the Programme Leader (or equivalent) supplies the student with a Compassionate Scholarship Application form and asks the student to:
- (a) Read the Terms of Reference on the reverse side;
 - (b) complete all sections;
 - (c) attach supporting documents; and
 - (d) submit to the Chief Executive by the due date.
- 8.12.2.4 The Programme Leader (or equivalent), Enrolments Officer and Registrar complete regulation step 8.12.1.7. It is suggested that these actions take place *after* the student has submitted the Compassionate Scholarship Application to meet the timing requirements for submission of the application.
- 8.12.2.5 The Chief Executive will consider all Compassionate Scholarship applications received biannually, and report the decision to Academic Board at the next available meeting.
- 8.12.2.6 The Director - Academic and Quality provides written notification of the decision and any terms and conditions of the Scholarship to applicants, and relevant Programme Leaders (or equivalent). The Director - Academic and Quality also ensures all documents relating to the award are filed.
- 8.12.2.7 Applicants have a right to appeal a decision made. See regulation [8.7 Appeals](#).
- 8.12.2.8 **Fees liability and refund:** A student who has withdrawn under exceptional circumstances remains liable for administration fees and unpaid accounts. Where a Compassionate Scholarship has *not* been granted, the student may be entitled to a refund, depending on how much of the programme of study has been completed. Refer to the Student Fees policy within the QMS for details.

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8.12.3 Compulsory Withdrawal

8.12.3.1 There are two main circumstances under which staff may seek compulsory withdrawal of a student:

- (a) the student has made unsatisfactory academic progress or shows poor attendance (see regulation [8.4 Unsatisfactory Academic Performance/Progress](#));
- (b) the student has been intentionally involved in academic misconduct (see regulation [8.5 Academic Misconduct](#)) or a serious breach of discipline (see regulation [8.6 Student Disciplinary Actions](#)).

8.12.3.2 While both circumstances may lead to compulsory withdrawal, the actions taken by the Chief Executive in the case of circumstance “b” above, can be more immediate, dispensing with warnings and rectifying actions.

8.12.3.3 At each stage in this procedure, students will be advised of their rights. See regulation [8.1 Student Rights](#).

8.13 Attendance

8.13.1 Students must meet the attendance requirements of their programme. They must seek approval from their tutor if they are going to be absent.

8.13.2 Programme specific regulations may specify that a student must attend a specified percentage of the programme to complete academic requirements (e.g., 80%). These requirements will be ratified by the Academic Board and publicised prior to programme commencement. In order to receive student allowances, students must meet programme and attendance requirements.

8.13.3 Students are required to be punctual at all times. Students arriving late or wishing to leave early may be required to provide an explanation to their tutor and may be recorded as absent.

8.13.4 Every effort should be made to arrange medical, dental and related appointments outside of scheduled class hours.

8.13.5 Students may be withdrawn as a result of lack of attendance prior to programme completion, according to regulation [8.3 Academic Misconduct](#).

8.13.6 A student who feels unwell should advise their tutor or the receptionist and give information to assist in dealing with the situation if possible.

8.14 Assessment

8.14.1 All programmes of study will have assessment practices which are educationally sound and which adhere to legislative requirements and recommendations made by NZQA and other prescribed standard-setting bodies.

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8.14.2 Students have the right to be assessed in te Reo Māori. Any student wishing to do this should advise the Te Kaiwhakahaere o Mātauranga Māori (The Director of Māori Education) preferably at the start of the programme of study, but no later than six weeks prior to the assessment due date. Refer to the QMS policy, Assessing Student Work presented in te Reo Māori, for further details.

8.15 Tests and Examinations

8.15.1 Requirements and conditions for the conduct of tests and examinations specific to a qualification/course shall be clearly outlined in the approved qualification document and/or course outlines, and shall include the following aspects:

- (a) Times and dates of tests/examinations;
- (b) The type of test/examination;
- (c) Availability and use of aids or written material.

8.15.2 Times and venues for tests/examinations shall be notified to students not less than four weeks before the tests/examinations are to be held.

8.15.3 Permission to sit a test or examination at a time or place other than that designated, must be obtained from the tutor at least two weeks prior to the scheduled test/examination date. Such permission will be granted only in exceptional circumstances and where ample supervision, satisfactory to two programme staff members, including a programme staff member with management responsibility (i.e., the Programme Leader, HOD, or General Manager, can be arranged.

8.15.4 Where special facilities/support are required to sit a test/examination, arrangements must be made with the tutor, in cases where special needs have occurred unexpectedly, as soon as possible following the occurrence of such needs to enable arrangements to be made prior to the scheduled test/examination date.

8.15.5 Formal tests and examinations shall comprise such written, oral and/or practical tests and examinations as the tutor may determine with the prior approval of the Faculty Academic Committee in conjunction with programme management staff and subject to pre-moderation.

8.15.6 Tests and examinations held under the authority of other bodies or external agencies will be conducted and administered under the provisions and regulations set by those organisations.

8.15.7 Test/examination papers may be released to students in advance of the test/examination where course outlines permit or where the FAC has given its approval.

8.15.8 Communication devices must be turned off during tests/examinations unless they are an integral requirement for completion of the test/examination and have been approved for use by the tutor.

8.15.9 No food or drink, other than sipper bottles, are permitted during tests/ examinations unless required for the assessment.

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- 8.15.10 Students must provide answers which constitute their own work and must not copy the work of others.
- 8.15.11 Any dishonest practice occurring in a test or examination, or in the submission of work, will result in disciplinary action which could result in exclusion from any programme/course at TPP.

8.16 Submission and Return of Assessments

- 8.16.1 Assessments must be presented in the required format as specified in course outlines and submitted by the due time/date.
- 8.16.2 Students who choose to email assessments are responsible for ensuring the email was received by the tutor on or before the due date of the assessment.
- 8.16.3 Students must retain a copy of their assessments, as a lost assessment is not a valid reason for a re-submission or aegrotat consideration.
- 8.16.4 Students will receive results of assessments within 21 working days of the assessment date, unless negotiated otherwise and final results within five working days of the final assessment date.
- 8.16.5 If the student is unsatisfied with the final assessment decision or any aspect of the assessment process, they should discuss this with their tutor in the first instance. Where the student is still unsatisfied, they have 10 working days within which to formally appeal to the Lead Tutor/ Programme Leader (or equivalent) or Head of Department.
- 8.16.6 For moderation purposes, a minimum of three samples per year of marked student work from each assessor for each unit must be kept by the tutor.
- 8.16.7 Individual students' work (or a copy thereof) submitted for assessment, together with assessment feedback used to mark the assessment, shall be made available to students for **viewing**, and notification of results shall be provided within 21 working days of the assessment date.
- 8.16.8 Assessment work will either be returned or made available for collection by the student one year following the completion of the course. Any uncollected work will be destroyed one year following the completion of the course.

8.17 Aegrotat Pass

- 8.17.1 Where a student is unable to present work for assessment at the time it is due or attend a test or examination, for reasons of illness, injury or other exceptional circumstances beyond the student's control, the student may apply for an aegrotat pass in the programme of study.

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- 8.17.2 A student may also apply for an aegrotat pass or reconsideration of the student's grade on the grounds of impaired performance due to exceptional or unforeseen circumstances. In all cases supporting documents are required.
- 8.17.3 Students wanting to apply for an aegrotat pass should apply in writing to the HOD of the appropriate department supplying the following information:
- (a) the reason for not completing the assessment;
 - (b) any medical certificates or other relevant documentation;
 - (c) a copy of all results received to date on the programme;
- 8.17.4 The General Manager will refer the matter to the Programme Leader (or equivalent) for a report and recommendation.
- 8.17.5 The report and recommendation will be presented to the Faculty Academic Committee, who will make a decision.
- 8.17.6. The decision will be reported to the Programme Leader (or equivalent) and the student by the Faculty Academic Committee Secretary.

8.18 Conceded Pass

- 8.18.1 Only one conceded pass may be granted for any student for a given qualification.
- 8.18.2 Students may not apply for a conceded pass. The decision to consider a conceded pass is at the discretion of the Programme Leader (or equivalent) or Lead Tutor/Tutor.
- 8.18.3 A conceded pass will only be awarded in cases where it can be shown that the student's inability to pass the assessment resulted from circumstances beyond their control that limited their opportunity to develop the necessary skills or knowledge. Where the circumstances relate to the student's opportunity to be assessed, an aegrotat pass should be considered.
- 8.18.4 To be granted a conceded pass the student must have passed all other units/courses in the programme of study.
- 8.18.5 The Programme Leader (or equivalent)/Tutor should forward a copy of the student's academic results and a recommendation to the Academic Board, via the Faculty Academic Committee, for consideration.
- 8.18.6 If granted, the conceded pass will show on the academic transcript as "Conceded".

8.19 Extensions

- 8.19.1 Programmes may set their own policy for extensions within each programme.
- 8.19.2 Each programme's policy will be fair, academically justifiable and practical and advised in the Programme Handbook.

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- 8.19.3 Extensions beyond the end date of the programme may be granted by the programme management staff in special circumstances only. All extensions will be approved at the Faculty Academic Committee meetings.
- 8.19.4 The Programme Leader (or equivalent) may grant extensions within the start and end dates of the programme in discussion with the student.
- 8.19.5 A file note including the name of the student and the new due date should be kept in the Programme File.
- 8.19.6 Students may apply for extensions beyond the end date of the programme by writing to the Programme Leader (or equivalent) at least 14 days prior to the end of the programme stating the reasons for requiring the extension.
- 8.19.7 The Programme Leader (or equivalent) will reply in writing within seven (7) days. If the circumstances are deemed appropriate, permission will be given, and the length of extension stated. The length of the extension will not exceed 28 days. These will be approved by the Faculty Academic Committee.
- 8.19.8 The Registrar will be sent a copy of the letter of response.
- 8.19.9 Copies of the student application and the letter of response will be kept in the Programme File.

8.20 Reassessment

- 8.20.1 Each programme will describe, in its Programme Handbook, the Reassessment policy that applies to students enrolled in that programme.
- 8.20.2 Each programme's policy will be fair to students, academically justifiable, practical to administer, and meet all requirements of the standard setting body. The policy will include:
- (a) a clear definition of what constitutes reassessment;
 - (b) any circumstances under which students are excluded from reassessment;
 - (c) any circumstances under which reassessment will incur a cost to the student;
 - (d) the conditions under which reassessment takes place;
 - (e) how any reassessment is recorded.

8.21 Prior Learning (RPL)

- 8.21.1 Prior Learning (PL) is the recognition of a student's learning gained through previous experience. It involves a range of processes whereby the student provides evidence or can demonstrate that (through either formal and/or informal learning) they have the skills, knowledge and or abilities of specific learning outcomes associated with a programme of study. The essential element of PL is that evidence is provided by an individual to support their claim for competence against a given set of standards or learning outcomes.

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8.21.2 While the nature of the prior learning - the length, place, method of learning and the fact that that the learning may have taken place a number of years ago does not matter the student must still be able to demonstrate the skill and knowledge they have is current.

8.21.3 TPP recognises three separate pathways for students to apply for PL recognition.

8.21.4 Assessment of Current Competency (ACC) is where informal learning experiences and/or current competency is assessed. This involves a student either:

- (a) Completing an assessment activity for a learning outcome without undertaking the required course of study.
- (b) Presenting evidence, usually in the form of a portfolio that demonstrates competence resulting from aspects of an applicant's professional and or personal life.

Using this evidence the tutor then makes an assessment of competence against the learning outcomes applied for and when completely confident that the student is able to meet the criteria recommends PL is recognised and the course or standards be awarded.

8.21.5 Credit Transfer (CT) is a process whereby the same credit already achieved for one qualification is recognised toward a new qualification. This is recognition of formal learning. The course or unit being assessed may have been awarded by either TPP or another provider. Students make application for a credit transfer by presenting to a tutor a transcript of academic learning. The tutor then verifies the course and/or unit standards achieved are the same as those of the course applied for before making a recommendation that the PL is recognised.

8.21.6 Cross Credit (CC) is a process whereby a similar credit already achieved for one qualification is recognised toward a new qualification. Again this is recognition of formal learning and the course or unit being assessed may have been awarded by either TPP or another provider. In order for consideration to be given for a cross credit the courses and unit standards achieved must be regarded as equivalent to those applied for. Students make application for a credit transfer by presenting to a tutor a transcript of academic learning. The tutor then conducts an evaluation of equivalence between the two programmes of study. The tutor must be certain that any recognition of course and or unit standards achieved are at the same level or higher and that there is 80% alignment between learning outcomes before a PL is recognised.

8.21.7 PL applications should be made by completing the form SF002 Application for Prior Learning, available in the QMS.

8.21.8 Applications must to be initiated by the student before unit standard or course delivery.

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8.21.9 In consultation with the student the tutor determines the most appropriate means of assessing the student's prior knowledge.

Assessment options include:

- (a) completing an appropriate assessment activity
- (b) compiling and presenting a portfolio of evidence;
- (c) checking and/or analysing academic transcripts

8.21.10 The student's responsibilities include providing evidence and/or undertaking assessment tasks.

8.21.11 The tutor's responsibilities include conducting assessments, evaluating evidence, verifying evidence and making the recommendation for PL recognition.

8.21.12 In making the recommendation the tutor will ensure:

- (a) the unit/course is delivered in such a way that the student can be exempted from the delivery without affecting learning or assessment for other parts of the course; and
- (b) to grant credit would not jeopardise the student's or others' safety, or the student's ability to meet the graduate profile.

8.21.13 SAC EFTS funding cannot be applied to assessment-only activities (including CT and CCs). Except in the case of CTs, a fee is charged to the student for PL recognition. The cost will include an initial non-refundable application fee of \$50.00. Following confirmation by the tutor that the student has access to evidence that is likely to support the application, a fee per credit will be charged to complete the PL recognition process. In determining the per credit fee the Programme Leader (or equivalent), HOD and/or General Manager will take into consideration staff time, resources, and any other additional costs. The minimum set fee will be \$5.00 per credit (GST exclusive). In some cases the total fee can be higher than the student fee for the course.

8.21.14 On completion of the assessment component the tutor will verify the evidence presented by the student meets the requirements for achievement of the learning outcome. The tutor will present the evidence and application to the HOD/General Manager who will review it and present the recommendation to the Director - Academic and Quality for approval.

8.21.15 should the tutor not find sufficient evidence to award the credit they will inform the student of the outcome and that they have the right to Appeal the decision under [Regulation 8.8 Academic Appeals](#). The tutor will complete the form verifying the non-achievement and forward to the Programme Leader for filing in the Programme File pending any appeals under the Academic Appeals process.

8.21.16 Once approval is obtained from the Director - Academic and Quality the tutor must enter the result for the student in the results management system (Aplus+ if applicable and Artena). In the case of Credit Transfers and Cross Credits the transcript will show CT or CC for that unit except where SSB rules apply.

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- 8.21.17 The tutor must retain a copy of the Application for Prior Learning form in the Programme File.
- 8.21.18 A summary of requests for assessment of prior learning should be included in the Programme Annual Self-Assessment Review. If there are sufficient in number it should include an identification of any trends in terms of applications, assessment methods and an evaluation of the effectiveness of the assessment methods used in verifying appropriate levels of evidence.
- 8.21.19 No partial credit for units or courses, where assessments are integrated, are possible under Prior Learning recognition processes.
- 8.21.20 All applications covered by this regulation will be processed in accordance with TEC Rules and Conditions for Admission including ENR017 and Rule ENR018.
- (a) Rule ENROL 17-Recognised prior learning (RPL) requires clear documentation showing why the decision was made to accept RPL.
 - (b) Rule ENROL18 -TEOs must not claim funding for recognised prior learning credited to a learner.

8.22 External Examinations

Students are responsible for checking pre-entry requirements, regulations and examination closing dates; for ensuring that their examination applications and fees are forwarded to TPP's programme staff as early as possible; and for ensuring they arrive to take the examination at the correct time, date and venue.

(Note that the quoted fees DO NOT INCLUDE EXTERNAL EXAMINATION FEES unless this is stated in programme marketing material and information booklets.)

8.23 Students' Records

The Registrar keeps permanent records of students' academic history. Students completing or withdrawing formally from programmes, who have met all their obligations to TPP, are entitled to an official transcript giving dates, grades and other details as applicable of recognised programmes or sections of programmes that they have completed. TPP will manage this personal information in accordance to the Privacy Act of 1993. Academic records will be managed in accordance with the Public Records Act of 2005.

8.24 Student Guidance and Support

- 8.24.1 TPP will provide a range of support services for students including but not limited to:
- (a) actively working to create a positive and inclusive learning environment;
 - (b) pastoral care of students provided by staff, including referrals to community agencies;
 - (c) maintaining the wellbeing of students, including referrals to health specialists;
 - (d) providing reasonable accommodation to students identified with learning and disability needs, to lower barriers to participation;
 - (e) monitoring of academic progress to achieve higher rates of retention and success.

(Note: these regulations compliment rather than replace the [Code of Practice for International Students](#).)

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8.24.2 Guidance and support for students enrolled in courses of 20 credits or less at off-main campus sites is conducted on an as-needed basis after verbal or written notification or via 0800 TPP SUPPORT (0800 877 787) phone number.

8.24.3 Student support will generally fall into three areas: learner support, disability and medical support, and pastoral care.

8.24.4 Learner Support

8.24.4.1 All tutors should actively monitor students for indications that individuals are finding difficulty with the academic requirements of the course or programme. Such signs include but are not limited to:

- (a) little or no active participation during classes;
- (b) lack of clear evidence of self-directed learning;
- (c) poor attendance or tardiness;
- (d) poor formative assessment results;
- (e) poor summative assessment results;
- (f) direct requests for assistance;
- (g) students may also self-identify a learning support need via the student satisfaction surveys.

8.24.4.2 All tutors must be available on campus outside of class hours for direct approaches for assistance. Students will be notified of these times.

8.24.4.3 Where no direct approach is forthcoming, tutors should request a meeting with the student. This request should be made discreetly to ensure the student's right to privacy is maintained.

8.24.4.4 At the meeting the tutor should enquire as to the student's opinion of their academic progress.

8.24.4.5 If the student does not demonstrate understanding of their current level of progress, the tutor must clearly state the areas of concern. Such comments must be factual and avoid judgement or personal statements.

8.24.4.6 A programme of remedial actions should be agreed with the student. These may include:

- (a) improvement in attendance or punctuality;
- (b) extra readings;
- (c) formalisation of a study timetable;
- (d) formation of a study group;
- (e) appointment of a "Buddy" or a mentor; or,
- (f) referral to Student Support Services.

8.24.4.7 A file note of this meeting will be kept by the tutor, and a copy supplied to the Programme Leader (or equivalent).

8.24.4.8 Continued evidence of lack of academic progress: If no improvement is evident tutors should meet with the student a second time and request permission to refer the problem to a student support person.

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- 8.24.4.9 If the student does not agree to further assistance a letter should be sent to the student clearly stating the areas of concern. Students on “under the age of 18 acceptances” should have a copy of the letter sent to their parent or caregiver.
- 8.24.4.10 Student support persons may include:
- (a) Student Support Services staff member;
 - (b) Learning and Disability Co-ordinator;
 - (c) General Manager;
 - (d) Director - Academic and Quality.
- 8.24.4.11 The student support person should first ascertain that:
- (a) the student understands that the problem exists; and
 - (b) they wish assistance.

Although staff should encourage students to receive assistance, it must be the student’s choice.

- 8.24.4.12 Provided the student agrees, the support person should interview the student and attempt to identify causes for the lack of academic progress.
- 8.24.4.13 Wherever possible, identified learning problems should be referred to expert intervention. This may be through use of internal staff or by referral to an external agency.
- 8.24.4.14 A file note must be kept of all meetings and actions taken, and a copy supplied to the Programme Leader (or equivalent) and student.

8.24.5 Disability and Medical Support

- 8.24.5.1 The Institution may become aware of important medical information relating to an individual student through several means including:
- (a) declaration on the enrolment forms;
 - (b) information provided by the student to any staff member or other student support service;
 - (c) information supplied by caregivers or guardians.
- 8.24.5.2 All information must be forwarded to the Programme Leader (or equivalent) who will maintain a secure file for the duration of the student’s enrolment.
- 8.24.5.3 Where the information is not supported by a certificate or letter from a medical practitioner the Programme Leader (or equivalent) in communication with the student and appropriate support persons, should seek such verification.
- 8.24.5.4 All staff placed in a position of sole charge with students on or off campus must be informed of any conditions that might impact on the safety of all staff or students.

Note: While the student’s right to privacy should be recognised, the safety of all students and others must be given the highest priority.

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8.24.5.5 All information contained in the Programme Leader's (or equivalent) secure file must be transferred to the student's file at the end of the student's enrolment.

8.24.6 Pastoral Care

8.24.6.1 Pastoral care of students is the responsibility of all staff, however care should be taken to avoid involvement or knowledge of matters that are not directly concerned with the student's academic progress.

8.24.6.2 All staff should maintain awareness of issues arising that may affect physical or mental wellbeing. These may include:

- (a) illness;
- (b) mental illness;
- (c) evidence of poor nutrition;
- (b) evidence of drug or alcohol abuse.

8.24.6.3 Intervention in personal matters should be treated with caution. Where concerns arise over student physical or mental wellbeing, the staff person should inform the Programme Leader (or equivalent), who should request a meeting with the student. This request should be made discreetly to ensure the student's right to privacy is maintained.

8.24.6.4 Students will be given the opportunity to have a support person with them during the meeting with the Programme Leader (or equivalent).

8.24.6.5 At the meeting the Programme Leader (or equivalent) should enquire as to the student's desire for intervention.

8.24.6.6 In most instances intervention will be referral to external agencies.

8.24.6.7 Intervention in personal matters by Polytechnic staff without the consent of the student must only take place where there are grave fears for the student's mental or physical safety, or the safety of others. Consultation with senior management is strongly recommended.

8.25 Student Complaints

8.25.1 TPP encourages feedback from students and external stakeholders regarding the service they receive to assist TPP in continuous improvement.

8.25.2 All complaints will be processed in a fair, unprejudiced and confidential manner for all parties involved.

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8.25.3 Complainants have a right to have a student support person involved with any processes regarding a complaint. The following people may be considered as student support persons:

- (a) A Student Support Services staff member;
- (b) Programme Leader (or equivalent) / Head of Department;
- (c) Te Kaiwhakahaere o Mātauranga Māori (The Director of Maori Education), or
- (d) Friend or family/whānau of the student's choice.

8.25.4 Informal Complaints

8.25.4.1 In the first instance, students are encouraged to address concerns as they arise directly with the relevant staff member to resolve the issue in a problem solving approach. Where this is not possible, or if the student is unsure of whom to approach with a concern/informal complaint, the student is encouraged to approach the Director, Academic and Quality who will handle the concern or refer it to the appropriate staff member.

8.25.4.2 The staff member's role when a student raises a concern is to deal with the matter in an open and professional manner and to take reasonable and prompt action to try and resolve it informally.

8.25.4.3 Where the concern is regarding a staff member or a programme activity, the staff member is to inform the student of the formal complaints procedure and may recommend that such a complaint be filed.

8.25.5 Formal Complaints

8.25.5.1 When the informal problem solving procedure does not resolve the issue or the student decides that the complaint is of a serious nature and s/he wishes to be dealt with through the formal complaints procedure then the QMS policy, Complaints Resolution, will be followed.

8.25.5.2 As soon as practicable, and no later than three (3) months after the event, the student will submit a detailed written complaint or incident report to the relevant manager/General Manager. This written complaint should include:

- (a) Who or what the issue is about;
- (b) What occurred or issue of concern (including dates, time, location and involved parties);
- (c) What the desired action/outcome would be;
- (d) Other evidence to support the complaint or concern;
- (e) Signature and date.

8.25.5.3 If the student prefers not to address the written complaint to the Manager/General Manager, they may send the complaint directly to the Director - Academic and Quality. In either instance, the Manager/ General Manager will advise the Director - Academic and Quality of the complaint who will provide guidance on the next steps regarding this process.

8.25.5.4 Once a formal complaint has been received, an investigation into the complaint will occur within ten (10) working days.

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- 8.25.5.5 All parties involved will be advised of the outcome of the investigation, in writing at the conclusion of the investigation. The outcome of the investigation may include the initiation of [Student Disciplinary Actions](#) as outlined in section 8.6 of this Academic Statute.
- 8.25.5.6 If not satisfied with the outcome of the investigation, the complainant or the respondent may [appeal the decision](#) within ten (10) working days as outlined in section 8.7 of this Academic Statute.
- 8.25.5.7 Where the student complaint is related to a Tai Poutini Polytechnic staff member, the procedures for investigation and possible disciplinary outcomes will be guided by the Staff Misconduct and Unsatisfactory Performance policy within the QMS.
- 8.25.5.8 Where the complaint is related to a TPP process or service and, in the opinion of the General Manager/HOD, the complaint has substance, a review of the process or service may be arranged, with a view to preventing a recurrence and ensuring continued improvement.
- 8.25.5.9 For further details, refer to the Complaints Resolution Policy within the QMS.

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9. PROGRAMME ADVISORY COMMITTEES

**(Refer to the Programme Advisory Committees policy within the QMS)*

9.1 General

The prime purpose of a Programme Advisory Committee (PAC) is to advise the Chief Executive, the Academic Board, a Faculty's Academic Committee, and the members of the faculty on matters relating to a programme or subject area.

The PAC is an important link between TPP and the relevant industries who are stakeholders and potential employers. It should be consulted on programme content, graduate profiles, and other issues which would make the institute's students better equipped for employment. The PAC should be consulted on any major changes to programmes, or the development of new ones.

All major programmes will have a Programme Advisory Committee (PAC) which will meet at least twice a year.

Where a programme is serving a specialised market or industry, other suitable professional bodies may act as the Programme Advisory Committee.

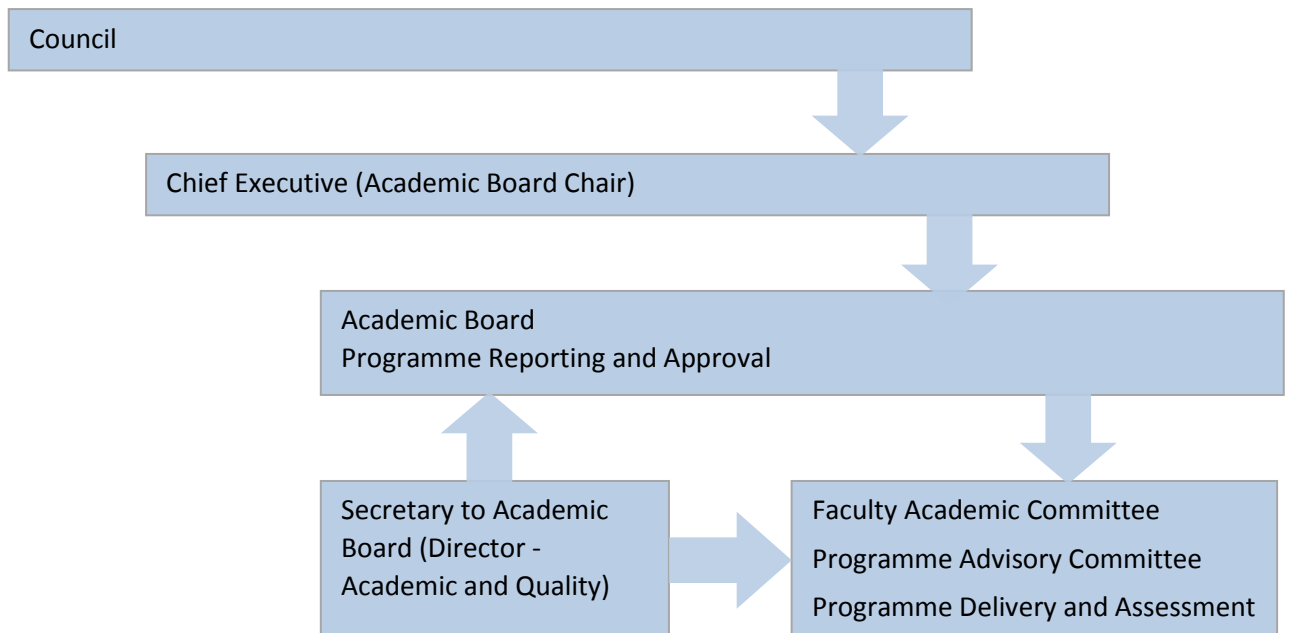
9.2 Terms of Reference

(Refer to the [Programme Advisory Committee Operational Guide Terms of Reference](#)).

Minutes will be kept of all meetings, and distributed to PAC members for confirmation at the next constituted meeting. Faculty Administrators will hold the minutes.

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10. ACADEMIC VALIDATION AND MONITORING (Flow of responsibility)



11. PROGRAMME DELIVERY AND ASSESSMENT

TPP has developed a series of policies and procedures to promote quality assurance with regard to programme delivery and assessment. These policies are referenced to the NZQA Self-Assessment and External Evaluation Review Process. Please refer to the Quality Management System accessible via SharePoint within the TPP network or available by request for students and external parties.

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12. CERTIFICATION OF QUALIFICATIONS

- 12.1 All blank certificates are held in a secure location and may only be uplifted by authority of the Chief Executive, Registrar, or Chief Financial Officer.
- 12.2 Certificates will be awarded to students of TPP who have successfully completed part or full-time programmes as follows:

Programme	Certificate	Signature
STAR	Tai Poutini Polytechnic Certificate of Completion	HOD of the relevant programme
Community Education and short non-formal programmes approved by the Academic Board	TPP Statement of Attendance	HOD of the relevant programme
Short formal programmes approved by Academic Board	Tai Poutini Polytechnic Statement of Completion	HOD of the relevant programme
Mainstream programmes approved by the Academic Board	Tai Poutini Polytechnic Certificate for successful completion (or the equivalent certificate). National certificates will contain a statement referring to NZQA accreditation.	Chief Executive and Council Chairperson

13. AWARDS AND SCHOLARSHIPS

Students or prospective students may apply for awards and scholarships. These do not include “prizes” that are awarded as a part of programme graduations.

- 13.1 The Awards Committee which decides on the distribution of scholarships and awards generated through the community shall consist of:
- (a) The Chief Financial Officer of TPP who will chair the Committee;
 - (b) The Director - Academic and Quality of TPP;
 - (c) A Student Support Services Officer;
 - (d) The Executive Assistant to the Chief Executive shall be the secretary to the Committee.
- 13.2 The Awards Committee shall be considered to have a quorum when there are three members present.
- 13.3 The Awards Committee shall meet twice a year to consider awards and scholarships for the current year. In exceptional circumstances other meetings may be scheduled as required.
- 13.4 Members shall receive all applications at least seven days prior to the meeting.
- 13.5 Prior to the meeting each member shall rank the applicants according to the various criteria and material supplied.

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- 13.6 At the meeting, the members' preferences will be collated. Where there is strong agreement, no further discussion is required.
- 13.7 Where members are not in agreement the Chair will facilitate discussion and consensus.
- 13.8 The minutes of the Awards Committee meeting will be tabled at the next Academic Board and other Committee meetings as appropriate (e.g., Cave Creek Memorial Scholarships Board of Trustees) for ratification.
- 13.9 All Awards and Scholarships are approved by the TPP Council on establishment.

14. ENROLMENTS AND PROGRAMMES

- 14.1 Tai Poutini Polytechnic accepts its managerial responsibility of ensuring that any pre-requisites and admission requirements are appropriate and fair.
- 14.2. The Chief Executive may refuse admission to any person who is deemed unsuitable under the provisions of the Education Act 1989, S224 (13).
- 14.3 All enrolments are subject to the condition that the student agrees to abide by all TPP regulations, policies and procedures.

14.4 Programme Availability

- 14.4.1 The Chief Executive may decline to enrol a student in any programme if there is insufficient appropriate accommodation, equipment, staff or other exceptional circumstances.
- 14.4.2 The Chief Executive reserves the right to decline to provide any programme or class where the enrolment or attendance does not, in the opinion of the Chief Executive, justify its establishment or continuance.
- 14.4.3 The Chief Executive reserves the right to change the advertised programme/course location if insufficient students enrol at that campus.

14.5 English Language Entrance Requirements

- 14.5.1 As a minimum, all courses and programmes will specify and follow the English language entrance requirements as stipulated by the New Zealand Qualifications Authority, refer to the NZQA website [here: http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/programme-approval-and-accreditation/8/18/](http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/programme-approval-and-accreditation/8/18/)
- 14.5.2 Where TPP is delivering another institution's programme of study, TPP will adopt the institution's IELTS requirements for that programme of study.

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14.5.3 Schedule of IELTS and TOEFL Scores for Non-English Speaking Students. This schedule applies to both International and non-English speaking New Zealand residents and is required for entry onto TPP programmes.

English Proficiency Outcomes							
Programme Level	IELTS Test	TOEFL Paper-based test (pBT)	TOEFL Internet-based Test (iBT)	University of Cambridge ESOL Examinations	NZCEL	Pearson Test of English (Academic)	City & Guilds IESOL
Certificate at Level 3	General or Academic score of 5 with no band score lower than 5	Score of 500 (with an essay score of 4 TWE)	Score of 35 (with writing score of 20)	FCE or FCE for schools with a score of 154. No less than 154 in each skill	Level 3 with an endorsement of either General, Workplace or Academic	PToE (Academic) score of 36	B1 Achiever with score of 43
Certificate at Level 4	General or Academic score of 5.5 with no band lower than 5	Score of 530 (with an essay score of 4.5 TWE)	Score of 46 (with a writing score of 20)	FCE or FCE for schools with a score of 162. No less than 154 in each skill	Level 4(*) with an endorsement of either General, Workplace or Academic	PToE (Academic) score of 42	B2 Communicator with score of 42
Certificate or Diploma at Level 5	Academic score of 5.5 with no band score lower than 5	Score of 550 (with an essay score of 5 TWE)	Score of 46 (with a writing score of 20)	FCE or FCE for schools with a score of 162. No less than 154 in each skill	Level 4 with the Academic endorsement	PToE (Academic) score of 42	B2 Communicator with a score of 42
Certificate or Diploma at Level 6 or 7 Degree at Level 7 Graduate Certificate or Diploma at Level 7	Academic score of 6 with no band score lower than 5.5	Score of 550 (with an essay score of 5 TWE)	Score of 60 (with a writing score of 20)	FCE, or FCE for schools, or CAE, or CPE with a score of 169. No less than 162 in each skill.	Level 5(*) with the Academic Endorsement	PToE (Academic) score of 50	B2 Communicator with a score of 66
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	Academic Score of 6.5 with no band score lower than 6	Score of 590 (with an essay score of 5.5 TWE)	Score of 79 (with a writing score of 21)	CAE or CPE with a score of 176. No less than 169 in each skill.	Level 5(*) with the Academic Endorsement	PToE (Academic) score of 58	C1 Expert with score of 42

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14.6 Student Selection and Enrolment

- 14.6.1 Student selection regulations ensure there are no unjustifiable barriers to student entry and compliance with programme and legislative requirements.
- 14.6.2 Programme entry requirements will be developed, consulting with the Programme Advisory committee and/or Standard Setting Body during the accreditation process. Change to criteria can only be made by recommendation of the Faculty Academic Committee and ratified by the Academic Board.
- 14.6.3 All pre-requisites must be clearly stated in the TPP curriculum documents, websites and promotional material.
- 14.6.4 Applicants have a right to view curriculum documents for the purpose of choosing appropriate programmes of study.
- 14.6.5 Where there are special criteria or a process is established to select applicants, all applicants who meet the entry criteria must be informed of this process.
- 14.6.6 Applications received from secondary school level students under the age of 16 will only be processed after consultation with the relevant provider.
- 14.6.7 A range of selection procedures may be used which must reflect this regulation. Where required, a detailed, programme-specific student selection procedure will be developed annually by the Programme Leader (or equivalent), in consultation with a TPP tutor or manager, industry representative and/or Programme Advisory Committee member.
- 14.6.8 Prior to participation in the selection procedure development process, all members of the team will have read and understood this Student Selection and Enrolment regulation.
- 14.6.9 The selection process will be approved annually by the Programme Advisory Committee.

14.6.10 Selection of Students and use of "Special Notes"

- 14.6.10.1 Document Review:
This review will generally focus on student curriculum vitae, any relevant application form or portfolio of work. Applicants will be given clear prior notice of any documentation that the student selection team requires.
- 14.6.10.2 The Interview Process:
- (a) Interviews, where held, are generally conducted by programme management staff.
 - (b) Interviews may be held in person, via telephone, video or internet conference.

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- (c) Parents, family/whanau and other support people are welcome to attend the interview.
- (d) Prior to the interview process, the selection team should be familiar with the “Special Notes” which identify the appropriate student qualities/abilities that are required. These may include the following:
 - (i) a genuine interest in a career that is a natural progression from the chosen programme;
 - (ii) demonstrated ability to complete the programme based on past academic performance;
 - (iii) a level of literacy and numeracy consistent with programme requirements;
 - (iv) a level of fitness required to complete the programme;
 - (v) personal aptitude, self-confidence and good work habits;
 - (vi) where appropriate, the ability to work as a team member;
 - (vii) a level of bi-cultural and multi-cultural sensitivity appropriate to the programme;
 - (viii) evidence of previous experience or past work experience related to the programme;
 - (ix) appropriate communications and inter-personal skills.

14.6.11 Processing Applications

- 14.6.11.1 No later than two weeks after receipt, all applications must have been processed by programme management staff and classified as either acceptance, waitlist or decline. Wait listing should only be used if:
- (a) the programme is already fully subscribed; or
 - (b) there is an audition or similar process that cannot be completed immediately; or
 - (c) the applicant fails to meet the entry or selection requirements, but will be offered a conditional acceptance if places remain on the programme at the commencement date.
- 14.6.11.2 In the event of some impediment to this, e.g., through absence of the Programme Leader (or equivalent), the General Manager will make decisions regarding selection process and outcomes based on the selection process endorsed by the Programme Advisory Committee. In either event, all applicants will be notified of the outcome of their application within two weeks of receipt of that application. Students who meet the criteria will be accepted on to the course in application date order until the course is full.
- 14.6.11.3 In the event of over-subscription, a waiting list based on the date of application will determine the priority of applicants.

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- 14.6.11.4 The Chief Executive reserves the right to cancel any programme or course prior to commencement. In the case of cancellation prior to commencement, enrolled students will be notified immediately and all fees shall be refunded in full. The Polytechnic has the right to cancel, postpone or reschedule classes without notice, or otherwise breach this agreement, if the breach is caused by a reason beyond its control including but not limited to, prevention from or hindrance in obtaining materials or supplies, labour disputes of whatever nature, acts of God, fire, acts of Government or state, social or political unrest or war or due to low enrolment numbers.
- 14.6.11.5 Students may be accepted on a part-time basis by enrolling in specific courses within the programme. No full-time applications will be declined in order to accept part-time students. Part-time student applications may be waitlisted and accepted if places become available.
- 14.6.11.6 The Polytechnic Council may decline to enrol a student in any programme if there is insufficient appropriate accommodation, equipment, staff or other exceptional circumstances. The Polytechnic Council reserves the right to change the advertised programme location if insufficient students enrol at that campus.
- 14.6.11.7 Applications arriving after commencement will be processed. If no places are available, applicants who meet the entry criteria will be placed on the waitlist.
- 14.6.11.8 Where an applicant does not meet the entry criteria, a conditional acceptance may be given. This required written notification to the applicant of the specific areas in which they fail to meet the entry requirements, and a clear indication of how this will affect their ability to complete the programme. Conditional acceptance may also be used in the case of applicants with a notified disability. Where a requirement exists for on-going support of the applicant, acceptance will be in consultation with the Student Support Services Officer and/or the Disabilities Co-ordinator and the Director - Academic and Quality. Details of the level of support available will be stated in the acceptance letter.
- 14.6.11.9 Students requesting Prior Learning (PL) recognition as a programme pre-requisite will be required to submit an application for PL prior to consideration (see regulation [8.21 Recognition of Prior Learning](#)).

14.6.12 Selection Decision

- 14.6.12.1 The final decision on student selection shall be made by programme management staff. Any student who is declined is to be informed in writing of their right to appeal the decision.

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14.6.12.2 Any appeals against selection decisions should be made in writing to the Director - Academic and Quality, within 10 working days of the notification of the decision.

14.6.12.3 After considering the appeal on the basis of the student's letter and the selection report, the Director - Academic and Quality will make a recommendation to the Chief Executive to confirm or change the decision. The Chief Executive will then determine the outcome of the appeal. The Chief Executive's decision will be final.

14.6.13 Applicants under the age of 16

On receipt of an application from a secondary school level student under the age of 16, on the date of programme commencement, the Programme Leader (or equivalent), in consultation with the Director - Academic and Quality, will consult with the Principal or relevant provider prior to deciding whether to proceed with processing the application.

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15. FEES AND CHARGES

- 15.1 Fees vary according to the length, content and level of the individual course or programme. The fees will include charges for registration, tuition and materials, as well as other fees as required by Statute or approved by the TPP Council. The fees do not include external examination fees, NZQA “Hook-On” fees, personal stationery, required textbooks or materials required for any specialised personal projects.
- 15.2 Part-programme fees are calculated by multiplying the total programme fee by the number of credits or hours for the subject(s) divided by the total credits or hours for the full programme.
- 15.3 The minimum amount for assessment-only fees will be \$5 per credit, plus a non-refundable application fee of \$50 (GST exclusive). In determining the per credit fee, the HOD and/or GM will take into consideration any identified cost incurred by TPP in conducting the additional assessment, e.g., if an additional staff member has to be engaged, over and above the normal class allocation, to conduct the assessment.
- 15.4 The total fees are normally payable in advance before the beginning of the programme. Any student unable to pay full fees in advance may negotiate payment by instalment with the Chief Financial Officer.
- 15.5 Students who have not paid their fees or made appropriate provision for their payment are not permitted to attend class. Results may be withheld until full payment is received.
- 15.6 Students who are withdrawn are not eligible for a refund of fees unless they do so within 10% of the programme content delivery, or four weeks from the commencement of the programme (for full-year, full-time programmes). Refer to the Student Fees Policy within the QMS for full details on refund of fees.
- 15.7 Where a course or programme is cancelled by the Polytechnic, a full refund of applicable fees will be made.

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16. REQUIREMENTS SPECIFIC TO DEGREE PROGRAMMES

16.1 For Degree Programmes of Study delivered by TPP which belong to a third-party, and where the assessment regulations between the two parties are dissimilar or omitted from TPP's Academic Statute, TPP will align the degree requirements to that of the third party's, upon approval at Academic Board.

16.1.1 *Marks Carried Forward*

A student may apply to carry marks forward for completed assessments to the next occurrence of the course and not redo those assessments. The following provisions apply:

- (a) The student must enrol in the next available occurrence of the course;
- (b) A pro rata enrolment will apply; and
- (c) Marks carried forward can only occur for one re-enrolment of the same course.

16.1.2 *Second Results Conditions*

After publication of course results, a student who has failed a course, may in certain circumstances apply for a second result. This opportunity is only available if the successful completion of one failed assessment (e.g. final exam) would result in a pass for that course. The re-assessment must be completed and the mark finalised within 12 months of the end date of the course. Students are limited to one second result for their programme. No extra tuition is available. The student's original mark remains on their transcript along with their updated (second) result.

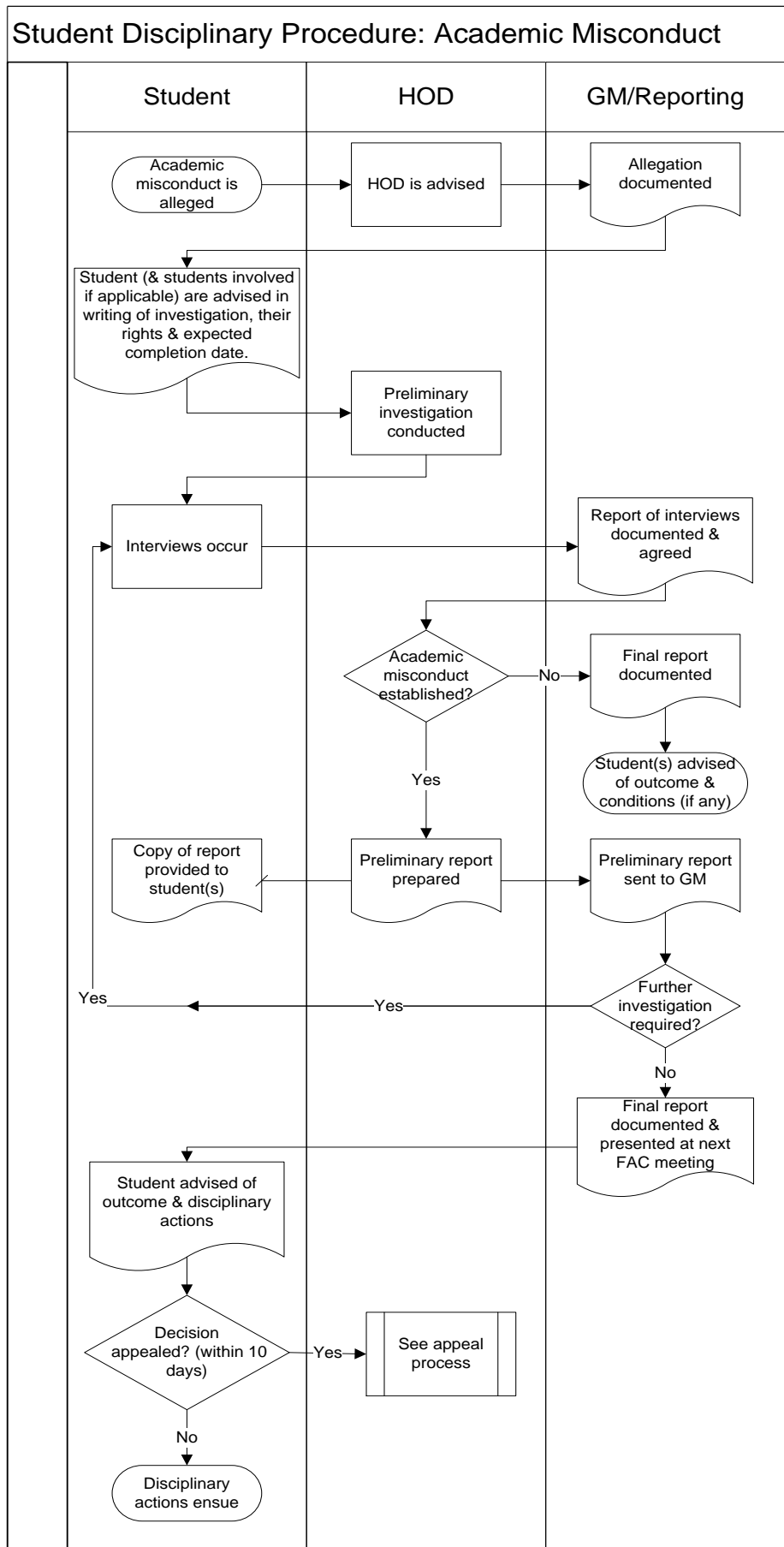
16.1.3 *Advanced Standing*

Advance Standing is awarded when it is evident that a student can enter a programme at an advanced level following an assessment of prior learning or qualification experience. Each Degree Programme of Study will stipulate the specific criteria required for a candidate to meet in order to be awarded Advance Standing within the Curriculum Document.

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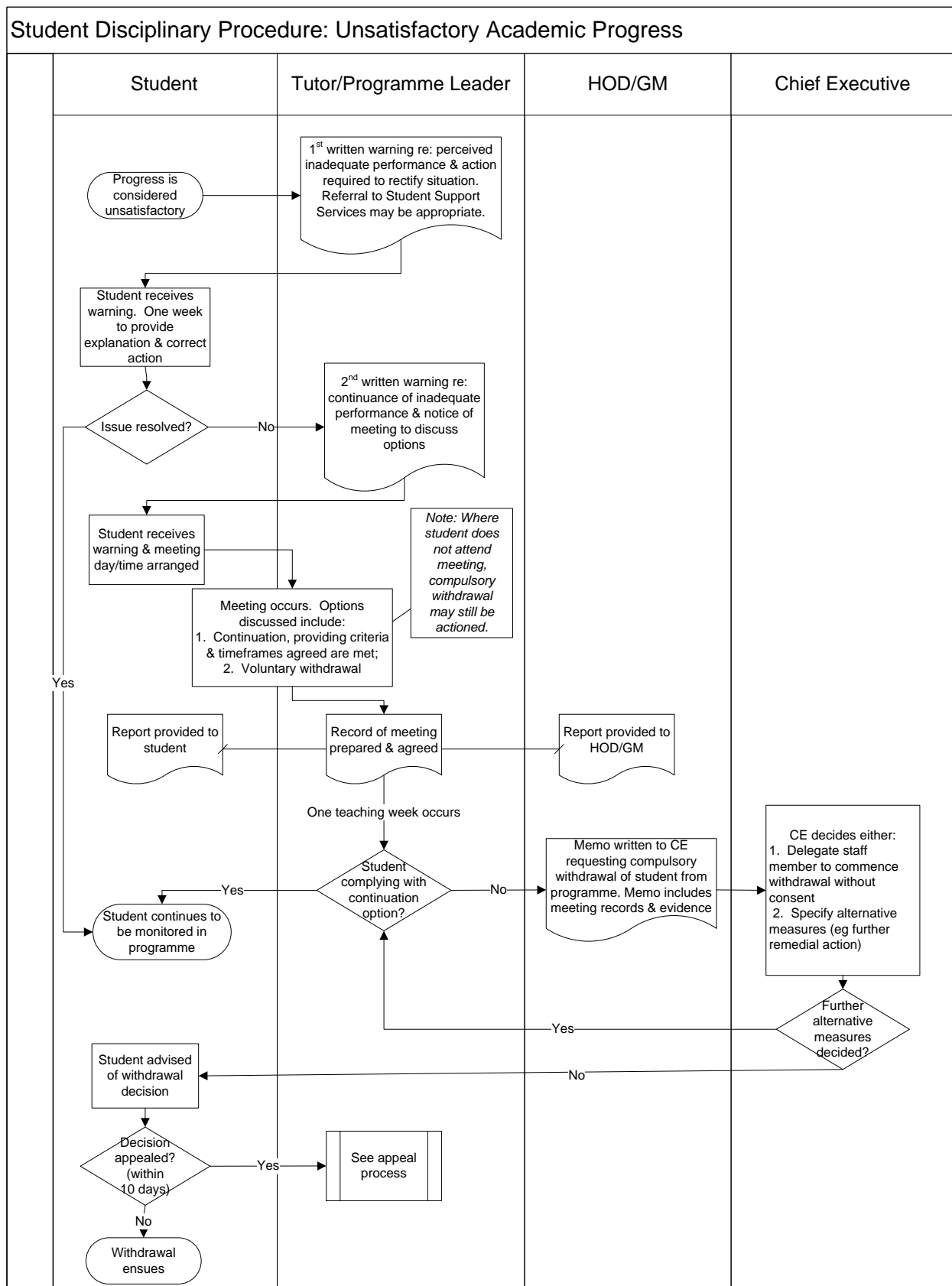
Appendix A: Student Disciplinary Procedures Flowcharts (High-Level)

A1 Academic Misconduct



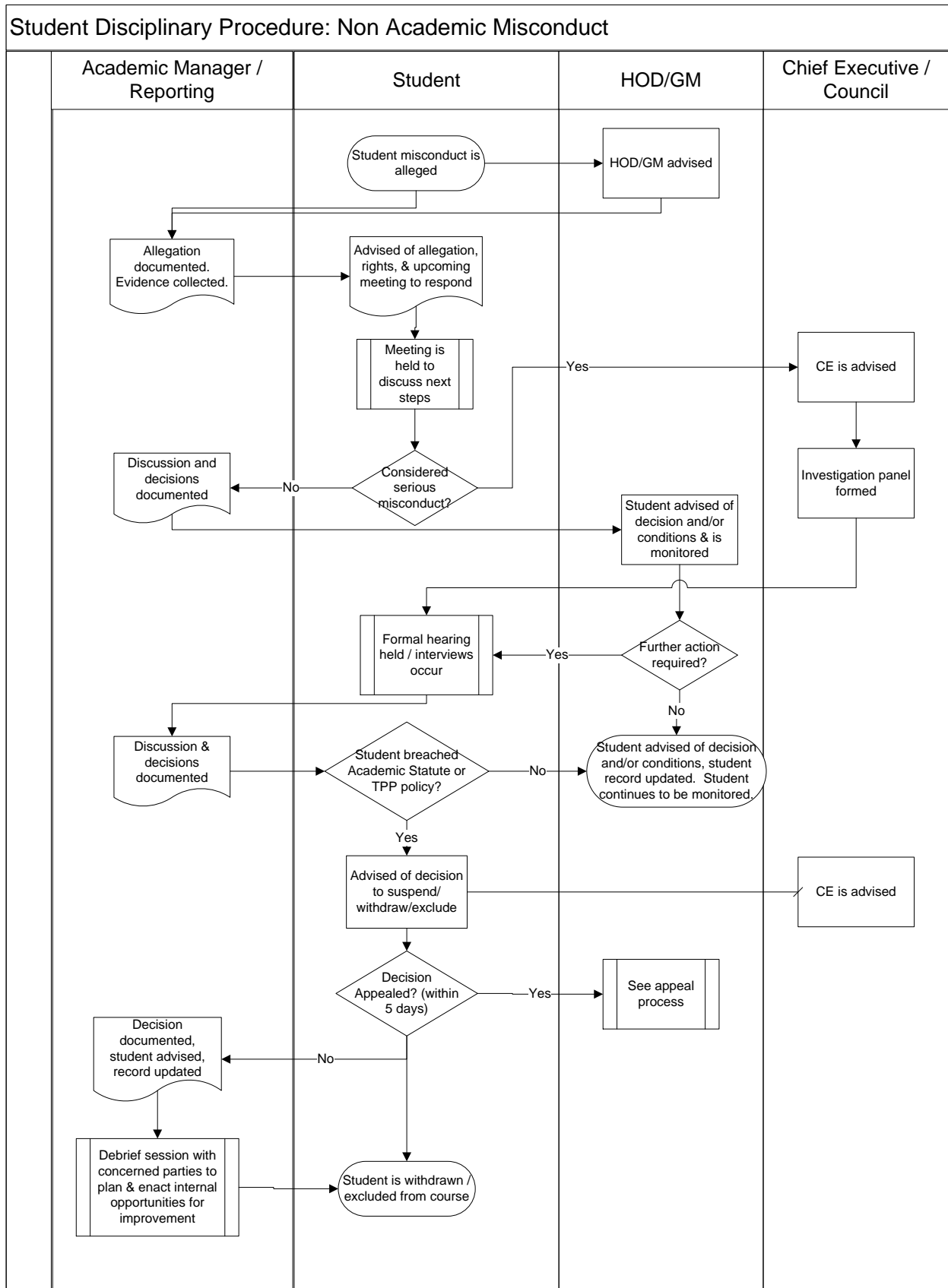
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A2 Unsatisfactory Academic Progress



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A3 Student Misconduct Non Academic



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